Proposal Cover Sheet

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS PROPOSED.

Name of applicant organization: RePublic Schools, Inc.

Primary contact person: Kate Cooper

Mailing address:

Street/PO Box: 4018 Redwing Avenue

City: Jackson *State:* MS *Zip:* 39216

Phone Number: *Day:* 703-577-3828 *Evening:* 703-577-3828

Email: ccooper@republiccharterschools.org

Names, roles, and current employment of all persons on applicant team (*add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Ravi Gupta	CEO, RePublic Schools	CEO, RePublic Schools
Kate Cooper	Trailblazer, RePublic Schools	Regional Director, RePublic Schools
Jasmine Thornton	Community Organizer, RePublic Schools	Community Organizer, RePublic Schools
Glenn Turtel	Chief Financial Officer, RePublic Schools	Chief Financial Officer, RePublic Schools
Abby Barton	Founding Lead Kindergarten Teacher and Instructional Lead, Purpose Prep	Principal, RePublic Elementary School
Victoria Haberman	Founding Literacy Teacher, Nashville Academy of Computer Science	Principal, RePublic Middle School

Do any of the following describe your organization, or the school/campuses proposed here?

☐ Seeks approval for multiple campuses under a single charter.

☒ Already operates schools elsewhere in the US.

☐ Will contract or partner with an education service provider. *If yes, include the provider's portfolio in answering the below questions regarding pending applications and school openings.*

If so, identify the provider:

☐ This provider already operates schools in this state or elsewhere in the US.

NOTE: If the applicant is proposing to replicate an existing school or school model (including as part of a network), operate multiple schools under a single board of directors, or intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 3 for Existing operators. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open in the United States in the next two school years? ☒ Yes ☐ No

If yes, complete the table below, adding lines as needed.

Planned School Name	City	State	Opening Date
RePublic High School	Nashville	TN	August 2015
Reimagine Prep	Jackson	MS	August 2015

Does this applicant team have new schools or campuses approved but scheduled to open in additional years? ☐Yes ☒No

If yes, complete the table below, adding lines as needed.

Authorizer	# of Schools	City(s)	State

School Information

COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name	Grades served: year one	Grades served: capacity
RePublic Elementary School	K, 1	K, 1, 2, 3, 4

Proposed Location	
Geographic Community: *Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted city or school district*	**North Central Jackson**
Address of identified facility *if applicable*:	**787 E. Northside Drive**

Projected Demographic Information	%FRL: 90%	%SpEd: 10%	%ELL: 1%

Model/Specialty *(check all that apply)*

☐ Alternative	☐ Career and Technical Education	☐ Disability (*list*):	☐ Montessori
☐ Arts	☒ College Prep	☐ Language Immersion	☒ STEM
☐ Blended Learning	☐ Other (*list*):	☐ Military	

Proposed Principal/Head of School *(if known)*

Name of proposed candidate: **Abby Barton**

Current employment: **Purpose Prep Charter School**

Phone Number: *Day:* **205-613-7090** *Evening:* **205-613-7090**

Email: **Abby.barton@gmail.com**

Campus Enrollment Projection:

Academic Year (specify)	Planned # of Students	Maximum # of Students	Grade Levels Served
Year one	180	216	K, 1
Year two	269	323	K, 1, 2
Year three	355	426	K, 1, 2, 3
Year four	440	528	K, 1, 2, 3, 4
Year five	440	528	K, 1, 2, 3, 4
At Capacity	440	528	K, 1, 2, 3, 4

Proposed School/Campus Name	Grades served: year one	Grades served: capacity
RePublic Middle School	5	5, 6, 7, 8

Proposed Location	
Geographic Community: *Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted city or school district*	**North Central Jackson**
Address of identified facility *if applicable*:	**787 E. Northside Drive**

Projected Demographic Information	%FRL: 90%	%SpEd: 10%	%ELL: 1%

Model/Specialty *(check all that apply)*

☐ Alternative	☐ Career and Technical Education	☐ Disability (*list*):	☐ Montessori
☐ Arts	☒ College Prep	☐ Language Immersion	☒ STEM
☐ Blended Learning	☐ Other (*list*):	☐ Military	

Proposed Principal/Head of School *(if known)*

Name of proposed candidate: **Victoria Haberman**

Current employment: **Nashville Academy of Computer Science**

Phone Number: *Day:* **228-342-6181** *Evening:* **228-342-6181**

Email: **vhaberman@republiccharterschools.org**

Campus Enrollment Projection:

Academic Year (specify)	Planned # of Students	Maximum # of Students	Grade Levels Served
Year one	112	134	5
Year two	220	264	5, 6
Year three	327	392	5, 6, 7
Year four	431	517	5, 6, 7, 8
Year five	431	517	5, 6, 7, 8
At Capacity	431	517	5, 6, 7, 8

LETTER OF INTENT

This letter of intent (LOI) serves to provide a formal notice to the Mississippi Charter School Authorizer Board (MCSAB) regarding our intention to submit a proposal for opening a charter school.

Name of applicant organization: **RePublic Schools, Inc**
Primary contact person: **Kate Cooper**
Mailing address:
Street/PO Box: **4018 Redwing Avenue**
City: **Jackson** *State:* **MS** *Zip:* **39216**
Phone Number: *Day:* **703-577-3828** *Evening:* **703-577-3828**
Email: **ccooper@republiccharterschools.org**

We plan to apply as a:

☐ New operator ☒ **Existing operator** ☐ Conversion operator

Do any of the following describe your organization, or the school/campuses you will propose?

☐ Seeks approval for multiple campuses under a single charter.
☒ Already operates schools elsewhere in the US.
☐ Will contract or partner with an education service provider.

If so, identify the provider:

☐ This provider already operates schools in this state or elsewhere in the US.

Provide the names of all members of the applicant team (*add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Ravi Gupta	CEO, RePublic Schools	CEO, RePublic Schools
Kate Cooper	Trailblazer, RePublic Schools	Regional Director, RePublic Schools
Jasmine Thornton	Community Organizer, RePublic Schools	Community Organizer, RePublic Schools
Glenn Turtel	Chief Financial Officer, RePublic Schools	Chief Financial Officer, RePublic Schools
Abby Barton	Founding Lead Kindergarten Teacher and Instructional Lead, Purpose Prep	Principal, RePublic Elementary School
Victoria Haberman	Founding Literacy Teacher, Nashville Academy of Computer Science	Principal, RePublic Middle School

Provide the names of all members of the proposed governing board of the school (*add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Angela Bass	Deputy Director of Policy, Mississippi First	Board Secretary
Hal Cato	Founder and CEO, Zeumo	Board Member

Ron Corbin	**Principal, RBBC Holdings**	**Board Member**
Shomik Dutta	**Founder and Managing Director, Dusable Capital**	**Board Chair**
Lee Harper	**Development Partner, West End Investment LLC**	**Board Member**
Jamie Hodari	**Co-Founder and CEO, Industrious**	**Board Member**
Stewart Hood	**Vice President of Systems, Munistrategies, LLC**	**Board Treasurer**
Aneesh Sohoni	**Director of Performance Management, The New Teacher Project**	**Board Vice Chair**

Provide the names of all members of the proposed leadership team of the school (*add lines as needed)*:

Full Name	Current Job Title and Employer	Position with Proposed School
Abby Barton	**Founding Lead Kindergarten Teacher and Instructional Lead, Purpose Prep**	**Principal, RePublic Elementary School**
Victoria Haberman	**Founding Literacy Teacher, Nashville Academy of Computer Science**	**Principal, RePublic Middle School**

COMPLETE THIS PART FOR EACH SCHOOL/CAMPUS YOU INTEND TO PROPOSE. Duplicate as needed.

Proposed School/Campus Name	Opening year	Grades served year one	Grades served at capacity
RePublic Elementary School	2016	K, 1	K, 1, 2, 3, 4

Proposed Location

Geographic Community: *Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted school district*	**North Central Jackson**

Model/Specialty *(check all that apply)*

☐ Alternative	☐ Career and Technical Education	☐ Disability (*list*):	☐ Montessori
☐ Arts	☒ College Prep	☐ Language Immersion	☒ STEM
☐ Blended Learning	☐ Other (*list*):	☐ Military	

Proposed School Description

Provide the mission statement of the proposed school.	The mission of RePublic Elementary School is to build the academic and character foundation necessary for success in the most demanding colleges and a life of active citizenship. Everything we do is in service of our mission: to prepare each student for college.
In 100 words or less, briefly describe the instructional focus of the proposed school.	Every class will be named after a college, because all of our students are headed for college. RePublic Elementary School students will build strong foundational skills in math and literacy alongside the development of higher order critical thinking skills. Our curriculum is designed to dramatically accelerate the learning of our students. Further, students receive targeted tutoring and academic support throughout the week. We believe that creativity flourishes within a structured environment. Good work cannot occur unless there is a safe and orderly environment in and out of the classroom. That's why we maintain a heavy emphasis on character education and discipline.

Proposed School/Campus Name	Opening year	Grades served	Grades served

		year one	at capacity
RePublic Middle School	2016	5	5, 6, 7, 8

Proposed Location	
Geographic Community: *Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted school district*	**North Central Jackson**

Model/Specialty *(check all that apply)*

☐ Alternative	☐ Career and Technical Education	☐ Disability (*list*):	☐ Montessori
☐ Arts	☒ College Prep	☐ Language Immersion	☒ STEM
☐ Blended Learning	☐ Other (*list*):	☐ Military	

Proposed School Description	
Provide the mission statement of the proposed school.	The mission of RePublic Middle School is to build the academic and character foundation necessary for success in the most demanding colleges and a life of active citizenship. Everything we do is in service of our mission: to prepare each student for college.
In 100 words or less, briefly describe the instructional focus of the proposed school.	Every class will be named after a college, because all of our students are headed for college. RePublic Middle School students will master basic and advanced academic skills in reading, writing, math, history, science, and computer programming. Our curriculum is designed to dramatically accelerate the learning of our students. Further, students receive targeted tutoring and academic support throughout the week. We believe that creativity flourishes within a structured environment. Good work cannot occur unless there is a safe and orderly environment in and out of the classroom. That's why we maintain a heavy emphasis on character education and discipline.

Certification

We understand that upon receipt of this letter and accompanying documentation, the MCSAB will evaluate our organization and applicant team against the legal eligibility requirements to determine whether we are eligible to hold a charter in the state of Mississippi.

We further understand that in order to be considered in this RFP cycle, we must submit a complete proposal by 3pm CST on May 26, 2015.

I certify that I have the authority to submit this LOI and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

Kate Cooper
Trailblazer, RePublic Schools
Name, Role with Applicant Organization

Signature

5/5/15
Date

298 738A

Business ID: 1037553
Date Filed: 03/14/2014 05:00 PM
C. Delbert Hosemann, Jr.
Secretary of State

DELBERT HOSEMANN
Secretary of State

Articles of Incorporation

11 F0001

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P O BOX 136, JACKSON, MS 39205-0136 (601)359-1633

1. Type of corporation: ☐ profit ☑ nonprofit Email: cpierce@bakerdonelson.com

2. Name of the corporation:

   RePublic Schools, Inc.

3. The future effective date is (complete if applicable)

4. **FOR NONPROFITS ONLY:** The period of duration is _____ years or ☑ perpetual

   The initial planned nonprofit activity

   See Attached

5. **FOR PROFITS ONLY:** The number (and classes) if any of shares the corporation is authorized to issue is/are as follows:

Classes	Number of shares authorized	If more than (1) class of shares is authorized, the references, limitations and rights of each class are as follows:

FOR ALL:

6. Name and street address of the Registered Agent and office:

   Name: Stewart Hood

   Physical address: 1521 St. Ann Street

   P.O. Box (if one):

   City, State, Zip: Jackson MS 39202

Please make the $50 check for the filing fee payable to the MISSISSIPPI SECRETARY OF STATE. Mail the completed form with payment to SECRETARY OF STATE, PO BOX 136, Jackson, MS 39205-0136. For assistance contact a customer service representative at (601) 359-1633 or visit our website at www.sos.ms.gov for forms and instructions.

DELBERT HOSEMANN
Secretary of State

11 F0001

Articles of Incorporation

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE
P O BOX 1020, JACKSON, MS 39215-1020 (601)359-1633

298738A

7. The name and complete address of each incorporator:

Name: Charles E. Pierce

Street: 165 Madison Avenue, Suite 2000

City, State, Zip: Memphis, TN 38103

Name:

Street:

City, State, Zip:

Name:

Street:

City, State, Zip:

8. Other provisions: ☑ see attached

9. Incorporators' signatures (please keep writing within blocks):

Please make the $50 check for the filing fee payable to the MISSISSIPPI SECRETARY OF STATE. Mail the completed form with payment to SECRETARY OF STATE, PO BOX 136, Jackson, MS 39205-0136. For assistance contact a customer service representative at (601) 359-1633 or visit our website at www.sos.ms.gov for forms and instructions.

ATTACHMENT TO ARTICLES OF INCORPORATION OF

REPUBLIC SCHOOLS, INC.

Purpose and Other Provisions

4. & 8. The purpose for which the Corporation is organized is:

to operate primary charter schools throughout the Mid-South.

(a) Said organization is organized exclusively for charitable, religious, educational, and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

(b) No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

(c) Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state

298738 A

or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Chancery Court of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

(d) The organization shall be permitted to indemnify and hold harmless the directors and officers of the corporation to the fullest extent permitted by Mississippi law as specified in the Bylaws of the corporation. If the Mississippi Nonprofit Corporation Act is amended or other Mississippi law is enacted to permit further elimination or limitation of the personal liability of directors, then the liability of directors of the corporation shall be eliminated or limited to the fullest extent permitted by the Mississippi Nonprofit Corporation Act as so amended or by such other Mississippi law as so enacted.

298138A

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

DEPARTMENT OF THE TREASURY

Date: NOV 13 2014

REPUBLIC SCHOOLS INC
C/O BAKER DONELSON BEARMAN CALDWELL &
MARY ANN JACKSON
165 MADISON AVE STE 2000
MEMPHIS, TN 38103

Employer Identification Number:
46-5280479
DLN:
17053112312014
Contact Person:
JERRY FIERRO
ID# 31119
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
March 14, 2014
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

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

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

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Tamera Ripperda

Director, Exempt Organizations

Letter 947

REPUBLIC SCHOOLS INC

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.

THE CITY OF NEW YORK

VITAL RECORDS CERTIFICATE

CERTIFICATION OF BIRTH

[redacted]

The City of New York

Do not accept this transcript unless it bears the security features listed on the back. Reproduction or alteration of this transcript is prohibited by §3.19(b) of the New York City Health Code if the purpose is the evasion or violation of any provision of the Health Code or any other law.

20150422595

N008408886

DEPARTMENT OF HEALTH AND MENTAL HYGIENE
THE CITY OF NEW YORK

ANY ALTERATION OR ERASURE VOIDS THIS CERTIFICATE

We the People
Of the United States,
in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.
Catherine Cooper
3
SIGNATURE OF BEARER / SIGNATURE DU TITULAIRE / FIRMA DEL TITULAR
PASSPORT
PASSEPORT
PASAPORTE
USA
UNITED STATES OF AMERICA
Type / Type / Tipo
P
Code / Code / Codigo
USA
Passport No. / No. du Passeport / No. de Pasaporte
[redacted]
Surname / Nom / Apellidos
COOPER
Given Names / Prénoms / Nombres
CATHERINE MARIE
Nationality / Nationalité / Nacionalidad
UNITED STATES OF AMERICA
[redacted]
Sex / Sexe / Sexo
F
14 Jan 2009
Date of expiration / Date d'expiration / Fecha de caducidad
13 Jan 2019
Authority / Autorité / Autoridad
United States
Department of State
Endorsements / Mentions Spéciales / Anotaciones
SEE PAGE 27
USA
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[redacted]

[redacted]

COUNTY OF SAN DIEGO, DEPT. OF HEALTH SERVICES 3851 ROSECRANS ST.
THIS IS TO CERTIFY THAT, IF BEARING THE OFFICIAL SEAL OF THE
SAN DIEGO DEPARTMENT OF HEALTH SERVICES, THIS IS A TRUE COPY OF
THE ORIGINAL DOCUMENT FILED.
REQUIRED FEE PAID
DATE ISSUED: December 28, 1988

Donald L. Rivas, M.D.
REGISTRAR OF VITAL STATISTICS

The Secretary of State of the United States of America
hereby requests all whom it may concern to p[redacted]
of the United States named herein to pass w[redacted]
and in case of need to give all lawful aid and protection.

Le Secrétaire d'État des États-Unis d'Amérique
prie par les présentes toutes autorités compétentes de laisser passer le citoyen
ou ressortissant des États-Unis titulaire du présent passeport, sans lui faire de
difficulté et, en cas de besoin, de lui accorder toute aide et protection légitimes.

El Secretario de Estado de los Estados Unidos de América por el presente solicita a las
autoridades competentes permitir el paso del ciudadano o nacional de los Estados Unidos
aquí nombrado, sin demora ni dificultades, y en caso de necesidad, prestarle toda la
ayuda y protección lícitas.

SIGNATURE OF BEARER/SIGNATURE DU TITULAIRE/FIRMA DEL TITULAR

NOT VALID UNTIL SIGNED

PASSPORT
PASSEPORT
PASAPORTE

USA

UNITED STATES OF AMERICA

Type / Type / Tipo: P
Code / Code / Código: USA
Passport No. / No. du Passeport / No. de Pasaporte: 215657294

Surname / Nom / Apellidos
TURTEL

Given names / Prénoms / Nombres
GLENN ELLIOTT

Nationality / Nationalité / Nacionalidad
UNITED STATES OF AMERICA

[redacted]

09 Nov 2005
Date of expiration / Date d'expiration / Fecha de caducidad
08 Nov 2015

Authority / Autorité / Autoridad
United States Department of State

Amendments / Modifications / Enmiendas
See Page 24

P<USATURTEL<<GLENN<ELLIOTT<<<<<<<<<<<<<<<<<<
[redacted]<<<<<<<<<<<<<<<<<08

Center for Health Statistics

I, Dorothy S. Harshbarger, State Registrar of Health Statistics, certify this is a true and exact copy of the original certificate filed in the Center for Health Statistics, State of Alabama, Department of Public Health, Montgomery, Alabama, and have caused the official seal of the Center for Health Statistics to be affixed. 2004-227-200-8

April 29, 2004

Dorothy S. Harshbarger, State Registrar

We The People

Of the United States,
in Order to form a more perfect Union,
establish Justice, insure domestic Tranquility,
provide for the common defence,
promote the general Welfare, and secure
the Blessings of Liberty to ourselves and
our Posterity, do ordain and establish this
Constitution for the United States of America.

Victoria Romano

SIGNATURE OF BEARER / SIGNATURE DU TITULAIRE / FIRMA DEL TITULAR

PASSPORT
PASSEPORT
PASAPORTE

USA

UNITED STATES OF AMERICA

Type / Type / Tipo: P

Code / Code / Codigo: USA

Passport No. / No. du Passeport / No. de Pasaporte: [redacted]

Surname / Nom / Apellidos
ROMANO

Given Names / Prénoms / Nombres
VICTORIA RAE

Nationality / Nationalité / Nacionalidad
UNITED STATES OF AMERICA

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Sex / Sexe / Sexo
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Date of Issue / Date de délivrance / Fecha de expedición
20 Jan 2009

Date of expiration / Date d'expiration / Fecha de caducidad
19 Jan 2019

Authority / Autorité / Autoridad
United States
Department of State

Endorsements / Mentions Spéciales / Anotaciones
SEE PAGE 27

USA

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[redacted]

We The People

Of the United States,
in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Angela Wheeler

SIGNATURE OF BEARER / SIGNATURE DU TITULAIRE / FIRMA DEL TITULAR

3

PASSPORT
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PASAPORTE

USA

UNITED STATES OF AMERICA

Type / Type / Tipo
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Code / Code / Código
USA

[redacted]

Surname / Nom / Apellidos
WHEELER

Given Names / Prénoms / Nombres
ANGELA SADE

Nationality / Nationalité / Nacionalidad
UNITED STATES OF AMERICA

Date of birth / Date de naissance / Fecha de nacimiento
[redacted]

Sex / Sexe / Sexo
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United States Department of Sta

08 Nov 2007
Date of expiration / Date d'expiration / Fecha de caducidad
07 Nov 2017

Endorsements / Mentions Spéciales / Anotaciones
SEE PAGE 27

USA

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We The People
Of the United States,
in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.
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Endorsements / Mentions Spéciales / Anotaciones
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We The People

Of the United States,

SIGNATURE OF BEARER / SIGNATURE DU TITULAIRE / FIRMA DEL TITULAR

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UNITED STATES OF AMERICA

Type / Type / Tipo: P

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CORBIN

Given Names / Prénoms / Nombres
RONALD LEE

Nationality / Nationalité / Nacionalidad
UNITED STATES OF AMERICA

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[redacted]gar de nacimiento

Sex / Sexe / Sexo
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Date of expiration / Date d'expiration / Fecha de caducidad
17 Jul 2023

Authority / Autorité / Autoridad
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SEE PAGE 27

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21 Jul 2020
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[redacted]

STATE OF MISSISSIPPI

MISSISSIPPI STATE DEPARTMENT OF HEALTH
VITAL RECORDS

[redacted]

THIS IS TO CERTIFY THAT THE ABOVE IS A TRUE AND CORRECT COPY OF THE CERTIFICATE ON FILE IN THIS OFFICE

F. E. Thompson Jr. MD

F. E. Thompson, Jr., M.D., M.P.H.
STATE HEALTH OFFICER

Nita Cox Gunter

Nita Cox Gunter
STATE REGISTRAR

NOV 17 2000

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Surname / Nom / Apellidos
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Given Names / Prénoms / Nombres
STEWART JENNINGS

Nationality / Nationalité / Nacionalidad
UNITED STATES OF AMERICA

Date of birth / Date de naissance / Fecha de nacimiento
[redacted]

Sex / Sexe / Sexo
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Autorité / Autoridad
United States
Department of State

02 Apr 2015
Date of expiration / Date d'expiration / Fecha de caducidad

01 Apr 2025
Endorsements / Mentions Spéciales / Anotaciones
SEE PAGE 27

USA

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We the People
Of the United States,
in Order to form a more perfect Union,
establish Justice, insure domestic Tranquility,
provide for the common defence,
promote the general Welfare, and secure
the Blessings of Liberty to ourselves and
our Posterity, do ordain and establish this
Constitution for the United States of America.
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Endorsements / Mentions Spéciales / Anotaciones
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Proposal Cover Sheet

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS PROPOSED.

Name of applicant organization: **RePublic Schools, Inc.**

Primary contact person: **Kate Cooper**

Mailing address:

Street/PO Box: **4018 Redwing Avenue**

City: **Jackson** ***State:*** **MS** ***Zip:*** **39216**

Phone Number: ***Day:*** **703-577-3828** ***Evening:*** **703-577-3828**

Email: **ccooper@republiccharterschools.org**

Names, roles, and current employment of all persons on applicant team (*add lines as needed*):

Full Name	Current Job Title and Employer	Position with Proposed School
Ravi Gupta	CEO, RePublic Schools	CEO, RePublic Schools
Kate Cooper	Trailblazer, RePublic Schools	Mississippi Regional Director, RePublic Schools
Jasmine Thornton	Community Organizer, RePublic Schools	Community Organizer, RePublic Schools
Glenn Turtel	Chief Financial Officer, RePublic Schools	Chief Financial Officer, RePublic Schools
Abby Barton	Founding Lead Teacher and Instructional Lead, Purpose Prep	Principal, Smilow Collegiate
Victoria Haberman	Founding Literacy Teacher, Nashville Academy of Computer Science	Principal, Smilow Prep

Do any of the following describe your organization, or the school/campuses proposed here?

☐ Seeks approval for multiple campuses under a single charter.

☒ Already operates schools elsewhere in the US.

☐ Will contract or partner with an education service provider. *If yes, include the provider's portfolio in answering the below questions regarding pending applications and school openings.*

If so, identify the provider:

☐ This provider already operates schools in this state or elsewhere in the US.

NOTE: If the applicant is proposing to replicate an existing school or school model (including as part of a network), operate multiple schools under a single board of directors, or intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 3 for Existing operators. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐Yes ☒No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Does this applicant team have new schools or campuses scheduled to open in the United States in the next two school years? ☐Yes ☐No

If yes, complete the table below, adding lines as needed.

Planned School Name	City	State	Opening Date
RePublic High School	Nashville	TN	August 2015

Reimagine Prep	Jackson	MS	August 2015

Does this applicant team have new schools or campuses approved but scheduled to open in additional years? ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

Authorizer	# of Schools	City(s)	State

School Information

COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name	Grades served: year one	Grades served: capacity
Joel E. Smilow Collegiate	K, 1	K-8

Proposed Location	
Geographic Community: *Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted city or school district*	**North Central Jackson**
Address of identified facility *if applicable*:	**787 E. Northside Drive**

Projected Demographic Information	%FRL: 90%	%SpEd: 10%	%ELL: 1%

Model/Specialty *(check all that apply)*

☐ Alternative	☐ Career and Technical Education	☐ Disability (*list*):	☐ Montessori
☐ Arts	☒ College Prep	☐ Language Immersion	☒ STEM
☐ Blended Learning	☐ Other (*list*):	☐ Military	

Proposed Principal/Head of School *(if known)*

Name of proposed candidate: **Abby Barton**

Current employment: **Purpose Prep**

Phone Number: ***Day:*** **205-613-7090** ***Evening:*** **205-613-7090**

Email: **Abby.barton@gmail.com**

Campus Enrollment Projection:

Academic Year (specify)	Planned # of Students	Maximum # of Students	Grade Levels Served
Year one	198	237	K-1
Year two	297	356	K-2
Year three	391	469	K-3
Year four	482	578	K-4
Year five	602	722	K-5
At Capacity	942	1,130	K-8

COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

Proposed School/Campus Name	Grades served: year one	Grades served: capacity
Joel E. Smilow Prep	5	5-8

Proposed Location	
Geographic Community: *Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted city or school district*	**North Central Jackson**
Address of identified facility *if applicable*:	**787 E. Northside Drive**

Projected Demographic Information	**%FRL:** 90%	**%SpEd:** 10%	**%ELL:** 1%

Model/Specialty *(check all that apply)*

☐ Alternative	☐ Career and Technical Education	☐ Disability (*list*):	☐ Montessori
☐ Arts	☒ College Prep	☐ Language Immersion	☒ STEM
☐ Blended Learning	☐ Other (*list*):	☐ Military	

Proposed Principal/Head of School *(if known)*

Name of proposed candidate: **Victoria Haberman**

Current employment: **Nashville Academy of Computer Science**

Phone Number: ***Day:*** **228-342-6181** ***Evening:*** **228-342-6181**

Email: **vhaberman@republiccharterschools.org**

Campus Enrollment Projection:

Academic Year (specify)	Planned # of Students	Maximum # of Students	Grade Levels Served
Year one	119	142	5
Year two	238	285	5-6
Year three	351	421	5-7
Year four	459	550	5-8
Year five	459	550	5-8
At Capacity	459	550	5-8

School Overview

Executive Summary Narrative

LIMIT 2 PAGES

The Executive Summary should provide a concise overview of: the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team's capacity to successfully open and operate a high quality school given the above considerations.

1. **Mission and Vision.** State the mission and vision of the proposed school. The mission is a statement of the fundamental purpose of the school, describing why it exists. The vision statement describes how the school will operate and what success looks like for students. The mission and vision statement provide the foundation for the entire proposal, and taken together, should identify the students and community to be served and illustrate what success for students will look like.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The mission of Joel E. Smilow Prep ("Smilow Prep") and Joel E. Smilow Collegiate ("Smilow Collegiate") is to educate students in grades kindergarten through eight and build the academic and character foundation necessary for success in the most demanding colleges and a life of active citizenship. All students, regardless of their backgrounds, deserve to receive a high-quality public education that prepares them to enter and graduate from the most competitive colleges. RePublic recognizes that demographics need not be the determinant of one's destiny, and a college education is the key variable in breaking the cycle of poverty. To enable all students to graduate from a competitive four-year college, RePublic Schools maintains a dual focus on solid academic preparation combined with a mastery of personal discipline and character.

2. **Educational Need and Anticipated Student Population.** Describe the anticipated student population, students' anticipated educational needs and non-academic challenges the school is likely to encounter. Describe the rationale for selecting the location and targeting this student population.
3. **Education Plan/School Design.** Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.
4. **Community Engagement.** Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe activities to date and summarize their results. Describe how you plan to continue this community engagement in order to ensure expanded opportunities for students, parents, and community members.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Educational Need and Anticipated Student Population: RePublic anticipates serving a student body that is approximately 90% students who qualify for free and reduced lunch and approximately 12% students who qualify for special education services. Further, RePublic anticipates that many students will enter elementary school without having attended pre-kindergarten, and a majority of students who enter middle school will be below grade level in reading and math. RePublic selected this location in the Jackson Public School District because in 2014, only 11 of the 28 middle schools in JPS scored an A or a B on the state report card, and only 2 of the 13 elementary schools scored an A or B on the state report card. RePublic

seeks to replicate the success of its schools in Nashville, Nashville Prep and Liberty Collegiate, which serve a population that is comparable to RePublic's anticipated demographics in Jackson. In 2014, Nashville Prep and Liberty Collegiate were in the top 5% of all schools in Tennessee for both student growth and absolute performance.

Education Plan/School Design: RePublic's academic program rests upon a rigorous, explicitly college preparatory curriculum focused on English language arts, mathematics, science, social studies/history, and computer science. The key components of RePublic's model are: rigorous and aligned curriculum, robust professional development for teachers, an extended school day, targeted remediation, and data driven instruction.

Community Engagement: RePublic leveraged its relationships on its advisory board and Board of Directors to host a preview night for Smilow Prep and Smilow Collegiate to share more about the schools' vision. RePublic will continue to build community support by canvassing, phone banking, and hosting information sessions for interested families and community members.

5. **Leadership and Governance.** List the current members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliation *Add lines to this table as needed. Do not list members of the applicant team who will not have an official leadership role with the school going forward, such as consultants.*

Full Name	Current Job Title and Employer	Position with Proposed School
Ravi Gupta	CEO, RePublic Schools	CEO, RePublic Schools
Kate Cooper	Trailblazer, RePublic Schools	Mississippi Regional Director, RePublic Schools
Jasmine Thornton	Community Organizer, RePublic Schools	Community Organizer, RePublic Schools
Glenn Turtel	Chief Financial Officer, RePublic Schools	Chief Financial Officer, RePublic Schools
Abby Barton	Founding Lead Teacher and Instructional Lead, Purpose Prep	Principal, Smilow Collegiate
Victoria Haberman	Founding Literacy Teacher, Nashville Academy of Computer Science	Principal, Smilow Prep
Angela Bass	Deputy Director of Policy, Mississippi First	Board Secretary
Hal Cato	Founder and CEO, Zeumo	Board Member
Ron Corbin	Principal, RBBC Holdings	Board Member
Shomik Dutta	Co-Founder and Managing Director, Dusable Capital	Board Chair
Lee Harper	Development Partner, West End Investment, LLC	Board Member
Jamie Hodari	Co-Founder and CEO, Industrious	Board Member
Stewart Hood	Vice President of Systems, Munistrategies, LLC	Board Treasurer
Natasha Kamrani	Director of Growth, Democrats for Education Reform	Board Member
Aneesh Sohoni	Director of Performance Management, TNTP	Board Vice Chair

Enrollment Summary

LIMIT 2 PAGES

1. Complete the table below, illustrating the growth plan for the school. Indicate the school year for each column
   Remove any rows for grades the school will not serve. Specify each academic year.

Smilow Prep

Grade Level	Number of Students					
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21	Capacity 2020-21
Pre-K						
K						
1						
2						
3						
4						
5	119	119	119	119	119	119
6		119	119	119	119	119
7			113	113	113	113
8				108	108	108
9						
10						
11						
12						
TOTAL	119	238	351	459	459	459

Smilow Collegiate

Grade Level	Number of Students					
	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21	Capacity 2023-24
Pre-K						
K	99	99	99	99	99	99
1	99	99	99	99	99	99
2		99	99	99	99	99
3			94	95	95	95
4				90	91	91
5					119	119
6						119
7						113
8						108
9						
10						
11						
12						
TOTAL	198	297	391	482	602	942

2. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

RePublic follows a staged growth model, where each school operates one or two grades in its founding year. As that initial class of students moves up, the school adds one grade each year until it reaches full grade-level capacity. This model allows for capitalization of the structures and processes already built and tested, such that each new grade draws upon the hard work and lessons from the existing grades, ensuring a strong foundation. This approach also means that RePublic devotes significant resources to year one of each new school and focuses intensively on maintaining high standards.

The growth plan for Smilow Prep mirrors the enrollment pattern at RePublic's schools in Nashville. Families often see the transition from elementary school to middle school as a time to explore other educational options, and therefore 5th grade is an ideal entry point. Further, in a 5th-8th grade model, RePublic uses the middle school years to remediate foundational skills so that students are on grade level when they enter high school.

The growth plan for Smilow Collegiate mirrors enrollment patterns at high performing elementary schools. Starting with kindergarten and 1st grade allows RePublic to capitalize on economies of scale and hire a more robust administrative team for year one. Smilow Collegiate's growth plan also allows students to matriculate from kindergarten all the way through 8th grade.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 1. Educational Program Design & Capacity

Program Overview

1. Summarize the education program and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Note: RePublic Schools' Chief Executive Officer Ravi Gupta completed the Building Excellent Schools Fellowship in 2010. Through that experience and others, RePublic has developed a robust network of peers in the charter school community, many of whom have generously shared resources with our network. We have cited in this application to the extent possible. We have traded documents and charter applications with our peers over the years, and some language from other applications may inadvertently be in our application. Further, many of RePublic's systems, curriculum, and practices were inspired by other high performing charter schools such as Democracy Prep, Excel Academy, University Prep, Nashville Classical, Freedom Prep, and Memphis College Prep.

Every RePublic school is founded with the goal that all scholars will graduate from a four-year college or university. To accomplish this, each school must demonstrate exceptional levels of student achievement every step of the way. RePublic has defined six core elements of its educational model that are essential to its ability to meet this goal—college, coding, character, community, creators, and curiosity.

1. College: College success starts with a promise that all RePublic schools begin with a clear, rigorous pathway through 12th grade. This pathway leads into a program of ongoing support for all scholars while in college. This college prep focus is built on four pillars: college awareness, college readiness, college fit, and college support.

2. Coding: Computer programming permeates almost every aspect of society and industry, and its role will continue to grow. RePublic believes that our schools must begin to see coding not only as a pathway to good jobs, but as a new form of expression and a new context for learning. That's why every RePublic scholar will learn to code before the 9th grade.

3. Character: RePublic believes that creativity flourishes within a structured environment. Good work cannot occur unless there is a safe and orderly environment in and out of the classroom. In recognition of this reality, RePublic maintains a heavy emphasis on character education and discipline, ensuring that scholars not only follow a strict code of conduct, but also embody the character values necessary for success in college and beyond.

4. Community: RePublic holds tantamount the necessity of building relationships and partnerships with all who have a stake in the success of its scholars. Through intentional outreach to and constant communication between families, staff, and a diverse pool of community partners, RePublic is able to authentically cultivate the "village" needed to holistically educate a child.

5. Creators, Curiosity: RePublic not only educates its scholars, but also empowers them to become creators. Scholars must have the skills and vision to imagine and create new possibilities. That's why RePublic pushes students to do the cognitive heavy lifting in the classroom, and emphasizes 21st Century skills like computer programming. Tests, though important, are only one set of markers on the path to college graduation. Scholars must be motivated by an authentic love of learning.

In the 2013-14 school year, Nashville Prep and Liberty Collegiate Academy were recognized by the Tennessee Department of Education as Reward Schools for both student progress and absolute performance. To receive this distinction, a school must progress or perform in the top 5% of all Tennessee public schools. Nashville Prep and Liberty achieved both, making them the first two charter schools in Tennessee history to reach the top 5% for both growth and absolute performance.

In the 2012-13 school year, Nashville Prep and Liberty Collegiate were ranked the two highest performing charter schools in the state of Tennessee according to Stanford University. Nashville Prep's 5th grade scholars also had the highest growth in 5th grade reading, science, and social studies of all public schools in the state of Tennessee, and Liberty Collegiate Academy's scholars had the highest composite growth of all middle schools in Nashville – outperforming the city and state average in every grade and subject served. Both schools outperformed the state and district averages in every subject and grade level in 2013. Moreover, Nashville Prep's 6th grade scholars outperformed Williamson County, which is the highest performing district in the state, in math, science, and social studies.

RePublic's schools in Nashville serve a comparable demographic as RePublic's anticipated student population in Jackson. Over 80% of RePublic's students in Nashville receive free or reduced price lunches, and over 95% of RePublic's students are African American or Hispanic. Therefore, RePublic is confident in its ability to replicate the success of its Nashville schools in Jackson.

Curriculum and Instructional Design

1. Describe the organization's existing school model(s), specifically explaining any differences among the schools in the portfolio. For example, note curriculum and basic learning environment, including class size and structure for all divisions to be served, as implemented in current schools.
2. Explain the organization's approach to replicating and implementing the school model, including curriculum and instructional design, among multiple schools.
3. Clearly explain any key educational features of the proposed Mississippi school(s) that *differ* from the organization's existing portfolio of schools or schools proposed for replication. Explain the rationale for the variation in approach and identify any new resources the variation would require.
4. Give an overview of the planned curriculum, addressing alignment with Mississippi's state standards as required by Mississippi Code 37-28-15.
   a. If the curriculum is fully developed, summarize curricular choices (e.g. text book or computer-based curricula selection) by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students. Provide, in **Attachment 1** a school-wide curriculum description table. *See Exhibit A for an exemplar. Your curriculum summary table may be no longer than one page per grade level and must be prepared in 12 point font with 1 inch margins.*

      -OR-

      If the curriculum is not already developed, instead explain the plan for how the curriculum will be developed between approval of the proposal and the opening of the school, and provide in **Attachment 1**, a curriculum development timeline, identifying milestones, individuals responsible for included tasks, and when key stages will be completed.
   b. Provide, as **Attachment 2**, a summary of the scope and sequence of the curriculum for all grades you propose to serve, including core academic as well as non-academic classes. *See Exhibit B for an exemplar. Regardless of the number of grades served, your summary scope and sequence may not be longer than two pages per grade and must be prepared in 12 point font with 1 inch margins.*
   c. Provide, as **Attachment 3** a curriculum map for one core academic subject for one grade the school will serve in year one. The curriculum map should identify course outcomes and demonstrates a clear alignment with appropriate state standards. *See Exhibit C for an exemplar.*
5. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing

differentiated instruction to meet the needs of all students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Middle School Model

RePublic's middle school academic program has two primary goals: fill remedial gaps and build foundational rigor. In order to achieve these aims, the RePublic leverages the following in all middle schools:

- **More time on task**: The RePublic school day is over eight hours, which is at least two hours longer than the traditional public school day. This extended day allows for a wide and deep curricular exposure.
- **Minimum of 3 hours of literacy daily**: RePublic's scholars receive a heavy daily dosage of literacy, with a laser-like focus on the following: (1) rigorous, diverse text; (2) a heavy balance of non-fiction; (3) emphasis on close reading; (4) writing from text (versus writing from experience); and (5) a systematic approach to vocabulary acquisition through world class content instruction.
- **Two hours of math daily**: RePublic scholars often enter 5th grade not knowing basic math facts and computation; therefore, the first few months are devoted to aggressive remedial instruction. Through the end of the 7th grade, scholars are exposed to highly accelerated instruction. For the first two years, scholars have very little access to calculators, so they build strong innate number sense and fluency.
- **Coding as a core subject**: All scholars will graduate middle school knowing how to code computers in at least one programming language.
- **Daily tutoring**: Most students receive tutoring in multiple subject areas throughout the week, while others receive continuous math or reading instruction based on their individual needs. This daily tutoring provides the additional time needed for students to master an objective, increasing the pace with which students can move during regular classroom instruction. These blocks of time are highly data-driven; teachers rely on student mastery data to determine how to target individual students' needs to close gaps.
- **In-house curriculum development**: RePublic relies on a predominantly internally created curriculum; however, we also rely on research-based curricula to guide and supplement its development. This combination of internally-developed curriculum and the strategic use of research-proven curriculum will give our students the foundational skills and knowledge necessary to become advanced readers, writers, and mathematicians, and will ensure that they have the foundation necessary for college preparatory courses.
- **Flexible ability grouping:** RePublic uses flexible ability grouping as a mechanism designed to differentiate classroom instruction (i.e. pace at which a subject matter is taught, amount of review spent on one lesson versus another) for students of varying ability levels. However, all students, regardless of grouping, will be required to master the same curricular content, the same outcomes are expected for all students, and all students must pass the same end-of-year comprehensive examinations. Class sizes average 28-30 students per class, and when possible, lower performing cohorts are smaller in size.

Smilow Prep will incorporate these same key elements into its academic program. Please see *Section Two: Organization Management* for a break down of school based and network based decision-making with respect to curriculum and academic design.

Elementary School Model[1]

Smilow Collegiate's model will differ from RePublic's existing schools because it will serve students starting in kindergarten. RePublic is varying its model because we have found that students traditionally enter 5th grade dramatically below grade level, and starting in kindergarten provides a unique opportunity to build strong foundational skills. Smilow Collegiate's proposed Principal in Residence, Abby Barton, will spend her planning year building RePublic's elementary school model drawing on best practices from high performing elementary charter schools across the country. Ms. Barton will complete her residency at University Prep, a Building Excellent Schools' elementary school in Denver, Colorado that has produced exceptional results for scholars. Ms. Barton will have significant latitude to create and implement an elementary school model, which will be vetted extensively by RePublic's leadership team throughout the planning process. RePublic has already identified the following key elements of Smilow Collegiate, which is based on University Prep's model:

- **More time on task**: The RePublic elementary school day is over eight hours, which is at least two hours longer than the traditional public school day. This extended day allows for a wide and deep curricular exposure.
- **Build automaticity and critical thinking**: RePublic will develop both foundational knowledge and critical thinking—the ability to apply, synthesize, and evaluate. RePublic will emphasize fluency and automaticity in early grades so that in upper grades, more time can be spent on higher order thinking.
- **Emphasis on literacy***:* To prepare students for more advanced work in the upper grades, RePublic works to ensure scholars are reading at or above grade level by third grade. Smilow Collegiate's schedule reflects this emphasis on intensive literacy instruction—students in grades K-2 have 190 minutes of literacy daily and students in grades 3-5 have 165 minutes of literacy daily. RePublic's literacy model leverages the following: vocabulary and word study, decoding, sustained silent reading, and guided reading.
    - K-2: Every class starts the day with a Read Aloud block, during which teachers model fluent reading and reading comprehension strategies. After Read Aloud, scholars rotate through four, thirty-minute literacy blocks. During these blocks, scholars learn foundational literacy skills, such as decoding, fluency, phonics, phonemic awareness, sight words, reading comprehension strategies, and vocabulary.
    - 3-4: The upper elementary literacy program emphasizes close reading and shared reading. In close reading, teachers and students read passages out loud together, and every student has the passage in front of them. In shared reading, students can interact directly with the text by re-reading and annotating.
- **Emphasis on math**: Smilow Collegiate will leverage Cognitively Guided Instruction (CGI) as the core principle in its math program. CGI is built on the premise that children bring mathematical knowledge and understanding with them into the classroom and that learning mathematics within context ensures far deeper understanding of concepts, number relationships and operations.
- **In-house curriculum development**: RePublic relies on a predominantly internally created curriculum; however, we also rely on research-based curricula to guide and supplement its development. This combination of internally-developed curriculum and the strategic use of research-proven curriculum will give our students the foundational skills and knowledge necessary to become advanced readers,

[1] RePublic's proposed elementary school model is based off of University Prep in Denver (www.uprepschool.org)

writers, and mathematicians, and will ensure that they have the foundation necessary for college preparatory courses.

- **Push Participation and Cognitive Ratio**: Scholars who are actively engaged in learning ultimately learn more. Participation ratio lets us know students are doing the right thing and involved in the lesson, a baseline for cognitive ratio, which ensures students are engaged in rigorous, challenging work.

Pedagogy

RePublic teachers will implement multiple methods of instruction in order to convey skills and content knowledge for each course. These instructional methods have proved effective at RePublic's schools in Nashville, and therefore are well suited to Smilow Collegiate and Smilow Prep given the similarities in demographics across the network. Each of these methods is listed below.

- **Gradual Release of Responsibility for Learning:** Perhaps the most powerful pedagogical strategy teachers will use is the consistent, clear modeling of both new behaviors and new academic skills. Teachers will accomplish this by utilizing the Gradual Release of Responsibility model, commonly referred to as the "I do, we do, you do" instructional process. In the "I do" stage, the teacher models the behavioral or academic skill by having students watch while he/she works through the new skill step-by-step. Teachers then allow the modeling to shift to the "We do" stage. Teachers might allow the students a chance to work through each step of similar problems, reinforcing the same skill. Teachers then slowly let students take more and more of a role in practicing the skill. Finally, when the teacher is confident that students can handle the task/skill on their own, the class moves to the "You do" stage. Teachers then support and check for understanding as students work independently to master the skill. The "I do, we do, you do" process will be used in each class throughout the day.
- ***Teach Like a Champion* Taxonomy:** Doug Lemov's teaching taxonomy, *Teach Like a Champion*, is a significant portion of RePublic's instructional backbone. In *Teach Like a Champion*, Doug Lemov analyzed and codified successful instructional practices from high performing teachers across the country. From behavioral techniques such as *100%* and *Do it Again*, to academic techniques such as *Stretch It, Right is Right* and *Show Call*, RePublic has found these practices to be highly effective in building and maintaining a joyful and rigorous learning environment.
- **Direct Instruction (DI)**: DI is a model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction that eliminates misinterpretations can greatly improve and accelerate learning.[2]
- **The Workshop Model** [3]: The Workshop Model provides scholars with a significant opportunity to "learn by doing." The Workshop Model typically launches with a mini-lesson where the teacher provides direct and explicit instruction. The teacher then outlines the work to be done, including the expectations as to how to apply the content learned in the mini-lesson to the work. Once clear, Independent Work Time starts and scholars work by themselves, in pairs, or small groups. Finally there is a sharing session at the conclusion of the lesson where the teacher pulls the class together and the class examines closely one or two students' work.[4] This model allows teachers to conference with scholars independently and in small groups, providing highly targeted and meaningful instruction catered to individual student

[2] http://www.nifdi.org/what-is-di/basic-philosophy
[3] http://schools.nyc.gov/documents/d75/math/Workshop%20model.pdf

needs.

- **Reading Across the Curriculum:** Literacy serves as the crux of our academic program. As a result, we will ensure that a focus on literacy permeates across the curriculum. Emphasizing reading across the curriculum: (1) provides additional time to develop reading comprehension skills and produce avid readers; and (2) develops readers who able to easily access content regardless of the subject matter. This will ensure that students become familiar with a variety of texts (fiction, non-fiction, technical, newspaper and journal articles) and the way ideas are expressed in different genres. Students will develop reading comprehension skills through practical application rather than in isolation. This will have a lasting impact on their ability to learn both inside the classroom and in real world situations. Teachers will be provided with professional development on implementing reading across the curriculum during our comprehensive summer professional development, with reinforced professional development throughout the year.
- **Writing Across the Curriculum:** For RePublic students to excel in high school and college, they must be able to write with fluidity, clarity, and style. This can only be accomplished by giving students numerous opportunities to write. RePublic will provide students with such opportunities by emphasizing writing across the curriculum. The high expectations for writing will be the same whether students are in reading class or science class. Teachers will be provided with professional development on implementing writing across the curriculum during summer professional development, with reinforced professional development throughout the year.
- **Format Matters:** Not only do we expect that students answer questions correctly, we expect that they answer well. At RePublic, students are required to ask and answer questions and address teachers and colleagues in complete sentences, using proper grammar, and with strong, articulate voices. In all RePublic classrooms, a student will be corrected on their format if an answer or question is given using incomplete sentences and/or improper grammar. How students communicate their knowledge is just as important as the knowledge itself. Language can be a great barrier to one's success, even for native speakers of the English language. For a large number of low-income, minority students in particular, the inability to express themselves using proper grammar and complete sentences with strong, articulate voices has inhibited their success inside and outside of school. All children bring with them home and social language, whether or not it is English. However, all children must learn academic English for future success in education and work. In order to fulfill our mission we have to ensure that our students are fully prepared to communicate and properly express themselves to others regardless of the environment or audience.

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Curriculum Development

Smilow Prep and Smilow Collegiate's standards and curriculum will be built in collaboration with RePublic Schools. RePublic's academic program rests upon a rigorous, explicitly college preparatory curriculum focused on English language arts, mathematics, science, social studies/history, and computer science. The curriculum is designed to dramatically accelerate the learning of our students. As a result, the schedule and programmatic structure are designed to promote maximum success in these courses. All courses align with Mississippi curriculum standards and the Mississippi College and Career Readiness Standards as is required by Mississippi Code § 37-28-15.

RePublic uses a dual approach to develop our college-preparatory curriculum: 1) research-proven curricula suitable for students with varying learning needs that is aligned with the Mississippi State Standards (in selecting curricula, we have identified programs that can be easily adapted for students with special needs

or identified as English language learners, align with and/or exceed Common Core Standards, have strong internal assessments, come with rigorous professional development, and are culturally relevant); and 2) when research-proven curricula do not fully or adequately align to Mississippi State Standards or fully prepare students for success in college, we will supplement these curricula with internally developed curricula.

When RePublic evaluates and selects research based curricular materials, the following are taken into consideration:

- **Standards-based**: All curriculum must align to the increased and robust academic expectations outlined by the Mississippi College and Career Readiness Standards.
- **Ability to Differentiate**: Curriculum materials must be flexible and accessible to a wide range of learned so that teachers can meet students where they are.
- **Proven Success with Similar Student Populations**: RePublic has a robust network of educational colleagues across the country. When researching and selecting curricula, RePublic consults with this network to ascertain what programs have been successful in other high performing schools with similar student populations.

With all content areas, RePublic utilizes the *Understanding By Design* framework to backwards plan a scope and sequence (S & S), summative assessments (the final assessment that demonstrates scholar understanding of the full S & S), unit plans, interim assessments, lesson plans, and daily objectives.[5] We believe strongly in the need for educators to internalize the standards, content, and ultimately, lesson plans they're teaching.

RePublic is currently building a shared, in-house curriculum platform to combine resources from across the network. On this platform, a teacher can log in and view all upcoming lessons in a unit and access the lesson plan, assessment, homework, and student materials for each lesson. From here, a teacher can personalize and add comments around scripting and checks for understanding. The goal of RePublic's shared curriculum is to maximize talent across the network to create the best curricular resources possible, and to free up more teacher time for intellectual preparation.

Individual schools will have the option to implement RePublic's shared curriculum, revise RePublic's curriculum, or create its own curriculum, provided that student outcomes meet network expectations. Any alternative curriculum would be vetted and approved by the Chief Academic Officer prior to implementation. Further, individual teachers also have latitude to innovate outside of RePublic's shared curriculum; however, if teacher data does not meet network expectations, that teacher will have to adopt elements of the shared curriculum accordingly in order to close student achievement gaps. Teachers who choose to write their own lessons will receive weekly written feedback from their coach on all lesson plans and class materials.

Please see **Attachment 1** for RePublic's Curriculum Development Timeline, **Attachment 2** for draft Scope and Sequence documents, and **Attachment 3** for a sample unit plan. RePublic's Scope and Sequence Documents are adapted from Core Knowledge, a Common Core aligned curriculum (http://www.coreknowledge.org).

[5] Wiggins, G. and McTighe, J. "Understanding by Design: A brief introduction." Center for Technology & School Change at Teachers College, Columbia University

RePublic's in-house curriculum team is spearheaded by Kevin Heffel, a former senior academic leader of Success Academy Charter Schools in New York City. Mr. Heffel will lead RePublic's transition to a shared curriculum through this fall. At this juncture, Liz Mullins, RePublic's Director of Curriculum, will oversee the in-house curriculum team. RePublic's curriculum team includes curriculum writers for math, science, coding, ELA, and social studies, some of whom are full time curriculum writers, and others who are part time teachers and part time curriculum writers.

RePublic is hiring for a Chief Academic Officer, and we expect this position to be filled by October 2015. The Chief Academic Officer will work closely with Principals in Residence and the Network Curriculum Team on the curricular development process for Smilow Prep and Smilow Collegiate.

Pupil Performance Standards

1. Describe the pupil performance standards for the school as a whole.
2. Provide, in **Attachment 4**, a complete set of the school's proposed learning standards for one grade for each division the school will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. *If the school will serve only one division, the exit standards provided in response to question 5 in this section will suffice*.
3. If the school has, or will adopt or develop, additional academic standards beyond those mandated by the state, explain the types of standards (content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example, and explain how these additional standards exceed requirements.
4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.
5. Provide, also in **Attachment 4**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Learning Standards

Smilow Prep will adapt RePublic Schools Nashville's existing standards to develop a set of learning standards. Although state standards in both Mississippi and Tennessee are in flux, we anticipate significant overlap between standards in both states, and we plan to capitalize on existing RePublic resources to the extent possible. RePublic Schools Nashville's standards and objectives exceed state standards in both level of detail and scope of standards.

Smilow Collegiate will use the Mississippi College and Career Readiness Standards and the Mississippi Social Studies and Science Framework to develop a set of learning standards for elementary grades. Smilow Collegiate will likely adopt additional standards beyond this framework. RePublic considers the Mississippi College and Career Readiness Standards to be the "floor", and any additional standards will either a) expand the scope of what students learn or b) add additional rigor.

See **Attachment 4** for proposed kindergarten standards, 5th grade standards, and exit standards for 8th grade.

Promotion

Promotion to the next grade is dependent upon sufficient mastery of all subjects. Quizzes, tests, homework, and class work will account for 75% of the student's overall grade for each quarter and the end-of-quarter comprehensive exam will account for 25% of the overall grade for that quarter. In the fourth quarter, 100% of the student's grade will be calculated based upon the mid-quarter exam, quizzes, homework and participation. The final grade for the year will be an average of the scores from the end-of-year comprehensive exam and the four grades from each quarter. Any student who receives below a 60% for their final grade for the year for two or more core academic class(es) will be eligible for retention.

RePublic communicates retention and promotion policies to parents verbally during orientation sessions and in writing in the Student and Family Handbook.

High School Graduation Requirements

For schools serving grades 9-12 only.

1. Describe how the school will meet the graduation (exit) requirements described in **Attachment 4**. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed state and district standards, explain the additional requirements.
2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).
3. Discuss the systems and structures the school will implement for students at risk of dropping out or not meeting these requirements.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

This is not applicable because we will not operate a high school.

School Calendar and Schedule

1. Discuss the annual academic schedule for the school, including total number of days/hours of instruction. Explain how the calendar reflects the needs of the educational program. Provide, as **Attachment 5,** the school's proposed calendar for the first year of operation.
2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 5**, a sample daily and weekly schedule for each division of the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

School Calendar

Smilow Prep and Smilow Collegiate will share an annual calendar. A proposed calendar is included in **Attachment 5.** The calendar is a draft, and it will change between now and the beginning of the school year. RePublic will create its final calendar after the Jackson Public School District releases its annual calendar, in order to maximize alignment between RePublic and JPS for the convenience of our families.

There are a total of 186 instructional days in the school year, for a total of approximately 1560 instructional hours annually for students in grades 5-8 and 1480 instructional hours annually for students in grades K-4.

Middle School Schedule

Students in 5th-8th grade will start at 7:30 AM each morning, and dismiss at 4:30 PM Monday through

Thursday and at 1:30 PM on Friday. This weekly schedule is optimal for student achievement because the average student starts 5th grade at RePublic on a 3rd grade level. RePublic leverages additional instructional time to provide needed remediation to students through targeted interventions like Focus and Book Club.

Weekly, students in grades 5-8 receive 655 minutes of ELA instruction, 495 minutes of math instruction, 220 minutes of social studies instruction, 165 minutes of coding instruction, 110 minutes of science instruction, and 140 minutes of tutoring. Of the 2,520 total minutes in a middle school week, approximately 71%, or 1,785 minutes, are instructional. The remaining 735 minutes are reserved for breaks, lunches, electives, and other culture building and character education related activities. A draft schedule is included in **Attachment 5**.

Elementary School Schedule

Students in grades K-4 will start school at 7:30 AM each morning, and dismiss at 4:00 PM Monday through Thursday, and at 1:30 PM on Friday. This weekly schedule is optimal for student achievement because it provides for additional instructional time so that students can build necessary fundamental skills. Students in grades K-4 will dismiss 30 minutes earlier than students in grades 5-8. Students in grades K-4 will be able to leave at 4:00 PM Monday-Thursday, however, buses will not run until 4:30 PM. In the interim, these students will be able to participate in a structured study hall where students can either start their homework or read independently.

The schedule is different for lower elementary school (grades K-2) and upper elementary school (grades 3-4). Weekly, students in grades K-2 receive 890 minutes of ELA instruction, 440 minutes of math instruction, 80 minutes of social studies instruction, 120 minutes of science instruction, and 100 minutes of tutoring. Of the 2,400 total minutes in week, 68%, or 1,620 minutes, are instructional. The remaining 780 minutes are reserved for breaks, lunches, electives, and other culture building and character education related activities.

Weekly, students in grades 3-4 receive 785 minutes of ELA instruction, 385 minutes of math instruction, 120 minutes of social studies instruction, 170 minutes of science instruction, and 160 minutes of tutoring. Of the 2,400 total minutes in a week, 64%, or 1,620 minutes, are instructional. The remaining 780 minutes are reserved for breaks, lunches, advisory, physical education, and other culture building and character education related activities.

The table below outlines the breakdown of minutes per week in core academic subjects at the lower elementary school (K,1, 2), upper elementary school (3,4), and middle school (5-8):

	Minutes/Day Language Arts	Minutes/Day Math	Minutes/Day Social Studies	Minutes/Day Science or Coding
K, 1, 2	190 (M-Th), 130 (F)	95 (M-Th), 60 (F)	40 (M, T)	40 (W, Th), 40 (F)
3, 4	165 (M-Th), 125 (F)	85 (M-Th), 45 (F)	60 (M, T)	60 (W, Th), 50 (F)
5-8	150 (M-Th), 55	110 (M-Th), 55	55 (M-Th)	55 (M-F)

		(F)	(F)			

School Culture

1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain the plan to create and implement this culture for students, teachers, administrators, and parents, starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
3. Describe a typical school day from the perspective of a student in a grade that will be served in the first year of operation.
4. Describe a typical day for a teacher of a grade that will be served in the first year of operation.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

RePublic School Ethos

RePublic believes that creativity flourishes within a structured environment. Good work cannot occur unless there is a safe and orderly environment inside and outside of the classroom. In recognition of this reality, RePublic maintains a heavy emphasis on character education and discipline, ensuring that scholars not only follow a strict code of conduct, but also embody the character values necessary for success in college and beyond. RePublic maintains a balance between warmth and strictness—RePublic schools are joyful, yet structured.

Each RePublic school will build a student culture that is structured, predictable, and free from distraction. RePublic begins this quest by establishing a clear, shared, and rigorous set of structures and expectations aligned to a set of core values. The values shared by all RePublic campuses in Mississippi include Family, Integrity, Respect, Strength, and Tenacity (FIRST). All consequence and incentive systems are aligned to these values. Those systems include a progressive discipline structure (demerits, detention, in school suspension, out of school suspension), a focus on intrinsic motivators and positive consequences, and collaborative work between student, family, and school to reinforce common expectations and aims.

Discipline systems exist to teach kids to behave, but compliance alone is not a means to a successful end. That's why RePublic pushes ownership and independence over time, as students develop a durable character. In order to achieve that end, RePublic begins by defining outcomes and metrics for success around FIRST at each grade level, much like it does with academic curriculum. The Principal will work with grade level teams to set goals, monitor progress towards goals, and action plan around achieving goals. With the support of grade level teams, deans, advisors, and peers, students receive direct instruction and individualized coaching around these skills to ensure internalization and mastery.

Building School Culture

Smilow Prep and Smilow Collegiate will deliberately design school culture by engaging parents, students, and teachers in the culture building process. Engaging RePublic parents begins prior to the first day of school during information sessions, Spring Orientation, Testing Day, and Back to School Night. During these enrollment events, parents learn about RePublic's expectations for families and students. All new RePublic families also receive a home visit prior to the first day of school, during which families and students are able to learn more about school culture and ask questions.

All RePublic schools have four days of non-academic student orientation prior to the first day of academic classes. During student orientation, students learn systems, procedures, and expectations with their peers

and teachers. Students learn everything from when to sharpen their pencils to how to greet their teachers in the morning. The curriculum is created through a collaborative effort between network and school based staff, and is designed to help students successfully transition to a RePublic school by explicitly outlining and practicing expectations. Throughout the school year, staff use breaks, lunches, advisory, Community Circle, and Friday Celebrations to further develop culture. These times are often used for character education lessons and to award positive recognition to students who are exceeding expectations.

During four weeks of summer professional development, RePublic teachers and staff prepare for, modify, and role-play all student orientation sessions in mock classrooms with their co-workers as students. Summer professional development prepares teachers to be successful culture builders from the moment students arrive.

If a student arrives after the first day of school, school based staff members will create an individual plan to help that student acclimate by providing training and sessions during breaks, lunches, or after school. New students are also assigned a "buddy" who serves as that student's mentor during the transition.

Day in the Life: Student

Smilow Collegiate: Neal gets on the bus around the corner from his house and rides to school. When he gets to school, he turns in his homework, eats breakfast, and reads his book. His homeroom teacher gives student shout outs at the end of homeroom—Neal is very proud because he has been on "green" all week! Neal then has 2.5 hours of literacy instruction, starting with read aloud. Neal and his classmates move around a lot in the morning moving between literacy stations—he does some individual work and some work with his peers. At 10:30, Neal has a snack and goes to the bathroom, and then he returns to his classroom for his math meeting and the math problem of the day. Then, Neal has writing class. After writing, Neal goes to lunch and recess with his friends. When he returns to his classroom, he has math and science. After he finishes science, he heads to the gym for physical education, and then back to his classroom for choice and intervention time. Today, he is not in an intervention group, so he gets started on his homework. At the end of the day, his teacher celebrates the great things that happened in his homeroom that day. In fact, his whole class earned a "dress down" day tomorrow!

Smilow Prep: Amaya walks to school, and when she arrives, she greets her teacher, turns in her homework, and checks out a new library book. She eats breakfast while reading her new book. In advisory, her class learns about integrity and what it means to be honest, even when you make a mistake. Next, Amaya has social studies and math. During AM break, Amaya goes to the bathroom and talks to her friends. Her next classes are reading and math. Amaya did not earn Homework Club or detention, so she eats her lunch with her friends in the cafeteria before heading outside to play. After lunch is Amaya's favorite class: computer science! After, she has writing class and then another break. During Focus, Amaya works on simplifying fractions with her math teacher and five of her classmates. During Book Club, Amaya and her classmates read Roald Dahl's *Charlie and the Great Glass Elevator*. Roald Dahl is her book club's favorite author! After book club, Amaya packs up, gets her homework, and walks home.

Day in the Life: Teacher

Smilow Prep: Greg gets to school at 6:45, picks up his copies, and sets up his classroom for the day. At 7:00, he and his teammates huddle. During the huddle, the Principal shares announcements for the day.

Greg is responsible for helping with the car line, and after all car riders have arrived, he goes to his homeroom: Ole Miss. During homeroom, he helps check homework and take attendance. Greg then has a short break because his co-teacher, Alex, leads read aloud. After, both Greg and Alex are in the classroom for all four blocks of literacy, which allows each teacher to work with smaller groups of students as necessary. Greg then leads AM break. During math meeting and math problem of the day, Greg leads instruction while Alex pulls individual groups of students in the back to provide remediation. After, Greg teaches writing class and escorts his students to lunch and recess. During lunch and recess, Greg has planning time. After recess, Greg and his co-teacher teach math and science. Last, Greg walks his students to their electives, leads a small group during intervention block, runs PM homeroom, and helps with dismissal.

Smilow Prep: Lynzie gets to school at 6:45 and sets up her classroom for the day. At 7:00, she and her teammates huddle. During the huddle, the Principal shares announcements for the day. Lynzie is responsible for helping to unload the buses when they arrive, and after the buses arrive, she goes into her homeroom: Bowdoin 5. During homeroom, she helps check homework and take attendance. Lynzie and her homeroom partner, Karen, then lead an advisory lesson on integrity. After advisory, Lynzie teaches two blocks of math and then runs an AM break. After AM break, Lynzie has her first planning period. She then teaches another block of math and helps run lunch in the cafeteria. After lunch is Lynzie's next planning period, another block of math, PM break, Focus, and Book Club. During her second planning period, she conferences with her coach who observed her during one of her morning teaching blocks. Lynzie and her coach discuss her progress against last week's goals and set new goals for the next week. During Focus, Lynzie teaches a remedial lesson about long division to twelve of her students. Book Club is Lynzie's favorite part of the day. Her Book Club is now reading the second Harry Potter book! After Book Club, Lynzie runs a PM homeroom, helps with dismissal, makes her copies for tomorrow, and goes home.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs and how will they be funded.
2. Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded.
3. Describe the programs or strategies the school will employ to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Summer School

Smilow Prep and Smilow Collegiate will not offer summer school unless required by law.

Extra and Co-Curricular Activities

Smilow Prep and Smilow Collegiate will share one full time elective teacher in its first two years of operation—a physical education teacher. All Smilow Collegiate students will have P.E. four times a week, and all Smilow Prep students will have P.E. once a week. In its third year, Smilow Prep and Smilow Collegiate will share an additional elective teacher—a music teacher. All Smilow Prep and Smilow Collegiate students will have music at least once a week starting in year three.

Each school has a small budget for extra-curricular stipends, and any additional co-curricular or extra-curricular activities will be funded through fundraising and grant writing. If school-based leadership teams can decide to offer additional programming, they also must fundraise for that programming. Liberty Collegiate Academy, one of RePublic's schools in Nashville, currently receives 21st Century Learning Center funding, and Smilow Prep and Smilow Collegiate will also apply for this funding. Historically, RePublic teachers have volunteered their time after school to provide additional programming, and we anticipate SmilowPrep and Smilow Collegiate teachers doing the same. For example, RePublic's newest middle school, the Nashville Academy of Computer Science, offers basketball and robotics after school, which was an entirely teacher driven initiative.

Student Mental, Emotional, and Social Development and Health

RePublic believes that rigorous college preparatory academics must be complemented by strong support in character education and social development. Paul Tough's research on the correlation between character traits and long-term success has informed the way RePublic Schools will teach character and social development. In his research of KIPP alumni, he noticed that those who were most successful in high school and college were not those who excelled academically. Instead, they were individuals who embodied exceptional character traits. Tough's research also found that while IQ is the best indicator of performance on standardized tests, self-control is the best indicator of a student's report card grades. Based on his research, Paul Tough developed eight traits to instill in students a strong ethical character: zest, self-control, delayed gratification, grit, curiosity, social intelligence, gratitude, and optimism.[6]

In Nashville, RePublic has adopted Tough's traits as an integral part of its schools' culture, and Smilow Prep and Smilow Collegiate will adopt the same. We teach these values within the framework of the academic curriculum, in advisory, in Community Circle, and through explicit character development lessons. RePublic will also infuse these values into our school culture and celebrate character accomplishments in the same way we would celebrate academic success.

Smilow Prep and Smilow Collegiate will also offer health education starting in fifth grade using resources developed at Nashville Prep and Liberty Collegiate.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including but not limited to: students with Individualized Education Programs or Section 504 plans, English Language Learners (ELLs), students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations that the school expects to serve, and the basis for these assumptions, whether through data related to a specifically targeted school or neighborhood, or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Special Needs Populations

RePublic is committed to serving all students, including students with IEPs or 504 plans, English Language

[6] Tough, Paul. "What if the Secret to Success Is Failure?." The New York Times. http://www.nytimes.com/2011/09/18/magazine/what-if-the-secret-to-success-is-failure.html?pagewanted=all&_r=1& (accessed March 10, 2014).

Learners, and students identified as intellectually gifted, and students at risk of academic failure. RePublic has estimated percentages of at risk and special populations based on data available from the Jackson Public School District.

2. Complete this table to demonstrate calculation of at-risk students the school anticipates serving.

	% FRL ONLY	% Students with Disabilities ONLY	Total % At-Risk
Anticipated school demographics	90%	12%	91%
Current school district demographics	90%	10%	91%
80% minimum calculation	71.2%	8.18%	72.1%

Specifically describe the plan to identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:

a. Methods for identifying students with special education needs (and avoiding misidentification);
b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure access to the general education curriculum, and ensure academic success for students with special education needs;
c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
d. Plans for promoting graduation for students with special education needs *(high schools only)*; and
e. Plans to have qualified staffing adequate for the anticipated special needs population.

3. Explain how the school will meet the needs of ELL students, including the following:
   a. Methods for identifying ELL students (and avoiding misidentification);
   b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
   c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;
   d. Means for providing qualified staffing for ELL students.
4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports that will be provided for these students.
5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
   a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their experience;
   b. Plans for monitoring and evaluating the progress and success of these students; and
   c. Means for providing qualified staffing for intellectually gifted students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Students with Disabilities

Program Structure: A certified Director of Student Supports (DSS) will lead the special education program at each of RePublic's campuses, and in year one of operation, will also have special education responsibilities in the classroom. He/she is responsible for ensuring that RePublic is in compliance with all applicable special education laws and requirements. Experienced and certified special education teachers will also be employed to ensure that the unique needs and learning styles of all students are met. Whenever possible, we will educate all students within the general education classroom, unless the nature of the disability requires a student's removal, and the IEP team determines this is in the best interest of the student. In exceptional circumstances as determined by a student's IEP team, when it is critical to a

student's academic progress, the school may utilize "pull-out" services to aid the student's academic success. Special education teachers ("SPED teachers") will coordinate the direct instruction and inclusion of special education students. Classroom teachers will be informed of their responsibilities for particular students, trained and guided by the DSS and SPED teachers on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with the students' Individualized Education Plans ("IEPs"). As required, tutoring, counseling, physical, occupational, speech and language therapy services will be provided (either by RePublic certified staff or specially contracted expert professionals) for those with special needs. Our special education staffing structure through full enrollment is outlined in the table below:

Operational Year	Projected SPED Staffing: Smilow Prep	Projected SPED Staffing: Smilow Collegiate
2016-2017	1 FTE DSS	1 FTE DSS
2017-2018	1 FTE DSS; 1 SPED Teacher	1 FTE DSS; 1 SPED Teacher
2018-2019	1 FTE DSS; 1 SPED Teacher	1 FTE DSS; 1 SPED Teacher
2019-2020	1 FTE DSS; 2 SPED Teachers	1 FTE DSS; 2 SPED Teachers
Full Growth	1 FTE DSS; 2 SPED Teachers	1 FTE DSS; 4 SPED Teachers

**FTE indicates "full time employee" This chart excludes gifted staff.*

Identifying Students with Special Needs: When students are admitted to the school, RePublic's leadership team will follow up with the sending schools to (a) determine whether the students have IEPs and (b) ensure these records are transferred to RePublic prior to the beginning of the school year. Parents and teachers of students with special needs will attend an individual meeting led by our DSS to determine appropriate services to be delivered. We will comply with all laws and provisions regarding students with IEPs. We will implement IEPs as written, and if a child's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the IEP team will convene for a review of the IEP, and will include the student's family at each required juncture.

Throughout the school year, RePublic's frequent internal assessment program provides an efficient means to identify students who are struggling academically. Weekly, each teacher will review the progress of his/her students based upon their performance on homework, class work, tests, quizzes and projects. The Principal and the DSS will monitor student assessment data at regular intervals. This will allow students who are struggling with the course material to be identified quickly. If a student is not making sufficient academic progress, the DSS will develop a pre-referral strategy that may include tutoring and/or other supports. The effectiveness of the pre-referral strategy on the student's progress will be carefully monitored for up to six weeks. In addition, other information will be gathered to determine if a student may have a learning disability, such as parent questionnaires, classroom observations, analysis of work samples, and teachers' anecdotal data.

Evaluating Students with Special Needs: If pre-referral strategies are unsuccessful, the student is not progressing academically, and classroom teachers or special education faculty believe a disability may exist, the student will be referred, in writing, to the DSS for individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional faculty member of RePublic Schools. Such referrals will (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided

for this purpose; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice will be sent to the student's parents.

The DSS will convene a meeting with the student's parents to discuss the option of psycho-educational testing to determine the child's special education eligibility and to secure written parental consent to conduct such testing. RePublic will then conduct such testing, either in-house or via the services of an expert consultant. Once the tests have been conducted and the results are received, an eligibility meeting will be reconvened with the parents, the DSS, the student's advisor, and other appropriate faculty. At that time, a decision will be made as to the student's eligibility for special education services. If the student is eligible for special education services, an IEP for that student will be developed.

All IEPs will be evaluated and revised as needed at least annually. All assessments and evaluations will be repeated at least once every three years.

Section 504: Section 504 requires schools receiving federal funds to provide students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability. RePublic will adhere to all obligations under IDEA (Individuals with Disabilities Education Act) and Section 504. We will immediately evaluate and identify any students protected under Section 504. This includes any student determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities, 2) have a record of such impairment, or 3) be regarded as having such impairment.

The DSS will serve as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served.

English Language Learners

We are committed to providing a challenging and high quality education for all of our students. The school will serve English Language Learners based on the U.S. Department of Education's six steps of progression through an ELL program: 1) enrollment in school, 2) identification of potential ELLs, 3) assessment determining need for ELL services, 4) provision of appropriate ELL services, 5) transition from ELL services, and 6) monitoring ability to participate meaningfully. In implementing our ELL program, RePublic Schools will comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

Students with limited proficiency in English will achieve proficiency in the English language through the use of RePublic Schools' services and teaching methods. We will ensure that ELL students are not excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and that ELL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from RePublic Schools in their native language. Parental outreach will also be conducted through a home visit by a school representative and an interpreter.

Identification of ELL Students: We will use the following process for identifying students who are ELL: (1) Home Language Surveys will be used to screen all new enrollees for potential limited English proficiency;

(2) If the home language is other than English or the student's native language is other than English, appropriate RePublic Schools faculty or a hired interpreter will conduct an informal interview in the student's native language and English; (3) If the student speaks a language other than English and/or the student speaks little or no English, we will administer W-APT and ACCESS for ELLs. Results from these assessments will be used to inform instruction and ensure all students are able to access the academic content and master performance and content standards.

Teachers will be responsible for observing each student throughout the class day with an eye toward detecting limited English proficiency. All teachers will receive professional development training in techniques for detecting whether a student has English language deficiencies and in communicating with students designated as ELL students. Any student suspected of having limited English proficiency will be tested to determine what level of services, if any, is necessary.

English Immersion Program and Services: All ELL students will receive the same academic content as those students who are native English speakers. RePublic will use the Sheltered English Immersion (SEI) protocol. All instruction at RePublic Schools will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student. This does not mean that the content will be "watered down." Instead, teachers will incorporate a variety of strategies to make the content more comprehensible. For example, use visuals and diagrams, provide many opportunities to practice key vocabulary, and utilize graphic organizers. General education teachers of English language learners will adapt lessons, assignments, and instructional groups to reduce language barriers and to assist ELLs to participate fully in the educational program. Staff will participate in professional development opportunities in these areas as they become available. Students will never be prevented from speaking in their native language, either inside or outside of the classroom. We will create the most inclusive cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

Research has shown that immersion is increasingly considered more effective at teaching English to students, compared to bilingual education.[7] We plan to provide all necessary faculty and specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students. We will directly provide or outsource appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. RePublic will be prepared to address the needs of students who are struggling with the structured English immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment of a certified aide, teacher or qualified consultant under contract who speaks that child's native language. Pull-out instruction will focus on increasing basic English—including vocabulary, grammar, reading and writing—so that students can perform and participate in their regular classes. When possible, in order to minimize disruption to the student's daily schedule, these services will take place outside of normal class time.

Our extended day schedule and tutoring/intervention block provides ample time that can be used for additional intensive English language instruction. We will actively recruit at least one full-time teacher who speaks the foreign language that is most common among our students. We believe that in order to have meaningful relationships with parents and students who do not speak English as a first language, we must be proactive in our communication styles and techniques. This may require us to be creative through the

[7] Arizona Department of Education, July 2004. "The Effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large-Scale Comparison" found at http://www.public.asu.edu/~macswan/ade/ade_document.pdf.

involvement of translators, community organization support, or friends of RePublic Schools. We will make sure that all home-school correspondences are translated. During the planning year, we will secure ELL experts to help design and review our ELL services.

As a team, teachers will set writing goals for ELL students which are monitored and assessed frequently. Assessments evaluated as a measure of meeting these goals will primarily be informal assessments (such as writing samples form a journal or class assignment rather than a unit exam). Team meetings will focus on a specific assessment that has previously been agreed upon and implemented by all teachers.

Exit Criteria: The proficiency of an identified ELL student receiving pull out services will be measured at least twice a year to determine whether continued special services are warranted. All pull-out and special services will continue until a student attains fluency in English language proficiency as measured by the ACCESS for ELLs. In addition, we will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an ELL student continues to struggle in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No students will be exited from the ELL program unless they can read, write, and comprehend English well enough to participate fully in RePublic's academic program.

Accountability and Evaluation of the ELL Program: In order to ensure that the ELL program is achieving the desired results (students are making progress in the acquisition of the English language and making progress academically), an annual evaluation will occur. To determine the need for programmatic modifications, RePublic will evaluate the progressive growth of its ELL students on standardized assessments and non-standardized assessments in comparison to that of non-ELL students. RePublic will also track students longitudinally throughout their matriculation to determine if there is significant variation in the academic achievement of students who were once classified ELL and non-ELL students as measured by standardized assessments and non-standardized assessments. RePublic will track how many students are declassified as ELL and the number of instructional years it takes for this declassification to occur.

Academic Interventions and Progress Monitoring

We realize that even with our school design, some students will require even more targeted intervention if they are performing below grade level. Our program incorporates several additional academic supports for such students. All students are expected to achieve on a high level, and our responsibility is to give them the supports and maintain the requirements that they will need to succeed in school and in life. These supports include:

- Longer School Day and School Year
- Flexible Ability Grouping
- Homework and Homework Club
- Tutoring

Longer School Day and School Year: Smilow Prep and Smilow Collegiate will have a school day that is two hours longer than the traditional Jackson Public Schools, and a school year that includes 186 instructional

days. An extended school day and year are critical to strengthening academic weaknesses, accelerating student performance, and providing the time necessary to successfully meet the school's mission with all students. This extended instructional time provides an opportunity for our intensive focus around literacy and mathematics and additional opportunities for providing students with academic support, such as Focus and Book Club.

Flexible Ability Grouping: Using flexible grouping for reading and mathematics at the middle school level, we will ensure that students who are significantly below grade level and struggling academically are receiving the support and appropriate curricular adjustments necessary to ensure significant achievement gains can be realized. In our lower performing cohorts, we often modify materials to be more accessible, or have another teacher "push in" to that class. We chose flexible ability grouping for reading and mathematics because we believe that those areas are the cornerstones of academic achievement and once those skills are mastered, they will translate into other content areas resulting in increased academic achievement.

Homework and Homework Club: Homework will be assigned nightly for every class. We believe that homework should be used to review materials and subject content taught and practiced in class that day or taught in a previous lesson. Each morning, homework will be collected during breakfast. Assigned faculty members will be responsible for general review of homework to ensure that all assignments are complete. Students with incomplete or missing homework will attend Homework Club during lunch. Homework Club will provide a quiet and structured environment where students can complete their homework, receive assistance if needed, and start their homework for the next day.

Tutoring: Students will have access to tutoring four days a week—during Focus in grades 5-8 and during the intervention block for grades K-4. Tutoring at RePublic is data driven—teachers use data from quizzes, exams, and exit tickets to create tutoring groups. Therefore, students are receiving targeted interventions based on need. Tutorials will be provided either in small group settings or through one-on-one support. Tutoring programs will be individualized to meet student needs and will vary in duration and content taught and practiced.

Gifted Education

In accordance with Mississippi Code § 37-23-171-181, RePublic will identify gifted/talented and academically advanced students. The school will identify students using a variety of measures, including their Lexile reading level as measured by the Scholastic Reading Inventory (SRI), scores on interim assessments, and grades in core subject classes.

Each day, students at Smilow Prep participate in a book club. During book club, teachers guide a discussion about a book they and students read at the same pace. Student placement in book clubs is based entirely on Lexile reading level. Therefore, students are placed in a book club with other students who are on the same reading level and therefore working on similar reading skills. Accordingly, students with higher reading levels will be placed together. This will allow teachers to push gifted and talented students to read at even higher levels. As a result of this program, many students at Nashville Prep are reading on a high school level and have read books such as Paul Tough's *How Children Succeed,* Malcolm Gladwell's *David and Goliath*, and Paul Coelho's *The Alchemist.* Students who demonstrate tremendous reading growth are celebrated at school-wide events like Community Circle and throughout the school in

hallways and on bulletin boards.

Students also participate in a daily Focus block. During this time, students who need extra support receive tutoring while students who do not need this support receive extension work of their choice. Examples of extension work include extra time for advanced coding or math, a current event case study, and foreign language. Teachers and students will be free to create extension subjects aligned with their interests.

Smilow Prep will utilize Flexibility Ability Grouping, which supports all students, including those who excel. In math, students who are academically prepared will be enrolled in an advanced math class. For example, 7th grade students at Nashville Prep and Liberty Collegiate have historically enrolled in Algebra I, which is traditionally a 9th grade course.

Finally, RePublic plans to partner with a local university to provide additional academic enrichment to students. Students will be able to attend on-campus events, such as guest speakers and lectures. Nashville Prep has a similar partnership with Vanderbilt University and Belmont University. Nashville Prep students recently visited Belmont to attend a breakfast and lecture by noted author and New York Times bestseller Malcolm Gladwell.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically, describe the plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
2. Describe the timeline and individuals responsible for student recruitment/engagement and enrollment.
3. Provide, as **Attachment 6**, the school's Enrollment Policy, which should include the following:
    a. Tentative dates for application period, and enrollment deadlines and procedures, including explanation of how the school will receive and process applications;
    b. Description of any enrollment preferences or priorities;
    c. Describe the school's lottery procedures and how they will comply with the statutory requirement in Mississippi Code §37-28-15 that lotteries be "equitable, randomized, transparent, and impartial";
    d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
    e. Explanation of the purpose of any pre-admission activities for students or parents.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Smilow Prep and Smilow Collegiate will recruit eligible students from neighborhoods throughout Jackson; however, we will concentrate our recruitment on neighborhoods in North and Northwest Jackson. Smilow Prep will recruit students who are zoned to the following middle schools: Kirksey, Northwest, Powell, Bailey, and Chastain. Smilow Collegiate will recruit students who are zoned to the following elementary schools: Davis, Green, John Hopkins, North Jackson, Watkins, Boyd, Casey, McLeod, McWillie, and Spann. No admissions preference will be given to students residing in these geographic areas.

RePublic will actively recruit students in poverty, academically low achieving students, students with disabilities, linguistically diverse families, and other youth at risk of academic failure. We will do this by launching a grassroots student recruitment campaign that aggressively seeks students in need. Our recruitment plan includes door-to-door canvassing, phone banking, mailers, and events at local community centers and churches. We plan to obtain from the Mississippi Department of Education a list of grade level eligible students in our target neighborhoods, and we will create mail lists, call lists, and walk lists accordingly. RePublic believes that it generally takes three touches before a family decides to enroll at a RePublic school. Therefore, we will target the same list of students multiple ways—via mail, phone, and in

person communication. RePublic will utilize a simple, one page application that is accessible to families in both hard copy form and online.

To engage with families from linguistically diverse backgrounds, we will translate promotional items into other languages, primarily Spanish. We will hire recruitment interns with Spanish speaking skills as necessary.

At RePublic Schools, student recruitment and enrollment is a collaborative process, and it involves all stakeholders: administration, teachers, current families, and board members. RePublic's Community Organizer, Jasmine Thornton, will be responsible for coordinating student recruitment efforts across RePublic. She will plan and lead all canvassing days, phone banking events, and other recruitment related events. We have also budgeted for a part-time fellow at the Regional Office to assist the Community Organizer with outreach and recruitment. Further, all RePublic Schools board members, teachers, and staff members are required to participate in at least one canvassing event annually.

A draft timeline of student recruitment and enrollment is included below:

What	When
Application window opens	October 1st, 2015
Application mailer to eligible students	October 1st, 2015
School tours and information sessions	October 2015-January 2016
Phone banking to eligible families	October 2015-January 2016
Network wide fall canvassing event	October 24th, 2015
Mailer to eligible students	January 1st, 2016
Network wide fall canvassing event	January 9th, 2016
Enrollment deadline	January 31st, 2016
Enrollment lottery	February 10th, 2016
Accepted students and families kick off event	February 20th, 2016
Spring orientation	April 2nd, 2016
Testing day (Note: This testing is diagnostic and allows RePublic to create homeroom rosters. It does not influence admissions.)	June 4th, 2016
Back to school night	July 30th, 2016

See **Attachment 6** for RePublic's student enrollment policy.

Student Discipline

1. Describe in detail the school's approach to student discipline. Taken together, the narrative description and discipline policy should:
    a. Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;

b. List and define the offenses for which students must (where non-discretionary) and may (where discretionary) be suspended or expelled;
c. Explain how the school will take into account the rights of students with disabilities, including students with Behavior Support Plans in disciplinary actions and proceedings; and
d. Explain procedures for due process when a student is suspended or expelled as a result of a violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.

2. If already developed, provide the proposed discipline policy as **Attachment 7.**
3. Discuss how students and parents will be informed of the school's discipline policy.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

RePublic's complete discipline policy can be found in **Attachment 7**. RePublic's discipline policy is shared with families during Testing Day when families receive a copy of the Student and Family Handbook. All families are required to sign the last page of the handbook indicating they have received, read, and understood all policies. RePublic students are informed of the school's discipline policy during student orientation.

Parent and Community Involvement

1. Describe the role to date of any parents and community members involved in developing the proposed school.
2. Discuss specifically what has been done to assess and build parent and community demand for the school. Explain the plan to continue to engage parents and community members from the present time, to approval, and through opening.
3. Explain the plan to engage parents in the life of the school (in addition to any proposed governance roles described below). Describe the plan for building family-school partnerships to strengthen support for learning and encourage parental, student, and community involvement. Describe any opportunities and/or expectations for ongoing parent, student, and community involvement.
4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.
5. Provide, as **Attachment 8,** existing evidence of demand for the school (e.g. petitions or intent to apply forms) and/or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, and/or contracts). *DO NOT ATTACH CONVERSION SCHOOL PETITIONS HERE.*

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Parent Involvement

Communication with parents is an integral part of RePublic's school design. RePublic will engage in deliberate efforts to welcome parents into the school community, provide frequent communication, and encourage reciprocal engagement between home and school.

RePublic believes that parental support is an integral part of a student's education and will make every effort to ensure that parents are an active part of our community from day one. When we knock doors in neighborhoods, we ask parents what they are looking for in a school, and what they want from their child's school experience. We will hold multiple enrollment events during the spring and summer, parent teacher conferences during the school year, and other events like potlucks and spaghetti dinners that invite parents into the school community.

RePublic communicates proactively and frequently with families. Family input will be sought in multiple ways throughout the year, including through a quarterly family survey.

RePublic believes that communication to families is critical to modifying negative and reinforcing positive student behavioral choices. Therefore, teachers call families at least once every other week to provide updates on student behavior and academic performance.

Smilow Prep and Smilow Collegiate will send home daily behavior reports, which contain merits and demerits earned, current grades, and other notes as warranted. In addition, schools will send home a monthly newsletter, which contains school news, upcoming events, and volunteer opportunities. Both are a critical component of our ongoing communication with stakeholders. RePublic parents are also able to log in to Schoolrunner, an online Student Information system that houses student grades and behavior. Parents are therefore able to access Schoolrunner at home to monitor student progress.

Neighborhood Teams

RePublic Schools will implement Neighborhood Teams where parents will serve as community-based leaders to enhance the support structures around students. The vision for Neighborhood Teams comes from Jeremy Bird's neighborhood organizing during Obama's 2008 Presidential campaign. His strategy transformed grassroots politics, and the teams he formed during the campaign endured past the election itself. RePublic's co-founder and Chief Executive Officer is uniquely poised to lead this initiative, as he worked and trained under Bird on the Obama '08 campaign in numerous states.

Neighborhood Teams will work with other parents in their neighborhood to establish safe and quiet places for students to do homework and study. A Neighborhood Team Leader would help other families in his or her neighborhood apply to a RePublic school, organize carpools for parent events, and work on other projects that would help students and families excel in a RePublic school.

Community Involvement

In developing the proposed schools, RePublic has solicited feedback and input from the community that the school will serve. RePublic hosted a preview night in April and invited parents and community members to learn more about RePublic's vision for Smilow Prep and Smilow Collegiate. This preview night was advertised electronically in newspapers, email lists, and neighborhood forums, and via fliers at community centers, churches, and day care centers. During this event, RePublic distributed surveys to attendees to learn more about what they are looking for in a school. A copy of the survey is included in **Attachment 8**. RePublic also collected supporter cards and circulated an online petition soliciting support for the school, and has to date, collected approximately 60. RePublic plans to continue collecting indicators of suppoer, and will present hard copies of these documents during the capacity interview.

RePublic has established working relationships with Downtown Jackson Partners, New Horizon Ministries, Inc., New Shekinah Glory, Hope Enterprise Corporation, Mississippi First, 100 Black Men, and Teach for America Mississippi. Letters of support from partner organizations and individuals are included in **Attachment 8**.

RePublic will continue to engage the community we plan to serve between now and when the school opens. We will engage partners to aid in family outreach and student recruitment, host events, and provide input on the school model and program. We view our most important task as diligently working to develop a deep understanding of the North Central Jackson community and its needs. Accordingly, we will broaden

our coalition of partners to include more church and community organizations, and most importantly, parents. RePublic will host information sessions that are open to prospective families and community members so that interested parties can learn more about the school. RePublic will also canvass door to door in the neighborhoods around the proposed school to both a) recruit students and b) talk to neighbors about the new school.

After Smilow Prep and Smilow Collegiate open, we will continue to work closely with our community partners by inviting them to visit the school, attend or volunteer at events, and participate in community canvassing and outreach. Beyond the day-to-day, we want to dream big with the community we serve, reimagining and expanding the role of the school in the neighborhood.

Educational Program Capacity

1. Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and ongoing role in school development, governance and/or management, and will thus share responsibility for the school's educational success. These may include current or proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development and operation.
2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as: school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
3. Describe the group's ties to and/or knowledge of the target community.
4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role, and any resources they have contributed or plan to contribute to the school's development.
5. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. Discuss the evidence of the leader's ability to effectively serve the anticipated population. This evidence may include annual student achievement data, disaggregated by subgroup, for every school under the current or prior management of the leader or other administrator. Also provide, as **Attachment 9**, the qualifications, resume, professional biography, and proof of US Citizenship for this individual.

   -OR-

   If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and instead provide as **Attachment 9** a complete job description and required qualifications.
6. Describe the responsibilities of the school's leadership/management team beyond the principal/head of school.
   a. If known, identify the individuals who will fill these positions, explain why each is well qualified for a specific role, and summarize their relevant track record of success. Provide, as **Attachment 10**, the qualifications, resumes, professional biographies, and proof of US citizenship for each identified individual.

   -AND/OR-

   b. If any of these positions are not yet filled, discuss the process and timeline for recruiting, selecting, and hiring these team members. Describe the criteria to be used in selecting each, and instead provide in **Attachment 10** a complete job description and required qualifications for each unfilled role.
7. Explain who is currently leading the school development process, and who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school. Describe the plan to compensate these individuals.
8. Describe the operator's current or planned process for sourcing and training potential school leaders for any schools opening in subsequent years. Explain how a pipeline of potential leaders for schools within the network

has been or will be established and accessed for the network as a whole. If known, identify candidates already in the pipeline for future positions.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

RePublic's team, compromised of Network, Regional, and school based staff members, is positioned to ensure Smilow Prep and Smilow Collegiate's educational success.

Network Leadership

Ravi Gupta, Chief Executive Officer

Ravi Gupta, RePublic's Chief Executive Officer, will continue to oversee RePublic's growth in Mississippi. As the Founder of Nashville Prep, Nashville Academy of Computer Science, and RePublic Schools, Mr. Gupta has extensive experience in school launch and start up, performance management, governance, and curriculum/assessment. Under his leadership, RePublic's schools have excelled—last year, both Nashville Prep and Liberty Collegiate were in the top 5% of all schools in Tennessee for both student growth and absolute performance. As CEO, Mr. Gupta's responsibilities include the following:

- Manage and coach the senior level staff, including the CFO, CIO, Chief of Staff and Regional Directors
- Serve as chief Ambassador/Spokesperson for the organization to key external stakeholders, such as donors, the press, and partners
- Work with the Board leadership to enable the Board to fulfill its governance functions and facilitates the optimum performance by the Board, its committees and individual Board members
- Work with internal and external stakeholders to ensure RePublic is meeting key targets related to growth, including the acquisition of new facilities, raising of funds, hiring and training of school leaders, and achievement of enduring community support

See **Attachment 10** for Mr. Gupta's professional biography, resume, and proof of citizenship.

Regional Leadership

Kate Cooper, Mississippi Regional Director

Kate Cooper, the Mississippi Regional Director, will continue to oversee regional operations in Jackson and work full time on the school development process for Smilow Prep and Smilow Collegiate. Senior regional leadership's compensation is provided through a combination of local and national philanthropy, and if RePublic's CSP application is successful, federal grant money. As a founding staff member at Nashville Prep and as the Trailblazer for Reimagine Prep, she has a wealth of experience in school operations, including facilities management, vendor management, fundraising, school based systems creation, and state compliance. As Regional Director, Ms. Cooper's responsibilities will include the following:

- Establish and maintain high standards of school operations team performance by developing clear long-term and annual goals and rigorously tracking performance against them
- Build out and manage Human Resources, Operations, Compliance, Legal and Facilities functions for the region.

- Assess challenges and develop solutions around school-level operations, including but not limited to enrollment, transportation, food services, facility needs, and regional data systems.
- In partnership with the CFO, secure contracts and manage relationships with vendors for the region.
- Codify operational procedures and policies across all regional school sites, differentiating when necessary to fit the needs of each school's student population.

See **Attachment 10** for Ms. Cooper's professional biography, resume, and proof of citizenship.

Jasmine Thornton, Community Organizer: Jasmine Thornton, RePublic's Community Organizer, will oversee student recruitment and parent engagement for Reimagine Prep, Smilow Prep, and Smilow Collegiate. In her current role, she has recruited Reimagine Prep's founding class of students via phone banking, direct mail, and door-to-door canvassing and increased RePublic's presence at community events.

See **Attachment 10** for Ms. Thornton's professional biography, resume, and proof of citizenship.

School Based Leadership

Victoria Haberman, Principal, Smilow Prep

Victoria Haberman is a founding literacy teacher at the Nashville Academy of Computer Science. Under Mrs. Haberman's leadership, NACS' fifth grade scholars have excelled tremendously. Based on most recent interim data, 82% of her scholars are on track to earn proficient or advanced on the Tennessee Comprehensive Assessment Program. Her students have grown on average 2.11 grade levels in reading as measured by the Scholastic Reading Inventory from August to May. At NACS, she has led school wide professional development on close reading strategies.

NACS' demographics are comparable to the Smilow Prep's anticipated student population: 72% of NACS students qualify for free or reduced lunch and 87% of NACS students are Hispanic or African American.

Mrs. Haberman began her teaching career as a member of the Mississippi Teaching Corps. She taught Government and Social Studies and ACT preparation at Forest Hill High School in the Jackson Public School District for two years. In her role at Forest Hill, she developed curriculum for the inaugural ACT prep course, partnered with a local non-profit, Education Services Foundation for support, and increased student ACT scores by an average of three scaled points.

See **Attachment 9** for Mrs. Haberman's professional biography, resume, and proof of citizenship.

Abby Barton, Principal, Smilow Collegiate

Abby Barton is the Kindergarten Instructional Lead at Purpose Prep, a public charter elementary school in Nashville, Tennessee. In this role, she creates math curriculum for the kindergarten grade level team and manages the kindergarten team. During her first year at Purpose Prep, Ms. Barton led 100% of her kindergarten scholars, where over 90% of scholars entered school lacking foundation pre-literacy skills, to achieve passing STEP 4 on the STEP assessment. 100% of her scholars were above grade level leaving kindergarten. She was awarded a Blue Ribbon Teacher Award by Metro Nashville Public Schools because

of her exceptional work at Purpose Prep.

Purpose Prep's demographics are comparable to the Smilow Collegiate's anticipated student population: 82% of Purpose Prep students qualify for free or reduced lunch and 96% of Purpose Prep students are Hispanic or African American.

Prior to working at Purpose Prep, Ms. Barton was a founding staff member at Nashville Prep. In this role, 72% of her fifth graders scored proficient or advanced on the math TCAP, outperforming the district by over 33 percentage points, the state by over 25 percentage points, and Williamson County, the highest performing school district in Tennessee by over seven percentage points.

See **Attachment 9** for Ms. Barton's professional biography, resume, and proof of citizenship.

Director of Operations: RePublic will hire a shared Director of Operations for Smilow Prep and Smilow Collegiate. RePublic has not yet identified an individual for this position, and a job description for this role is included in **Attachment 10**. RePublic will source candidates for these positions upon approval of RePublic's charters. The hiring process will be complete by March 31st at the latest, and the Director of Operations will begin work by June 1st.

Director of Student Supports: RePublic will hire two Directors of Student Supports—one for Smilow Prep and Smilow Collegiate. RePublic has not yet identified individuals for these positions, and a job description for this role is included in **Attachment 10**. RePublic will source candidates for these positions upon approval of RePublic's charters. The hiring process will be complete by March 31st at the latest, and the Directors of Student Supports will begin work by June 1st.

Leadership Pipeline

RePublic Schools builds a strong pipeline internally of school based leadership candidates. 100% of current RePublic principals previously taught in a RePublic School, thus ensuring that RePublic Principals are strong fits for a high-level leadership position. Aspiring school leaders are evaluated based on student achievement data, evaluation scores, and performance in school based leadership roles such as grade level chairs. Beyond Mrs. Haberman and Ms. Barton, RePublic has not yet identified any future leaders for additional planned schools in Jackson.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 2. Operations Plan & Capacity

Vision, Growth Plan, and Scale Strategy

1. Describe the organization's strategic vision, desired impact, and five-year growth plan for developing new schools in Mississippi and/or other states. Include the following information, regardless of school location:
   a. Number and types of schools (divisions, grade levels served);
   b. Proposed opening years;
   c. Demographic characteristics of the students to be served by each school; and
   d. Projected enrollments.

   Discuss all currently targeted markets/communities and the criteria used for selection.
2. If the organization's existing portfolio or growth plan includes schools in other states, explain specifically how growth in Mississippi fits into the overall growth plan. Describe the vision for the organization after the five-year growth plan has been implemented.
3. Provide evidence of organizational capacity to open and operate high-quality schools in Mississippi and elsewhere as described. Outline specific timelines for building or deploying organizational capacity to support all proposed schools.
4. Discuss the results of past replication efforts and lessons learned – including particular challenges encountered, how each was addressed, and the plan to mitigate such challenges for the schools proposed in this proposal. Organizations that operate only one school should address challenges encountered while growing that school.
5. List all schools that were previously approved by this or another authorizer but which failed to open or did not open on time, and explain the reasons for failure or delay.
6. Provide, as **Attachment 11**, the organization's annual reports for the last two years and any current business plan for the organization.
7. Describe the steps planned to scale the model to new sites, including the individuals/positions involved and the resources contributed both by the organization and individual new schools.
   a. If the organization operates schools in other states, compare past scale efforts in other states to planned scaling in Mississippi.
   b. Describe plan for embedding the fundamental features of the model described into the planned schools.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Vision and Growth Plan

In a country that was founded on equality of opportunity, an alarming number of children lack equal access to an excellent education. A child's race, socioeconomic status, and zip code are currently far greater predictors of his or her ultimate quality of life than his talent, drive, or capacity to learn. This pattern is magnified in the South, where students must navigate the particularly deep repercussions of entrenched, systemic, and historic inequity.

Children in the South have the lowest odds of transitioning from the bottom fifth of the income distribution to the top, and Tennessee, Mississippi, and Louisiana are ranked in the bottom four states for ACT results nationwide. RePublic Schools was founded to change this trend, with a mission to reimagine public education for scholars in the South. RePublic operates high-performing public charter schools and will leverage the success of those schools to change the educational trajectory of all students in the South.

The story of RePublic Schools began in 2011 when two schools—Liberty Collegiate Academy and Nashville Prep—opened their doors to their founding classes of 5th graders. After several years of independently leading excellent schools to full growth, the leaders of Nashville Prep and Liberty Collegiate joined forces to found RePublic Schools to extend their impact beyond the walls of the existing schools. The foundation of this unity is a shared educational model that has yielded exceptional outcomes for scholars at both schools.

RePublic believes that its direct services to students must be coupled with a larger catalytic effort to reach public school students throughout the South. The South can have a South Korea moment and go from the bottom to the top in terms of the 21st century's most important skill—computer programming. Critical to this vision is RePublic's non-expert dependent computer programming model, in which every student will learn to code from instructors who are learning to code alongside their pupils.

Underserved children in the South are not only falling behind in the skills of today; they don't even have access to the skills of tomorrow. In 2013, not a single female, African American, or Latino student took the AP Computer Science exam in Mississippi.[8] RePublic plans to shatter this statistic by building a non-expert dependent model. RePublic's schools will serve as models for scalable computer programming instruction, and RePublic shares its computer programming platform free of charge to teachers, students, and administrators in other school districts.

RePublic targets communities where academic results for students are low and where there is parental demand for greater options. RePublic targeted its communities in Nashville—North Nashville, East Nashville, and North West Nashville based on low academic performance in these clusters. RePublic expanded to Jackson, Mississippi based on low performance in the Jackson Public School District. In both Nashville and Jackson, community leaders, parents, and politicians expressed a need for enhanced educational opportunities within the school district, and RePublic was well positioned to meet this need.

RePublic's current growth plan outlines new schools scheduled to open through August 2017. During this period of growth, RePublic plans to open three middle schools (two in Jackson, one additional in Nashville) and one k-8 school. At the end of this phase of growth, RePublic's vision is to operate a network of high performing charter schools across three states in the South that boast high student proficiency rates and high rates of retention for both students and adults. The table below outlines RePublic's growth plan:

School Name	Grade Levels Served at Full Capacity	Projected Paid Enrollment	Proposed Opening	Location	Demographics
RePublic High School	9-12	980	August 2015 (already chartered)	Nashville, TN	95% African American and Hispanic, 82% FRL
Reimagine Prep	5-8	431	August 2015 (already chartered)	Jackson, MS	100% African American and Hispanic, 90% FRL
Smilow Collegiate	K-8	942	August 2016	Jackson, MS	100% African American and Hispanic, 90% FRL

[8] Heitin, Liana. "No Girls, Blacks, or Hispanics Take AP Computer Science Exam in Some States." Education Week. http://blogs.edweek.org/edweek/curriculum/2014/01/girls_african_americans_and_hi.html (accessed July 21, 2014).

Smilow Prep	5-8	459	August 2016	Jackson, MS	100% African American and Hispanic, 90% FRL
RePublic Middle School	5-8	440	August 2017	Nashville, TN	95% African American and Hispanic, 82% FRL
Resolve Prep	5-8	419	August 2017	Jackson, MS	100% African American and Hispanic, 90% FRL

Scale Strategy

As RePublic grows and expands, RePublic's Central Office will remain in Nashville, Tennessee, although RePublic's Central Office staff will travel to Jackson, Mississippi as needed to support schools in Jackson. The bulk of RePublic's planned growth is in Jackson, and therefore significant resources, personnel, and time will be devoted to managing growth in this region.

RePublic follows a staged growth model, where each school operates one or two grades in its founding year. As that initial class of students moves up, the school adds one grade each year until it reaches full grade-level capacity. This model allows for capitalization of the structures and processes already built and tested, such that each new grade draws upon the hard work and lessons from the existing grades, ensuring a strong foundation. This approach also means that RePublic devotes significant resources to year one of each new school and focuses intensively on maintaining high standards. Outlined below is RePublic's new school launch timeline:

	Winter	Spring	Summer	Fall	Winter	Spring	Summer
Identify community for new school, development community relations	X	X	X				
Identify and train Principal	X	X	X	X	X	X	
Apply for charter	X	X					
Revise systems and curriculum to fit school			X	X	X	X	X
Recruit and hire new faculty				X	X	X	
Sign contracts with				X	X	X	

key vendors							
Identify and prepare facility for occupancy, including capital improvements				X	X	X	X
Recruit and orient new students and families				X	X	X	X
Train and orient new faculty						X	X

School launch is a collaborative effort among individual school sites, the Regional Office, and the Central Office. The below table outlines the personnel and resources contributed by each entity:

School Site	Regional Office	Central Office
• Curriculum development • Student recruitment • Family outreach • School based systems creation	• Student recruitment and parent outreach support • Contract negotiation • Facilities acquisition • Local fundraising • State compliance • Charter application process • Leader training	• Financial back office support • National fundraising • Data management • Talent sourcing • Curriculum development support • Leader training

RePublic ensures that core elements of the school model are embedded into new schools by following a decision rights document that has been developed by the leadership team. RePublic has identified network requirements that every RePublic school must meet. Within the confines of these requirements, individual schools are free to make decisions. For example, RePublic sets minimum numbers of professional development that schools are required to offer—three weeks over the summer, six full days annually, and three hours weekly. However, each school can decide how to use instructional professional development time and can also choose to offer more professional development as needed.

Past Replication Efforts

In Nashville, RePublic opened its two flagship middle schools in August 2011, a new middle school in August 2014, and will open its first high school in August 2015. Over the past four years, RePublic has scaled internally and grown its two flagship middle schools from one grade level to four grade levels, and externally by adding an additional school. Although RePublic's proposed rate of scaling in Jackson is faster than in Nashville, RePublic has developed extensive infrastructure to support the school launch and scaling process: a shared curriculum platform, internal back office finance systems, codified operational systems,

and a robust Principal in Residency program to development exceptional school leaders.

RePublic's greatest challenge in scaling thus far has been ensuring consistent excellence, high expectations, and supports across all classrooms at all schools. Given the size of fully-grown RePublic schools, the Principal can no longer be in each teacher's classroom every day, which was typical in the first two years of a school's operation. RePublic has mitigated against this challenge by training mid level leadership (Deans, Directors, and Coaches) to take on more coaching responsibility. RePublic has also piloted video technology in some classrooms across the network to allow remote coaching, thus eliminating the challenge of travel between schools and regions.

RePublic has no schools that were previously approved by an operator that did not open on time. RePublic does not have a current business plan. Nashville Prep's 2013 annual report is included in **Attachment 11**, and we have no additional annual reports.

Network Performance Management

1. Describe the organization's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.
2. Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals? Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

RePublic consistently monitors school performance and makes every effort to support and improve schools that are underperforming. To ensure that the Regional and Central offices are aware of individual school challenges and successes, RePublic has developed organization-wide dashboards that collect academic and non-academic data from schools. The regional and central offices monitor dashboards every quarter. RePublic will also utilize twice annual site visits and formal audits—modeled on the Building Excellent Schools audit process—to evaluate the academic and operational health of every school. The Chief Executive Officer, the Chief Academic Officer, other senior leadership, and two outside experts will carry out site visits, which each last a full day or longer to ensure a comprehensive picture of a school's day-to-day operations.

Should the dashboards or audits reveal any gaps toward expected progress within a school, Regional and Central Office staff will develop action plans to address school weaknesses. To support underperforming schools, RePublic's Regional Offices, and the Central Office when necessary, will provide resources, thought partnership, and coaching support over a sustained period of time. If underperforming schools do not improve after interventions, RePublic will consider personnel changes in school-based or network-based leadership.

Each June, the RePublic team will undertake a comprehensive review of the success of existing growth, culminating in an annual decision on whether and/or how to green-light planned growth. If the network does not meet goals, RePublic will consider delaying growth. RePublic measures success of existing growth against the following metrics:

Category	Region	Metric
Academic achievement	Tennessee	TCAP/TNReady, EOC/AP Exams, Interim Assessments

Academic achievement	Mississippi	EOY Assessment Scores, Interim Assessments
Organizational Viability	Tennessee, Mississippi	Enrollment, Attrition, Attendance, Parent Satisfaction, Staff Satisfaction and Retention
Development	CMO	Fundraising goals
Finance	CMO	Financial audits, Cash balances, Performance against projections

School Level Performance Management

1. Explain the plan for using internal and external assessments to measure and report progress against the MCSAB performance framework. Specifically, how will this plan address the following key areas on which charter schools will be evaluated:
    a. student academic proficiency and growth;
    b. achievement gaps in both proficiency and growth between major student subgroups;
    c. attendance;
    d. recurrent enrollment from year to year;
    e. in-school and out-of-school suspension rates and expulsion rates;
    f. graduation and dropout rates for appropriate multiple-year cohorts;
    g. *(for high schools only)* student postsecondary readiness, including the percentage of graduates submitting applications to postsecondary institutions, high school completion, postsecondary admission and postsecondary enrollment or employment;
    h. financial performance and sustainability; and
    i. governing board performance and stewardship, including compliance with all applicable laws, regulations and terms of the charter contract.
2. Explain how the school will measure and evaluate academic progress – of individual students, student cohorts, and the school as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
3. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
5. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Goals and Metrics

RePublic believes in setting clear and measurable goals and metrics across all levels of the organization. The ultimate metric for the success of RePublic will be the number of scholars graduating from four-year colleges or universities, but RePublic has created both non-academic and academic interim goals and metrics. All goals are evaluated against corresponding metrics. Listed below are non-academic goals and metrics, elementary school goals and metrics, and middle school goals and metrics:

Non-Academic Goals and Metrics

Category	Goal	Metric
Student Enrollment and Attendance	All schools will maintain healthy enrollment of scholars with the greatest need.	• Enroll and maintain a class of students equal to projected enrollment (with attrition) every year. • 85% of students who begin the school year will remain at the school throughout the academic year • Re-enroll 95% of students who complete the school year • 95% or higher daily student attendance in each school year • Maintain a wait list of 10% of available seats
Talent	Maintain a strong and growing CMO team. Successfully source a talented group of educators and other staff for the regions and schools.	• Retain 75% of teachers who RePublic extends an offer to • Hire 90% of candidates who receive an offer • Ensure 95% of candidates who accept an offer show up on day 1 • All staff members report receiving regular coaching and evaluation based on a rigorous framework • 90% of staff report being satisfied in the staff survey
Culture/Discipline	Core systems of discipline and character education are yielding a safe environment where scholars progress through Kohlberg's stages of moral development.	• 90% of staff agree or strongly agree that management systems are used with fidelity and contribute to a stable and positive student culture. • Suspension and expulsion rates are below local district averages.
Parent Satisfaction	Parents are satisfied with the overall program.	• Parent satisfaction with academic program as measured by an annual

		survey at the conclusion of the school year, will on average exceed 85%. • The percentage of parents completing the survey will average at least 85%.
Financial Health	External, annual audit reports will demonstrate that RePublic meets or exceeds professional accounting standards.	• 0% accumulated, aggregate over-run on approved expenses • Financial audits for the regions and CMO report no material findings • Regional leaders report, via survey and interview, positive reviews of CMO financial management services • Grow fund balance over time to provide a cushion for future issue
Governing Board Stewardship	The Board of Directors will actively govern RePublic and comply with all laws, regulations, and terms of the charter contract.	• 90% average attendance for committee and full Board meetings • No compliance violations

Academic Goals and Metrics: Elementary School—RePublic uses a combination of internal (Interim Assessments) and external (STEP Literacy Assessment, Reading and Math NWEA MAPs Assessments, State Assessments) assessments to measure student academic performance.

	Kindergarten	**1st Grade**	**2nd Grade**	**3rd Grade**	**4th Grade**
STEP Literacy Assessment	90% STEP 3+, 75% STEP 4+	90% STEP 6+, 75% STEP 7+	80% STEP 9+, 50% STEP 10+	65% STEP 12+, 90% STEP 10+	60% STEP 15, 80% STEP 12+
Reading and Math NWEA MAPs Assessments	75% of students score at or above the 75th percentile	75% of students score at or above the 75th percentile	75% of students score at or above the 75th percentile	75% of students score at or above the 75th percentile	75% of students score at or above the 75th percentile
Math, Writing and ELA Interim Assessments	70% average mastery on exam with 70% performing over 70%	70% average with 70% performing over 70%	70% average with 70% performing over 70%	70% average with 70% performing over 70%	70% average with 70% performing over 70%
State Assessment	Match or outperform the	Match or outperform	Match or outperform	Match or outperform	Match or outperform

	state	highest performing county in state	academic magnets	academic magnets	academic magnets

Academic Goals and Metrics: Middle School-- RePublic uses a combination of internal (Quarterly Comprehensive Assessments) and external (State Assessments and Lexile Exam) assessments to measure student academic performance.

	5th Grade	6th Grade	7th Grade	8th Grade
Lexile Score	2 grade levels of growth Ending grade level average: 5.0	2 grade levels of growth Ending grade level average: 7.0	1.5 grade levels of growth Ending grade level average: 8.5	1.0 grade levels of growth Ending grade level average: 9.5
Quarterly Comprehensive Assessments	Passing end of year: 75%	Passing end of year: 80%	Passing end of year: 85%	Passing end of year: 90%
State Assessment	Match or outperform the state	Match or outperform highest performing county in state	Match or outperform academic magnets	Match or outperform academic magnets

Assessment Cycle

To accomplish RePublic's goals, under the direction of the Principal, RePublic will measure academic progress extensively and precisely using a variety of ongoing assessment tools. RePublic believes it is important to regularly and objectively assess student achievement and instructional effectiveness and to prepare every student to succeed on any form of assessment, be it designed by the school or standardized exam. We view our frequent assessments as tools to help teachers strategically use data to inform instructional decisions to ensure student mastery. School-wide, frequent assessments allow us to ensure that all students have mastered the material in the curriculum. Our assessment system will provide real-time data that will inform reasonable adaptations and appropriate accommodations for students with diverse learning needs, where such adaptations or accommodations are necessary to measure the achievement of those students. RePublic leverages the following assessments to gather achievement data:

- **Do Nows** at the start of each class allows the teacher to quickly assess student understanding of a specific topic.
- **Homework** will serve as a consistent barometer for student performance. Since homework will be a review of subject content already covered, it will allow teachers to know how each student is performing on each lesson and identify any necessary student interventions.
- **Reading Logs** will be collected each morning as part of a student's daily homework. These logs will allow teachers to have a quick check on the reading level and proficiency of the student over time.[9]

[9] Students will be required to read their independent reading books for at least 20 minutes at home each night as part of their homework. Students will check out a book from our library according to their ability level. Parents will be required to sign student reading logs each night.

- **Weekly quizzes** will be given at the end of the week and will focus on the skills and content taught in class during that week. This will provide immediate data to help teachers assess how students are progressing toward the mastery of multiple concepts and allow teachers to make accurate and informed decisions about the additional supports that a student(s) might need.
- **Projects/Essays/Lab Reports** will be an integral part of the curriculum. Students will be required to complete longer-term projects, essays, or lab reports that demonstrate organizational and time management skills, and the ability to show content mastery in different formats. Quality of student performance on such as projects, essays, and lab reports will be evaluated using teacher-developed rubrics. Teachers will be encouraged to collaborate both with other teachers within their department and teachers in other departments to develop rubrics for assignments.
- **Interim Assessments** are cumulative exams that will be given at the midpoint of each quarter. These exams will provide detailed data on student mastery of content taught since the start of the school year. This data will be analyzed by leaders and teachers and will allow us to identify students who need additional supports or to determine content standards that need to be revisited. Interim assessments will mirror the testing environment and question style of state and national exams, allowing students to feel comfortable and confident when taking high stakes exams and effectively minimizing poor scoring due to student test anxiety and frustration.
- **End-of-Quarter Comprehensive Exams** are cumulative exams that primarily evaluate students' mastery of material taught since the start of the school year. Comprehensive exams will be given at the end of each quarter. They will account for 25% of a student's overall grade for each respective quarter.
- **End-of-Year Comprehensive Exams** are cumulative exams that evaluate students' mastery of content and performance standards for the entire course. These exams will be administered at the end of the second semester and account for 25% of a student's overall grade for the year.

Data Management

RePublic has created a robust data management system that utilizes both internal and external software to track student, cohort, and school progress to give teachers, parents, and scholars the tools to effectively measure and enhance learning. In addition to the above assessments, RePublic utilizes shorter assessments such as daily exit tickets and homework, weekly quizzes, and unite exams to monitor student progress. The Chief Information Officer and the Data Analyst are responsible for creating and delivering to comprehensive training during summer professional development on how to enter, analyze, and action plan from academic data. All assessment data is stored centrally in RePublic's shared curriculum platform so that teachers, staff, and administrators across the network can access it. RePublic's data framework includes:

- **Short-loop response structures**: Every teacher is expected to give a short, mini assessment (three to four minutes) at the end of every class and a longer form quiz or test once a week. The data from those assessments is quickly and easily uploaded into a common data system. Teachers complete an immediate (within 48 hours) and thorough analysis of the data and assign interventions where applicable.

- **Time and space to respond to data**: As described above, RePublic schools have numerous structures within and outside of the typical school day that are designed to give teachers sufficient time

We are considering using a leveled book series to track students' understanding of their independent reading books and to assist in the selection of appropriate books for future reading.

and resources to respond to the data from their classes. This includes the Focus Tutoring Block, which is held daily, that allows teachers to match a student and a skill for nearly an hour of intervention. RePublic teachers also have planning periods each day and full or half day professional development that often includes structured data action planning sessions.

- **Standards-based data reports for families**: RePublic currently distributes weekly (and occasionally daily) standards-based reports for families that outline the latest academic and behavioral data. RePublic parents also have access to grades and behavior data via an online portal.

The Chief Academic Officer will monitor data dashboards, and if schools, classrooms, or students fail to meet prescribed academic goals, school leadership with work with regional and network staff to implement academic interventions as necessary. Such interventions could include modified curriculum, additional support staff in classrooms, or additional instructional time via after school tutoring. These interventions will be triggered if schools are not on pace to meet their annual goals, as measured by quarterly progress. School, regional, and network staff will be jointly responsible for implementing these interventions as necessary.

Performance Track Record

NOTE: MCSAB will use the information provided in this section to assess the academic, organizational, and financial performance record of the organization, and the organization's schools or the school model that the organization proposes to replicate. The applicant must provide all of the requested information for all of its organization's schools. MCSAB may subsequently select a subset of schools for which the applicant will be required to provide additional performance information.

1. Provide, as **Attachment 12,** a summary of the applicant's complete current and historical portfolio of schools. Prepare your submission using the template provided by the MCSAB.
2. Select a consistently high-performing school from the organization's portfolio, and discuss its performance. Be specific about the results which provide the basis for judgment that the school is high-performing. Include student achievement status, growth, absolute, and comparative academic results, as available.
   a. Discuss the primary causes of the school's distinctive performance.
   b. Discuss any notable challenges that the school has overcome to achieve these results.
   c. Identify any ways in which this school's success has informed or affected how other schools in the portfolio have performed.
   d. Explain how effective practices, structures, or strategies were identified and how they were implemented in other schools.
3. Discuss a school with relatively low or unsatisfactory performance. Be specific about the results which provide the basis for judgment that performance is unsatisfactory. Include student status, growth, absolute, and comparative academic results, as available.
   a. Describe the primary causes of the school's problems.
   b. Explain the specific strategies that are being employed to improve performance.
   c. How will you know when performance is satisfactory?
   d. What are the expectations for satisfactory performance in terms of performance levels and timing?
4. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."
5. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain the causes of each occurrence.

6. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and explain how such deficiencies or violations were/are being resolved.
7. Identify all current or past litigation, including arbitration proceedings, by school, involving the organization or any schools it operates. If applicable, provide as **Attachment 13** (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

RePublic's two flagship middle schools in Nashville, Liberty Collegiate and Nashville Prep, have been consistently high performing for their first three years of existence. Interim assessment data from the Nashville Academy of Computer Science, RePublic's newest middle school, is on par with Nashville Prep and Liberty Collegiate's historical data. Full historical data can be found in **Attachment 12**. RePublic's distinctive performance can be attributed to the following practices:

- Differentiated professional development for teachers, administrators, and other staff
- RePublic's in-house curriculum that draws upon researched based practices
- Extended school day, extended school year, and more time on task in classrooms
- Uniform student culture across classrooms and grade levels that sets clear and consistently enforced behavioral and academic expectations for students
- Data driven instructional practices that allow teachers to remediate and reteach as necessary
- Consistent and proactive communication between parents and staff
- Small group, high powered daily tutoring

RePublic has set up strong systems of collaboration across the network to allow dissemination of best practices that have improved student achievement. RePublic's Principals meet twice a month to perform co-observations, action plan around upcoming events, and participate in leadership professional development. Teachers also have the opportunity to observe other RePublic schools and learn from colleagues across the network—many plan in collaborative work groups and share materials across campuses. Each quarter, RePublic hosts network wide professional development that allows content teams across the network to examine data, reflect on assessments, and plan remedial sessions together. All other teams—cultural, operational, and special education staff members also meet monthly to participate in shared professional development. RePublic's Mississippi teachers and leadership will participate in all sessions remotely via video conferencing technology.

The greatest challenge RePublic has encountered in achieving these results is remediating foundational skills for students who arrive at RePublic below grade level. RePublic's schools in Nashville are open enrollment, and they serve a population that is significantly more at risk (as defined by percentages of students with IEPs, students who have attended traditionally failing schools for more than three years, and who qualify for free or reduced lunch) than the school district at large. The average RePublic scholar arrives at least two grade levels behind in reading and math, and teachers devote significant resources to remediating foundational skills.

RePublic has no schools with low or unsatisfactory performance. RePublic has never had any contracts terminated nor has it had charters revoked, not renewed, shortened, or withdrawn. RePublic additionally does not have any current or past litigation to report, nor does RePublic have any performance deficiencies or compliance violations.

Organization Management

1. Identify the organization's leadership team and their specific roles and responsibilities. Submit, as **Attachment 14**, organization charts that show the school governance, management, and staffing structure in
   a. The first year of school operations;
   b. At the end of the charter term; and
   c. When the school reaches full capacity, if in a year beyond the first charter term.

   Each organization chart should clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

2. Explain any shared or centralized support services the network organization will provide to schools in the authorizer's state. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract to be provided in **Attachment ESP-2**.)

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Organization Leadership Team

RePublic Schools, Inc.'s senior leadership team includes the following individuals:

- *Ravi Gupta, Chief Executive Officer*
  - Manage and coach the senior level staff, including the CFO, CIO, Chief of Staff and Regional Directors
  - Serve as chief Ambassador/Spokesperson for the organization to key external stakeholders, such as donors, the press, and partners
  - Work with the Board leadership to enable the Board to fulfill its governance functions and facilitates the optimum performance by the Board, its committees and individual Board members
  - Work with internal and external stakeholders to ensure RePublic is meeting key targets related to growth, including the acquisition of new facilities, raising of funds, hiring and training of school leaders, and achievement of enduring community support
- *Glenn Turtel, Chief Financial Officer*
  - Drive the school and central office budgeting processes, including performing long-term modeling and conducting detailed meetings with school-based leadership and central network.
  - Support Principals in developing budgets that meet the goal of long-term self-sufficiency and present results for approval to each school and the network board.
  - Perform long-term financial planning to inform organization-wide growth and impact strategy, including the identification of major risks and opportunities and presentation of plans to senior leadership on how to address them.
  - Maintain and enforce fiscal policies that meet the highest standards of accountability.
  - Ensure that all obligations to public oversight organizations at the local, state and federal level are met and/or exceeded.
  - Manage the payroll processing, vendor payment and accounting functions for the organization.

- *Ryan York, Chief Information Officer*
    - The CIO will manage and oversee the informational systems that drive RePublic. This means that all interpretation and visualization tools for student, school, and network data will be created and or managed by the CIO.
    - Provide training and educational opportunities to increase staff proficiency with technology. This includes both the use of technology, and the creation of tools and systems through technology.
    - Oversee the vision and objectives of RePublic's computer science curriculum to ensure the all classes provide both meaningful collaborative, creative, and cognitive experiences, while also teaching skills and languages that mirror the needs of the professional community.
- *TBH, Chief Academic Officer*
    - Provide instructional leadership to all school leaders with specific responsibility for planning, development, implementation, and assessment across all current and future schools
    - Ensure that curriculum is aligned to national and state standards and help create curriculum that allows for efficient and effective pacing, sequencing, and lesson planning
    - Develop and lead Principals and school teams in their roles as instructional leaders
    - Develop and lead curriculum writers and oversee network curriculum creation

Charter Management Organization Services

RePublic's Central Office will provide support services to RePublic's current and future schools in Mississippi. There is a flat "start up" fee of $75,000 in a school's planning year. Once a school is in operation, the fee is 7% of non-restricted revenues in years one and two, and 5% of non-restricted revenues in years three and beyond. This fee covers the following services from the Central Office:

- **Talent Sourcing**: The CMO will lead talent recruitment efforts and design and implement effective processes to ensure selection and retention of high quality teaching and administrative staff. This team will be led by a Chief of Talent and Development and two Talent and Development Associates. All members of the team will spend 75% of their time on talent and 25% on fund development.
- **Fund Development:** As part of overall program evaluation and budgeting, the regions, in consultation and mutual agreement with the CMO, set specific targets for fund development at the beginning of each fiscal year. The CMO will then design and implement programs to meet those targets. The CMO will work to secure philanthropic commitments to support school start-up, school scale up, and capital campaigns. Additionally, the CMO will work to attain program grants and other project-based resources for the regions. Fundraising for ongoing programming will remain the responsibility of the regions. The Talent and Development Team, outlined above, will lead these efforts.
- **External Relations**: The CMO will provide the regions with support regarding press inquiries, marketing materials, web marketing, branding, and other media relations services as requested. External relations will largely be the responsibility of the Chief Executive Officer, while a portion of work will be the responsibility of the Regional Director.
- **Assessment and Data**: The CMO assessment team will design and develop a common schedule of assessed standards and common quarterly interim assessments. These assessments will feed a

common data platform, which each region will utilize for analysis. This team will be led by a Director of Curriculum.

- **Knowledge Capturing and Sharing**: RePublic encourages school-level innovation and tinkering outside of its core model, and will build a team to systematize and share innovations and best practices across the network. This will include a curriculum share, a video share, and common data platform. This team is led by the Chief Information Officer.
- **Financial Management**: The CMO finance team is responsible for the bulk of "back office" financial management of both the regions and CMO itself. These responsibilities include creating and monitoring budgets and completing financial reporting and strategic financial modeling for major projects, such as facilities financing negotiations. This team is led by RePublic's Chief Financial Officer.
- **Instructional Development:** The CMO will provide each region with comprehensive instructional program design, including curriculum development, curriculum scope and sequences, instructional support, common standards, and diagnostic assessments. This effort will be led by the Chief Academic Officer, network curriculum writers, the Chief Information Officer, and the Director of Coding.
- **Strategic Planning/Regional Startup**: The CMO will set the strategic direction of the organization and manage future growth of schools, both within existing and future regions. This includes, among other services, drafting and revising the organization's strategic plan annually, staffing and community building in new regions, and drafting of charters in new regions. Growth within an existing region is decided by consensus of the region leadership and CMO, and growth to new regions is set by the CMO.

RePublic will evaluate successful delivery of these services by evaluating performance against metrics that are set annually and survey data from school based staff members. RePublic administers quarterly 360 reviews, during which CMO team members receive feedback from school based staff with whom they work.

3. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	Network/Management Organization Decision-Making Responsibilities	School Level Decision-Making Responsibilities
Performance Goals	• All staff must receive bi-annual evaluations based on common, network wide rubrics. • Managing partner is evaluated annually by Board based on board-created rubrics. • CEO and CAO jointly perform school leader comprehensive performance review and evaluation.	• Performs all performance reviews for school employees
Curriculum	• Central office creates "best practice" curriculum standards; schools may use the RePublic Schools curriculum, alter it, or choose another. • All curriculum materials must be stored	• All other curricular decisions. To include, but not limited to: o Content focuses o Material formatting o Use of blended instruction or

	on a shared drive to provide as a resource. • Starting in 7th grade at the latest, must include an opt-out annual health education course • Coding must be offered using shared platform. • 1.5 – 2 hours of HW daily: checked daily, graded periodically	other technologies/tools o Innovative classroom model o Selection and management of enrichment offerings
Professional Development	• Develop certain shared trainings around common elements (e.g., Teach Like a Champion) • Provides leadership coaching and development to all current and rising principals • All teachers must have regular (minimally bi-weekly) data/feedback meetings grounded in Leverage Leadership model • Instructional PD must happen at least: 2 hours weekly, 6 full days annually, and 3 weeks each summer	• Schools develop content of any additional/specialized PD beyond standardized network trainings. As long as trainings don't conflict with any network requirements or standards, schools are given wide latitude. • Schools must have a comprehensive approach to teacher development based on the principles of instruction/learning from Practice Perfect and Teach Like a Champion. In absence of innovations, there will be a common playbook for teacher coaching and development that will serve as the default.
Data Management and Interim Assessments	• Academic data must be uploaded to a shared dashboard. • Shared interim assessments for Math, ELA, Science, SS and Coding that are created centrally and implemented quarterly (subject to state Common Core implementation) • Shared diagnostic assessments	• Ongoing assessment plan/implementation, including exit tickets, do nows, quizzes and unit assessments • Schools must provide regular and organized analysis of interim analysis by teachers. • Maintaining and reporting on enrollment and attendance information
Promotion Criteria	• Each Region sets its own promotion policy	• Schools implement Regional promotion policy, communicate that policy to students and parents
Culture	• Schools must have a thoughtful structure for regular celebration of student success • Schools must have a character education or core-values curriculum; the central office will offer a simple character-education curriculum that schools may choose to use as a baseline or schools may create their own	• Creation and implementation of character curriculum • Create systems for discipline and culture to include tracking and communication • May make additions, but not subtractions, to network code of conduct • Creation and maintenance of school or grade-wide cultural levers, such as

	• Schools upload culture data to a centralized dashboard.	community circles • Expectations and responsibilities of Grade Level Teams and leaders
Budgeting, Finance, and Accounting	• Prepares monthly financial statements (internally or through a shared contract • Reviews, disseminates financial statements to schools for review. • Provides comprehensive financial management support to regions and schools • Reports on monthly financials to the Board	• With assistance of CFO, creates and maintains school budget in consultation with regional staff • Daily financial management and tracking • Reviews monthly financials
Student Recruitment	• Creates all common marketing materials • Designs and maintains websites • Sets network-wide pre and post lottery enrollment systems, targets and policies	• Uses the network branding in all marketing materials • Updates websites and social media with pertinent information for families/scholars according to network-wide branding/communication systems policy • Schools manage all pre and post lottery outreach and data management
School Staff Recruitment and Hiring	• Managing partner hires of chief level staff members (and other designated "senior staff members"). Certain members of executive team are expected to participate in the hiring process. • Director of Talent creates and maintains all teacher/ staff recruitment systems. All other staff involved in hiring must utilize those systems according to the Director of Talent's guidelines. • CEO approves a network salary scale and titles for all staff. CEO/CFO are responsible for creating the scale and recommending a scale/titles. • There will be a shared employee policy/handbook with variations required by state law. • Director of Talent coordinates candidate sourcing for all schools	• All school hiring decisions including position offerings are made by school leadership. • All decisions around dismissal (but with prior notification to Network).
HR Services (payroll, benefits, etc.)	• Processes payroll using a third party payroll provider • Coordinates benefit offerings	• Principals approve school-level staff sick/vacation days according to network policy. For all other staff, the direct

		manager approves days off. • Consults with CFO on benefits offerings • Coordinates all benefits enrollment and HR paperwork is at the school level
Development/ Fundraising	• Responsible for setting and reaching CMO-wide fundraising goals • Responsible for setting and reaching new regional development goals • Responsible for year-to-year fundraising and development plans	• Can solicit external fundraising for school-based projects or initiatives
Community Relations	• Schools must have a family-engagement strategy and system in place; the system must be approved by the principal's supervisor	• Implementation and creation of family-engagement and community relations strategy
IT	• The Director of IT, with feedback from network and school based staff, creates amd implements a network wide technology plan	• The Director of Operations is responsible for interfacing with the Director of IT regarding school based technology needs
Facilities Management	• The Regional Director and the Chief Financial Officer are responsible for procuring facilities, securing financing, and overseeing capital improvements. They seek input from Principals to ensure that facilities are optimal for instruction.	• The Director of Operations can leverage annual maintenance budgets to make smaller improvements to the school building. • The Director of Operations is responsible for managing the custodial and maintenance team to ensure proper upkeep of facility.
Vendor Management / Procurement	• The Regional Director and the Chief Financial Officer are responsible for soliciting bids from vendors, evaluating bids, and negotiating contracts. They seek input from school based teams to ensure that vendors meet the needs of the school.	• The Director of Operations is responsible for day to day vendor relationship management
Other operational services	• Network-level standard for school-level operational plans that include: o Student arrival and dismissal o Student movement o Building cleanliness and organization o Bell system o Student organization (binders, planners, agendas)	• School leadership is responsible for school-level operational plans that include: student arrival and dismissal, student movement, building cleanliness and organization, bell system, student organization, medication procedures, emergency response. There are network best practices that form the backbone of what schools are evaluated against, but

	o Medication procedures o Emergency response	thoughtful innovation is encouraged.

4. Provide, with **Attachment 14** above, the following organization charts (including both organization management/staff and schools within the network):
   - Year 1 network as a whole
   - Year 3 network as a whole
   - Year 5 network as a whole

   The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. The school-level organization charts should likewise present clear lines of authority and reporting within the school. If the school intends to contract with an ESP, clearly show the provider's role in the organizational structure of the school. Explain how the relationship between the governing board and school administration will be managed.

Legal Status and Governing Documents

1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status.
2. Provide, as **Attachment 15:**
   a. The bylaws of the board, including any amendments;
   b. The code of ethics and conflict of interest policies for the board;
   c. Any additional governing documents already adopted, including other board policies; and
   d. The completed and signed statement of assurances (prepared using the template provided by MCSAB).

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

RePublic Schools, Inc. is a 501c3 organization incorporated in Mississippi. RePublic Schools, Inc. holds the charter for Reimagine Prep, RePublic's first middle school in Jackson, and is also the governing body for RePublic's Central Office.

RePublic's bylaws, code of ethics and conflict of interest policies, and statement of assurances are included in **Attachment 15.**

Organizational Governance

1. Explain what entity will hold the charter for the proposed schools. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are and/or will be represented on the governing board.
2. List all current and prospective board members and their intended roles. For each individual identified, summarize interest in and qualifications to serve on the board. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure. Provide, as **Attachment 16,** the following documents for each individual identified here: a completed and signed Board Member Information Sheet, resume, professional biography, and proof of US citizenship (if a board member's documentation is attached elsewhere in this proposal, state so on the Information Sheet).
3. Describe the governance structure at both the network and (if applicable) individual school levels and the plan for satisfying all applicable statutory and MCSAB requirements for composition of charter school governing boards. Explain whether each school/campus will have an independent governing board, whether there will be a single network-level board governing multiple schools, or both a network-level board and boards at individual schools. If there will be both a network-level board and boards at each school, describe the organizational relationship between the boards, the legal status of each board, and the scope of authority of each. If each school will have an independent governing board but no network-level board, explain how the network will be governed and how decisions that affect the network as a whole will be made.

4. If the existing board will govern the proposed school(s), discuss the plan to transform that board's membership, mission and bylaws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties. If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the existing non-profit's board will be.
5. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation. If there will be a network-level board, identify any board development requirements relative to the organization's proposed growth and governance needs.
6. Explain how the interests of individual schools will be balanced with network interests and how key stakeholders will be represented.
7. Explain how this governance structure and composition will help ensure that a) each school will be an educational and operational success; b) the board will evaluate the success of each school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.
8. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the proposal is approved. Discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Board Members and Structure

RePublic Schools, Inc., a non-profit organization incorporated in Mississippi, will hold the charter for Smilow Prep and Smilow Collegiate. RePublic Schools, Inc. also holds the charter for RePublic's already approved school in Jackson, Reimagine Prep, and is the governing entity for RePublic's Central Office.

RePublic's Board will consist of four committees—the Finance Committee, the Governance Committee, the Mississippi Committee, and the School Accountability Committee. Every Board member serves on at least one committee, and each committee meets once every other month. The full Board also meets every other month. There is a meeting site in both Nashville, TN and Jackson, MS, and members who live in neither city are able to call or video in to the meeting.

This Board includes representatives of the Jackson community that have a wide range of expertise in finance, marketing, law, human resources, fundraising, philanthropy, real estate, education, and community building. Given the larger role of the RePublic Board, it also includes members who are from outside of Mississippi. Most importantly, the RePublic Board will have committed members who:

- Believe that all children can and will realize high academic achievement.
- Dedicate their efforts to furthering the vision and mission of RePublic Schools.
- Contribute their experience and knowledge to the governance of RePublic Schools.
- Serve on one or more board committees and contribute the appropriate time and energy necessary to follow through on assigned tasks.

There are currently nine acting members of the Board. The Board was chosen because of key skills and areas of expertise and is a combination of individuals from Jackson who posses an intimate knowledge of the community, individuals who have previously served on the Board of a high performing charter school, and individuals with additional expertise that will be beneficial to the operation of the school.

Prior to December 2015, RePublic will add one parent from Reimagine Prep to its Board. Prior to December 2016, RePublic will add an additional Board member from Mississippi. RePublic will leverage its current Board to recruit this new Board member, and we will look for an individual with expertise in community relations. The members of the Board were selected strategically and carefully. Mr. Gupta recruited members of the Board in Jackson, Nashville, and throughout the nation. A full list of Board members and officers is below:

Full Name	Current Job and Employer	Position	Focus/Expertise
Angela Bass	Deputy Director of Policy, Mississippi First	Secretary, Mississippi Committee Chair	Education
Hal Cato	Founder and CEO, Zeumo	Board Director	Education, Technology, Non-profit Management
Ron Corbin	Principal, RBBC Holdings	Board Director	Finance, Management, Scaling Organizations
Shomik Dutta	Co-Founder and Managing Director, DuSable Capital Management	Board Chair	Finance, Fundraising
Jamie Hodari	Co-Founder and CEO, Industrious	Board Director	Education, Law, Fundraising
Stewart Hood	Vice President of Systems, MuniStrategies, LLC	Treasurer	Finance, Community Outreach, Real Estate
Aneesh Sohoni	Director of Performance Management, The New Teacher Project	Governance Committee Chair, Board Vice Chair	Education Policy
Lee Harper	Development Partner, West End Development LLC	Board Director	Education, Community Outreach
Natasha Kamrani	Director of Growth, Democrats for Education Reform	Board Director	Education, Fundraising

Board Development

The existing RePublic Schools, Inc. board will govern RePublic's proposed new schools in Mississippi, and RePublic will transform that board's membership, mission, and bylaws to support this expansion. The table below outlines planned trainings to transition RePublic's board to its duties of governing additional schools in Jackson:

Title	Time	Sample Agenda Item
Orientation to Vision for the School	Fall/Winter 2015 (new members only)	Study of the achievement gap in Jackson; Core elements of high performing charter schools
Governance 101	Fall/Winter 2015 (new members only)	Definitions of management and governance; Discussion of articles on corporate and non-profit governance; Training on Open Meeting Law
Board Retreat	Fall 2015	Comprehensive training on the core elements of high performing charter schools studied within the BES Fellowship; Exercise on what will define Smilow Prep and Smilow Collegiate; Study of charter school budgets and finance; Discussion of various management and governance scenarios
Orientation to the Community	Fall 2015	Studying the achievement gap in Jackson, Meetings with local leaders in the faith, non-profit, and education community; Creating an elevator pitch for RePublic.
Individual coaching and troubleshooting around board structure, roles and responsibilities and governance vs. management	Ongoing	Individual coaching on issues of governance, organizational management, financial policy, academic policy, and common charter school board scenarios.
Excellent Governance Observation	TBD	Observation of local charter school board

RePublic will leverage the following relationships to ensure high quality Board development:

- *The Charter School Growth Fund (CSGF):* RePublic is a member of CSGF's portfolio, and via this relationship, CSGF staff has and will continue to provide Board training. CSGF works with the nation's highest performing CMOs including YES Prep, Uncommon School, Brooke Charter Schools, and Success Academies, and has experience shepherding CMOs through comparable periods of growth and expansion.
- *The Tennessee Charter School Center (TCSC):* The TSCS provides Board training resources and workshops to charter Boards in Tennessee. RePublic plans to capitalize on this resource for training and workshops, while ensuring that all trainings are in compliance with all applicable Mississippi laws.

Policy Governance and Accountability

The Board of Directors firmly believes in and subscribes to a philosophy of policy governance and accountability. The board understands that the school is best able to meet its mission by empowering the Chief Executive Officer to be responsible for day-to-day management of the organization. The Board shall be ultimately responsible for the operation and activities of the school and will be governed in its operations and its actions by its corporate bylaws, included in **Attachment 16**.

The Board's legal powers include maintaining responsibility for the business and affairs of the school. As a corporate entity, the Board will exercise all the rights and privileges legally exercisable by the school, except as otherwise provided by law, the charter, or bylaws. The Board will have the authority to receive, administer, invest, and distribute property on behalf of the school. However, the Board's primary functional role will be to set overall strategic direction; establish and approve school policies; select, set the compensation for, and evaluate the performance of the Chief Executive Officer; and oversee the selection of an annual financial auditor and appropriately review the results of the audit report. More specifically, some of the primary duties the Board is likely to fulfill include:

- To elect and remove Directors;
- To select and remove the Chief Executive Officer;
- To enter into contracts, leases, and other agreements which are, in the board's judgment, necessary or desirable in promoting the interests of the School;
- To acquire real or personal property and to dispose of such property;
- To borrow money and incur debt;
- To indemnify and maintain insurance on behalf of any of its Directors, Officers, employees, or agents.

School Evaluation[10]

The Board and the Chief Executive Officer establish key goals and performance measures. In bi-monthly Board meetings data dashboards are reviewed. If there is a gap between targets and actual performance, the Board engages the Chief Executive Officer in challenging conversations that are solutions-oriented and ensure a clear plan for management to drive improvement.

RePublic's dashboard and our consistent and vigilant analysis of performance is framed around three major domains with critical questions tied to each:

- **Domain 1: Academic/Character Health:** Are scholars achieving academically at a rate that places them on track to earn a four-year college degree from a competitive college or university? Are scholars developing strength of character to support their academic skills and knowledge as they strive to succeed in middle school, high school, college and beyond?
- **Domain 2: Organizational Health:** Is the school functioning at a high level with stakeholders both successful and happy?
- **Domain 3: Financial Health:** Is the school in a financial position to operate both short and long-term?

The Chief Executive Officer will work with the Regional Director to collect and compile all relevant data for the bi-monthly dashboard. Through the Dashboard, the Board will receive a bi-monthly report on progress towards annual and long-term goals. The Board, in turn, will be able to monitor, analyze and address any issues related to the three domains. The Dashboard includes data on: retention and attrition rates of scholars – within school year and year to year, staff composition, daily attendance, homework completion per grade-level, uniform infractions, staff absences, suspensions, and number of unique scholars involved, quarterly academic outcomes, end-of-year goals, parent, staff, and student survey data, and academic data.

[10] The School Accountability Committee model is based off of best practices from University Prep.

The Dashboard is a critical part of bi-monthly meetings and additional time for review is allotted during meetings that fall after quarterly assessment cycles to ensure the Board has sufficient time to analyze, interpret and pose critical questions to school leadership around quarterly outcomes. Part of bi-monthly meetings also includes a year-to-date financial summary and budget to actuals – ensuring consistent fiscal responsibility. The Board does not manage or evaluate Principals, but by maintaining and reviewing Dashboards, the Board will evaluate the success of each school.

In addition to creating a bi-monthly Dashboard, the Regional Director will also convene bi-monthly the School Accountability Committee at each campus consisting of the Principal, two teacher representatives, Community Organizer, two parent representatives, and two Board members.

The School Accountability Committees will help ensure that the needs of individual schools are balanced with the needs of the network and that the Board is well informed of school specific issues and needs.

Conflict of Interest

RePublic's conflict of interest policy is communicated to Board members annually. RePublic defines conflict of interest as: A person has a financial interest if the person has, directly or indirectly, through business, investment, or family: a) An ownership or investment interest in any entity with which RePublic has a transaction or arrangement; b) A compensation arrangement with RePublic or with any entity or individual with which RePublic has a transaction or arrangement; or c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which RePublic is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing Board or committee decides that a conflict of interest exists.

If the Board or a committee of the Board identifies a conflict of interest, the Board will disclose that conflict of interest. Further, the Board member who is involved in the conflict of interest would recuse himself/herself from any votes involving contracts, transactions, or arrangements involving that Board members.

Advisory Bodies

1. Describe any advisory bodies or councils that are in place or will be formed, including the roles and duties of each. For each identified group describe:
   a. Its current and/or planned composition and the strategy for achieving that composition;
   b. The role of parents, students, and teachers, as applicable; and
   c. The reporting structure relative to the school's governing board and leadership.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Mississippi Advisory Board

RePublic maintains a Mississippi Advisory Board composed of individuals who want to be involved in RePublic, but do not want the responsibilities of Board membership. The purpose of the Advisory Board is to advise RePublic on high-level issues and provide fundraising and community relations support. The Advisory Board does not meet regularly, but instead collaborates with RePublic on an as need basis. The

members of the advisory council are as follows:

- Reuben Anderson, Mississippi Supreme Court
- Bishop Ronnie Crudup, New Horizons Ministry
- Reverend Elbert McGowan, Jackson State University
- Leland Speed, Eastgroup Properties
- Chris Sloan, Baker Donelson

Coding Advisory Council

RePublic also maintains a Coding Advisory Council that works with RePublic's coding team to develop computer programming curriculum and ensure its continued relevancy. The Coding Advisory Council meets quarterly, and members of the Coding Advisory Council are also guest speakers in RePublic's schools. The members of the Coding Advisory Council are as follows:

- Eliza Brock, Owner, Eliza Brock Software
- Hal Cato, CEO and Founder, Zeumo
- Ben Gotow, Software Developer
- Mark Montgomery, Founder, FLO Thinkery
- Jason Orendorff, Language Hacker, Mozilla Corporation
- Adam Solesby, CTO, Studio Now
- John Wark, Founder, Nashville Software School

RePublic plans to add Mississippi based members to the Coding Advisory Council. Both the Coding Advisory Council and the Mississippi Advisory Council report to the Chief Executive Officer.

Grievance Process

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Any student or employee who believes that RePublic Schools has discriminated against or harassed him/her because of his/her race, color, national origin, sex, disability, or age in admission to, access to, treatment in, or employment in its services, programs, and activities may file a complaints with the CEO. If the CEO is the person who is alleged to have caused the discrimination or harassment, the complaint may be filed with the Chair of the Board of Directors. The CEO and Chair of the Board of Directors are subsequently referred to as the Grievance Administrator.

The Grievance Administrator is responsible for communicating with individuals who file a grievance, investigating grievances, documenting all interviews related to the grievance, and proposing a resolution designed to stop the harassment or discrimination. The goal of the Grievance Administrator is to ensure that all grievances are thoroughly investigated and that discrimination and harassment are not tolerated.

Staff Structure

1. Summarize the staffing structure and growth plan for the school, describing:
    a. Year 1 positions, as well as positions to be added in future years;
    b. Administrative, instructional, and operational and support staff; and

c. The teacher-student ratio, as well as the ratio of total adults to students for the school.

2. Provide, as **Attachment 17**, a complete staffing chart for the school (prepared using the template provided by MCSAB).
3. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Smilow Collegiate: In year one, the elementary school staff will consist of a 17.9 full time employees: a Principal, a Director of Student Supports, six Kindergarten Teachers, six First Grade Teachers, a shared Physical Education Teacher, an Office Manager, shared Gifted and Alternative Education teachers, shared technology support staff, and a shared Director of Operations.

Smilow Collegiate's staff will eventually grow to 67.4 full time employees: two Principals, two Deans of Culture, a Director of Student Supports, forty-five teachers, three elective teachers, four Special Education teachers, Director of Operations, three Instructional Coaches, one Community Organizer, one Gifted Teacher, one Alternative Education Teacher, two Office Managers and shared technology staff.

The student to teacher ratio in year one is 16:1, and at full growth that ratio is approximately 19:1. For these calculations, RePublic only included core subject teachers. The adult to student ratio in year one is approximately 11:1, and at full growth that ratio is approximately 13:1.

Smilow Prep: In year one, the middle school staff will consist 11.1 full time employees: a Principal, a Dean of Student Supports, six Fifth Grade Teachers, an Office Manager, a shared Physical Education teacher, shared Gifted and Alternative Education Teachers, shared technology support staff, and a shared Director of Operations.

The middle school staff will eventually grow to 34.6 full time employees: a Principal, a Dean of Culture, a Dean of Student Supports, twenty-three teachers, two elective teachers, two Special Education teachers, a Director of Operations, an Instructional Coach, shared Gifted and Alternative Education Teachers, shared technology support staff, and an Office Manager.

The student to teacher ratio in year one is 19:1, and at full growth that ratio is approximately 20:1. For these calculations, RePublic only included core subject teachers. The adult to student ratio in year one is approximately 11:1, and at full growth that ratio is approximately 12:1.

See **Attachment 17** for full staffing chart.

Staffing Management: The Principal will directly manage other members of the school leadership team, including the Director of Operations, Dean of Student Supports, Dean of Students, and Instructional Coach. The Director of Operations will manage the other members of the operations team, including the Community Organizer and the Office Manager. Teacher coaching responsibilities will be split between the Dean of Students, Instructional Coach, and Grade Level Team Leaders. The Dean of Student Supports will manage the rest of the Special Education Team. Grade Level Team Leaders are full time teachers who receive an additional stipend on top of their base salary.

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the

nature and purpose of the contracts. If developed, provide, as **Attachment 18**, any personnel policies or employee manual.

2. Outline compensation structure for all employees, including salary ranges and employment benefits, as well as any incentives or reward structures, if applicable. Explain the staff retention plan.
3. Describe the strategy, plans, and timeline for recruiting and hiring teaching staff, including the school's plan for hiring highly qualified staff in accordance with the ESEA. Explain required qualifications for instructional staff, key selection criteria, and any special considerations relevant to your school design.
4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
5. Explain how teachers will be supported, developed, and evaluated. Will the school use the MSTAR framework? If you intend to supplement or use an alternative to MSTAR, outline the tools and key inputs. If already developed, provide, in **Attachment 19,** any supplemental teacher evaluation tool(s). *If you intend to use only MSTAR, do NOT include the mandated assessment tools. Likewise, do not include copied and pasted materials from online resources, such as copies of the Danielson framework.*
6. Explain how the school leader will be supported, developed, and evaluated each school year. Will the school use the MPES framework? If you intend to supplement or use an alternative to MPES, outline the tools and key inputs. Provide, in **Attachment 20,** any supplemental leadership evaluation tool(s) that you have developed already. *If you intend to use only MPES, do NOT include the mandated assessment tools. Likewise, do not include copied and pasted materials from online resources, such as copies of the Danielson framework.*
7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Employee Relationships

All RePublic Schools employees are at will employees. Employees sign a letter of agreement at the beginning of each school year; however, this agreement is severable by either party at any time during the school year. The purpose of the letters of agreement is to outline employee start dates, end dates, salaries, and termination policies.

See **Attachment 18** for draft employee handbook.

Compensation

RePublic's teacher salaries range from $35,469 for a novice teacher with zero years of experience, to $68,971 for an expert teacher with more than twenty years of experience. Teacher salaries are based both on years of experience and categorization as a novice, intermediate, or expert. All teachers in their first year at RePublic are categorized as a novice, regardless of experience in other schools. At the end of each year, teachers can progress from novice to intermediate, novice to expert, or intermediate to expert based on performance both on internal evaluations and external assessments. The salary scale is meant to incentivize longevity in the classroom and high quality teaching. An expert teacher can earn a salary that is on par with administrator salaries.

School based leadership team members are classified as either "Deans" or "Directors." A "Dean" earns the same salary as a teacher with the same years of experience who is at the "Intermediate" level, and a "Director" earns the same salary as a teacher with the same years of experience who is at the "Expert" level.

Benefits

RePublic Schools offers comprehensive health benefits to our employees and their families. All full-time employees will be eligible to enroll in health benefits. Employees will pay 25% of the total costs and RePublic Schools will pay 75%. Spouses and children of RePublic Schools' employees will also be eligible for comprehensive health benefits. RePublic Schools partners with a United Healthcare to provide health plans and benefits for our staff members. RePublic also offers a 401k plan to its employees.

Human Resource Systems

Hiring: Principals have the autonomy to extend offers to the candidates of their choosing after conducting an in person interview. At the Principal's request, the CFO will prepare a Letter of Agreement (LOA) for the candidate, which must then be signed by both the new hire and the Principal. This LOA is kept in that person's personnel file, along with HR paperwork such as I-9s, W-2s, etc.

Dismissal: Principals have the autonomy to terminate employees who are failing to meet RePublic's standards. At the Principal's request, the CFO will prepare a termination letter. The CFO will also complete any severance paperwork that is required by Mississippi law. Copies of all relevant documents will be kept in that person's personnel file.

Criminal Background Checks: All staff members, volunteers, and Board members are required to undergo a criminal background check prior to beginning work with RePublic. Copies of background check paperwork will be kept in individual personnel files.

Employee Retention

RePublic's goal each year is to retain 75outl% of teachers that RePublic chooses to ask back, keeping in mind that each year, RePublic does not extend a return offer to teachers who are not meeting RePublic's standards. RePublic uses the following strategies to retain employees year to year:

- Competitive salaries that are higher than traditional school district salaries
- Robust and differentiated professional development
- Opportunities for promotion internally
- Competitive benefits packages, including paid maternity/paternity leave
- Staff culture that is joyful, collaborative, and supportive

Employee Recruitment: In RePublic's inaugural year in Jackson, RePublic received 236 applications for nine available positions. Of the nine new hires, 100% are either from Mississippi originally or currently teaching in Mississippi.

RePublic's central office maintains a three person talent team, the Chief of Talent and Development and two Talent and Development Associates. The talent team is responsible for candidate sourcing, resume and written application screening, and the initial phone interview. The talent team then pass on qualified candidates to Principals for a sample lesson and in person interview. The talent team sources candidates through a variety of means, including college and university career fairs, relationships with alternative certification entities like the New Teacher Project and Teach for America, and local school districts. RePublic places a special emphasis on sourcing candidates within Mississippi for RePublic's schools in

Jackson. During the 2014-2015 hiring season, RePublic attended career fairs at Delta State University, Jackson State University, the University of Mississippi, Mississippi College, and the University of Southern Mississippi.

RePublic seeks teammates who genuinely believe that all students can achieve academic excellence, are hungry for feedback, are data driven and reflective, communicate proactively, and support and motivate teammates by having their back. RePublic requires that all hires are certified to teach their content area in Mississippi and highly qualified in accordance with ESEA.

Teacher Evaluation

Every RePublic teacher has a thirty-minute coaching and feedback meeting every week. These meetings, based on Paul Bambrick's Leverage Leadership framework, emphasize prioritization of two to three areas of growth and usually involve the use of video and practice. Every RePublic staff member is observed 'in action' by their coach at least once per week, and the content of those observations form the subject matter of the subsequent feedback and coaching meetings.

Teachers are formally evaluated by their manager twice a year. RePublic will not use MSTAR and instead will use a tool that RePublic developed internally. RePublic teachers are evaluated in the following arenas, on a scale of one to six, with one meaning "Emerging" and six meaning "Distinguished":

- *Classroom Culture:* Are all scholars full participants in a safe, structured, positive, and productive learning environment?
- *Ambitious Content:* Are scholars working with content that will best develop their understanding of ideas and skills essential to the course?
- *Ownership and Engagement:* Are scholars deeply engaged in the work of the course?
- Demonstration of Learning: Do all scholars demonstrate their learning, including mastery of rigorous course goals?
- *Commitment to Excellence:* Does teacher demonstrate a commitment to their team and family, and to improving their craft?

In the event of unsatisfactory performance, a teacher's manager will craft a performance improvement plan, focusing on areas of improvement during an abbreviated time period. In the event of deep or sustained unsatisfactory performance, teachers will be removed and replaced.

A complete teacher evaluation tool can be found in **Attachment 19**. See "Professional Development" for how teachers will be supported and developed.

Leadership Evaluation

The Chief Academic Officer will evaluate the Principals of Smilow Prep and Smilow Collegiate using the School Leader Evaluation Rubric developed by RePublic Schools. RePublic will not use the MPES framework. This rubric covers a deep and wide array of skills and qualities necessary for operating an excellent urban public school and includes the following criteria: general leadership competencies,

instructional leadership, cultural leadership, and operational leadership.

In addition to the annual review, the Chief Academic Officer will evaluate the Principal quarterly using the rubric as a guide. This quarterly review will inform the professional development plan for the Principal.

The instructional leadership section of the School Leader Rubric uses student data to inform scores. Thus, student achievement is a driving force in the Principal's evaluation. The Principal is evaluated on their ability to maintain a school wide focus on high standards of student achievement, knowledge of effective teaching including curriculum standards, curriculum design and learning theory, data driven instruction, strong learning culture, use of teacher feedback to increase student achievement, and professional development.

In the event of unsatisfactory performance, the Chief Academic Officer will work to craft a performance improvement plan, focusing on areas of improvement during an abbreviated time period. In the event of deep or sustained unsatisfactory performance, the Chief Academic Officer will remove and replace the Principal.

A complete Principal evaluation tool can be found in **Attachment 20**. See "Professional Development" for how Principals will be supported and developed.

Organization-Wide Staffing

1. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for a "typical" school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Teacher-Student Ratio: The student to teacher ratio in year one of a typical k-8 school is 16:1, and at full growth that ratio is approximately 19:1. For these calculations, RePublic only included core subject teachers. The adult to student ratio in year one is approximately 11:1, and at full growth that ratio is approximately 13:1.

The student to teacher ratio in year one of a typical middle school is 19:1, and at full growth that ratio is approximately 20:1. For these calculations, RePublic only included core subject teachers. The adult to student ratio in year one is approximately 11:1, and at full growth that ratio is approximately 12:1.

Staffing Management: The Principal will directly manage other members of the school leadership team, including the Director of Operations, Dean of Student Supports, Dean of Students, and Instructional Coach. The Director of Operations will manage the other members of the operations team, including the Community Organizer and the Office Manager. Teacher coaching responsibilities will be split between the Dean of Students, Instructional Coach, and Grade Level Team Leaders. The Dean of Student Supports will manage the rest of the Special Education Team. Grade Level Team Leaders are full time teachers who receive an additional stipend on top of their base salary.

2. Complete the table(s) below outlining your school staffing rollout plan for a "typical" elementary school and/or a "typical" high school, as applicable. Adjust or add functions and titles as needed. Modify the tables, as needed, to reflect variations in school models. If the proposed schools will use a staffing model that diverges from the operator's norm, please explain.

New K-8 Staffing Model and Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal	**1**	**1**	**1**	**1**	**2**	**2**
Assistant Principal	**0**	**0**	**0**	**0**	**0**	**0**
Director of Operations	**0.5**	**0.5**	**0.5**	**0.5**	**1**	**1**
Director of Student Supports (Special Education)	**1**	**1**	**1**	**1**	**1**	**1**
Dean of Culture	**0**	**0**	**1**	**1**	**1**	**2**
Instructional Coach	**0**	**1**	**1**	**1**	**1**	**3**
Classroom Teachers (Core Subjects)	**12**	**16**	**19**	**22**	**28**	**45**
Classroom Teachers (Specials)	**.8**	**.8**	**1.3**	**1.3**	**2**	**3**
Special Education Teacher	**0**	**1**	**1**	**2**	**2**	**4**
Alternative Ed Teacher	**.5**	**.5**	**.5**	**.5**	**1**	**1**
Gifted Ed Teacher	**.5**	**.5**	**.5**	**.5**	**1**	**1**
School Operations Support Staff	**1**	**1**	**1.5**	**1.5**	**2**	**3**
Technology Support Staff	**.4**	**.4**	**.4**	**.4**	**.6**	**1.2**
Other	**.1**	**.2**	**.2**	**.2**	**.2**	**.2**
Total FTEs	**17.9**	**23.9**	**28.9**	**32.9**	**42.8**	**67.4**

New Middle School Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal	1	1	1	1	1	1
Assistant Principal(s)	**0**	**0**	**0**	**0**	**0**	**0**
Director of Operations	**.5**	**.5**	**.5**	**.5**	**1**	**1**
Director of Student Supports (Special Education)	**1**	**1**	**1**	**1**	**1**	**1**
Dean of Culture	**0**	**0**	**1**	**1**	**1**	**1**

Instructional Coach	**0**	**1**	**1**	**1**	**1**	**1**
Classroom Teachers (Core Subjects)	**6**	**12**	**18**	**23**	**23**	**23**
Classroom Teachers (Specials)	**.2**	**.2**	**.7**	**.7**	**1**	**2**
Special Education Teacher	**0**	**1**	**1**	**2**	**2**	**2**
Alternative Education Teacher	**.5**	**.5**	**.5**	**.5**	**.5**	**.5**
Gifted Education Teacher	**.5**	**.5**	**.5**	**.5**	**.5**	**.5**
School Operations Support Staff	**1**	**1**	**1.5**	**1.5**	**1**	**1**
Technology Support Staff	**.3**	**.4**	**.4**	**.4**	**.4**	**.4**
Other	**.1**	**.2**	**.2**	**.2**	**.2**	**.2**
Total FTEs	**11.1**	**19.3**	**27.3**	**33.3**	**33.6**	**34.6**

Professional Development

1. Identify the person(s) or position(s) responsible for overseeing professional development (PD).
2. Discuss the core components of the school's PD plan and how they will support effective implementation of the educational program. Discuss the extent to which professional development will be individualized or uniform. Who will be responsive for administering PD programs (e.g. a staff member, consultant, etc.)
3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and discuss how such time will typically be used.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Professional development is a shared responsibility between the Central Office and school based leadership teams. The CMO dictates that schools must have instructional professional development at a minimum of two hours weekly, six full days annually, and three full weeks over the summer. The CMO creates certain shared trainings that schools must implement, and schools have significant leverage over remaining professional development sessions. The Chief Academic Officer oversees the professional development creation process. At the school level, the Principal controls the professional development schedule and will utilize the Director of Operations, Instructional Coach, Dean of Culture, and Director of Student Supports to lead and design sessions as necessary.

Summer Professional Development: Each year, RePublic leads a month-long summer training camp prior to the first day of school. This training camp is approximately twenty full days from 7:30 AM to 4:30 PM each day. The schedule for training camp has not yet been developed, but it will be modeled off of past RePublic training camps. Given that RePublic has a large number of new teachers each year because of grade level growth, this training camp is critical to acclimate teachers to RePublic's systems and culture. The core components of the month-long summer teacher training are as follows:

- **Practice:** Over thirty percent of trainings are practice based sessions largely based on Doug Lemov's

Teach Like a Champion techniques.

- **Structured Curriculum Revision/Creation:** Teachers are given significant time to internalize scope and sequences, unit sequences, unit assessments, and class materials.
- **Community Work:** All RePublic staff members spend time in their school's neighborhood, participating in visits to students' homes, neighborhood organizations, and businesses.
- **Trainings on Core Systems and Mindsets:** Teachers and staff learn and internalize key systems, such as lunch, homeroom, detention, arrival, and dismissal. Sessions also cover vision setting, the values and history of the organization and the history of the communities RePublic serves.
- **Data Driven Instruction:** Teachers and staff learn how to enter, analyze, and action plan based on student data.

Monthly Professional Development: RePublic plans to provide eleven full PD days throughout the school year. Two occur immediately following interim assessments and support staff in analyzing achievement data and constructing action plans for moving forward. Sample questions to be addressed include: On which standards are my students demonstrating mastery? Are there any students who are in need of additional supports or interventions outside of the classroom? Are there standards in which the class is nearly reaching mastery, but not quite there? What can I spiral into my curriculum and instruction moving forward to address this? Are any of our subgroups, ELL, Special Education, etc., achieving below the school averages? If so, what evidence supports this claim and how can we address this lack of efficacy in our teaching practices? On days not focused on data-analysis and action planning, the focus is on areas of growth for the whole school. This may include the use of effective ELL strategies to support math instruction, reflection on our overall school culture and areas where we need to improve, or how to increase the frequency and quality of family engagement.

Weekly Professional Development: Each Friday, students dismiss at 1:30 PM and staff have three hours of dedicated, targeted PD. Early in the year, the majority of time is used to examine and constantly improve the effectiveness of our school-wide practices and systems. For example, we have a system for homework collection at the beginning of each day that includes gathering the work, inputting the data for whether or not assignments have been completed and contacting families. If three weeks into the school year we find that a system is ineffective or overly time consuming, we will revise it and implement the new practice. As a school built on continuous improvement, it is our obligation to analyze the effectiveness of everything we do, and when necessary, modify and adapt. As the year progresses, weekly PD transitions between whole staff work to smaller focus groups such as grade level teams and literacy instruction inquiry groups.

External Professional Development: Each school has a staff development and a staff development travel budget. This budget can be used to send staff members to visit high performing schools and to attend trainings. In the past, RePublic staff members have visited schools in Memphis, New Orleans, New York, D.C., and Boston, and attended trainings in topics ranging from special education to close reading. The Principal has the autonomy to use his/her school's professional development budget in the way he/she sees fit.

Common Planning Time: When we finalize daily schedules, we will make every effort to ensure that content teams have common planning blocks during the school day. For example, the two fifth grade math teachers would both have 2nd period off as to allow for shared planning time and collaboration. This time would generally be used to review data from exit tickets, adjust lessons based on data, and plan objectives for the following week.

Principal Training: Upon approval of RePublic's charters, Mrs. Haberman and Ms. Barton will participate in the Leadership for Emerging Networks of Schools (LENS) program through Building Excellent Schools (BES)[11] and the National Principals Academy Fellowship (NPAF) through the Relay Graduate School of Education.[12]

BES has a track record of success in training and supporting school leaders. LENS is a training program spread over one school year that is designed to prepare an individual to think, see, decide, manage, and execute as an effective instructional leader in an urban charter school. The LENS program includes ten days of intensive training led by Jill Dunchick, BES Director of Leadership Development, and Sue Walsh, BES Chief Academic Officer. The BES staff will also provide leadership coaching on a regular basis via phone and email and a quarterly assessment.

LENS provides robust content and training on developing a leader's mindset, lens, and voice, managing strong adult culture by equipping and inspiring adults to perform effectively, setting strong school culture including arrivals, transitions, thresholds, discipline, and classroom systems, and delivering effective instruction including curriculum, rigor, classroom routines and procedures, and assessment.

Mrs. Haberman and Ms. Barton will also participate in the National Principals Academy Fellowship (NPAF), a program through the Relay Graduate School of Education and Uncommon Schools that prepares principals to become instructional and cultural leaders. They will attend a two-week summer intensive in New York City, and four weekend intersessions throughout the year. The NPAF approach emphasizes individualized, job-embedded practice. School leaders study their "game film": they record their feedback and professional development sessions with colleagues, analyze them with faculty members, practice new approaches, and immediately apply what they learn to their own school contexts.

Relay's leadership faculty and content architects include Uncommon Schools' Paul Bambrick-Santoyo, author of Driven by Data, Leverage Leadership, and Great Habits, Great Readers; Uncommon Schools' Doug Lemov, author of Teach Like a Champion, Teach Like a Champion 2.0, and Practice Perfect; Dave Levin, Co-Founder of KIPP and Co-Founder of the Character Lab; and Uncommon Schools' Julie Jackson, winner of Teach For America's Peter Jennings Award for Civic Leadership.

Further, as part of Mrs. Haberman's and Ms. Barton's year-long residency, they will travel across the country visiting high performing urban public schools. They will meet with school leaders and closely examine the best practices, systems, and structures that lead to strong student achievement with similar student populations. From such hands-on work they will develop of a powerful network of educational colleagues.

Mrs. Haberman and Ms. Barton's training will also include a residency at Reimagine Prep during which they will support the Reimagine's leadership team. As part of this residency, they will be heavily involved in student recruitment and community outreach. Mrs. Haberman and Ms. Barton will host all information sessions for their respective schools, knock doors in target neighborhoods, and phone bank to prospective

[11] "LENS." Building Excellent Schools. http://buildingexcellentschools.org/excellent-schools-network/lens/ (accessed March 15, 2015).
[12] "NPAF." Relay Graduate School of Education. http://www.relay.edu/programs/national-principals-academy-fellowship/overview (accessed March 15, 2015).

families.

Facilities

1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
2. Identify any other significant facilities needs not already specified, including: playground, large common space for assemblies and other large group meetings, athletic facilities, and other special considerations (identify and explain).
3. Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Include in this discussion the plan for ensuring that identified facilities will comply with applicable state and local health and safety requirements and applicable planning review procedures.
4. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 21**. Briefly describe the facility including location, size, and amenities. You may provide, also in **Attachment 21**, up to 10 pages of supporting documents providing details about the facility.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

RePublic has already identified a facility, the Wesley Biblical Seminary, to house Smilow Prep and Smilow Collegeiate. The building is located in North Central Jackson at 787 E. Northside Drive, which is in the target neighborhood RePublic plans to serve. The building is approximately 130,000 square feet. The building will accommodate both schools through year five, at which point Smilow Prep will relocate to an alternative facility.

The Hood Foundation, a philanthropic supporter of RePublic, already has a purchase agreement for the building, and the purchase agreement is contingent upon RePublic receiving approval for Smilow Prep and Smilow Collegiate. Please see **Attachment 21** for an MOU between RePublic and the Hood Foundation.

RePublic has engaged with an architecture firm, Dale Partners, to create preliminary plans for the space. Please see **Attachment 21** for draft plans. These plans include the following:

- Three classrooms per grade level for the elementary school
- Four classrooms per grade level for the middle school
- Special Education classrooms
- Computer lab
- Art room
- Music room
- Restrooms
- Administrative space (front office, Principal's office, etc.)
- Cafeteria
- Kitchen
- Teacher work rooms
- Gymnasium

Upon approval of RePublic's charters, the Regional Director will finalize renovations plans, obtain bids for renovations, and oversee the construction process.

Start-Up & Ongoing Operations

1. Provide, as **Attachment 22**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.
2. Describe the transportation plan that details how reliable and safe transportation will be provided for all students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.
3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
4. List the types of insurance coverage the school will secure, including a description of the levels of coverage and estimated costs. Explain the basis for these assumptions.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Start Up Plan

See **Attachment 22** for RePublic's school start up plan.

Transportation

To ensure that as many eligible and interested students as possible have access to RePublic schools, we will offer free bus transportation to students throughout Jackson based on a set radius from the school along with other factors such as proximity to public transportation. We firmly believe that providing free bus transportation increases accessibility for families and allows students from all socioeconomic backgrounds, regardless of means, to attend our school.

Smilow Prep and Smilow Collegiate's transportation plan will mimic RePublic Schools Nashville's (RSN) transportation plan. For RSN, we contract with Wise Coaches, a third party bus vendors, to provide bus transportation. We pay Wise Coaches a base rate per bus route plus a rate per mile. Wise Coaches is responsible for state and district compliance, hiring and training drivers, and acquiring and maintaining buses.

We ensure that our buses are safe and reliable by working with Wise Coaches each summer to develop safe, efficient, and convenient bus routes. We ride the routes multiple times during the development phase to ensure that all stops are suitable for students waiting in the morning. During the school year, we hold our bus company to high expectations and ensure that bus routes are timely and consistent. Furthermore, we have staff members ride the bus each day to help ensure that students comply with the Code of Conduct while on the bus.

In securing a vendor in Jackson, the Board of Directors will solicit competitive bids for the contract with local companies. Other parameters such as types of vehicles and qualifications of drivers will be confirmed with the contracting transportation company and will be submitted for inspection and approval prior to implementation. Special transportation will be provided when necessary for students with disabilities. As per federal laws and regulations, all personnel directly involved in providing transportation of students with disabilities will have training regarding the needs of students with disabilities.

In our first year of operation for each school, we anticipate having four buses that transport about 50% of our student population. Families will also have the option of dropping off and picking up students each day. In order to maximize access and efficiency, Smilow Prep and Smilow Collegiate will share four buses.

Security

RePublic is committed to ensuring the continued safety of all students and staff members, and employs the following systems and procedures:

- Exterior doors on all buildings automatically shut and lock
- Closed circuit cameras record at key areas and can be monitored from a central location
- Key fobbed entry from the outside to the inside, only RePublic staff have key fobs
- Visitor entrance to the building only allowed after visitor rings a doorbell and staff verifies the guest via closed circuit cameras
- Alarm system that is activated on evenings and weekends, the alarm is programmed to call law enforcement if there is a break in or other disturbance
- Regular and unannounced fire, tornado, and lockdown drills

Insurance

RePublic Schools, Inc. shall obtain insurance coverage for both Smilow Prp and Smilow Collegiate that at a minimum meet all of the requirements for charter schools in Mississippi. Coverage includes, among other things, the following:

- Directors & Officers of $3,000,000
- Employment Practices Liability of $1,000,000
- Commercial General Liability of $1,000,000 per Occurrence and $2,000,000 in aggregate including coverage for sexual abuse
- Business Property coverage adjusted periodically based on projected assets at each school
- Business Auto Coverage of $1,000,000
- Crime coverage including $1,000,000 for employee dishonesty and theft
- Workers Compensation of $1,000,000 per accident
- Umbrella coverage of $1,000,000

If the charter school laws in Mississippi are clarified to require additional coverage, RePublic Schools will adjust its coverage to meet such requirements.

Operations Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following: staffing; professional development; performance management; general operations; and facilities management.
2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

RePublic's Central Office and Regional Office are positioned to effectively implement the Operations Plan. Smilow Prep and Smilow Collegiate's Director of Operations will receive significant support from the Central and Regional Office, and the schools will benefit from Reimagine Prep's current and planned vendor relationships. RePublic's Central and Regional Office staff have demonstrated capacity in the following

areas:

- *Staffing*
  - RePublic has a Director of Talent and Development and an Associate Director of Talent and Development. These two individuals are responsible for sourcing and screening potential team members.
- *Professional Development*
  - RePublic's Chief Academic Officer and curriculum experts will collaborate with Principals and the Regional Director to plan and execute high quality professional development.
- *Performance Management*
  - All RePublic network leadership and school-based leadership participate in a bi-annual 360 review and receive feedback from direct reports, managers, and peers. This feedback informs professional development priorities for that quarter, and priorities are shared laterally and with direct reports.
- *General Operations*
  - Kate Cooper, the Regional Director, will oversee operations for Smilow Prep and Smilow Collegiate and has four years of school operations experience. She managed start up operations for Nashville Prep, the Nashville Academy of Computer Science, and Reimagine Prep. She is supported by RePublic's Chief Executive Officer, and Chief Financial Officer.
- *Facilities Acquisition and Management*
  - Kate Cooper and Glenn Turtel will oversee facilities acquisition. Previously, Ms. Cooper oversaw a $400,000 renovation project at Nashville Prep, and Mr. Turtel oversaw a $3.5 million purchase and renovation at RePublic High School. Both Ms. Cooper and Mr. Turtel have also negotiated leases with school districts and private entities.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 3. Financial Plan & Capacity

Financial Plan

1. Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
3. Provide, as **Attachment 23**, your most recent audited financial statements.
4. Discuss any material audit findings for your organization or any school that you operate.
5. Describe how the organization will provide and publish an independent annual audit of both organization-level and school-level financial and administrative operations.
6. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
7. Describe any services to be contracted, such as transportation, business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
8. Describe the school's plans for liability insurance to indemnify the school, its board, staff and teachers against tort claims.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Financial Systems: Through a combination of school staff, CMO and Regional Staff, and outsourced services, RePublic has developed a plan for ensuring all critical business functions are addressed, and financial and operational excellence is just as much a priority as academic excellence.

Smilow Prep and Smilow Collegiate plan to leverage RePublic Schools' business systems through its CMO relationship. The CMO will provide Smilow Prep and Smilow Collegiate with the standard back-office transactional service support (e.g. accounts payable processing, accounting, and financial statement development) as well as additional support around reporting compliance, budgeting and forecasting, cash flow planning, scenario building, and growth planning.

The Director of Operations and the Regional Director will be responsible for working with the Chief Financial Officer and Accounting Associate ("the finance team") across the transactional areas to make sure they have all required information to provide services.

Accounts Payable: The Director of Operations will manage the purchase order and invoice approval process as well as all direct communication with vendors, subject to the approval thresholds described in the Contracted Services section below. Approved invoices, based on the adopted budget and in consultation with the Regional Director and Principal will be submitted to the Accounting Associate for processing. These invoices will be submitted with coding based on the adopted budget and the implemented chart of accounts that conforms to Mississippi requirements. The Accounting Associate will enter the invoices into the company's Quickbooks accounting system. Once the Chief Financial Officer has reviewed the information, the finance team will generate an aging report for any unpaid invoices and request payment approval of either all or select invoices from the Regional Director. Once payments have been approved, the Accounting Associate will cut checks for approved payments and obtain signatures from authorized bank account signers based on the board approved signature thresholds. Each month, the finance team will provide the Director of Operations, each Principal and the Regional Director with a profit and loss for their school for review as part of an additional layer of financial oversight.

Credit card transactions will have a separate process for entry to ensure that 1) information is being entered into the accounting system and 2) all back-up and receipts are being collected. For credit cards, a listing of the transactions for each month will be sent to the Director of Operations and other credit card holders for coding, confirmation of charges and receipt submission. The finance team will then enter the detailed information in Quickbooks and request payment approval like it does with other invoices. In both cases of regular invoices, as well as credit and debit card activity, each school will retain paper or electronic copies of all invoice documentation, filed by vendor or check number, for each fiscal year. In the case of payments to independent contractors, the Director of Operations and finance team will collect W-9s from all eligible vendors. The Accounting Associate will complete all of the required tax reporting to vendors and the internal revenue service.

Accounting: The Director of Operations will be responsible for submitting deposit logs each week. Based on the adopted budget and the implemented chart of accounts, revenue will be entered by Accounting Associate and the Chief Financial Officer. In addition, the finance will enter other financial activity that does not originate within the accounting system, such as payroll activity and electronic receipts. Regardless of information submitted, on a monthly basis the finance team will record accruals for expenses that have been incurred for which invoices have not been received. Revenues and expenses will be recorded in a separate set of general ledger accounts for each school to allow for school by school financial information, budget versus actual analysis by school, budget management by school and differentiated reporting to the various users including government agencies.

Other ancillary support functions managed by CMO finance team will include maintaining a fixed asset schedule and ensuring all depreciable expenses are being recorded properly. In addition, the Chief Financial Officer and the Accounting Associate will ensure that balance sheet accounts including accrual accounts and loan balances are reconciled on a regular basis. Finally, the CMO will be responsible for working closely with the independent audit firm selected by the school's board to make sure that the audit firm has all of the required documentation and schedules for the audit process.

The finance team will reconcile all bank accounts on a monthly basis to ensure that all transactions are recorded and that there is no fraud. As an additional level of oversight, the bank statements along with the reconciliations will be reviewed by the Regional Director or another individual that is neither a signer on the bank account nor an individual who records transactions in the accounting system. The bank statements and reconciliations will also be available for review on demand by any member of the board.

All financial records will be maintained using generally accepted accounting principles (GAAP) promulgated by the Governmental Accounting Standards Board (GASB), MS Comptroller requirements for charter schools, and any other requirements, as outlined by the Mississippi Department of Education. The fiscal year will be July 1 through June 30.

Payroll: The Accounting Associate will be responsible for maintaining employee and benefit files, including but not limited to: employment agreements, certifications/credentials, W-4s, I-9s, Mississippi Employee's Withholding Exemption Certificates and other payroll information like employee handbook receipts, benefit selections, garnishments, and direct deposit information.

On a bi-weekly basis or frequency that aligns with the school's pay period frequency, the Director of Operations will submit any new hire information, human resource changes or special items and approved

timesheets to the Accounting Associate and the Chief Financial Officer. The Accounting Associate will then collate all the information, ensuring there are no inconsistencies, potential errors, or missing documentation, and enter payroll changes in a payroll provider's system such as Paychex. A detailed listed of what each employee will be paid (gross) along with a summary of significant items and changes will be sent to the Regional Director and Chief Executive Officer for approval. Once the payroll is approved, the finance team will process the payroll and coordinate delivery.

On a quarterly basis, the payroll provider will be responsible for all of the required tax reporting to IRS and any state agencies along with the creation of W2s and W3s on an annual basis. These submissions will be reviewed and reconciled by the finance team. The finance team will also be responsible for coding all salaries, taxes and benefits in the accounting system, consistent with the schools' budgets, and reconciling the accounting data with the payroll reports on a regular basis. The finance team, Director of Operations and Regional Director will work together to ensure that benefits are properly administered consistent with the plan rules.

Financial Statement Development & Budget Management: During the budget development process each year, the Principal, Director of Operations, Regional Director and Chief Financial Officer will work together to develop the budget for the upcoming year to ensure that it effectively allocates financial resources to school priorities, accounts for all required functions and meets sustainability goals in both the short and long term. The draft budget, once agreed to by school management, will be submitted to the Board's finance committee and Board as a whole for feedback and approval in a public meeting.

On a monthly basis, the Principal, Director of Operations and Chief Financial Officer will review the year-to-date accounting data and remaining amounts available by budget category. The team will then make adjustments to the full year forecast based on this data, other updated assumptions and the then current school priorities. If unexpected costs are incurred or additional needs are identified, the team will work together to reallocate resources to ensure that the school is operating within its board approved budget.

Each month, the Chief Financial Officer will be responsible for preparing standard financial statements, including a budget vs actual, budget vs forecast, balance sheet (statement of net position), and cash flow projections. In addition, this information will be completed with a budget vs. actual analysis to ensure that the school is on track to meet its adopted budget. The Chief Financial Officer will be responsible for presenting the financial information and analysis to the Board's finance committee and Board as a whole at each regular meeting.

Audit: On an annual basis, all charter schools in the state of Mississippi must contract with an independent, approved certified public accountant or accounting firm to complete an audit of the school's financial information. The audit will include the schools managed by RePublic Schools, Inc. (Reimagine Prep, Smilow Prep, and Smilow Collegiate) and the CMO and Regional Office. The audit will include both consolidated level data in the main financial statements area as well as supplemental schedules that detail the revenues and expenses of each school and provide other relevant school level information. Each spring, the finance committee will solicit bids for these services and evaluate firms by their experience and expertise with schools, reputation, and cost. After an audit firm is selected, they will present to the board an overview of the audit process as well as the roles and responsibilities of all involved parties.

When the audit process begins, the Regional Director, the Director of Operations, and the Chief Financial

Officer will ensure that the audit firm has access to all necessary financial and non-financial information and records maintained by the school in advance of audit fieldwork. During the course of the audit fieldwork, other documents requested by the firm will be provided in a timely manner.

After the audit is complete, the Board, the Director of Operations, the Chief Financial Officer, and the Regional Director will review the audit report and management letter. In addition, the audit firm will be asked to present its findings to the Board or Board Finance Committee. Should the audit report or management letter include any negative findings, including but not limited to material weakness or significant deficiencies, RePublic Schools will create a formal action plan on how the issues will be resolved. Copies of the final audit report will be forwarded on to the MS Charter School Authorizer Board.

See **Attachment 23** for Liberty Collegiate Academy and Nashville Preparatory Charter School's FY 14 audits. Because it was established on March 14, 2014, and did not receive government funds in FY14, RePublic Schools, Inc. did not have an audit. Neither Nashville Prep nor Liberty Collegiate Academy has any material findings.

Financial Transparency: The RePublic Schools website includes Nashville Prep and Liberty Collegiate's historical audits and budgets. RePublic is committed to public transparency, and we plan to share Smilow Prep and Smilow Collegiate's budgets, audits, and financial reports in the same manner. RePublic will also comply with all reporting deadlines as set out by the Mississippi Charter School Authorizer Board. RePublic's school budgets will be adopted during a Board meeting, all of which are posted online and open to the public.

Contracted Services: As described above, RePublic does not contract with a financial back office provider and instead "in houses" back office services. Smilow Prep has budgeted $22,683 in year one for its share of the financial back office services and Smilow Collegiate has budgeted $35,496 for its share of the financial back office services.

In soliciting bids for contracted services, RePublic adheres to the following policies:

- Contracts/Purchases under $10,000: The Organization shall use sound business practices when procuring goods and services for amounts less than $10,000. This can include negotiating with potential vendors, researching available options via web based sources or vendor contacts and using state pricing when available.

- Contracts/Purchases between $10,000 and $25,000: The Organization shall seek price quotes for at least three options (web based quotes are acceptable) and award the contract to, or purchase the goods from, the vendor providing the best value for the supply or service needed (with value being a combination of price and quality).

- Contracts/Purchases over $25,000 but less than $100,000: Management shall seek price quotes for at least three options (web based quotes are acceptable), provide a recommendation to the members of the finance committee and shall obtain approval from at least one member of the finance committee.

- Contracts/Purchases over $100,000: Management shall seek price quotes for at least three options (web based quotes are acceptable), provide a recommendation to the entire Board and shall obtain

approval either from a majority of the individuals voting at a meeting of the Board or email approval from a majority of the members of the Board.

Using the above procedure to solicit bids, RePublic plans to contract for the following services:

- *Transportation:* RePublic will contract with a third party vendor to provide bus transportation to students. Based on estimates received from vendors in Jackson, RePublic anticipates spending approximately $42,535 per bus annually, to include maintenance, driver wages, and gas.
- *Food Service:* RePublic is its own School Food Authority (SFA), but we plan to contract with a Food Service Management Company (FSMC) to provide breakfast, lunch, and snack to our students in accordance with the National School Lunch Program. In accordance with federal regulations, RePublic will issue an RFP to solicit bids. For the 2016-2017 school year, total food service costs are estimated at $105,105 for Smilow Prep and $171,175 for Smilow Collegiate. These estimates are based on RePublic Schools Nashville's historical costs.
- *Audit Services:* RePublic plan to solicit an independent audit annually as described above. Each school's allocation of the costs for the audit and 990 preparation are estimated at $5,075. This estimate is based on historical spending in Nashville.
- *Custodial Services:* RePublic will contract with a third party to provide custodial and maintenance services. Smilow Collegiate's custodial costs are estimated at $27,937 and Smilow Prep's are estimated at $24,337—this includes janitorial services and supplies, day porter services, and waste removal services. These costs are based on Reimagine Prep's custodial contract. Each school also has $25,000 budgeted for maintenance and repairs.
- *Payroll:* RePublic will contract with Paychex to process payroll. Annual costs are estimated at $1,108 for Smilow Prep and $1,833 for Smilow Collegiate

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9. Submit the completed Financial Plan Workbook as **Attachment 24**. In developing your budget, use the information provided to calculate your per-pupil revenue projection. Prepare your submission using the template provided by MCSAB. Complete ALL sheets in the workbook. ***NOTE: Applicants for multiple schools should complete all sheets in the workbook for all schools opening in year one.***

10. Submit as **Attachment 25** a detailed budget for the network level *(no template is provided)*. Include the following, in individual sheets:
    a. Startup Budget: The start-up budget should list all anticipated revenue and expenditures for the network in the period leading up to the first fiscal year in which the school(s) listed in this proposal would open. In other words, this budget demonstrates how the organization will support pre-opening activities until the first school(s) proposed in this proposal open.
    b. Year one budget
    c. Startup/year one monthly cash flow projection
    d. Five year budget projections

11. Budget Narrative: As **Attachment 26**, present a detailed description of assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible.

a. Describe all anticipated funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include in **Attachment 26** evidence of commitment for any funds on which the school's core operation depends.
b. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
c. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

12. Include, with **Attachment 26** above, a clearly labeled budget narrative for network level budgets, including detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which budgets will rely on variable income (e.g., grants, donations, fundraising) and how the organization will meet fundraising goals. Include the following:
    a. Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.
    b. Discuss contingency plans to meet financial needs if anticipated revenues are not received or are lower than estimated.
    c. Year one cash flow contingency, in the event that revenue projections are not met in advance of opening.

Financial Management Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following: Financial management; Fundraising and development; and Accounting and internal controls.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

RePublic Schools management team possesses significant experience in managing the finances of charter schools. The team currently supports three charter schools operating in Nashville, Tennessee, along with the startup operations of Reimagine Prep and RePublic High School. In total, RePublic Schools is managing budgets of over $12,000,000 in revenues including over $9,000,000 in government funds and $1,300,000 of federal revenues. In January 2015, RePublic Schools management team secured $2,560,000 of financing to acquire and renovate a facility for RePublic's first high school. RePublic's Nashville schools have responsibly managed their finances since starting and have consistently had clean audits.

RePublic Schools' finance team is lead by its Chief Financial Officer and includes a full time Accounting Associate and some part time support. The financial personnel are supplemented by a strong operations team and experienced finance members on the Board.

RePublic Schools' Chief Financial Officer, Glenn Turtel, has worked in the finance area of charter schools for over fifteen years, including being the Chief Financial Officer for schools for the last seven years. Mr. Turtel managed the finance and accounting pieces of starting up over a dozen charter schools in multiple states including creating state specific accounting systems, an advanced budget model that allows for ongoing budget management and scenario development, and sound financial processes. Mr. Turtel also oversaw the finances of dozens of operating and expanding charter schools, including budget management, federal grant compliance, statutory reporting and managing third party audits of the schools.

RePublic Schools has extensive experience in fundraising, securing millions of dollars in philanthropic support from local and national funders. RePublic Schools largest funder is the Charter School Growth Fund, which has committed $2,560,000 in grants and $400,000 in startup loans to the organization over a four-year period including over $1,248,417 to RePublic's Mississippi schools. RePublic Schools has also received a $1,000,000 commitment from Joel Smilow for the two schools included in this application.

RePublic Schools, Inc.'s Board Finance Committee is lead by its Treasurer, Stewart Hood. Outside of RePublic, Stewart Hood serves as Vice President of Systems for MuniStrategies, a CDFI-certified Community Development Entity. He is also a lead analyst for Grits Capital, a Mississippi small business investment company. In these capacities, Mr. Hood manages over $140 million in community development and small business investments, with a specialization in internal operations, investment origination, and project underwriting.

Ron Corbin serves on the Board's Finance Committee. Mr. Corbin was the Field Vice President for the Allstate Insurance Company where he led a $1.6 billion division of the company. Mr. Corbin is the founder and principal investor in a private consulting and business investment firm where he has worked on projects in commercial and residential real estate, manufacturing, and "e-office" mobile business applications.

Shomik Dutta serves as the Chairman of the Board and is a member of the finance committee. Shomik is the Managing Director of a private-equity fund focused on renewable energy and green-infrastructure investments with $500 million in assets under management. Mr. Dutta is responsible for identifying new investment opportunities, managing the investment portfolio and overseeing investor relations.

Besides their strong financial management skills and knowledge in the area, the three members described above have been instrumental in identifying and securing philanthropic contributions for the organization and will continue to provide connections and insight to support the organization's future philanthropic needs.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK

Attachment 1—Curriculum Development Timeline

Smilow Collegiate		
What	Who	When
Review Mississippi State Standards and Common Core Standards	Principal in Residence, Chief Academic Officer	September 2015
Create Smilow Collegiate standards to ensure alignment with state standards	Principal in Residence, Chief Academic Officer	October 2015-December 2015
Reach out to peer schools for external curriculum package recommendations	Principal in Residence	October 2015-December 2015
Reach out to peer schools for external assessment package recommendations	Principal in Residence	October 2015-December 2015
Research, vet, and sample external curriculum packages	Principal in Residence, Chief Academic Officer	October 2015-December 2015
Research, vet, and sample external assessment packages	Principal in Residence, Chief Academic Officer	October 2015-December 2015
Write scope and sequence documents	Principal in Residence, Chief Academic Officer	January 2016-March 2016
Order external curriculum packages	Principal in Residence	January 2016-February 2016
Order external assessment packages	Principal in Residence	January 2016-February 2016
Write internal unit, quarterly, and final assessments	Principal in Residence, Chief Academic Officer	March 2016
Create lesson plan and class material template	Principal in Residence, Chief Academic Officer	April 2016
Create initial unit plan for each subject	Principal in Residence, Chief Academic Officer	May 2016
Create Professional Development calendar and materials	Principal in Residence, Chief Academic Officer, Director of Operations, Director of Student Supports	May 2016-June 2016
Create student supports manual	Director of Student Supports	June 2016
Modify and review scope and sequence documents	Teachers	July 2016
Create lesson plans and class materials	Network Curriculum Team	July 2016, Ongoing
Modify, internalize, and practice lessons	Teachers	August 2016, Ongoing

Smilow Prep		
What	Who	When
Review Mississippi State Standards and Common Core Standards	Principal in Residence, Chief Academic Officer	September 2015
Create Smilow Prep standards to ensure alignment with state standards	Principal in Residence, Chief Academic Officer	October 2015-December 2015
Reach out to peer schools for external curriculum package recommendations	Principal in Residence	October 2015-December 2015
Reach out to peer schools for external assessment package recommendations	Principal in Residence	October 2015-December 2015
Research, vet, and sample external curriculum packages	Principal in Residence, Chief Academic Officer	October 2015-December 2015
Research, vet, and sample external assessment packages	Principal in Residence, Chief Academic Officer	October 2015-December 2015
Write scope and sequence documents	Principal in Residence, Chief Academic Officer	January 2016-March 2016
Order external curriculum packages	Principal in Residence	January 2016-February 2016
Order external assessment packages	Principal in Residence	January 2016-February 2016
Write internal unit, quarterly, and final assessments	Principal in Residence, Chief Academic Officer	March 2016
Create lesson plan and class material template	Principal in Residence, Chief Academic Officer	April 2016
Create initial unit plan for each subject	Principal in Residence, Chief Academic Officer	May 2016
Create Professional Development calendar and materials	Principal in Residence, Chief Academic Officer, Director of Operations, Director of Student Supports	May 2016-June 2016
Create student supports manual	Director of Student Supports	June 2016
Modify and review scope and sequence documents	Teachers	July 2016
Create lesson plans and class materials	Network Curriculum Team	July 2016, Ongoing
Modify, internalize, and practice lessons	Teachers	August 2016, Ongoing

Kindergarten Scope and Sequence

ELA

- *Listening and Speaking:* Classroom discussion, presentation of ideas and information (follow, provide, and give directions), comprehension and discussion of read-alouds: fiction, drama, poetry, nonfiction, and informational texts (grasping specific details and key ideas, observing craft and structure, integrating information and evaluating evidence)
- *Reading:* Print awareness (recognizing alphabet), phonological and phonemic awareness, phonics, oral reading and fluency, reading comprehension (all texts)
- *Writing:* Writing to reflect audience, purpose, and task
- *Language Conventions:* Handwriting and spelling (write from left to right, write words, phrases and sentences from dictation, write own name), parts of speech and sentence structure (question words, prepositions, plural nouns), capitalization and punctuation
- *Poetry:* Mother Goose and other traditional poems, other poems
- *Fiction:* Stories, Aesop's fables, American folk heroes and tall tales, literary terms (author and illustrator)

Math

- *Counting and Cardinality:* Know numbers names and the count sequence, count to tell number of objects, compare numbers.
- *Operations and Algebraic Thinking*: Understand addition as putting together and understand subtraction as taking apart and taking from.
- *Number and Operations in Base Ten*: Work with numbers 11-100 to gain foundations for place value.
- *Measurement and Data*: Describe and compare measurable attributes, classify objects and count the number of objects in each category.
- *Geometry*: Identify and describe shapes, analyze, compare, create, and compose shapes.

Social Studies

- *Domestic Affairs:* Understand that ideas are represented by symbols.
- *Global/International Affairs:* Understand self in relation to the location of people, places, and things.
- *Civil/Human Rights:* Understand the concept of rights and responsibilities of a good citizen.
- *Economics:* Understand the importance of making appropriate economic choices.

- *Culture:* Understand and discuss the traditions of various groups of people.

Science

- *Inquiry:* Ask questions and find answers by scientific investigation.
- *Life Science:* Identify properties of objects and materials, position and motion of objects, and properties of magnetism.
- *Physical Science:* Understand characteristics, structures, life cycles, and environments of organisms.
- *Earth and Space Science:* Understand properties of Earth materials, objects in the sky, and changes in Earth and sky.

1st Grade Scope and Sequence

ELA

- *Listening and Speaking*: Classroom discussion (asking clarifying questions), presentation of ideas and information (oral presentations about personal experiences), comprehension and discussion of read-alouds—fiction, drama, poetry, non-fiction and informational text (grasping specific details and key ideas, observing craft and structure, integrating information and evaluating evidence)
- *Reading:* Print awareness (parts of books, distinguish letters, words, sentences, and stories), phonemic awareness, phonics, oral reading and fluency, reading comprehension—fiction, drama, poetry, nonfiction, and information text
- *Writing:* Narrative writing (descriptive paragraph), informative/explanatory writing, persuasive writing
- *Language Conventions:* Handwriting and spelling (synonyms and antonyms), parts of speech and sentence structure, capitalization and punctuation (friendly letters, quotation marks, commas in letters)
- *Poetry*
- *Fiction:* Stories, Aesop's fables, different lands, similar stores (e.g. Tom Thumb), literary terms (heroes, characters, heroines, actors, actresses, costumes, scenery, props, theater, stage, audience)

Math

- *Operations and Algebraic Thinking:* Represent and solve problems involving addition and subtraction, understand and apply properties of operations and the relationship between addition and subtraction, add and subtract within 20, work with addition and subtraction equations.
- *Number and Operations in Base Ten*: Extend the counting sequence, understand place value, use place value understanding and properties of operations to add and subtract.
- *Measurement and Data:* Measure lengths indirectly and by iterating length units, tell and write time, represent and interpret data.
- *Geometry:* Reason with shapes and their attributes

Social Studies

- *Domestic Affairs:* Understand the symbols, icons, and traditions of community, state, and nation.
- *Global/International Affairs:* Understand everyday life in different times and places around the world.

- *Civil/Human Rights:* Understand the rights and individual responsibilities of members of families and schools.
- *Economics:* Understand basic economic concepts and the role of individual choice in a free market economy.
- *Culture:* Understand the unique characteristics of a variety of families and cultures.

Science

- *Inquiry:* Understand how to plan and carry out a simple scientific investigation.
- *Physical Science:* Develop an understanding of properties of objects and materials, position and motion of objects, and properties of heat and magnetism.
- *Life Science:* Develop an understanding of the characteristics, structures, life cycles, interactions, and environments of organisms.
- *Earth and Space Science:* Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and the sky.

2nd Grade Scope and Sequence

ELA

- *Listening and Speaking:* Classroom discussion (building upon other's ideas), presentation of ideas and information, comprehension and discussion of read-aloud—fiction, drama, poetry, non-fiction, and informational text (grasping specific details and key ideas, observing craft and structure, integrating information and evaluating evidence)
- *Reading:* Phonics, oral reading and fluency, reading comprehension—fiction, drama, poetry, non fiction, and informational text
- *Writing:* Narrative writing (personal narrative) information/explanatory writing (linking words like also, another, and), persuasive writing
- *Language conventions:* Spelling, parts of speech and sentence structure, capitalization and punctuation
- *Poetry (e.g. "Smart", Shel Silverstein)*
- *Fiction:* Stories (e.g. "Beauty and the Beast", mythology of Ancient Greece, American folk heroes and tall tales, literary terms (myth, tall tale)

Math

- *Operations and Algebraic Thinking:* Represent and solve problems involving addition and subtraction, add and subtract within 20, work with equal groups of objects to gain foundations for multiplication.
- *Number and Operations in Base Ten:* Understand place value, use place value understanding and properties of operations to add and subtract.
- *Measurement and Data:* Measure and estimate lengths in standard units, relate addition and subtraction to length, work with time and money, represent and interpret data.
- *Geometry:* Reason with shapes and their attributes.

Science

- *Inquiry:* Develop abilities necessary to conduct scientific investigations.
- *Physical Science:* Apply an understanding of properties of objects and materials, position and motion of objects, and properties of magnetism.
- *Life Science:* Develop and demonstrate an understanding of the characteristics, structures, life cycles, and environments of organisms.
- *Earth and Space Science:* Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.
- *Domestic Affairs:* Understand the concept and development of government.

- *Global/International Affairs:* Understand the concept and development of government.
- *Civil/Human Rights:* Understand the importance of individual actions and character traits that contribute to advancing civil/human rights.
- *Economics:* Understand how the production, distribution, and consumption of human-made resources and natural resources contribute to the community.
- *Culture:* Understand the unique characteristics of a variety of communities and cultures.

Social Studies

- *Domestic Affairs:* Understand the concept and development of government.
- *Global/International Affairs:* Understand the concept and development of government.
- *Civil/Human Rights:* Understand the importance of individual actions and character traits that contribute to advancing civil/human rights.
- *Culture:* Understand the unique characteristics of a variety of communities and cultures.
- *Economics:* Understand how the production, distribution, and consumption of human-made resources and natural resources contribute to the community.

3rd Grade Scope and Sequence

ELA

- *Reading and Writing:* Reading comprehension and response (using a table of contents, dictionary, etc., independently read and comprehend chapter books), writing (stories, reports, poems, letters, etc.), spelling, grammar, and usage (e.g. declaratives, interrogatives, imperatives, and exclamatory sentences), vocabulary (e.g. prefixes, suffixes, homophones, abbreviations, etc.)
- *Poetry (e.g. "Father William", Lewis Carroll)*
- *Fiction:* Stories (e.g. "William Tell"), myths and mythical characters (Norse, Greek, and Roman), literary terms (biography vs. autobiography, fiction vs. non-fiction)

Math

- *Operations and Algebraic Thinking:* Represent and solve problems involving multiplication and division, understand properties of multiplication and the relationship between multiplication and division, multiply and divide within 100, solve problems involving the four operations, and identify and explain patterns in arithmetic.
- *Number and Operations in Base Ten:* Use place value understanding and properties of operations to perform multi-digit arithmetic.
- *Number and Operations—Fractions:* Develop understanding of fractions as numbers.
- *Measurement and Data:* Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects, represent and interpret data, geometric measurement.
- *Geometry:* Reason with shapes and their attributes.

Science

- *Inquiry:* Apply concepts involved in a scientific investigation.
- *Physical Science:* Explain concepts related to objects and materials, position and motion of objects, and properties of magnetism.
- *Life Science:* Describe the characteristics, structures, life cycles, and environments of organisms.
- *Earth and Space Science:* Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.

Social Studies

- *Domestic Affairs:* Understand the role of rules and laws in our daily lives and the basic structure of the government at the local level.
- *Global Affairs:* Understand the interdependence of people, places, and environment that make up the local community.
- *Civil/Human Rights:* Understand the historical circumstances and conditions of civil human rights struggles in local communities.
- *Economics:* Understand basic economic concepts and their effects on our community.
- *Culture:* Understand how the diversity of people and customs affects the local community

4th Grade Scope and Sequence

ELA

- *Writing, Grammar, and Usage:* Writing and research (e.g. stories, reports, summaries, descriptions, poems, and letters), grammar and usage (e.g. end punctuation, prefixes)
- *Poetry:* Poems and terms (e.g. stanza and line)
- *Fiction:* Stories (e.g "Treasure Island"), myths and mythical characters (e.g. "Legends of King Author and the Knights of the Round Table", literary terms (e.g. novel, plot, setting)
- *Speeches* (e.g. "Ain't I a Woman")

Math

- *Operations and Algebraic Thinking:* Use the four operations with whole numbers to solve problems, gain familiarity with factors and multiples, generate and analyze patterns.
- *Number and Operations in Base Ten:* Generalize place value understanding for multi-digit whole numbers, use place value understanding and properties of operations to perform multi-digit arithmetic.
- *Number and Operations—Fractions:* Extend understanding of fraction equivalence and ordering, build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers, understand decimal notation for fractions, and compare decimal fractions.
- *Measurement and Data:* Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit, represent and interpret data, geometric measurements.
- *Geometry:* Draw and identify lines and angles, classify shapes.

Science

- *Inquiry:* Explain and use skills necessary to conduct scientific inquiry.
- *Physical Science:* Use the properties of objects and materials, position and motion of objects, and transfer of energy to develop an understanding of physical science concepts.
- *Life Science:* Analyze the characteristics, structures, life cycles, and environments of organisms.
- *Earth and Space Science:* Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.

Social Studies

- *Domestic Affairs:* Understand the purpose, roles, and responsibilities of state and federal government. Understand how geography, history, and politics have influenced the development of Mississippi.
- *Global Affairs*: Describe and illustrate geographic aspects of a region using fundamental geographic vocabulary.
- *Civil Rights/Human Rights*: Understand the roles, rights, and responsibilities of Mississippi citizens.
- *Economics:* Understand how geographic and environmental factors influence life and work.
- *Culture:* Understand diversity in Mississippi.

5th Grade Scope and Sequence

ELA

- *Writing, Grammar, and Usage:* Writing and research (gathering info from different sources and synthesizing reports), grammar and usage (e.g. pronouns and antecedents, subjects and verbs), vocabulary (prefixes and suffixes)
- *Poetry:* Poems and terms (onomatopoeia, alliteration)
- *Fiction and Drama*: Stories (e.g. "The Secret Garden", Frances Hodgson Burnett), drama (tragedy, comedy, act, scene, Globe Theater), myths and legends, literary terms (pseudonym, imagery, metaphor and simile, symbol, personification)
- *Speeches* (e.g. "The Gettysburg Address)

Math

- *Operations and Algebraic Thinking:* Write and interpret numerical expressions. Analyze patterns and relationships.
- *Number and Operations in Base Ten:* Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths.
- *Number and Operations—Fractions:* Use equivalent fractions as a strategy to add and subtract fractions. Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- *Measurement and Data:* Convert like measurement units within a given measurement system. Represent and interpret data.
- *Geometric Measurement:* Understand concepts of volume and relate volume to multiplication and to addition.
- *Geometry:* Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

Science

- *Inquiry:* Develop and demonstrate an understanding of scientific inquiry using process skills.
- *Physical Science:* Understand relationships of the properties of objects and materials, position and motion of objects, and transfer of energy to explain the physical world.
- *Life Science:* Predict characteristics, structures, life cycles, environments, evolution, and diversity of organisms.
- *Earth and Space Science:* Develop an understanding of the properties of Earth materials, objects in the sky, and changes in Earth and sky.

Social Studies

- *Domestic Affairs:* Understand the people, events, and types of government associated with the development of the United States.
- *Global/International Affairs:* Understand global connections and explore issues, concerns, and possible solutions.
- *Civil Rights/Human Rights*: Understand how political, religious, and economic ideas and interests influenced the founding of the United States.
- *Economics:* Understand the impact of trade routes on emerging colonies in the Americas.
- *Culture:* Understand the contributions of the various cultures represented in pre-Columbian through colonial America.

6th Grade Scope and Sequence

ELA

- *Writing, Grammar, and Usage:* Writing and research (persuasive essays, research essays, business letters), speaking and listening (group discussions), grammar and usage (active vs. passive voice), spelling (commonly misspelled words, ie vs. ei), vocabulary
- *Poetry:* Poems and terms (meter, iamb, couplet, rhyme scheme, free verse)
- *Fiction and Drama*: Stories (e.g. "The Iliad", Homer), drama (e.g. "Julius Caesar", Shakespeare), classic mythology, literary terms (epic, imagery, metaphor and simile, symbol, personification)

Math

- *Ratios and Proportional Relationships:* Understand ratio concepts and use ratio reasoning to solve problems.
- *The Number System:* Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples. Apply and extend previous understandings of numbers to the system of rational numbers.
- *Expressions and Equations:* Apply and extend previous understandings of arithmetic to algebraic expressions. Reason about and solve one-variable equations and inequalities.
  Represent and analyze quantitative relationships between dependent and independent variables.
- *Geometry:* Solve real-world and mathematical problems involving area, surface area, and volume.
- *Statistics and Probability:* Develop understanding of statistical variability. Summarize and describe distributions.

Science

- *Inquiry:* Conduct a scientific investigation utilizing appropriate process skills.
- *Physical Science:* Analyze chemical and physical changes and interactions involving energy and forces that affect motion of objects.
- *Life Science:* Explain the organization of living things, the flow of matter and energy through ecosystems, the diversity and interactions among populations, and the natural and human-made pressures that impact the environment.
- *Earth and Space Science:* Establish connections among Earth's layers including the lithosphere, hydrosphere, and atmosphere.

Social Studies

- *Domestic Affairs:* Understand the responsibilities, duties, and functions of all three branches of government on a federal, state, and local level. Understand individual and civic duties and responsibilities of citizens of the United States. Understand how the United States can benefit by individual and collective participation and by public service.
- *Global Affairs:* Understand the world in spatial terms using maps, major physical and human features, and urban and rural land-use patterns. Understand the processes that shape the physical environment, including long- range effects of extreme weather phenomena and human activity (e.g., ocean and atmospheric circulation, movements of the sun, moon, and Earth, hurricanes, erosion, pollution, deforestation, etc.).
- *Civil/Human Rights:* Understand the influences of historical documents. events, and social movements on the rights of American citizens.
- *Economics:* Understand how geographic location affects the economic and political aspects of both the Eastern and Western Hemispheres.
- *Culture:* Understand how location affects the cultural aspects of both the Eastern and Western Hemispheres.

7th Grade Scope and Sequence

ELA

- *Writing, Grammar, and Usage:* Writing and research (expository and research essays), speaking and listening (group discussions, short speeches), grammar (parts of sentences, clauses), spelling (commonly misspelled words), vocabulary
- *Poetry:* Poems, elements of poetry (stanzas, refrains, ballad, sonnet, lyric, narrative, limerick, haiku, types of rhyme)
- *Fiction and Drama*: Short stories, novels, elements of fiction (plot and setting, theme, point of view, conflict, suspense, climax), essays and speeches, autobiographies, drama, literary terms (irony, flashbacks and foreshadowing, hyperbole, oxymoron, parody)

Math

- *Ratios and Proportional Relationships:* Analyze proportional relationships and use them to solve real-world and mathematical problems.
- *The Number System:* Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- *Expressions and Equations:* Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- *Geometry:* Draw, construct and describe geometrical figures and describe the relationships between them. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- *Statistics and Probability:* Use random sampling to draw inferences about a population. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.

Science

- *Inquiry:* Design and conduct a scientific investigation utilizing appropriate process skills and technology.
- *Physical Science:* Develop an understanding of chemical and physical changes, interactions involving energy, and forces that affect motion of objects.
- *Life Science:* Distinguish the characteristics of living things and explain the interdependency between form and function using the systems of the human organism to illustrate this relationship.
- *Earth and Space Science:* Describe the properties and structure of the sun and the moon with respect to the Earth.

Social Studies

- *Domestic Affairs:* Understand the biological and cultural processes that shaped the earliest human communities. Understand unique features of Asian, European and African civilizations and how they have impacted the development of those civilizations.
- *Global Affairs:* Understand the political, social, and cultural consequences of population movements and militarization in Eurasia in the second millennium BCE. Understand how large-scale empires arose in the Mediterranean Basin, China, and India from 500 BCE to 300 CE.
- *Civil Rights/Human Rights:* Understand the civil and human development of various civilizations of Asia, Europe, and Africa from rise to fall.
- *Economics:* Understand the economic processes that contributed to the emergence of early civilizations of Asia, Europe and Africa. Understand how technological advances affected the economic development of civilizations of Asia, Europe and Africa.
- *Culture:* Understand how information concerning prehistoric and historic groups contributes to the study of a civilization's cultural development.

8th Grade Scope and Sequence

ELA

- *Writing, Grammar, and Usage:* Writing and research (expository and research essays), speaking and listening (group discussions, short speeches), grammar (parts of sentences, clauses), spelling (misplaced modifiers, parallelism, sentence variety), vocabulary
- *Poetry:* Poems, elements of poetry (extended and mixed metaphors, allusion)
- *Fiction and Drama*: Short stories, novels, elements of fiction (characterization, tone and diction) essays and speeches, autobiographies, drama, literary terms (irony-verbal, situational, dramatic, flashbacks and foreshadowing, hyperbole, oxymoron, parody)

Math

- *The Number System:* Know that there are numbers that are not rational, and approximate them by rational numbers.
- *Expressions and Equations:* Work with radicals and integer exponents. Understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations.
- Functions: Define, evaluate, and compare functions. Use functions to model relationships between quantities.
- *Geometry:* Understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones and spheres.
- *Statistics and Probability:* Investigate patterns of association in bivariate data.

Science

- *Inquiry:* Draw conclusions from scientific investigations including controlled experiments.
- *Physical Science:* Apply concepts relating to an understanding of chemical and physical changes, interactions involving energy, and forces that affect motion of objects.
- *Life Science:* Compare and contrast the structure and functions of the cell, levels of organization of living things, basis of heredity, and adaptations that explain variations in populations.
- *Earth and Space Science:* Describe the Earth's System in terms of its position to objects in the universe, structure and composition, climate, and renewable and nonrenewable resources.

Social Studies

- *Domestic Affairs:* Understand the major events, actors and ideas that precipitated the founding of the nation and relate their significance to the development of American constitutional democracy. Understand how technology, geography, and social conflict have impacted the development of the United States.
- *Global Affairs:* Understand how geography and politics have influenced the historical development of the United States in the global community.
- *Civil Rights/Human Rights:* Understand the impact of American ideals and institutions on the development of American democracy.
- *Economics:* Understand the interaction of individuals, families, communities (microeconomics), businesses, and governments (macroeconomics) and the potential costs and benefits to the United States economy.
- *Culture:* Understand the purposes and principles embodied in the ideals and values of American society.

Kindergarten Math Curriculum Map: Unit 1— Routines and Materials

Standards and Objectives
K.CC.1: Count 100 by 1's and by 10's. **K.CC.2:** Count forward beginning from a given number with the known sequence. **K.CC.3:** Write the numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). **K.CC.4:** Understand the relationship between numbers and quantities; connect counting to cardinality. 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. Connect counting with cardinality. 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. Understand that each successive number name refers to a quantity that is one larger. **K.CC.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. **K.G.1:** Describe objects in the environment using the names of shapes and describe the relative positions of these objects. **K.MD.1:** Describe measureable attributes of objects. Describe several measurable attributes of a single object. .

Daily Lessons		
Lesson	**Standards**	**Objectives**
1.1 - Introduction to Attendance Unit 1, Lessons 1.1.1, 1.2.1, 1.1.2	**Common Core Standards** K.CC.1-K.CC.5 • One-to-one matching • Cardinality • Developing language to describe shapes, position and quantity	• SWBAT count the total number of students in their class. • SWBAT use the physical attributes of objects to describe their positions in space
1. 2 - Exploring Math Tools Unit 1: Lessons 1.1.2 and 1.5.2	**Common Core Standards** K.CC.1-K.CC.5 • Describing the attributes of objects	• SWBAT describe objects according to their attributes and position in space.
1.3 - Introduction to the Attendance Stick Unit 1: Lessons 1.6.1 - 1.6.3 and 2.2.3	**Common Core Standards** K.CC.1-K.CC.5 • One-to-one correspondence between 2 equal groups (attendance stick and class) • Developing language to describe shapes, position and quantity.	• SWBAT describe objects according to their attributes and position in space. • SWBAT identify the attendance stick. • SWBAT define the use of a stick.
1.4 - Introduction to Counting Jar and Button Match-Up Unit 1: Lesson 2.1.1 (CJ) and Lessons	**Common Core Standards** K.CC.1-K.CC.5	• SWBAT one-to-one match spoken numbers to objects.

2.3.1 - 2.3.3 (Button)	• One-to-one matching • Equivalence • Developing and applying language to describe shape, position and quantity.	• SWBAT practice making equivalent sets. • SWBAT apply their developing language around attributes.
1.5 - Counting Jar and Button Match-Up Unit 1: Lesson 2.1.1 (CJ) and Lessons 2.3.1 - 2.3.3 (Button)	**Common Core Standards** K.CC.1-K.CC.5 • One-to-one matching • Equivalence • Developing and applying language to describe shape, position and quantity.	• SWBAT one-to-one match spoken numbers to objects. • SWBAT practice making equivalent sets. • SWBAT apply their developing language around attributes.
1.6 - Attribute Block Match-Up Unit 1: Lessons 2.2.3 and 2.3.2 2A (button); 2.4.1 - 2.4.2 2A (attribute); 2.5.3 (closing)	**Common Core Standard** K.G.1, K.MD.1 • Individual objects can be identified by a variety of attributes.	• SWBAT apply and further develop their language around attributes.
1.7 - Sorting Attribute Blocks Unit 1: Lessons 3.3.1, 3.4.1 - 3.4.2 2A, 3.5.1	**Common Core Standards** K.G.1, K.MD.1 • Representing quantities with pictures, numbers, objects and/or words. • Using attributes to sort a group of objects.	• SWBAT use their knowledge of attributes to sort objects into groups. • SWBAT form (as a group) a representation of a counted set that maintains equivalence with the physical set.
1.8 - Counting Books Unit 2: Lesson 1.1.1 - 1.1.4	**Common Core Standards** K.CC.1-K.CC.5 • Every number is a simple representation of a specific quantity. • When counting consecutively upward, each new number represents a greater quantity than the numbers before it.	• SWBAT match quantities to written numbers. • SWBAT accurately represent a pre-determined quantity.

5th Grade ELA Curriculum Map: Unit 1—A Study in Characters and People

Standards and Objectives	Definition of Success	Prioritized Academic Skills
RI 5.1.3 SWBAT select the best paraphrased detail, when given a paragraph number, to support an inferential/explicit/central idea they've independently identified. RI 5.1.5 SWBAT complete a graphic organizer (e.g. chart, web) organizing materials collected from text or technological sources. RI 5.1.8 SWBAT select the best quotation, when given a paragraph number, to support an inferential/explicit/central idea they've independently identified. RI 5.1.10SWBAT use evidence to explain an explicitly stated idea. RI 5.1.11SWBAT quote a word or phrase from the text to support an unknown word. RI 5.1.12SWBAT quote multiple words or phrases from the text to support an unknown word. RI 5.1.16SWBAT develop a valid inference from a given quotation or detail from the text. RI 5.1.17SWBAT make a simple inference about a person, event, or idea based on examples, descriptions, and explanations in a given section of the text. RI 5.2.14SWBAT choose the supporting sentence that best fits the context and flow of ideas in a paragraph.	(ESBR/MC) When given a paragraph number, students must select the most relevant detail to support an inferential/explicit/central idea they identified independently. (ESBR/MC) Students are given a graphic organizer (chart, web, Venn diagram) that is missing either a central idea or supporting detail. Students must use the text to determine what best fits in the blank space. (ESBR/MC) When given a paragraph number, students must select the most relevant quotation to support an inferential/explicit/central idea they identified independently. (ESBR/MC) Students must identify an explicitly stated detail in the text and quote evidence to support it. (ESBR/MC) Students must identify the clue that would best help in defining an unknown word. (ESBR/MC) Given a sentence from the text, students must select two phrases from the given sentence that reveal the meaning of the unknown word. (MC) Students are given an exact quotation and must use this to make an inference about the events, people, or situations in the text. Students must recognize a valid inference that is implicit in the text. (ESBR/MC) When given a section of the text, students must select an inference that can be supported with evidence in the text. ESBR/MC When given four statements, students must select which statement best supports the main idea of a paragraph. ESBR/MC When given four statements from a given paragraph,	Characterization across the course of a text (growth and change, compare/contrast, motivations, struggles, traits, and feelings) Identifying details that best support the main idea of a paragraph Language usage errors **Suggested Texts** Library Card--Jerry Spinelli Frindle--Andrew Clements Because of Mr. Terupt—Rob Buyea Current Event Articles--NewsELA Social Studies Connection Texts **Assessments** Response to Literature: (PCR) Students must describe a character using evidence from the text (include struggles, motivations, feelings, and traits). Students must explain character growth and change throughout the course of a specific text. Social Studies Connection task: (PCR) Write an informational essay explaining why the South lost the Civil War. Students logical order their reasons in order to explain the reasons for the south losing the war and supporting it with relevant evidence from the text.

RI 5.2.15SWBAT identify the sentence irrelevant to a paragraph's theme or flow. RI 5.2.16SWBAT select an appropriate concluding sentence for a well-developed paragraph. RI 5.2.17SWBAT choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph. RL 5.1.10 SWBAT quote a word or phrase from the text to support an unknown word. W 5.2.6 SWBAT develop each reason with accurate and text-based elaborations. L 1.4.1 SWBAT select the correct word from a list of commonly confused words. L 1.4.2 SWBAT correct a sentence that uses double negatives. L 1.10.2 SWBAT revise a sentence fragment to complete the sentence.	students must select which statement does not support the main idea of a paragraph. ESBR/MC When given four statements, students must select which statement would be the best concluding statement for a given paragraph. ESBR/MC When given four statements, students must select which statement best supports the main idea of a paragraph. (ESBR/MC) Students must identify the clue that would best help in defining an unknown word. Great writers develop strong reasons by including insightful thought and analysis. Great writers develop strong reasons by drawing connections to the topic. Great writers elaborate by asking themselves: What does my evidence mean? How does my evidence support the reason? How does my evidence help prove the main idea of my essay? Great writers reference the text when elaborating on their ideas. Great writers use accurate elaborations rooted in the text. Great writers add insightful thoughts to develop their ideas. Great writers include text analysis in their writing. Great writers add depth to their writing by… (ESBR/MC) Given four sentences that each use a commonly confused word, be able to select the sentence that uses the commonly confused word correctly. (ESBR/MC) Given four sentences with double/triple negatives, select the one sentence with just one negative. (ESBR/MC) Given a sentence fragment and four potential ways to revise it, select the sentence that is a complete sentence with a subject, verb, and complete thought, and uses conjunctions and punctuation correctly."	

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Language	L 1.1	Identify the correct use of nouns (i.e. singular/ plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e. agreement, subject, object) within context.	L 1.1.1	SWBAT identify a noun in context.
Language	L 1.1	Identify the correct use of nouns (i.e. singular/ plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e. agreement, subject, object) within context.	L 1.1.2	SWBAT identify a pronoun and its antecedent across clauses, and adjoining sentences
Language	L 1.1	Identify the correct use of nouns (i.e. singular/ plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e. agreement, subject, object) within context.	L 1.1.3	SWBAT ensure that a prounoun(s) agrees with the noun in context.
Language	L 1.1	Identify the correct use of nouns (i.e. singular/ plural, possessives, predicate nouns, nouns as objects) and pronouns (i.e. agreement, subject, object) within context.	L 1.1.4	SWBAT identify the correct possesive form of a singular or plural noun
Language	L 1.10	Select the best way to correct incomplete sentences within context.	L 1.10.1	SWBAT identify a sentence fragment.
Language	L 1.10	Select the best way to correct incomplete sentences within context.	L 1.10.2	SWBAT revise a sentence fragment to complete the sentence.
Language	L 1.14	Identify compound words, contractions, and common abbreviations within context.	L 1.14.1	SWBAT identify compound words
Language	L 1.14	Identify compound words, contractions, and common abbreviations within context.	L 1.14.2	SWBAT memorize a list of commonly used contractions.
Language	L 1.2	Identify the correct use of verbs (i.e. action/linking, regular/irregular, agreement, tenses) within context.	L 1.2.1	SWBAT identify a verb in context.
Language	L 1.2	Identify the correct use of verbs (i.e. action/linking, regular/irregular, agreement, tenses) within context.	L 1.2.2	SWBAT ensure verb tense is consistent throughout a sentence or paragraph.
Language	L 1.2	Identify the correct use of verbs (i.e. action/linking, regular/irregular, agreement, tenses) within context.	L 1.2.3	SWBAT Identify and correct subject/verb agreement within a sentence
Language	L 1.3	Identify the correct use of adjectives (i.e. common/proper, comparative forms, predicate ajdectives) and adverbs (i.e. comparative forms, negatives) within context.	L 1.3.1	SWBAT identify the use of adjectives in context.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Language	L 1.3	Identify the correct use of adjectives (i.e. common/proper, comparative forms, predicate ajdectives) and adverbs (i.e. comparative forms, negatives) within context.	L 1.3.2	SWBAT ensure the correct use of comparative adjectives to describe two or more nouns.
Language	L 1.3	Identify the correct use of adjectives (i.e. common/proper, comparative forms, predicate ajdectives) and adverbs (i.e. comparative forms, negatives) within context.	L 1.3.3	SWBAT Identify the correct use of adverbs in context.
Language	L 1.3	Identify the correct use of adjectives (i.e. common/proper, comparative forms, predicate ajdectives) and adverbs (i.e. comparative forms, negatives) within context.	L 1.3.4	SWBAT ensure the correct use of comparative adverbs in context.
Language	L 1.4	Recognize usage errors occuring within context (e.g. double negatives, troublesome words {to/too/two, their/there/they're, lie/lay, sit/set, leave/let, learn/teach})	L 1.4.1	SWBAT select the correct word from a list of commonly confused words.
Language	L 1.4	Recognize usage errors occuring within context (e.g. double negatives, troublesome words {to/too/two, their/there/they're, lie/lay, sit/set, leave/let, learn/teach})	L 1.4.2	SWBAT correct a sentence that uses double negatives.
Language	L 1.5	Identify sentences with correct use of commas (i.e. series, dates, addresses, friendly letters, and introductory words) and colons within context.	L 1.5.1	SWBAT use commas correctly in a letter.
Language	L 1.5	Identify sentences with correct use of commas (i.e. series, dates, addresses, friendly letters, and introductory words) and colons within context.	L 1.5.2	SWBAT place commas in a list of three or more.
Language	L 1.5	Identify sentences with correct use of commas (i.e. series, dates, addresses, friendly letters, and introductory words) and colons within context.	L 1.5.3	SWBAT use a comma after an introductory word at the beginning of a sentence.
Language	L 1.6	Choose the correct use of quotation marks and commas in direct quotations.	L 1.6.1	Choose the correct use of quotation marks and commas in direct quotations.
Language	L 1.6	Choose the correct use of quotation marks and commas in direct quotations.	L 1.6.2	Choose the correct use of quotation marks and commas in direct quotations with a split quote.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Language	L 1.7	Identify the correct spelling of plurals and possessives.	L 1.7	Identify the correct spelling of plurals and possessives.
Language	L 1.8	Identify within context a variety of appropariate sentence-combining techniques (i.e. comma used with a coordinating conjunction, use of semicolon, introductory phrases and/or clauses)	L 1.8.1	SWBAT accurately use a coordinating conjunction to create a compound sentence
Language	L 1.8	Identify within context a variety of appropariate sentence-combining techniques (i.e. comma used with a coordinating conjunction, use of semicolon, introductory phrases and/or clauses)	L 1.8.2	SWBAT accurately use a subordinating conjunction to combine and independent and dependent clause (at the beginning of the sentence, and at the end)
Language	L 1.8	Identify within context a variety of appropariate sentence-combining techniques (i.e. comma used with a coordinating conjunction, use of semicolon, introductory phrases and/or clauses)	L 1.8.3	SWBAT correctly combine two sentences using a period or semi-colon
Language	L 1.9	Select the most appropriate method to correct a run-on sentence (i.e. conjunctions, semicolons, periods to join or separate elements) within context.	L 1.9	Select the most appropriate method to correct a run-on sentence (i.e. conjunctions, semicolons, periods to join or separate elements) within context.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.1	SWBAT select the best paraphrased detail, when given a paragraph number, to support a given inferential/explicit/central idea.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.10	SWBAT use evidence to explain an explicitly stated idea.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.11	SWBAT quote a word or phrase from the text to support an unknown word.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.12	SWBAT quote multiple words or phrases from the text to support an unknown word.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.13	SWBAT quote a word or phrase from the text after determining the word meaning.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.14	SWBAT select a sufficient amount of relevant evidence to support an explicit, inferential, or central idea.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.15	SWBAT select relevant evidence to support multiple explicit, inferential, or central ideas.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.16	SWBAT develop a valid inference from a given quotation or detail from the text.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.17	SWBAT make a simple inference about a person, event, or idea based on examples, descriptions, and explanations in a given section of the text.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.18	SWBAT analyze a person, event, or idea based on multiple examples, description, or explanations throughout a text.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.2	SWBAT select the best detail from multiple details in a text to support a given explicit, inferential, or central idea.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.3	SWBAT select the best paraphrased detail, when given a paragraph number, to support an inferential/ explicit/central idea they've independently identified.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.4	SWBAT select the best detail from multiple details in a text to support an explicit, inferential, or central idea that they've determined independently.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.5	SWBAT complete a graphic organizer (e.g. chart, web) organizing materials collected from text or technological sources.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.6	SWBAT select the best quotation, when given a paragraph number, to support a given inferential/ explicit/central idea.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.7	SWBAT quote relevant evidence from the text to support a given explicit, inferential, or central idea.
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.8	SWBAT select the best quotation, when given a paragraph number, to support an inferential/explicit/ central idea they've indpendently identified.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RI 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text	RI 5.1.9	SWBAT quote relevant evidence from the text to support an explicit, inferential, or central idea that they've determined independently.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.1	SWBAT differentiate between key details and minor details.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.10	SWBAT explain a given central idea in writing using a sufficient amount of relevant details from the text as required by the prompt.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.11	SWBAT articulate a single central idea of a text in their own words and support this idea with a sufficient amount of relevant details from the text as required by the prompt.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.12	SWBAT articulate multiple central ideas of a text in their own words and support these ideas with a sufficient amount of relevant details from the text as required by the prompt.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.13	SWBAT Select an appropriate title that relfects the topic of a written selection.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.14	SWBAT choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.15	SWBAT identify the sentence irrelevant to a paragraph's theme or flow.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.16	SWBAT select an appropriate concluding sentence for a well-developed paragraph.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.17	SWBAT choose the sentence that best supports the topic sentence and fits the flow of ideas in a paragraph.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.18	SWBAT select details that support a topic sentence.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.2	SWBAT identify the summarized main idea of a paragraph.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.3	SWBAT identify the summarized main idea of multiple paragraphs.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.4	SWBAT determine the main idea of an entire text.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.5	SWBAT select the best summary of a text.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.6	SWBAT choose the best summmary of a speech
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.7	SWBAT evaluate which details best support the main ideas of a text.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.8	SWBAT evaluate specific details from the text to determine which of them best summarizes the main idea of the article.
Key Ideas and Details	RI 5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2.9	SWBAT identify multiple main ideas of a text.
Key Ideas and Details	RI 5.3	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.	RI 5.3.1	SWBAT identify stated or implied cause and effect relationhsips in text.
Key Ideas and Details	RI 5.3	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.	RI 5.3.2	SWBAT identify conflict and resolution relationships in a text.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RI 5.3	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.	RI 5.3.3	SWBAT identify a relationship between two ideas that are similar or different.
Key Ideas and Details	RI 5.3	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.	RI 5.3.4	SWBAT arrange details in chronological/sequential order.
Key Ideas and Details	RI 5.3	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.	RI 5.3.5	SWBAT analyze paraphrased details to identify the relationship between them. (i.e. compare/contrast, cause/effect, conflict/resolution, sequence, chronology)
Key Ideas and Details	RI 5.3	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.	RI 5.3.6	SWBAT explain the relationship between two ideas using text details (i.e. compare/contrast, cause/effect, conflict/resolution, sequence, chronology)
Key Ideas and Details	RI 5.3	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.	RI 5.3.7	SWBAT analyze paraphrased details to identify multiple relationships among them. (i.e. comparen/ contrast, cause/effect, conflict/resolution, sequence, chronology)
Key Ideas and Details	RI 5.3	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.	RI 5.3.8	SWBAT explain multiple relationships between two or more ideas in the text using relevant evidence (i.e. compare/contrast, cause/effect, conflict/resolution, sequence, chronology)
Key Ideas and Details	RI 5.3	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.	RI 5.3.9	SWBAT draw a conclusion based on the relationship between two ideas (i.e. comparen/contrast, cause/ effect, conflict/resolution, sequence, chronology) using evidence from the text to support.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Context Clues	RI/RL 5.4	Determine the meanings of words and phrases as they are used in a text.	RI/RL 5.4.1	SWBAT determine word meanings in context when given a sentence that contains both the unknown word and its clue.
Context Clues	RI/RL 5.4	Determine the meanings of words and phrases as they are used in a text.	RI/RL 5.4.2	SWBAT determine the meaning of a word or phrase in context when the clue is in the same sentence as that word or phrase.
Context Clues	RI/RL 5.4	Determine the meanings of words and phrases as they are used in a text.	RI/RL 5.4.3	SWBAT determine the meaning of a word or phrase in context when the clue is in the same paragraph as that word or phrase.
Context Clues	RI/RL 5.4	Determine the meanings of words and phrases as they are used in a text.	RI/RL 5.4.4	SWBAT select appropriate synonyms, antonyms, and homonyms within context.
Context Clues	RI/RL 5.4	Determine the meanings of words and phrases as they are used in a text.	RI/RL 5.4.5	SWBAT determine the correct meaning/usage of multiple meaning words within context.
Context Clues	RI/RL 5.4	Determine the meanings of words and phrases as they are used in a text.	RI/RL 5.4.6	SWBAT recognize root words, prefixes, and syllabication as aids in determining meaning within context.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.1	SWBAT select the best paraphrased detail, when given a paragraph number, to support a given inferential/explicit/central idea about characters, setting, or plot.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.10	SWBAT quote a word or phrase from the text to support an unknown word.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.11	SWBAT quote multiple words or phrases from the text to support an unknown word.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.12	SWBAT quote a word or phrase from the text after determining the word meaning.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.13	SWBAT select a sufficient amount of relevant evidence to support an explicit, inferential, or central idea.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.14	SWBAT select relevant evidence to support multiple explicit, inferential, or central ideas.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.15	SWBAT develop a valid inference from a given quotation or detail from the text.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.16	SWBAT make a simple inference about a character's feelings and personality based on their thoughts, words, and actions in a given section of the text.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.17	SWBAT analyze a character's feelings and personlity based on multiple thoughts, words, and actions throughout a text.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.18	SWBAT infer character's struggles and motivations based on their thoughts, words, and actions in a given section of the text.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.2	SWBAT select the best detail from multiple details in a text to support a given explicit, inferential, or central idea.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.3	SWBAT select the best paraphrased detail, when given a paragraph number, to support an inferential/ explicit/central idea they've indpendently identified about characters, setting, or plot.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.4	SWBAT select the best detail from multiple details in a text to support an explicit, inferential, or central idea that they've determined independently.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.5	SWBAT select the best quotation, when given a paragraph number, to support a given inferential/ explicit/central idea about characters, setting, or plot.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.6	SWBAT quote relevant evidence from the text to support a given explicit, inferential, or central idea.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.7	SWBAT select the best quotation, when given a paragraph number, to support an inferential/explicit/ central idea they've indpendently identified about characters, setting, or plot.
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.8	SWBAT quote relevant evidence from the text to support an explicit, inferential, or central idea that they've determined independently.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1.9	SWBAT refer to specific evidence in the text to support analysis of explicit meaning.
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.1	SWBAT determine the conflict in a text and recognize its solution.
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.10	SWBAT explain how characters change and grow throughout a text and support with sufficient and relevant evidence.
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.11	SWBAT evaluate which events and details best explain a character's reactions to a single given event.
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.12	SWBAT evaluate which details best explain a character's reactions to multiple given events. (Also assesses RL5.3)
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.13	SWBAT analyze how and why characters respond to challenges through actions and dialogue and support with suffienct and relevant evidence.
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.14	SWBAT analyze how a theme is developed through changes in character reactions to conflict.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.15	SWBAT evaluate details and reflections to support a narrator's perspective of a topic.
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.16	SWBAT use a narrator's reflections on a topic to identify perspective
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.2	SWBAT support a general character inference by explaining the major challenges faced by the character and located sufficient and relevant evidence to support.
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.3	SWBAT distinguish between major and minor events
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.4	SWBAT evaluate which events are integral to a story and place them in the appropriate order in which they occur.
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.5	SWBAT select the best summary of a story.
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.6	SWBAT evaluate which events and details best develop the author's central idea, or theme.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.7	SWBAT explain how a major event contributes to a theme, or central idea, in the story.
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.8	SWBAT identify the theme or central idea of a text and be able to support it with sufficent and relevant evidence.
Key Ideas and Details	RL 5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	RL 5.2.9	SWBAT evaluate which events and details best explain character growth and change.
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.1	SWBAT identify setting, characters, and plot.
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.10	SWBAT compare characters based on how they affect the plot differently.
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.11	SWBAT use evidence to support how two given events are similar or different.
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.12	SWBAT compare how two major events in a story affect the plot, or characters, differently.
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.13	SWBAT use evidence to compare how two given settings are similar or different.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.14	SWBAT compare how two settings in a story affect the plot, or characters, differently
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.2	SWBAT identify the implied cause and effect in a text.
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.3	SWBAT identify and interpret the main incidents of a plot, their causes, how they influence future actions, and how they are resolved.
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.4	SWBAT use character interactions to support general inferences or central ideas in the text.
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.5	SWBAT define and suport character relationships based on their interactions.
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.6	SWBAT compare and contrast character viewpoints using evidence from the text.
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.7	SWBAT match characters to their given descriptions and support with sufficient evidence from the text.
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.8	SWBAT compare and contrast characters based on their actions and dialogue.
Key Ideas and Details	RL 5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)	RL 5.3.9	SWBAT compare characters based on their reactions to one or more events in the text.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Discussion	SL 5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	SL 5.1.1	Follow agreed-upon rules for discussions and carry out assigned roles.
Discussion	SL 5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	SL 5.1.2	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
Discussion	SL 5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	SL 5.1.3	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
Discussion	SL 5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	SL 5.1.4	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Argumentative	W 5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W 5.1.1	SWBAT introduce a topic or text clearly, and state an opinion,.
Argumentative	W 5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W 5.1.2	SWBAT develop effective introductory paragraphs in an argumentative essay.
Argumentative	W 5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W 5.1.3	Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
Argumentative	W 5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W 5.1.4	Provide logically ordered reasons.
Argumentative	W 5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W 5.1.5	Develop reasons using supporting facts and details.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Argumentative	W 5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W 5.1.6	Develop reasons by clearly connecting facts to the opinion/point of view/argument.
Argumentative	W 5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W 5.1.7	SWBAT connect the argument throughout the essay to create a tight focus.
Argumentative	W 5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W 5.1.8	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
Argumentative	W 5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W 5.1.9	Provide a concluding statement or section related to the opinion presented.
Informational	W 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W 5.2.1	SWBAT introduce a topic clearly providing a general observation and focus.
Informational	W 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W 5.2.10	SWBAT provide a concluding statement or section related to the information or explanation presented.
Informational	W 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W 5.2.11	SWBAT select appropriate time-order tor transitional words/phrases to enhance the flow of a writing sample.
Informational	W 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W 5.2.2	SWBAT develop effective introductory paragraphs.
Informational	W 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W 5.2.3	SWBAT group related information logically;
Informational	W 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W 5.2.4	SWBAT include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Informational	W 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W 5.2.5	SWBAT develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Informational	W 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W 5.2.6	SWBAT develop each reason with accurate and text-based elaborations.

5th Grade ELA Standards and Objectives				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Informational	W 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W 5.2.7	SWBAT connect the main idea throughout the essay to create a tight focus.
Informational	W 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W 5.2.8	SWBAT link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
Informational	W 5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W 5.2.9	SWBAT use precise language and domain-specific vocabulary to inform about or explain the topic.
Narrative	W 5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W 5.3.1	SWBAT organize an event sequence that unfolds naturally.
Narrative	W 5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W 5.3.2	SWBAT orient the reader by establishing a situation/ introducing a narrator/characters.
Narrative	W 5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W 5.3.3	SWBAT provide a conclusion that follows from narrated experiences/events.
Narrative	W 5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W 5.3.4	SWBAT use concrete words/phrases/sensory detail to convey experiences/events precisely.
Narrative	W 5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W 5.3.5	SWBAT use narrative techniques to develop experiences/events. (i.e. show not tell,
Narrative	W 5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W 5.3.6	SWBAT use narrative techniques to show the responses of characters to situations.

5th Grade Social Studies Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Pre Civil War and Civil War	SS 5.1	Interpret the sectional differences between the North and the South in economics, transportation, and population.	SS 5.1.1	Compare and contrast the myth of the Antebellum South to the realities of the region including the harshness of slavery, increased immigration to urban areas, and growth of railroads. (C, G, P)
Pre Civil War and Civil War	SS 5.1	Interpret the sectional differences between the North and the South in economics, transportation, and population.	SS 5.1.2	Interpret the sectional differences between the North and the South in economics, transportation, and population. (C, E)
Pre Civil War and Civil War	SS 5.1	Interpret the sectional differences between the North and the South in economics, transportation, and population.	SS 5.1.3	Use primary sources to analyze multiple samples of abolition leaders' writings and their stance on slavery, including: (C, P) Sojourner Truth, Frederick Douglass, the Grimke sisters, William Lloyd Garrison
Pre Civil War and Civil War	SS 5.1	Interpret the sectional differences between the North and the South in economics, transportation, and population.	SS 5.1.4	Analyze the geographic, social, political, and economic strengths and weakness of the North and South. (E, G, H, P)
Pre Civil War and Civil War	SS 5.1	Interpret the sectional differences between the North and the South in economics, transportation, and population.	SS 5.1.5	Read and write an informative piece summarizing the Gettysburg Address to determine its meaning and significance. (H)
Pre Civil War and Civil War	SS 5.1	Interpret the sectional differences between the North and the South in economics, transportation, and population.	SS 5.1.6	Evaluate and debate the rationales for the Emancipation Proclamation. (C, P)
Pre Civil War and Civil War	SS 5.1	Interpret the sectional differences between the North and the South in economics, transportation, and population.	SS 5.1.7	Analyze the goals and accomplishments of the 13th, 14th, and 15th Amendments, Freedmen's Bureau, and Fisk University to help former slaves begin a new life. (C, H, P, TN)
Industrial Revolution/ Westward Expansion	SS 5.2	Analyze the outcomes of the Industrial Revolution.	SS 5.2.1	Map the sources of new immigration from Souther and Eastern Europe, China, and Japan, and interpret narratives and exerpts from informational text describing the role that Chinese and Irish laborers playd in the development of the Transcontinental Railroad.
Industrial Revolution/ Westward Expansion	SS 5.2	Analyze the outcomes of the Industrial Revolution.	SS 5.2.2	Write an argumentative piece from the viewpoint of American Indians and the viewpoint of American settlers about their rights to the land west of the Mississippi River.

5th Grade Social Studies Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Industrial Revolution/ Westward Expansion	SS 5.2	Analyze the outcomes of the Industrial Revolution.	SS 5.2.3	Analyze the appeal of the Great Plains to settlers nad immigrants, including geographical factors, railroads, homesteading rights, and the absence of American Indians (G, H)
Industrial Revolution/ Westward Expansion	SS 5.2	Analyze the outcomes of the Industrial Revolution.	SS 5.2.4	Describe child labor and working conditions in factories. (C, E, H)
Industrial Revolution/ Westward Expansion	SS 5.2	Analyze the outcomes of the Industrial Revolution.	SS 5.2.5	Analyze the role of Samuel Gompers and the American Federation of Labor in changing standards for working conditions. (E, H, P)
Roaring Twenties/ Great Depression	SS 5.3	Analyze the outcomes of the "Roaring Twenties" and the Great Depression.	SS 5.3.1	Make connections with the growth of popular culture of the "Roaring Twenties" with the following (C, E, TN): W.C. Handy, Bessie Smith, Automobiles, radios, and nicelodeons, Harlem Renaissance, WSM, Grand Ole Opry, Charles Lindbergh and the Spirit of St. Louis, mass production, "just in time" inventory, appliances
Roaring Twenties/ Great Depression	SS 5.3	Analyze the outcomes of the "Roaring Twenties" and the Great Depression.	SS 5.3.2	Determine the meaning and use of economic terms credit, interest, and debt and the role these played in the economy of the 1920s. €
Roaring Twenties/ Great Depression	SS 5.3	Analyze the outcomes of the "Roaring Twenties" and the Great Depression.	SS 5.3.3	Analyze the events that cause the Great Depression and its impact on the nation and TN, including mass unemployment, Hoovervilles, and soup kitches (C,E,H,TN)
Roaring Twenties/ Great Depression	SS 5.3	Analyze the outcomes of the "Roaring Twenties" and the Great Depression.	SS 5.3.4	Compare and contrast a first hand and second hand account of the impact of the Dust Bowl of the 1930s (E,G,C)
WWII	SS 5.4	Identify and discuss the positive and negative changes in American society that occurred as a result of World War II.	SS 5.4.1	Using a graphic organizer to compare and contrast the rise of fascism, totalitarianism, and Nazism in Europe and Japan, the leaders and the goals of the Germany, Italy, and Japan. (P, H)

5th Grade Social Studies Standards				
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WWII	SS 5.4	Identify and discuss the positive and negative changes in American society that occurred as a result of World War II.	SS 5.4.2	Compare and contrast different stories from media, and informational text regarding the bombing of Pearl Harbor and its impact on the United States, including the USS Arizona and USS Tennessee and America's entry in the war. (H, TN)
WWII	SS 5.4	Identify and discuss the positive and negative changes in American society that occurred as a result of World War II.	SS 5.4.3	Evaluate the constitutionality of Japanese internment during the war. (C,E,P,H)
WWII	SS 5.4	Identify and discuss the positive and negative changes in American society that occurred as a result of World War II.	SS 5.4.4	Locate the Axis and Allied Powers and the major theaters of war on the map
WWII	SS 5.4	Identify and discuss the positive and negative changes in American society that occurred as a result of World War II.	SS 5.4.6	Write an informative text about the Holocaust and its impact. (C, P, H)
WWII	SS 5.4	Identify and discuss the positive and negative changes in American society that occurred as a result of World War II.	SS 5.4.7	Clarify the reasons for the German surrender and reasons for the European division of Germany. (G, H)
WWII	SS 5.4	Identify and discuss the positive and negative changes in American society that occurred as a result of World War II.	SS 5.4.8	Identify the reasons for the growth of suburbs, home ownership, mass media, interstate highway system, and a consumer society after the war
Civil Rights Movement	SS 5.5	Explain how leaders of the Civil Rights Movement created change for African Americans, and the extent to which these strategies were successful.	SS 5.5.1	Describe the effect of Jim Crow Laws on the nation and Tennesssee and the efforts of Ida B. Wells and Randolph Miller to bring attention to the inequalities of segregation (C, H, P, TN)

5th Grade Social Studies Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Civil Rights Movement	SS 5.5	Explain how leaders of the Civil Rights Movement created change for African Americans, and the extent to which these strategies were successful.	SS 5.5.2	Analyze the key events and struggles during the Civil Rights Movement, including: (C, E, H, P) • Brown v. Board of Education • Non-violent protest and the influence of the Highlander Folk School • Central High School-Little Rock, Arkansas and Clinton High School in Clinton, Tennessee • Montgomery Bus Boycott and Rosa Parks • Tent Cities in Fayette and Haywood Counties • Nashville Sit-Ins and Diane Nash • Freedom Riders • Dr. Martin Luther King, Jr. (Include information about other minorities)
Modern U.S.	SS 5.6	Examine the events that have shaped the U.S. in this Modern Day	SS 5.6.1	Examine the meaning and the main events of the "Cold War," including the Space Race, Berlin Wall, Arms Race, Rosenbergs, and the Cuban Missile Crisis. (C,E,H,P)
Modern U.S.	SS 5.6	Examine the events that have shaped the U.S. in this Modern Day	SS 5.6.2	Explain the effect President Kennedy's assassination had on the country, including passage of the Civil Rights Act and Voting Rights Act, and continuing the space program. (H, P)
Modern U.S.	SS 5.6	Examine the events that have shaped the U.S. in this Modern Day	SS 5.6.3	Integrate information from a variety of texts to explain the cause, controversy of, and outcome of the Vietnam War (C,E,G,H,P)
Modern U.S.	SS 5.6	Examine the events that have shaped the U.S. in this Modern Day	SS 5.6.4	Determine the main ideas surrounding the presidency of Nixon, including the end of the Vietnam War, the trip to China, Watergate, and resignation (E,H,P)
Modern U.S.	SS 5.6	Examine the events that have shaped the U.S. in this Modern Day	SS 5.6.5	Investigate the works of Alex Haley and his influence on American Culture (C,TN)
Modern U.S.	SS 5.6	Examine the events that have shaped the U.S. in this Modern Day	SS 5.6.6	Analyze the significant events of Reagan's presidency including: return of national pride, economic recovery, decline of the Cold War, immigration policy change
Modern U.S.	SS 5.6	Examine the events that have shaped the U.S. in this Modern Day	SS 5.6.7	Analyze the increase in terrorism, the tragedy of September 11, 2001, and the role of the United States in Afghanstan and the war in Iraq

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Communication	C.5.1	Complete a Lab Report.	C.5.1.1	Complete 5th grade lab report template.
Communication	C.5.2	Create a visual that can be used to communitcate scientific knowledge.	C.5.2.1	Create a powerpoint slide.
Communication	C.5.2	Create a visual that can be used to communitcate scientific knowledge.	C.5.2.2	Type.
Communication	C.5.2	Create a visual that can be used to communitcate scientific knowledge.	C.5.2.3	Summarize information from a lab report.
Communication	C.5.2	Create a visual that can be used to communitcate scientific knowledge.	C.5.2.4	Select an appropriate image to represt the experiment.
Communication	C.5.2	Create a visual that can be used to communitcate scientific knowledge.	C.5.2.5	Select and appropriate font that is clear and easy to read.
Communication	C.5.2	Create a visual that can be used to communitcate scientific knowledge.	C.5.2.6	Check slide for professionalism: visuals and text are centered/symmetrical, few spelling or grammar errors, and use a larger font for the title than for other text.
Communication	C.5.3	Professional presentation of scientific knowledge	C.5.3.1	Articulate hypothesis and results to 1 to 4 teammates and present powerpoint slide to approximately 6 teammates.
Communication	C.5.3	Professional presentation of scientific knowledge	C.5.3.2	Make eye contact during presentation.
Communication	C.5.3	Professional presentation of scientific knowledge	C.5.3.3	Maintain scholarly posture throughout presentation.
Communication	C.5.3	Professional presentation of scientific knowledge	C.5.3.4	Speak in a college voice throughout presentation.
Communication	C.5.3	Professional presentation of scientific knowledge	C.5.3.5	Rephrase and summarize information from the slide, stay on topic, and provide all relevant information to teammates throughout presentation.
The Universe, the Earth, the Atmosphere	ES.5.1	Distinguish among the planets according to their known characteristics such as appearance, location, composition, and apparent motion.	ES.5.1.1	Identify the correct order of the planets from the sun.
The Universe, the Earth, the Atmosphere	ES.5.1	Distinguish among the planets according to their known characteristics such as appearance, location, composition, and apparent motion.	ES.5.1.2	Identify the planets on a diagram of the solar system

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The Universe, the Earth, the Atmosphere	ES.5.1	Distinguish among the planets according to their known characteristics such as appearance, location, composition, and apparent motion.	ES.5.1.3	Identify the largest planet
The Universe, the Earth, the Atmosphere	ES.5.1	Distinguish among the planets according to their known characteristics such as appearance, location, composition, and apparent motion.	ES.5.1.4	Identify the farthest planet from the sun.
The Universe, the Earth, the Atmosphere	ES.5.1	Distinguish among the planets according to their known characteristics such as appearance, location, composition, and apparent motion.	ES.5.1.5	Identify the the number of moons Mars has.
The Universe, the Earth, the Atmosphere	ES.5.1	Distinguish among the planets according to their known characteristics such as appearance, location, composition, and apparent motion.	ES.5.1.6	Identify the telescope as a tool to view objects in space
The Universe, the Earth, the Atmosphere	ES.5.2	Select information from a complex data representation to draw conclusions about the planets.	ES.5.2.1	Interpret data given in a table
The Universe, the Earth, the Atmosphere	ES.5.2	Select information from a complex data representation to draw conclusions about the planets.	ES.5.2.2	Use a table to find specific data
The Universe, the Earth, the Atmosphere	ES.5.2	Select information from a complex data representation to draw conclusions about the planets.	ES.5.2.3	Compare data on a table
The Universe, the Earth, the Atmosphere	ES.5.3	Identify methods and tools for identifying star patterns.	ES.5.3.1	Define constellations
The Universe, the Earth, the Atmosphere	ES.5.3	Identify methods and tools for identifying star patterns.	ES.5.3.2	Explain the function of telescopes
The Universe, the Earth, the Atmosphere	ES.5.3	Identify methods and tools for identifying star patterns.	ES.5.3.3	Define star chart
The Universe, the Earth, the Atmosphere	ES.5.3	Identify methods and tools for identifying star patterns.	ES.5.3.4	Identify when to use a star chart

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
The Universe, the Earth, the Atmosphere	ES.5.4	Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.	ES.5.4.1	Define tectonic plates
The Universe, the Earth, the Atmosphere	ES.5.4	Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.	ES.5.4.2	Describe that mountains are formed by tectonic plates colliding.
The Universe, the Earth, the Atmosphere	ES.5.4	Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.	ES.5.4.3	Identify mountains in pictures
The Universe, the Earth, the Atmosphere	ES.5.4	Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.	ES.5.4.4	Interpet a diagram of mountains forming
The Universe, the Earth, the Atmosphere	ES.5.4	Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.	ES.5.4.5	Define fault
The Universe, the Earth, the Atmosphere	ES.5.4	Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.	ES.5.4.6	Define slanted fault line
The Universe, the Earth, the Atmosphere	ES.5.4	Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.	ES.5.4.7	Define earthquake

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
The Universe, the Earth, the Atmosphere	ES.5.4	Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.	ES.5.4.8	Describe how faulting causes earthquakes
The Universe, the Earth, the Atmosphere	ES.5.4	Describe internal forces such as volcanoes, earthquakes, faulting, and plate movements that are responsible for the earth's major geological features such as mountains, valleys, etc.	ES.5.4.9	Interpret a diagram of faults as causing an earthquake
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.1	Define climate and weather
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.10	Explain the effect of an ocean on the climate of a coastal city.
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.11	Define sea breeze
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.12	Explain the difference in temperature between land and oceans
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.13	Diagram and describe the cycle of a sea breeze
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.14	Diagram and describe the water cycle
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.15	Collect data about local weather patterns to analyze how weather and climate are affected by landforms and bodies of water.
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.16	Predict weather patterns in an area when given information about landforms or bodies of water.
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.2	Describe that changes in weather occur day-to-day, affecting earth and its inhabitants

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.3	Recognize that earth's landforms, such as oceans and mountains, affect the climate of the surrounding areas.
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.4	Recognize and describe that earth's surface is moslty covered by water.
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.5	Define latitude.
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.6	Define a coastal city
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.7	Define inland city.
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.8	Identify coastal and inland cities on a map.
The Universe, the Earth, the Atmosphere	ES.5.5	Describe the effects of the oceans on weather and climate.	ES.5.5.9	Describe a mild climate
The Universe, the Earth, the Atmosphere	ES.5.6	Explain how mountains affect weather and climate.	ES.5.6.1	Define elevation.
The Universe, the Earth, the Atmosphere	ES.5.6	Explain how mountains affect weather and climate.	ES.5.6.2	Describe the relationship between elevation and temperature
The Universe, the Earth, the Atmosphere	ES.5.6	Explain how mountains affect weather and climate.	ES.5.6.3	Identify the highest elevation on a diagram
The Universe, the Earth, the Atmosphere	ES.5.6	Explain how mountains affect weather and climate.	ES.5.6.4	Define precipitation
The Universe, the Earth, the Atmosphere	ES.5.6	Explain how mountains affect weather and climate.	ES.5.6.5	Describe the effect an ocean has on various points of a mountain

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
The Universe, the Earth, the Atmosphere	ES.5.6	Explain how mountains affect weather and climate.	ES.5.6.6	Describe what point a mountain gets most precipitaiton
The Universe, the Earth, the Atmosphere	ES.5.6	Explain how mountains affect weather and climate.	ES.5.6.7	Explain how clouds and fog form near a mountain
The Universe, the Earth, the Atmosphere	ES.5.6	Explain how mountains affect weather and climate.	ES.5.6.8	Identify the driest point of a mountain
The Universe, the Earth, the Atmosphere	ES.5.6	Explain how mountains affect weather and climate.	ES.5.6.9	Interpret a diagram of a coastal mountain by describing climate at various points.
Experimental Design	EX.5.1	Make a scientific prediction in the form of a hypothesis.	EX.5.1.1	Explain that a hypotheis should be a measureable, testable prediction that predicts the impact of the cause on the affected variable.
Experimental Design	EX.5.1	Make a scientific prediction in the form of a hypothesis.	EX.5.1.2	Differentiate between a good and a bad hypothesis.
Experimental Design	EX.5.1	Make a scientific prediction in the form of a hypothesis.	EX.5.1.3	Write the "then" clause of a hypothesis.
Experimental Design	EX.5.2	Follow scientific procedures.	EX.5.2.1	Read procedures.
Experimental Design	EX.5.2	Follow scientific procedures.	EX.5.2.2	Follow each procedure, in order.
Experimental Design	EX.5.3	Accept or reject a hypothesis.	EX.5.3.1	Explain that if data supports your hypothesis, you accept your hypothesis.
Experimental Design	EX.5.3	Accept or reject a hypothesis.	EX.5.3.2	Explain that if data does not support your hypothesis, you reject your hypothesis.
Experimental Design	EX.5.3	Accept or reject a hypothesis.	EX.5.3.3	Recognize that we make predictions and test them to check our understanding of science. If we reject our hypothsis, we learn just as much as when we accept it!
Graphing	G.5.1	Analyze a graph.	G.5.1.1	Recognize that the title is usually at the top of the graph. It provides information about the graph.

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Graphing	G.5.1	Analyze a graph.	G.5.1.2	Recognize that the variables tested in the experiments are along the bottom and left sides of the graph. Graphs show the relationship between the variable on the bottom and its effect on the variable on the right.
Graphing	G.5.1	Analyze a graph.	G.5.1.3	Use the title and information from the graph to draw conclusion about the relationship between the varibles on the graph.
Graphing	G.5.2	Record information in a table.	G.5.2.1	Recognize that tables are organized into colums and row. Each column and row has a heading that describes information in that section.
Graphing	G.5.2	Record information in a table.	G.5.2.2	Complete a table by identifying the appropriate column and row for each piece of information based on headings.
Inquiry and Technology & Engineering	INQ.5.1	Select an investigation that could be used to answer a specific question.	INQ.5.1.1	Select a logical solution to a given problem
Inquiry and Technology & Engineering	INQ.5.1	Select an investigation that could be used to answer a specific question.	INQ.5.1.2	Determine the purpose or question of a given experiment
Inquiry and Technology & Engineering	INQ.5.1	Select an investigation that could be used to answer a specific question.	INQ.5.1.3	Explain that in experiments, only the item tested should change
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.1	Identify cells as the buildling blocks of life.
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.10	Identify the structure of chloroplasts in a plant cell.
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.11	Identify that a plant's cell shape is boxy due to the cell wall.

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.12	Contrast the structures of the cell wall and cell membrane.
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.13	Compare and contrast structures found in plant and animal cells.
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.14	Identify a specified cell part in a picture or diagram.
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.15	Identify parts of a microscope
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.16	Use a microscope to identify structure in a plant or animal cell
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.2	Define organelle.
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.3	Identify that plant and animal cells are different
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.4	Identify the structure of a nucleus in plant or animal cells.
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.5	Identify the structure of a cytoplasm in plant or animal cells.

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.6	Identify the structure of a vacuole in plant or animal cells.
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.7	Contrast the structure of a vacuole in a plant cell vs. an animal cell.
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.8	Identify the structure of a cell membrane in plant or animal cells.
Cell, Flow Matter & Energy, Heredity	LS1.5.1	Identify the major parts of plant and animal cells, such as the nucleus, cell membrane, cell wall, and cytoplasm.	LS1.5.1.9	Identify the structure of a cell wall in a plant cell.
Cell, Flow Matter & Energy, Heredity	LS1.5.2	Compare and contrast basic cell structures and functions of plant and animal cells.	LS1.5.2.1	Describe the function of the nucleus in a plant or animal cell.
Cell, Flow Matter & Energy, Heredity	LS1.5.2	Compare and contrast basic cell structures and functions of plant and animal cells.	LS1.5.2.2	Describe the function of the cytoplasm in a plant or animal cell.
Cell, Flow Matter & Energy, Heredity	LS1.5.2	Compare and contrast basic cell structures and functions of plant and animal cells.	LS1.5.2.3	Describe the function of the vacuole in a plant or animal cell.
Cell, Flow Matter & Energy, Heredity	LS1.5.2	Compare and contrast basic cell structures and functions of plant and animal cells.	LS1.5.2.4	Describe the function of the cell membrane in a plant or animal cell.
Cell, Flow Matter & Energy, Heredity	LS1.5.2	Compare and contrast basic cell structures and functions of plant and animal cells.	LS1.5.2.5	Describe the function of the cell wall in a plant cell.

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Cell, Flow Matter & Energy, Heredity	LS1.5.2	Compare and contrast basic cell structures and functions of plant and animal cells.	LS1.5.2.6	Describe the function of the chloroplast in a plant cell.
Cell, Flow Matter & Energy, Heredity	LS1.5.2	Compare and contrast basic cell structures and functions of plant and animal cells.	LS1.5.2.7	Explain why animals lack a chloroplast and cell wall.
Cell, Flow Matter & Energy, Heredity	LS1.5.2	Compare and contrast basic cell structures and functions of plant and animal cells.	LS1.5.2.8	Compare the structures and functions of organelles in plant and animal cells.
Cell, Flow Matter & Energy, Heredity	LS1.5.2	Compare and contrast basic cell structures and functions of plant and animal cells.	LS1.5.2.9	Contrast the structures and functions of organelles in plant and animal cells.
Cell, Flow Matter & Energy, Heredity	LS1.5.3	Identify photosynthesis as the food manufacturing process in plants.	LS1.5.3.1	Define product
Cell, Flow Matter & Energy, Heredity	LS1.5.3	Identify photosynthesis as the food manufacturing process in plants.	LS1.5.3.2	Define input
Cell, Flow Matter & Energy, Heredity	LS1.5.3	Identify photosynthesis as the food manufacturing process in plants.	LS1.5.3.3	Describe the equation for photosynthesis
Cell, Flow Matter & Energy, Heredity	LS1.5.3	Identify photosynthesis as the food manufacturing process in plants.	LS1.5.3.4	Identify a factor of photosynthesis as an input or product
Cell, Flow Matter & Energy, Heredity	LS1.5.3	Identify photosynthesis as the food manufacturing process in plants.	LS1.5.3.5	Explain the purpose of photosynthesis

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Cell, Flow Matter & Energy, Heredity	LS1.5.3	Identify photosynthesis as the food manufacturing process in plants.	LS1.5.3.6	Describe the process of photosynthesis
Cell, Flow Matter & Energy, Heredity	LS1.5.3	Identify photosynthesis as the food manufacturing process in plants.	LS1.5.3.7	Identify organisms who use photosynthesis to obtain energy
Cell, Flow Matter & Energy, Heredity	LS1.5.3	Identify photosynthesis as the food manufacturing process in plants.	LS1.5.3.8	Describe sugar as a form of food for a plant.
Cell, Flow Matter & Energy, Heredity	LS1.5.4	Compare how plants and animals obtain energy.	LS1.5.4.1	Define obtain.
Cell, Flow Matter & Energy, Heredity	LS1.5.4	Compare how plants and animals obtain energy.	LS1.5.4.2	Explain how plants obtain energy.
Cell, Flow Matter & Energy, Heredity	LS1.5.4	Compare how plants and animals obtain energy.	LS1.5.4.3	Explain how animals obtain energy.
Cell, Flow Matter & Energy, Heredity	LS1.5.4	Compare how plants and animals obtain energy.	LS1.5.4.4	Compare how plants and animals obtain energy.
Cell, Flow Matter & Energy, Heredity	LS1.5.4	Compare how plants and animals obtain energy.	LS1.5.4.5	Explain how a particular organism is obtaining energy in a real-life situation.
Cell, Flow Matter & Energy, Heredity	LS1.5.4	Compare how plants and animals obtain energy.	LS1.5.4.6	Describe how energy flows between plants and animals.

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Cell, Flow Matter & Energy, Heredity	LS1.5.5	Recognize that information is passed from parent to offspring during reproduction.	LS1.5.5.1	Define parent
Cell, Flow Matter & Energy, Heredity	LS1.5.5	Recognize that information is passed from parent to offspring during reproduction.	LS1.5.5.2	Define offspring
Cell, Flow Matter & Energy, Heredity	LS1.5.5	Recognize that information is passed from parent to offspring during reproduction.	LS1.5.5.3	Define trait
Cell, Flow Matter & Energy, Heredity	LS1.5.5	Recognize that information is passed from parent to offspring during reproduction.	LS1.5.5.4	Define gene
Cell, Flow Matter & Energy, Heredity	LS1.5.5	Recognize that information is passed from parent to offspring during reproduction.	LS1.5.5.5	Recognize that genes determine traits
Cell, Flow Matter & Energy, Heredity	LS1.5.5	Recognize that information is passed from parent to offspring during reproduction.	LS1.5.5.6	Describe that humans obtain genetic traits from both of their parents
Cell, Flow Matter & Energy, Heredity	LS1.5.6	Distinguish between inherited traits and those that can be attributed to the environment.	LS1.5.6.1	Describe that inherited traits are passed down from both parents and cannot be changed or learned.
Cell, Flow Matter & Energy, Heredity	LS1.5.6	Distinguish between inherited traits and those that can be attributed to the environment.	LS1.5.6.2	Describe that acquired traits can be changed or learned and are not passed down from parents.
Cell, Flow Matter & Energy, Heredity	LS1.5.6	Distinguish between inherited traits and those that can be attributed to the environment.	LS1.5.6.3	Identify examples of inherited traits

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Cell, Flow Matter & Energy, Heredity	LS1.5.6	Distinguish between inherited traits and those that can be attributed to the environment.	LS1.5.6.4	Identify examples of acquired traits
Cell, Flow Matter & Energy, Heredity	LS1.5.6	Distinguish between inherited traits and those that can be attributed to the environment.	LS1.5.6.5	Distinguish between inherited and acquired traits
Cell, Flow Matter & Energy, Heredity	LS1.5.6	Distinguish between inherited traits and those that can be attributed to the environment.	LS1.5.6.6	Describe the role genes play in adaptations.
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.1	Explain how producers obtain energy.
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.10	Recognize that all energy ultimately comes from the sun
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.11	Identify producers, consumers, and decomposers in a food chain.
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.12	Define and identify relationships within a food chain.
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.13	Define and identify relationships within a food web.
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.14	Contrast how producers and consumers obtain energy.
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.15	Contrast decomposers and scavengers.
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.16	Diagram the flow of energy using a food web.

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.2	List examples of producers.
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.3	Explain how consumers obtain energy
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.4	List examples of consumers.
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.5	Define predator and give examples.
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.6	Explain how decomposers obtain energy.
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.7	List examples of decomposers
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.8	Explain how scavengers obtain energy
Interdependence, Biodiversity & Change	LS2.5.1	Describe the different types of nutritional relationships that exist among organisms.	LS2.5.1.9	List examples of scavengers
Interdepedence, Biodiversity & Change	LS2.5.10	Explain how fossils provide information about the past.	LS2.5.10.1	Define fossils
Interdepedence, Biodiversity & Change	LS2.5.10	Explain how fossils provide information about the past.	LS2.5.10.2	Explain that organisms have body structures that help them survive in an environment
Interdepedence, Biodiversity & Change	LS2.5.10	Explain how fossils provide information about the past.	LS2.5.10.3	Explain how fossils reveal information about how an organism was adapted to its environment.
Interdepedence, Biodiversity & Change	LS2.5.10	Explain how fossils provide information about the past.	LS2.5.10.4	Define extinct.

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Interdepedence, Biodiversity & Change	LS2.5.10	Explain how fossils provide information about the past.	LS2.5.10.5	Recognize that some plants and animals alive today are similar to those that have gone extinct, such as elephants and mammoths.
Interdepedence, Biodiversity & Change	LS2.5.10	Explain how fossils provide information about the past.	LS2.5.10.6	Explain why animals today have characteristics that are similar to animals in the past.
Interdepedence, Biodiversity & Change	LS2.5.10	Explain how fossils provide information about the past.	LS2.5.10.7	Infer and defend how a structure helped an animal survive
Interdependence, Biodiversity & Change	LS2.5.2	Read and analyze a food web in which organisms are not named.	LS2.5.2.1	Read and analyze a food web in which organisms are not named.
Interdependence, Biodiversity & Change	LS2.5.3	Analyze the impact on an ecosystem if an organism is removed from the food web.	LS2.5.3.1	Predict the impact removing an organism from a food web would have on other organisms.
Interdependence, Biodiversity & Change	LS2.5.4	Distinguish among symbiotic, commensal, and parasitic relationships	LS2.5.4.1	Define symbiosis
Interdependence, Biodiversity & Change	LS2.5.4	Distinguish among symbiotic, commensal, and parasitic relationships	LS2.5.4.2	Describe mutualism and provide examples.
Interdependence, Biodiversity & Change	LS2.5.4	Distinguish among symbiotic, commensal, and parasitic relationships	LS2.5.4.3	Describe commensalism and provide examples
Interdependence, Biodiversity & Change	LS2.5.4	Distinguish among symbiotic, commensal, and parasitic relationships	LS2.5.4.4	Describe the parasite-host relationship and provide examples.
Interdependence, Biodiversity & Change	LS2.5.4	Distinguish among symbiotic, commensal, and parasitic relationships	LS2.5.4.5	Identify and apply symbiotic relationships in real-life examples
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.1	Define ecosystem.

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.10	Describe the effects of cutting down trees on a forest habitat.
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.11	Describe the purpose of technology.
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.12	Use information about the impact of human actions or natural disasters in the environment to draw conclusions.
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.13	Explain how human activity can affect a food web.
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.14	Determine a cause and effect relationship
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.15	Describe the way that humans depend on their natural or constructed environments
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.2	Define habitat

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.3	Define population
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.4	Define species
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.5	Define environment
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.6	Explain how human activity can have a negative impact on organisms
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.7	Explain that harming a natural habitat will have a negative effect on the organisms who live there.
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.8	Describe the effects of a dam on the environment downstream
Interdependence, Biodiversity & Change	LS2.5.5	Use information about the impact of human actions or natural disasters on the environment to support a simple hypothesis, make a prediction, or draw a conclusion.	LS2.5.5.9	Describe the effects of housing developments on a forest habitat.

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Interdependence, Biodiversity & Change	LS2.5.6	Explain why a scenario is an evironmental problem what the environment would look like in the future as a result.	LS2.5.6.	Explain why fertilizer use (algae growth in water, causing fish kills, pollution, mutations in animals, habitat loss) and how the evironment will look in the future as a result.
Interdependence, Biodiversity & Change	LS2.5.6	Explain why a scenario is an evironmental problem what the environment would look like in the future as a result.	LS2.5.6.1	Explain why deforestation (loss of trees, oxygen, habitats) and how the evironment will look in the future as a result.
Interdependence, Biodiversity & Change	LS2.5.6	Explain why a scenario is an evironmental problem what the environment would look like in the future as a result.	LS2.5.6.2	Explain why erosion (soil washed away, loss of habitats, pollution) and how the evironment will look in the future as a result.
Interdependence, Biodiversity & Change	LS2.5.6	Explain why a scenario is an evironmental problem what the environment would look like in the future as a result.	LS2.5.6.3	Explain why dams (loss of habitat up (land) and down (water) stream, decreased water in areas downstream) and how the evironment will look in the future as a result.
Interdependence, Biodiversity & Change	LS2.5.6	Explain why a scenario is an evironmental problem what the environment would look like in the future as a result.	LS2.5.6.5	Explain why pollution (air quality, food chain, water quality) and how the evironment will look in the future as a result.
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.1	Describe the characteristics of a tundra biome
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.10	Give examples of physical and behavioral adaptions in a desert
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.11	Give examples of physical and behavioral adaptions in a forest
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.12	Identify an adaptation that is best suited for a particular environment

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.13	Describe adaptations of amphibians.
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.14	Describe adaptations of reptiles
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.15	Describe adaptations of fish
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.16	Describe adaptations of birds
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.17	Describe adaptations of mammals.
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.2	escribe the characteristics of a desert biome
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.3	Describe the characteristics of a wetlands biome

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.4	Describe the characteristics of a forest biome.
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.5	Define physical adaptations and give examples.
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.6	Define behavioral adaptations and give examples
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.7	Explain why adaptations depend on environment.
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.8	Give examples of physical and behavioral adaptions in a tundra
Interdependence, Biodiversity & Change	LS2.5.7	Identify physical and behavioral adaptations that enables animals such as amphibians, reptiles, birds, fish, and mammals to survive in a particular environment.	LS2.5.7.9	Give examples of physical and behavioral adaptions in a wetlands
Interdependence, Biodiversity & Change	LS2.5.8	Describe how organisms will change to adapt if their environment changes.	LS2.5.8.1	Predict how organisms would adapt to changes in their environment, including changes in amount of food, shelter, or heat.
Interdependence, Biodiversity & Change	LS2.5.9	Explain why adaptations are dependent on environment.	LS2.5.9.1	Recognize that not all organisms who are born survive.

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Interdependence, Biodiversity & Change	LS2.5.9	Explain why adaptations are dependent on environment.	LS2.5.9.2	Explain that organisms only survive if they have adaptations that are beneficial in their environment.
Interdependence, Biodiversity & Change	LS2.5.9	Explain why adaptations are dependent on environment.	LS2.5.9.3	Recognize that only organisms that survive are able to reproduce.
Interdependence, Biodiversity & Change	LS2.5.9	Explain why adaptations are dependent on environment.	LS2.5.9.4	Explain that genes that are beneficial are more likely to be passed to offspring.
Interdependence, Biodiversity & Change	LS2.5.9	Explain why adaptations are dependent on environment.	LS2.5.9.5	Apply knowledge of adaptations to explain how organisms change in response to their environment.
Matter & Energy	PS1.5.1	Distinguish between physical and chemical properties.	PS1.5.1.1	Define matter
Matter & Energy	PS1.5.1	Distinguish between physical and chemical properties.	PS1.5.1.10	Define liquid and identify examples
Matter & Energy	PS1.5.1	Distinguish between physical and chemical properties.	PS1.5.1.11	Define gas and identify examples
Matter & Energy	PS1.5.1	Distinguish between physical and chemical properties.	PS1.5.1.12	Observe and describe the distinct physical properties of each state.
Matter & Energy	PS1.5.1	Distinguish between physical and chemical properties.	PS1.5.1.2	Define mass
Matter & Energy	PS1.5.1	Distinguish between physical and chemical properties.	PS1.5.1.3	Define volume
Matter & Energy	PS1.5.1	Distinguish between physical and chemical properties.	PS1.5.1.4	Define physical change
Matter & Energy	PS1.5.1	Distinguish between physical and chemical properties.	PS1.5.1.5	Identify examples of physical change
Matter & Energy	PS1.5.1	Distinguish between physical and chemical properties.	PS1.5.1.6	Define chemical change
Matter & Energy	PS1.5.1	Distinguish between physical and chemical properties.	PS1.5.1.7	Identify examples of chemical changes, including burning, rusting, and reacting
Matter & Energy	PS1.5.1	Distinguish between physical and chemical properties.	PS1.5.1.8	Interpret a diagram as showing physical or chemical changes
Matter & Energy	PS1.5.1	Distinguish between physical and chemical properties.	PS1.5.1.9	Define solid and identify examples

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Matter & Energy	PS1.5.2	Describe the differences among freezing, melting, and evaporation.	PS1.5.2.1	Define temperature and describe how you measure it
Matter & Energy	PS1.5.2	Describe the differences among freezing, melting, and evaporation.	PS1.5.2.10	Interpret a phase change diagram.
Matter & Energy	PS1.5.2	Describe the differences among freezing, melting, and evaporation.	PS1.5.2.2	Define phase change
Matter & Energy	PS1.5.2	Describe the differences among freezing, melting, and evaporation.	PS1.5.2.3	Explain melting as adding heat to take a solid to a liquid
Matter & Energy	PS1.5.2	Describe the differences among freezing, melting, and evaporation.	PS1.5.2.4	Explain freezing as removing heat to take a liquid to a solid
Matter & Energy	PS1.5.2	Describe the differences among freezing, melting, and evaporation.	PS1.5.2.5	Explain evaporation as adding heat to take a liquid to a gas
Matter & Energy	PS1.5.2	Describe the differences among freezing, melting, and evaporation.	PS1.5.2.6	xplain condensation as removing heat to take a gas to a liquid
Matter & Energy	PS1.5.2	Describe the differences among freezing, melting, and evaporation.	PS1.5.2.7	Identify the phase change given a diagram or situation
Matter & Energy	PS1.5.2	Describe the differences among freezing, melting, and evaporation.	PS1.5.2.8	Apply phase change to real-llife scenarios
Matter & Energy	PS1.5.2	Describe the differences among freezing, melting, and evaporation.	PS1.5.2.9	Define a phase change diagram
Matter & Energy	PS1.5.3	Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.	PS1.5.3.1	Define rate
Matter & Energy	PS1.5.3	Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.	PS1.5.3.10	Explain how adding salt affects the freezing point of water
Matter & Energy	PS1.5.3	Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.	PS1.5.3.11	Determine how factors in a real-life situation or picture affect rate of phase change.
Matter & Energy	PS1.5.3	Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.	PS1.5.3.2	Define surface area
Matter & Energy	PS1.5.3	Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.	PS1.5.3.3	Describe the relationship between rate of phase change and surface area

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Matter & Energy	PS1.5.3	Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.	PS1.5.3.4	Describe that the more surface area an object has, the quicker a phase change will occur
Matter & Energy	PS1.5.3	Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.	PS1.5.3.5	Describe the relationship between rate of phsae change and volume
Matter & Energy	PS1.5.3	Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.	PS1.5.3.6	Explain that the more volume a substance has, the slower the rate of phase change
Matter & Energy	PS1.5.3	Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.	PS1.5.3.7	Describe the relationship between rate of phase change and heat.
Matter & Energy	PS1.5.3	Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.	PS1.5.3.8	Explain the the more heat added or removed from a substance, the faster the rate of phase change.
Matter & Energy	PS1.5.3	Describe factors that influence the rate at which different types of material freeze, melt, or evaporate.	PS1.5.3.9	Define freezing point
Matter & Energy	PS1.5.4	Differentiate between potential and kinetic energy.	PS1.5.4.1	Describe the sun as the ultimate source for all energy.
Matter & Energy	PS1.5.4	Differentiate between potential and kinetic energy.	PS1.5.4.2	Define potential energy
Matter & Energy	PS1.5.4	Differentiate between potential and kinetic energy.	PS1.5.4.3	Explain when potential energy is highest
Matter & Energy	PS1.5.4	Differentiate between potential and kinetic energy.	PS1.5.4.4	Identify where potential energy is highest in a picture or diagram
Matter & Energy	PS1.5.4	Differentiate between potential and kinetic energy.	PS1.5.4.5	Define kinetic energy
Matter & Energy	PS1.5.4	Differentiate between potential and kinetic energy.	PS1.5.4.6	Explain when kinetic energy is highest
Matter & Energy	PS1.5.4	Differentiate between potential and kinetic energy.	PS1.5.4.7	Identify where kinetic energy is highest in a picture or diagram
Matter & Energy	PS1.5.4	Differentiate between potential and kinetic energy.	PS1.5.4.8	Describe the relationship between potential and kinetic energy.
Matter & Energy	PS1.5.4	Differentiate between potential and kinetic energy.	PS1.5.4.9	Analyze a scientific diagram or scenario to determine if potential or kinetic energy is at work

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Matter & Energy	PS1.5.5	Use data from an investigation to determine the method by which heat energy is transferred from one object or material to another.	PS1.5.5.1	Desrcibe how heat energy is transferred through conduction.
Matter & Energy	PS1.5.5	Use data from an investigation to determine the method by which heat energy is transferred from one object or material to another.	PS1.5.5.2	Explain how heat energy is transferred through convection
Matter & Energy	PS1.5.5	Use data from an investigation to determine the method by which heat energy is transferred from one object or material to another.	PS1.5.5.3	Explain how heat energy is transferred through radiation
Matter & Energy	PS1.5.5	Use data from an investigation to determine the method by which heat energy is transferred from one object or material to another.	PS1.5.5.4	Identify examples of each type of heat transfer in real-world situations or diagrams.
Matter & Energy	PS1.5.5	Use data from an investigation to determine the method by which heat energy is transferred from one object or material to another.	PS1.5.5.5	Define temperature
Matter & Energy	PS1.5.5	Use data from an investigation to determine the method by which heat energy is transferred from one object or material to another.	PS1.5.5.6	Explain that as heat energy incresaes, temperature also increases
Matter & Energy	PS1.5.5	Use data from an investigation to determine the method by which heat energy is transferred from one object or material to another.	PS1.5.5.7	Explain that heat can be produced in many ways, such as burning, rubbing, and reacting.
Matter & Energy	PS1.5.5	Use data from an investigation to determine the method by which heat energy is transferred from one object or material to another.	PS1.5.5.8	Explain that heat moves in predictable ways, flowing from warmer objects to cooler objects.
Matter & Energy	PS1.5.5	Use data from an investigation to determine the method by which heat energy is transferred from one object or material to another.	PS1.5.5.9	Describe heat as amount of thermal energy in a system

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Matter & Energy	PS1.5.6	Apply the formula D = M/V to determine the density of various objects.	PS1.5.6.1	Define density as the amount of mass an object has in a known volume, or mass divided by volume.
Matter & Energy	PS1.5.6	Apply the formula D = M/V to determine the density of various objects.	PS1.5.6.2	Calculate the density of liquids and solids from given measurements of mass and volume.
Matter & Energy	PS1.5.7	Explain the difference between a dense material and less dense material based on the atomic arrangement.	PS1.5.7.1	Explain that objects that are more dense have atomic particles closer together.
Matter & Energy	PS1.5.7	Explain the difference between a dense material and less dense material based on the atomic arrangement.	PS1.5.7.2	Explain that objects that are less dense have atomice particles further apart.
Matter & Energy	PS1.5.8	Identify unknown substances by caulating their density.	PS1.5.8.1	Describe the tools used to calculate mass (balances) and volume (regular, ruler; irregular, graduated cylinder).
Matter & Energy	PS1.5.8	Identify unknown substances by caulating their density.	PS1.5.8.2	Calculate the density of regular solids from measurements of mass and volume.
Matter & Energy	PS1.5.8	Identify unknown substances by caulating their density.	PS1.5.8.3	Calculate the volume by displacement using a graduated cylinder.
Matter & Energy	PS1.5.8	Identify unknown substances by caulating their density.	PS1.5.8.4	Calculate the density of irregular solids from measurements of mass and volume.
Matter & Energy	PS1.5.8	Identify unknown substances by caulating their density.	PS1.5.8.5	Mass a liquid (subtracting the mass of the container).
Matter & Energy	PS1.5.8	Identify unknown substances by caulating their density.	PS1.5.8.6	Calculate the density of liquids from measurements of mass and volume when using a graduated cylinder.
Matter & Energy	PS1.5.9	Create a density column	PS1.5.9.1	Predict how density affects how objects can float in water.
Matter & Energy	PS1.5.9	Create a density column	PS1.5.9.2	Explain that more dense object "sink" and less dense objects "float."
Matter & Energy	PS1.5.9	Create a density column	PS1.5.9.3	Apply knowledge of density to create a density column.
Motion, Forces in Nature	PS2.5.1	Explain the relationship that exist among mass, force, and distance traveled.	PS2.5.1.1	Define force
Motion, Forces in Nature	PS2.5.1	Explain the relationship that exist among mass, force, and distance traveled.	PS2.5.1.10	Explain that when objects move, energy is transferred from the acting force to the object to make it move.

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Motion, Forces in Nature	PS2.5.1	Explain the relationship that exist among mass, force, and distance traveled.	PS2.5.1.11	Explain that when a force is applied to an object, it either speeds up, slows down, or moves in a different direction.
Motion, Forces in Nature	PS2.5.1	Explain the relationship that exist among mass, force, and distance traveled.	PS2.5.1.12	Explain the effects that different forces, such as friction, have on moving objects
Motion, Forces in Nature	PS2.5.1	Explain the relationship that exist among mass, force, and distance traveled.	PS2.5.1.2	Define mass
Motion, Forces in Nature	PS2.5.1	Explain the relationship that exist among mass, force, and distance traveled.	PS2.5.1.3	Define distance
Motion, Forces in Nature	PS2.5.1	Explain the relationship that exist among mass, force, and distance traveled.	PS2.5.1.4	Explain that if two objects have the same mass, the object with more force will go more distance
Motion, Forces in Nature	PS2.5.1	Explain the relationship that exist among mass, force, and distance traveled.	PS2.5.1.5	Explain that if two objects have different masses and are pushed or pulled with the same force, the lightest object will go furthest.
Motion, Forces in Nature	PS2.5.1	Explain the relationship that exist among mass, force, and distance traveled.	PS2.5.1.6	Interpret data from a table to draw conclusions.
Motion, Forces in Nature	PS2.5.1	Explain the relationship that exist among mass, force, and distance traveled.	PS2.5.1.7	Analyze real-world situations using the relationship between mass, force, and distance.
Motion, Forces in Nature	PS2.5.1	Explain the relationship that exist among mass, force, and distance traveled.	PS2.5.1.8	Define friction.
Motion, Forces in Nature	PS2.5.1	Explain the relationship that exist among mass, force, and distance traveled.	PS2.5.1.9	Observe motion of different real world objects and explain the force that applied and how the energy was transferred during the motion
Motion, Forces in Nature	PS2.5.2	Recognize that the earth attracts objects without touching them.	PS2.5.2.1	Explain that earth attracts objects without touching them.
Motion, Forces in Nature	PS2.5.3	Identify the force that causes an object to fall to the earth.	PS2.5.3.1	Define gravity
Motion, Forces in Nature	PS2.5.4	Use data to determine how shape affects the rate at which a material falls to earth.	PS2.5.3.1	Define surface area
Motion, Forces in Nature	PS2.5.3	Identify the force that causes an object to fall to the earth.	PS2.5.3.2	Explain why gravity is a force
Motion, Forces in Nature	PS2.5.4	Use data to determine how shape affects the rate at which a material falls to earth.	PS2.5.3.2	Explain that the larger the surface area an object has, the slower an object will fall to earth
Motion, Forces in Nature	PS2.5.3	Identify the force that causes an object to fall to the earth.	PS2.5.3.3	Recorgnize that gravity pulls objects to the ground wihtout touching them
Motion, Forces in Nature	PS2.5.4	Use data to determine how shape affects the rate at which a material falls to earth.	PS2.5.3.3	Compare surface areas of various objects to determine which one will fall quickest or slowest

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Motion, Forces in Nature	PS2.5.3	Identify the force that causes an object to fall to the earth.	PS2.5.3.4	Recognize that objects fall because gravity is pulling them downward
Motion, Forces in Nature	PS2.5.4	Use data to determine how shape affects the rate at which a material falls to earth.	PS2.5.3.4	Interpret a table to determine factors affecting rate of fall
Motion, Forces in Nature	PS2.5.3	Identify the force that causes an object to fall to the earth.	PS2.5.3.5	Explain that gravity keeps satellites in orbit
Technology & Tools	T.5.1	Use scientific tools in a scientific experiment.	T.5.1.1	Explain how to use a microscope.
Technology & Tools	T.5.1	Use scientific tools in a scientific experiment.	T.5.1.2	Explain how to use triple beam, electric balance, pan balance.
Technology & Tools	T.5.1	Use scientific tools in a scientific experiment.	T.5.1.3	Explain how to use graduated cylinder.
Technology & Tools	T.5.1	Use scientific tools in a scientific experiment.	T.5.1.4	Explain how to use ruler, meter stick.
Technology & Tools	T.5.1	Use scientific tools in a scientific experiment.	T.5.1.5	Explain how to use thermometer.
Technology & Tools	T.5.1	Use scientific tools in a scientific experiment.	T.5.1.6	Explain how to use beaker, test tube, flask.
Technology & Tools	T.5.1	Use scientific tools in a scientific experiment.	T.5.1.7	Explain how to use spring scale.
Technology & Tools	T.5.1	Use scientific tools in a scientific experiment.	T.5.1.8	Explain how to use stopwatch.
Technology & Tools	T.5.1	Use scientific tools in a scientific experiment.	T.5.1.9	Explain how to use telescope, binoculars, compass, satellite, hand lens.
Technology & Tools	T.5.2	Make and record scientific measurements.	T.5.2.1	Define and identify metric units for mass (g, kg).
Technology & Tools	T.5.2	Make and record scientific measurements.	T.5.2.2	Define and identify metric units for volume (cm3, mL).
Technology & Tools	T.5.2	Make and record scientific measurements.	T.5.2.3	Define and identify metric units for temperature (C).
Technology & Tools	T.5.2	Make and record scientific measurements.	T.5.2.4	Define and identify metric units for length (mm, cm, m, km).
Technology & Tools	T.5.2	Make and record scientific measurements.	T.5.2.5	Define and identify metric units for distance (mm, cm, m, km).
Technology & Tools	T.5.2	Make and record scientific measurements.	T.5.2.6	Define and identify metric units for foce (g, kg).

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Technology & Tools	T.5.2	Make and record scientific measurements.	T.5.2.7	Define and identify metric units for time (s, min, hr).
Technology & Tools	T.5.2	Make and record scientific measurements.	T.5.2.8	Define and identify metric units for density (g/cm3; g/mL).
Inquiry and Technology & Engineering	TE.5.1	Select a tool, technology, or invention that was used to solve a human problem.	TE.5.1.1	Identify and describe the function of microscope.
Inquiry and Technology & Engineering	TE.5.1	Select a tool, technology, or invention that was used to solve a human problem.	TE.5.1.10	Identify and describe the function of stopwatch.
Inquiry and Technology & Engineering	TE.5.1	Select a tool, technology, or invention that was used to solve a human problem.	TE.5.1.11	Identify and describe the function of telescope, binoculars, compass, satellite, hand lens.
Inquiry and Technology & Engineering	TE.5.1	Select a tool, technology, or invention that was used to solve a human problem.	TE.5.1.2	Explain that technology is created to improve lives of individuals
Inquiry and Technology & Engineering	TE.5.1	Select a tool, technology, or invention that was used to solve a human problem.	TE.5.1.3	Select appropriate tools to solve a particular problem
Inquiry and Technology & Engineering	TE.5.1	Select a tool, technology, or invention that was used to solve a human problem.	TE.5.1.4	Identify and describe the function of triple beam, electric balance, pan balance.
Inquiry and Technology & Engineering	TE.5.1	Select a tool, technology, or invention that was used to solve a human problem.	TE.5.1.5	Identify and describe the function of graduated cylinder.
Inquiry and Technology & Engineering	TE.5.1	Select a tool, technology, or invention that was used to solve a human problem.	TE.5.1.6	Identify and describe the function of ruler, meter stick.
Inquiry and Technology & Engineering	TE.5.1	Select a tool, technology, or invention that was used to solve a human problem.	TE.5.1.7	Identify and describe the function of thermometer.
Inquiry and Technology & Engineering	TE.5.1	Select a tool, technology, or invention that was used to solve a human problem.	TE.5.1.8	Identify and describe the function of beaker, test tube, flask.
Inquiry and Technology & Engineering	TE.5.1	Select a tool, technology, or invention that was used to solve a human problem.	TE.5.1.9	Identify and describe the function of spring scale.

5th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Inquiry and Technology & Engineering	TE.5.2	Recognize the connection between a scientific advance and the development of a new tool or technology.	TE.5.2.1	Explain that technology is created to improve lives of individuals
Inquiry and Technology & Engineering	TE.5.2	Recognize the connection between a scientific advance and the development of a new tool or technology.	TE.5.2.2	Select a logical solution to a given problem
Inquiry and Technology & Engineering	TE.5.2	Recognize the connection between a scientific advance and the development of a new tool or technology.	TE.5.2.3	Select appropriate tools to solve a particular problem

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Conceptual/ Procedural	4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	4.NBT.3.0	SWBAT explain rounding using place value and/or a number line.
Conceptual/ Procedural	4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	4.NBT.3.1	SWBAT write whole numbers up to the ten thousands place expanded form.
Conceptual/ Procedural	4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	4.NBT.3.2	SWBAT estimate the location of a whole number on a number line with whole number end points.
Conceptual/ Procedural	4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	4.NBT.3.3	SWBAT estimate the whole-number value of a point on a number line with whole number end points.
Conceptual/ Procedural	4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	4.NBT.3.4	SWBAT round numbers to the nearest tens, hundreds, thousands, or ten thousands place using a number line.
Conceptual/ Procedural	4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	4.NBT.3.5	SWBAT round numbers to any place up to ten thousands, without a number line.
Conceptual/ Procedural	4.NBT.3	Use place value understanding to round multi-digit whole numbers to any place.	4.NBT.3.6	SWBAT estimate whole number sums and differences by rounding with numbers up to thousands.
Conceptual/ Procedural	4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	4.NBT.4.0	SWBAT explain individual strategies for adding and subtracting multi-digit numbers.
Conceptual/ Procedural	4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	4.NBT.4.1	SWBAT add multi-digit numbers with regrouping in multiple places using place value strategies.
Conceptual/ Procedural	4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	4.NBT.4.2	SWBAT subtract multi-digit numbers with a number line and counting up.
Conceptual/ Procedural	4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	4.NBT.4.3	SWBAT subtract multi-digit numbers with regrouping in one place.
Conceptual/ Procedural	4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	4.NBT.4.4	SWBAT subtract multi-digit numbers with regrouping in two places.
Conceptual/ Procedural	4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	4.NBT.4.5	SWBAT subtract multi-digit numbers with regrouping in up to three places.
Conceptual/ Procedural	4.NBT.4	Fluently add and subtract multi-digit whole numbers using the standard algorithm.	4.NBT.4.6	SWBAT work backwards in a multi-digit addition or subtraction problem.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Conceptual/ Procedural	4.NBT.5	Multiply a whole number of up to four 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.	4.NBT.5.0	SWBAT justify the reasonableness of a multiplication problem using estimation and place value.
Conceptual/ Procedural	4.NBT.5	Multiply a whole number of up to four 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.	4.NBT.5.1	SWBAT represent basic multiplication facts using an area model.
Conceptual/ Procedural	4.NBT.5	Multiply a whole number of up to four 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.	4.NBT.5.2	SWBAT estimate the product of multi-digit multiplication problem, using rounding and place value.
Conceptual/ Procedural	4.NBT.5	Multiply a whole number of up to four 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.	4.NBT.5.3	SWBAT solve one digit by two or three digit multiplication using partial products and area models.
Conceptual/ Procedural	4.NBT.5	Multiply a whole number of up to four 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.	4.NBT.5.4	SWBAT solve two digit by two digit multiplication using partial products and area models.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Conceptual/ Procedural	4.NBT.5	Multiply a whole number of up to four 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.	4.NBT.5.5	SWBAT solve one digit by up to four digit multiplication using the standard algorithm.
Conceptual/ Procedural	4.NBT.5	Multiply a whole number of up to four 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.	4.NBT.5.6	SWBAT solve two digit by two digit multiplication using the standard algorithm.
Conceptual/ Procedural	4.NF.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.	4.NF.1.0	SWBAT explain why two fractions are equivalent (or not equivalent) using multiplicative reasoning, simplifying, and/or a diagram to justify their reasoning.
Conceptual/ Procedural	4.NF.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.	4.NF.1.1	SWBAT create equivalent fractions with the area model (Engage NY)
Conceptual/ Procedural	4.NF.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.	4.NF.1.2	SWBAT create equivalent fractions using set models

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Conceptual/ Procedural	4.NF.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.	4.NF.1.3	SWBAT create equivalent fractions with multiplication (Engage NY)
Conceptual/ Procedural	4.NF.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.	4.NF.1.4	SWBAT simplify fractions with division (Engage NY)
Conceptual/ Procedural	4.NF.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.	4.NF.1.5	SWBAT identify equivalent fractions using diagrams.
Conceptual/ Procedural	4.NF.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.	4.NF.1.6	SWBAT identify equivalent fractions using multiplication and division.
Conceptual/ Procedural	4.NF.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.	4.NF.1.7	SWBAT determine whether two fractions are equivalent.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Conceptual/ Procedural	4.NF.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.	4.NF.2.0	SWBAT explain a fraction comparison using a variety of methods, including diagrams and equivalent fractions.
Conceptual/ Procedural	4.NF.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.	4.NF.2.1	SWBAT compare unit fractions using fraction circles
Conceptual/ Procedural	4.NF.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.	4.NF.2.2	SWBAT compare fractions with the same numerator or denominator

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Conceptual/ Procedural	4.NF.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.	4.NF.2.3	SWBAT compare fractions using a benchmark fraction
Conceptual/ Procedural	4.NF.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.	4.NF.2.4	SWBAT compare fractions using a common denominator
Conceptual/ Procedural	4.NF.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.	4.NF.2.5	SWBAT compare fractions using all strategies

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Conceptual/ Procedural	4.NF.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.	4.NF.2.6	SWBAT order fractions using all strategies
Conceptual/ Procedural	4.NF.3b	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.	4.NF.3b.0	SWBAT explain that a fraction is the sum of smaller fractions with the same denominator.
Conceptual/ Procedural	4.NF.3b	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.	4.NF.3b.1	SWBAT decompose a non-unit fraction into the sum of unit fractions with the same denominator.
Conceptual/ Procedural	4.NF.3b	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.	4.NF.3b.2	SWBAT decompose a non-unit fraction into the sum of multiple fractions with the same denominator.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Graph points on the coordinate plane to solve real-world	5.G.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).	5.G.1.0	SWBAT use convential language to describe the location of a point or nam an ordered pair.
Graph points on the coordinate plane to solve real-world	5.G.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).	5.G.1.1	SWBAT name a point on a whole-number coordinate grid using an ordered pair.

5th Grade Math Standards				
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Graph points on the coordinate plane to solve real-world	5.G.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).	5.G.1.2	SWBAT plot a point on a whole-number coordinate grid given an ordered pair.
Graph points on the coordinate plane to solve real-world	5.G.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).	5.G.1.3	SWBAT name a point on a decimal coordinate grid (up to 0.25) using an ordered pair.

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Graph points on the coordinate plane to solve real-world	5.G.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).	5.G.1.4	SWBAT plot a point on a decimal coordinate grid (up to 0.25) given an ordered pair.
Graph points on the coordinate plane to solve real-world	5.G.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.	5.G.2.0	SWBAT explain the solution to a real-world coordinate plane problem in the context of the scenario.
Graph points on the coordinate plane to solve real-world	5.G.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.	5.G.2.1	SWBAT find the distance between two points on a whole number coordinate grid.
Graph points on the coordinate plane to solve real-world	5.G.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.	5.G.2.2	SWBAT find the distance between two points on a decimal coordinate grid, up to 0.25.
Graph points on the coordinate plane to solve real-world	5.G.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.	5.G.2.3	SWBAT locate or plot a point given a set of directions (e.g. up, down, left, right).

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Graph points on the coordinate plane to solve real-world	5.G.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.	5.G.2.4	SWBAT solve problems with polygons in the coordinate plane.
Graph points on the coordinate plane to solve real-world	5.G.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.	5.G.2.5	Students can apply knowledge of the coordinate plane system to solve multi-step real world problems involving: - finding dimensions of a polygon - finding missing vertices of a polygon - finding area of a regular polygon - locating a point based on a given distance and starting point - giving directions from the origin to get to a given point - interpret a coordinate point and/or ordered pair in the context of a real world problem
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.3a	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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.	5.MD.3a.0	SWBAT explain that volume is measured in cubic units.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.3a	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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.	5.MD.3a.1	SWBAT identify a cubic unit as a cube with edge lengths of 1.

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Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.3a	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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.	5.MD.3a.2	SWBAT define volume as the number of cubic units in a three-dimensional solid.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.3b	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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.	5.MD.3b.0	SWBAT explore volume by building with and counting unit cubes.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.3b	Recognize volume as an attribute of solid figures and understand concepts of volume measurement. 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.	5.MD.3b.1	SWBAT identify appropriate measurement units for a given solid.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	5.MD.4.0	SWBAT explain the relationship between the number of unit cubes and the volume of a prism.

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Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	5.MD.4.1	SWBAT find the volume of a rectangular prism by counting unit cubes.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	5.MD.4.2	SWBAT identify a figure that represents a given volume.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	5.MD.4.3	SWBAT create a figure that represents a given volume.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	5.MD.4.4	SWBAT compose and decompose right rectangular prisms using layers.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	5.MD.5a.0	SWBAT explain the volume of a prism in terms of layers and height.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	5.MD.5a.1	SWBAT calculate the volume of a right prism by finding the area of one layer and multiplying it by the height.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	5.MD.5a.2	SWBAT represent the volume of a right prism in three ways using the associative property of multiplication.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	5.MD.5a.3	SWBAT calculate the volume of a right prism by multiplying the length, height, and width.

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	5.MD.5a.4	Use knowledge of volume of rectangular prism using layers to answer multi-step problems that may include: - explaining how to calculate the volume of a prism given dimensions - explain whether or not an interpretation of calcuating volume is correct - explain how layers relate to volume - calculate volume using layers
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5b	Apply the formulas V = l x w x h and V = B x h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	5.MD.5b.0	SWBAT use layers to explain how the volume of a rectangular prism is related to the formula V = l x w x h.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5b	Apply the formulas V = l x w x h and V = B x h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	5.MD.5b.1	SWBAT calculate volume using the formula V = l x w x h or V = B x h.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5b	Apply the formulas V = l x w x h and V = B x h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	5.MD.5b.2	SWBAT solve real world problems using the formula V = l x w x h or V = B x h.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5b	Apply the formulas V = l x w x h and V = B x h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	5.MD.5b.3	SWBAT solve for one of the dimensions, given the volume and the other two dimensions.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5b	Apply the formulas V = l x w x h and V = B x h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	5.MD.5b.4	SWBAT solve multi-step real world problems using the formula V = l x w x h or V = B x h.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	5.MD.5c.0	SWBAT justify the reasonableness of a composite volume based on the volumes of individual prisms.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	5.MD.5c.1	SWBAT find volumes of solid figures composed of two non-overlappying right rectangular prisms by adding the volumes of the non-overlapping parts.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.5c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	5.MD.5c.2	SWBAT find volumes of non-overlapping rectangular prisms in the context of a real world problem.
Understand the place value system.	5.NBT.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.	5.NBT.1.0	SWBAT use place value language to describe the relationship between two numbers.
Understand the place value system.	5.NBT.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.	5.NBT.1.1	SWBAT read and write numbers whole numbers to the millions in various contexts.
Understand the place value system.	5.NBT.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.	5.NBT.1.10	SWBAT describe the relationship between the same digit in more than one whole number
Understand the place value system.	5.NBT.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.	5.NBT.1.2	SWBAT identify place value in a multi-digit whole number up to the millions place
Understand the place value system.	5.NBT.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.	5.NBT.1.3	SWBAT identify place value in a multi-digit decimal number up to the millionths place
Understand the place value system.	5.NBT.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.	5.NBT.1.4	SWBAT identify adjacent place values
Understand the place value system.	5.NBT.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.	5.NBT.1.5	SWBAT describe the relationship between adjacent digits, when the digit is the same, in a given whole number

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Understand the place value system.	5.NBT.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.	5.NBT.1.6	SWBAT identify equivalent values of digits ranging from the ones to the hundred thousands place.
Understand the place value system.	5.NBT.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.	5.NBT.1.7	SWBAT express relative value of digits in fractional terms
Understand the place value system.	5.NBT.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.	5.NBT.1.8	SWBAT express relative value of digits in whole number terms (times greater or less)
Understand the place value system.	5.NBT.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.	5.NBT.1.9	SWBAT express relative value of digits in whole number terms (multiply or divide)
Understand the place value system.	5.NBT.3a	Read and write 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).	5.NBT.3a.0	SWBAT use place value language to describe the value of each digit in a given decimal number.
Understand the place value system.	5.NBT.3a	Read and write 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).	5.NBT.3a.1	SWBAT read and write decimals to the ten-thousandths using base-ten numerals (standard form).
Understand the place value system.	5.NBT.3a	Read and write 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).	5.NBT.3a.10	Solve multi-step real world problems with decimla na dfraction conversions.
Understand the place value system.	5.NBT.3a	Read and write 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).	5.NBT.3a.2	SWBAT read and write decimals to the thousandths using number names.

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Understand the place value system.	5.NBT.3a	Read and write 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).	5.NBT.3a.3	SWBAT read and write whole numbers using expanded form.
Understand the place value system.	5.NBT.3a	Read and write 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).	5.NBT.3a.4	SWBAT read and write decimals to the tenths place using expanded form.
Understand the place value system.	5.NBT.3a	Read and write 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).	5.NBT.3a.5	SWBAT read and write decimals to the hundredths place using expanded form.
Understand the place value system.	5.NBT.3a	Read and write 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).	5.NBT.3a.6	SWBAT read and write decimals to the thousandths place using expanded form.
Understand the place value system.	5.NBT.3a	Read and write 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).	5.NBT.3a.7	SWBAT convert mixed numbers and fractions to decimals (halves, fifths, tenths).
Understand the place value system.	5.NBT.3a	Read and write 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).	5.NBT.3a.8	SWBAT convert decimals to the tenths place to fractions.
Understand the place value system.	5.NBT.3a	Read and write 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).	5.NBT.3a.9	SWBAT convert decimals to the hundredths place to fractions.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Understand the place value system.	5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	5.NBT.3b.0	SWBAT justify a decimal comparison using place value language and/or a number line.
Understand the place value system.	5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	5.NBT.3b.1	SWBAT compare two decimals up to the thousandths place, when decimals have same number of places.
Understand the place value system.	5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	5.NBT.3b.2	SWBAT compare two decimals up to the thousandths place, when decimals do not have the same number of place values.
Understand the place value system.	5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	5.NBT.3b.3	SWBAT compare two various forms of decimals (e.g. standard, written and expanded) up to the thousandths place.
Understand the place value system.	5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	5.NBT.3b.4	SWBAT compare multiple decimal numbers up to the thousandths place.
Understand the place value system.	5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	5.NBT.3b.5	SWBAT compare decimal numbers by rounding to a given place value.
Understand the place value system.	5.NBT.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	5.NBT.3b.6	SWBAT compare decimals and fractions.
Understand the place value system.	5.NBT.4	Use place value understanding to round decimals to any place.	5.NBT.4.0	SWBAT explain rounding using place value and/or a number line.
Understand the place value system.	5.NBT.4	Use place value understanding to round decimals to any place.	5.NBT.4.1	SWBAT estimate the location of a decimal number on a number line with whole number end points.
Understand the place value system.	5.NBT.4	Use place value understanding to round decimals to any place.	5.NBT.4.2	SWBAT estimate the decimal value of a point on a number line with whole number end points.

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Understand the place value system.	5.NBT.4	Use place value understanding to round decimals to any place.	5.NBT.4.3	SWBAT round decimals to the nearest whole, tenths, hundredths, or thousandths place using a number line.
Understand the place value system.	5.NBT.4	Use place value understanding to round decimals to any place.	5.NBT.4.4	SWBAT round decimal numbers to any place, without a number line.
Understand the place value system.	5.NBT.4	Use place value understanding to round decimals to any place.	5.NBT.4.5	Solve multi step real world problems with decimal rounding.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	5.NBT.5.0	SWBAT justify the reasonableness of a multiplication problem using estimation and/ or an area model.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	5.NBT.5.1	SWBAT solve one digit by two or three digit multiplication using partial products and area models.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	5.NBT.5.2	SWBAT solve two digit by two digit multiplication using partial products and area models.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	5.NBT.5.3	SWBAT solve one digit by up to four digit multiplication using the standard algorithm.

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	5.NBT.5.4	SWBAT solve two digit by two digit multiplication using the standard algorithm.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	5.NBT.5.5	SWBAT solve three digit by two digit multiplication using the standard algorithm.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	5.NBT.5.5a	SWBAT solve one-step real world problems with multiplication.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	5.NBT.5.6	SWBAT solve multi-step real world problems with multi-digit multiplication.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6.0	SWBAT justify a quotient in a multi-digit division problem using estimation and place value.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6.1	SWBAT estimate the quotient of divison problem using estimation and place value.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT solve real-world division problems using concrete models (counters)
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6.3	SWBAT divide up to a three digit number by a two-digit divisor (no remainders).
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6.4	SWBAT divide up to four digit dividends by one-digit divisors using the standard algorithm (no remainders).

5th Grade Math Standards				
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Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6.5	SWBAT divide up to four digit dividends by two-digit divisors using the standard algorithm (no remainders).
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT solve real-world division problems and interpret remainders using concrete models (counters)
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6.6a	SWBAT divide up to four digit dividends b up to two digit divisors using the standard algorithm with a whole number remainder.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT solve real-world division problems and interpret remainders as fractions or decimals using concrete models (counters)

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Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6.8	SWBAT use an area model and partial products to prove the quotient to a division problem.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT solve multi-step problems using all strategies
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.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.	5.NBT.7.0	SWBAT justify a solution to a decimal computation problem using estimation and place value models
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.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.	5.NBT.7.1	SWBAT estimate decimal sums and differences.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.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.	5.NBT.7.10	Apply all operations to a real world scenario, with or without operational words.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.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.	5.NBT.7.2	SWBAT add and subtract decimals with the same number of decimal place values.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.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.	5.NBT.7.3	SWBAT add and subtract decimals with a different number of decimal place values.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.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.	5.NBT.7.4	SWBAT estimate products of whole numbers and decimals.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.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.	5.NBT.7.5	SWBAT multiply whole numbers by decimals up to the hundredths place.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.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.	5.NBT.7.6	SWBAT estimate quotients with decimals.

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Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.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.	5.NBT.7.7	SWBAT divide whole numbers by decimals up to the hundredths place.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.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.	5.NBT.7.8	SWBAT divide decimals up to the hundredths by decimals up to the hundredths.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.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.	5.NBT.7.9	SWBAT add or subtract decimals and fractions.
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.0	SWBAT justify the solution to a fraction addition or subtraction problem with models, estimation and equivalent fractions.
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.1	SWBAT find common denominator for two fractions.

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Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.10	SWBAT subtract mixed numbers with like denominators that require trading (build on fair trade, now we already have a fraction, we need to add more to it)
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.11	SWBAT subtract mixed numbers with unlike denominators that require trading (differentiate in rounds: one denominator changes, both denominators change)
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.12	SWBAT solve addition and subtraction problems with multiple fractions.
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.13	SWBAT solve word problems involving the addition and subtraction of fractions and mixed numbers.
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.14	In the context of a real world problem, students should be able to: - use diagrams and models to explain an addition or subtraction problem - use equivalent fractions fluently to add or subtract fractions with unlike denominators - interpret the operation in a context problem - solve multi-step problems that involve adding parts together and subtracting from the whole Often spiraled in to NF.2

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Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.2	SWBAT estimate sums and differences of fractions.
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.3	SWBAT add fractions with unlike denominators using models with only one denominator changing, no trading.
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.4	SWBAT add fractions with unlike denominators using models with both denominators changing, no trading.
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.5	SWBAT subtract fractions with unlike denominators using models with only one denominator changing, no trading.
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.6	SWBAT subtract fractions with unlike denominators using models with both denominators changing, no trading.
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.7	SWBAT add mixed numbers with like denominators that require trading

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Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.8	SWBAT add mixed numbers with unlike denominators that require trading (differentiate in rounds: one denominator changes, both denominators change)
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.1.9	SWBAT subtract mixed numbers from a whole number (equivalent value or fair trade)
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.2.0	SWBAT justify the reasonableness of sums and differences of fractions using models, estimation and benchmarks.
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.2.1	SWBAT identify a reasonable sum or difference of two fractions by rounding to benchmark fractions.

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Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.2.2	SWBAT identify a reasonable sum or difference of two mixed numbers by rounding to benchmark fractions.
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.2.3	SWBAT subtract from the same whloe in a real world context.
Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.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.	5.NF.2.4	In a real world context, students can interpret the operation required for any given part and appropriately apply fraction concepts to solve those problems. Students are also able to drraw diagrams that represent their operations and explain their answers in words.

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ 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. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	5.NF.3.0	SWBAT explain the quotient of a real world division problem with an equation and/or a fraction model.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ 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. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	5.NF.3.1	SWBAT Interpret a fraction as division of the numerator by the denominator.

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ 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. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	5.NF.3.2	SWBAT use tape diagrams to model fractions as division.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.3	Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ 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. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	5.NF.3.3	SWBAT solve word problems involving the division of whole numbers with answers in the form of fractions or whole numbers.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	5.NF.4a.0	SWBAT justify of the product of a fraction and a whole number using models and/or reason.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	5.NF.4a.1	SWBAT relate fractions as division to fraction of a set.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	5.NF.4a.2	SWBAT multiply any whole number by a fraction using a tape diagram.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	5.NF.4a.3	SWBAT relate fraction of a set to the repeated addition

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Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	5.NF.4a.4	SWBAT multiply any whole number by a fraction using the standard algorithm.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	5.NF.4a.5	Students can do any of the above skills in a real world context, including creating a diagram to represent the problem.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	5.NF.4b.0	SWBAT model the solution to a real world fraction multiplication problem using a tape diagram or area model.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	5.NF.4b.1	SWBAT use area models to represent multiplication of fractions by fractions.

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	5.NF.4b.2	SWBAT multiply unit fractions by unit fractions.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	5.NF.4b.3	SWBAT multiply unit fractions by non-unit fractions.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	5.NF.4b.4	SWBAT multiply non -unit fractions by non-unit fractions.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	5.NF.4b.5	SWBAT solve multi-step fraction multiplication word problems.

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Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.5a	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.	5.NF.5a.0	SWBAT explain the size of the product, and relate fraction and decimal equivalence to multiplying a fraction by 1.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.5a	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.	5.NF.5a.1	SWBAT relate fraction multiplication to decimal multiplication.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.5a	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.	5.NF.5a.2	SWBAT compare the size of the product to the size of the factors , without multiplying (fractions and decimals).
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	5.NF.5b.0	SWBAT explain why multiplying a given number by a fraction greater than 1 results in a product greater than the give number.

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Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.	5.NF.5b.1	SWBAT explain why multiplying a given number by a fraction less than 1 results in a product less than the give number.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.	5.NF.5b.2	Use fraction knoweldge to solve multi-step real world problems.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.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.	5.NF.6.0	SWBAT justify solution to real world problem using fraction models and reasoning about size of the product.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.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.	5.NF.6.1	SWBAT solve single-step fraction by fraction word problems.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.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.	5.NF.6.2	SWBAT solve multi-step fraction by fraction multiplication word problems.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.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.	5.NF.6.3	SWBAT solve fraction by whole number multiplication word problems.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.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.	5.NF.6.4	SWBAT solve fraction by mixed number multiplication word problems.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.7a	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.	5.NF.7a.0	SWBAT justify quotient to a division problem using visual fraction models and reason.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.7a	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.	5.NF.7a.1	SWBAT divide a unit fraction by a whole number.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.7a	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.	5.NF.7a.2	SWBAT write equations and word problems corresponding to tape diagrams.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.7b	Interpret division of a whole number by a unit fraction, and compute such quotients.	5.NF.7b.0	SWBAT justify quotient to a division problem using visual fraction models and reason.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.7b	Interpret division of a whole number by a unit fraction, and compute such quotients.	5.NF.7b.1	SWBAT divide a whole number by a unit fraction.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.7b	Interpret division of a whole number by a unit fraction, and compute such quotients.	5.NF.7b.2	SWBAT write equations and word problems corresponding to tape diagrams.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbres by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	5.NF.7c.0	SWBAT justify operation and quotient to a real world division problem using visual fraction models and reason.
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.7c	Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbres by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	5.NF.7c.1	SWBAT solve problems involving fraction division.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Write and interpret numerical expressions.	5.OA.1	Use parenthese, brackets, or braces in numerical expressions, and evalute expressions with these symbols.	5.OA.1.0	SWBAT explain how grouping symbols affect the solution to an expression.
Write and interpret numerical expressions.	5.OA.1	Use parenthese, brackets, or braces in numerical expressions, and evalute expressions with these symbols.	5.OA.1.1	SWBAT evaluate multi-step, multi-operation expressions with whole numbers and one grouping symbol using order of operations.
Write and interpret numerical expressions.	5.OA.1	Use parenthese, brackets, or braces in numerical expressions, and evalute expressions with these symbols.	5.OA.1.2	SWBAT evaluate multi-step, multi-operation expressions with whole numbers and multiple grouping symbols using order of operations.
Write and interpret numerical expressions.	5.OA.1	Use parenthese, brackets, or braces in numerical expressions, and evalute expressions with these symbols.	5.OA.1.3	SWBAT evaluate multi-step multi-operation expressions with fraction values and one grouping symbol using order of operations.
Write and interpret numerical expressions.	5.OA.1	Use parenthese, brackets, or braces in numerical expressions, and evalute expressions with these symbols.	5.OA.1.4	SWBAT manipulate parentheses in an expression to arrive at a given solution.
Write and interpret numerical expressions.	5.OA.1	Use parenthese, brackets, or braces in numerical expressions, and evalute expressions with these symbols.	5.OA.1.5	Evaluate multi-step numerical expressions involving fractions using order of operations.
Write and interpret numerical expressions.	5.OA.1	Use parenthese, brackets, or braces in numerical expressions, and evalute expressions with these symbols.	5.OA.1.6	Find the unknown in single-step equations involving fractions and mixed numbers by plugging in answer choices.
Write and interpret numerical expressions.	5.OA.1	Use parenthese, brackets, or braces in numerical expressions, and evalute expressions with these symbols.	5.OA.1.7	Apply knowledge of order of operations and use of brackets to simplify expressions after having translated from words or real world scenarios first. (See OA.2)
Analyze patterns and relationships.	5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	5.OA.2.0	SWBAT use reason to justify operations when translating in real world context.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Analyze patterns and relationships.	5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	5.OA.2.1	SWBAT translate from mathematical expression to phrase with one operation.
Analyze patterns and relationships.	5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	5.OA.2.2	SWBAT translate from phrase to mathematical expression with one operation.
Analyze patterns and relationships.	5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	5.OA.2.3	SWBAT translate from mathematical expression to phrase with up to three operations.
Analyze patterns and relationships.	5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	5.OA.2.4	SWBAT translate from phrase to mathematical expression with up to three operations and grouping symbols.
Analyze patterns and relationships.	5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	5.OA.2.5	SWBAT translate real world contexts to mathematical expressions with up to three operations and grouping symbols.
Analyze patterns and relationships.	5.OA.2	Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	5.OA.2.6	Apply translating skills to multi-step problems, such as solving for and comparing the value once translated.
TCAP Prep	5.SPI.4.4	Solve problems involving surface area and volume of rectangular prisms and polyhedral solids.	5.SPI.4.4.0	SWBAT explain how to find the surface area of a prism by adding the area of the faces.
TCAP Prep	5.SPI.4.4	Solve problems involving surface area and volume of rectangular prisms and polyhedral solids.	5.SPI.4.4.1	SWBAT find the surface area of a rectangular prism given the area of each face.
TCAP Prep	5.SPI.4.4	Solve problems involving surface area and volume of rectangular prisms and polyhedral solids.	5.SPI.4.4.2	SWBAT find the surface area of a triangular prism given the area of each face.
TCAP Prep	5.SPI.4.4	Solve problems involving surface area and volume of rectangular prisms and polyhedral solids.	5.SPI.4.4.3	SWBAT find the surface area of a cube given the side lengths and the formula.

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
TCAP Prep	5.SPI.5.1	Depict data using various representations, including decimal and/or fractional data.	5.SPI.5.1.0	SWBAT explain why two data sets match.
TCAP Prep	5.SPI.5.1	Depict data using various representations, including decimal and/or fractional data.	5.SPI.5.1.1	SWBAT match a table to a graph.
TCAP Prep	5.SPI.5.1	Depict data using various representations, including decimal and/or fractional data.	5.SPI.5.1.2	SWBAT match a graph to a table.
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT identify the three parts of any multiplication or division problem
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT solve real-world division problems using representational models (skip counting)
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT solve real-world division problems and interpret remainders using representational models (skip counting)

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT solve real-world division problems and interpret remainders as fractions or decimals using representational models (skip counting)
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT solve real-world division problems using abstract methods (algorithm) up to two digit whole numbers by one digit whole numbers
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT solve real-world division problems and interpret remainders using abstract methods (algorithms)
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT solve real-world division problems and interpret remainders as fractions or decimals using abstract methods (algorithms)

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT divide up to three-digit whole numbers by one-digit whole numbers with interpreting remainders (all students)
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT divide up to four-digit whole numbers by two-digit whole numbers with interpreting remainders (all standards)
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT select a reasonable solution to a real-world division problem in which the remainder must be considered
Perform operations with multi-digit whole numbers and with decimals to the hundredths.	5.NBT.6	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.	5.NBT.6. [new]	SWBAT recognize the unit associated with the remainder in a division problem or the meaning of the fractional part of a whole given in either decimal or fraction form

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	5.NF.4a. 3[NEW]	SWBAT relate fraction of a set to the repeated addition in word problems
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	5.NF.4a. [NEW]	SWBAT solve word problems involving the multiplication of fractions and whole numbers
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	5.NF.4b. [NEW]	SWBAT solve word problems using tape diagrams and fraction-by-fraction multiplication
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	5.NF.4b. [NEW]	SWBAT explain the size of the product and relate equivalency to multiplying a fraction by 1

5th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4a	Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b. For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)	5.NF.4a. [NEW]	SWBAT compare the size of the product to the size of the factors
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.4b	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	5.NF.4b. [NEW]	SWBAT solve word problems using fraction multiplication

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.1	Ss ensure subjects and verbs agree even when there is text between the two.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.10	Form and use verbs in the interrogative mood.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.11	Form and use verbs in the conditional mood.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.12	Form and use verbs in the subjunctive mood.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.13	Recognize and correct inappropriate shifts in verb voice and mood.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.14	Ss define and distinguish between coordinating and subordinating conjunctions.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.15	Ss identify the correct use of conjunctions (i.e. coordinating and subordinating) within context.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.16	Ss explain why they chose a specific conjunction to link two ideas (i.e. the relationship between the two clauses).
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.17	Ss distinguish between independent and dependent clauses in context.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.18	Ss combine sentences using commas and coordinating conjunctions.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.19	Ss can combine two ideas using a subordinating conjunction.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.2	Ss distinguish between verb tenses and make tense consistent across clauses.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.20	Ss can combine multiple ideas in a compound-complex sentence.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.21	Ss can determine the appropriate way to combine two ideas in context to avoid wordiness and redundancy.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.22	Ss can explain the functions of clauses in different types of sentences.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.23	Ss comine two related sentences using a semicolon.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.24	Ss combine related sentences using a semicolon, conjunctive adverb, and comma.

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.25	Ss correct run-on sentences using a comma and coordinating conjunction, semicolon, or a period to separate independent clauses.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.26	Ss can correctly place phrases and clauses within sentences, depending on what these phrases/clauses modify.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.3	Ss explain the function of gerunds in general and their function in particular sentences.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.4	Ss explain the function of participles in general and in a given sentence.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.5	Ss explain the function of infinitives in general and in a given sentence.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.6	Form and use verbs in the active voice.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.7	Form and use verbs in the passive voice.
Language	L 8.1	Accurately determine a designated word's part of speech by its function in sentence.	L 8.1.9	Form and use verbs in the imperative mood.
Language	L 8.2	Define and identify different parts of speech.	L 8.2.1	Ss define and identify different parts of speech.
Language	L 8.2	Define and identify different parts of speech.	L 8.2.10	Ss recognize and correct instances of double negatives.
Language	L 8.2	Define and identify different parts of speech.	L 8.2.11	Ss correctly place a comma and coordinating conjunction between to independent clauses.
Language	L 8.2	Define and identify different parts of speech.	L 8.2.12	Ss know the rules regarding when to use italics (emphasis, word as words, foreign words, longer titles)
Language	L 8.2	Define and identify different parts of speech.	L 8.2.2	Ss distinguish between different parts of speech in context (includes types of nouns).
Language	L 8.2	Define and identify different parts of speech.	L 8.2.3	Ss ensure pronouns and their antecedents agree in person and number. (This includes indefinite, demonstrative, and relative pronouns.)
Language	L 8.2	Define and identify different parts of speech.	L 8.2.4	Ss determine if a word should be in its adjective or adverb form.
Language	L 8.2	Define and identify different parts of speech.	L 8.2.5	Ss identify the correct use of appositive and infinitive phrases.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Language	L 8.2	Define and identify different parts of speech.	L 8.2.6	Ss correctly place commas between two, coordinating adjectives.
Language	L 8.2	Define and identify different parts of speech.	L 8.2.7	Ss correctly place commas after introductory phrases.
Language	L 8.2	Define and identify different parts of speech.	L 8.2.8	Ss correctly place commas around appositives and interrupters.
Language	L 8.2	Define and identify different parts of speech.	L 8.2.9	Ss recognize and correct instances of commonly confused words.
Listening and Speaking	LS 8.1	Reference at least two pieces of evidence.	LS 8.1.1	Ss can reference a least two pieces of evidence during discussion to demonstrate understanding and reflection of the topic, text, or question at hand.
Listening and Speaking	LS 8.1	Reference at least two pieces of evidence.	LS 8.1.2	Ss can present their claims and findings (evidence in the forms of facts, details, examples, and quotes) in a coherent manner.
Listening and Speaking	LS 8.1	Reference at least two pieces of evidence.	LS 8.1.3	Ss can pose questions that demonstrate understanding and reflection on the topic and elicit participation from others.
Listening and Speaking	LS 8.1	Reference at least two pieces of evidence.	LS 8.1.4	Ss can provide relevant comments and observations on each others' remarks, bringing the conversation back on topic if needed.
Listening and Speaking	LS 8.1	Reference at least two pieces of evidence.	LS 8.1.5	Ss can assume certain roles in discussion to ensure the goals of discussion are met.
Listening and Speaking	LS 8.1	Reference at least two pieces of evidence.	LS 8.1.6	Ss can use others' ideas and viewpoints to revise their own thinking.
Listening and Speaking	LS 8.2	Evaluate the motives.	LS 8.2.1	Ss evaluate the motives (e.g., social, commercial, political) behind the presentation of information through media other than text.
Listening and Speaking	LS 8.3	Evaluate the soundness of peer's reasoning.	LS 8.3.1	Ss evaluate the soundness of their peers' reasoning, including if evidence is sufficient or relevant and if reasoning is faulty.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.1	Ss infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.10	Ss choose the sentence that best supports a central idea.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.11	Ss conclude the the purpose of a person, event, or idea from details in a text, and if asked, choose the best paraphrase of that conclusion.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.12	Ss conclude why a person in a text has a certain reaction and, if asked, choose the best paraphrase of their conclusion.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.13	Ss infer how a person acts from details in the text and describe that person's actions in one word.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.14	Ss infer why a certain person does something or why a certain event occurs and articulate the reason for an action or event in the text, and, if asked, choose the best paraphrase of that reason.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.15	Ss choose the two best details from a text to support a provided inference.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.16	Ss choose the detail that is not relevant support for a topic or central idea.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.17	Ss can infer an effect from details in a text when the original cause or initial invent has been specified, and, if asked, can choose the best paraphrase of that effect.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.18	Ss draw a connection between a figurative phrase and the central idea.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.19	Ss describe the type of details an author uses to support a provided central idea.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.2	Ss make an inference about a provided topic in a text and, if asked, choose the phrase that best approximates their inference.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.20	Ss conclude how a a person is portrayed from multiple details in a tex.tand describe how that person is portrayed in a text in one word or in a succinct statement.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.21	Ss identify details that illustrate a specified approach taken by an author and explain how these details are reflection of that approach.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.22	Ss explain why the author uses a certain, figurative statement in his or her text/speech to describe an event.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.23	Ss identify details in a designated paragraph that are reflective of the author's / speaker's aim and determine the type of details the speaker/ writer uses to achieve a certain aim.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.24	Ss conclude the speaker's or author's aim or purpose from details in a designated paragraph.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.25	Ss write an explanation as to why a provided central idea is true and use two details from the text in their explanation.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.26	Ss locate the two phrases in context that help them determine the meaning of a word root.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.27	Ss identify the paragraph with the same central idea and/or purpose.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.28	Ss distinguish between facts and reasoned judgements.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.29	Ss use clues in context to determine the meaning of an unfmailiar word.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.3	Ss can infer the cause of an event in the text, and, if asked, can choose the phrase that best approximates their inference.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.30	Ss provide an antonym for the (unfamiliar) word.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.31	Ss draw a logical conclusion from a text feature, like a chart, graph, or illustration.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.32	Ss identify the paragraph that supports the conclusion drawn from the text feature.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.33	Ss draw on multiple details in the text to conclude the intended audience of a text.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.34	Ss identify the two details that best suggest the intended audience for a text.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.35	Ss conclude the reason for a person's beliefs from details in the text.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.36	Ss identify the details in the text that best support their conclusion.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.37	Ss elaborate on these details with their own orginal ideas.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.38	Ss reasonably conclude the effect an event has on a person from multiple details in the text
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.39	Ss identify the details in the text that best support their conclusion.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.4	Ss make generalizations about topics presented in a text using details from the text to defend their thinking.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.40	Ss draw a connection between the central idea of a passage and a specific comment or phrase in the passage.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.41	Ss explain why this comment or phrase was included in the passage.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.42	Ss support their explanation with mutliple details from the passage.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.43	Ss choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.44	Ss identify sentences irrelevant to a paragraph's theme or flow.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.5	Ss use details in the text to make informed assumptions about hypothetical situations or ideas.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.6	Ss paraphrase the detail they located in response to the question stem, and, if asked, choose the answer that best approximates their paraphrase of the detail.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.7	Ss locate details in a text related to a specific topic or central idea.
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.8	Ss draw logical conclusions from this set of details and summarize conclusions in their own words. (If asked, students choose the answer the best approximates on of their conclusions).
Key Ideas and Details	RI 8.1	Infer from clues in the question stem in which paragraph or section a detail is located and from there, locate the detail that answers the question.	RI 8.1.9	Ss explain why the author includes a specific section in the text.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.1	Ss determine the main idea of a paragraph.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.10	Ss conclude the main point or argument of a speech.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.11	Ss devise a thesis statement for a passage.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.12	Ss decide which thesis statement is best for a passage.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.13	Ss conclude the author's intent for writing the passage.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.14	Ss draw a reasonable conclusion from details presented in one paragraph.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.15	Ss identify details that support a provided conclusion.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.16	Ss use details to add more specificity to the provided conclusion.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.17	Ss determine the central idea of a section of a text and confirm it against the title of the section.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.18	Ss suggest a new title for the section based on its central idea and/or existing title.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.19	Ss determine which details belong in a summary of the passage.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.2	Ss decide where information on a given topic should be added into a passage.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.20	Ss conclude the author's attitude towards a specific topic, given the details provided in the text.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.21	Ss compose a topic sentence that restates the central idea.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.22	Ss choose relevant evidence to support a provided central idea.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.23	Ss support the central idea sufficiently with evidence.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.24	Ss explain how the evidence is related to the central idea.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.25	Ss choose the central idea they want to write about and present it in a topic sentence.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.26	. Ss elaborate on evidence with their own ideas or conclusions related to the central idea.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.27	Ss write a summary about a given topic that incorporates multiple details from the text.

8th Grade ELA Standards				
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Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.28	Ss conclude the author's attitude towards a specific person, event, thing, or idea in the text.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.29	Ss note similarities in the author's attitude towards two different people, events, things, or ideas.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.3	Ss use details from across a text to conclude its central idea and state this idea in their own words.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.30	Ss explain how the author's attitude towards two different ideas is the same
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.31	Ss use two details from the text that best illustrate this parallel.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.32	Ss "mine" an excerpt for how its words, phrases, or ideas are representative of a provided central idea and explain the relationship between excerpt and central idea.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.33	Ss draw upon two more details from the text to clarify the meaning of the excerpt and further develop the central idea.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.34	Ss unify their ideas about the excerpt and additional details from the passage in a cohesive, written response.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.35	Ss compose a topic sentence that names the common central idea across the two texts.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.36	Ss analyze the differences in the texts' development of the central idea.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.37	Ss analyze the differences in the texts' development of the central idea.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.38	Ss use evidence from two texts to illuminate their similar and different approaches to developing the central idea.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.39	Ss elaborate on details by drawing conclusions from them that further develop the central idea.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.4	Ss summarize the central idea(s) of paragraphs 1 and 2 in one sentence.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.40	Ss draw a connection between the title of a text and its central idea.

8th Grade ELA Standards				
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Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.41	Ss develop this connection by providing evidence from the text and explaining how this evidence relates to the title.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.42	Ss devise a title for a passage based on its central idea. Ss choose the most appropriate title for a passage.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.43	Ss locate multiple details in support of a provided central idea.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.44	Ss identify rhetorical techniques employed in a speech (or argumentative essay).
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.45	Ss cite details containing rhetorical techniques in support of a provided argument.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.46	Ss explain how rhetorical techniques in these details are used to advance the author's argument.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.5	Ss summarize a passage in one statement.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.6	Ss identify the topic sentence and thus the central idea of the paragraph.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.7	Ss can write a concluding sentence that restates the central idea in different words.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.8	Ss can select a (concluding) sentence that restates the central idea.
Key Ideas and Details	RI 8.2	Given the focus of a specific paragraph, can determine its main idea.	RI 8.2.9	Ss identify a detail that is unrelated to the central idea of the paragraph.
Integration of Knowledge	RI 8.6	Conclude the purpose of a paragraph (as it relates to the text's central idea).	RI 8.6.1	Ss conclude why the author included a specific paragraph.
Integration of Knowledge	RI 8.6	Conclude the purpose of a paragraph (as it relates to the text's central idea).	RI 8.6.2	Ss cite evidence that illustrates the author's purpose in including a specific paragraph.
Integration of Knowledge	RI 8.6	Conclude the purpose of a paragraph (as it relates to the text's central idea).	RI 8.6.3	Ss conclude why a text was written.
Integration of Knowledge	RI 8.6	Conclude the purpose of a paragraph (as it relates to the text's central idea).	RI 8.6.4	Ss conclude why specific information is included in a text.
Integration of Knowledge	RI 8.6	Conclude the purpose of a paragraph (as it relates to the text's central idea).	RI 8.6.5	Ss determine an author's viewpoint on a topic.

8th Grade ELA Standards				
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Integration of Knowledge	RI 8.6	Conclude the purpose of a paragraph (as it relates to the text's central idea).	RI 8.6.6	Ss identify words or phrases in a text indicative of bias.
Integration of Knowledge	RI 8.6	Conclude the purpose of a paragraph (as it relates to the text's central idea).	RI 8.6.7	Ss explain how these details show bias on behalf of the author.
Integration of Knowledge	RI 8.6	Conclude the purpose of a paragraph (as it relates to the text's central idea).	RI 8.6.8	Ss explain the author's purpose in using a certain approach to reinforce his/her argument.
Integration of Knowledge	RI 8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI 8.8.1	Ss infer if a provided statement is fact or judgment.
Integration of Knowledge	RI 8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI 8.8.2	Ss distinguish between facts and reasoned judgements.
Integration of Knowledge	RI 8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI 8.8.3	Ss locate facts and judgments in context.
Integration of Knowledge	RI 8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI 8.8.4	Ss decide if an argument shows sound reasoning by examining evidence presented in support of the argument.
Integration of Knowledge	RI 8.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	RI 8.8.5	Ss explain how two different details from the text informed their decision-making / evaluation of the argument.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.1	Ss conclude how a character is portrayed in a text and summarize this portrayal in one to three words.

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Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.10	Ss infer a character's motivation in a specific instance from details in the text.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.11	Ss hypothesize what would appeal to a specific character, having already inferred the character's values and motivations.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.12	Ss conclude the effect of an event or idea on a character and paraphrase that effect in one word.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.13	Ss identify the sentence in the text that best supports the central idea of the text.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.14	Ss explain which central idea in the story is reinforced by an example of figurative language.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.15	Ss use details in a specified paragraph to draw conclusions about a character's personality.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.16	Ss paraphrase what a character is like using two adjectives to describe his/her central traits.

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.17	Ss make an inference about a character using a specified sentence in the text.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.18	Ss explain why the author refers to a topic figuratively or idiomatically.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.19	Ss identify figurative language used to describe a given topic.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.2	Ss draw conclusions about character relationships using multiple details from the text.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.20	Ss intepret figurative language for what it suggests about the topic.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.21	Ss determine the connotation of a series of words.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.22	Ss explain what these words suggest about the topic being described.

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Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.23	Ss locate a detail explicitly stated in a specified range of paragraphs to answer a questions.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.24	Ss locate a detail explicilty stated in the passage to answer a question.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.25	Ss locate the detail in a passage that best supports a provided conclusion.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.26	Ss identify the setting of a text by locating explicitly stated details.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.27	Ss draw conclusions about the setting based on details in the text.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.28	Ss identify details that show cause-effect relationships between the setting and events and the setting and characters in the story.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.29	Ss explain how the setting impacts events and characters in the story, using specific details to ground their explanations.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.3	Ss choose the quotation that best supports a provided conclusion about events, people, or ideas in the story.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.30	Ss explain what an event in the text symbolizes given the central idea of the text.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.31	Ss conclude the narrator's attitude towards another person in the story and articulate this conclusion in one sentence.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.32	Ss infer the implication of a character action in a specific paragraph.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.33	Ss determine the mood of the text from its diction and tone.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.34	Ss identify moments of flashback in a story and articulate what these moments illustrate.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.35	Ss explain how the author uses flashback to create the mood of the text.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.36	Ss explain how the author creates a certain effect in his/her story by citing four examples from the text that contribute to that effect and elaborating on how they contribute to this effect.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.37	Ss conclude the overall importance or function of setting in the text and articulate its importance in one sentence.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.38	Ss explain why a text can be classified as a certain genre using four examples from the text to develop their explanation.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.39	Ss evaluate whether or not a title for a short fictional work is appropriate and support their evaluation with key details from the text as well as explanations of how these details relate (or do not relate) to the title.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.4	Ss infer the implication of a specific comment or moment of dialogue in the story.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.40	Ss conclude the central idea presented in a brief excerpt of text and support it with relevant details.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.41	Ss determine the meaning of a multi-meaning word based on clues in context.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.42	Ss identify the two words that clarify the meaning that term.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.43	Ss infer the attitude of a character towards certain events or another character in the text.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.44	Ss identify the quotation that best illustrate the character's attitude towards one of these things.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.45	Ss determine the tone of a paragraph from its diction.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.46	Ss locate a paragraph that invokes similar diction and thus exudes a similar tone.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.47	Ss sequence major events in a passage to form a comprehensive summary.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.48	Ss choose the three events that most central to the plot and order them logically in a succinct summary of the text.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.49	Ss determine the main type(s) of conflict at work in the text.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.5	Ss conclude the central idea of an excerpt and use that topic to help determine the meaning of a vague word choice.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.50	Ss compare the conflict in two texts determining how their conflicts are similar.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.51	Ss identify the paragraph in each text that best illustrates the conflict.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.52	Ss determine the function of a paragraph in a narrative text.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.53	Ss compare the functions of paragraphs across two texts determining which of their paragraphs have similar functions.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.54	Ss draw further conclusions about how these texts address similar ideas.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.55	Ss identify the detail in a passage that states the central idea of the passage.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.56	Ss determine the function of a specific paragraph in advancing the plot.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.57	Ss identify a detail in the passage that serves the same function as a specific paragraph.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.58	Ss conclude the main facets of the protagonist's personality from details in the text and cite the two quotations that best illustrate a specific aspect of the protagonist's personality.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.59	Ss explain how the connotation of specific phrases contribute to the tone of the passage.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.6	Ss trace how a speaker's attitude towards something or someone changes over the course of the text.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.7	Ss select the two details that best illustrate this shift in attitude.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.8	Ss infer what a person/ thing in the text is like (their traits or qualities) and justify the inference with a detail from the text.
Key Ideas and Details	RL 8.1	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	RL 8.1.9	Ss conclude the speaker's position on a topic from multiple details in the text.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.1	Ss determine the central idea of a section in a fictional work.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.10	Ss determine the theme of a fictional work.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.11	Ss devise a theme statement for a fictonal work.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.12	Ss choose the statement that best approximates the theme of the work.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.13	Ss conclude an author's perspective on a topic.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.14	Ss summarize an author's perspective on a topic in one sentence.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.15	Ss describe the events in a section of text in one sentence.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.16	Ss identify and analyze how an author reveals character.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.17	Ss trace the evolution of a narrator / character by noting shifts in characterization details over the course of the text.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.18	Ss identify and analyze a literary character's moral dilemma.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.19	Ss conclude a character's major realization or lesson learned by the end of the text (based on the change he/she has experienced).
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.2	Ss choose the best title or heading for that section based on its central idea.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.20	Ss compose summaries that meet certain criteria outlined in the prompt and includes conclusions drawn about plot points and themes in the text.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.21	Ss explain why the author includes a specific passage of description in a fictional work.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.22	Ss determine which theme is supported by a given passage of description.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.23	Ss select the five details that best summarize a fictional passage and justify their logic.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.24	Ss summarize a passage in 1-2 detailed but objective sentences.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.3	Ss cite the detail that jutifies ther title choice.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.4	Ss determine the central idea of a fictional work.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.5	Ss cite details from the text that are relevant support for its central idea.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.6	Ss choose the detail from a list of details that is most essential to supporting the central idea of the passage.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.7	Ss summarize a story with multiple details from the text.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.8	Ss paraphrase their summary in one statement.
Key Ideas and Details	RL 8.2	Can conclude the author's perspective on a given topic and summarize this perspective in one sentence.	RL 8.2.9	Ss identify the author's purpose for writing.
Craft and Structure	RL 8.4	Identify and analyze examples of literary elements that shape meaning within context	RL 8.4.2	Ss identify and analyze examples of literary elements that shape meaning within context (i.e. flashback, foreshadowing, irony, mood, symbolism, and tone).
Craft and Structure	RL 8.5	Analyze similar themes across two or more literary texts.	RL 8.5.1	Ss analyze the development of similar themes across two or more literary texts.
Integration of Knowledge	RL 8.6	Explain why an author varies his/her approach to developing the plot (explicitly stating information, then indirectly characterizing the protagonist through his reactions).	RL 8.6.1	Ss discern different approaches an author takes to reveal plot information.
Integration of Knowledge	RL 8.6	Explain why an author varies his/her approach to developing the plot (explicitly stating information, then indirectly characterizing the protagonist through his reactions).	RL 8.6.10	Ss analyze how authors use a certain point of view to reveal conflict (or tension) in a text.
Integration of Knowledge	RL 8.6	Explain why an author varies his/her approach to developing the plot (explicitly stating information, then indirectly characterizing the protagonist through his reactions).	RL 8.6.2	Ss explain why the author varies his/her approach to developing the plot.
Integration of Knowledge	RL 8.6	Explain why an author varies his/her approach to developing the plot (explicitly stating information, then indirectly characterizing the protagonist through his reactions).	RL 8.6.3	Ss describe the effect this variance in approach has on the reader.
Integration of Knowledge	RL 8.6	Explain why an author varies his/her approach to developing the plot (explicitly stating information, then indirectly characterizing the protagonist through his reactions).	RL 8.6.4	Ss conclude characters' opposing views on a topic.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Integration of Knowledge	RL 8.6	Explain why an author varies his/her approach to developing the plot (explicitly stating information, then indirectly characterizing the protagonist through his reactions).	RL 8.6.5	Ss select the statement from the text that best illustrates their disagreement.
Integration of Knowledge	RL 8.6	Explain why an author varies his/her approach to developing the plot (explicitly stating information, then indirectly characterizing the protagonist through his reactions).	RL 8.6.6	Ss determine the point of view of a text.
Integration of Knowledge	RL 8.6	Explain why an author varies his/her approach to developing the plot (explicitly stating information, then indirectly characterizing the protagonist through his reactions).	RL 8.6.7	Ss explain why the author chose a certain point of view.
Integration of Knowledge	RL 8.6	Explain why an author varies his/her approach to developing the plot (explicitly stating information, then indirectly characterizing the protagonist through his reactions).	RL 8.6.8	Ss describe the effect the point of view has on the reader.
Integration of Knowledge	RL 8.6	Explain why an author varies his/her approach to developing the plot (explicitly stating information, then indirectly characterizing the protagonist through his reactions).	RL 8.6.9	Ss determine how a story is changes if a point of view is changed.
Integration of Knowledge and Ideas	RL 8.9	Identify and paraphrase allusions in context even when subtly subtly stated.	RL 8.9.1	Ss know common themes, motifs,and character types (stock characters) in literature.
Integration of Knowledge and Ideas	RL 8.9	Identify and paraphrase allusions in context even when subtly subtly stated.	RL 8.9.2	Ss identify and explain the signficance of stock characters in works of literature.
Integration of Knowledge and Ideas	RL 8.9	Identify and paraphrase allusions in context even when subtly subtly stated.	RL 8.9.3	Ss identify age-old motifs (recurring ideas or symbols) in works of literature.
Integration of Knowledge and Ideas	RL 8.9	Identify and paraphrase allusions in context even when subtly subtly stated.	RL 8.9.4	Ss explain how these motifs contribute to the text's central idea or theme.
Integration of Knowledge and Ideas	RL 8.9	Identify and paraphrase allusions in context even when subtly subtly stated.	RL 8.9.5	Ss identify biblical and mythical allusions in context.

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Integration of Knowledge and Ideas	RL 8.9	Identify and paraphrase allusions in context even when subtly subtly stated.	RL 8.9.6	Ss interpret biblical / mythical allusions as they relate to the theme of the work in which they now appear.
Integration of Knowledge and Ideas	RL 8.9	Identify and paraphrase allusions in context even when subtly subtly stated.	RL 8.9.7	Ss describe how biblical or mythical elements have been reinvented in more contemporary texts.
Writing	W 8.1	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W 8.1.1	Ss introduce their own claims, including reasons for their claim, to make a cogent argument. *Note: This does not have to appear in the introduction paragraph according to CC but for TCAP writing the claim is expected to be introduced in the first paragraph.
Writing	W 8.1	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W 8.1.1	Ss acknowledge the counter-claim and/or an alternate claim about the topic they are arguing (not necessarily in the introductory paragraph).
Writing	W 8.1	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W 8.1.10	Ss compose a concluding statement or section that reasserts the argument, synthesizes main points, and provides an overall rationale for why this argument was made.
Writing	W 8.1	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W 8.1.2	Ss write introduction paragraphs to engage the reader in the issue and forecast essay structure.
Writing	W 8.1	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W 8.1.3	Ss derive logical reasons to anchor the claim and help organize information in support of the claim.
Writing	W 8.1	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W 8.1.4	Ss incorparate relevant and sufficient evidence to show that they understand the topic they are making an argument about.
Writing	W 8.1	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W 8.1.5	Ss explain their evidence in such a way to effecitvely develop the argument: the relationship between argument and evidence is clear, and the argument is more compelling to the audience.
Writing	W 8.1	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W 8.1.6	Ss use transitions and/or add sentences to clarify their ideas and make them cohere within the essay.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Writing	W 8.1	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W 8.1.7	Select the appropriate time-order or transitional words/phrases to enhance the flow of a writing sample.
Writing	W 8.1	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W 8.1.8	Choose the supporting sentence that best fits the context and flow of ideas in a paragraph.
Writing	W 8.1	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.	W 8.1.9	Ss invoke professional language, syntax, and tone throughout their essay, making their argument that much more credible and "official" to the audience.
Writing	W 8.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W 8.2.1	Ss write introductions that present the topic and forecast the organization of ideas.
Writing	W 8.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W 8.2.10	Ss select vivid words to strengthen a description (adjective or adverb) within a writing sample or passage.
Writing	W 8.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W 8.2.11	Ss use precise, content-specific vocabulary to accurately and authoritatively inform readership about the topic.
Writing	W 8.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W 8.2.12	Rearrange a multi-paragraphed work in a logical and coherent order.
Writing	W 8.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W 8.2.2	Ss organize relevant facts, definitions, concrete details, quotes, and examples to effectively illustrate the topic.
Writing	W 8.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W 8.2.3	Ss compose a concluding statement or section that summarizes the main points of the essay.
Writing	W 8.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W 8.2.4	Ss format informational writing in ways that aid comprehension of topic.
Writing	W 8.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W 8.2.5	Ss elaborate on their evidence to sufficiently develop the topic.
Writing	W 8.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W 8.2.6	Ss invoke professional language, syntax, and tone to lend credibility and readability to their essay.

8th Grade ELA Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Writing	W 8.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W 8.2.7	Select illustrations, explanations, anecdotes, descriptions and/or facts to support key ideas.
Writing	W 8.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W 8.2.8	Ss access accurate and credible sources to locate and cite information that supports their claim.
Writing	W 8.2	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	W 8.2.9	Ss select appropriate time-order transitional words/phrases to enhance the flow of a writing sample.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Experimental Design	EX.8.1	Design an experiment with independent and dependent variables and constants. Use a control group to verify effect of IV on DV.	EX.8.1.1	Select one independent and one dependent variable.
Experimental Design	EX.8.1	Design an experiment with independent and dependent variables and constants. Use a control group to verify effect of IV on DV.	EX.8.1.2	Articulate how the IV will be manipulated.
Experimental Design	EX.8.1	Design an experiment with independent and dependent variables and constants. Use a control group to verify effect of IV on DV.	EX.8.1.3	Articulate how effects on DV will be measured.
Experimental Design	EX.8.1	Design an experiment with independent and dependent variables and constants. Use a control group to verify effect of IV on DV.	EX.8.1.4	Select only one independent variable, and explaining why this is important to the vailidity of the experiment.
Experimental Design	EX.8.1	Design an experiment with independent and dependent variables and constants. Use a control group to verify effect of IV on DV.	EX.8.1.5	Identify all other variables that could impact the dependent variable
Experimental Design	EX.8.1	Design an experiment with independent and dependent variables and constants. Use a control group to verify effect of IV on DV.	EX.8.1.6	Include a plan for how to control all other variables
Experimental Design	EX.8.1	Design an experiment with independent and dependent variables and constants. Use a control group to verify effect of IV on DV.	EX.8.1.7	Include a control group and at least one experimental group
Experimental Design	EX.8.1	Design an experiment with independent and dependent variables and constants. Use a control group to verify effect of IV on DV.	EX.8.1.8	Explain why controls and constants increase the validity of the experiment
Experimental Design	EX.8.2	Create and follow scientific procedures.	EX.8.2.1	Select appropriate materials to test a hypothesis.
Experimental Design	EX.8.2	Create and follow scientific procedures.	EX.8.2.2	Write detailed, replicatble, numbered procedures that can be used to test a hypothesis.
Graphing	G.8.1	Synthesize data from two graphs and use multiple graphs to draw conclusions	G.8.1.1	Graph data from a table. Include appropriate title that names both variables. Label the axes of the graph with the variables and with units, if appropriate.
Graphing	G.8.1	Synthesize data from two graphs and use multiple graphs to draw conclusions	G.8.1.2	Find the slope of a graph.
Graphing	G.8.1	Synthesize data from two graphs and use multiple graphs to draw conclusions	G.8.1.3	Interpret the slope of a graph (rate of change of x vs. y).

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Graphing	G.8.1	Synthesize data from two graphs and use multiple graphs to draw conclusions	G.8.1.4	Expalin the relationship between two variables and how they will change in different circumstances.
Graphing	G.8.1	Synthesize data from two graphs and use multiple graphs to draw conclusions	G.8.1.5	Draw conclusion about population change in a species based on two graphs.
Inquiry and Technology & Engineering	INQ.8.1	Design a simple experimental procedure with an identified control and appropriate variables.	INQ.8.1.1	Define IV as cause, and identify independent variable in an experiment.
Inquiry and Technology & Engineering	INQ.8.1	Design a simple experimental procedure with an identified control and appropriate variables.	INQ.8.1.2	Define DV as effect, and identify the dependent variable in an experiment.
Inquiry and Technology & Engineering	INQ.8.1	Design a simple experimental procedure with an identified control and appropriate variables.	INQ.8.1.3	Define control variables as variables that are constand in an experiment, and identify constants (control variables) in an experiment.
Inquiry and Technology & Engineering	INQ.8.1	Design a simple experimental procedure with an identified control and appropriate variables.	INQ.8.1.4	Define control groups as baseline, unchanged groups used for comparison, and identify control groups in an experiment.
Inquiry and Technology & Engineering	INQ.8.1	Design a simple experimental procedure with an identified control and appropriate variables.	INQ.8.1.5	Expain that constants and control groups are necessary to ensure the validity of an experiment.
Inquiry and Technology & Engineering	INQ.8.2	Select tools and procedures needed to conduct a moderately complex experiment.	INQ.8.2.1	Identify the following scientific tools from their image: Triple beam, electric balance, pan balance Spring scale
Inquiry and Technology & Engineering	INQ.8.2	Select tools and procedures needed to conduct a moderately complex experiment.	INQ.8.2.2	by a description of each tool: Triple beam, electric balance, pan balance Spring scale
Inquiry and Technology & Engineering	INQ.8.2	Select tools and procedures needed to conduct a moderately complex experiment.	INQ.8.2.3	Match each of the following tools with their function and the scientific measurements they can produce: Triple beam, electric balance, pan balance Spring scale
Inquiry and Technology & Engineering	INQ.8.2	Select tools and procedures needed to conduct a moderately complex experiment.	INQ.8.2.4	Describe how to use each of the following tools: Triple beam, electric balance, pan balance Spring scale Including, zeroing balances and scales and subtracting the weight/mass of the container

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Inquiry and Technology & Engineering	INQ.8.3	Interpret and translate data into a table, graph, or diagram.	INQ.8.3.1	Match each type of the graph with the type of data it best represents (pie = precent or proportion, line = 2 quantitative variables, bar = one qualitative and one quantitative variable).
Inquiry and Technology & Engineering	INQ.8.3	Interpret and translate data into a table, graph, or diagram.	INQ.8.3.2	Appropriately scale a graph (numbers on axes have the same range as data sets for both varaibles).
Inquiry and Technology & Engineering	INQ.8.3	Interpret and translate data into a table, graph, or diagram.	INQ.8.3.4	Create a title for a graph that includes both variables.
Inquiry and Technology & Engineering	INQ.8.3	Interpret and translate data into a table, graph, or diagram.	INQ.8.3.5	Match numbers in a table to points on a graph.
Inquiry and Technology & Engineering	INQ.8.4	Draw a conclusion that establishes a cause and effect relationship supported by evidence.	INQ.8.4.1	Indentify variables that are represented in a graph or table.
Inquiry and Technology & Engineering	INQ.8.4	Draw a conclusion that establishes a cause and effect relationship supported by evidence.	INQ.8.4.2	Describe the relationship between variables in a graph or table.
Inquiry and Technology & Engineering	INQ.8.4	Draw a conclusion that establishes a cause and effect relationship supported by evidence.	INQ.8.4.3	Use existing content knowledge to infer why the relationship between two variables exists.
Inquiry and Technology & Engineering	INQ.8.5	Identify a faulty interpretation of data that is due to bias or experimental error.	INQ8.5.1	Explain why there should only be one independent variable in an experiment.
Inquiry and Technology & Engineering	INQ.8.5	Identify a faulty interpretation of data that is due to bias or experimental error.	INQ8.5.2	Expalin why constants/control variables are necessary for an experiment to be valid (you must be sure that only the IV affects the DV).
Inquiry and Technology & Engineering	INQ.8.5	Identify a faulty interpretation of data that is due to bias or experimental error.	INQ8.5.3	Identify invalid experiment by recognizing that scientists are manipulating more than one variable and lacking control variables.
Inquiry and Technology & Engineering	INQ.8.5	Identify a faulty interpretation of data that is due to bias or experimental error.	INQ8.5.4	Explain that experiments are invalid if there is bias (people are motivated to have an experiment turn out a certain way.)
Inquiry and Technology & Engineering	INQ.8.5	Identify a faulty interpretation of data that is due to bias or experimental error.	INQ8.5.5	Defend the importance of careful record keeping (explain the importance of recording things like start time and end time) in experiments.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Inquiry and Technology & Engineering	INQ.8.5	Identify a faulty interpretation of data that is due to bias or experimental error.	INQ8.5.6	Suggest ways to improve an experiment, such as controlling variables or limiting number of variables tested.
Biodiversity & Change	LS.8.1	Use a simple classification key to identify an unknown organism.	LS.8.1.1	Describe physical traits of an organism based on an image of that organism.
Biodiversity & Change	LS.8.1	Use a simple classification key to identify an unknown organism.	LS.8.1.2	Use knowledge of organism's physical traits in conjunction with dicotomous key to classify an organism.
Biodiversity & Change	LS.8.2	Analyze structural, behavioral, and physiological adaptations to predict which populations are likely to survive in a particular environment.	LS.8.2.1	Identify adaptations that would be beneficial for a biome.
Biodiversity & Change	LS.8.2	Analyze structural, behavioral, and physiological adaptations to predict which populations are likely to survive in a particular environment.	LS.8.2.2	Identify what biome an animal would likely to live in based on its adapations.
Biodiversity & Change	LS.8.2	Analyze structural, behavioral, and physiological adaptations to predict which populations are likely to survive in a particular environment.	LS.8.2.3	Explain that organisms that are adpated to their environment are more likely to survive and reproduce to pass on those adaptations.
Biodiversity & Change	LS.8.2	Analyze structural, behavioral, and physiological adaptations to predict which populations are likely to survive in a particular environment.	LS.8.2.4	Recognize that natural selection is a mechanism that causes populations to adapt to their environment.
Biodiversity & Change	LS.8.2	Analyze structural, behavioral, and physiological adaptations to predict which populations are likely to survive in a particular environment.	LS.8.2.5	Define "adaptation" as something that makes an organism more likely to surve in an environment.
Biodiversity & Change	LS.8.3	Describe the environmental conditions of each biome.	LS.8.3.1	Describe environmental conditions in each biome, including latitude, climate, and type of vegetation.
Biodiversity & Change	LS.8.4	Describe the environmental conditions of each biome.	LS.8.4.1	Classify adaptations as advantageous if they help organisms survive, and disadvantagous if they do not.
Biodiversity & Change	LS.8.4	Describe the environmental conditions of each biome.	LS.8.4.2	Use a chart or a graph to draw conclusions about a population increase or decrease.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Biodiversity & Change	LS.8.4	Describe the environmental conditions of each biome.	LS.8.4.3	Make inferences about the relationship between predators and prey.
Biodiversity & Change	LS.8.4	Describe the environmental conditions of each biome.	LS.8.4.4	Draw conclusions about the realtionship between populations and the climates they live in.
Biodiversity & Change	LS.8.5	Identify several reasons for the importance of maintaining the earth's biodiversity.	LS.8.5.1	Define biodiversity as the number of abundance os species living in a given area.
Biodiversity & Change	LS.8.5	Identify several reasons for the importance of maintaining the earth's biodiversity.	LS.8.5.2	Explain that biodiversity is important because it allows ecosystems to adjust to distrubances, it provides benefits for humans like developing medicines from plants an animals and having a variety of choices in diet, and it can provide ecosystem services like natural water filtration.
Biodiversity & Change	LS.8.5	Identify several reasons for the importance of maintaining the earth's biodiversity.	LS.8.5.3	Biodiversity is threatened by habitat loss and degradation, over exploitation (like over- hunting or fishing), the spread of non-native species or diseases, climate change, and pollution.
Biodiversity & Change	LS.8.6	Compare fossils found in sedimentary rock to determine their relative age.	LS.8.6.1	Recognize that sedimentary rocks are desposited in layers, and fossils are found within those layers.
Biodiversity & Change	LS.8.6	Compare fossils found in sedimentary rock to determine their relative age.	LS.8.6.2	Determine the relative age of sedimenatry layers based on their location.
Biodiversity & Change	LS.8.6	Compare fossils found in sedimentary rock to determine their relative age.	LS.8.6.3	Expalin why rocks deposited at the same time could be found at different distances from the surface of the earth.
Biodiversity & Change	LS.8.6	Compare fossils found in sedimentary rock to determine their relative age.	LS.8.6.4	From an image of 6 layers of rock, identify which 2 layers might be the same age using clues such as same rock type or same types of fossils.
Biodiversity & Change	LS.8.6	Compare fossils found in sedimentary rock to determine their relative age.	LS.8.6.5	From an image of three layers of earth, identify the relative age of fossils within those layers.
Chemical Reactions	PS1.8.1	Identify the common outcome of all chemical changes.	PS1.8.1.1	Define chemical change as new substance(s) with different properties being created through a chemical reaction by chemical bonding or breaking chemical bonds.
Chemical Reactions	PS1.8.1	Identify the common outcome of all chemical changes.	PS1.8.1.2	Recognize that when a chemical change occures, it is difficult or impossible to revert to the original reactants.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Chemical Reactions	PS1.8.1	Identify the common outcome of all chemical changes.	PS1.8.1.3	Identify the following as evidence of a chemical change: a gas is produced, the temperature changes, a substance disappears, a solid (precipitate) is formed, a color change occurs, or a new odor is produced. Explain that while these occurances are evidence of phyisical change, they do not occur during every chemical change.
Chemical Reactions	PS1.8.2	Classify common substances as elements or compounds based on their symbols or formulas.	PS1.8.2.1	Define element as the different types of atoms that can occur. Recognize that each element has its own atomic number, indicating the number of protons that it has, and that each element has its own properties.
Chemical Reactions	PS1.8.2	Classify common substances as elements or compounds based on their symbols or formulas.	PS1.8.2.2	Expalin that compounds occur when different elements are chemically bonded together. For a group of elements to be classified as a compound, more than one type of element must be present, and the elements must be chemically bonded together.
Chemical Reactions	PS1.8.2	Classify common substances as elements or compounds based on their symbols or formulas.	PS1.8.2.3	A chemically bonded atoms are called molecules. If a molecule consists of all the same element, it is called an element. If a molecule consists of different elements, it is called a compound.
Chemical Reactions	PS1.8.2	Classify common substances as elements or compounds based on their symbols or formulas.	PS1.8.2.4	Interpret the chemical formual of a molecule to determine the elements present in a compound. For example, water is a compound made of two elements: hydrogen and oxygen. There are two hydrogen atoms (H2) and one oxygen (O) atom in each molecule.
Chemical Reactions	PS1.8.2	Classify common substances as elements or compounds based on their symbols or formulas.	PS1.8.2.5	Recognize that coefficient are used to represent how many moleules of each compound are present.
Chemical Reactions	PS1.8.2	Classify common substances as elements or compounds based on their symbols or formulas.	PS1.8.2.6	Differentiate between the chemical formula for an element and for a compound.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Chemical Reactions	PS1.8.3	Differentiate between a mixture and a compound.	PS1.8.3.1	Recognize that coumpounds can only be broken down by chemical means, because elements are chemically bonded together. They cannot be separated physically.
Chemical Reactions	PS1.8.3	Differentiate between a mixture and a compound.	PS1.8.3.2	Define mixtures as different molecules physically intermingled that can be separated phyically.
Chemical Reactions	PS1.8.3	Differentiate between a mixture and a compound.	PS1.8.3.3	Recognize that mixtures often have the same properties as their component parts, while compounds typically do not.
Chemical Reactions	PS1.8.3	Differentiate between a mixture and a compound.	PS1.8.3.4	Label various substances as compounds or mixtures.
Chemical Reactions	PS1.8.4	Interpret the results of an investigation to determine whether a physical or chemical change has occurred.	PS1.8.4.1	Define physical change as an easily reversible change that does not create or break chemical bonds and does not change the properties of a substance.
Chemical Reactions	PS1.8.4	Interpret the results of an investigation to determine whether a physical or chemical change has occurred.	PS1.8.4.2	Provide examples of physical change, such as phase changes, expanding, or changing temperature.
Chemical Reactions	PS1.8.4	Interpret the results of an investigation to determine whether a physical or chemical change has occurred.	PS1.8.4.3	Define chemical change as a change that creates or breaks chemical bonds and changes the properties of the substance.
Chemical Reactions	PS1.8.4	Interpret the results of an investigation to determine whether a physical or chemical change has occurred.	PS1.8.4.4	Provide examples of chemical change such as rusting, forming a precipitate, burning and forming a powder, or metal corrosion.
Chemical Reactions	PS1.8.4	Interpret the results of an investigation to determine whether a physical or chemical change has occurred.	PS1.8.4.5	Differentiate between examples of chemical and physical changes that could occur in a scientific investigation.
Chemical Reactions	PS1.8.5	Identify the reactants and products of a chemical reaction.	PS1.8.5.1	Define reactants as the compounds or elements that exist before a reaction occurs, on the left side of the equation.
Chemical Reactions	PS1.8.5	Identify the reactants and products of a chemical reaction.	PS1.8.5.2	Define products as the compounds or elements that exist after a reaction occurs, on the right side of the equation.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Chemical Reactions	PS1.8.6	Balance a chemical equation.	PS1.8.6.1	Explain that the number of atoms present in the reactants of an atom should the same as the number of atoms present in the products, in accordance with the Law of Conservation of Mass.
Chemical Reactions	PS1.8.6	Balance a chemical equation.	PS1.8.6.2	Identify the number of each type of atom on each side of the equation.
Chemical Reactions	PS1.8.6	Balance a chemical equation.	PS1.8.6.3	Add coefficients (not subscripts!) to balance the number of atoms on each side.
Chemical Reactions	PS1.8.7	Recognize types of reactions based on their chemical equation.	PS1.8.7.1	Recognize and describe a combustion reaction. A combustion reaction is when oxygen combines with another compound to form water and carbon dioxide. These reactions are exothermic, meaning they produce heat.
Chemical Reactions	PS1.8.7	Recognize types of reactions based on their chemical equation.	PS1.8.7.2	Recognize and describe a synthesis reaction. A synthesis reaction is when two or more simple compounds combine to form a more complicated one. These reactions come in the general form of: A + B ---> AB
Chemical Reactions	PS1.8.7	Recognize types of reactions based on their chemical equation.	PS1.8.7.3	Recognize and describe a decomposition reaction. A decomposition reaction is the opposite of a synthesis reaction - a complex molecule breaks down to make simpler ones. These reactions come in the general form: AB ---> A + B
Chemical Reactions	PS1.8.7	Recognize types of reactions based on their chemical equation.	PS1.8.7.4	Recognize and describe a single displacement reaction. This is when one element trades places with another element in a compound. These reactions come in the general form of: A + BC ---> AC + B
Chemical Reactions	PS1.8.7	Recognize types of reactions based on their chemical equation.	PS1.8.7.5	Recognize and describe a double displacement reaction. This is when the anions and cations of two different molecules switch places, forming two entirely different compounds. These reactions are in the general form: AB + CD ---> AD + CB

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Chemical Reactions	PS1.8.7	Recognize types of reactions based on their chemical equation.	PS1.8.7.6	Recognize and describe an acid-base reaction.his is a special kind of double displacement reaction that takes place when an acid and base react with each other. The H+ ion in the acid reacts with the OH- ion in the base, causing the formation of water. Generally, the product of this reaction is some ionic salt and water: HA + BOH ---> H2O + BA
Chemical Reactions	PS1.8.8	Recognize that in a chemical reaction the mass of the reactants is equal to the mass of the products (Law of Conservation of Mass).	PS1.8.8.1	Explain that matter is never created or destroyed; therefore, the mass of the reactants in a chemical reaction always equals the mass of the products.
Chemical Reactions	PS1.8.8	Recognize that in a chemical reaction the mass of the reactants is equal to the mass of the products (Law of Conservation of Mass).	PS1.8.8.2	Solve for the mass of a product or reactant using the mass of other parts of the equation.
Chemical Reactions	PS1.8.9	Identify the basic properties of acids and bases.	PS1.8.9.1	List the properties of acids: sour, turn blue litmus paper red, conduct an electric current, neutralize bases, corrodes metals, react to produce H+ ions, pH of <7 (lower numeber = stronger acids)
Chemical Reactions	PS1.8.9	Identify the basic properties of acids and bases.	PS1.8.9.2	List the properties of bases: bitter, turn red litmus paper blue, conduct an electric current, neutralize acids, feels slippery or soapy, react to produce OH- ions, pH of >7 (higher number = stronger base)
Chemical Reactions	PS1.8.9	Identify the basic properties of acids and bases.	PS1.8.9.3	Read a description of a substance and determine if it is an acid, a base, or neither based on its properties.
Properties of Matter	PS2.8.1	Recognize that all matter consists of atoms.	PS2.8.1.1	Matter is anything that has volume (takes up space) and has mass.
Properties of Matter	PS2.8.1	Recognize that all matter consists of atoms.	PS2.8.1.2	All solids, liquids, and gasses are matter.
Properties of Matter	PS2.8.1	Recognize that all matter consists of atoms.	PS2.8.1.3	All matter (including compounds, particles and elements) is made of atoms.
Properties of Matter	PS2.8.2	Describe the structure an atom: identify location, size, and charge of protons, electrons, and neutrons.	PS2.8.2.1	Descirbe that atoms are made of charged and neutral particles.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Properties of Matter	PS2.8.2	Describe the structure an atom: identify location, size, and charge of protons, electrons, and neutrons.	PS2.8.2.10	Define atomic mass as mass of the entire atom, which is measured in amu. Recognize that 1 amu is equal to the mass of 1 proton. Therefore, the mass of an atom is about double the atomic number, the mass of the protons plus the mass of the neutrons. Recognize that the mass of the electrons is so much smaller, relatively, they they are neglible in determining the mass of an atom.
Properties of Matter	PS2.8.2	Describe the structure an atom: identify location, size, and charge of protons, electrons, and neutrons.	PS2.8.2.2	Define protons as postitively charged particles.
Properties of Matter	PS2.8.2	Describe the structure an atom: identify location, size, and charge of protons, electrons, and neutrons.	PS2.8.2.3	Define neutrons as neutrally charged particles (no charge).
Properties of Matter	PS2.8.2	Describe the structure an atom: identify location, size, and charge of protons, electrons, and neutrons.	PS2.8.2.4	Define electrons as negatively charged particles.
Properties of Matter	PS2.8.2	Describe the structure an atom: identify location, size, and charge of protons, electrons, and neutrons.	PS2.8.2.5	Explain that typically, an atom has the same number of protons, neutrons, and electrons.
Properties of Matter	PS2.8.2	Describe the structure an atom: identify location, size, and charge of protons, electrons, and neutrons.	PS2.8.2.6	Recognize that if an atom has more or less neutrons than protons, it is called an isotope.
Properties of Matter	PS2.8.2	Describe the structure an atom: identify location, size, and charge of protons, electrons, and neutrons.	PS2.8.2.7	Recognize that if an atom has more or less electrons than protons, it is called an ion.
Properties of Matter	PS2.8.2	Describe the structure an atom: identify location, size, and charge of protons, electrons, and neutrons.	PS2.8.2.8	Describe the structure of an atom: the protons and neutrons are concentrated in the center (nucleus) of the atom. They are much larger than the elelctrons, and make up nearly all of the atoms mass. The electrons move in a "cloud" around the nucleus. They are much smaller than protons and neutrons. While they do not contribute to the mass of the atom, they make up most of its volume.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Properties of Matter	PS2.8.2	Describe the structure an atom: identify location, size, and charge of protons, electrons, and neutrons.	PS2.8.2.9	Define atomic number as number of protons in an atom.
Properties of Matter	PS2.8.3	Draw Lewis Dot Structure for an atom of a given element.	PS2.8.3.1	Recognize that electons are arranged in layers called "shells."
Properties of Matter	PS2.8.3	Draw Lewis Dot Structure for an atom of a given element.	PS2.8.3.2	Determine the number of electrons each valence shell can hold (first shell holds 2, subsequent shells hold 8).
Properties of Matter	PS2.8.3	Draw Lewis Dot Structure for an atom of a given element.	PS2.8.3.3	Idenitfy Lewis dot structures as a method for representing the number of valence electrons that an element has.
Properties of Matter	PS2.8.3	Draw Lewis Dot Structure for an atom of a given element.	PS2.8.3.4	Draw a lewis dot structure for a neutral element.
Properties of Matter	PS2.8.3	Draw Lewis Dot Structure for an atom of a given element.	PS2.8.3.5	Determine whether a neutral element is inert or reactive based on its dot structure.
Properties of Matter	PS2.8.4	Describe the chemical makeup of the atmosphere.	PS2.8.4.1	Recognize a graph that correctly represents the porportion of gasses in the atmosphere.
Properties of Matter	PS2.8.4	Describe the chemical makeup of the atmosphere.	PS2.8.4.2	List the major gasses in the atmosphere and identify the percent of the atmosphere that each gas represents (78.09% nitrogen, 20.95% oxygen, 1% water vapor, 0.93% argon, 0.039% carbon dioxide, and small amounts of other gases).
Properties of Matter	PS2.8.5	Decribe how the compostion of the atmosphere of earth has changed over time.	PS2.8.5.1	Describe the composition of the first atmosphere (mostly hydrogen leftover from the formation of the sun).
Properties of Matter	PS2.8.5	Decribe how the compostion of the atmosphere of earth has changed over time.	PS2.8.5.2	Describe the composition of the second atmosphere (mostly nitrogen and carbon dioxide produced by volcanic activity as plates shifted and asteroids bombarded the earth).

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Properties of Matter	PS2.8.5	Decribe how the compostion of the atmosphere of earth has changed over time.	PS2.8.5.3	Describe the composition of the thrid atmosphere, (the presence of oxygen increased through the Great Oxygenation event, when oxygen became freely available in the atmosphere because the rate that plants produced oxygen through photosynthesis exceed the rate that oxygen could be consumed for oxidation by reduction materials such as iron).
Properties of Matter	PS2.8.6	Compare the particle arrangement and type of particle motion associated with different states of matter.	PS2.8.6.1	Define a gas as a substance that has particles that are widely separated (far apart) and no reguar arrangement. The particles move rapidly and vibrate more than in a solid or a liquid. Gases have the same shape and volume of their container (no definite volume or shape). Easy to compress.
Properties of Matter	PS2.8.6	Compare the particle arrangement and type of particle motion associated with different states of matter.	PS2.8.6.2	Define a liquid as a substance that has particles that are close together with no regular arrangement. The particles vibrate and slide past each other/roll over each other. The substance is difficult to compress and flows easily. It has a definite volume (volume does not change), but not a definite shape (shape changes based on its container).
Properties of Matter	PS2.8.6	Compare the particle arrangement and type of particle motion associated with different states of matter.	PS2.8.6.3	Define a solid as a substance where particles are close together with a structured, regular arragngement. The particles vibrate, but do not move from their location. The substance is difficult ot compress and does not flow easily. It has a definite volume and shape.
Properties of Matter	PS2.8.6	Compare the particle arrangement and type of particle motion associated with different states of matter.	PS2.8.6.4	Compare phases of matter to each other: gas particles move the fastest and vibrate the most, solid particles do not move and vibrate the least. Gases are the easiest and solids are the hardest to compress. Solids have the most and gases have the lease structure.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Properties of Matter	PS2.8.6	Compare the particle arrangement and type of particle motion associated with different states of matter.	PS2.8.6.5	Recognize that matter can exist in all three phases, and that changing between these phases is a phyiscal, not a chemical change, because it is easily reversible and does not create or break chemical bonds.
Properties of Matter	PS2.8.7	Apply an equation to determine the density of an object based on its mass and volume.	PS2.8.7.1	Calculate density given mass and volume. Use the same equation to solve for mass or volume.
Properties of Matter	PS2.8.7	Apply an equation to determine the density of an object based on its mass and volume.	PS2.8.7.2	Select apporpriate tools and use those tools to calculate density of regular and irregular objects.
Properties of Matter	PS2.8.7	Apply an equation to determine the density of an object based on its mass and volume.	PS2.8.7.3	Compare the density of various objects.
Properties of Matter	PS2.8.7	Apply an equation to determine the density of an object based on its mass and volume.	PS2.8.7.4	Define density as how tightly particles are packed.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.1	Recognize that the periodic table organizes all of the elements by patterns.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.10	Describe and recognize halogens. Halogens are between non metals and noble gases in the 17th group. They form salts by reacting with metals.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.11	Describe and recognize the noble gases. Noble gases are the furthest right (they are chemically inert, because their valence shells are full, making them the most stable.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.12	Explain the periodic trend of atomic radii: Moving from left to right across a period, the atomic radii (the voulme of the elements) decreases. Although these elements have more electrons, the positive charge of the nucleus is stronger, and it attracts the negatively electrons, which are held in closer to the nucleus.Moving down a group, the atomic radius increases because shells of electrons are added with each period.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.13	Expalin the periodic trend of ionization energy: Ionization energy is the energy required to remove an electron from an atom (to create an ion from the neutral atom). Ionization energy increases moving across a period, becuase the positive charge of the larger nucleus more strongly attracts the electrons. As a result, elements on the left side of the table are more likely to give up electrons, and those on the right are more likely to gain electrons in bonding. Ionization energy decreases moving down a group because there are more shells added to the atom, the valence electrons are further away from the positively charged nucleus.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.14	Expalin the periodic trend of electron affinity: Electron affinity is the amount of energy released when an electron is added to an elemnet in its neutral state. If electron affinity is high (negative) when an atom is more likely to gain an electron (to make the charge on the atom negative). Electron affinity increases moving acorss a period, because those elements are more likely to gain electrons. Electron affinity decreases moving down a group, becuase the positive charge of the nucleus is sheilded by the shells of valence electons and the atoms are less likely at attract a negative electron. This is opposite of ionization energy.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.15	Explain the trend of electronegativity: electronegativity is the liklihood that an atom gains an electron during bonding. this follows the trend of electron affinity.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.16	Descirbe why metals and non-metals are more likely to form bonds with each other: Since metals are more likely to lose and electron, and non-metals are more likely to gain an electron, these elements often bond together to form compounds, like table salt (NaCl).
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.17	Define the periodic table as a scientific tool that organizes all of the elements.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.18	Define element as a building block of matter.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.19	Recognize that each element has its own atomic structure.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.2	Identify that columns of the table are called groups. The groups are numbered from left to right.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.20	Read and interpret information in one box of the periodic table.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.3	Identify that rows of the table are called periods. The periods are numbered from top to bottom.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.4	Interpret the periodic table: the elements are arranged by increasing atomic number/mass (number of protons). You read the periodic table like a book - Start at the top left, move right, then go down to the next row.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.5	Describe and recognize the alkali and alkaliane metals. The left side of the periodic table is the metals (lusturous solids, contuctive of heat and electricity). The first group is alkali metals, which are very reactive and do not occur freely in nature. The second group is alkalaine earth metals. They are also very reactive and do not occur freely in nature.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.6	Describe and recognize the transition metals. The transition metals are in the middle. They are less less reactive than the alkali and alkaliane metals, and they conduct heat and electricy. they are most likely to form ions because their elections are less confined to speicific valence shells. Some are magnetic.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.7	Describe and recognize the other metals. The other metals are ductile and malleable, but they are not as variable in oxidation states. They are dense.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.8	Describe and recognize the metalloids. Metalloids are on the line, they are semi-conductors.
Properties of Matter	PS2.8.8	Use the periodic table to determine the properties of an element.	PS2.8.8.9	Describe and recognize the non-metals. Non metals are on the right side above the zig-zag line (most of these exist in the gas phase at room temperature). They are not malleable, ductile, they are not conductors, and they do not reflect light.
Properties of Matter	PS2.8.9	Define ionic and covalent bonds.	PS2.8.9.1	In order to become more stable, atoms fill their valence shells by bonding.
Properties of Matter	PS2.8.9	Define ionic and covalent bonds.	PS2.8.9.2	Define ionic bonds as gaining/losing electrons. Recognize that this occurs when atoms have high electronegativing values.
Properties of Matter	PS2.8.9	Define ionic and covalent bonds.	PS2.8.9.3	Define covalent bonding as sharing electrons.
Properties of Matter	PS2.8.9	Define ionic and covalent bonds.	PS2.8.9.4	Identify images of Lewis Dot Structures as representing ioncic or covalent bonds.
Forces of Nature	PS3.8.1	Recognize that electricity can be produced using a magnet and wire coil.	PS3.8.1.1	Describe that electricity (electric current) can be produced by moving a magnet through a coil of copper wire.
Forces of Nature	PS3.8.1	Recognize that electricity can be produced using a magnet and wire coil.	PS3.8.1.2	Describe that electricity (electric current) can be produced by Tturning a coil of wire in a c-shaped magnet.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Forces of Nature	PS3.8.1	Recognize that electricity can be produced using a magnet and wire coil.	PS3.8.1.3	Explain that either the wire or the magnet must be moving to create an electric current (electricity).
Forces of Nature	PS3.8.2	Analyze the effect of velocity of the magnet or the wire on the strength of the current created.	PS3.8.2.1	Calculate the relative velocity of a magnet/wire coil system.
Forces of Nature	PS3.8.2	Analyze the effect of velocity of the magnet or the wire on the strength of the current created.	PS3.8.2.2	Determine the direction of the current produced base on the direction of the velocity.
Forces of Nature	PS3.8.2	Analyze the effect of velocity of the magnet or the wire on the strength of the current created.	PS3.8.2.3	Analyze images of magnets and wire coils with velocity vectors labeled to determin which system produces the strongest electric current.
Forces of Nature	PS3.8.3	Descirbe the basic principles of an electromagnet.	PS3.8.3.1	Idenitfy the three parts of an electromagnet: battery, copper wire, iron nail.
Forces of Nature	PS3.8.3	Descirbe the basic principles of an electromagnet.	PS3.8.3.2	Diagram an electromagnet.
Forces of Nature	PS3.8.3	Descirbe the basic principles of an electromagnet.	PS3.8.3.3	Explain that an electromagent attracts metal only when there is current flowing through the wire.
Forces of Nature	PS3.8.3	Descirbe the basic principles of an electromagnet.	PS3.8.3.4	Determine that the strength of an electromagnet increases when there are more loops in the wire.
Forces of Nature	PS3.8.4	Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet.	PS3.8.4.1	Recognize that all magnets have a north and south pole.
Forces of Nature	PS3.8.4	Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet.	PS3.8.4.2	Define magnetic poles as the points where magnetic field lines begin and end.
Forces of Nature	PS3.8.4	Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet.	PS3.8.4.3	Define permanent magnets as being composed of metallic particles aligned so that they will adhere to materials in which a similar alignment can occur.
Forces of Nature	PS3.8.4	Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet.	PS3.8.4.4	Recognize that the earth is not a permanent magnet because its magnetic field is created by the movement of the iron and nickel core.
Forces of Nature	PS3.8.4	Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet.	PS3.8.4.5	Identify that permanent magnets have a fixed field strength, while the strength of electromagnets and of the earth can change.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Forces of Nature	PS3.8.4	Distinguish among the Earth's magnetic field, a magnet, and the fields that surround a magnet and an electromagnet.	PS3.8.4.6	Recognize that magnetic field lines alway emerge from the north (+) pole, and always curve in a circular shape toward the south (-) pole.
Forces of Nature	PS3.8.5	Explain what magnetic fields are and how they are formed.	PS3.8.5.1	Define magnetic field as an areas where an object exhibits a megnetic influence by causing charged particles in other objects to align to the field.
Forces of Nature	PS3.8.5	Explain what magnetic fields are and how they are formed.	PS3.8.5.2	Explain that magnetic objects and attract or repel other magnetic objects.
Forces of Nature	PS3.8.5	Explain what magnetic fields are and how they are formed.	PS3.8.5.3	Recognize that magnetic fields are created by the movement of charged particles. Some are pre-existing, and other are created by external influences like th movement of charge partilces due to an electric current.
Forces of Nature	PS3.8.6	Distinguish between mass and weight using appropriate measuring instruments and units.	PS3.8.6.1	Define mass as amount of matter.
Forces of Nature	PS3.8.6	Distinguish between mass and weight using appropriate measuring instruments and units.	PS3.8.6.2	Recognize that mass is measured with balances (pan, triple beam, electronic).
Forces of Nature	PS3.8.6	Distinguish between mass and weight using appropriate measuring instruments and units.	PS3.8.6.3	Select grams (g) or kilograms (kg) as appropriate units for mass.
Forces of Nature	PS3.8.6	Distinguish between mass and weight using appropriate measuring instruments and units.	PS3.8.6.4	Define weight as the force of gravity.
Forces of Nature	PS3.8.6	Distinguish between mass and weight using appropriate measuring instruments and units.	PS3.8.6.5	Calculate weight using mass * gravitational acceleration.
Forces of Nature	PS3.8.6	Distinguish between mass and weight using appropriate measuring instruments and units.	PS3.8.6.6	Explain that weight changes based on location; weight increases with proximity and mass of nearby objects.
Forces of Nature	PS3.8.6	Distinguish between mass and weight using appropriate measuring instruments and units.	PS3.8.6.7	Select newtons (N) as the appropriate units for weight.
Forces of Nature	PS3.8.6	Distinguish between mass and weight using appropriate measuring instruments and units.	PS3.8.6.8	Recognize that weight is measured with a spring scale.
Forces of Nature	PS3.8.7	Determine the relationship among the mass of objects, the distance between these objects, and the amount of gravitational attraction.	PS3.8.7.1	Define massive as the amount of mass an obeject has.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Forces of Nature	PS3.8.7	Determine the relationship among the mass of objects, the distance between these objects, and the amount of gravitational attraction.	PS3.8.7.2	Apply that gravitational attraction increases with mass.
Forces of Nature	PS3.8.7	Determine the relationship among the mass of objects, the distance between these objects, and the amount of gravitational attraction.	PS3.8.7.3	Apply that gravitational attraction decreases with distance.
Forces of Nature	PS3.8.8	Illustrate how gravity controls the motion of objects in the solar system.	PS3.8.8.1	Gravitational force causes planets and moons to orbit; it does not cause rotation on an axis.
Forces of Nature	PS3.8.8	Illustrate how gravity controls the motion of objects in the solar system.	PS3.8.8.2	The direction of gravitational force is always pulling objects toward each other (i.e. force pulls earth toward the sun, and the moon toward the earth.)
Technology and Tools	TE.8.1	Indentify the tools and procedures needed to test the design features of a prototype.	TE.8.1.1	Identify the goal of a product.
Technology and Tools	TE.8.1	Indentify the tools and procedures needed to test the design features of a prototype.	TE.8.1.2	Determine whether product provides the benefits that it is intended to.
Technology and Tools	TE.8.1	Indentify the tools and procedures needed to test the design features of a prototype.	TE.8.1.3	Compare to products to determine if a new product is an improvement.
Technology and Tools	TE.8.1	Indentify the tools and procedures needed to test the design features of a prototype.	TE.8.1.4	Decide what evidence should be used to evaluate a product.
Technology and Tools	TE.8.1	Indentify the tools and procedures needed to test the design features of a prototype.	TE.8.1.5	Select appropriate tools to test the potential benefits of a product.
Technology and Tools	TE.8.2	Evaluate a protocol to determine if the engineering design process was successfully applied.	TE.8.2.1	Recognize that: to decide what projects to complete, engineers identify problems with current technologies or areas that they can improve.
Technology and Tools	TE.8.2	Evaluate a protocol to determine if the engineering design process was successfully applied.	TE.8.2.2	Name thatL after identifying a project, engineers complete background research to see what is already known about their project topic.
Technology and Tools	TE.8.2	Evaluate a protocol to determine if the engineering design process was successfully applied.	TE.8.2.3	Explain why engineers build a protoype of their design before mass producing the product (to test their ideas and make sure that they don't produce a flawed or dangerous product on a large scale).
Technology and Tools	TE.8.2	Evaluate a protocol to determine if the engineering design process was successfully applied.	TE.8.2.4	Identify the purpose/goal of a product and determine whether the result matches that goal.

8th Grade Science Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Technology and Tools	TE.8.2	Evaluate a protocol to determine if the engineering design process was successfully applied.	TE.8.2.5	Recognize that if engineers see a flaw in their design, they re-design and re-build their product; they do not sell it.
Technology and Tools	TE.8.2	Evaluate a protocol to determine if the engineering design process was successfully applied.	TE.8.2.6	Identify steps of the EDP and fill in any missing steps. Determine if the protocol was followed correctly or incorrectly.
Technology and Tools	TE.8.3	Distinguish between the intended benefits and the unintended consequences of a new technology.	TE.8.3.1	Define "intended benefit" as something that is on purpose and good.
Technology and Tools	TE.8.3	Distinguish between the intended benefits and the unintended consequences of a new technology.	TE.8.3.2	Recognize that the intended benefit is the reason that a product was created in the first place.
Technology and Tools	TE.8.3	Distinguish between the intended benefits and the unintended consequences of a new technology.	TE.8.3.3	Define "unintended consequence" as something that is accedental and bad.
Technology and Tools	TE.8.4	Differentiate between adaptive and assistive engineered products (food, biofuels, medicines, integrated pest management).	TE.8.4.1	Assistive technologies help disabled people overcome a handicap.
Technology and Tools	TE.8.4	Differentiate between adaptive and assistive engineered products (food, biofuels, medicines, integrated pest management).	TE.8.4.2	Adaptive technologies cause a permanent change (surgery, genetic engineering, etc.)

8th Grade Social Studies Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Social Studies	8.16	Social Studies	8.16.1	Explain how the practice of salutary neglect, experience with self-government, and wide spread ownership of land fostered individualism and contributed to the American Revolution.
Social Studies	8.17	Social Studies	8.17.1	Evaluate the contributions of Benjamin Franklin to American society in the areas of science, writing and literature, and politics, including analysis of excerpts from Poor Richard's Almanack, The Autobiography of Benjamin Franklin, the Albany Plan of Union and the Join or Die cartoon.
Social Studies	8.18	Social Studies	8.18.1	Describe the impact of the John Peter Zenger trial on the development of the principle of a free press.
Social Studies	8.22	Social Studies	8.22.1	Analyze the social, political and economic causes of the American Revolution and the major battles, leaders and events, including: (C, E, H, P), Mercantilism, Pontiac's Rebellion, The Proclamation of 1763, The Sugar Act, 1764,The Quartering Act, 1765, The Stamp Act, 1765, The Declaratory Act, 1766, The Townshend Act, 1767, The Boston Massacre, 1770, The Boston Tea Party, 1773, The Intolerable Acts, 1774, Patrick Henry, Benjamin Franklin, John Adams, Sam Adams, John Hancock, Thomas Jefferson, Sons of Liberty
Social Studies	8.23	Social Studies	8.23.1	Determine the central ideas expressed in the Declaration of Independence and write an expository piece in which the legacy of these ideas in today's world is described and validated with supporting evidence from the text. (H, P)
Social Studies	8.24	Social Studies	8.24.1	Using Thomas Paine's Common Sense and The Crisis identify aspects of the texts that reveal the author's point of view and purpose including loaded language. (H, P)
Social Studies	8.25	Social Studies	8.25.1	Compose a research essay that investigates three central causes of the American Revolution and explains how these events or people influenced the colonists to turn against and resist English rule.
Social Studies	8.27	Social Studies	8.27.1	Compare the points of views of the Loyalists and Patriots by integrating visual information through charts, graphs, or images with print texts. (C, E, G, H, P)
Social Studies	8.28	Social Studies	8.28.1	Draw conclusions about the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact in relation to the development of government in America. (C, H, P)
Social Studies	8.29	Social Studies	8.29.1	Analyze the Land Ordinance of 1785 and the Northwest Ordinance of 1787 and their impact on the future development of western settlement and the spread of public education and slavery.
Social Studies	8.3	Social Studies	8.30.1	Analyze the weaknesses of the Articles of Confederation, including no power to tax, no common currency, no control of interstate commerce, and no executive branch, failure of the Lost State of Franklin and the impact of Shays' Rebellion. (C, E, H, P, TN)

8th Grade Social Studies Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Social Studies	8.31	Social Studies	8.31.1	Identify the various leaders of the Constitutional Convention and analyze the major issues they debated, including: (C, E, H), distribution of power between the states and federal government, Great Compromise, Slavery and the 3/5 Compromise, George Washington and James Madison
Social Studies	8.32	Social Studies	8.32.1	Explain the ratification process and describe the conflict between Federalists and Anti-Federalists over ratification, including the need for a Bill of Rights and concern for state's right, citing evidence from the Federalist Papers No.10 and 51 and other primary source texts. (H,P)
Social Studies	8.33	Social Studies	8.33.1	Summarize the principles embedded in the Constitution, including the purposes of government listed in the Preamble, separation of powers, check and balances, the amendment process, federalism, and recognition of and protections of individual rights in the Bill of Rights. (P)
Social Studies	8.34	Social Studies	8.34.1	Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text. (P)
Social Studies	8.35	Social Studies	8.35.1	Analyze the major events of George Washington's presidency, including Pinckney's Treaty, Jay's Treaty, Whiskey Rebellion, and precedents set in the Farewell Address. (G, P)
Social Studies	8.36	Social Studies	8.36.1	Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties by analyzing their views of foreign policy, economic policy (including the National Bank), funding, and assumption of the revolutionary debt.
Social Studies	8.37	Social Studies	8.37.1	Write an opinion piece arguing for the importance of a particular right as it impacts individuals and/or groups, using evidence from the Bill of Rights and contemporary informational text. (P)
Social Studies	8.44	Social Studies	8.44.1	Identify on a map the changing boundaries of the United States, including the Convention of 1818 and Adams-Onis Treaty. (G, P)
Social Studies	8.46	Social Studies	8.46.1	Analyze the physical obstacles to and the economic and political factors involved in building a network of roads, canals and railroads , including Henry Clay's American System,. (E, G, H, P)
Social Studies	8.47	Social Studies	8.47.1	Explain the causes and effects of the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and and spatial arrangements of cities as a result of events such as the Great Potato Famine. (C, E, G, P)

8th Grade Social Studies Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Social Studies	8.49	Social Studies	8.49.1	Examine excerpts written by Elizabeth Cady Stanton, Susan B. Anthony and Sojourner Truth to gain context for the women's suffrage movement and explain how each woman was significant to the movement.
Social Studies	8.51	Social Studies	8.51.1	Trace the development of the agrarian economy in the South, the locations of the cotton-producing states, and the significance of cotton, the cotton gin and the role of Memphis as the Cotton Capital of the South. (C, E, G, P, TN)
Social Studies	8.54	Social Studies	8.54.1	Identify the constitutional issues posed by the doctrine of nullification and secession and analyze the earliest origins of that doctrine. (C, P)
Social Studies	8.55	Social Studies	8.55.1	Explain the events and impact of the presidency of Andrew Jackson, including the "corrupt bargain," the advent of Jacksonian Democracy, his use of the spoils system and the veto, his battle with the Bank of the United States, the Nullification Crisis and the Indian removal. (C, E, G, H, P, TN)
Social Studies	8.57	Social Studies	8.57.1	Write a narrative piece that describes the impact of the Indian Removal Act of 1830 and the struggle between the Cherokee Nation and the United States government and cites evidence from primary source accounts of the Trail of Tears.
Social Studies	8.58	Social Studies	8.58.1	Describe the concept of Manifest Destiny and draw conclusions about its impact on the developing character of the American nation, including the purpose, challenges and economic incentives for westward expansion.
Social Studies	8.63	Social Studies	8.63.1	Summarize the major figures and events in the discovery of gold in California and explain its impact on the economy of the United States, including John Sutter, and 49'ers.
Social Studies	8.82	Social Studies	8.82.1	Explain the significance of 13th, 14th and 15th Amendments to the U.S. Constitution. (P)
Social Studies	8.83	Social Studies	8.83.1	Analyze the choice of Andrew Johnson as Vice-President, his succession to the Presidency, his plan for Reconstruction and his conflict with the Radical Republicans. (H, P, TN)
Social Studies	8.84	Social Studies	8.84.1	Compare and contrast the 10 Percent Plan to the Radical Republican Plan for Reconstruction. (C, P)
Social Studies	8.85	Social Studies	8.85.1	Explain the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws. (C, H, P)
Social Studies	8.87	Social Studies	8.87.1	Explain the movement of both white and black Northern entrepreneurs (carpetbaggers) from the North to the South. (C, E, P)
Social Studies	8.88	Social Studies	8.88.1	Explain the controversy of the 1876 presidential election and the subsequent removal of federal troops from the South.

8th Grade Social Studies Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Social Studies	8.91	Social Studies	8.91.1	Explain patterns of agricultural and industrial development after the Civil War as they relate to climate, use of natural resources, markets and trade and the location of such development on a map.
Social Studies	8.92	Social Studies	8.92.1	Trace the evolution of federal policies toward American Indians, including movement to reservations; assimilation, boarding schools, wars with Indians (Little Big Horn and Wounded Knee) and the impact of the railroad and settlement patterns of pioneers, Buffalo Soldiers (George Jordan) and the Dawes Act.
Social Studies	8.93	Social Studies	8.93.1	Explain the significance of various American Indian leaders, including: Crazy Horse, Geronimo, Sitting Bull, Chief Joseph
Social Studies	8.94	Social Studies	8.94.1	Explain the implications of the Homested Act.
Social Studies	8.95	Social Studies	8.95.1	Know inventors and explain the impacts of their inventions on life in the West (including how barbed wire, the six shooter, windmills, sod housing, and the steel plow).
Social Studies	8.96	Social Studies	8.96.1	Trace the expansion and development of the Transcontinental Railroad, including the Golden Spike Event (1869), and the role that Chinese Immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific Track) played in its construction (C,E,G, P)
Social Studies	8.97	Social Studies	8.97.1	Can engage in a 30 minute discussion around the following prompt: Was the United States hypocritical in its expansion West? Consider the origins of the United States and its evolutoin as an independent, self-governed nation. Draw upon your notes, writings, and texts from over the course of the year to prepare for your discussion. Can write an essay post-discussion that argues their position now that discussion has taken place.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.0	SWBAT compare proportional relationships represented by equations, graphs, or tables.
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.1	SWBAT interpret the unit rate as the slope in a proportional relationship. SWBAT write the equation for a proportional relationship from a context or table (basic unit rate). SWBAT graph a proportional relationship on a coordinate plane (basic unit rate). This will have been taught earlier in 7th.
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.10	SWBAT identify the y-intercept of a graph. SWBAT identify the x-intercept of a graph.
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.11	SWBAT write a slope intercept equation given a real world scenario. SWBAT write a slope intercept equation when given a table.
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.12	SWBAT graph a line in slope intercept form. (using rise and run starting at b)
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.13	SWBAT graph a line in slope intercept or standard form by finding intercepts. (Potentially could be dropped for time constraints)

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.14	SWBAT write the equation that represents the graph of a line.
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.15	SWBAT understand that any constant rate problem can be described by a linear equation. SWBAT compare two different proportional relationships/rates of change represented by graphs, equations, and tables.
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.16	Apply knowledge of proportional relationships and linear equations to real world contexts.
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.17	Apply knowledge of proportional relationships and linear equations to real world contexts.
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.18	Apply knowledge of proportional relationships and linear equations to real world contexts.
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.2	SWBAT understand that the slope of line describes the steepness or slant (rate of change). SWBAT understand that slope is represented by m in linear equations (similar to k in y=kx)
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.3	SWBAT identify lines with positive and negative slopes. SWBAT calculate the slope of a linear function (using rise over run)

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.4	SWBAT identify graphs of vertical and horizontal lines. SWBAT identify equations that represent vertical and horizontal lines.
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.5	SWBAT compare the slope of two graphs (when given an equation/picture). SWBAT identify slopes that are greater/ less. (when given an equation/picture)
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.6	SWBAT calculate the slope of a linear function using the slope formula. SWBAT identify the slope of a vertical or horizontal line.
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.7	SWBAT find the slope of a line written in slope intercept form.
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.8	SWBAT find the slope of a line written in standard form. (Potentially could be dropped for time constraints)
Understand the connections between proportional relationships, lines, and linear equations.	8.EE.2	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	8.EE.5.9	SWBAT use an equation in slope intercept form to create and input output table.
Define, evaluate, and compare functions.	8.F.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.	8.F.1.0	SWBAT explain whether a set of values (expressed in multiple ways) represents a function.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Define, evaluate, and compare functions.	8.F.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.	8.F.1.1	SWBAT understand that a function assigns exactly one output to each input. SWBAT understand that a function rule can be used to make predictions.
Define, evaluate, and compare functions.	8.F.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.	8.F.1.10	SWBAT use a function rule (equation, table, graph) to make predictions. This will have been taught earlier in 7th.
Define, evaluate, and compare functions.	8.F.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.	8.F.1.11	SWBAT determine limitations on a function in a real world context.
Define, evaluate, and compare functions.	8.F.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.	8.F.1.2	SWBAT determine inputs and outputs when given a function. (inlcude tables, graphs, equations.)
Define, evaluate, and compare functions.	8.F.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.	8.F.1.3	SWBAT determine whether or not a table represents a function.
Define, evaluate, and compare functions.	8.F.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.	8.F.1.4	SWBAT determine whether or not a graph represents a function.
Define, evaluate, and compare functions.	8.F.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.	8.F.1.5	SWBAT determine whether or not a set of ordered pairs represents a function.

8th Grade Math Standards				
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Define, evaluate, and compare functions.	8.F.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.	8.F.1.6	SWBAT create a table, graph, or set of ordered pairs that represent a function.
Define, evaluate, and compare functions.	8.F.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.	8.F.1.7	SWBAT write a function rule from a table. This will have been taught earlier in 7th.
Define, evaluate, and compare functions.	8.F.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.	8.F.1.8	SWBAT write a function rule from a real world context (constant rates). This will have been taught earlier in 7th.
Define, evaluate, and compare functions.	8.F.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.	8.F.1.9	SWBAT determine whether function is discrete or continuous.
Understand the connections between proportional relationships, lines, and linear equations.	8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	8.F.2	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
Understand the concept of a function and use function notation	F.IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	F.IF.1.0	SWBAT explain that a function assignes each element of the domain (x) to exactly one element of the range.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Understand the concept of a function and use function notation	F.IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	F.IF.1.1	SWBAT interpret function notation. SWBAT understand that f represents the graph of f(x). SWBAT understand that x represents an element of the domain. SWBAT understand that f(x) represents an element of the range.
Understand the concept of a function and use function notation	F.IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	F.IF.1.2	SWBAT understand a function f assigns each element of the domain (x) to exactly one element of the range f(x)
Understand the concept of a function and use function notation	F.IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	F.IF.1.3	SWBAT use the definition of a function to determine whether or not a represenation is a function.
Understand the concept of a function and use function notation	F.IF.1	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	F.IF.1.4	SWBAT create a function given an incomplete representation.
Understand the concept of a function and use function notation	F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	F.IF.2.0	SWBAT articulate the meaning of inputs and outputs in a given setting. SWBAT articulate restrictions on domain given a function in function notation or a function in context.

8th Grade Math Standards				
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Understand the concept of a function and use function notation	F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	F.IF.2.1	SWBAT identify a linear function as f(x = x. SWBAT identify a quadratic function as f(x) = x^2. SWBAT identify an exponential function as f(x) = B^x where B is the constant base. SWBAT identify a square root function as f(x) = Ö
Understand the concept of a function and use function notation	F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	F.IF.2.2	SWBAT use function notation to create a function table by evaluating a function for a given set of inputs.
Understand the concept of a function and use function notation	F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	F.IF.2.3	SWBAT use function notation to evaluate a function at given inputs.
Understand the concept of a function and use function notation	F.IF.2	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	F.IF.2.4	SWBAT articulate the meaning of inputs and outputs given in function notation.
Understand the concept of a function and use function notation	F.IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ? 1	F.IF.3.0	SWBAT explain the formula for a sequence.
Understand the concept of a function and use function notation	F.IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ? 1	F.IF.3.1	SWBAT understand that function notation can be used to represent sequences. SWBAT understand that we can use a function to predict any number in a sequence.

8th Grade Math Standards				
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Understand the concept of a function and use function notation	F.IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ? 1	F.IF.3.2	SWBAT use function notation to write the formula for a sequence.
Understand the concept of a function and use function notation	F.IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ? 1	F.IF.3.3	SWBAT use a sequence or formula to create a representative input output table.
Understand the concept of a function and use function notation	F.IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ? 1	F.IF.3.4	SWBAT write an explicit and recursive formula for a sequence.
Understand the concept of a function and use function notation	F.IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ? 1	F.IF.3.5	SWBAT use a formula for a sequence to predict terms in the sequence.
Understand the concept of a function and use function notation	F.IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ? 1	F.IF.3.6	SWBAT identify sequences as arithmetic or geometric. SWBAT explain why a sequence is arithmetic or geometric.

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Understand the concept of a function and use function notation	F.IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ? 1	F.IF.3.7	SWBAT prediect terms in arithmetic or geometric sequences.
Understand the concept of a function and use function notation	F.IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ? 1	F.IF.3.8	SWBAT graph a sequence on a coordinate plane.
Understand the concept of a function and use function notation	F.IF.3	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n ? 1	F.IF.3.9	Apply knowledge of sequences to solve real world problems.
Interpret functions that arise in applications in terms of the context	F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.?	F.IF.4.0	SWBAT explain key featuers of graphs and tables.

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Interpret functions that arise in applications in terms of the context	F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.?	F.IF.4.1	SWBAT identify key features of a linear graph in a table.
Interpret functions that arise in applications in terms of the context	F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.?	F.IF.4.2	SWBAT identify key features of a linear graph on a coordinate plane.
Interpret functions that arise in applications in terms of the context	F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.?	F.IF.4.3	SWBAT idenitfy key features of an exponential graph in a table.

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Interpret functions that arise in applications in terms of the context	F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.?	F.IF.4.4	SWBAT identify key featuers of an exponential graph on a coordinate plane.
Interpret functions that arise in applications in terms of the context	F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.?	F.IF.4.5	SWBAT identify key features of a quadratic graph in a table.
Interpret functions that arise in applications in terms of the context	F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.?	F.IF.4.6	SWBAT identify key featuers of an quadratic graph on a coordinate plane

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Interpret functions that arise in applications in terms of the context	F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.?	F.IF.4.7	SWBAT explain the meaning of key features of a graph in a real world context.
Interpret functions that arise in applications in terms of the context	F.IF.4	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.?	F.IF.4.8	Apply knowledge of key features of graphs in order to sketch and contextualize when given a real world scenario.
Interpret functions that arise in applications in terms of the context	F.IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	F.IF.5.0	SWBAT explain restrictions on domain for a function in a real world context.

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Interpret functions that arise in applications in terms of the context	F.IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	F.IF.5.1	SWBAT determine an appropriate domain for a given function.
Interpret functions that arise in applications in terms of the context	F.IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.	F.IF.5.2	SWBAT determine the range of a function given its domain.
Interpret functions that arise in applications in terms of the context	F.IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	F.IF.6.0	SWBAT explain what average rates of change indiciate in a real world context.
Interpret functions that arise in applications in terms of the context	F.IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	F.IF.6.1	SWBAT calculate the average rate of change of a function over an specificed interval in a table.
Interpret functions that arise in applications in terms of the context	F.IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	F.IF.6.2	SWBAT calculate the average rate of change of a function over a specified interval on a graph.

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Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Interpret functions that arise in applications in terms of the context	F.IF.6	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	F.IF.6.3	SWBAT interpret the average rate of change in a real world context.
Analyze functions using different representations	F.IF.7a	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	F.IF.7a.0	SWBAT compare and contrast linear/ quadratic functions presented in multiple ways.
Analyze functions using different representations	F.IF.7a	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	F.IF.7a.1	SWBAT identify a linear function and its key features. SWBAT graph linear functions by hand. SWBAT identify intercepts of a linear function on a graph
Analyze functions using different representations	F.IF.7a	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	F.IF.7a.2	SWBAT identify quadratic functions and its key features. SWBAT graph quadratic functions by hand. SWBAT identify max and min of a linear function on a graph.
Analyze functions using different representations	F.IF.7a	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	F.IF.7a.3	SWBAT make comparisons of two functions presented algebraically.
Analyze functions using different representations	F.IF.7a	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.	F.IF.7a.4	Apply knowledge of quadratics to answer a multi-step problem in a real world context.
Analyze functions using different representations	F.IF.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (not including square root/cube root functions)	F.IF.7b.0	SWBAT explain key features of absolute value and piecewaise functions. SWBAT compare absolute value and piecewise functions presented in multiple ways.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Analyze functions using different representations	F.IF.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (not including square root/cube root functions)	F.IF.7b.1	SWBAT identify an absolute value function and its key features. SWBAT graph absolute value functions.
Analyze functions using different representations	F.IF.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (not including square root/cube root functions)	F.IF.7b.2	SWBAT identify a piecewise function and its key features. SWBAT graph a piecewise function.
Analyze functions using different representations	F.IF.7b	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. (not including square root/cube root functions)	F.IF.7b.3	SWBAT make comparisons of two functions presented algebraically.
Analyze functions using different representations	F.IF.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior. (not inlcuding logarithmic)	F.IF.7e.0	SWBAT explain key features of exponential functions. SWBAT compare and contrast exponential functions presented in multiple ways.
Analyze functions using different representations	F.IF.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior. (not inlcuding logarithmic)	F.IF.7e.1	SWBAT identify an exponential function and its key featuers. SWBAT graph basic exponential functions by hand. SWBAT identify intercepts and end behavior.
Analyze functions using different representations	F.IF.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior. (not inlcuding logarithmic)	F.IF.7e.2	SWBAT make comparisons of two functions presented algebraically.
Analyze functions using different representations	F.IF.7e	Graph exponential and logarithmic functions, showing intercepts and end behavior. (not inlcuding logarithmic)	F.IF.7e.3	Apply knowledge of all types of graphs in order to correctly match an equation and a graph.

8th Grade Math Standards				
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Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function	F.IF.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symetry of the graph, and interpret these in terms of a context.	F.IF.8a.0	SWBAT articulate multiple strategies to find the solution to a quadratic equation.
Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function	F.IF.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symetry of the graph, and interpret these in terms of a context.	F.IF.8a.1	SWBAT rewrite quadratic expressions given in standard form in the equivalent completed-square form.
Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function	F.IF.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symetry of the graph, and interpret these in terms of a context.	F.IF.8a.2	SWBAT determine whenit is most efficient to use factoring or completing the square.
Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function	F.IF.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symetry of the graph, and interpret these in terms of a context.	F.IF.8a.3	SWBAT determine zeros of a quadratic function by factoring.
Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function	F.IF.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symetry of the graph, and interpret these in terms of a context.	F.IF.8a.4	SWBAT determine zeros of a quadratic function by completing the square.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function	F.IF.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symetry of the graph, and interpret these in terms of a context.	F.IF.8a.5	SWBAT use the quadratic formula to determine zeros of a quadratic function.
Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function	F.IF.8a	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symetry of the graph, and interpret these in terms of a context.	F.IF.8a.6	Apply knowledge of quadratics/solutions to determine extreme values and symetry of the graph and interpret these in the terms of a context.
Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function	F.IF.8b	Use the properties of exponents to interpret expressions for exponential functions	F.IF.8b.0	SWBAT describe exponential functions in a real world context. SWBAT identify real world contexts that represent exponential functions.
Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function	F.IF.8b	Use the properties of exponents to interpret expressions for exponential functions	F.IF.8b.1	SWBAT identify percent rate of change for an exponential function.
Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function	F.IF.8b	Use the properties of exponents to interpret expressions for exponential functions	F.IF.8b.2	SWBAT classify exponential functions as growth or decay.

8th Grade Math Standards				
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Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function	F.IF.8b	Use the properties of exponents to interpret expressions for exponential functions	F.IF.8b.3	SWBAT model with and solve problems involving exponential formulas.
Compare properties of functions	F.IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	F.IF.9.0	Spiraled into each section above.
Compare properties of functions	F.IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	F.IF.9.1	Apply knowledge of all types of graphs in order to compare when given multiple representations.
Mathematical Process	SPI 3102.1.4	Translate between representations of functions that depict real world situations.	SPI3012.1.4.1	SWBAT explain that multiple representations can depict the same situation.
Mathematical Process	SPI 3102.1.4	Translate between representations of functions that depict real world situations.	SPI3012.1.4.2	SWBAT identify a context that could represent a given function rule.
Mathematical Process	SPI 3102.1.4	Translate between representations of functions that depict real world situations.	SPI3012.1.4.3	SWBAT identify a table that represents a function in a real world context.
Mathematical Process	SPI 3102.1.4	Translate between representations of functions that depict real world situations.	SPI3012.1.4.4	SWBAT use a table to identify the function rule that reprsents a real world context.
Mathematical Process	SPI 3102.1.4	Translate between representations of functions that depict real world situations.	SPI3012.1.4.5	SWBAT identify a linear graph that represents a real world context.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Mathematical Process	SPI 3102.1.4	Translate between representations of functions that depict real world situations.	SPI3012.1.4.6	SWBAT identify a non-linear graph that represents a real world context.
Mathematical Process	SPI 3102.1.1	Interpret patterns found in sequences, tables, and other forms of quantitative information using variables or function notation.	SPI3102.1.1.0	SWBAT explain that a function rule can be used to represent a pattern.
Mathematical Process	SPI 3102.1.1	Interpret patterns found in sequences, tables, and other forms of quantitative information using variables or function notation.	SPI3102.1.1.1	SWBAT determine outputs given a function rule and a set of inputs. SWBAT make predictions using a function rule.
Mathematical Process	SPI 3102.1.1	Interpret patterns found in sequences, tables, and other forms of quantitative information using variables or function notation.	SPI3102.1.1.2	SWBAT identify the function rule that represnts a given table.
Mathematical Process	SPI 3102.1.1	Interpret patterns found in sequences, tables, and other forms of quantitative information using variables or function notation.	SPI3102.1.1.3	SWBAT create a table given a function rule.
Mathematical Process	SPI 3102.1.1	Interpret patterns found in sequences, tables, and other forms of quantitative information using variables or function notation.	SPI3102.1.1.4	SWBAT use a function table to make a prediction.
Mathematical Process	SPI 3102.1.1	Interpret patterns found in sequences, tables, and other forms of quantitative information using variables or function notation.	SPI3102.1.1.5	SWBAT identify a function rule that represents a sequence.
Mathematical Process	SPI 3102.1.1	Interpret patterns found in sequences, tables, and other forms of quantitative information using variables or function notation.	SPI3102.1.1.6	SWBAT create a sequence given a function rule.
Mathematical Process	SPI 3102.1.2	Write an equation symbolically to express a contextual problem.	SPI3102.1.2.0	SWBAT explain the initial value and the rate of change in a real world context.
Mathematical Process	SPI 3102.1.2	Write an equation symbolically to express a contextual problem.	SPI3102.1.2.1	SWBAT write an equation to represent a real world problem. (involving integers only) SWBAT write an inequality to represent a real world problem.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Mathematical Process	SPI 3102.1.2	Write an equation symbolically to express a contextual problem.	SPI3102.1.2.2	SWBAT write an equation to represent a real world problem. (involving fractions, decimals, percents.) SWBAT write an inequality to represent a real world problem.
Mathematical Process	SPI 3102.1.3	Apply properties to evaluate expressions, simplify expressions, and justify solutions to problems.	SPI3102.1.3.0	SWBAT explain why two equations are equivalent. SWBAT explain the steps to simplify expressions.
Mathematical Process	SPI 3102.1.3	Apply properties to evaluate expressions, simplify expressions, and justify solutions to problems.	SPI3102.1.3.1	SWBAT identify equations that represent arithmetic properties. SWBAT identify an equation that represents an arithmetic property.
Mathematical Process	SPI 3102.1.3	Apply properties to evaluate expressions, simplify expressions, and justify solutions to problems.	SPI3102.1.3.2	SWBAT use arithmetic properties to justify equivalent expressions. (include real world contexts)
Mathematical Process	SPI 3102.1.3	Apply properties to evaluate expressions, simplify expressions, and justify solutions to problems.	SPI3102.1.3.3	SWBAT identify various parts of an expression.
Mathematical Process	SPI 3102.1.3	Apply properties to evaluate expressions, simplify expressions, and justify solutions to problems.	SPI3102.1.3.4	SWBAT simplfiy expressions involving distributive property and combining like terms.
Mathematical Process	SPI 3102.1.3	Apply properties to evaluate expressions, simplify expressions, and justify solutions to problems.	SPI3102.1.3.5	SWBAT simplfiy expressions involving the addition and subtraction of exponents.
Mathematical Process	SPI 3102.1.3	Apply properties to evaluate expressions, simplify expressions, and justify solutions to problems.	SPI3102.1.3.6	SWBAT simplify expressions involving the multiplication and division of exponents.
Mathematical Process	SPI 3102.1.3	Apply properties to evaluate expressions, simplify expressions, and justify solutions to problems.	SPI3102.1.3.7	SWBAT simplify expressions involving multiple variables and exponents.
Mathematical Process	SPI 3102.1.3	Apply properties to evaluate expressions, simplify expressions, and justify solutions to problems.	SPI3102.1.3.8	SWBAT evalute expressions when given whole number inputs.
Mathematical Process	SPI 3102.1.3	Apply properties to evaluate expressions, simplify expressions, and justify solutions to problems.	SPI3102.1.3.9	SWBAT evalute expressions when given rational inputs.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Mathematical Process	SPI 3102.1.6	Determine and interpret slope in multiple contexts including rate of change in real-world problems.	SPI3102.1.6.0	SWBAT articulate the meaning of the slope and the yintercept in the context of a real world problem.
Mathematical Process	SPI 3102.1.6	Determine and interpret slope in multiple contexts including rate of change in real-world problems.	SPI3102.1.6.1	SWBAT identify the meaning of slope and y intercept in a real world context when the equation is given.
Mathematical Process	SPI 3102.1.6	Determine and interpret slope in multiple contexts including rate of change in real-world problems.	SPI3102.1.6.2	SWBAT identify the meaning of slope in a real world context when the equation is not given.
Mathematical Process	SPI 3102.1.6	Determine and interpret slope in multiple contexts including rate of change in real-world problems.	SPI3102.1.6.3	SWBAT idenitfy the rate of change of a graph that represents a real world context. SWBAT idenitfy the rate of change of a table that represents a real world context.
Numbers & Operations	SPI 3102.2.1	Operate (add, subtract, multiply, divide, simplify, powers) with radicals and radical expressions including radicands involving rational numbers and algebraic expressions.	SPI3102.2.1.0	SWBAT explain how to simplify radical expressions.
Numbers & Operations	SPI 3102.2.1	Operate (add, subtract, multiply, divide, simplify, powers) with radicals and radical expressions including radicands involving rational numbers and algebraic expressions.	SPI3102.2.1.1	SWBAT simplify radicals using prime factorization.
Numbers & Operations	SPI 3102.2.1	Operate (add, subtract, multiply, divide, simplify, powers) with radicals and radical expressions including radicands involving rational numbers and algebraic expressions.	SPI3102.2.1.2	SWBAT add and subtract radical expressions.
Numbers & Operations	SPI 3102.2.1	Operate (add, subtract, multiply, divide, simplify, powers) with radicals and radical expressions including radicands involving rational numbers and algebraic expressions.	SPI3102.2.1.3	SWBAT multiply and divide radical expressions. SWBAT rationalize the denominator of fraction (with a radical)

8th Grade Math Standards				
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Numbers & Operations	SPI 3102.2.1	Operate (add, subtract, multiply, divide, simplify, powers) with radicals and radical expressions including radicands involving rational numbers and algebraic expressions.	SPI3102.2.1.4	SWBAT raise radical expressions to a given exponent.
Numbers & Operations	SPI 3102.2.1	Operate (add, subtract, multiply, divide, simplify, powers) with radicals and radical expressions including radicands involving rational numbers and algebraic expressions.	SPI3102.2.1.5	SWBAT simplify radicals with radicands including integers, fractions, variables or algebraic expressions.
Numbers & Operations	SPI 3102.2.2	Multiply, divide, and square numbers expressed in scientific notation.	SPI3102.2.2.0	SWBAT compare values expressed in scientific notation and explain their relative size.
Numbers & Operations	SPI 3102.2.2	Multiply, divide, and square numbers expressed in scientific notation.	SPI3102.2.2.1	SWBAT understand the relative magnitude of numbers written in scientific notation.
Numbers & Operations	SPI 3102.2.2	Multiply, divide, and square numbers expressed in scientific notation.	SPI3102.2.2.2	SWBAT convert numbers in standard form to scientific notation. SWBAT convert scientific notation to standard form.
Numbers & Operations	SPI 3102.2.2	Multiply, divide, and square numbers expressed in scientific notation.	SPI3102.2.2.3	SWBAT multiply and divide numbers expressed in scientific notation.
Numbers & Operations	SPI 3102.2.2	Multiply, divide, and square numbers expressed in scientific notation.	SPI3102.2.2.4	SWBAT raise numbers expressed in scientific notation to expoents.
Numbers & Operations	SPI 3102.2.2	Multiply, divide, and square numbers expressed in scientific notation.	SPI3102.2.2.5	SWBAT determine the correct operation in a real world context with scientific notation.
Numbers & Operations	SPI 3102.2.3	Describe and/or order a given set of real numbers including both rational and irrational numbers.	SPI3102.2.3.0	SWBAT explain the classification of numbers in the real number system
Numbers & Operations	SPI 3102.2.3	Describe and/or order a given set of real numbers including both rational and irrational numbers.	SPI3102.2.3.1	SWBAT convert fractions to decimals. SWBAT understand the difference between finite and infinite decimals. SWBAT classify decimals as finite or infinite.
Numbers & Operations	SPI 3102.2.3	Describe and/or order a given set of real numbers including both rational and irrational numbers.	SPI3102.2.3.2	SWBAT convert decimals to fractions (repeating decimals)

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Numbers & Operations	SPI 3102.2.3	Describe and/or order a given set of real numbers including both rational and irrational numbers.	SPI3102.2.3.3	SWBAT classify decimals as rational or irrational.
Numbers & Operations	SPI 3102.2.3	Describe and/or order a given set of real numbers including both rational and irrational numbers.	SPI3102.2.3.4	SWBAT understand the sqaure root symbol. SWBAT find square roots of perfect sqaures and identify perfect sqaure roots.
Numbers & Operations	SPI 3102.2.3	Describe and/or order a given set of real numbers including both rational and irrational numbers.	SPI3102.2.3.5	SWBAT find cube roots of perfect cubes and idenitfy perfect cube roots.
Numbers & Operations	SPI 3102.2.3	Describe and/or order a given set of real numbers including both rational and irrational numbers.	SPI3102.2.3.6	SWBAT estimate the value of non-perfect square/cube roots.
Numbers & Operations	SPI 3102.2.3	Describe and/or order a given set of real numbers including both rational and irrational numbers.	SPI3102.2.3.7	SWBAT classify numbers in the real number system as rational or irrational.
Numbers & Operations	SPI 3102.2.3	Describe and/or order a given set of real numbers including both rational and irrational numbers.	SPI3102.2.3.8	SWBAT classify numbers in all categories of the real number system.
Numbers & Operations	SPI 3102.2.3	Describe and/or order a given set of real numbers including both rational and irrational numbers.	SPI3102.2.3.9	SWBAT compare and order rational and irrational numbers.
Algebra	SPI 3102.3.1	Express a generalization of a pattern in various representations including algebraic and function notation.	SPI3102.3.1.0	SWBAT explain that a function rule can be used to represent a pattern.
Algebra	SPI 3102.3.1	Express a generalization of a pattern in various representations including algebraic and function notation.	SPI3102.3.1.1	SWBAT identify the function rule that represnts a given table.
Algebra	SPI 3102.3.1	Express a generalization of a pattern in various representations including algebraic and function notation.	SPI3102.3.1.2	SWBAT identify a function rule that represents a sequence.
Algebra	SPI 3102.3.1	Express a generalization of a pattern in various representations including algebraic and function notation.	SPI3102.3.1.3	SWBAT identify a function rule that represents a diagram or figure.
Algebra	SPI 3102.3.10	Find the solution of a quadratic equation and/or zeros of a quadratic function.	SPI3102.3.10.0	SWBAT explain how to find the solutions to a quadratic equation.

8th Grade Math Standards				
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Algebra	SPI 3102.3.10	Find the solution of a quadratic equation and/or zeros of a quadratic function.	SPI3102.3.10.1	SWBAT identify the number of solutions for a give quadratic. (equation or graph)
Algebra	SPI 3102.3.10	Find the solution of a quadratic equation and/or zeros of a quadratic function.	SPI3102.3.10.2	SWBAT find the solutions of a quadratic equation given a graph.
Algebra	SPI 3102.3.10	Find the solution of a quadratic equation and/or zeros of a quadratic function.	SPI3102.3.10.3	SWBAT find solutions of a quadratic equation by factoring.
Algebra	SPI 3102.3.10	Find the solution of a quadratic equation and/or zeros of a quadratic function.	SPI3102.3.10.4	SWBAT find solutions of a quadratic equation using the quadratic forumla.
Algebra	SPI 3102.3.10	Find the solution of a quadratic equation and/or zeros of a quadratic function.	SPI3102.3.10.5	SWBAT find the solutions of a quadratic equation by graphing.
Algebra	SPI 3102.3.10	Find the solution of a quadratic equation and/or zeros of a quadratic function.	SPI3102.3.10.6	SWBAT determine when to use which method to find solutions.
Algebra	SPI 3102.3.11	Analyze nonlinear graphs including quadratic and exponential functions that model a contextual situation.	SPI3102.3.11.0	SWBAT describe a non-linear graph using knowledge of rate of change in a real world context.
Algebra	SPI 3102.3.11	Analyze nonlinear graphs including quadratic and exponential functions that model a contextual situation.	SPI3102.3.11.1	SWBAT identify linear, quadratic, exponential, and absolute value functions.
Algebra	SPI 3102.3.11	Analyze nonlinear graphs including quadratic and exponential functions that model a contextual situation.	SPI3102.3.11.2	SWBAT graph linear, exponential, quadratic and absolute value functions.
Algebra	SPI 3102.3.11	Analyze nonlinear graphs including quadratic and exponential functions that model a contextual situation.	SPI3102.3.11.3	SWBAT analyze the graph of a quadratic, exponential, or absolute value function. (mostly quadratics/exponentials).
Algebra	SPI 3102.3.11	Analyze nonlinear graphs including quadratic and exponential functions that model a contextual situation.	SPI3102.3.11.4	SWBAT understand that a positive rate of change produces an increasing function, negative rate of change produces a decreasing function, and constant rate of change produces a flat function (slope of 0).

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Algebra	SPI 3102.3.11	Analyze nonlinear graphs including quadratic and exponential functions that model a contextual situation.	SPI3102.3.11.5	SWBAT match a part of a graph or a whole graph to a given scenario based on its rate of change.
Algebra	SPI 3102.3.11	Analyze nonlinear graphs including quadratic and exponential functions that model a contextual situation.	SPI3102.3.11.6	SWBAT identify rates of change at specific intervals on a graph. SWBAT interpret what a rate of change during an interval means in a given context.
Algebra	SPI 3102.3.2	Operate with polynomials and simplify results.	SPI3102.3.2.0	SWBAT explain how to simplify polynomails.
Algebra	SPI 3102.3.2	Operate with polynomials and simplify results.	SPI3102.3.2.1	SWBAT add and subtract polynomials.
Algebra	SPI 3102.3.2	Operate with polynomials and simplify results.	SPI3102.3.2.2	SWBAT multiply a monomial by a binomial or trinomial.
Algebra	SPI 3102.3.2	Operate with polynomials and simplify results.	SPI3102.3.2.3	SWBAT divide polynomails.
Algebra	SPI 3102.3.2	Operate with polynomials and simplify results.	SPI3102.3.2.4	SWBAT multiply binomials using the FOIL or box method.
Algebra	SPI 3102.3.2	Operate with polynomials and simplify results.	SPI3102.3.2.5	SWBAT determine the correction operation in a real world context with polynomials.
Algebra	SPI 3102.3.3	Factor polynomials.	SPI3102.3.3.0	SWBAT find the GCF of a polynomial expression.
Algebra	SPI 3102.3.3	Factor polynomials.	SPI3102.3.3.1	SWBAT identify two binomial factors of a polynomials with lead coefficient 1.
Algebra	SPI 3102.3.3	Factor polynomials.	SPI3102.3.3.2	SWBAT identify two binomial factors of a polynomials with lead coefficient greater than 1. (include problems that require a GCF first).
Algebra	SPI 3102.3.4	Operate with, evaluate, and simplify rational expressions including determining restrictions on the domain of the variables.	SPI3102.3.4.0	SWBAT explain resrtictions on domain and why they exist.
Algebra	SPI 3102.3.4	Operate with, evaluate, and simplify rational expressions including determining restrictions on the domain of the variables.	SPI3102.3.4.1	SWBAT simplify rational expressions involving the factoring of a the numerator and denominator.
Algebra	SPI 3102.3.4	Operate with, evaluate, and simplify rational expressions including determining restrictions on the domain of the variables.	SPI3102.3.4.2	SWBAT find the restrictions on domain for a rational expression after simplifying.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Algebra	SPI 3102.3.4	Operate with, evaluate, and simplify rational expressions including determining restrictions on the domain of the variables.	SPI3102.3.4.3	SWBAT add and subtract rational expressions (with and without common denominators).
Algebra	SPI 3102.3.4	Operate with, evaluate, and simplify rational expressions including determining restrictions on the domain of the variables.	SPI3102.3.4.4	SWBAT multiply and divide rational expressions.
Algebra	SPI 3102.3.4	Operate with, evaluate, and simplify rational expressions including determining restrictions on the domain of the variables.	SPI3102.3.4.5	SWBAT simplify multistep rational expressions.
Algebra	SPI 3102.3.4	Operate with, evaluate, and simplify rational expressions including determining restrictions on the domain of the variables.	SPI3102.3.4.6	SWBAT simplify multistep rational expressions and determine restrictions on domain.
Algebra	SPI 3102.3.4	Operate with, evaluate, and simplify rational expressions including determining restrictions on the domain of the variables.	SPI3102.3.4.7	SWBAT evaluate rational expressions when given rational number inputs.
Algebra	SPI 3102.3.5	Write and/or solve linear equations, inequalities, and compound inequalities including those containing absolute value.	SPI3102.3.5.0	SWBAT explain how to solve a multistep equation or inequality.
Algebra	SPI 3102.3.5	Write and/or solve linear equations, inequalities, and compound inequalities including those containing absolute value.	SPI3102.3.5.1	SWBAT solve multistep equations with the variable on one side. (include distributive property and combining like terms).
Algebra	SPI 3102.3.5	Write and/or solve linear equations, inequalities, and compound inequalities including those containing absolute value.	SPI3102.3.5.2	SWBAT solve equations with variables on both sides. (basic)
Algebra	SPI 3102.3.5	Write and/or solve linear equations, inequalities, and compound inequalities including those containing absolute value.	SPI3102.3.5.3	SWBAT solve equations with variables on both sides (include distributive property and combining like terms).
Algebra	SPI 3102.3.5	Write and/or solve linear equations, inequalities, and compound inequalities including those containing absolute value.	SPI3102.3.5.4	SWBAT solve equations involving absolute value.
Algebra	SPI 3102.3.5	Write and/or solve linear equations, inequalities, and compound inequalities including those containing absolute value.	SPI3102.3.5.5	SWBAT write and solve an equation that represents a real world scenario.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Algebra	SPI 3102.3.5	Write and/or solve linear equations, inequalities, and compound inequalities including those containing absolute value.	SPI3102.3.5.6	SWBAT solve multistep inequalities involving distributive property, combining like terms, and/or variables on both sides. SWBAT understand that when dividing by a negaitve, the inequality sign is switched. SWBAT graph the solution set on a number line.
Algebra	SPI 3102.3.5	Write and/or solve linear equations, inequalities, and compound inequalities including those containing absolute value.	SPI3102.3.5.7	SWBAT solve absolute value inequalities. SWBAT graph the solution set on a number line.
Algebra	SPI 3102.3.5	Write and/or solve linear equations, inequalities, and compound inequalities including those containing absolute value.	SPI3102.3.5.8	SWBAT solve compound inqualities. (include OR and AND compounds). SWBAT graph the solution set on a number line.
Algebra	SPI 3102.3.5	Write and/or solve linear equations, inequalities, and compound inequalities including those containing absolute value.	SPI3102.3.5.9	SWBAT write and solve an inequality that represents a real world scenario.
Algebra	SPI 3102.3.6	Interpret various relations in multiple representations.	SPI3102.3.6.0	SWBAT explain that multiple representations can depict the same situation.
Algebra	SPI 3102.3.6	Interpret various relations in multiple representations.	SPI3102.3.6.1	SWBAT identify equivalent representations of a relation. (include tables, graphs, ordered pairs, mapping diagrams)
Algebra	SPI 3102.3.7	Determine domain and range of a relation, determine whether a relation is a function and/or evaluate a function at a specified rational value.	SPI3102.3.7.0	SWBAT explain whether a set of values (expressed in multiple ways) represents a function.
Algebra	SPI 3102.3.7	Determine domain and range of a relation, determine whether a relation is a function and/or evaluate a function at a specified rational value.	SPI3102.3.7.1	SWBAT understand that a function assigns exactly one output to each input. SWBAT understand that a function rule can be used to make predictions.
Algebra	SPI 3102.3.7	Determine domain and range of a relation, determine whether a relation is a function and/or evaluate a function at a specified rational value.	SPI3102.3.7.10	SWBAT determine the domain and range of a mapping diagram.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Algebra	SPI 3102.3.7	Determine domain and range of a relation, determine whether a relation is a function and/or evaluate a function at a specified rational value.	SPI3102.3.7.2	SWBAT determine whether or not a table represents a function.
Algebra	SPI 3102.3.7	Determine domain and range of a relation, determine whether a relation is a function and/or evaluate a function at a specified rational value.	SPI3102.3.7.3	SWBAT determine whether or not a graph represents a function.
Algebra	SPI 3102.3.7	Determine domain and range of a relation, determine whether a relation is a function and/or evaluate a function at a specified rational value.	SPI3102.3.7.4	SWBAT determine whether or not a set of ordered pairs represents a function. SWBAT determine whether or not a mapping diagram represents a funcion.
Algebra	SPI 3102.3.7	Determine domain and range of a relation, determine whether a relation is a function and/or evaluate a function at a specified rational value.	SPI3102.3.7.5	SWBAT create a table, graph, or set of ordered pairs that represent a function.
Algebra	SPI 3102.3.7	Determine domain and range of a relation, determine whether a relation is a function and/or evaluate a function at a specified rational value.	SPI3102.3.7.6	SWBAT use a function rule to make predictions. SWBAT evauate a function given an input.
Algebra	SPI 3102.3.7	Determine domain and range of a relation, determine whether a relation is a function and/or evaluate a function at a specified rational value.	SPI3102.3.7.7	SWBAT determine the domain and range of a graph.
Algebra	SPI 3102.3.7	Determine domain and range of a relation, determine whether a relation is a function and/or evaluate a function at a specified rational value.	SPI3102.3.7.8	SWBAT determine the domain and range of a set of ordered pairs.
Algebra	SPI 3102.3.7	Determine domain and range of a relation, determine whether a relation is a function and/or evaluate a function at a specified rational value.	SPI3102.3.7.9	SWBAT determine the domain and range of a table.
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.0	SWBAT explain how to determine the graph of an equation and vice versa.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.1	SWBAT understand that the slope of line describes the steepness or slant (rate of change). SWBAT understand that slope is represented by m in linear equations (similar to k in y=kx)
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.10	SWBAT graph a line in slope intercept form. (using rise and run starting at b) SWBAT graph a line in standard form. (convert to slope intercept)
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.11	SWBAT graph a line in slope intercept or standard form by finding intercepts.
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.12	SWBAT write the equation that represents the graph of a line.
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.13	SWBAT write the equation of a line given two points.
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.14	SWBAT write the equation of a line given the slope and one point.
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.2	SWBAT identify lines with positive and negative slopes. SWBAT calculate the slope of a linear function (using rise over run)
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.3	SWBAT identify graphs of vertical and horizontal lines. SWBAT identify equations that represent vertical and horizontal lines.
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.4	SWBAT calculate the slope of a linear function using the slope formula. SWBAT identify the slope of a vertical or horizontal line.
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.5	SWBAT find the slope of a line written in slope intercept form.
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.6	SWBAT find the slope of a line written in standard form.
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.7	SWBAT use an equation in slope intercept form to create and input output table.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.8	SWBAT identify the y-intercept of a graph. SWBAT identify the x-intercept of a graph.
Algebra	SPI 3102.3.8	Determine the equation of a line and/or graph a linear equation.	SPI3102.3.8.9	SWBAT write a slope intercept equation given a real world scenario. SWBAT write a slope intercept equation when given a table.
Algebra	SPI 3102.3.9	Solve systems of linear equation/ inequalities in two variables.	SPI3102.3.9.0	SWBAT explain the solution to a system of equations. SWBAT explain how to find the solution to a system of equations.
Algebra	SPI 3102.3.9	Solve systems of linear equation/ inequalities in two variables.	SPI3102.3.9.1	SWBAT understand that a system of linear equations is one or more linear equations. SWBAT understand that the solution to a system of equations must make both equations true.
Algebra	SPI 3102.3.9	Solve systems of linear equation/ inequalities in two variables.	SPI3102.3.9.10	SWBAT write and solve a system of linear equations that represents a real world scenario. SWBAT interpret the solution to a system of equations in a real world context.
Algebra	SPI 3102.3.9	Solve systems of linear equation/ inequalities in two variables.	SPI3102.3.9.11	SWBAT solve a system of linear inequalities by graphing.
Algebra	SPI 3102.3.9	Solve systems of linear equation/ inequalities in two variables.	SPI3102.3.9.12	SWBAT identify whether a point is a solution to a system of inequalities.
Algebra	SPI 3102.3.9	Solve systems of linear equation/ inequalities in two variables.	SPI3102.3.9.2	SWBAT identify the solution to a system of equations on a graph. SWBAT write a system of equations that represents a graph.
Algebra	SPI 3102.3.9	Solve systems of linear equation/ inequalities in two variables.	SPI3102.3.9.3	SWBAT graph two linear equations in order to find their solution.
Algebra	SPI 3102.3.9	Solve systems of linear equation/ inequalities in two variables.	SPI3102.3.9.4	SWBAT determine whether or not an ordered pair is the solution to a system of equations.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Algebra	SPI 3102.3.9	Solve systems of linear equation/ inequalities in two variables.	SPI3102.3.9.5	SWBAT identify a system of equations that has one soltuion. SWBAT understand that a system that has one solution includes lines with different slopes.
Algebra	SPI 3102.3.9	Solve systems of linear equation/ inequalities in two variables.	SPI3102.3.9.6	SWBAT identify a system of equations that has zero solutions. SWBAT understand that a system that has zero solutions is a set of parallel lines.
Algebra	SPI 3102.3.9	Solve systems of linear equation/ inequalities in two variables.	SPI3102.3.9.7	SWBAT identify a system of equations that has infinitely many solutions. SWBAT understand that a system that has infinitely many solutions is the same line.
Algebra	SPI 3102.3.9	Solve systems of linear equation/ inequalities in two variables.	SPI3102.3.9.8	SWBAT solve systems of equations using substitution.
Algebra	SPI 3102.3.9	Solve systems of linear equation/ inequalities in two variables.	SPI3102.3.9.9	SWBAT solve systems of equations using elimination.
Geometry & Measurement	SPI 3102.4.2	Solve contextual problems using the Pythagorean Theorem.	SPI3102.4.2.0	SWBAT explain why the PT works.
Geometry & Measurement	SPI 3102.4.2	Solve contextual problems using the Pythagorean Theorem.	SPI3102.4.2.1	SWBAT find the missing side of right triangle using PT.
Geometry & Measurement	SPI 3102.4.2	Solve contextual problems using the Pythagorean Theorem.	SPI3102.4.2.2	SWBAT find the missing side of a right triangle using PT in a real world context.
Geometry & Measurement	SPI 3102.4.2	Solve contextual problems using the Pythagorean Theorem.	SPI3102.4.2.3	SWBAT find a missing length in a real world context using their knowledge of PT.
Geometry & Measurement	SPI 3102.4.3	Solve problems involving the distance between points or midpoint of a segment.	SPI3102.4.3.0	SWBAT explain how to calculate the midpoint or distance between two points.
Geometry & Measurement	SPI 3102.4.3	Solve problems involving the distance between points or midpoint of a segment.	SPI3102.4.3.1	SWBAT find the midpoint of a segment using the midpoint formula.
Geometry & Measurement	SPI 3102.4.3	Solve problems involving the distance between points or midpoint of a segment.	SPI3102.4.3.2	SWBAT find the distance between two points using the distance forumla.
Geometry & Measurement	SPI 3102.4.3	Solve problems involving the distance between points or midpoint of a segment.	SPI3102.4.3.3	SWBAT find the distance between two points using PT on the coordinate plane.
Geometry & Measurement	SPI 3102.4.3	Solve problems involving the distance between points or midpoint of a segment.	SPI3102.4.3.4	SWBAT solve distance problems in a real world contexts.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Geometry & Measurement	SPI 3102.4.4	Convert rates and measurements.	SPI3102.4.4.0	SWBAT articulate the process of dimensional analysis and why units must line up.
Geometry & Measurement	SPI 3102.4.4	Convert rates and measurements.	SPI3102.4.4.1	SWBAT use dimensional analysis to compute one step unit conversions
Geometry & Measurement	SPI 3102.4.4	Convert rates and measurements.	SPI3102.4.4.2	SWBAT use dimensional analysis to compute multi-step unit conversions (not including squared or cubed)
Geometry & Measurement	SPI 3102.4.4	Convert rates and measurements.	SPI3102.4.4.3	SWBAT use dimensional analysis compute one step unit conversions with square or cubic units
Geometry & Measurement	SPI 3102.4.4	Convert rates and measurements.	SPI3102.4.4.4	SWBAT use dimensional analysis to compute multi-step unit conversions (including squared or cubed)
Data Analysis, Statistics, Probability	SPI 3102.5.1	Interpret displays of data to answer questions about the data set(s) (e.g., identify pattern, trends, and/or outliers in a data set).	SPI3102.5.1.0	SWBAT explain patterns, trends, and outliers in data.
Data Analysis, Statistics, Probability	SPI 3102.5.1	Interpret displays of data to answer questions about the data set(s) (e.g., identify pattern, trends, and/or outliers in a data set).	SPI3102.5.1.1	SWBAT identify an outlier in a data set.
Data Analysis, Statistics, Probability	SPI 3102.5.1	Interpret displays of data to answer questions about the data set(s) (e.g., identify pattern, trends, and/or outliers in a data set).	SPI3102.5.1.2	SWBAT draw conclusions from a table, line graph, pie chart, or bar graph.
Data Analysis, Statistics, Probability	SPI 3102.5.1	Interpret displays of data to answer questions about the data set(s) (e.g., identify pattern, trends, and/or outliers in a data set).	SPI3102.5.1.3	SWBAT draw conclusions from a scatterplot.
Data Analysis, Statistics, Probability	SPI 3102.5.1	Interpret displays of data to answer questions about the data set(s) (e.g., identify pattern, trends, and/or outliers in a data set).	SPI3102.5.1.4	SWBAT draw conclusions from a box and whisker plot. SWBAT create a box and whisker plot given a data set

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Data Analysis, Statistics, Probability	SPI 3102.5.1	Interpret displays of data to answer questions about the data set(s) (e.g., identify pattern, trends, and/or outliers in a data set).	SPI3102.5.1.5	SWBAT draw conclusions from a stem and leaf plot. SWBAT create a stem and leaf plot given a data set
Data Analysis, Statistics, Probability	SPI 3102.5.1	Interpret displays of data to answer questions about the data set(s) (e.g., identify pattern, trends, and/or outliers in a data set).	SPI3102.5.1.6	SWBAT draw conclusions from a histogram. SWBAT create a histogram given a data set.
Data Analysis, Statistics, Probability	SPI 3102.5.1	Interpret displays of data to answer questions about the data set(s) (e.g., identify pattern, trends, and/or outliers in a data set).	SPI3102.5.1.7	SWBAT compare multiple data displays in order to draw conclusions.
Data Analysis, Statistics, Probability	SPI 3102.5.3	Using a scatter-plot, determine if a linear relationship exists and describe the association between variables.	SPI3102.5.3.0	SWBAT explain the relationship between two variables based on a scatterplot.
Data Analysis, Statistics, Probability	SPI 3102.5.3	Using a scatter-plot, determine if a linear relationship exists and describe the association between variables.	SPI3102.5.3.1	SWBAT describe scatter plots as positive, negative, or no correlation. SWBAT describe the relationship shown a scatterplot as strong or weak.
Data Analysis, Statistics, Probability	SPI 3102.5.3	Using a scatter-plot, determine if a linear relationship exists and describe the association between variables.	SPI3102.5.3.2	SWBAT describe scatterplots as linear, non-linear, or no correlation. SWBAT describe the relationship shown a scatterplot as strong or weak.
Data Analysis, Statistics, Probability	SPI 3102.5.3	Using a scatter-plot, determine if a linear relationship exists and describe the association between variables.	SPI3102.5.3.3	SWBAT draw conclusions about the variables presented in the scatterplot.
Data Analysis, Statistics, Probability	SPI 3102.5.4	Generate the equation of a line that fits linear data and use it to make a prediction.	SPI3102.5.4.0	SWBAT explain that an equation can be used to make predictions.
Data Analysis, Statistics, Probability	SPI 3102.5.4	Generate the equation of a line that fits linear data and use it to make a prediction.	SPI3102.5.4.1	SWBAT use a graphing calculator to generate the line of best fit for a set of data.
Data Analysis, Statistics, Probability	SPI 3102.5.4	Generate the equation of a line that fits linear data and use it to make a prediction.	SPI3102.5.4.2	SWBAT use a line of best fit to make a prediction for a given input/output.
Data Analysis, Statistics, Probability	SPI 3102.5.5	Determine theoretical and/or experimental probability of an event and/or its complement including using relative frequency	SPI3102.5.5.0	SWBAT explain the difference between theoretical and experimental probability.

8th Grade Math Standards				
Strand	**Standard Number**	**Standard Description**	**Objective Number**	**Objective Description**
Data Analysis, Statistics, Probability	SPI 3102.5.5	Determine theoretical and/or experimental probability of an event and/or its complement including using relative frequency	SPI3102.5.5.1	SWBAT determine the sample space of an event or set of events.
Data Analysis, Statistics, Probability	SPI 3102.5.5	Determine theoretical and/or experimental probability of an event and/or its complement including using relative frequency	SPI3102.5.5.2	SWBAT determine the probability of an independent event.
Data Analysis, Statistics, Probability	SPI 3102.5.5	Determine theoretical and/or experimental probability of an event and/or its complement including using relative frequency	SPI3102.5.5.3	SWBAT determine the complement of an independent event.
Data Analysis, Statistics, Probability	SPI 3102.5.5	Determine theoretical and/or experimental probability of an event and/or its complement including using relative frequency	SPI3102.5.5.4	SWBAT determine the probability of compound events that are independent.
Data Analysis, Statistics, Probability	SPI 3102.5.5	Determine theoretical and/or experimental probability of an event and/or its complement including using relative frequency	SPI3102.5.5.5	SWBAT determine whether compound events are independent or dependent. SWBAT determine the probability of a compound event that is dependent.
Data Analysis, Statistics, Probability	SPI 3102.5.5	Determine theoretical and/or experimental probability of an event and/or its complement including using relative frequency	SPI3102.5.5.6	SWBAT determine the experimental probability of an event.
Data Analysis, Statistics, Probability	SPI 3102.5.5	Determine theoretical and/or experimental probability of an event and/or its complement including using relative frequency	SPI3102.5.5.7	SWBAT determine the difference between the theoretical and experimental probability of an event.

Kindergarten Science Standards			
Strand	**Competency**	**Objective Number**	**Objective**
Inquiry	Ask questions and find answers by scientific investigation	1a	Demonstrate an understanding of a simple investigation by asking questions.
Inquiry	Ask questions and find answers by scientific investigation	1b	Compare, sort, and group objects according to size, shape, color, and texture.
Inquiry	Ask questions and find answers by scientific investigation	1c	Identify simple tools (rulers, thermometers, scales, and hand lenses) used to gather information.
Inquiry	Ask questions and find answers by scientific investigation	1d	Recognize that people have always had questions about their world and identify science as one way of answering questions and explaining the natural world.
Inquiry	Ask questions and find answers by scientific investigation	1e	Describe ideas using drawings and oral expression.
Inquiry	Ask questions and find answers by scientific investigation	1f	Recognize that when a science investigation is done the way it was done before, very similar results are expected.
Physical Science	Identify properties of objects and materials, position and motion of objects, and properties of magnetism.	2a	Classify properties of objects and materials according to their observable characteristics: materials, matter, objects that sink or float in water
Physical Science	Identify properties of objects and materials, position and motion of objects, and properties of magnetism.	2b	Differentiate what happens to water left in an open container (disappears) and water left in a closed container
Physical Science	Identify properties of objects and materials, position and motion of objects, and properties of magnetism.	2c	Compare types of forces and motion: External motion of objects (e.g., straight-line, circular, back-and-forth, rotational), Internal motion of objects (e.g., bending, stretching)
Physical Science	Identify properties of objects and materials, position and motion of objects, and properties of magnetism.	2d	Compare the interaction between two magnets and the interaction between magnets and other objects (e.g., iron, other metals, wood, water).

Kindergarten Science Standards			
Strand	**Competency**	**Objective Number**	**Objective**
Life Science	Understand characteristics, structures, life cycles, and environments of organisms.	3a	Group animals and plants by their physical features (e.g., size, appearance, color).
Life Science	Understand characteristics, structures, life cycles, and environments of organisms.	3b	Compare and contrast physical characteristics of humans.
Life Science	Understand characteristics, structures, life cycles, and environments of organisms.	3c	Classify parts of the human body that help it seek, find, and take in food when it feels hunger.
Life Science	Understand characteristics, structures, life cycles, and environments of organisms.	3d	Identify offspring that resemble their parents.
Life Science	Understand characteristics, structures, life cycles, and environments of organisms.	3e	Recognize and compare the differences between living organisms and non-living materials.
Earth and Space Science	Understand properties of Earth materials, objects in the sky, and changes in Earth and sky.	4a	Sort, separate, and classify Earth materials (e.g.,clay, silt, sand, pebbles, gravel) using various strategies
Earth and Space Science	Understand properties of Earth materials, objects in the sky, and changes in Earth and sky.	4b	Identify and describe properties of Earth materials (soil, rocks, water, and air).
Earth and Space Science	Understand properties of Earth materials, objects in the sky, and changes in Earth and sky.	4c	Collect and display local weather data.
Earth and Space Science	Understand properties of Earth materials, objects in the sky, and changes in Earth and sky.	4d	Describe ways to conserve water.
Earth and Space Science	Understand properties of Earth materials, objects in the sky, and changes in Earth and sky.	4e	Describe the effects of the sun on living and non-living things.

Kindergarten Science Standards			
Strand	**Competency**	**Objective Number**	**Objective**
Earth and Space Science	Understand properties of Earth materials, objects in the sky, and changes in Earth and sky.	4f	Identify the sun as Earth's source of light and heat and describe changes in shadows over time.

Kindergarten Social Studies Standards			
Strand	**Competency**	**Objective Number**	**Objective**
Domestic Affairs	Understand that ideas are represented by symbols.	1a	Identify school, community, state and national symbols (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.).
Domestic Affairs	Understand that ideas are represented by symbols.	1b	Identify the pledge of allegiance and patriotic songs as expressions of patriotism.
Global/International Affairs	Understand self in relation to the location of people, places, and things.	2a	Use terms related to location, direction, size, and distance (e.g., up, down, left, right, here, there, far, near, large, small, etc.).
Global/International Affairs	Understand self in relation to the location of people, places, and things.	2b	Identify representations of earth using technology, maps, and globes.
Global/International Affairs	Understand self in relation to the location of people, places, and things.	2c	Identify cardinal directions (i.e., north, south, east, west).
Civil/Human Rights	Understand the concept of rights and responsibilities of a good citizen.	3a	Define the terms rightsand responsibility.
Civil/Human Rights	Understand the concept of rights and responsibilities of a good citizen.	3b	Distinguish between rights and responsibilities of individuals in relation to different social groups including, family, peer group, and classmates (e.g., courteous public behavior, honesty, self-control, respect for the rights and property of others, fairness, etc.).
Civil/Human Rights	Understand the concept of rights and responsibilities of a good citizen.	3c	Name figures of authority and their position in upholding human and civil rights (e.g., parents, teachers, principal).
Civil/Human Rights	Understand the concept of rights and responsibilities of a good citizen.	3d	State the importance of classroom and school rules and the consequences of failing to obey them (e.g., raising hand before speaking to eliminate noise and allow every person to be heard; follow school/classroom rules to prevent accidents).
Economics	Understand the importance of making appropriate economic choices.	4a	Classify items as personal wants or needs.

Kindergarten Social Studies Standards			
Strand	**Competency**	**Objective Number**	**Objective**
Economics	Understand the importance of making appropriate economic choices.	4b	Identify differences between purchasing and bartering (e.g., purchasing a toy at the store, trading baseball cards for a toy).
Economics	Understand the importance of making appropriate economic choices.	4c	Discuss the importance of careful use of classroom and home resources to avoid waste.
Economics	Understand the importance of making appropriate economic choices.	4d	Identify a variety of jobs (e.g., scientists, teachers, plumbers, lawyers, electricians, store clerks etc.) and their purposes (e.g., earn money to meet individual needs and wants, take care of others, etc.).
Culture	Understand and discuss the traditions of various groups of people.	5a	Identify historical figures of various cultures (e.g., Pocahontas, George Washington, Booker T. Washington, Daniel Boone, etc.).
Culture	Understand and discuss the traditions of various groups of people.	5b	Describe ways people celebrate their diverse cultural heritages (e.g., literature, language, games, songs, dances, holidays, etc.).
Culture	Understand and discuss the traditions of various groups of people.	5c	Name historically significant events as they relate to self and family (e.g., Independence Day, Veterans Day, Memorial Day, Thanksgiving, Martin Luther King, Jr. Day, Black History month, Presidents‘ Day, etc.).

Kindergarten ELA Standards				
Subject	**Competency**	**Strand**	**Standard**	**Substandard**
Reading	Literature	Key Ideas and Details	With prompting and support, ask and answer question about key details in a text.	
Reading	Literature	Key Ideas and Details	With prompting and support, retell familiar stories, including key details.	
Reading	Literature	Key Ideas and Details	With prompting and support, identify characters, settings, and major events in a story.	
Reading	Literature	Craft and Structure	Ask and answer questions about unknown words in a text.	
Reading	Literature	Craft and Structure	Recognize common types of texts.	
Reading	Literature	Craft and Structure	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	
Reading	Literature	Integration of Knowledge and Ideas	With prompting and support, describe the relationship between illustrations and the story in which they appear.	

Kindergarten ELA Standards				
Subject	**Competency**	**Strand**	**Standard**	**Substandard**
Reading	Literature	Integration of Knowledge and Ideas	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
Reading	Literature	Range of Reading and Level of Text Complexity	Actively engage in group reading activities with purpose and understanding.	
Reading	Information Texts	Key Ideas and Details	With prompting and support, ask and answer questions about key details in a text.	
Reading	Information Texts	Key Ideas and Details	With prompting and support, identify the main topic and retell key details of a text.	
Reading	Information Texts	Key Ideas and Details	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	
Reading	Information Texts	Craft and Structure	With prompting and support, ask and answer questions about unknown words in a text.	
Reading	Information Texts	Craft and Structure	Identify the front cover, back cover, and title page of a book.	

Kindergarten ELA Standards				
Subject	**Competency**	**Strand**	**Standard**	**Substandard**
Reading	Information Texts	Craft and Structure	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
Reading	Information Texts	Integration of Knowledge and Ideas	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	
Reading	Information Texts	Integration of Knowledge and Ideas	With prompting and support, identify the reasons an author gives to support points in a text.	
Reading	Information Texts	Integration of Knowledge and Ideas	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	
Reading	Information Texts	Range of Reading and Level of Text Complexity	Actively engage in group reading activities with purpose and understanding.	
Reading	Foundational Skills	Print Concepts	Demonstrate understanding of the organization and basic features of print.	Follow words from left to right, top to bottom, and page by page.
Reading	Foundational Skills	Print Concepts	Demonstrate understanding of the organization and basic features of print.	Recognize that spoken words are represented in written language by specific sequences of letters.

Kindergarten ELA Standards				
Subject	**Competency**	**Strand**	**Standard**	**Substandard**
Reading	Foundational Skills	Print Concepts	Demonstrate understanding of the organization and basic features of print.	Understand that words are separated by spaces in print.
Reading	Foundational Skills	Print Concepts	Demonstrate understanding of the organization and basic features of print.	Recognize and name all upper- and lowercase letters of the alphabet.
Reading	Foundational Skills	Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Recognize and produce rhyming words.
Reading	Foundational Skills	Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Count, pronounce, blend, and segment syllables in spoken words.
Reading	Foundational Skills	Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Blend and segment onsets and rimes of single-syllable spoken words.
Reading	Foundational Skills	Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
Reading	Foundational Skills	Phonological Awareness	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Kindergarten ELA Standards				
Subject	**Competency**	**Strand**	**Standard**	**Substandard**
Reading	Foundational Skills	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
Reading	Foundational Skills	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
Reading	Foundational Skills	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.	Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).
Reading	Foundational Skills	Phonics and Word Recognition	Know and apply grade-level phonics and word analysis skills in decoding words.	Distinguish between similarly spelled words by identifying the sounds of the letters that difer.
Reading	Foundational Skills	Fluency	Read emergent-reader texts with purpose and understanding.	
Writing		Text Types and Purposes	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My* favorite book is . . .).	
Writing		Text Types and Purposes	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	

Kindergarten ELA Standards				
Subject	**Competency**	**Strand**	**Standard**	**Substandard**
Writing		Text Types and Purposes	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	
Writing		Production and Distribution of Writing	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	
Writing		Production and Distribution of Writing	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Writing		Research to Build and Present Knowledge	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
Writing		Research to Build and Present Knowledge	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question .	
Speaking and Listening		Comprehension and Collaboration	Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
Speaking and Listening		Comprehension and Collaboration	Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.	Continue a conversation through multiple exchanges.
Speaking and Listening		Comprehension and Collaboration	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.	

Kindergarten ELA Standards				
Subject	**Competency**	**Strand**	**Standard**	**Substandard**
Speaking and Listening		Comprehension and Collaboration	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
Speaking and Listening		Presentation of Knowledge and Ideas	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	
Speaking and Listening		Presentation of Knowledge and Ideas	Add drawings or other visual displays to descriptions as desired to provide additional detail.	
Speaking and Listening		Presentation of Knowledge and Ideas	Speak audibly and express thoughts, feelings, and ideas clearly.	
Language Standards		Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Print many upper- and lowercase letters.
Language Standards		Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Use frequently occurring nouns and verbs.
Language Standards		Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs*; *wish, wishes*).
Language Standards		Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
Language Standards		Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, of, for, *of, by, with*).

Kindergarten ELA Standards				
Subject	**Competency**	**Strand**	**Standard**	**Substandard**
Language Standards		Conventions of Standard English	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Produce and expand complete sentences in shared language activities.
Language Standards		Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Capitalize the first word in a sentence and the pronoun *I*.
Language Standards		Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Recognize and name end punctuation.
Language Standards		Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
Language Standards		Conventions of Standard English	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Language Standards		Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
Language Standards		Vocabulary Acquisition and Use	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	Use the most frequently occurring inflections and afxes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.
Language Standards		Vocabulary Acquisition and Use	With guidance and support from adults, explore word relationships and nuances in word meanings	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Kindergarten ELA Standards				
Subject	**Competency**	**Strand**	**Standard**	**Substandard**
Language Standards			With guidance and support from adults, explore word relationships and nuances in word meanings	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
Language Standards			With guidance and support from adults, explore word relationships and nuances in word meanings	Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
Language Standards			With guidance and support from adults, explore word relationships and nuances in word meanings	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
Language Standards			Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	

Kindergarten Math Standards		
Competency	**Standard**	**Substandard**
Counting and Cardinality	Know number names and the count sequence.	Count to 100 by ones and by tens.
Counting and Cardinality	Know number names and the count sequence.	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Counting and Cardinality	Know number names and the count sequence.	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).
Counting and Cardinality	Count to tell the numbers of objects.	Understand the relationship between numbers and quantities; connect counting to cardinality.
Counting and Cardinality	Count to tell the numbers of objects.	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.
Counting and Cardinality	Compare numbers	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.[1]
Counting and Cardinality	Compare numbers	Compare two numbers between 1 and 10 presented as written numerals.
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.

Kindergarten Math Standards		
Competency	**Standard**	**Substandard**
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	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).
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	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.
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Fluently add and subtract within 5.
Number and Operations in Base Ten	Work with numbers 11–19 to gain foundations for place value.	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.
Measurement and Data	Describe and compare measurable attributes.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

Kindergarten Math Standards		
Competency	**Standard**	**Substandard**
Measurement and Data	Describe and compare measurable attributes.	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.
Measurement and Data	Classify objects and count the number of objects in each category.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	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.
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Correctly name shapes regardless of their orientations or overall size.
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Identify shapes as two-dimensional (lying in a plane, “flat”) or three- dimensional (“solid”).
Geometry	Analyze, compare, create, and compose shapes.	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).
Geometry	Analyze, compare, create, and compose shapes.	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

Kindergarten Math Standards		
Competency	**Standard**	**Substandard**
Geometry	Analyze, compare, create, and compose shapes.	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

Attachment 5 – Schedule

5th-8th Monday-Thursday	
7:30-7:50	AM Homeroom
7:50-8:15	Advisory
8:15-9:10	Social Studies
9:10-10:05	Math
10:05-10:20	AM Break
10:20-11:15	Reading
11:15-12:10	Math
12:10-12:50	Lunch
12:50-1:45	Science/Coding
1:45-2:40	Writing
2:40-2:55	PM Break
2:55-3:30	Focus
3:30-4:10	Book Club
4:10-4:30	PM Homeroom
4:30-4:45	Dismissal

5th-8th Friday	
7:30-7:50	AM Homeroom
7:50-8:45	Physical Education
8:45-9:40	Reading/Writing
9:40-9:55	AM Break
9:55-10:50	Math
10:50-11:45	Science
11:45-12:25	Lunch
12:25-12:50	PM Homeroom
12:50-1:30	Friday Celebration
1:30-1:45	Dismissal

Lower Elementary (K-2nd) Monday-Thursday	
7:30-8:00	AM Homeroom
8:00-8:30	Read Aloud
8:30-9:00	Lit 1
9:00-9:30	Lit 2
9:30-10:00	Lit 3
10:00-10:30	Lit 4
10:30-10:50	AM Break
10:50-11:05	Math Meeting
11:05-11:45	Math Problem of the Day
11:45-12:25	Writing
12:25-12:45	Lunch
12:45-1:05	Recess
1:05-1:20	Transition/Bathrooms
1:20-2:00	Math
2:00-2:40	Science/Social Studies
2:40-3:15	Electives
3:15-3:40	Choice/Intervention Block
3:40-4:00	PM Homeroom/End of Day Meeting
4:00	Dismissal

Lower Elementary (K-2nd) Friday	
7:30-7:55	AM Homeroom
7:55-8:30	Community Circle
8:30-8:55	Lit 1
8:55-9:20	Lit 2
9:20-9:45	Lit 3
9:45-10:10	Lit 4
10:10-10:25	AM Break
10:25-11:00	Math Problem of the Day
11:00-11:25	Math
11:25-11:55	Science
11:55-12:25	Writing
12:25-12:50	Lunch
12:50-1:10	Recess
1:10-1:30	PM Homeroom/End of Day Meeting
1:30	Dismissal

Upper Elementary (3rd-4th) Monday-Thursday	
7:30-8:00	AM Homeroom
8:00-8:40	Electives
8:40-9:20	Math Problem of the Day
9:20-10:05	Math
10:05-10:20	AM Break
10:20-11:10	Writing
11:10-11:45	Lit 1
11:45-12:25	Lit 2
12:25-12:45	Lunch
12:45-1:05	Recess
1:05-1:15	Transition/Bathrooms
1:15-1:55	Lit 3
1:55-2:35	Interventions
2:35-3:35	Science/Social Studies
3:35-4:00	PM Homeroom/End of Day Meeting
4:00	Dismissal

Upper Elementary (3rd-4th) Friday	
7:30-7:55	AM Homeroom
7:55-8:25	Community Circle
8:25-8:55	Lit 1
8:55-9:25	Lit 2
9:25-9:55	Lit 3
9:55-10:15	AM Break
10:15-11:00	Math
11:00-11:50	Science
11:50-12:25	Writing
12:25-12:45	Lunch
12:45-1:05	Recess
1:05-1:30	PM Homeroom/End of Day Meeting
1:30	Dismissal

Calendar Legend			
If it's GREEN, kids are in school!	Regular Day	1:30 Dismissal	Testing Day
If it's NOT green,	*kids are NOT in school.*	PD : Staff in, Stu. Out	Holiday: School Closed
If you see a	*, there are REQUIRED Report Card Parent Conferences.*		

July 2016

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

August 2016

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

September 2016

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

October 2016

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

November 2016

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

December 2016

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

January 2017

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

February 2017

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

March 2017

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

April 2017

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

May 2017

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

June 2017

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

July 27th, 28th, and 29th	Back to School Night
August 2nd	1st Day of School
August 29th	Staff Planning: NO SCHOOL
September 5th	Labor Day: NO SCHOOL
October 6th and 7th	Fall Break: NO SCHOOL
October 17th-20th	Q1 Final Exams
October 21st	Staff Planning: NO SCHOOL
October 28th	Q1 Report Card Parent Conferences: HALF DAY

November 23rd-25th	Thanksgiving Break: NO SCHOOL
November 28th	Staff Planning: NO SCHOOL
December 19th-21st	Q2 Final Exams
December 22nd-January 2nd	Winter Break: NO SCHOOL
January 3rd	Staff Planning: NO SCHOOL
January 13th	Q2 Report Card Parent Conferences: HALF DAY
January 16th	MLK Day: NO SCHOOL
February 20th	President's Day: NO SCHOOL
February 27th-March 2nd	Q3 Final Exams

March 3rd	Staff Planning: NO SCHOOL
March 10th	Q3 Report Card Parent Conferences
April 10th-14th	Spring Break: NO SCHOOL
April 17th	Staff planning: NO SCHOOL
May 1st	Staff planning: NO SCHOOL
May 22nd-May 25th	Final Exams
May 26th	Last Day of School
May 29th	Memorial Day: NO SCHOOL
May30th-June 2nd	Staff planning: NO SCHOOL
June 2nd	Q4 Report Card Parent Conferences

Attachment 6 – Enrollment Policy

Admissions Process

RePublic's enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. Every aspect of RePublic's enrollment and recruitment practices will comply with Jackson Public Schools, Mississippi State, and federal standards.

Parents wishing to enroll their child in Smilow Prep or Smilow Collegiate can fill out an application online, by mail, or in person. The application will request basic contact information for the student and parents/guardians as well as information regarding siblings attending Smilow Prep or Smilow Collegiate. The Community Organizer will be responsible for processing applications—all applications will be filed in hard copy form with a time stamp and the initials of the person who received it.

The application window will open October 1st, and the application deadline will be January 31st with a lottery conducted February 10th.

Admissions Preference

Siblings of current Smilow Prep or Smilow Collegiate students and children of Smilow Prep or Smilow Collegiate staff or board members will be given admissions preference. These individuals will be drawn first in the lottery. Sibling and staff preferences do not apply across schools. For example, a student whose sibling attends Smilwo Prep does not have preference in the Smilow Collegiate lottery.

Enrollment Process

Once a student has been admitted to Smilow Prep or Smilow Collegiate, parents will be notified by email and by letters sent home. The notification will include a list of forms that need to be provided in order to finalize enrollment. All enrollment paperwork will be due by May 1st. Students who enroll at a RePublic school will automatically be guaranteed a seat for all subsequent grade levels, unless that students withdraws from the school.

Lottery

We anticipate that the number of applications received will exceed the number of spots available. Therefore, in accordance with Mississippi state law, we will hold a lottery that is

"equitable, transparent, randomized, and impartial" to determine which students will attend. The lottery will be governed by a few basic rules:

1. All students who complete an application by the deadline of January 31st, 2016 and fit the criteria as established by Mississippi law are enrolled in the lottery
2. Siblings of current Smilow Prep and Smilow Collegiate students and children of Smilow Prep and Smilow Collegiate staff and board members will be given admissions preference. These individuals will be drawn first in the lottery.
3. If a student is chosen in the lottery and there is a sibling or siblings on the waitlist for that grade or another grade, they will immediately move to the top of the waitlist and will be given preference so the family may all attend the same school.
4. The lottery will be conducted on February 10th of each year and will be conducted in public by a 3rd party entity. Each student's lottery draw will determine the number that student has on the waitlist for the following school year.
5. After the available slots are filled, RePublic will keep drawing the names of the remaining applicants in the appropriate category and place them on a waitlist in the order they are drawn.

Waiting List

Waitlisted families will be contacted on a rolling basis on spaces become available. Families selected from the waitlist will have three weeks from the date of acceptance to turn in their paperwork.

Withdrawals, Re-Enrollment, and Transfers

RePublic strives to retain all students who enroll at a RePublic school. However, given that RePublic schools are schools of choice, we anticipate some attrition both over the summer and during the school year. If a family chooses to withdraw a student, the parent/guardian is required to sign a form giving up that student's spot. If a family chooses to withdraw a student during the school, RePublic makes every effort to have an exit interview to discuss reasons for withdrawal.

RePublic will work with the Mississippi Department of Education and the Jackson Public School District to ensure a smooth transfer process between Smilow Prep and Smilow Collegiate and a traditional district school. RePublic will provide all academic records as needed.

Students are guaranteed re-enrollment each year. Students who withdraw during the school year and wish to return must reapply through the application process. There is no admissions preference to former RePublic students.

Pre-Enrollment Activities

In order to ensure a smooth transition for students and families in to a RePublic school, RePublic hosts a series of pre-enrollment activities:

- *Tours and Information Sessions (October-January):* Families are encouraged to tour Reimagine Prep and attend an information session during the application window. During the tour and information session, families can experience RePublic's culture, meet administrators, and ask questions. Once Smilow Prep and Smilow Collegiate are open, admissions tours will be conducted at the campus that a family is interested in attending.
- *Kick Off Event (Mid-February):* RePublic hosts a social for new students and families after the lottery so that families can meet each other, teachers, administrators, and staff.
- *Spring Orientation (Mid-April):* During Spring Orientation, families learn about RePublic's procedures and policies and have the chance to purchase uniforms.
- *Testing Day (Mid June):* During Testing Day, students take a diagnostic reading exam to help determine placement in classes. The exam does not determine admissions to the school. Further, families receive the Student and Family Handbook during Testing Day.
- *Back to School Night (Late July):* Students come to Back to School Night in uniform to see their classroom and meet their teachers. During Back to School Night, parents fill out lunch order forms and free and reduced eligibility forms.

All pre-enrollment activities are optional. Families are strongly encouraged to attend these events, but attendance at these events does not impact admissions.

Attachment 7 – Discipline Policy/Code of Conduct

A. Purpose

RePublic Schools has created a Code of Conduct in order to:

- Ensure that our school is a respectful space for learning
- Allow students to focus on their learning
- Prepare students to become engaged citizens who follow rules set by our community

The Code of Conduct describes behaviors that RePublic considers inappropriate or unacceptable (which we will call "behavioral infractions") and the consequences of those behaviors.

B. Our Philosophy

Students who do not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for our scholars can happen. This is the basis of our student Code of Conduct.

C. FIRST Values and Reports

In order to ensure that the school's values are respected at all times, the student management system at RePublic is centered on maintaining the FIRST values: Family, Integrity, Respect, Strength, and Tenacity. The school believes that students should be empowered to understand that their choices in life determine if they are rewarded or punished. Students who choose to uphold the school's core values are rewarded, but students who choose not to uphold them are held accountable.

Middle School

This philosophy is reflected in the school's "FIRST Report" system, in which students receive points for displaying the school's core values, but lose points for not upholding these values. FIRST Reports are used to motivate and reward students, not punish them.

All students receive FIRST Reports every day. At the beginning of each week (FIRST Report weeks begin on Friday and end on Thursday), a student's score starts at 90 FIRST Points. Students can retain their beginning balance of 90 FIRST Points simply by meeting school

expectations throughout the week. Students may earn FIRST Points by exceeding expectations during a given week by earning merits from a staff member for a variety of reasons, including but not limited to:

- Displaying characteristics of one of the core values
- Displaying outstanding effort or improvement in core academic subjects
- Accomplishing something worthy of public recognition at Community Circle meetings

Students will decrease their FIRST Report score when they fail to meet expectations. Specifically, FIRST Points are deducted when:

- Students do not meet behavioral expectations (e.g., they earn demerits or detentions)
- Students do not meet attendance expectations (e.g., they are absent, late, or dismissed early)
- Students do not meet homework expectations (e.g. they fail to actively read or do not have their reading tracker signed)

At the end of each week, a student's PREP Points are transferred into the student's FIRST Report Bank. Students may use accumulated points to "purchase" prizes such as school supplies, lunch with a teacher, gift certificates, and tickets to sporting events at the PREP store. The student with the highest FIRST score at the end of the year will receive an award. This award will be presented during Community Circle.

Over time, a student's FIRST Report average is also monitored. Students with high FIRST Report averages earn rewards such as invitations to school celebrations and field trips. Students with low FIRST Report averages lose privileges such as their invitation to the FIRST store and ability to participate in extracurricular activities (e.g. school celebrations, field trips).

Daily	Weekly	Long-Term
Detention/HWC/Recess – Daily, students can earn either Homework Club, recess, or detention.	Diane Nash Award – Each week, the student with the highest FIRST score will earn the Diane Nash award, to be given during Friday Celebration.	Field Trip—Each semester, students with a FIRST average above a certain number will be eligible for an incentive field trip (e.g. bowling or skating).

	RePublic Crown - The class that earned the most stars will receive the RePublic Crown. This fun crown lives in their classroom for the week and can be worn by teachers or different students.	

Weekly FIRST Reports that include grades are sent home each Thursday for review and to be signed by parents/guardians and returned on Friday.

Elementary School

Since most of our incoming kindergarteners have not had any formal schooling outside of possible enrollment in a day care or other child care facility, we employ a developmentally appropriate student disciplinary plan. For example, a kindergarten student would not be treated in the same manner as similar behavior exhibited by a fifth or eighth grade student. Whatever the grade, however, RePublic Schools helps students to achieve personal excellence alongside academic excellence.

Each classroom will contain a simple color chart system with the names of every child written onto a card-chart that contains the colors below. The wheel will contain six colors and is used both to reward students who show FIRST values and as a consequence for misbehaviors. The colors are: Gold, Silver, Green, Yellow, Orange, and Red.

All students begin the day at green and return to green during AM break, PM break, and the end of the day. Likewise, every child's desk contains a tracker with thirty boxes. A child earns one star for reaching silver and two stars for reaching gold. Students always receive one warning before their card changes and, using a dry-erase marker on the laminated chart, teachers will put a check on the student's pocket as a visual reminder of the warning.

During break, teachers stamp zero, one, or two stars onto a child's stamp sheet and the teacher notes the color on a personal tracker. The personal tracker is returned to a Fellow who enters all student behavior into the school's data information system. Children bring their stamp sheet home each day and receive new stamp sheets on Friday morning and earn stamps to participate in a variety of incentives.

Daily	Weekly	Long-Term
Treasure Box - Any child who earned three or more stamps in a day earns the Treasure Box, a box that contains small prizes such as pencils, erasers, and pens.	Treasure Box – Small prizes (e.g. erasers, pencils, pens) will transition into a weekly prize at the end of the first quarter.	RePublic Prize Closet - Any child who receives more than 20 stamps is allowed to enter "The RePublic Prize Closet." Off-limits to anybody else, this room contains large toys and prizes donated to the school.
Green, Silver, and Gold Game Breaks – Any child on green or above can choose to play a game during his or her break.	RePublic Crown - The class that earned the most stars will receive the RePublic Crown. This fun crown lives in their classroom for the week and can be worn by teachers or different students.	RePublic Family Raffle – At family events, families will receive raffle tickets that correspond to the number of stars their children earned that quarter. They will then be entered into a school-wide raffle for prizes that might include extra uniforms, gift certificates to bookstores, or educational computer games.

C. Responding to Negative Behaviors

RePublic teachers hold students to high academic expectations and are able to focus on effective instruction because every teacher enforces consistent classroom management expectations. Teachers proactively plan to avoid misbehavior. Consistency in application of consequences drives student actions away from negative behaviors. No misbehavior will go unchecked at any time for any reason.

Students will be held responsible for the elements of the school's Code of Conduct during the school day, during school-sponsored events, and while on school grounds or school-provided transportation. While we will address infractions as they occur, we will explicitly teach and consistently reward desirable behaviors in our school. We will use school-wide and class based systems to build a culture that acknowledges, praises, and rewards students who demonstrate

the core values. On such occasions when students make choices counter to a climate conducive to learning, consequences will be issued.

The following list of behavioral infractions is not comprehensive; it offers examples of inappropriate or unacceptable behaviors. While we have stated possible consequences for certain behavioral infractions, RePublic staff has sole discretion to determine the consequence of each behavioral infraction.

A school-related behavioral infraction refers to the violation of this code occurring:

- While the student is on school grounds or school-related transportation
- During school-sponsored activities and trips
- During all other school-related events
- Off school grounds that results in substantial disruption to the learning environment

Students are expected to always respond respectfully to the authority and direction of school staff. Behaviors that are considered disrespectful include but are not limited to: rolling one's eyes, making inappropriate remarks or sounds in response to a request, or questioning a staff person's action or authority in a disrespectful manner. Such disrespect will not be tolerated.

At RePublic we seek to help students become mature young adults. To that end, while we will not tolerate disrespect, we do allow for students to express disagreement in a respectful manner. The school has developed routines and procedures that enable students to easily express such disagreement with respect for all involved. Failure to disagree respectfully will result in further consequences.

Enforcement of RePublic's Code of Conduct is based on a framework of progressive discipline. Specifically, minor infractions will result in less severe consequences, while larger infractions will result in more severe consequences. Furthermore, first-time infractions result in less severe consequences while repeated infractions result in more severe consequences.

Changing Color of Card (K-2nd grade)

If a student commits any of the infractions, after one warning, that student's card will move down the color spectrum. Infractions that warrant moving a student's card to a different color include, but are not limited to:

- Failure to comply with school expectations
- Dress code violation

- Being in unauthorized area/not having hall pass
- Having unauthorized food, gum, etc.

Students receive consequences when their cards are on either yellow, red, or orange:

- Yellow: Loss of game privileges for half of snack, break, etc. Student receives one warning before their clip is moved down to yellow.
- Orange: Loss of full privileges for snack, break, etc. Student receives one warning before their clip is moved from yellow to orange.
- Red: Loss of playtime during recess or loss of playtime during next day's recess and teacher calls home to parent.

Demerits (3rd-8th grade)

If a student commits any of the following infractions, the student will receive a demerit. In addition to a demerit, the student may receive additional targeted, corrective consequences and/or lose other school privileges as determined by RePublic staff.

Infractions that may warrant a demerit include, but are not limited to:

- Being out of uniform (e.g., shirt is untucked)
- Arriving late to class
- Being unprepared for class
- Poor posture during class
- Making inappropriate noises during class
- Failing to follow directions or procedures of the class or school
- Talking out of turn
- Other behaviors deemed inappropriate by school staff

Detention (3rd-8th grade)

If a student commits any of the following infractions, the student may receive a detention. Infractions that warrant a detention include, but are not limited to:

- Receiving three demerits within a given week (Friday-Thursday)
- Disrespect towards a fellow student
- Disrespect towards faculty, staff, or other members of the school community
- Disrespect of school property
- Making verbal or physical threats, empty or otherwise

- Possessing an electronic device (e.g., cell phone) in the school building
- Failing to return forms by school-mandated deadlines
- Possessing or drinking soda

In-School Suspension (3rd-8th grade)

At times, particular infractions warrant consequences that are more severe than detention but less severe than out-of-school suspension. Therefore, RePublic has an in-school suspension model ensuring that students have access to the curriculum while at the same time ensuring that students face serious consequences.

Specific infractions, which may warrant in-school suspension from the community, include, but are not limited to:

- Forging, cheating, plagiarism or dishonesty
- Deliberately disrupting class
- Multiple class send outs in a given day or week
- Horseplay or engaging in physical contact that causes a disruption
- Skipping school or after school commitments

In addition, students who have not met behavioral expectations over an extended period of time, as measured by a FIRST Report score less than a specific school-determined threshold, may face in-school suspension.

Out-of-School Suspension (K-8th grade)

Infractions that may warrant an Out-of-School Suspension include, but are not limited to:

- Gross disrespect of a fellow student
- Gross disrespect of faculty, staff, visitor, or school transportation provider
- Damaging, destroying, or stealing personal or school property or attempting to do so (including graffiti)
- Using or possessing tobacco products
- Committing sexual, racial, or any form of harassment or intimidation
- Using abusive, vulgar or profane language
- Making verbal or physical threats, empty or otherwise
- Setting off false alarms
- Gambling
- Serious forgery, plagiarism, or cheating

- Lying
- Leaving school grounds without permission
- Being charged with a felony
- Repeated offenses for which the student has already earned in-school suspension

Expulsion

Parents of students who are recommended for expulsion will be notified by the Principal or by a delegated member of the administrative team. The following are examples of the cause for expulsion: *(Note: these examples are not intended as an all-inclusive list.)*

- Chronic flagrant disrespect and insubordination
- The use of (or the providing of) explosive devices, such as fireworks
- Stealing, malicious damage, or destruction of an individual student's or the school's property
- The possession or use of tobacco, alcohol or drugs
- Possession of weapons on campus
- Hazing, racist acts or persecution of other students

A student who is expelled will be subject to due process under Mississippi state law. At RePublic the due process will be as follows (subject to legal review and Board approval):

- The Principal will follow standard disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures.
- If the Principal believes it is warranted, the student will be expelled.
- The Principal shall report to the Jackson Police Department any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons.

Following the Principal's decision to expel, there is an appeal process.

Appealing an Expulsion

The Principal will give written or actual notice of the expulsion to the parent/guardian within 24 hours, including giving notice that the parent/guardian or student has five days to file an appeal. All appeals must be filed, orally or in writing, within five days after receipt of the notice of expulsion. The parent/guardian, the student, or a teacher requested by the student can appeal the decision. Absent a timely request for appeal, the decision of the Principal will be final.

The appeal will be filed with the Board of Directors. The hearing will be held no later than ten days after the beginning of the expulsion. Notice of the time and place of the hearing will be provided to the parent/guardian, the student, the Principal and a teacher who chooses to file an appeal.

The Board of Directors may affirm the decision of the Principal, order removal of the expulsion unconditionally or upon such terms and conditions as it deems reasonable. The action of the Board of Directors is final.

State Reporting

RePublic shall include in each application to the Mississippi Department of Education for assistance under the Elementary and Secondary Act the following report of expulsions imposed in accordance with this policy as it applies to the Gun Free Schools Act:

1. The name of the school concerned
2. The number of students expelled from the school, and
3. The types of weapons concerned.

RePublic policies and administrative rules and regulations pertaining to student conduct shall be filed with the Mississippi State Superintendent of Education.

D. Procedures for Disciplinary Action

The following section explains the procedures for determining consequences students may face for violation of this Code of Conduct. All students are entitled to due process commensurate with the disciplinary consequences to which they may be subject.

Detention

Requirements: On Mondays-Thursdays, detention is served during the lunch of the day the detention is earned. Any detention(s) earned on Friday after lunch will be served the following Monday._If a student is required to serve one detention and Homework Club during the same day, he/she will only serve the detention.

Student Notification: If a student is required to serve detention, he/she will be notified before lunch on the day the detention is to be served.

In-School Suspension (ISS)

Requirements: In the morning, students will need to check in with Principal who will reiterate the expectations of in-school suspension. Students on ISS will:

- Attend classes, receive instruction and complete class work
- Wear a tag labeled "ISS" indicating that they have lost the privilege of being apart of the community.
- Not be permitted to communicate with any students throughout the day, including during breaks and lunch, except as specifically instructed by a teacher during an academic discussion.
- Not participate in selected class activities, as determined by each teacher
- Not participate in enrichment activities
- Not attend reward events including field trips, etc. (exceptions may be made in extraordinary circumstances at the sole discretion of the school administration)

Violation of the requirements of in-school suspension may result in additional days of in-school suspension or an out-of-school suspension.

A student will be on ISS until he/she meets his/her goal for two consecutive days. The Principal will determine each student's goal.

Student Notification: If a student is assigned an in-school suspension, a staff member will notify the student the day before, or the day of, in-school suspension.

Parental Notification: The school will contact parents of those students who have been assigned in-school suspension within 24 hours, notifying them of the suspension, the cause for the suspension, and the conditions for readmission. Additionally, a letter will be sent home notifying the parent of the consequence. A parent meeting may be required.

Out-of-School Suspension and Expulsion

Short-Term Suspension

For suspension between one and ten days[1], the following procedures will apply:

[1] For disciplinary purposes (i.e., the length of an In-Class or Out-of-School Suspension) the term "day" means Monday through Friday, and does not include Saturdays.

When an infraction occurs, the student will be removed from class and sent to the Main Office, Principal's office, or another designated school location. The Principal or another representative of the school will notify the student's parent or guardian of the incident.

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive notice and an opportunity to present her/his version of the relevant facts prior to receiving a suspension of one to ten days.

In the case of danger or a risk of substantial disruption, the student will be removed from the school building and provided notice and the opportunity to present his/her version of the relevant facts as soon as possible.

In the case that a student is assigned an out-of-school suspension, the student's parent/guardian must immediately come to the school, meet with the Principal, and remove the student from the school building. If the parent/guardian cannot immediately come to the school building, the student will wait in a designated area until the parent/guardian arrives. Written notice will be sent home describing the incident and designating the length of suspension. The school will immediately contact parents of those students who have been assigned an out-of-school suspension, notifying them of the suspension, the cause for the suspension, and the conditions for readmission.

In order for the student to re-enter the RePublic community following an in-school or out-of-school suspension:

- The student may have to write a letter of apology and publicly present this letter to RePublic staff and/or students.
- An administrator will contact the parent/guardian to schedule a required re-entry meeting.
- Students who are suspended two or more times may be asked to submit a reasonable and genuine plan for improvement in addition to an apology to the RePublic community.
- The student may have to meet additional conditions as required by RePublic.

Once the above conditions are met, the student will be welcomed back into the community. If a student has not met the above requirements, he or she may earn in-school suspension.

If a student is assigned an out-of-school suspension of more than five days, the Principal must develop and implement a behavior plan for assisting the student to improve his/her behavior.

Students are responsible for completing academic work missed during the suspension. The completed work will receive full credit, if submitted by deadlines in accordance with the school make-up policy. If a student does not complete this work, the student may face standard academic consequences (e.g., Homework Club, no academic credit).

Long-term Suspension and Expulsion

If a suspension of more than ten days is assigned to a student, the following procedures will apply:

- Parents or guardians of those students who have been assigned an out-of-school suspension longer than ten days or an expulsion will immediately be contacted by the school, notifying them of the suspension, the cause for the suspension, and the conditions for readmission. The student and the parents or guardians of the student will also receive immediate written or actual notice of the right to appeal the decision. Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.
- A parent, guardian, or student may request a conference with the Principal or a designee when the student has received an out-of-school suspension of greater than ten days or expulsion. The school will provide due process by explaining the school's view of the offense, the information gathered during the investigation, and the length of the out-of-school suspension, if applicable. The school will allow the student to explain his/her side or view of the offense.
- A student and/or parent, upon request, will have the right to review the student's records in accordance with applicable federal and state law.
- Parents or guardians have the right to appeal a decision to suspend a student for more than ten days or expel a student. All appeals of such a decision must be filed, orally or in writing, within five days after receipt of the notice of the suspension or expulsion and may be filed by the parent or guardian, the student, or any person holding a teaching license who is employed by the school system if requested by the student. Failure to appeal such a decision within five days waives any right to appeal. The appeal from this decision shall be to the RePublic Board of Directors, which may (through the Chair) appoint a disciplinary hearing authority comprising at least three members of the Board.
- The appeal hearing shall be held no later than ten days after the beginning of the suspension. The Board of Directors or disciplinary hearing authority shall give written notice of the time and place of the hearing to the parent or guardian, the student, and the school official who ordered the suspension or expulsion.
- After the hearing, the Board of Directors may affirm the decision of the Principal, order removal of the suspension or expulsion unconditionally or upon such terms and conditions

as it deems reasonable, or suspend the student for a specified period of time.

- A written record of the proceedings, including a summary of the facts and the reasons supporting the decision, shall be kept or prepared by the board or disciplinary hearing authority. The student or Principal may, within five days of the decision, request review by the full Board of Directors, or, if the initial hearing was held before the full board, request re-review by the full Board of Directors. Absent a timely appeal, the decision shall be final. The full board, based upon a review of the record, may grant or deny a request for a another hearing and may affirm or overturn the decision of the hearing authority with or without a hearing before the board; provided, that the board may not impose a more severe penalty than that imposed by the hearing authority without first providing an opportunity for a hearing before the board. If the board conducts such a hearing, this hearing shall be closed to the public, unless the student or student's parent or guardian requests in writing within five days after receipt of written notice of the hearing that the hearing be conducted as an open meeting. The action of the full board shall be final.

The Principal reserves the right to request that the Board of Directors hold an expulsion hearing and consider the student for expulsion for a specific, severe behavioral infraction or for repeated disregard of school policies and procedures. Specifically, regarding the latter, a family meeting will be required once a student has been out-of-school suspended for four separate incidents. A contract will be formed between the student and school once a student has been out-of-school suspended for six separate incidents. A student's breach of this contract may lead to the recommendation of an expulsion hearing.

Whenever an expulsion hearing is recommended, the above-described procedural safeguards will be in effect. In general, the following will be provided:

- The student shall receive written notice of the following:
  - Charges and a statement of the evidence
  - Date, time and place of a hearing
  - Notice of the right at the hearing to:
    - Be represented by their parents, legal or other representative (at the student's/parent's own expense)
    - Present evidence
    - Confront and cross-examine witnesses
- The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.
- Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.
- A student and/or parent, upon request, will have the right to review the student's records in

accordance with applicable federal and state law.

- All decisions by the Board of Directors regarding expulsion of a student will be issued to the student in writing.

E. Discipline of Students with Special Needs

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability.[2]

In the case of a special education student, or a student who receives 504 accommodations, RePublic will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the Principal will convene a review committee to determine whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

F. Student Searches

In order to maintain the security of all its students, RePublic staff reserve the right to conduct searches of its students and their property when there is reasonable suspicion to do so. If searches are conducted, the school will ensure that the privacy of the students is respected to the extent possible, and that students and their families are informed of the circumstances surrounding and results of the search. School cubbies and desks, which are assigned to students for their use, remain the property of RePublic; therefore, students should have no expectation of privacy in these areas.

G. Bus Behavior

[2] A copy of these rights is available at http://www.teateachers.org/cms/IDEA/141.html.

The RePublic Code of Conduct applies on school bus transportation. Students who take the school bus are expected to act responsibly and respectfully at all times. All school rules apply on the bus. Certain additional rules will apply on the bus. Students will be given assigned seats. An administrator will meet the bus every day, and everyday, either a teacher or staff member will ride the bus. No child will exit the bus before the administrator checks with the driver and teacher/staff member as to behavior. Failing to be in the assigned seat, putting hands out of the bus, throwing things, using bad language, not obeying the bus driver, are all infractions. More serious behavior (i.e. fighting) will be investigated and consequences will be assigned as if it happened on school grounds.

The following consequences apply for bus related infractions:

- One infraction = loss of bus privileges for a week.
- Two infractions = loss of bus privileges for a month.
- Three infractions = loss of bus privileges for the year.

Infractions, if serious enough, can warrant immediate loss of bus privileges for the year. Other consequences (e.g., demerits, detentions, suspensions) apply as well.

Families are strongly encouraged to reinforce the importance of proper bus behavior and the potential consequences for bad behavior.

Consequences for misconduct by Special Education students riding on transportation provided by their Individual Education Plan will be dealt with on a case-by-case basis.

H. Field Trips/End-of-Year Events

The school's curriculum may sometimes require outside learning experiences or special school events. During these activities, it is important for all students to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds.

A permission slip that allows students to attend all school-sponsored field trips and events will be sent home at the beginning of the school year and should be signed by a parent or guardian. The school will attempt to notify all parents and guardians before each school-sponsored trip. For trips that are not school-sponsored (e.g., voluntary trips), a permission slip will be sent home prior to the trip/event, and must be signed by a parent or guardian.

A student may be considered ineligible for a trip for reasons including but not limited to: low FIRST Report average, not returning the school-sponsored trip permission form, involvement

in a disciplinary incident on a prior trip, poor school attendance, misbehavior or severe lack of academic effort in the days prior to the trip, etc. Students who are considered ineligible for attending a trip will be required to attend school that day.

If parents or other volunteers assist with such trips or events, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. Past inappropriate behavior, or excessive demerits and/or suspensions, may result in loss of privileges in attending or participating in class trips and events, end-of-year or otherwise.

I. Student Behavior Policy for Extra-Curricular Activities

Attending after-school extra-curricular activities such as athletic events as a fan is a privilege, and students will be held to high expectations for their behavior at these events. Specifically,

- Students with a FIRST average below 70 may not attend games as fans.
- Cell phones should only be used for specific purposes related to safety/transportation (i.e. no long conversations); this applies to players and fans.
- All fans are expected to follow RePublic's Code of Conduct.
- Fans may not interact with players during the game.
- School consequences may be issued at games.

If a student who is not allowed to attend an after-school extra-curricular activity chooses to do so, he/she should be referred to the Principal immediately on the following school day. The Principal will determine the appropriate consequences.

J. Cheating, Plagiarism, and Copying Other's Work

Cheating on homework or exams, using resources inappropriately, and copying other people's work – students' or otherwise – is not only unfair but, in the case of plagiarism, illegal. If students are unsure about an assignment or unsure about a test question or testing procedure, they should raise their hands and ask their teacher for directions. Specific guidelines regarding cheating and plagiarism will be reviewed with students during Student Orientation and continued throughout the year. The school will determine appropriate consequences but cheating, plagiarism, and copying other's work may result in In School Suspension, loss of academic credit, and/or other consequences.

RePublic upholds high standards of honor and integrity to maintain our community of trust. To be honorable is to respect each other, our teachers, and our community. Integrity is doing the right thing, no matter the circumstance. Honor and integrity are embodied in the following principles:

- A student's word is expected to be complete truth; therefore, lying and forgery are violations of the Honor Code.
- A student's work is expected to be entirely his/her own, unless properly credited; therefore, plagiarism and cheating are violations of the Honor Code.
- The property of others is to be respected; therefore, stealing — no matter how minor — is a violation of the Honor Code.

Students should report any suspected Honor Code violations, no matter how small, to the Principal. Violations of the Honor Code hurt the RePublic community and will result in consequences.

Name (First and Last): _____

Email: _____

How did you hear about this event? (circle one)

Flier *Email* *Friend* *Newspaper*

Social Media *Other*

Circle the description that best describes you:

Prospective elementary parent *Prospective middle school parent* *Neighbor*

1. Please rank the following in order of importance when choosing a school, with #1 being the most important:

_____ Safety _____ Academic results _____ Relationships with school staff

_____ Extracurricular offerings _____ Proximity to my home _____ School hours

_____ Transportation

2. What are the three things you like MOST about your student's current school?

_____

_____

3. If you could change ONE thing about your student's current school, what would it be?

_____

_____

4. What else would you like to share with RePublic Schools?

_____

_____

Mississippi State Senate

COMMITTEE ASSIGNMENTS
Education, Chairman
Executive Contingent Fund, Vice-Chairman
Constitution
Finance
Judiciary, Division B
Public Health and Welfare
Rules
Universities and Colleges
Wildlife, Fisheries and Parks

SENATOR GRAY TOLLISON
9th District
Lafayette • Tallahatchie • Yalobusha Counties
Post Office Box 1216 • Oxford, MS 38655
662-234-7070 • 662-234-7095 (fax)

May 20, 2015

Mississippi Charter School Authorizer Board
3825 Ridgewood Road
Jackson, MS 39211

Dear Authorizer Board,

I am writing this letter in support of RePublic's application to open two additional schools in Jackson, Mississippi in August, 2016. As a State Senator and Chair of the Senate Education Committee, I support the creation of more, high quality charter schools to serve students and families. RePublic has an impressive track record serving at-risk student populations:

- In 2013, Stanford University's Center for Reinventing Public Education (CREDO) ranked Nashville Prep and Liberty Collegiate as the top two charter schools in Tennessee for student growth.
- In 2014, Nashville Prep and Liberty Collegiate were in the top 5% of all schools in Tennessee for both student growth and absolute achievement.

I am confident in RePublic's ability to deliver a world-class education to students and families in Jackson, and I look forward to their future success.

Sincerely,

Gray Tollison

New Capitol: P. O. Box 1018, Jackson, MS 39215-1018
Phone: 601.359.2395 · Fax: 601.359.3938 · E-mail: gtollison@senate.ms.gov

StateStreetGroup LLC

May 26, 2015

Mississippi Charter School Authorizer Board
3825 Ridgewood Road
Jackson, MS 39211

Dear Board Members:

I am writing in support of RePublic Schools' application to open additional, high performing charter schools in North Central Jackson. I support RePublic because I believe that education is the key to Jackson's future and that quality education is better assured when families have educational options. While the Jackson Separate School District has made strides, too many schools in the system are underperforming.

I am excited about the potential of RePublic Schools to deliver a high quality, college prep education to students across Jackson. Last year, RePublic's two flagship middle schools, Nashville Prep and Liberty Collegiate, were in the top 5% of all schools in Tennessee for both student growth and absolute performance.

I have spoken with the leadership of RePublic Schools and believe in their commitment to Jackson and to their belief that all children can learn.

Please feel free to contact me if you have any questions.

Sincerely,

J. Kane Ditto

JKD/tk

200 North Congress Street, Suite 500, Jackson, Mississippi 39201 • P. O. Box 13925, Jackson, Mississippi 39236 • 601.981.4445 TEL • 601.981.5539 FAX • www.statestreetgroup.com

New Horizon Church
INTERNATIONAL
A place of love and victory.

May 18, 2015

Mississippi Charter School Authorizer Board
3825 Ridgewood Road
Jackson, Mississippi 39211

To Whom It May Concern:

I am writing this letter of support for the application of Reimagine Public Schools and their proposed elementary school and middle school to serve students in North Central Jackson, beginning in August 2016. As a lifelong resident of Jackson and as someone who is committed to improving my city, I truly feel Reimagine Public Schools would play a vital role in the growth of this city. Here at New Horizon Church, we have a strong desire to help the children of Jackson. This is why we are committed and give our full support to Reimagine Public Schools. Their success record gives us hope:

- In 2014, Nashville Prep and Liberty scholars were in the top 5% in the state for growth and absolute performance, making them the first and only charter students to accomplish this in Tennessee history
- In 2014, Nashville Prep and Liberty's 7th grade students outperformed all Tennessee public schools—including selective magnet schools, and more than doubled the state and district averages in math.
- In 2013, Stanford University and the Tennessee Department of Education ranked Nashville Prep and Liberty as the top two charter schools in Tennessee based on student growth.

I have no doubt that public school students in Jackson are just as bright as students in Nashville. Unfortunately, of the 38 elementary schools in JPS, only 11 scored an A or a B in 2014, and of the 13 middle schools, only 2 scored an A or a B. There is a dramatic need in Jackson for better public schools. The students have not had access to transformational options like Nashville Prep, and there is a demand from families for more high quality schools. RePublic received 149 applications for the 120 available spots at its flagship school, Reimagine Prep. I have no doubt that RePublic schools will truly change the development of these students as well as the future of this city.

Throughout this entire process, I have had nothing but positive dealings with the people behind Reimagine Public Schools, and I have full confidence in them and their abilities. I offer my support to them financially, and I will encourage my congregation and others in the community support them as well.

I truly hope you will see fit to approve the application for Reimagine Public Schools and provide the children of Jackson with opportunities for success.

Counting it All Joy!

Bishop Ronnie C. Crudup, Sr.

1750 Ellis Avenue, Suite 100, Jackson, MS 39204
601-371-1427 • Fax 601-371-8282 • www.nhcms.org

JOHN N. PALMER
2335 EASTOVER DRIVE
JACKSON, MISSISSIPPI 39211

May 20, 2015

Mississippi Charter School Authorizer Board
3825 Ridgewood Road
Jackson, Mississippi 39211

Dear Authorizer Board

I am writing in support of RePublic School's application to open additional, high performing charter schools in North Central Jackson. Education is the key to Jackson's future and Jackson needs more high quality public schools. The need in Jackson for better schools is immense – last year, only 11 of Jackson's 38 public elementary schools scored an A or a B, and only 2 of Jackson's 11 public middle schools scored an A or B. Average proficiency rates in reading, math and science hover around50%, and in 2014, JPS' graduation rate was 64%.

The potential of RePublic Schools is exciting as it would deliver a high quality, college prep education to students across Jackson which has been needed for many years. RePublic has been successful in Nashville and I would like to see RePublic introduced and succeed in Jackson too.

Sincerely,

John N. Palmer

Pruet Foundation

217 WEST CAPITOL STREET/SUITE 201, JACKSON, MS 39201
(601) 718-9399 (Phone) (601) 718-9400 (Fax)

May 13th, 2015

Mississippi Charter School Authorizer Board
3825 Ridgewood Road
Jackson, MS 39211

Dear Authorizer Board:

The Pruet Foundation enthusiastically supports RePublic Schools' application to open additional schools in North Central Jackson. We believe that one of the main things holding Jackson back as a city is a lack of strong public schools. Strong public schools are the foundation of a city, and the schools in Jackson are consistently underperforming.

The Pruet Foundation believes in the need to reform schools in Jackson, and we are incredibly excited about the potential of RePublic Schools to deliver a high quality, college prep education to students across Jackson. Based on their results in Nashville serving a similar demographic and their strong support among community stakeholders in Jackson, we are confident in their future success.

The Pruet Foundation believes that RePublic should be granted additional charters to serve more students and families in the city. We are excited to see RePublic's results in Jackson, and we look forward to RePublic's continued success.

Please contact me with any questions.

Sincerely,

William R. "Randy" James

REUBEN V. ANDERSON
Partner
Resident in Mississippi
Direct (601) 360-9339
andersor@phelps.com

May 20, 2015

99999-0204

Mississippi Charter School Authorizer Board
3825 Ridgewood Road
Jackson, MS 39211

Dear Authorizer Board,

I support RePublic Schools' application to open additional, high performing charter schools in North Central Jackson. I support Republic because I believe that education is the key to Jackson's future, and Jackson needs more high quality public schools. The need in Jackson for better schools is immense – last year, only 11 of Jackson's 38 public elementary schools scored an A or a B, and only 2 of Jackson's 11 public middle schools scored an A or B Average proficiency rate in reading, math, and science hover at around 50%, and in 2014, JPS' graduation rate was 64%.

I am excited about the potential of RePublic Schools to deliver a high quality, college prep education to students across Jackson. Based on their results in Nashville serving a similar demographic and their strong support among community stakeholders in Jackson, we are confident in their future success. Further, I am particularly excited about RePublic's initiative to prepare 21st Century learners by teaching all students to code.

I am looking forward to RePublic's continued success. Please contact me with any questions.

Sincerely,

PHELPS DUNBAR LLP

Reuben V. Anderson

RVA:sk

Katie Anderson
721 North State Street
Apt. A-4
Jackson, MS 39202

May 7, 2015

MS Charter School Authorizer Board
3825 Ridgewood Road
Jackson, MS 39211

To Whom it May Concern:

I'm writing this letter in support of RePublic Middle School, which RePublic Charter Schools is applying to open in Jackson, MS in 2016.

I'm greatly impressed with the success of the RePublic Charter Schools in Nashville, TN, and as a member of the Jackson community, I can say that such a school would be a welcome addition to the offering of public schools in our city.

I am excited at the prospect of such an institution being available for our city's youth, who deserve the opportunity to attend a public school of academic excellence, where they can be fostered and challenged in ways not currently possible. RePublic Middle School would he doing our youth, and our city, a great service.

I appreciate your time and consideration.

Sincerely,

Katie Anderson

Katie Anderson

Regions Foundation
P. O. Box 13906
Jackson, MS 39236

May 13th, 2015

Mississippi Charter School Authorizer Board
3825 Ridgewood Road
Jackson, MS 39211

Dear Authorizer Board:

The Regions Foundation enthusiastically supports RePublic Schools' application to open additional schools in North Central Jackson.

The Regions Foundation is involved philanthropically in Jackson and we have historically supported measures that revitalize and improve our city. We strongly believe that education is fundamental to Jackson's future. The Regions Foundation has chosen to support RePublic Schools financially because we want to see new high quality public charter schools in Jackson and more options for students and families in our city. We are confident that given RePublic's tremendous track record in Nashville, RePublic will have comparable success with its students and families in Jackson.

The Regions Foundation believes that RePublic should be granted additional charters to serve more students and families in the city. We are excited to see RePublic's results in Jackson, and we look forward to RePublic's continued success.

Please contact me with any questions.

Sincerely,

James W. Hood
President

JOEL E. SMILOW
830 POST EAST – SUITE 105
WESTPORT, CONNECTICUT 06880-5222

Phone: 203-221-3068
Fax: 203-454-3003

May 20, 2015

Mississippi Charter School Authorizer Board
3825 Ridgewood Road
Jackson, MS 39211

Dear Authorizer Board:

I wholeheartedly support RePublic Schools' application to open additional, high performing charter schools in North Central Jackson. You will note from the letterhead I am not a Jackson (or even a Mississippi) resident. My awareness of and interest in this project stems from a 58 year friendship with Leland Speed, a Jackson business and civic leader, who has continually sought to better Jackson's future; and, I share his belief that better schools and education are key elements in this regard.

Based on other exposures to the charter school movement, I believe that RePublic Schools' leadership and credentials are outstanding; and, there's every reason to believe that their performance will be replicated in Jackson.

To this end, I've made a major philanthropic commitment to the project.

Sincerely,

Joel E. Smilow

JES:mes

State of Mississippi
Office of the Lieutenant Governor

TATE REEVES
Lieutenant Governor

April 28, 2015

Mississippi Charter School Authorizer Board
Mississippi Institutions of Higher Learning
3825 Ridgewood Road
Jackson, Mississippi 39211

Dear Members of the Mississippi Charter School Autborizer Board,

I am writing to express my support for RePublic Charter Scbools' application for two schools, RePublic Middle School and RePublic Elementary School, both planned to serve students in Jackson Public Schools starting in the 2016-2017 school year. In Jackson Public Scbools, where a sbameful 28% of African American males graduate from high school, I wholeheartedly welcome schools that serve 95% minority students and are ranked in the top 5% of public schools in another state. RePublic Charter Schools will provide transformational learning opportunities for an often forgotten population in Mississippi and will set the bar high for other public schools in the state.

Early on in my tenure as Lieutenant Governor, I fought hard for charter schools in Mississippi, as my efforts were fueled by the belief that zip code or socioeconomic status should not be barriers to whether or not our students receive the best education possible.

Thanks to your incredible hard work in authorizing only the strongest applicants, I look forward to seeing the impact of Reimagine Prep and also look forward to seeing more transformational schools serving students in Mississippi. RePublic Middle School and RePublic Elementary School will no doubt rise to the high expectations the Authorizer Board has set for these public charter schools.

Sincerely,

Tate Reeves
Lieutenant Governor

Post Office Box 1018, Jackson, MS 39215-1018 • 601-359-3200 • 601-359-4054 Fax
www.ltgovreeves.ms.gov

MAY 22, 2015

Mississippi Charter School Authorizer Board
Mississippi Institutions of Higher Learning
3825 Ridgewood Road
Jackson, Mississippi 39211

TO WHOM IT MAY CONCERN:

I am writing this letter of support for the application of RePublic Schools and their proposed middle and elementary schools to serve students in Jackson, beginning in 2016. I became very interested in their mission after several long, fruitful visits with many of their potential founders, teachers and administrators here in Jackson. After touring Nashville Prep, and seeing for myself the incredible success and possible opportunities for replication of these efforts in my hometown, I am so hopeful that these applications are approved.

I would like to share some of the success stories of Nashville Prep, and I believe these accomplishments can happen in our city.

- In its first two years of serving students, Nashville Prep, a public charter middle school in Nashville, TN, was named by Stanford University as the highest performing charter school in Tennessee. With the leadership being put into place, Reimagine Prep will follow suit. I really believe that.

- While 86% of Nashville Prep scholars are considered low-income, Nashville Prep scholars had the highest growth in the state last year in science, social studies and math. These demographics are similar to Jackson, and I feel quite certain our students are up to this task.

- Nashville Prep 6th grade scholars had the highest overall performance last year of all open enrollment public schools in Nashville and even exceeded the performance of their wealthier peers in Williamson County Schools in math, science, and social studies. Williamson County would be similar in demographics and wealth to Mississippi's Madison County.

- Unarguably, public school students in Jackson are just as bright as students in Nashville, but considering that eleven of the eleven open-enrollment middle school options within JPS received a D or F rating in 2012, Jackson's future depends on a generation that historically has not had access to transformational options like Nashville Prep. Starting in 2015, they will at Reimagine Public Schools.

I have personally gotten to know Ravi Gupta, Christina McDonald and Kate Cooper. Additionally I have met and conversed with many of the staff at Nashville Prep. The passion and focus of these educational partners, and the love that they put into teaching and their scholars is hard to accurately describe, unless you actually witness it. They are “good people”. The respect shown to them by their scholars is particularly noteworthy.

Our city and community desperately needs the opportunity to expose our children to this caliber of an education. I wholeheartedly hope that the charter for RePublic Charter Schools are approved.

Sincerely,

Ben Allen

May 15, 2015

Mississippi Charter School Authorizer Board
Mississippi Institutions of Higher Learning
3825 Ridgewood Road
Jackson, Mississippi 39211

To Whom It May Concern:

I'm writing to voice my unequivocal support for Reimagine Prep's public charter application proposed for its elementary school and second middle school, to serve the academic needs of young people in Jackson. As a business owner and an avid supporter of public education, I recognize the importance of a quality educational system as well as its relationship to the future of a prosperous Jackson community. Having served a seven-year term on the Jackson Public Schools Board, I became aware of the unique challenges of educating children in an urban district the size of Jackson. Reimagine Prep Public Charter would be an additional tool toward addressing issues pledging Jackson urban district.

As you know, Reimagine Prep's public charter application is being submitted by RePublic Schools of Nashville, a group that has had proven successes in innovated learning processes, especially in communities with low preforming schools. Jackson can only benefit from allowing Reimagine Prep's Public Charter the opportunity to continue its growth by approving the application for two additional schools.

As a member of the board of RePublic's Central Management Organization, I have observed a team of dedicated staff worked diligently to prepare for the opening of Reimagine Prep, Jackson's flagship public charter, scheduled to open in the fall of 2015. The Reimagine Prep team has shown exceptional organizational skills and professionalism in informing the community about the upcoming school opening. I am absolutely convinced that Reimagine Prep Public Charter Schools will positively impact the direction of public education in our city. My service on the board is to insure that Reimagine strengthen its resolve in providing the high level of academic practices in Jackson, with the same kind of proven successes being displayed in Nashville.

I implore you to approve Reimagine Prep's Public Charter School application for the sake of the Jackson community's future, as well as for the future of young people in our city who deserve the best possible opportunity to succeed.

Sincerely,

Lee Harper

Charter School Growth Fund
Helping public education thrive.

May 22, 2015

Organization Name: RePublic Schools, Inc.

To Whom It May Concern:

I am writing in support of RePublic Schools' application to the Mississippi Charter School Authorizer Board for a charter to serve kindergarten through eighth grade students in North Central Jackson, Mississippi, beginning in the 2016-2017 academic year.

The Charter School Growth Fund ("CSGF") is a non-profit venture capital fund that invests philanthropic funds in the nation's highest-performing charter school operators to dramatically expand their impact on underserved students. The organizations in CSGF's portfolio serve a student population of more than 200,000 students that is approximately 75% low-income and over 90% minority. Approximately 95% of CSGF's portfolio members are enabling students to outperform comparable district schools in both math and reading; many portfolio members are also outperforming state averages in both math and reading.

Before making any investment, CSGF undertakes a rigorous due diligence process that considers all factors that may affect a charter organization's success. RePublic Schools has passed through all elements of our diligence process, which includes rigorous examination of the organization's academic track record, leadership team, organizational capacity, and financial history and future plans.

As a Principal at CSGF, I can attest to RePublic's incredibly strong track record. RePublic operates the two highest-performing charter middle schools in Nashville, Tennessee. Both schools were in the top 5% of schools in the state of Tennessee for absolute student performance and student academic growth in 2014. With a student population that is more than 80% minority and where more than 80% of students qualify for free or reduced lunch, RePublic is achieving results that are on par with the wealthiest suburban schools in Tennessee. This track record is truly phenomenal. Every day, RePublic is proving that all students can learn if given a world-class education.

We are pleased to endorse RePublic's efforts to prepare children and their families for college success. We encourage your support of this charter application, and we respectfully ask that you give strong consideration to RePublic Schools' application so they may have the opportunity to serve more students in Jackson.

Sincerely,

Lydia Gensheimer

Lydia Gensheimer
Principal
Charter School Growth Fund

350 Interlocken Boulevard, Suite 390, Broomfield, Colorado 80021 P: 303.217.8090 F: 303.531.7344 www.chartergrowthfund.org

5/25/15

To: Whom it may concern:

From: Dondria Palmer

Re: RePublic, Reimagine Prep

I, Dondria Palmer, am a parent of children in the Jackson Public School District. I recently applied to RePublic, Reimagine Prep for my two youngest children. They have been in the Jackson Public School District since kindergarten. I was looking for an alternative for school for their continued education. I feel they were not receiving the best education they deserved. My reasons include: homework with little to no instruction (for the parents), pressure from the school relating to grade expectation not being met and children placed on probation. As I talked with other parents regarding students being placed on probation each term, we felt like the pressure made the students uncomfortable. The probation letters were handed out in class to the students, therefore, other students (who did not receive a probation letter) teased the students who did. In addition, I fell like parents are left out the circle of education. Many times, I've asked for practice work to be sent home so that I could work with my children and increase their understanding. No assistance there. I've gone to the Enoch's Resource Parent Center on numerous occasions to seek materials to help my children at the magnet school, but I was told there was none available for their school; due to the magnet school being advanced. So I utilized other options to the best of my ability such as Books A Million bookstore to get materials that would help them learn. In the past, I've paid for tutoring due to my daughter having narcolepsy to help keep her on target. So, over the past two years, my stress level has soared. I'm thankful that Reimagine Prep offers us hope and an alternative. I was so excited when I heard about this school as an alternative. And I'm blessed they were accepted!

Attachment 9 – Principal Qualifications

Abby Barton—Professional Biography and Proof of Citizenship

Abby Barton is a founding teacher at Purpose Prep and enters into her second year as the lead kindergarten teacher. She is also the Instructional Kindergarten Lead for her grade level, supporting the kindergarten team to achieve our rigorous academic targets. An alumna of Teach For America, Ms. Barton was a member of the Jacksonville charter corps. While teaching second grade for three years, she helped to create the school's first Student Council Association and was involved in an after school mentoring program. Ms. Barton moved to Nashville in July of 2011 to begin working as a founding teacher at Nashville Prep, a neighboring, high-performing middle school in North Nashville. She taught fifth grade math for the last two years. Ms. Barton graduated magna cum laude from The University of Alabama with a B.A. in Communications in 2008.

[redacted]

Abigail A. Barton

[redacted]

EDUCATION

University of Alabama – Tuscaloosa, AL
2004-2008
Bachelors of Arts: Communication and Information Sciences, Public Relations, magna cum laude

Overall GPA: 3.8

PROFESSIONAL EXPERIENCE

Purpose Preparatory Academy July 2013 –
Founding Lead Kindergarten Teacher

- Led 100% of inaugural class of kindergarten scholars, where over 90% of scholars entered school lacking foundational pre-literacy skills, to achieve passing STEP 4 on the STEP Assessment, placing scholars above grade level leaving kindergarten.
- Created math curriculum for kindergarten grade level team
- Will serve as the Kindergarten Instructional Lead in 2014-2015 school year
- Metro Nashville Public Schools Blue Ribbon Teacher Award Winner

Nashville Prep Charter School July 2011 – June 2013
Founding Fifth Grade Math Teacher

- Created fifth grade math curriculum, including scope and sequence, lesson plans and materials, assessments, and remediation materials
- Led 78.9% of fifth graders to scoring proficient or advanced on the math TCAP, outperforming the district by over 33 percentage points, the state by over 23 percentage points, and Williamson County by over seven percentage points in the 2011-2012 school year.
- Rated as a level five teacher by the Tennessee Value-Added Assessment System

Teach For America – Sallye B. Mathis Elementary School, Jacksonville, Florida
August 2008- June 2011
Second Grade Teacher/Student Council Association Advisor
Selected as one of 3,700 from a pool of 24,718 applicants to become a member of a corps of outstanding college graduates, committing two years to teaching in under-resourced public schools in low-income communities

- Built foundational relationships with administration at school site, resulting in expansion of Teach for America from 25 percent of faculty to 44 percent of faculty.
- Led students to 80 percent mastery of math learning goals and 1.5 years of growth in reading for three consecutive years.
- Co-founded Student Council Association, an organization designed to motivate and promote students' leadership and academic success in 2nd-5th grade classrooms. Directed 14 SCA members to plan school-

wide dance and raise $500 to benefit nine families within the school. Raised over $300.00 in "Pennies for Haiti" fundraiser.

- Served as an academic teacher with Team Up, an after school program focused on student achievement.

Teach For America – Jacksonville Region August 2009 – June 2011

Elementary Reading Strategy Team Leader

The Elementary Ready Strategy Team is a team created to teach corps members the skills needed to plan and execute quality literacy instruction in elementary classrooms, and analyze data to inform instruction.

Smart Start Facilitator

Smart Start is a program created to teach new corps members the skills needed to make and implement classroom management plans, create and administer assessments, and analyze data to inform instruction.

The University of Alabama – Sloan Y. Bashinsky Business Center
June 2006 – May 2008

Senior Lab Assistant

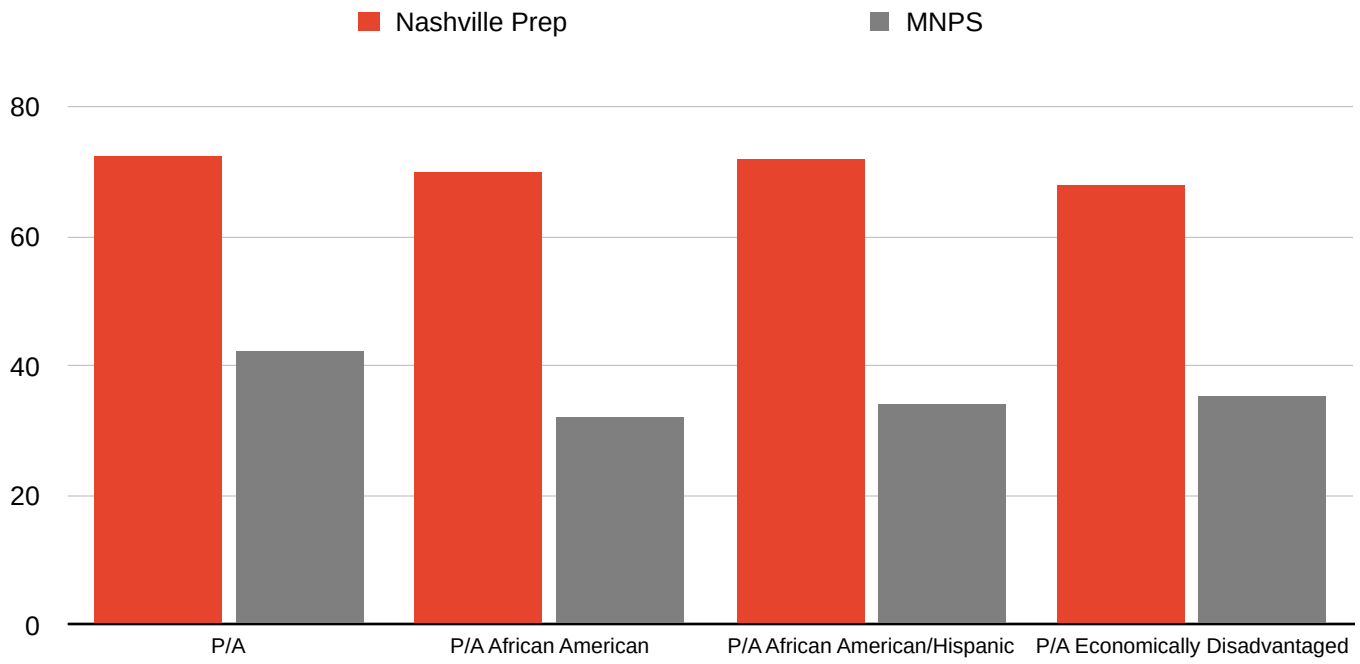
- Scheduled and coordinated classes in the business center with professors.
- Created and managed schedules for lab assistants
- Created and submitted purchase orders for lab supplies.

The University of Alabama – Alpha Delta Pi
August 2004 – May 2008

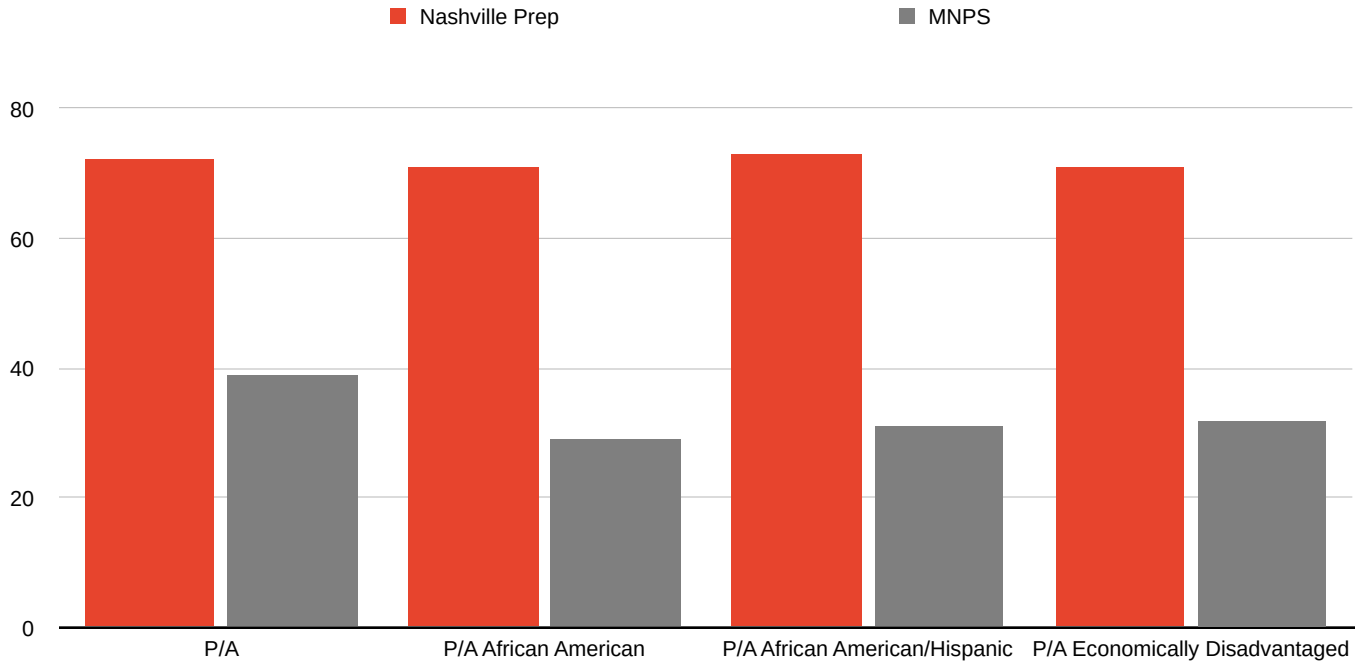
Scholarship Chair

- Led chapter of 180 members to 5th highest grade point average on campus out of 17 chapters.
- Implemented study hall sessions and academic progress plans for members struggling academically.
- Planned and executed semester awards ceremonies for academic achievement and growth.

Included below is Nashville Prep's math data, disaggregated by subgroup, from the 2011-2012 and 2012-2013 school year, during which Abby Barton taught 5th grade math.

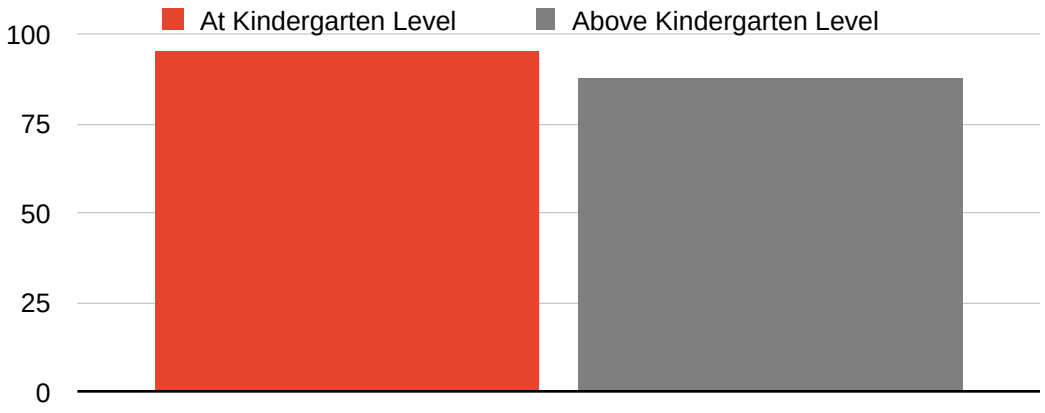


Nashville Prep Math Data (2011-2012)				
	Basic/Below Basic	**Proficient**	**Advanced**	**Proficient/Advanced**
Nashville Prep	27.8%	44.4%	27.8%	72.2%
Davidson County (MNPS)	60.7%	25.2%	14.1%	39.3%
Nashville Prep African American	28.7%	42.5%	28.8%	71.3%
MNPS African American	71%	21.4%	7.6%	29%
Nashville Prep Hispanic and African American	27.4%	45.2%	27.4%	72.6%
MNPS Nashville Prep Hispanic and African American	69.3%	22.6%	8.1%	30.7%
Nashville Prep Economically Disadvantaged	29.3%	44%	26.7%	70.70%
MNPS Economically Disadvantaged	67.9%	23%	9.1%	32.1%



Nashville Prep Math Data (2012-2013)				
	Basic/Below Basic	**Proficient**	**Advanced**	**Proficient/Advanced**
Nashville Prep	27.6%	42.3%	30.1%	72.4%
Davidson County (MNPS)	57.5%	26.8%	15.7%	42.5%
Nashville Prep African American	30.1%	44.6%	25.3%	69.9%
MNPS African American	67.9%	22.9%	9.2%	32.1%
Nashville Prep Hispanic and African American	30.1%	44.3%	27.9%	72%
MNPS Nashville Prep Hispanic and African American	66.1%	24.1%	9.8%	33.9%
Nashville Prep Economically Disadvantaged	32%	42%	26%	68%
MNPS Economically Disadvantaged	64.8%%	24.8%	10.4%	35.2%

Included below is Purpose Prep's school wide data from the 2013-2014 school year, during which Abby Barton was a lead kindergarten teacher. There is no state wide exam in Tennessee for kindergarten, so comparison data is not available. Further, Purpose Prep does not publish data by subgroup



STEP Assessment Data	
At the Kindergarten Level	95%
Above the Kindergarten Level	88%

TerraNova Assessment	
Reading	83rd Percentile
Math	98th Percentile

Victoria Haberman—Professional Biography and Proof of Citizenship

Originally from New Orleans, Victoria moved to the Mississippi Gulf Coast during high school and experienced the devastation of Hurricane Katrina. This solidified her career goals of rebuilding communities at the state and local level. She attended Millsaps College (B.A, Public Management) in Jackson, MS and then joined the Mississippi Teacher Corps through the University of Mississippi (M. Ed, Curriculum and Instruction). During her years there, she taught US Government at Forest Hill High School (also in Jackson, MS) while coaching volleyball, tennis, and other student leadership programs. Victoria is currently completing the MPP program at Vanderbilt's Peabody College.

PASSPORT
PASSEPORT
PASAPORTE

UNITED STATES OF AMERICA

USA

Type / Type / Tipo: P
Code / Code / Codigo: USA
Passport No. / No. du Passeport / No. de Pasaporte: [redacted]
Surname / Nom / Apellidos: ROMANO
Given Names / Prénoms / Nombres: VICTORIA RAE
Nationality / Nationalité / Nacionalidad: UNITED STATES OF AMERICA
Date of birth / Date de naissance / Fecha de nacimiento: [redacted]
Sex / Sexe / Sexo: F
Date of issue / Date de délivrance / Fecha de expedición: 20 Jan 2009
Authority / Autorité / Autoridad: United States Department of State
Date of expiration / Date d'expiration / Fecha de caducidad: 19 Jan 2019
Endorsements / Mentions Spéciales / Anotaciones: SEE PAGE 27

USA

P<USAROMANO<<VICTORIA<RAE<<<<<<<<<<<<<<<<<<<<
[redacted]

Victoria Romano Haberman

Vanderbilt University, Nashville, TN (May 2015)
Masters of Public Policy, Education Policy
University of Mississippi, Oxford, MS May 2013
Masters of Education, Curriculum and Instruction
Millsaps College, Jackson, MS May 2011
Bachelor of Arts, Public Management

E x p e r i e n c e

REPUBLIC SCHOOLS, Nashville, TN 2014-present
Founding Literacy Instructor, 5th Grade, Nashville Academy of Computer Science
- Daily academic and behavioral data to inform teaching strategies
- Developed rigorous, CCSS-aligned curriculum resulting in 1.69 average years of Lexile growth
- Led professional development on Close Reading strategies for all staff members
- Assisted with Close Reading implementation for daily student Book Clubs

VANDERBILT KENNEDY CENTER, Vanderbilt University 2013-2014
Graduate Research Assistant--Fuchs Project, Federal Special Education Grant
- Tutored fourth grade students in fractions strategies for methodological analysis
- Collect data through pre and post-assessment in Metro Nashville Public Schools

TENNESSEE STATE COLLABORATIVE ON REFORMING EDUCATION (SCORE) Spring 2014
Graduate Fellow--Research and Policy
- Compiled daily research briefs and assisted with various advocacy work
- Published: "Understanding Student Data Practices: Usage and Privacy"

ASD INSIDER, Bill and Melinda Gates Foundation Project 2013-2014
Contributor, Journal
- Coverage of Achievement School District (TN) events
- Data collection for recommendations and replication in other states

PRESTON TAYLOR MINISTRIES, Nashville, TN 2013-present
Volunteer Tutor and Mentor
- Instruct ACT and college prep course for at-risk high school students
- Increased student scores by two scaled points

MISSISSIPPI TEACHER CORPS, University of Mississippi Summer 2013
TEAM Leader and Instructional Coach
- Led Summer training program for first-year teachers in critical needs schools
- Coached Social Studies teachers and modeled instruction and management techniques

JACKSON PUBLIC SCHOOLS, Jackson, MS 2011-2013
US Government and Social Studies Instructor, Forest Hill High School
- Provided real-world instruction techniques and career guidance for Senior students

ACT and College Prep Instructor
- Developed curriculum for inaugural course and future courses state-wide
- Partnered with local non-profit, Education Services Foundation for support
- Increased student scores by an average of three scaled points

MS SOARS Data Team Member

Led school turnaround within principle documentation and data analysis

Head Volleyball and Tennis Coach

Mock Trial/Model UN Sponsor

MISSISSIPPI FIRST, Jackson, MS 2010-2011

Research and Advocacy Intern

Responsible for Mississippi Senate Education Committee meetings, note-taking and analysis

Contributed to the publication: "Leaving Last in Line: Making Pre-K a Reality in Mississippi"

Included below is Mrs. Haberman's SRI Lexile growth data and ACT data. TCAP results for this school year have not yet been released.

Lexile Data

- Mrs. Haberman's 5th grade students at the Nashville Academy of Computer Science grew, on average, 2.11 grade levels from June 2014 to May 2015.

ACT Data

- Mrs. Haberman's high school students at Forest Hill High School grew, on average, 3 points on the ACT.

Attachment 10 – Leadership Team Job Descriptions and Resumes

Ravi Gupta, CEO, Professional Biography and Proof of Citizenship

Ravi has a unique background in politics, international development, law, and international relations. As the Founder and Executive Director of Nashville Prep, Ravi led the school to be named the highest performing charter school in the state of Tennessee by Stanford University for two consecutive years. In 2010, Ravi prepared to found Nashville Prep by joining the Building Excellent Schools Fellowship, where he studied and learned from best practices employed by the highest-performing schools and school leaders in the nation.

Ravi previously served as Special Assistant and Speechwriter to Susan Rice, U.S. Ambassador to the United Nations. He also spent two years working on Barack Obama's 2008 presidential campaign – joining then-Senator Obama's exploratory committee and working through the primary and general elections. He ran fundraising, voter registration, and voter turnout operations in more than a half dozen states during the primary election and served as assistant to Chief Strategist David Axelrod during the general election. Ravi received his J.D. from Yale Law School and his B.A. from Binghamton University, where he was named the 2011 Winter Commencement keynote speaker and 2012 Convocation keynote speaker. In 2012, he was named to the Forbes 30 Under 30 List.

THE CITY OF NEW YORK
VITAL RECORDS CERTIFICATE
CERTIFICATION OF BIRTH
[redacted]
the New York City Health Code if the purpose is the evasion or violation of any provision of the Health Code or any other law.
20150422595
N008408886
ANY ALTERATION OR ERASURE VOIDS THIS CERTIFICATE

RAVI M. GUPTA

[redacted]

REPUBLIC SCHOOLS February 2013 – Present
Chief Executive Officer
Chief Executive Officer of RePublic Charter Schools, a newly founded organization dedicated to reimagining the public school experience in the South by opening high quality schools and pursuing impactful legislation.

NASHVILLE PREPARATORY CHARTER SCHOOL
Founder and Executive Director August 2011 – Present
Founder and Executive Director of Nashville Preparatory Charter School, a high performing, no excuses grades 5-7 (5-12 at full growth) charter school serving predominantly low-income students in North Nashville. For the past two years (2012 and 2013), Nashville Prep has been ranked as the highest performing charter school in Tennessee by the Stanford University Center for Research on Education Outcomes (CREDO).

NASHVILLE ACADEMY OF COMPUTER SCIENCE
Founder and Executive Director May 2013 - Present
Building and managing a team of educators to lead a newly-chartered (opening August 2014) grade 5-8 public school modeled off of Nashville Prep, with the addition of a core computer science curriculum.

BUILDING EXCELLENT SCHOOLS
Fellow April 2010 – August 2011
Participated in an intensive one-year training program in urban charter school creation and leadership. The Fellowship was in preparation for the founding of Nashville Prep.

U.S. MISSION TO THE UNITED NATIONS, U.S. DEPARTMENT OF STATE
Special Assistant to the U.S. Ambassador, Susan Rice January 2009 – April 2010
Was appointed by the President to serve as traveling aide and speechwriter to Susan Rice, U.S. Ambassador to the UN and member of President Obama's Cabinet. Top Secret/SCI Clearance.

OBAMA FOR AMERICA/AXELROD & ASSOCIATES
Assistant to the Chief Strategist, David Axelrod July 2008 – Nov. 2008
Served as assistant to the campaign's Chief Strategist.

OBAMA FOR AMERICA
Deputy Mid-Atlantic Finance Director, Countdown to Change Finance Director Feb. 2007- March 2008
Deputy fundraiser for Delaware, Pennsylvania, Maryland, Washington DC, Virginia, and West Virginia. Coordinated the Countdown to Change effort—a series of large fundraising rallies across the country that expanded the small donor database by over fifty thousand.

OBAMA FOR AMERICA
Regional Get Out The Vote (GOTV) Director Dec. 2007- Nov. 2008
Coordinated GOTV operations for the City of Philadelphia and northeastern Ohio during the primary election, and central Ohio during the general election.

ORPHANS OF RWANDA, INC. (www.OrphansofRwanda.org)
Director of Development 2006-Feb. 2007
Directed fundraising, donor management, and grant management for an organization that provides university support and healthcare for children in Rwanda orphaned by the 1994 genocide and/or HIV/AIDS.

EDUCATION

YALE LAW SCHOOL, New Haven, CT
J.D., 2009 (Leave of absence Jan. 2007 – Jan. 2008).

BINGHAMTON UNIVERSITY - STATE UNIVERSITY OF NEW YORK, Vestal, NY
B.A., *summa cum laude,* Science and Public Policy, and Philosophy, May 2005.

HONORS

Forbes Magazine 2012 '30 Under 30 for Law and Policy,' Harry S. Truman Scholar, Harry S. Truman Scholarship Selection Committee (Member), Keynote Speaker at Binghamton University 2011 Winter Commencement, Binghamton University Medal, SUNY Chancellors Award for Student Excellence, Binghamton University Presidential Scholarship for Academic Excellence, Binghamton University Student Excellence Award for the Humanities Division, Jason Matthew Hendler Award for Commitment to Community Service

Kate Cooper, Regional Director, Professional Biography and Proof of Citizenship

Kate has worn many hats at RePublic Schools. Most recently, she was the Director of Operations at Nashville Prep, where she managed all day-to-day business operations of the school. She began her trailblazing career as Nashville Prep's Founding Chief of Staff and later the Director of Academic Operations, where she coordinated the Prep Plus Summer Math Skills Institute.

Kate received her B.A. in History from the University of Virginia, where she was an Alternative Spring Break site leader and a member of Alpha Chi Omega.

Kate Cooper

[redacted]

WORK EXPERIENCE

Trailblazer, RePublic Schools, Jackson, MS, July 2014-Present
- Launched new regional for RePublic Schools in Jackson, MS
- Oversaw operational launch of Reimagine Prep
- Managed development, student recruitment, vendor relations, and compliance for RePublic

Director of Operations, Nashville Prep Charter School, Nashville, TN, July 2013-July 2014
- Managed a 3 million dollar budget
- Supervised a $400,000 facility improvement project
- Ensured compliance with state, local, and federal regulations

Director of Academic Operations, Nashville Prep Charter School, Nashville, TN, June 2012-June2013
- Managed high stakes testing for 200+ students
- Wrote the charter application for Nashville Academy of Computer Science
- Managed school based academic systems

Chief of Staff, Nashville Prep Charter School, Nashville, TN, July 2012-December 2012
- Served on the founding team of a high performing charter school
- Created a managed systems pertaining to attendance, food services, homework, and Saturday Academy

Intern, United States Environmental Protection Agency, Washington, D.C., May 2010-August 2010
- Worked in the Office of Federal Advisory Committee Management and Outreach (OFACMO)
- Developed social media outlets for OFACMO
- Edited and finalized the Spanish translation of the 13th annual Good Neighbor Environmental Board report

Camp Counselor, Brooksfield School, McLean, VA, June 2008-July 2009
- Responsible for group of 20 four year old campers
- Planned and executed activities in fields of art, nature, cooking and culture

EDUCATION

University of Virginia
Charlottesville, VA
Bachelor of Arts in History, May 2012
GPA: 3.48
- Dean's List Fall 2008, Spring 2009 and Fall 2009
- Coursework in Comparative Politics, Psychology, History, Economics and Religious Studies

LEADERSHIP EXPERIENCE

Alternative Spring Break, University of Virginia
Alpha Chi Omega Fraternity, University of Virginia

Jasmine Thornton, Community Organizer, Professional Biography and Proof of Citizenship

Prior to joining the RePublic team, Jasmine served Mississippi's low-income youth as an Outreach and Admissions Counselor and Career Transition Specialist for the Job Corps Program. A native of the Mississippi Delta and a product of its school system, Jasmine is committed to fighting the injustices of public education. Jasmine is completing doctoral course work in Higher Education Administration at the University of Southern Mississippi, and her research is focused on creating access for underrepresented minorities in the South. Jasmine received her M.P.A. from Belhaven University and her B.A. in English and Liberal Arts from Rust College.

[redacted]

COUNTY OF SAN DIEGO, DEPT. OF HEALTH SERVICES 3851 ROSECRANS ST.
THIS IS TO CERTIFY THAT, IF BEARING THE OFFICIAL SEAL OF THE
SAN DIEGO DEPARTMENT OF HEALTH SERVICES, THIS IS A TRUE COPY OF
THE ORIGINAL DOCUMENT FILED.
REQUIRED FEE PAID
DATE ISSUED: December 28, 1988

REGISTRAR OF VITAL STATISTICS

Director of Operations

Role

The Director of Operations will work with the school's Leadership Team to create efficient and effective systems that ensure the school's success.

Responsibilities

- Manage and execute on a detailed start-up plan to ensure the school starts each year fully prepared and fully stocked;
- Manage the school budget process including annual budget development and ongoing budget management;
- Develop the school's fiscal policies and procedures manual;
- Oversee all school-based purchasing and procurement in accordance with Massachusetts state procurement laws;
- Work with appropriate staff at the school to create and distribute the personnel handbook;
- Oversee the purchase and maintenance of technology equipment and infrastructure;
- Manage the implementation of a technology initiative that will provide cutting-edge opportunity for RePublic students;
- Develop and manage a plan space usage within the facility;
- Develop a calendar for the Summer of 2015 that ensures the school facility will be fully prepared by the start of school;
- Secure student transcripts from prior schools and provide student transcripts to students' future schools; and
- Manage office managers, food services staff, custodians, and other non-instructional staff.
- Manage all systems within the school, including but not limited to arrival and dismissal procedures; breakfast, lunch, and snack distribution; uniform dispersal; student enrollment; coverage for absent staff members, and more;
- Ensure that school-based employees receive payroll and benefits in a timely and accurate manner;
- Work with appropriate staff to ensure hallway and general facility decorations, including student work, are updated and maintained regularly;
- Oversee systems to ensure the school is adhering to its fiscal policies and procedures, and ensure that school invoices are paid on time;
- Complete all compliance information for food and transportation including collection of free and reduced information to determine family eligibility; and

- Manage student information database system and generate reports as needed.

Qualifications

- A passionate belief in RePublic's mission, values, and educational model;
- An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them;
- An obsessive attention to detail;
- An ability to thrive in a fast-paced, entrepreneurial environment and a capacity to remain calm and focused when faced with unexpected challenges;
- Proven track-record of high achievement;
- Excellent interpersonal and communication skills, including strong public speaking skills;
- A sense of humility in the face of success; and
- Drive to improve the minds and lives of students in and out of the classroom.

Director of Student Supports

Role

The Director of Student Supports is responsible for ensuring the special education program is compliant with Mississippi state and federal special education laws. The Director of Student Supports will report to the Principal.

Responsibilities

- Collaborate with the Principal, Leadership Team, teachers and related service providers, to manage activities relating to compliance with all state and federal special education regulations and Section 504 of the Rehabilitation Act, including, but not limited to:
    - Provide expertise and assistance regarding the implementation of state and federal Special Education laws for students with disabilities;
    - Collaborate with the Principal and Leadership Team in providing FAPE, LRE, and specialized instruction and services for students with disabilities, and differentiated instruction for all students;
- Collaborate with the Principal and Leadership Team in regards to:
    - provide a respectful and engaging school environment for all students,
    - ensure that students with disabilities participate in the general education environment;
    - ensure that student schedules are aligned to specific learning needs; and
    - provide and/or arrange professional development, and support for special education teachers and related service providers;
- Coordinate and support the continuum of settings and array of services for students with disabilities and students placed-at-risk;
    - Manage the special education dashboard database and other network-driven information databases;
    - Serve as liaison to and coordinate the work of outside agencies providing services to students;
    - Engage families as partners in planning, problem solving, and provide assistance with school assignments;
    - Provide support to special education teachers regarding research-based and effective instructional and social-emotional-behavioral practices;
    - Consult with and support special education teachers and related service providers in their responsibilities to chair annual reviews and develop IEPs for these students;
    - Participate in dispute resolution meetings, hearings and mediation settlement meetings as needed; and

- Perform other duties related to this job description as required by the school Principals or other immediate supervisor.

Qualifications

- Certification in the field of special education OR a related field including school psychology;
- Experience with Special Education processes (IEP meetings, documentation, initial referrals);
- A passionate belief in RePublic's mission, values, and educational model;
- An eagerness to set ambitious, challenging, and tangible goals, and a relentless drive to achieve them;
- An ability to thrive in a fast-paced, entrepreneurial environment and a capacity to remain calm and focused when faced with unexpected challenges;
- Excellent interpersonal and communication skills, including strong public speaking skills; and.
- A sense of humility in the face of success.

Annual Report

2013

Dear Supporters,

We had another historic year. As you will read in these pages, our scholars exceeded all expectations and continue to show what's possible in public education.

The highlights run wide and deep. We were rated the number one charter school in Tennessee for a second consecutive year. Our scholars dramatically exceeded the state and city in every subject, and our 6th grade scholars even outperformed Williamson County (the highest performing county in the state) in three of four subjects. Our fifth grade scholars had the highest growth of all public schools in the state in three of four subjects. These are all important markers en route to our ultimate destination: college success.

We also took significant steps to build a brighter future for more scholars. We renovated and moved into an historic public school facility, achieving the long-term home we've been fighting for since day one. We also received unanimous approval for our second charter school, the Nashville Academy of Computer Science, which will open this summer. We even launched a food truck. We have even bigger plans for 2014.

As always, we are extremely grateful for your continued generosity. We couldn't have achieved any of this without you. As we begin 2014, we are thankful, most of all, for our growing family of supporters.

Ravi Gupta

Ravi Gupta
Executive Director

Our Scholars

314

Scholars Currently Enrolled

83.5%

Students Qualifying for Free/ Reduced Lunch

98%

Attendance Rate 2012-13

94%

Scholars of Color

9%

Student Attrition 2012-13

Student Achievement Highlights

We were ranked the **#1 charter school in TN** for student growth for a **second consecutive year** (Stanford CREDO).

Our 5th grade scholars had the **highest growth** in 5th grade Reading, Science, and Social Studies of **all public schools** in the state of Tennessee.

Our 6th grade scholars scored the **highest of all open enrollment public schools** in the city in all subjects and even outperformed the academic magnets in Science.

Science

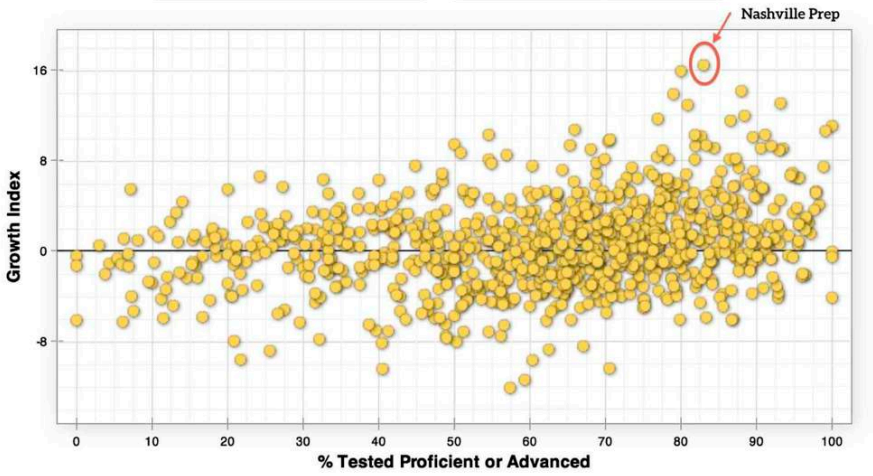
Our fifth grade scholars had the highest Science growth of all public schools in the state of Tennessee
(Source: TN Department of Education)

Our 6th grade scholars outperformed Williamson County and all city public schools (including magnets) on the Science TCAP exam.

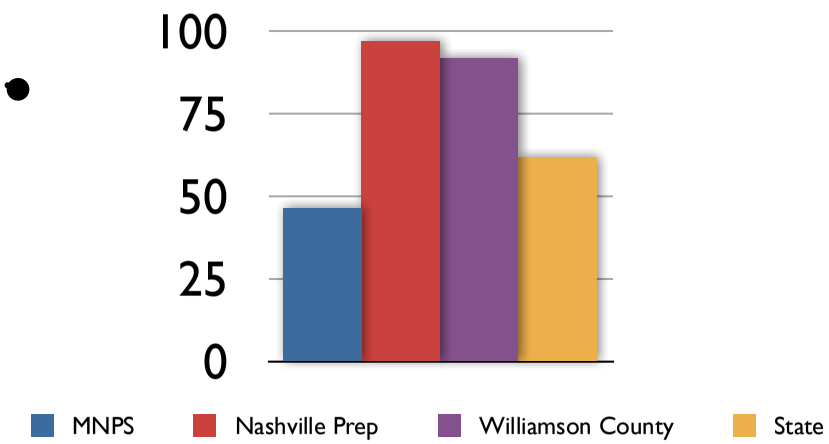
Our 5th grade scholars outperformed the city and state averages on the Science TCAP
(Source: TN Department of Education)

Tennessee Public Schools

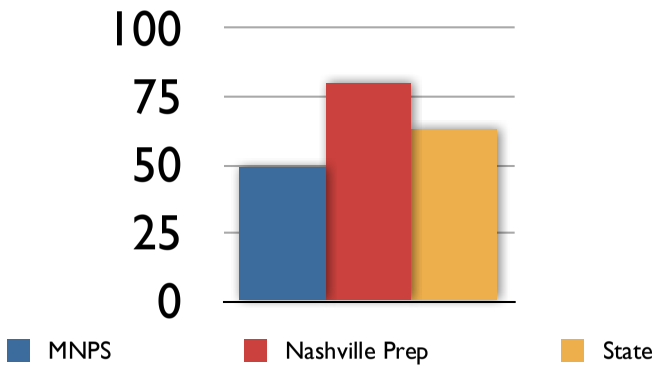
5th Grade Science TCAP
% Proficient/Advanced v. Growth



6th Grade TCAP Proficient/Advanced



5th Grade TCAP Proficient/Advanced



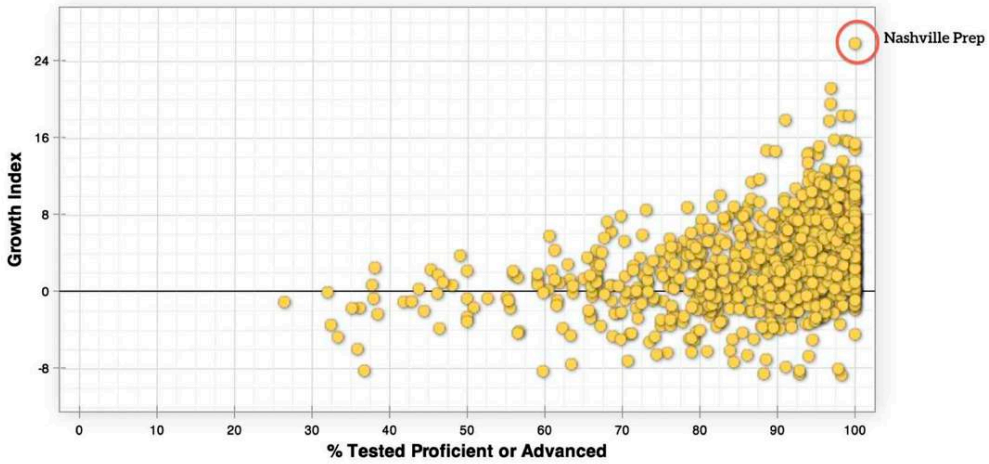
Social Studies

Our fifth grade scholars had the highest Social Studies growth of all public schools in the state of Tennessee
(Source: TN Department of Education)

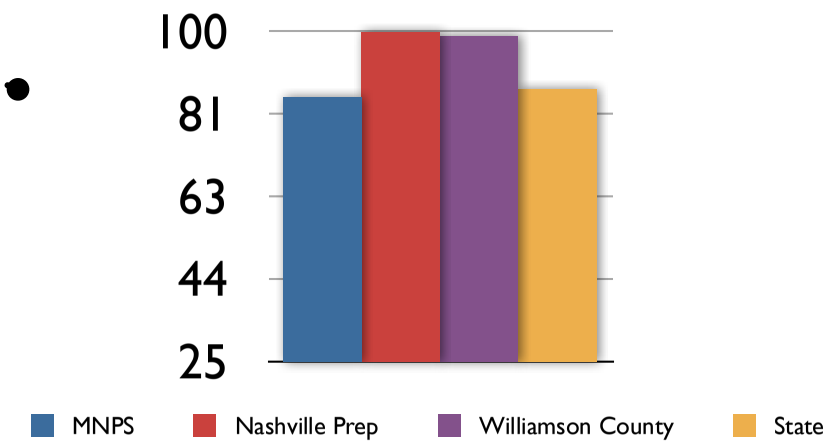
Our 6th grade scholars outperformed Williamson County and all city public schools (including magnets) on the Social Studies TCAP exam.

Our 5th grade scholars outperformed the city and state averages on the Social Studies TCAP
(Source: TN Department of Education)

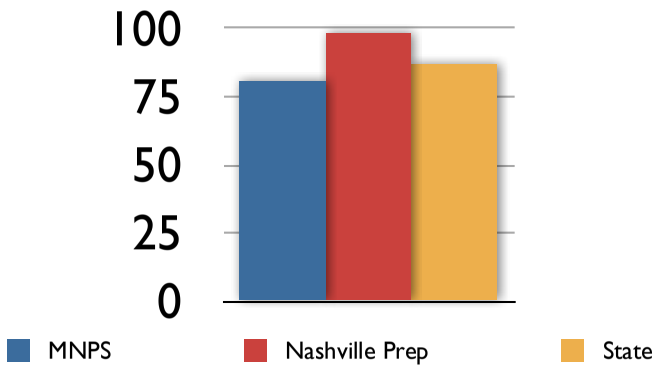
Tennessee Public Schools
5th Grade Social Studies TCAP
% Proficient/Advanced v. Growth



6th Grade TCAP Proficient/Advanced



5th Grade TCAP Proficient/Advanced



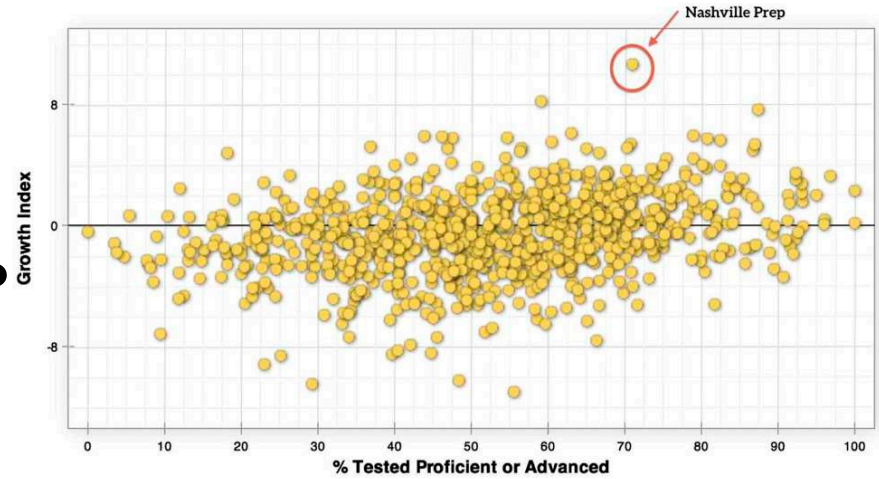
Literacy

Our scholars had the highest reading growth of all charter schools in the state
(Source: Stanford CREDO)

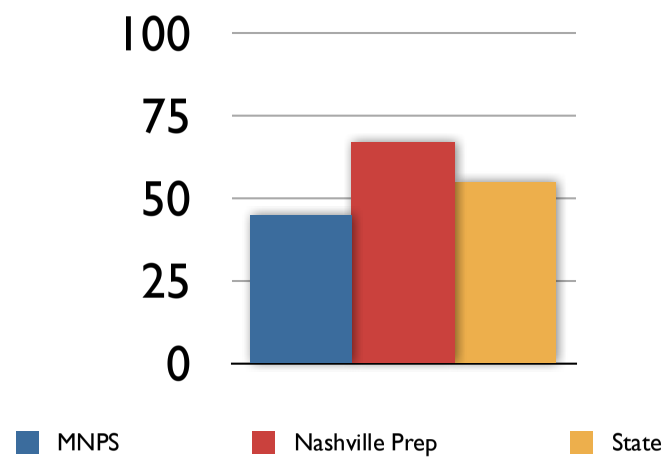
Our fifth grade scholars had the highest English Language Arts growth of all public schools in the state of Tennessee
(Source: TN Department of Education)

Our scholars outperformed the city and state in English Language Arts and Writing
(Source: TN Department of Education)

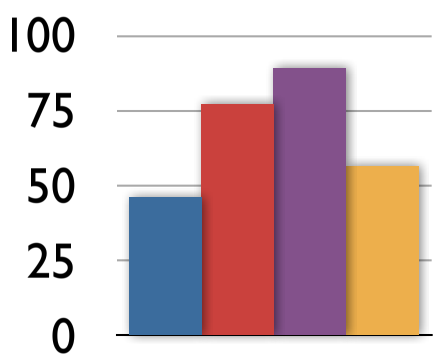
Tennessee Public Schools
5th Grade ELA TCAP
% Proficient/Advanced v. Growth



5th Grade TCAP Proficient/Advanced



6th Grade TCAP Proficient/Advanced

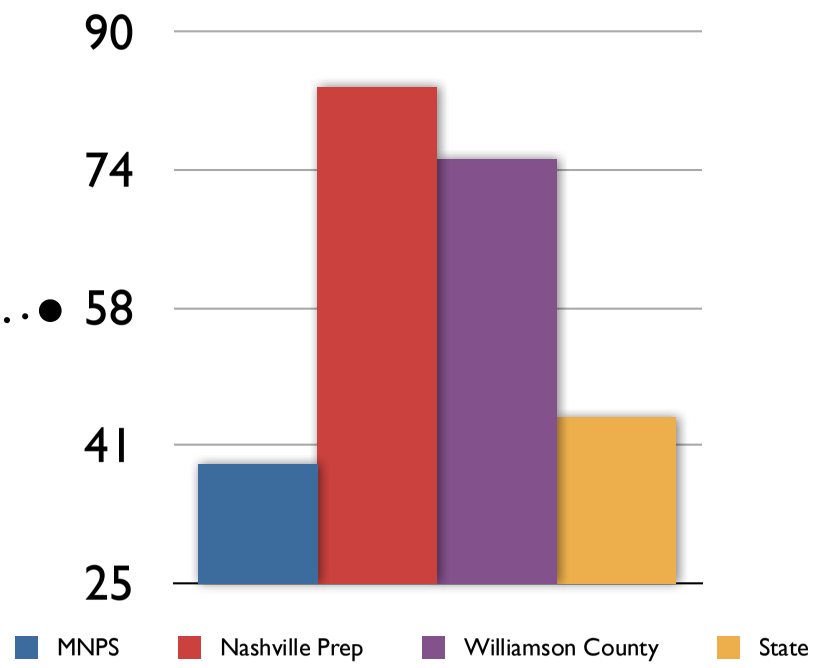


Math

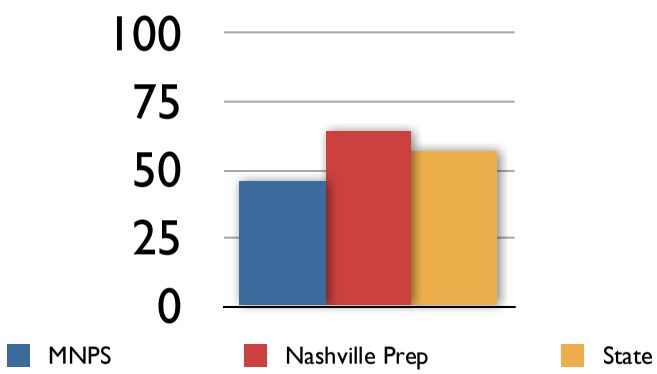
Our 6th grade scholars outperformed Williamson County and all city public schools (including magnets) on the Social Studies TCAP exam.

Our scholars outperformed the city and state averages on the Social Studies TCAP
(Source: TN Department of Education)

6th Grade TCAP Proficient/Advanced



5th Grade TCAP Proficient/Advanced



Our scholars do not use calculators, even though calculator use is permitted and is common practice for the TCAP. We believe forgoing calculator use builds strong logical reasoning skills and deeper conceptual mathematical understanding.

Random Facts and People of Note

Generous Businesses

Baker Donelson
Barry's Bootcamp
Bongo Java Roasting Company
Butler Snow
Dinner Lab
Dozen Bakery
HCA Healthcare
Jackalope Brewing
Kickboard
Las Paletas
Morgan Stanley
Performance Costume Studios
The Cupcake Collection
The Frothy Monkey
Sunset Bar and Grill

Volunteer Champions

Rob Beach
Joyce Cole
Matt Cuilla
Carissa Cruz
Haley Dale
John and Josephine Darwin
Jordan Johnson
Sheri Patterson
Sarah Silva
Gene Smalley
David Smith
Elizabeth Stringer
Vanderbilt marching Band

Helped turn NP into a Haunted House

Created and maintain NP's gardens

Worked full time to ensure our Annie production was a success

Marathoners

Kira Walmer (1/2)

Kate Cooper (Full)

Stephanie Kahn (1/2)

Greg Schermbeck (Full)

Old Books That Inspired Us

Mountains Beyond Mountains, by Tracy Kidder
The Amazing Adventures of Kavalier & Clay, by Michael Chabon
The Giver, by Lois Lowry
Zeitoun, by Dave Eggers

For [Literally] Ensuring We Had A Roof Over Our Head:
Jamie Oldham (MNPS)

The average Nashville Prep staff member met 98% of her/his deadlines.

Deadline Warriors

These teachers made 100% of their deadlines in the first semester of 2013:

Adnan Pirzada
Allison Deissler
Stephanie Kahn
Erica Austin
Christine Rua
Liz Mullins
Cari Turner
Rick Zadd

Schools We Visited in 2013

Brown Elementary (Jackson, MS)
Collegiate Academies (New Orleans, LA)
Crescent City Schools (New Orleans, LA)
Denver Schools of Science and Technology
East End Prep (Nashville, TN)
Edward Brooke Charter Schools (Boston, MA)
Excel Academies (Boston, MA)
Democracy Prep (Harlem, NY)
I.S. 51 (Staten Island, NY)
KIPP Bay Area (San Jose, CA)
KIPP New Orleans
Liberty Collegiate Academy (Nashville, TN)
Moore Catholic High School (Staten Island, NY)
Purpose Prep (Nashville, TN)
Rocketship (San Jose, CA)
STEM Prep (Nashville, TN)
Summit Public Schools (Redwood City, CA)
Uncommon Schools (NY, MA)
University School (Nashville, TN)
Unlocking Potential (Boston, MA)
YES Prep (Houston, TX)

For consistently sharing the good news about NP on social media:
Hunter Shimpff (TN Charter Center)

"Mr. Schermbeck and I have the same birthday, so instead of calling him Mr. Schermbeck I just call him February 20th."
Isaiah Walden

"I like Nashville Prep because when you talk people listen to you; they care about what you are saying."
Adris Mohammed

Scholar Quotes of the Year

"Wait, it's called Wooster 7? Like with a W? I always though it was Rooster 7, like a hen.."
Donnie Holiday

People Who've Inspired Us

Cassandra Curry, for being one of the toughest and most persistent grandmothers in the world

Doug Lemov, for continuing to shine the spotlight on great teaching

The team from Unlocking Potential, for showing us what's possible in public education

Mayor Karl Dean, for fighting for strong public school options for our parents

Timothy Church, for defying the odds and learning how to read at 11 years old

REVIVE McCANN

The Story of Revive McCann

By Dana McGarty

In April, we received a generous offer from Metro Schools to lease the McCann building. Built in 1936, with additions made in the 1950s and 1970s, the McCann building had a strong foundation but needed serious work.

However, with an aging Art Deco exterior entrance, beautiful trees, and large and sturdy classrooms, we had a great canvass upon which we could paint.

We knew this was going to be a hipster renovation.

Equipped with generous donations from the Tennessee Charter School Center, the Frist Foundation and smaller (but meaningful!) donations from many others, we got straight to work.

Our goal was to make McCann an inviting and happy space for our scholars - and add a little Nashville style to the mix.

We linked up with our website designer, Rob Williams, and storyteller guru, Sam Davidson, to create the Revive McCann Campaign: an opportunity for supporters to directly contribute to our new building by buying items on our wish list.

Only one day after we launched the site, we had over $25,000-worth of items donated! After two weeks, we raised over $100,000. Donated items included everything from books for our library to picnic tables for our playground. Donors loved this mechanism because they could choose exactly where their funds would go and then visit the school to see their investment in action.

Reviving With No Time To Lose

We received the keys to the McCann building on May 29, and our contractors were right to work. We had to rewire classrooms, clear asbestos, fix the roof, and perform myriad other structural fixes. We also had the opportunity to dramatically upgrade the cosmetics of the interior by replacing the lighting and floor tile. With the help of Morgan Stanley, Hands on Nashville and some wonderful community volunteers, we were able to repaint the interior and redo the landscaping.

Thanks to a generous donation from the Cal Turner Family Foundation, we also designed an innovative classroom called the Revolution Lab in which each seventh grader gets his or her own laptop to work on blended math programs, participate in a twenty-first century writer's workshop model, and learn to code.

The McCann School was Built in 1936

In April 2013, the Nashville school board approved NP for a 10 year lease on McCann

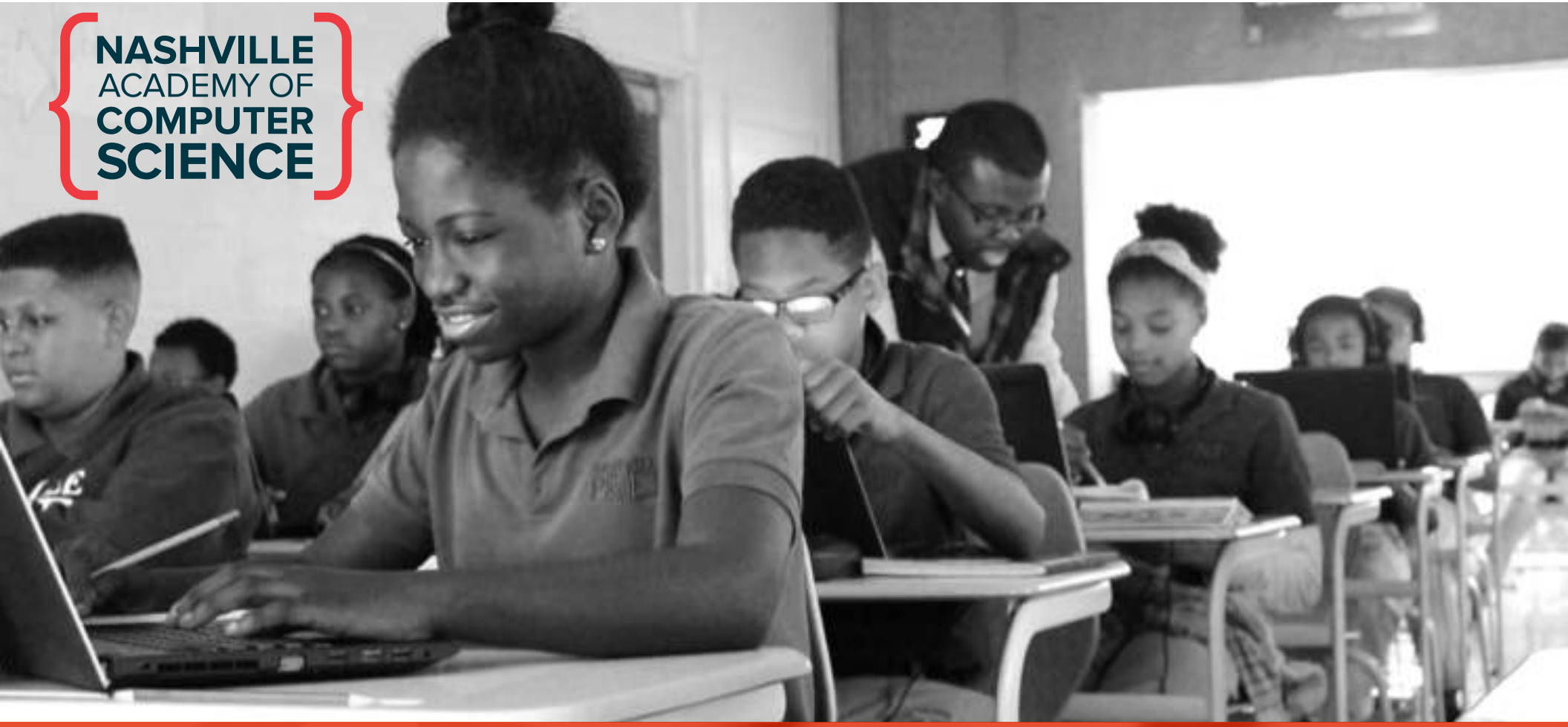
The Revive McCann Team completed a full landscape makeover, including an herb garden and butterfly garden.

Volunteers from Morgan Stanley and Hands on Nashville repainted the entire McCann interior.

Moving In, Starting the Year

At 7:20 a.m. on August 6, Nashville Prep opened the doors to its first permanent location. As the first few scholars lined up outside, we could feel their enthusiasm. At that moment, all of the hassles of renovating and relocating disappeared. Everything our staff and teachers worked so hard for over the summer was finally here: the opportunity to welcome the class of 2020 to Nashville Prep.

That moment was made possible by so many committed supporters: donors, teachers, parents, staff members, volunteers, families, scholars, and community members. We want to give a special thanks to the Frist Foundation, Hands on Nashville, Morgan Stanley, the TN Charter School Center, the Cal Turner Family Foundation and Metropolitan Nashville Public Schools. So many gracious and wonderful people who share our excitement and enthusiasm for our scholars came together and created this incredible learning environment.



We received unanimous approval to open our second middle school, the Nashville Academy of Computer Science (NACS). NACS will open in August of 2014 to a class of 120 5th graders. When NACS is fully-grown, it will be a grade 5-8 open enrollment public school. We will offer bussing to scholars from across Davidson County.

NACS will have the same schedule as Nashville Prep; however, it will also incorporate computer programming as part of the middle school curriculum. In grades five and six, computer programming will be offered for one hour during our Focus Tutoring block, for three hours every other Saturday, and for three hours during our Enrichment program. In grades seven and eight, every scholar will participate in the programming class for one hour each day.

The computer programming and coding curriculum will enhance scholars' critical thinking, problem solving, decision making, and organizational skills.

With Gratitude

Foundations

Building Excellent Schools
Cal Turner Family Foundation
Charter School Growth Fund
Frist Foundation
Jackalope Brewing
Joe C. Davis Foundation
Morgan Stanley
Sunnyside Foundation
Tennessee Charter School Incubator

Our warmest thanks to those who've donated time and resources to our scholars.

Individual Donors

Kim Alexander
Jeffrey Andersen
Chelle Baldwin
Betsega Bekele
Bob Bernstein
Erika Berry
Sarah Bishop
Lillian Blackshear
Dennis Blanco
Deron Boyd
Leslie Butwin
Pat Byrne
Michelle Casey
Hal Cato
Thomas Cato
Brad Chisnell
Debora Cicatelli
Hank Clay
Kristen Combs
Gail Compton
Cooney/Duffus family
Chris, Marian, Jamie and Will Cooper
Haley Dale
Christopher Deissler
Bill DeLoache
David and Jerri DeMarco
Sandra Diamond
Matt Dolson
Shani Dowell
Cody and Leah Drake
Carol Dudley
John Eason
Shena Elrington
Allyson Ford
David Fox
Ben Frazee
Kathryn Ganier
Holli Givens
Melanie Griffin
Awadhesh Gupta
Brenton Harrison
John Haubenreich
Lauren Hayes
Susan and Phillip Hayes
Bryan Hedlind
Ned Hildebrand
Jessica Hof
Evelyn Hoyt
Mitra Jafary-Hariri
Peter Jaskowiak
Les Joughin
Debby Keane
Nicole Kim
Martin Klein
Elizabeth Knox
Scott Laboda
Florence Lambertson
LaViola family
Merisha Leak
Clark and Angela Lindsey

Individual Donors, Continued . . .

Lucille Loew
Margaret Matthews
Jane McDonald
Janice McDonald
Rob McDonald
Patricia McGarty
Raymond Melnick
Millie Meyers
Andrew Milligan
Sarah Mohr
Mary Ann Morgan
Stephanie Morgan
Juanita Morton
Esha Mufti
Caroline Mullen
Nancy Natilson
Patrick O'Donavan
John and Cheryl Parrish
Mary Pierce
Kahkashan Pirzada
Noor and Yasmin Pirzada
Vaqar Pirzada
Adnan Pirzada
Shawna Powell
John Ramsey
Ryan Rhodes
Mary Sue Richardson
Maja Robertson
Richard Rothblatt
Sylvia Rovito
Richard and Debra Rua
Gregory Rueben
Karen Ruiz
Elizabeth Ryan
Art and Lori Schermbeck
Alyson and Hunter Schimpff
Dana Shelton
Christina Shiroma
Chris Sloan
Jennifer Croslin Smith
John Spragens
Eva Sundin
Jeanne Tate
Jordan Tivers
Jameson Toole
Wendy Tucker
Lily and Nicholas Vazquez
Jessica Vituccio
Susan Walsh
Ira Work
Lindsay and Steve Wright
Kyle Yoder

Board of Directors

Bob Bernstein
Crystal Bradford
Hal Cato
Ron Corbin
Vince Durnan
Leah Granderson
Chris Sloan
Aneesh Sohoni
John Spragens
Wendy Thompson
Rev. Neely Williams
Lindsay Wright

Donate

Visit NashvillePrep.org/Donate or submit a tax-deductible donation to Nashville Prep, 1300 56th Avenue North, Nashville, TN 37209.

Thank You

Nashville Prep, 1300 56th Avenue North, Nashville, TN 37209

Academic Performance Data Template

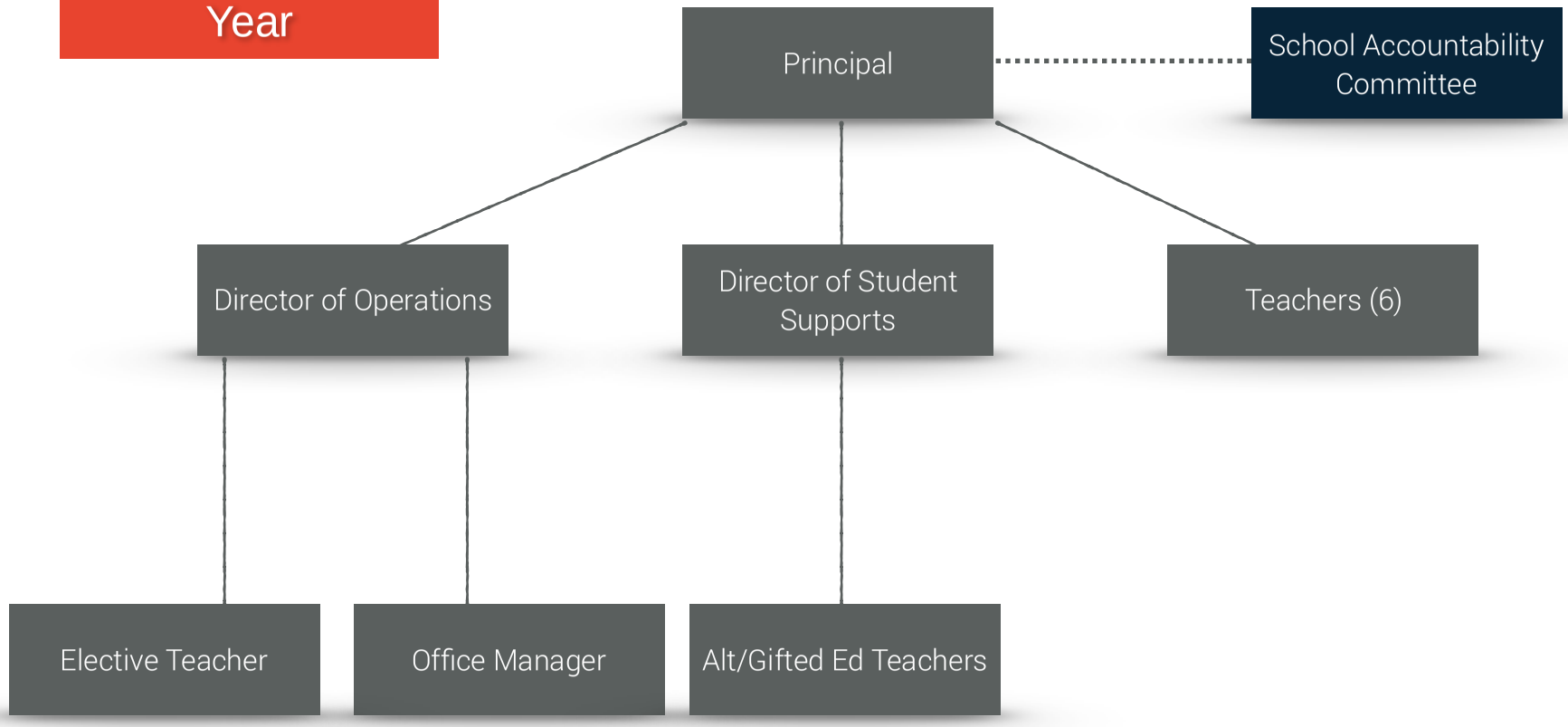
Instructions:
Provide the data requested in the table below for *ALL schools* currently operated by the organization that will operate the proposed school. Add columns for additional schools as needed.
Provide data from the most recent three school years for which data is available.

SUMMARY INFORMATION		SCHOOL 1			SCHOOL 2			SCHOOL 3		
	School Name:	Liberty Collegiate Academy			Nashville Academy of Computer Science **			Nashville Preparatory Charter School		
	School Location (City, State):	Nashville, TN			Nashville, TN			Nashville, TN		
	Year Opened:	2011			2014			2011		
	Current Grades Served:	5, 6, 7, 8			5			5, 6, 7, 8		
	Current Enrollment:	405			94			384		
School Year		**2013***	**2012**	**2011**	**2013***	**2012**	**2011**	**2013***	**2012**	**2011**
Demographic & Socio-Economic										
School	% Students Low-Income:	86%	91%	91%	0%	0%	0%	78%	84%	86%
	% Students Limited English Proficient:	9%	7%	0%	0%	0%	0%	5%	0%	0%
	% Students with Disabilities:	12%	8%	0%	0%	0%	0%	15%	14%	0%
	% African American:	60%	67%	73%	0%	0%	0%	82%	85%	93%
	% Hispanic:	24%	19%	7%	0%	0%	0%	9%	9%	3%
	% Caucasian:	15%	13%	17%	0%	0%	0%	8%	6%	3%
	% Other Race/Ethnicity:	1%	1%	3%	0%	0%	0%	1%	1%	1%
District Average	% Students Low Income	73%	72%	72%	73%	72%	72%	73%	72%	72%
	% Students Limited English Proficient:	15%	15%	14%	15%	15%	14%	15%	15%	14%
	% Students with Disabilities:	12%	12%	13%	12%	12%	13%	12%	12%	13%
	% African American:	45%	45%	46%	45%	45%	46%	45%	45%	46%
	% Hispanic:	20%	19%	16%	20%	19%	16%	20%	19%	16%
	% Caucasian:	31%	32%	34%	31%	32%	34%	31%	32%	34%
	% Other Race/Ethnicity:	4%	4%	4%	4%	4%	4%	4%	4%	4%
Criterion-Referenced Assessments										
	Assessment Name (Reading , Math):	Tennessee Comprehensive Assessment Program			Tennessee Comprehensive Assessment Program			Tennessee Comprehensive Assessment Program		
School	% Students Meeting or Exceeding Standards – Reading:	66%	64%	54%	0%	0%	0%	60%	72%	64%
	% Students Meeting or Exceeding Standards – Math:	76%	68%	65%	0%	0%	0%	83%	72%	79%
	% Students Meeting or Exceeding Standards – Composite:	0%	0%	0%	0%	0%	0%	0%	0%	0%
	% Students Exceeding Standards – Reading:	12%	6%	5%	0%	0%	0%	13%	11%	19%
	% Students Exceeding Standards – Math:	41%	30%	14%	0%	0%	0%	49%	30%	32%
	% Students Exceeding Standards – Composite:	0%	0%	0%	0%	0%	0%	0%	0%	0%
District Average	% Students Meeting or Exceeding Standards – Reading:	48%	40%	43%	48%	40%	43%	48%	40%	43%
	% Students Meeting or Exceeding Standards – Math:	45%	43%	39%	45%	43%	39%	45%	43%	39%
	% Students Meeting or Exceeding Standards – Composite:	0%	0%	0%	0%	0%	0%	0%	0%	0%
	% Students Exceeding Standards – Reading:	12%	9%	10%	12%	9%	10%	12%	9%	10%
	% Students Exceeding Standards – Math:	19%	16%	13%	19%	16%	13%	19%	16%	13%
	% Students Exceeding Standards – Composite:	0%	0%	0%	0%	0%	0%	0%	0%	0%
Norm-Referenced Assessments										
	Assessment Name (Reading , Math):	Please Enter			Please Enter			Please Enter		
	Assessment Data Type (Percentile Rank or Normal Curve Equivalency):	Please Enter			Please Enter			Please Enter		
	Assessment Reference Group (National, State, District):	Please Enter			Please Enter			Please Enter		
School	Score – Reading:	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Score – Math:	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Score – Composite:	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Average Student Growth During Year:	0	0	0	0	0	0	0	0	0
	% Students Making at Least One Year of Gains During Year:	0%	0%	0%	0%	0%	0%	0%	0%	0%
	% EXPLORE to PLAN Gains:	0%	0%	0%	0%	0%	0%	0%	0%	0%
	% PLAN to ACT Gains:	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other Performance Measures										
School	Student Retention Rate: (i.e. % students enrolled in one year who re-enroll in fall of next year)	88%	80%	71%	0%	0%	0%	89%	91%	73%
	Student Average Daily Attendance Rate:	96%	98%	96%	0%	0%	0%	96%	98%	99%
	Student 5-Year Cohort Graduation Rate:	0%	0%	0%	0%	0%	0%	0%	0%	0%
	One Year Grade 9-12 Student Drop Out Rate:	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Student College Attendance Rate:	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Teacher Retention Rate:	85%	82%	86%	0%	0%	0%	68%	78%	100%
District Average	Student Retention Rate: (i.e. % students enrolled in one year who re-enroll in fall of next year)	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Student Average Daily Attendance Rate:	0%	0%	96%	0%	0%	96%	0%	0%	96%
	Student 5-Year Cohort Graduation Rate:	79%	77%	78%	79%	77%	78%	79%	77%	78%
	One Year Grade 9-12 Student Drop Out Rate:	0%	0%	10%	0%	0%	10%	0%	0%	10%
	Student College Attendance Rate:	0%	0%	0%	0%	0%	0%	0%	0%	0%
	Teacher Retention Rate:	0%	0%	0%	0%	0%	0%	0%	0%	0%

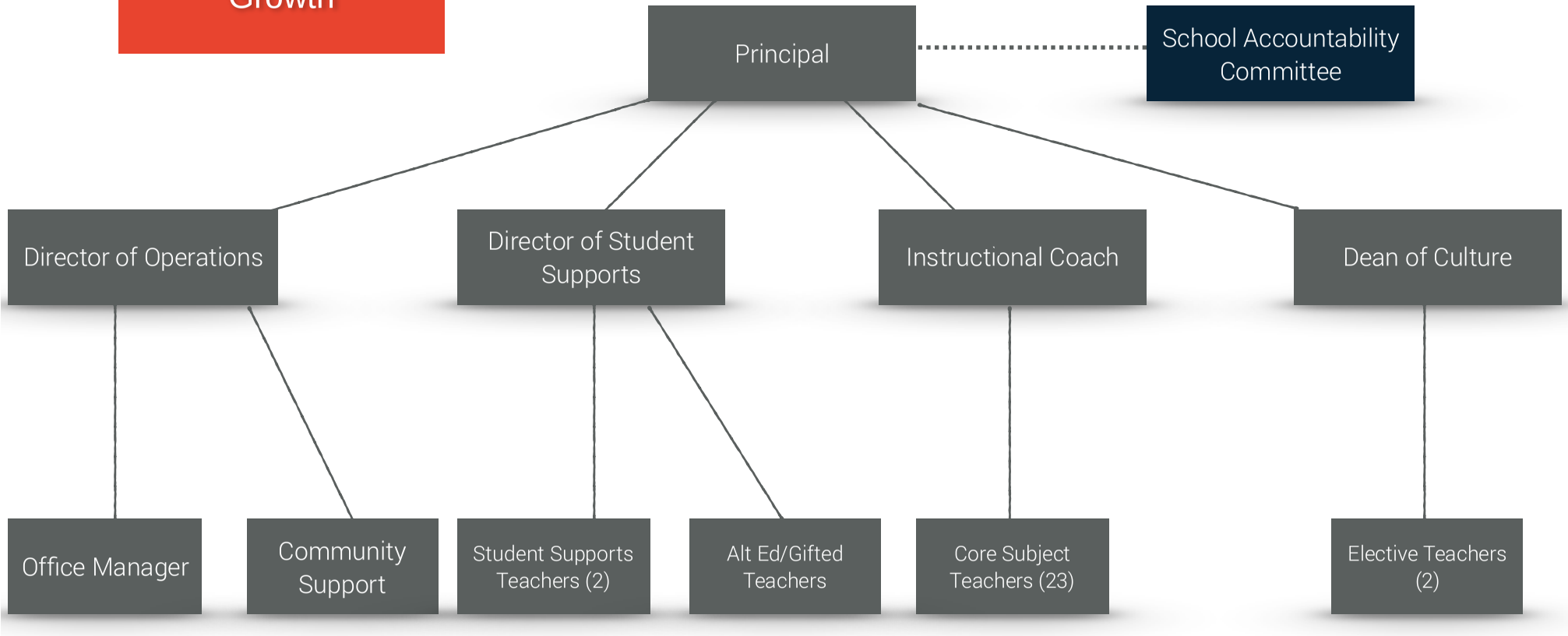
Attachment 13—Legal Records

RePublic has no litigation to report.

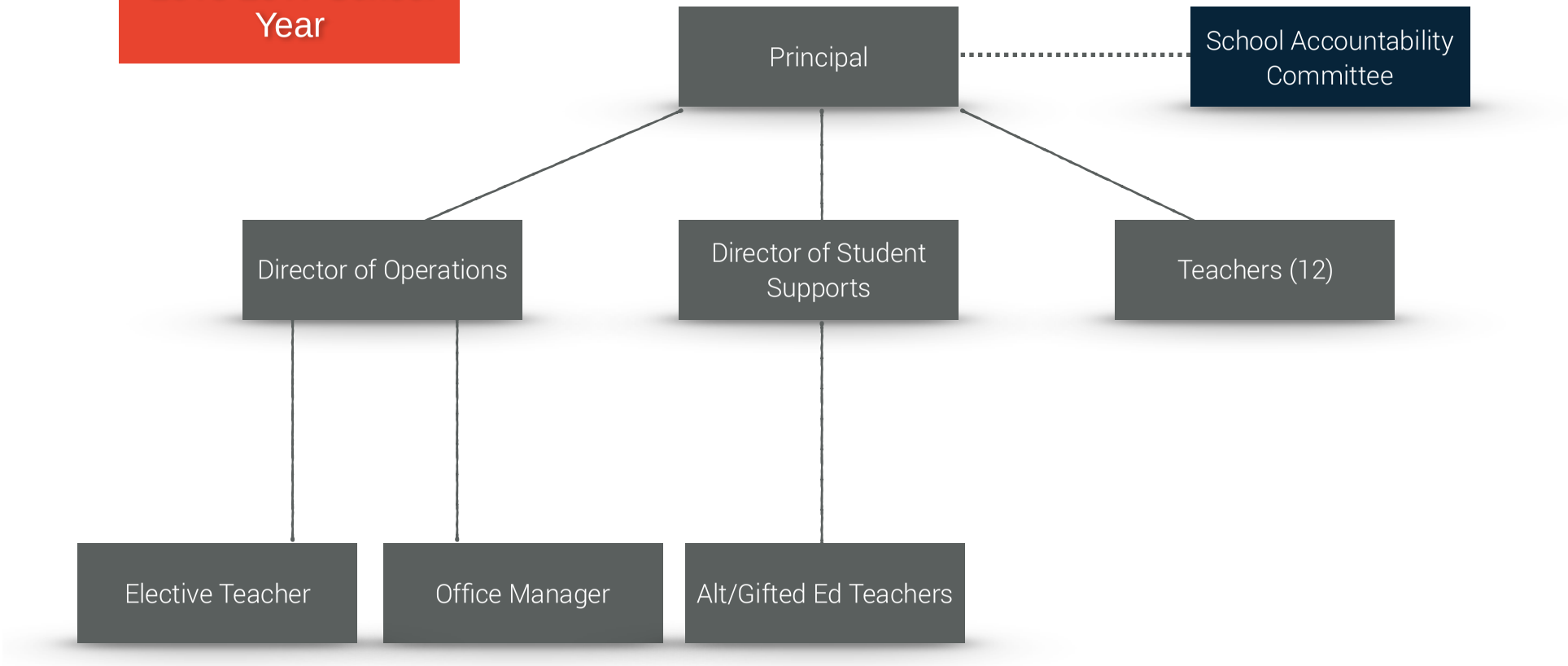
Smilow Prep 2016-2017 School Year



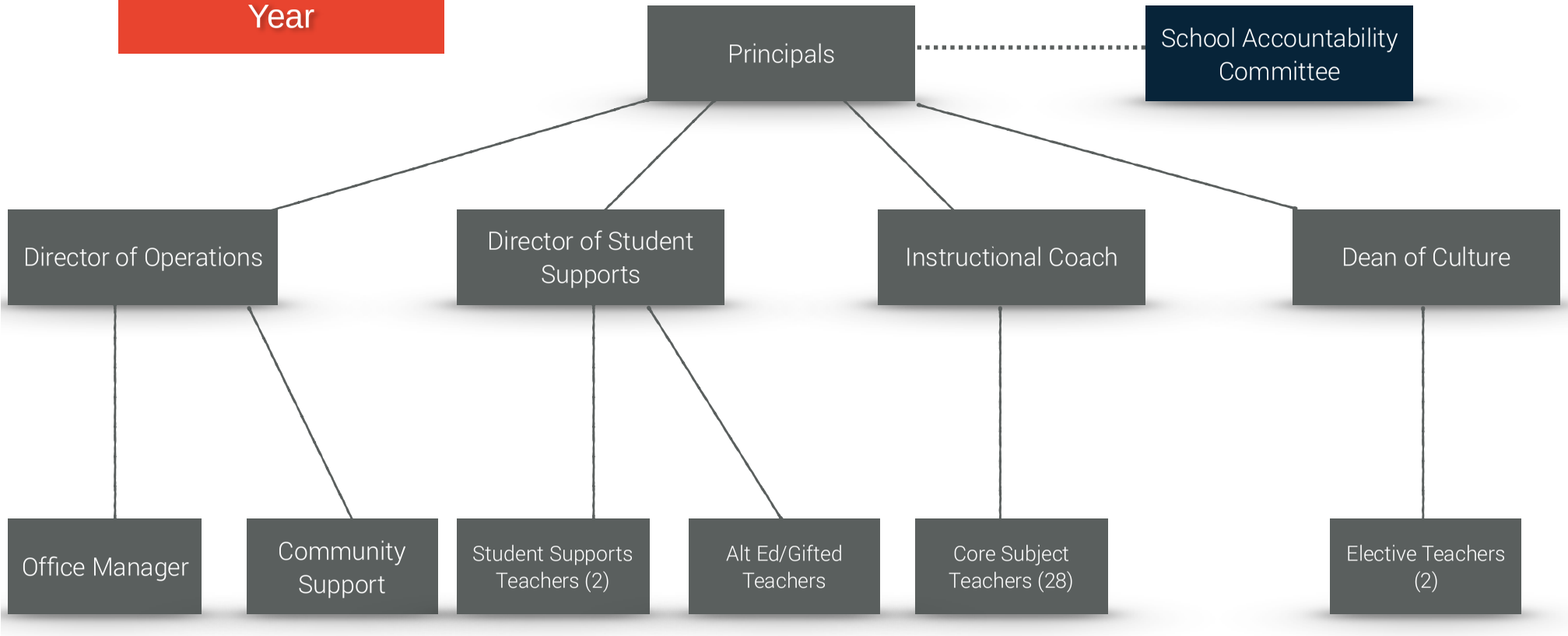
Smilow Prep Full Growth



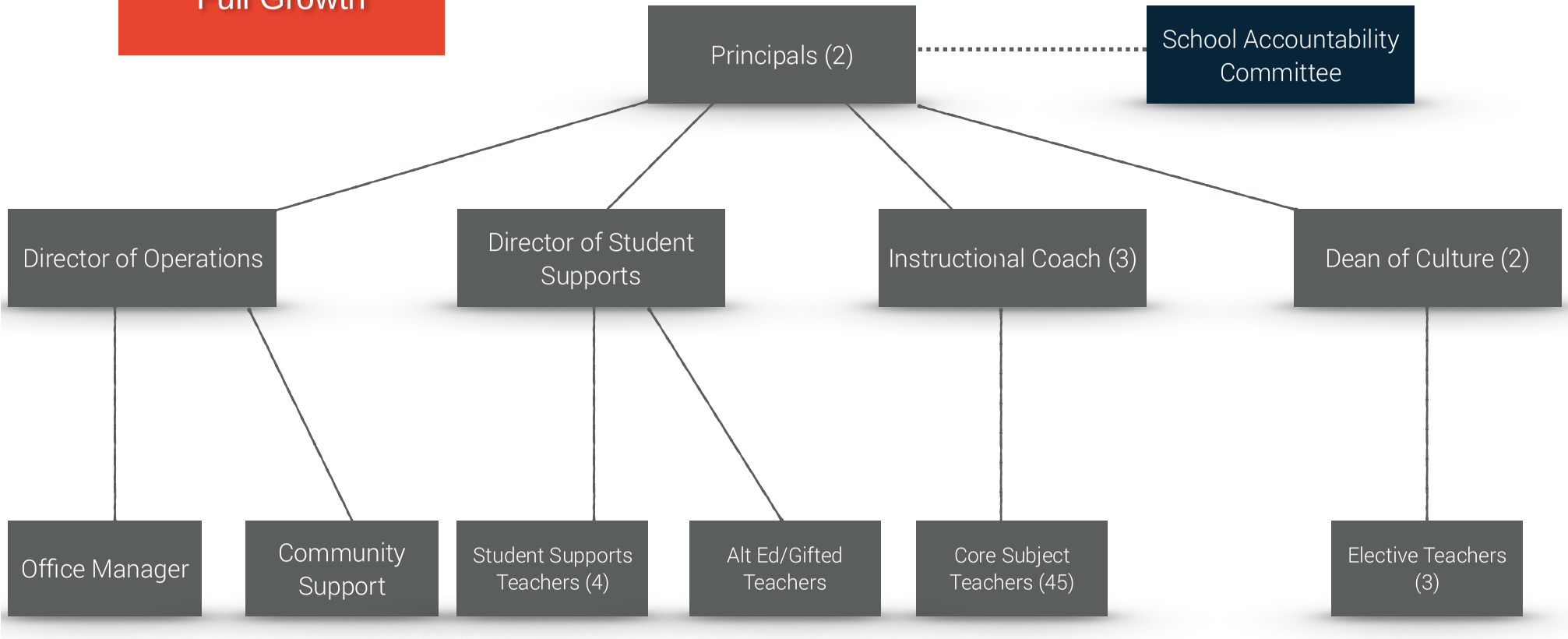
Smilow Collegiate 2016-2017 School Year



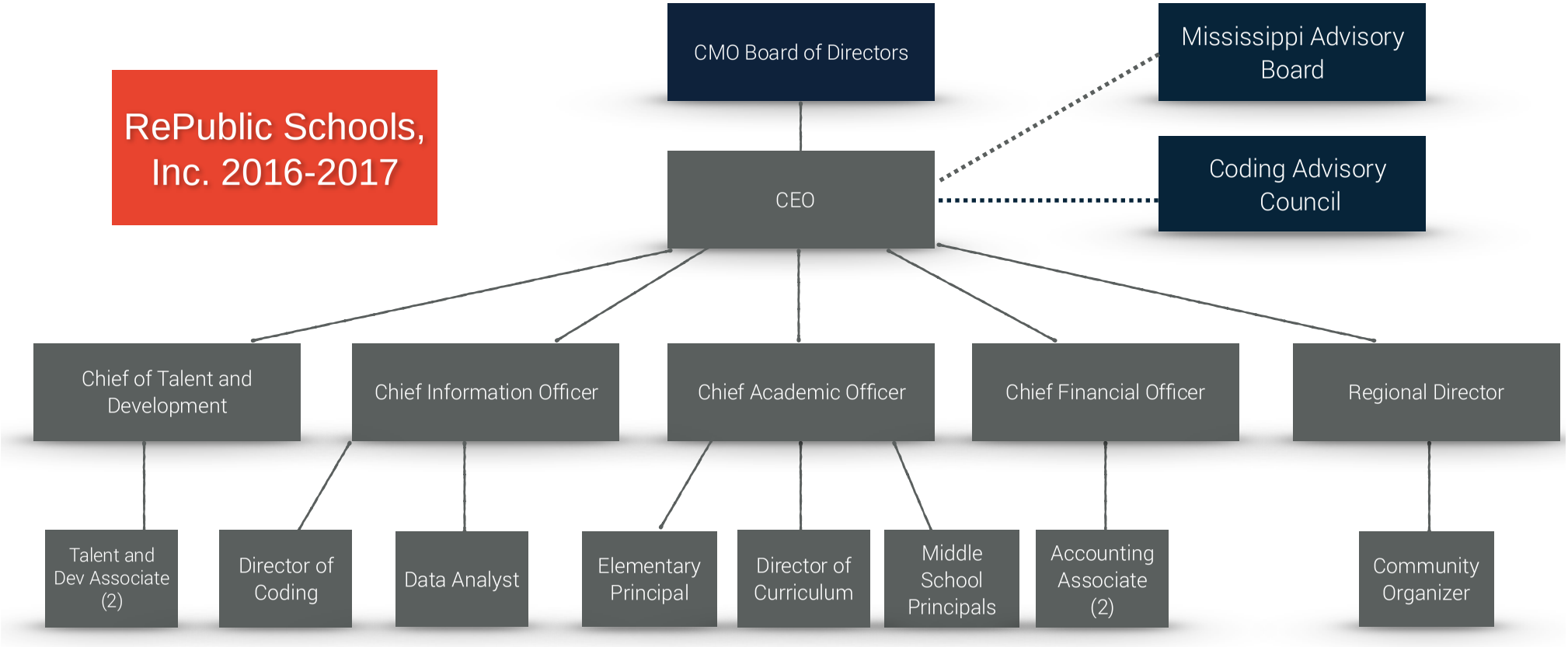
Smilow Collegiate 2020-2021 School Year



Smilow Collegiate Full Growth



RePublic Schools, Inc. 2016-2017



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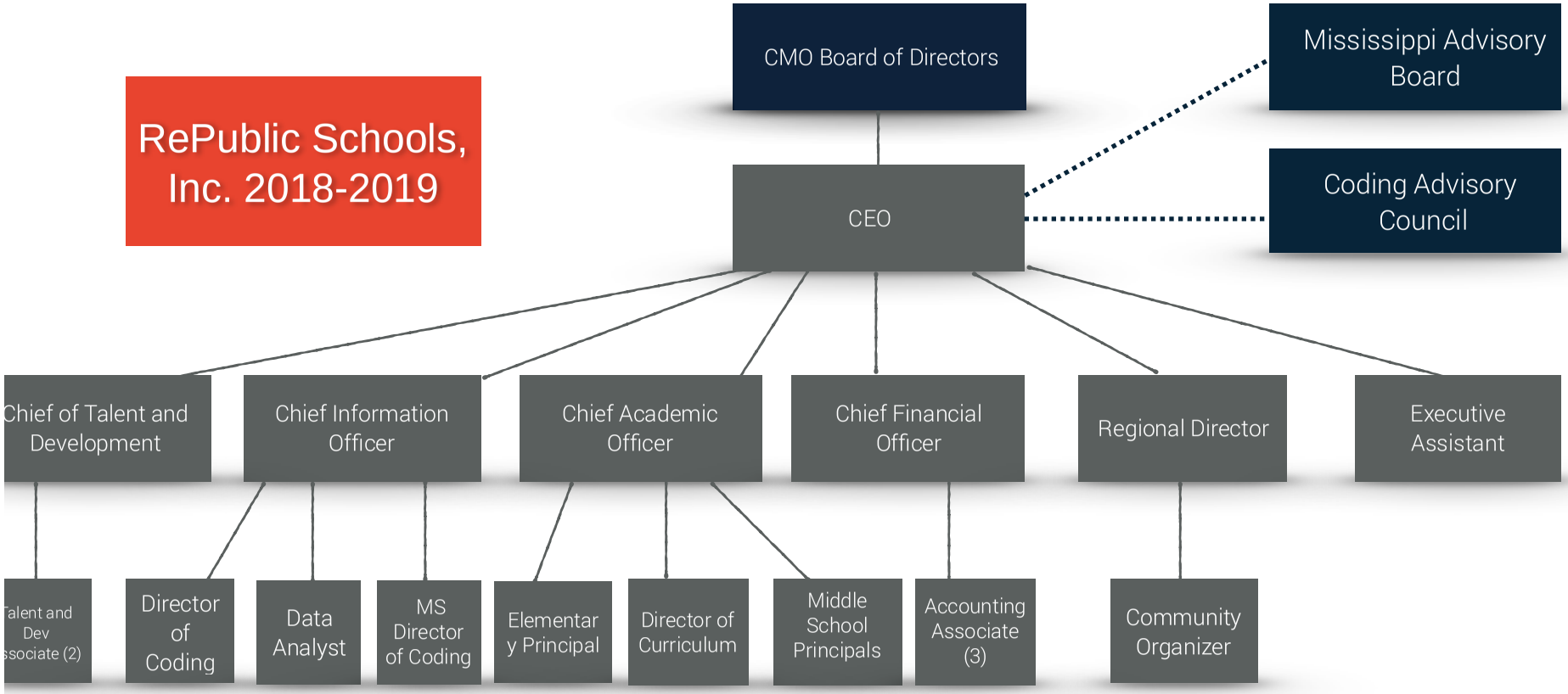

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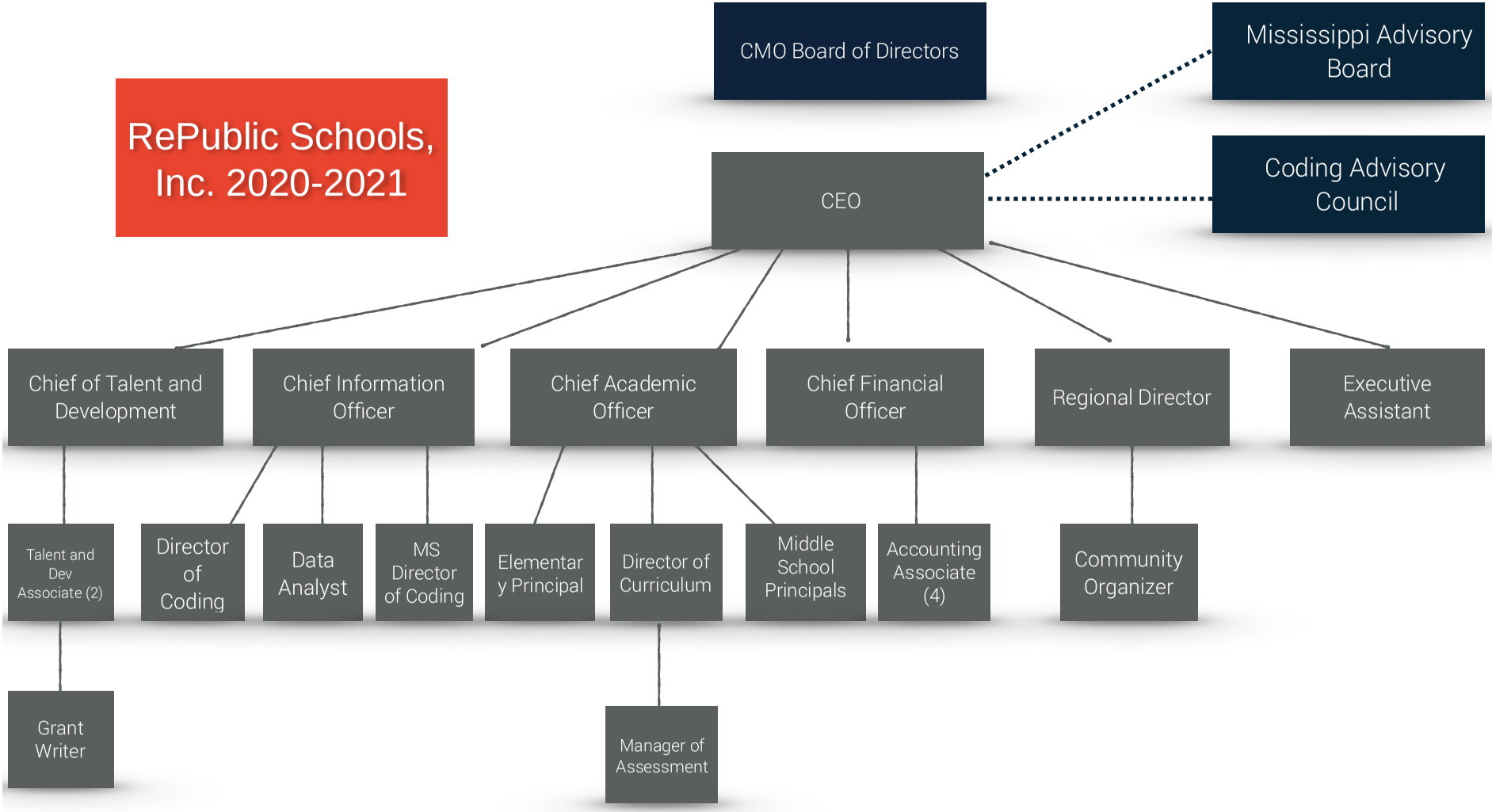

Statement of Assurances

☑ The applicant shall be an equal opportunity employer and shall perform to all other applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.

☑ The applicant shall not limit admission based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or academic or athletic ability, except as otherwise provided by Mississippi Code § 37-28-23.

☑ The underserved student composition of the proposed charter school's enrollment collectively will reflect that of students of all ages attending the school district in which the charter school is located, to be defined as being at least eighty percent (80%) of that population.

☑ The applicant must enroll all students who wish to attend the school unless the number of students exceeds the capacity of a program, class, grade level or building.

☑ The applicant will not engage in any sectarian practices in its educational program, admissions, or employment policies or operations.

☑ The applicant may not discriminate against any student on the basis of national origin, minority status, or limited proficiency in English. Consistent with federal civil rights laws, the applicant must provide limited English proficient students with appropriate services designed to teach English and the general curriculum.

☑ The applicant will not charge tuition.

☑ The applicant will provide a transportation plan for students attending the proposed charter school.

☑ The applicant will abide by all civil rights and health and safety requirements applicable to non-charter public schools, except as otherwise provided by Mississippi Code § 37-28-1 et seq.

☑ The proposed charter school will be subject to, at a minimum, the student assessment and accountability requirements applicable to non-charter public schools in the state.

☑ The applicant agrees to abide by the following state statutes:

a. Mississippi Code § 25-41-1 et seq;
b. Mississippi Code § 25-61-1 et seq;
c. Mississippi Code § 37-3-51;
d. Mississippi Code § 37-3-53;
e. Mississippi Code § 37-11-18;
f. Mississippi Code § 37-11-18.1;
g. Mississippi Code § 37-11-19;
h. Mississippi Code § 37-11-20;
i. Mississippi Code § 37-11-21;
j. Mississippi Code § 37-11-23;
k. Mississippi Code § 37-11-29 and 37-11-31;
l. Mississippi Code § 37-11-67;
m. Mississippi Code § 37-13-3;
n. Mississippi Code § 37-13-5 and 37-13-6;

o. Mississippi Code § 37-13-63(1);
p. Mississippi Code § 37-13-91;
q. Mississippi Code § 37-13-171(2) and (4);
r. Mississippi Code § 37-13-173;
s. Mississippi Code § 37-13-193;
t. Mississippi Code § 37-15-1 and 37-15-3;
u. Mississippi Code § 37-15-6;
v. Mississippi Code § 37-15-9;
w. Mississippi Code § 37-15-11;
x. Mississippi Code § 37-16-1, 37-16-3, 37-16-4, and 37-16-9; and
y. Mississippi Code § 37-18-1.

☑ The applicant will comply with all applicable federal laws, rules, and regulations regarding qualification of teachers and other instructional staff.

☑ The applicant will abide by criminal history record checks and fingerprinting requirements applicable to employees of other public schools for teachers and other school personnel, members of the governing board, and education service provider employees. The applicant further agrees that the criminal record information and child abuse registry checks will be on file at the proposed charter school for any new hires applying for employment.

☑ The applicant agrees to terminate any teacher or administrator for committing one or more of the following acts:

a. Engaging in unethical conduct relating to an educator-student relationship as identified by the Mississippi Charter School Authorizer Board;
b. Fondling a student as described in Mississippi Code § 97-5-23 or engaging in any type of sexual involvement with a student as described in Mississippi Code § 97-3-95; or
c. Failure to report sexual involvement of a charter school employee with a student as required by Mississippi Code § 97-5-24.

☑ The applicant agrees that it shall certify its student enrollment to the Mississippi Department of Education for the purpose of state funding in the same manner as school districts.

☑ The applicant agrees to adhere to generally accepted accounting principles.

☑ The applicant agrees to disclose publicly all sources of private funding and all funds received from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governments or foreign legal entities. The term “foreign” means a country or jurisdiction outside of any state or territory of the United States.

☐ The applicant assures that it possesses legal authority to apply for and to receive a charter.

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Name: Catherine Cooper

5/24/15

Signature *Date*

BYLAWS OF
REPUBLIC SCHOOLS, INC.

ARTICLE I
PURPOSE

It is intended that RePublic Schools, Inc. (the “Corporation”) will qualify at all times as an organization exempt from federal income tax under Section 501(a) and 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue Law (referred to herein as the “Code”), that it will qualify at all times as an organization to which deductible contributions may be made pursuant to Sections 170, 642, 2055 and 2522 of the Code, and that it will qualify as other than a private foundation described in Section 509 of the Code. The Corporation shall be governed by these bylaws and the Mississippi Code of 1972 § 79-11-101, et seq. (the "Act") formed for charitable, scientific, religious or educational purposes within the meaning of Section 501(c)(3) of the Code, including, but not limited to, but only to the extent and in such manner that such purposes constitute exclusively charitable, scientific , religious or educational purposes within the meaning of Section 501(c)(3) of the Code.

No part of the net earnings or the property of this Corporation shall inure to the benefit of or be distributable to, its directors, officers, or other private individuals or persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for goods and services rendered and to make payments in furtherance of the purposes set forth in the paragraph just above. The Corporation shall not carry on propaganda or otherwise attempt to influence legislation in any manner which is not permitted under the Code.

ARTICLE II
OFFICES

The Corporation shall have and continuously maintain in the State of Mississippi a registered office and a registered agent whose office is identical with such registered office, and may have other offices within or without the State of Mississippi as the Board of Directors may from time to time determine.

ARTICLE III
MEMBERS

Section 1: MEMBERSHIP. The corporation will not have members.

ARTICLE IV
BOARD OF DIRECTORS

Section 1: GENERAL POWERS. All powers of the Corporation shall be vested in the Board of Directors (the "Board"). The affairs of the Corporation shall be managed by its Board of Directors. The directors may also be designated officers.

Section 2: NUMBER, TENURE AND QUALIFICATION. The number of directors shall be set from time to time by the Board of Directors, but shall not exceed twenty-five (25). The initial Board of Directors shall consist of ten (10) members (the "Initial Directors"). Each Director shall be elected to serve a three-year term commencing on July 1 of a designated year and expiring on the third June 30

thereafter. No Director shall serve more than three consecutive terms or nine consecutive years, whichever is longer. Thereafter, a former Director may serve any number of two additional consecutive three-year terms, provided at least a year intervenes between each six-year period. Notwithstanding any provision of this section to the contrary, each Director shall serve until his or her successor is duly elected and qualified or until his or her death, resignation, or removal. No decrease in the number of directors constituting the Board of Directors shall shorten the term of any incumbent director. In order for the Board of Directors to have a relatively equal number of members whose three year terms expire each June 30, the Initial Directors have been divided into three classes (as set forth on Exhibit A hereto) of directors with as equal number among the three classes as is mathematically possible. One class of Directors ("Class A") shall have a term expiring June 30, 2015. The successive terms of all Class A Directors shall be on the consecutive third anniversaries of June 30, 2015. Another class of Directors ("Class B") shall have a term expiring June 30, 2016. The successive terms of all Class B Directors shall be on the consecutive third anniversaries of June 30, 2016. And a third class of Directors ("Class C") shall have a term expiring June 30, 2017. The successive terms of all Class C Directors shall be on the consecutive third anniversaries of June 30, 2017. Notwithstanding the three year term of Directors generally provided for in this Section, the term of the Initial Directors shall be shorter or longer than three years based on the length of time between his or her appointment and the expiration of the initial Class A, Class B, and Class C terms. After such initial division and designation are made, if the size of the Board of Directors is increased, any new Directors elected shall be designated by the Board as Class A, Class B or Class C Directors.

Section 3: BOARD NOMINATIONS. Not less than 90 days prior to the annual meeting of the Board of Directors, the Nominating Committee of the Corporation (as defined in these Bylaws) shall submit to the Board a slate of nominees to fill the upcoming vacancies on the Board. The Nominating Committee shall oversee an annual nominee and election process approved by the Board.

Section 4: ANNUAL MEETINGS. An annual meeting of the Board of Directors shall be held without other notice than as prescribed by these Bylaws on the [fifteenth (15) day of the last month of each fiscal year] of the Corporation or on such other day within such month as shall be fixed by the Board of Directors; provided, however, that any such annual meeting may be held at any other time or place which shall be specified in a notice given as hereinafter provided, or in a consent and waiver of notice thereof signed by all directors. The Board of Directors may provide, by resolution, the time and place, either within or without the State of Mississippi, for the holding of regular meetings without other notice than such resolution.

Section 5: REGULAR MEETINGS. The Board of Directors may provide by resolution the time and place, either within or without the State of Mississippi, for the holding of the annual and the regular meetings of the Board of Directors without other notice than such resolution. If such day be a legal holiday, the meeting shall be held at the same hour on the next succeeding business day. The Board of Directors may designate any place, either within or without the State of Mississippi, as the place of meeting for any annual meeting or for any special meeting of the Board of Directors. If no designation is made or if a special meeting be otherwise called, the place of meeting shall be the registered office of the Corporation in the State of Mississippi.

Section 6: SPECIAL MEETINGS. Special meetings of the Board of Directors may be called by or at the request of the President and Managing Partner or Directors constituting no less than fifteen percent (15%) of the directors then in office. The person or persons authorized to call special meetings of the Board of Directors may fix any place, either within or without the State of Mississippi, as the place for holding any special meeting of the Board of Directors called by them.

Section 7: NOTICE. Notice of any special meeting of the Board of Directors shall be given in writing at least ten (10) days previously thereto if sent by mail and at least two (2) days previously thereto if delivered by courier or telecopier to each director at his address as shown by the records of the Corporation. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice be given by telecopier, such notice shall be deemed to be delivered when the transmission is confirmed. Any director may waive notice of any meeting. The attendance of a director at any meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these Bylaws.

Section 8: QUORUM. A majority of the directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, provided, that if less than a majority of directors are present at said meeting, a majority of the directors then present may adjourn the meeting from time to time without further notice.

Section 9: MANNER OF ACTING. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, except where otherwise provided by law or by the Charter or by these Bylaws.

Section 10: VACANCIES. Any vacancy occurring in the Board of Directors, or any directorship to be filled by reason of an increase in the number of directors, shall be filled by a majority vote of the Board of Directors. A director elected to fill a vacancy shall be elected for the unexpired term of his predecessor in office or, in the case of an increase in the number of directors, for such terms as determined by the Board of Directors or provided by the Charter.

Section 11: INFORMAL ACTION BY DIRECTORS. Any action required to be taken at a meeting of the Board of Directors of the Corporation, or any other action which may be taken at a meeting of Board of Directors, may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the directors entitled to vote with respect to the subject matter thereof.
Section 12: COMPENSATION. Directors shall not receive any compensation for their services as directors.

Section 13: RESIGNATIONS. Any Director may resign at any time either by oral tender of resignation at any meeting of the Board of Directors or by giving written notice thereof to the Secretary of the Corporation. Any such resignation shall take effect upon receipt of such notice or at any later time specified therein. Unless otherwise specified in the notice, the acceptance of such resignation shall not be necessary to make it effective.

Section 14: REMOVAL OF DIRECTORS. Any Director may be removed from office by the vote of a majority of the Board.

Section 15: PARTICIPATION IN MEETINGS BY CONFERENCE TELEPHONE. Members of the Board of Directors or any committee designated thereby may participate in a meeting of such Board of Directors or committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other at the same time and participation by such means shall constitute presence in person at such meetings.

ARTICLE V
OFFICERS

Section 1: OFFICERS. The officers of the Corporation shall be a President , Managing Partner , and Secretary whom shall be elected by the Board of Directors.

Section 2: ELECTION AND TERM OF OFFICE. The officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. Vacancies may be filled or new offices created and filled at any meeting of the Board of Directors. Each officer shall hold office until his successor shall have been duly elected and shall have qualified.

Section 3: REMOVAL. Any officer or agent elected or appointed by the Board of Directors may be removed by a majority of the Board of Directors whenever it its judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

Section 4: VACANCIES. A vacancy in any office because of death, resignation, removal, disqualification or otherwise may be filled by the Board of Directors for the unexpired portion of the term.

Section 5: PRESIDENT AND MANAGING PARTNER. The President and Managing Partner shall be the president and chief executive officer of the Corporation. Within the policies and objectives prescribed by the Board of Directors he shall establish operating procedures for, and administer and direct, all aspects of the Corporation's operating activities. He shall have the power to execute, on behalf of the Corporation, bonds and mortgages and all other contracts and documents. In addition, he shall have the power to execute documents where by law the signature of the CEO or president is required. In general, he shall have all powers and shall perform all duties usually vested in the office of the President and/or Chief Executive Officer of a corporation, subject to the right of the Board of Directors to delegate powers to other officers or committees of the Corporation, including those powers which may be exclusively conferred by law upon the office of the president.

Section 6: SECRETARY. The Secretary of the Corporation shall keep minutes of the meetings of the Officers in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized in accordance with the provisions of these Bylaws; keep a register of the post office address of each Director which shall be furnished to the Secretary by such Director; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the President and Managing Partner or by the Board of Directors.

ARTICLE VI
COMMITTEES

Section 1: COMMITTEES OF DIRECTORS. The activities of the Board of Directors shall be discharged through a series of working committees as set forth herein, to the extent the authority of the Board of Directors has been delegated to such committees by these Bylaws or appropriate resolutions

duly adopted by the Board. Once authority has been duly delegated to a committee of the Board, the committee shall have the authority to take actions on those matters which have been delegated to it, either expressly or impliedly; provided, however, that a committee may not:

a) Authorize distributions;

b) Approve or recommend dissolution, merger or the sale, pledge or transfer of all or substantially all the Corporation's assets;

c) Elect, appoint or remove Directors or fill vacancies on the Board of Directors or on any of its committees;

d) Adopt, amend or repeal the Bylaws or the Charter of the Corporation.

Section 2: NOMINATING COMMITTEE. The Board shall create a Nominating Committee. The Nominating Committee shall recommend to the Board nominees for director of this Corporation in accordance with Article IV, Section 3. The Nominating Committee shall report to the Board as often as necessary, but at least annually The Governance committee shall act as the Nominating Committee.

Section 3: OTHER COMMITTEES. Other committees not having and exercising the authority of the Board of Directors in the Corporation may be designated by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, members of each such committee need not be directors of the corporation, but each such committee shall have at least one member who is a director of the corporation. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the Corporation shall be served by such removal.

Section 4: TERM OF OFFICE. Each member of a committee shall continue as such until the next annual meeting of the Board of Directors of the Corporation and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 5: VACANCIES. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 6: QUORUM. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 7: RULES. Each committee may adopt internal rules not inconsistent with these Bylaws or with rules adopted by the Board of Directors.

ARTICLE VII
CONFLICT OF INTEREST

Section 1: PURPOSE. The purpose of this Article is to protect the Corporation’s interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation. This policy is intended to supplement but not replace any applicable state or federal laws governing conflicts of interest applicable to nonprofit corporations.

Section 2: DEFINITIONS.

a) "Interested Person" means any director, principal officer or member of a committee with board delegated powers who has a direct or indirect Financial Interest, as defined below.

b) "Financial Interest" refers to a person who has, directly or indirectly, through business, investment or family:

(1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

(2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

(3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

c) "Compensation" includes direct and indirect remuneration as well as gifts or favors that are substantial in nature. A Financial Interest is not necessarily a conflict of interest. Under Section 4, a person who has a Financial Interest may have a conflict of interest only if the Board of Directors or its designated committee to consider such matters decides that a conflict of interest exists.

Section 3: DUTY TO DISCLOSE. In connection with any actual or possible conflicts of interest, an Interested Person must disclose the existence of his or her Financial Interest and all material facts to the Board of Directors.

Section 4: DETERMINING WHETHER A CONFLICT OF INTEREST EXISTS. After disclosure of the Financial Interest and all material facts, and after any discussion with the Interested Person, the Interested Person shall leave the meeting of the Board of Directors while the determination of a conflict of interest is discussed and voted upon. The remaining members of the Board of Directors shall decide if a conflict of interest exists.

Section 5: PROCEDURES FOR ADDRESSING THE CONFLICT OF INTEREST.

a) An Interested Person may make a presentation at the Board of Directors meeting, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

b) The Chairman of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c) After exercising due diligence, the Board of Directors shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.

d) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

Section 6: VIOLATIONS OF THE CONFLICTS OF INTEREST POLICY.

a) If any director or committee member has reasonable cause to believe that an Interested Person has failed to disclose actual or possible conflicts of interest, it shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose.

b) If, after hearing the response of such Interested Person and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the Interested Person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 7: RECORDS OF PROCEEDINGS. The minutes of the Board of Directors shall contain the following:

a) the names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' decision as to whether a conflict of interest in fact existed.

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

Section 8: COMPENSATION COMMITTEES. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

Section 9: ANNUAL STATEMENTS. Each director, principal officer and member of a committee with board delegated powers shall annually sign a statement which affirms that such person:

a) has received a copy of the conflicts of interest policy,

b) has read and understands the policy,

c) has agreed to comply with the policy, and

d) understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 10: PERIODIC REVIEWS. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted at the direction of the Board of Directors.

Section 11: USE OF OUTSIDE EXPERTS. In conducting the periodic reviews provided for in Section 10, the Corporation may, but need not, use outside advisors. If outside experts are used their use shall not relieve the Board of Directors of its responsibility for ensuring that periodic reviews are conducted.

ARTICLE VIII
INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 1: INDEMNIFICATION. The Corporation shall indemnify each director and each officer who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he is or was a director or officer of the Corporation, or is or was serving at the request of the Corporation as a director or officer of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit or proceeding if he acted in good faith and in a manner he reasonably believed, in the case of conduct in his official capacity with the Corporation, that his conduct was in the Corporation’s best interest; in all other cases that his conduct was at least not opposed to the Corporation’s best interest; and in the case of a criminal proceeding, had no reasonable cause to believe that his conduct was unlawful. The termination of any action, suit or proceeding by judgment, order settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the Corporation, and, with respect to any criminal action or proceeding, had reasonable cause to believe that his conduct was unlawful.

Section 2: INDEMNIFICATION IN ACTIONS BY THE CORPORATION. The Corporation shall indemnify each director and each officer who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that he is or was a director or officer of the Corporation, or is or was serving at the request of the Corporation as a director or officer of another corporation, partnership, joint venture, trust or other enterprise against expenses (including attorneys' fees) actually and reasonably incurred by him in connection with the defense or settlement of such action or suit if he acted in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the Corporation and except that no indemnification shall be made in respect of any claim, issue or matter as to which such director or officer shall be adjudged to be liable to the Corporation unless and only to the extent that the court in which such action or suit was brought shall determine upon application that, despite that adjudication of liability but in view of all the circumstances of the case, such director or officer is fairly and reasonably entitled to indemnity for such expenses which such court shall deem proper.

Section 3: SUCCESS ON MERITS OR OTHERWISE. To the extent that a person who is or was a director, officer, employee or agent of the Corporation, or of any other corporation, partnership, joint venture, trust or other enterprise with which he is or was serving in such capacity at the request of the Corporation, has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 1 and 2 of this Article, or in defense of any claim, issue or matter therein, he shall be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by him in connection therewith.

Section 4: APPLICABLE STANDARD. Any indemnification under Sections 1 and 2 of this Article (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the director or officer is proper in the circumstances because he has met the applicable standard of conduct set forth in Sections 1 and 2. Such determination shall be made (a) by the Board of Directors by a majority vote of a quorum consisting of directors who were not parties to such action, suit or proceeding, or (b) if such a quorum is not obtainable, or, even if obtainable but a quorum of disinterested directors so directs, by independent legal counsel in a written opinion.

Section 5: NON-EXCLUSIVITY OF ARTICLE. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which a director or officer seeking indemnification may be entitled under any statute, provision in the Corporation's Charter, Bylaws, agreement, vote of disinterested directors or otherwise, both as to action in his official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a director or officer and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 6: INSURANCE. The Corporation shall have power to purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity, or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article.

Section 7: DEFINITION. For purposes of this Article, references to "the Corporation" shall include, in addition to the resulting corporation, any constituent corporation (including any constituent of a constituent) absorbed in a consolidation or merger which, if its separate existence had continued, would have had power and authority to indemnify its directors, officers and employees or agents, so that any person who is or was a director, officer, employee or agent of such constituent corporation, or is or was serving at the request of such constituent corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, shall stand in the same position under the provisions of this Article with respect to the resulting or surviving corporation as he would have with respect to such constituent corporation if its separate existence had continued.

Section 8: INTENT; SEVERABILITY. The intent of this Article VIII is to permit indemnification of directors and officers of the Corporation to the fullest extent permitted by the Mississippi Nonprofit Corporation Act. If the Mississippi Nonprofit Corporation Act is amended or other Mississippi law is enacted to permit further elimination or limitation of the personal liability of directors and officers, then the liability of directors and officers of the corporation shall be eliminated or limited to the fullest extent permitted by the Mississippi Nonprofit Corporation Act, as so amended, or by such other Mississippi

law, as so enacted. The invalidity or unenforceability of any provision in this Article shall not affect the validity or enforceability of the remaining provisions of this Article.

ARTICLE IX
CONTRACTS, CHECKS, DEPOSITS & FUNDS

Section 1: CONTRACTS. The Board of Directors may authorize any officer or officers, agent or agents of the Corporation, in addition to the officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2: 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 Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Chief Financial Officer or an assistant Chief Financial Officer and countersigned by the President and Managing Partner of the Corporation.

Section 3: DEPOSITS. All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

Section 4: GIFTS. The Board of Directors or the President and Managing Partner may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

ARTICLE X
BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors.

ARTICLE XI
FISCAL YEAR

The books of the Corporation shall be on a calendar year basis and shall begin on the 1st day of July and end on the 30th day of June of each year.

ARTICLE XII
SEAL

The Corporation shall have no seal.

ARTICLE XIII
WAIVER OF NOTICE

Whenever any notice whatever is required to be given under the provisions of the Mississippi Nonprofit Corporation Act or under the provisions of the Charter or by the Bylaws of the Corporation, a waiver

thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XIV
AMENDMENTS TO BYLAWS

The Charter or these Bylaws may be altered, amended or repealed and a new charter or new bylaws may be adopted by two-thirds (2/3) of the directors, provided that at least fifteen (15) days' written notice is given of intention to alter, amend or repeal or to adopt a new charter or new bylaws at such meeting.

ARTICLE XV
DISSOLUTION

The dissolution of the Corporation shall be governed by the Charter of the Corporation.

APPROVED BY THE BOARD OF DIRECTORS ON

_____, 20_____.

_____

SECRETARY OF THE BOARD OF DIRECTORS

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **RePublic Schools**

2. Full name **Natasha Kamrani**

   Home Address **210 Craighead Avenue Nashville, TN**

   Business Name and Address

   Phone Number **281-414-4440**

   E-mail address **natashaforhisd@gmail.com**

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No
   I am currently on the RePublic Schools board and I previously served on the Houston Independent School Board.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.
   ☐ Yes ☒ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?
   I wish to serve on the Board because I want to help RePublic achieve its mission of reimagining public education in the South.

6. What is your understanding of the appropriate role of a public charter school board member?
A public charter school board member should provide oversight and expertise to the charter school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I was previously a teacher for two years, was elected to the Houston Independent School Board, and I work for Democrats for Education Reform.

8. Describe the specific knowledge and experience that you would bring to the board.
I have spent much of my career working in education, and I bring to the Board experience as an educator, activist, and elected official.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
The mission of RePublic Schools is to reimagine public education in the South by operating high quality public charter schools.

2. What is your understanding of the school's proposed educational program?
The school's program leverages rigorous curriculum, robust parent communication, and a longer school day to ensure the academic success of its students.

3. What do you believe to be the characteristics of a successful school?
A successful school is one with the following:
- High proficiency rates on state exams
- High rates of student and staff retention
- Engaged and involved parents
- A joyful learning environment

4. How will you know that the school is succeeding (or not) in its mission?
I will know the school is succeeding based on data presented in Board meetings.

Governance

1. Describe the role that the board will play in the school's operation.
The Board will evaluate the CEO and provide oversight to the school.

2. How will you know if the school is successful at the end of the first year of operation?
Student academic data, student enrollment data, staff/parent/student survey data, financial health.

3. How will you know at the end of four years of the school is successful?
Student academic data, student enrollment data, staff/parent/student survey data, financial health.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The Board will need to be actively engaged in the life of the school. Board members should also leverage skills and expertise to benefit the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would immediately tell the Board chair.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know these individuals ☐ Yes

I know the other Board members because the Board is already active.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer,

employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Natasha Kamrani

5/26/15

Signature *Date*

Natasha Kamrani **210 Craighead Avenue** **Nashville, TN 37205**

Professional Experience

2012-Present Director, Education Reform Now

Direct a political outreach firm focused on education reform in TN and in other areas around the country. Among other things, the outreach work extends from running focused advocacy campaigns to recruiting, training and raising funds for candidates for elected office.

2007-2011 Director, Arnold Family Foundation

Managed the start-up phase of a major Houston-based, education-related philanthropy, assisted the family foundation in positioning itself as a national leader in the education-reform movement.

2006-2009 Elected Trustee of the Houston Independent School District Board of Education

Seated as one of nine board members responsible for oversight of the nation's seventh largest school district and the largest school district in Texas, responsible for the education of 200,000 children and the management of a $1.6 billion budget. Led the passage of several contentious reform policies around teacher effectiveness at the board table.

2000-2007 Civil litigator, Beirne, Maynard and Parsons and Forman, Perry Watkins, Krutz & Tardy

Managed several dockets of mass tort cases for a major energy corporation. Served as lead settlement negotiator.

1993-1997 Executive Director, Teach For America (TFA)--Houston

Responsible for managing a team charged with implementing all aspects of TFA's local operations including fundraising, board development and support and ongoing training of TFA's local corps members.

1991-1993 Corps Member, Teach For America

Taught 6th grade English as a Second Language to recent immigrants from Mexico, Honduras, and Guatemala at the Houston Independent School District's Edison Middle School

Education

2000 J.D. University of Houston Law Center

1990 B.A. Miami University of Ohio

Additional Information

Parent of two school children, one public school student and one private school student

Working knowledge of Farsi and Spanish

Frequent speaker and contributor on issues of education-reform.

VERIFY PRESENCE OF ODH WATERMARK HOLD TO LIGHT TO VIEW

STATE OF OHIO
OFFICE OF VITAL STATISTICS

[redacted]

REV. 6/2009

VOID WITHOUT WATERMARK OR IF ALTERED OR ERASED

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RePublic Schools Inc.

Board of Directors Professional Bios

Angela Bass

Deputy Director of Policy, Mississippi First

Angela is the Deputy Director of Policy at Mississippi First. In this role, Angela helps to develop and manage the organization's policy and research agenda. Previously, Angela was a middle and high school math teacher, a Dean of Students at a high performing charter school in Memphis, and a Teach For America Corps Member in the Mississippi Delta. She received her M. Ed. in Education Policy and Management from Harvard University and her B.A. in Comparative Women's Studies and Women's Health from Spelman College.

Hal Cato

Founder and CEO, Zeumo

Hal is the Founder and CEO of Zeumo. Hal is a passionate youth advocate who spent the past decade leading the Oasis Center in Nashville, Tennessee. Under his leadership, the organization grew more than 500% and received numerous regional and national awards. Prior to joining the Oasis Center, Hal spent 11 years helping to build what is now known as Bright Horizons, where he served both as the Vice President of Client Services and as the Founder and President of the Bright Horizons Foundation for Children. In 2009, Hal was named Nashvillian of the Year by the editors of the *Nashville Scene* for creating the Youth Opportunity Center.

Ron Corbin

Principal, RBBC Holdings

Before joining RBBC Holdings, Ron was a leading executive for Allstate, America's largest publicly traded auto and personal property insurer. In addition to his high-level of expertise in developing proven financial and management systems, Ron leveraged his expertise for the betterment of a wide array of social and community issues. Ron also served in the U.S. Military, where he earned the rank of Sergeant E5 in the United States Army. He served a year in Vietnam and was honorably discharged. Ron is a Distinguished Alumnus of Central State University in Edmond, Oklahoma.

Shomik Dutta

Co-Founder and Managing Director, Dusable Capital Management

Shomik is the Co-Founder and Managing Director of Dusable Capital Management, a private equity fund focused on renewable energy and green infrastructure investments. Shomik had previously

served as the Special Advisor to the FCC Chairman and as a White House aide. Earlier in his career, Shomik served as the Mid-Atlantic Finance Director for Obama for America, joining the campaign in its earliest days, before its official formation and announcement. In this role, he created and executed a finance plan that raised over 80 million dollars and broke all existing fundraising records. Shomik received his M.B.A. from the Wharton School at the University of Pennsylvania and his B.A. from Williams College.

Lee Harper

Development Partner, West End Investment, LLC

Lee is a Development Partner at West End Investment, LLC. In this role, Lee manages day-to-day operations, develops investment strategies, and oversees product development, financial management, and customer markets of Koinania Coffee. She previously worked as the City Executive, Assistant Vice President, and Financial Director of Hope Community Credit Union in Jackson, Mississippi. Lee also served as the President of the Jackson Public School Board of Trustees. Lee graduated from Mississippi Valley State University with a B.S. in Business and Office Administration.

Jamie Hodari

Co-Founder and CEO, Industrious

Jamie is the Co-Founder and CEO of Industrious, a corporation that provides shared, flexible office space to startups and small businesses under an innovative corporate model. He was previously the CEO of Kepler, where he created a blended learning university model in East Africa. Jamie received his J.D. from Yale, his M.P.P. from Harvard's Kennedy School of Government, and his B.A. from Columbia College at Columbia University.

Stewart Hood

Vice President of Systems, Munistrategies, LLC

Stewart is the Vice President of Systems at Munistrategies, LLC – a Jackson, Mississippi-based community development entity that specializes in capital infusion in low-income communities. He is also an Investment Analyst at Grits Capital, LLC and the Co-Founder of Fondren Public, LLC. He received his M.B.A. from Babson College and his B.A. in Liberal Studies from the University of Mississippi.

Natasha Kamrani

Director of Growth, Democrats for Education Reform

Natasha is a former teacher, attorney, foundation executive, and elected official. Natasha began her professional career as a middle school English as a Second Language teacher with Teach For

America, represented Fortune 100 companies as a civil litigator, helped launch the Arnold Family Foundation as its first Executive Director, and served as an elected member of the Houston Independent School District Board of Trustees, governing the seventh largest school district in the country.

Aneesh Sohoni

Director of Performance Management, The New Teacher Project

In his current role, Aneesh serves as a key adviser for the Camden City School District in implementation of its strategic plan and school transformation efforts in New Jersey. He was previously the Chief of Staff, Teachers and Leaders at the Tennessee Department of Education. In this role, he worked closely with the Assistant Commissioner for Teachers and Leaders to oversee and plan the strategic vision of the division. Aneesh began his work in education as a high school English teacher with Teach For America in Minneapolis, Minnesota. He received his B.A. in Political Science from the University of Minnesota and his M.P.P. from Vanderbilt University.

Department of Education
Kevin Huffman, Commissioner

GOVERNOR Bill Haslam
Visit Bill's Web Site

Report Card

TENNESSEE DEPARTMENT OF EDUCATION
Director: Dr. Kriner Cash
2012

MEMPHIS SCHOOLS

KIPP MEMPHIS COLLEGIATE HIGH SCHOOL
Principal: Richard Bailey

Please click here for all downloadable Report Card data

Report Card for 2012

State System School **Select a School** KIPP Memphis Collegiate High School

Accountability Data – Tennessee uses accountability data to track growth and improvement year-over-year. Accountability data include gains on student assessments, gap closure between groups of students and graduation rate. These measures meet certain federal requirements and are used to determine a school or district's accountability status under the state's waiver from the Elementary and Secondary Education Act. The overall percentage of students scoring proficient and advanced on accountability data may differ from achievement data because of the federal accountability requirements related to students with disabilities and English Learners.

Achievement Data: Algebra I , Grades 9-12

	2011						2012						2012 District						2012 State					
							All Students Target -%Proficient & Advanced						All Students Target 29.0%Proficient & Advanced						All Students Target 50.1%Proficient & Advanced					
							All Students Target -% Growth						All Students Target 3.0% Growth						All Students Target 3% Growth					
Subgroup	% Tested	% Below Basic	% Basic	% Prof	% Adv	% Prof & Adv	% Tested	% Below Basic	% Basic	% Prof	% Adv	% Prof & Adv	% Tested	% Below Basic	% Basic	% Prof	% Adv	% Prof & Adv	% Tested	% Below Basic	% Basic	% Prof	% Adv	% Prof & Adv
All Students	-	-	-	-	-	-	99.00	23.40	44.40	24.40	7.80	32.20	95.00	28.80	37.40	21.00	12.80	33.80	99.00	16.20	28.50	26.40	28.90	55.30
African American	-	-	-	-	-	-	99.00	23.00	44.80	25.30	6.90	32.20	95.00	30.00	38.50	20.40	11.10	31.50	97.00	25.60	36.40	23.20	14.80	38.00
Asian	-	-	-	-	-	-	-	-	-	-	-	-	96.00	7.00	25.60	30.20	37.20	67.40	99.00	9.00	16.20	25.40	49.40	74.80
Hawaiian/Pacific Islander	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	*	*	*	99.00	11.80	28.00	29.00	31.20	60.20
Hispanic	-	-	-	-	-	-	*	*	*	*	*	*	97.00	22.00	37.10	22.80	18.10	40.90	98.00	18.80	31.70	25.60	23.90	49.50
Native American	-	-	-	-	-	-	-	-	-	-	-	-	*	*	*	*	*	*	99.00	16.30	26.40	27.90	29.40	57.30
White	-	-	-	-	-	-	-	-	-	-	-	-	97.00	16.30	21.20	28.80	33.70	62.50	99.00	12.70	25.50	27.60	34.20	61.80
Hispanic,Black or Native American	-	-	-	-	-	-	99.00	22.50	44.90	24.70	7.90	32.60	95.00	29.50	38.30	20.60	11.60	32.20	97.00	24.20	35.50	23.70	16.60	40.30
Economically Disadvantaged	-	-	-	-	-	-	98.00	26.60	46.90	20.40	6.10	26.50	95.00	30.90	38.30	19.90	10.90	30.80	98.00	21.60	33.20	24.90	20.30	45.20
Non-Economically Disadvantaged	-	-	-	-	-	-	100.00	19.40	41.50	29.30	9.80	39.10	97.00	17.50	32.80	27.00	22.70	49.70	99.00	9.60	22.50	28.20	39.70	67.90
Students with Disabilities	-	-	-	-	-	-	*	*	*	*	*	*	93.00	49.60	31.00	9.00	10.40	19.40	98.00	41.40	33.40	12.60	12.60	25.20
Non-Students with Disabilities	-	-	-	-	-	-	99.00	21.00	44.40	27.20	7.40	34.60	96.00	25.60	38.40	22.90	13.10	36.00	99.00	12.90	27.80	28.20	31.10	59.30
Limited English Proficient	-	-	-	-	-	-	*	*	*	*	*	*	98.00	30.50	38.20	19.30	12.00	31.30	98.00	33.10	34.90	18.00	14.00	32.00
Non-Limited English Proficient	-	-	-	-	-	-	99.00	23.60	43.80	24.70	7.90	32.60	95.00	28.70	37.40	21.10	12.80	33.90	99.00	15.90	28.30	26.60	29.20	55.80

Angela S. Bass

angelasbass@gmail.com
5511 Ranch View Cove
Horn Lake, MS 38637
662-541-1144

EDUCATION

The University of Mississippi — **Oxford, MS**
PhD Candidate, Education Leadership — *Jan. 2012 – Present*

Harvard Graduate School of Education — **Cambridge, MA**
Ed.M, Education Policy — *Aug. 2010-May 2011*

Spelman College — **Atlanta, GA**
B.A., Comparative Women's Studies/Women's Health — *Aug. 2004-May 2008*

RELEVANT COURSEWORK

Policy Memos and Analyses – Pursuing Teacher Quality: Policy, Research, and Practice

- Prepared hypothetical policy memos and extensive policy analyses addressing teacher quality issues at the federal, state, and local levels of government.

Final Project – Intro to Education Policy

- Prepared an action plan to alleviate the impact of the teacher shortage for a small school district
- Selected to present plan at the Harvard Graduate School of Education Student Research Conference

Final Project – Charter Schools: Issues of Practice and Policy in American Public Education

- Prepared an adapted charter school prospectus.

EXPERIENCE

Mississippi First Inc. — **Jackson, MS**
Deputy Director of Policy — *Jan. 2014-Present*

- Assist the Executive Director in developing and managing the organization's policy and research agenda
- Write and edit policy publications
- Provide guidance and oversight for the planning, design, development and implementation of research and analysis projects
- Review and prepare analyses of proposed regulations, write issue briefs, and contribute to the preparation of Congressional testimony

Horn Lake High School — **Horn Lake, MS**
Math Teacher — *Aug. 2013-Dec. 2013*

- Implemented Common Core State Standards curriculum for Geometry
- Led and managed 90 Geometry students

Tunica Middle School — **Tunica, MS**
Math Teacher — *Sept. 2012-May 2013*

- Led and managed over 120 6th grade math students to achieve over 2 years of growth
- Founded and coached the Butterfly Step Team
- Mentored a first year teacher

KIPP Memphis Collegiate High School — **Memphis, TN**
Dean of Students — *Jun. 2011-Aug. 2012*

- Designed school-wide policies to aid in cultivating a positive student culture
- Collected and used weekly student data to inform and adjust school-wide practices
- Created weekly and quarterly reports for school stakeholders
- Directly managed, coached, and supported classroom teachers
- Designed behavioral support plans for struggling students
- Planned and facilitated all programming for family-school engagement
- Provided professional development for staff on improving student culture and improving instructional methods

Teach for America, MS Delta — **Forrest City, AR**
Corps Member — *Jun. 2008- Jun. 2010*

- Led and managed over 250 math students to achieve academic growth
- Developed and implemented fundraising strategies as TFA Development Fellow
- Wrote and delivered speeches to market the successes of the organization to potential donors

RELEVANT ACTIVITIES/AFFILIATIONS: Harvard Grad. School of Ed. Rural Education Forum President (2010-2011), Fulbright Teacher Exchange Program (2010), Delta Sigma Theta Sorority Inc. Social Action Chair (2009-2010)

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **RePublic Schools**

2. Full name **Angela Bass**

   Home Address **880 William Blvd #410 Ridgeland, MS 39157**

   Business Name and Address **Mississippi First P.O. Box 1159 Jackson, MS 39215**

   Phone Number **662-541-1144**

   E-mail address **angela@mississippifirst.org**

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No
   I currently serve on the RePublic Schools, Inc. Board.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.
   ☒ Yes ☐ No

   ☒ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

As an advocate for educational improvement in Mississippi, I feel that the schools in Jackson can help facilitate broader change in the state. The state is plagued with low expectations and a belief that only certain students are capable of achieving at high levels. I would like to serve on the board for RePublic to be a part of ensuring that this school is successful, so that it can challenge the mindsets of so many Mississippians, and offer a high quality

education to students and families who have been underserved for far too long.

6. What is your understanding of the appropriate role of a public charter school board member?

The initial role of the charter school board is to help with the application process and ensure that the charter is approved. The role would then shift to making important decisions dealing with the school as outlined in the charter application. I understand that charter schools typically given more autonomy to school leaders with regard to hiring, firing, and spending, but the board would still hold the school leader accountable to meeting certain goals. Charter school board members may also be involved in fundraising and representing the school in the community, as well as representing the community as the school makes decisions.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have no previous board experience. I am a native Mississippian, and I have been an educator for five years in various settings including an administrator at a founding charter school in Memphis, TN, the KIPP Memphis Collegiate High School. I am also well versed in national and statewide education policy initiatives and practices. I feel like my experiences in schools and my knowledge of educational practices and initiatives will make me an asset to the charter school board as I can speak specifically about schools from this perspective.

8. Describe the specific knowledge and experience that you would bring to the board.

I was previously a classroom teacher for 4 years and a founding Dean of Students at KIPP Memphis Collegiate High, a charter school in Memphis, TN. I completed my Master's of Education in Education Policy at the Harvard Graduate School of Education in Cambridge, MA. Currently, I am the Deputy Director of Policy at Mississippi First, an organization specializing in education policy and advocacy.

In addition, I am a parent and a native and resident of Mississippi. I bring to the board an understanding of the MS historical and current political contexts as well as the perspective of a MS parent and educator.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

My interpretation of the mission of Reimagine Prep is to prepare particularly underserved students, students that have historically not had access to opportunity in our country, to be successful in college. This mission is built upon the following beliefs: all students will achieve high standards when they held to them, it takes extraordinary work, extra time and resources to give underserved access to opportunities that middle class students have, and students in underserved communities should have access to high performing schools.

2. What is your understanding of the school's proposed educational program?

I understand RePublic's educational program to include the following: an intense focus on literacy and math, a longer school day and school year that allows for more instructional time, daily enrichment activities, and a strict focus on discipline and character education.

3. What do you believe to be the characteristics of a successful school?

A successful school makes significant gains in student achievement. A school is able to make significant gains with a safe and orderly school environment, a positive and consistent student culture, awesome instruction happening in classrooms, and happy families.

4. How will you know that the school is succeeding (or not) in its mission?

We will look at student performance data and measures of student outcomes, such as student retention, parent satisfaction, etc.

Governance

1. Describe the role that the board will play in the school's operation.

The Board will oversee the school budget and evaluate the managing director, who will oversee staff that directly manages the schools.

2. How will you know if the school is successful at the end of the first year of operation?

After the first year of operation, teachers and leaders may see success academically by outperforming the school district and the state, although growth may not be as substantial as everyone would like. During this time, crucial planning takes place where everyone makes adjustments according what went well and what needs to be improved upon. Financially, similar adjustments would need to be made, but I anticipate the school having a stable budget to support basic necessities. Additionally, after the first year, especially due to the intense political climate associated with charter schools, I anticipate controversy surrounding the school's success.

3. How will you know at the end of four years of the school is successful?

After the fourth year, I see the school outperforming schools in more affluent communities in the state or approaching this goal. Regarding finances, after four years, the school should have increased financial stability through identifying more funding sources and mastering efficiency.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board would build support in the community, develop itself and learn more about effective practices in schools, and hold the school and school leadership to high expectations.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would both address the board member directly and bring it to the attention of the board.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Not applicable.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know these individuals ☐X Yes

   Yes, I have served on the Republic Board for over 1 year, and I know the board members through this relationship only.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐X I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☐X I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐X I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐X I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. ☐X I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☐X I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐X Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
☐ None ☐ Yes

I am the Deputy Director of Policy at Mississippi First. Our organization, as a part of the MS Coalition for Public Charter Schools lobbied for the MS Charter Schools Act of 2013. In the future, we may lobby for changes to the law to make it stronger. We advocate for high-quality charter schools, and we offer technical support to charter applicants during the application process.

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Angela Bass

Angela Bass — *Signature* 5/18/15 — *Date*

Report Results - #179789 - BASS, ANGELA

RePublic Schools
Catherine Cooper

Order Details

Status:	**Complete**		
Order Date:	**05-19-2015 2:09 PM MDT**	Requester:	**Catherine Cooper**
Report Date:	**05-21-2015 7:48 AM MDT**	Email:	**ccooper@republiccharterschoo**
		Phone:	**(703) 577-3828**
File Number:	**179789**	Alt.Phone:	**-**
		Fax:	**-**
Report To:	**RePublic Schools / CL1871 309 W McDowell Road Jackson, MS 39216**	Product:	**RePublic Schools - Criminal Package**
		Charges:	**$31.22**

Applicant Information

Name:	**BASS, ANGELA**	SSN/DOB:	**- / 03-31-1986**
Email:	**ANGELA@MISSISSIPPIFIRST.ORG**	Phone:	**-**
Address:	**880 WILLIAM BLVD #410, RIDGELAND, MS**		

Search Results

Search	Status	Assigned
State Criminal Records Search		
MISSISSIPPI (BASS, ANGELA)	Complete	
Federal Criminal Records Search		
NATIONWIDE (BASS, ANGELA)	Complete	
National Criminal History/Sexual Offender/Terrorist Watch List		
NATIONWIDE (BASS, ANGELA)	Complete	

Attachments

-- No Attachments --

Disclosures and Forms

--Select Disclosure or Form--

Hal Cato - Bio

Hal Cato is the Founder and CEO of Zeumo, a company that creates closed social networks for schools designed to improve communication, connections, and student engagement. A Nashville native, Hal Cato is one of Nashville's leading youth advocates and has helped found the Nashville Youth Alliance, Alignment Nashville, the Nashville Afterzone Alliance, The Youth Opportunity Center, and the Mayors Child and Youth Master Plan.

For the past decade, Hal served as the CEO for the Oasis Center, a 44 year-old non-profit organization that works with youth, helping them in times of crisis as well as providing them with opportunities for leadership and service. As CEO, Hal raised over $17m, grew the organization more than 500%, and received numerous regional and national awards, including the 2011 "Best in Business" award for nonprofit organizations by the Nashville Business Journal and the national "Agency of the Year" by the National Network for Youth. In 2010, the editors of the Nashville Scene named Hal "Nashvillian of the Year".

Prior to joining Oasis Center, Hal was instrumental in helping build Bright Horizons Family Solutions, where he created hundreds of corporate-sponsored childcare centers throughout the United States, England, Ireland, and Guam. While at Bright Horizons, Hal founded the Bright Horizons Foundation for Children, whose mission is to create children's play spaces in shelters serving homeless families. Today, there are more than 200 spaces throughout the United States and England that provided a safe place to play for 9,000 children last year.

As a young man out of college, Hal founded Hands on Nashville, a non-profit organization that has grown from 16 to more than 400,000 members. He is also a founding member of the Hands On Network, now known as The Points of Light Institute. He is a graduate of Leadership Nashville, and currently serves as a member of the Board of Directors for The Tennessee College Access & Success Network, Cal Turner Family Foundation, Martha O'Bryan Center, and Nashville Prep Charter School.

In 2013, the Human Rights Campaign presented Hal with the Community Leader Award at its annual Nashville Equality Dinner

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **RePublic Schools**

2. Full name **Hal Cato**

   Home Address **308 Deerwood Lane Brentwood, TN 37027**

   Business Name and Address **1200 Clinton Street Nashville, TN 37203**

   Phone Number **615-364-3273**

   E-mail address **hal@zuemo.com**

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No
   I currently serve on the RePublic Schools, Inc. Board and I previously served on Nashville Prep's Board.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.
   ☐ Yes ☒ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

I am a creator and a builder. Being on the founding board gives me an opportunity to exercise both skills. Even better, I get to do both around something that I know will have an impact.

6. What is your understanding of the appropriate role of a public charter school board member?

I understand my role to include the following components:

- Hire, support, and evaluate the Managing Partner
- Help build and recruit an effective, connected, diverse, and dynamic Board
- Understand the academic, fiscal, and strategic direction of the organization and evaluate all three on a regular basis.

.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I've served on the governing board of Nashville Prep for the past two years. In addition, I have founded three different 501c3's myself, and served on at least a dozen nonprofit boards over the past 20 years.

8. Describe the specific knowledge and experience that you would bring to the board.

I have been involved in the nonprofit and education sector for more than 20 years, serving on numerous Boards during that period. My areas of expertise include: fund development, strategic planning, and board governance.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

RePublic Schools is reimagining what is possible in public education, and designing a blueprint to deliver on that vision: that every student graduates ready for success in college, work and life. We will create schools where all students are surrounded every single day with the following guiding beliefs:

1. College: Every student will be accepted to and graduate from college.
2. Creators: Our curriculum empower students to see themselves as future employers, not just employees
3. Coding: Every student learns basic principles of coding before the 9th grade.
4. Curiosity: Our curriculum must be fun and relevant to the world our students will enter
5. Character: Academics alone is not enough. Character matters
6. Community: We will build bridges with neighbors, parents and community partners to create a vibrant and supportive village.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational programs will be built upon the proven success of our first two schools, whose principles include:

- Academically rigorous courses that prepare them for college success;
- High behavioral standards that help lead to respectful character and leadership skills
- Provide students with one-on-one academic supports whenever needed

- Only hire the most dedicated teachers
- Ensure all students learn in a safe and structured environment
- Provide access to computer science instruction with the goal of basic coding skills by 9th grade

3. What do you believe to be the characteristics of a successful school?

I believe the characteristics of a successful school to be in no particular order:

- High expectations for every student.
- Making sure every student has what they need to succeed (which is different from making sure every student has the same thing)
- A rigorous curriculum
- A learning environment that is safe and supportive
- Parent supports and supportive parents
- Teachers who are qualified and supported
- Students are accepted unconditionally and know that they are valued
- Strong school leadership that is empowered.

4. How will you know that the school is succeeding (or not) in its mission?

Success will be measured based upon our ability to help our scholars excel academically, parent engagement, and staff retention and satisfaction.

Governance

1. Describe the role that the board will play in the school's operation.

The Board's role is to determine the mission and focus of the school, hire and support the CEO, ensure that we have adequate resources that are being used effectively, and ensure legal and ethical integrity at all times.

2. How will you know if the school is successful at the end of the first year of operation?

Academically, after the first year of operation, the school will have taken the first step toward closing the gap between high-income and low-income schools in the surrounding community. Each school in the RePublic network sets goals for how much that gap will be closed in each year of operation. Each school also sets ambitious goals for reading growth by scholars per year of attendance, and the school will be exceeding those goals and, where we are not, generating strategies and approaches to reach those growth goals.

3. How will you know at the end of four years of the school is successful?

After four years of operation, the school will have fully moved beyond closing gaps and remediating content to push scholars toward AP content in high school and preparing for high-stakes college boards. Financially, after the first year of operation, the school is operating within budget and has sought investment and funding from a variety of sources, including grants, earned income opportunities, and private philanthropy. The school is spending wisely and investing in resources that provide enduring benefit to the institution. After four years of operation, the school continues to operate with fiscal discipline and within budget. The budget reasonably predicts and allows for expected changes or likely costs so that the school continues to operate successfully even with shifts or one-time expenditures.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

First and foremost, the board needs to make sure that we have the best school leaders possible and that those leaders have the financial and community resources they need to succeed. Second, we need to hold each other accountable to being informed, present, engaged as board members. Third, keep the politics and drama to a minimum and keep everyone focused on our mission, vision, and the opportunity we have to make a huge difference in the lives of our students and their families.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I think this starts with making sure that board members understand their role and responsibilities. Board members need to be trained, and they need to sign an agreement that outlines what is expected, conflict of interest policies, etc. When a situation inevitably arises, the Board Chair needs to act quickly in having a conversation and confronting the problem. At times, it might be necessary to include a third party/outside consultant (especially if the problem is with the Board chair). The best prevention to this problem however is establishing a strong, professional board culture that models acceptable behavior.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Not applicable.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know these individuals ☐ Yes
   Yes. I have been serving with some of them for several years.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☐ I / we do not know any such employees ☐ Yes

Yes. I have gotten to know them through my past service on the Board.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☐ I / we do not know any such persons ☐ Yes

No.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ I / we do not anticipate conducting any such business ☐ Yes

No.

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons ☐ Yes

No.

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. ☐ I / we have no such interest ☐ Yes

   No.

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A ☐ I / we or my family do not anticipate conducting any such business ☐ Yes

No.

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☐ Does not apply to me, my spouse or family ☐ Yes

No.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
   ☐ None ☐ Yes

None

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents

harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Hal G. Cato

Hal G. Cato 5/25/15

Signature *Date*

Report Results - #180344 - CATO, HAL

RePublic Schools
Catherine Cooper

Order Details

Status:	**Pending**		
Order Date:	**05-22-2015 12:05 PM MDT**	Requester:	**Catherine Cooper**
Report Date:	**05-22-2015 12:05 PM MDT**	Email:	**ccooper@republiccharterschoo**
		Phone:	**(703) 577-3828**
File Number:	**180344**	Alt.Phone:	**-**
		Fax:	**-**
Report To:	**RePublic Schools / CL1871 309 W McDowell Road Jackson, MS 39216**	Product:	**RePublic Schools - Criminal Package**
		Charges:	**$55.22**

Applicant Information

Name:	**CATO, HAL**	SSN/DOB:	**- / 03-11-1965**
Email:	**-**	Phone:	**-**
Address:	**308 DEERWOOD LANE, BRENTWOOD, TN 37027**		

Search Results

Search	Status	Assigned
State Criminal Records Search		
TENNESSEE (CATO, HAL)	Pending	
Federal Criminal Records Search		
NATIONWIDE (CATO, HAL)	Pending	
National Criminal History/Sexual Offender/Terrorist Watch List		
NATIONWIDE (CATO, HAL)	Pending	

Attachments

-- No Attachments --

Disclosures and Forms

--Select Disclosure or Form--

Ronald L. Corbin

14 Torrey Pines Way, Brentwood, TN 37027 (615) 513-5059
ronaldlcorbin@gmail.com

Professional Summary

Nationally recognized business executive, community leader and business owner with a proven track record of superior financial performance achieved through operational excellence, people development and "win-win" solutions to complex business, regulatory and community challenges. Uniquely qualified to lead in the complex 21st century economy, balancing the needs of shareholders, community leaders, regulators and an increasingly diverse marketplace.

Key Accomplishments

- As Field Vice President for the Allstate Insurance Company, led a $1.6 billion division of the country's largest publicly held personal lines insurance company; grew top-line annual revenue by more than 90%, generated segment leading market share growth, and increased profits to improve shareholder value.
- Reduced the company's exposure to long term catastrophic loss by 50% in key Gulf hurricane markets and the New Madrid Fault earthquake zone, balancing the needs of shareholders, consumers, communities and government in the pre-and post-Katrina marketplace.
- Inspired and empowered a team of highly motivated leaders to create widely adopted operational innovations in sales, marketing and underwriting practices to drive consistent, superior results.
- As founder and principal investor in RBBC Holdings, created a diverse investment and venture capital portfolio driving superior returns.
- Active community leader with a passion for promoting and empowering excellence in children, community members and business leaders.

Professional History

RBBC Holdings Nashville, Tennessee 2009 - present
Principal Investor
Founder and principal investor in private consulting and business investment firm. Projects include commercial and residential real estate, manufacturing, and "e- office" mobile business applications.

ALLSTATE INSURANCE COMPANY
Field Vice President, Southern Region Nashville, Tennessee 1994-2009
Responsible for Allstate's insurance and financial products operations and strategies in a five-state region, with annual revenue of more than $1.6 billion.

- Leader of a workforce of more than 2,000 employees and agency owners.
- Grew annual revenue from $864 million (1995) to more than $1.6 billion (2008).
- Earned $475.4 million in gross profit and net profit of $266.8 million (1994-2004).

- Generated industry-leading levels of market share growth in auto insurance, and double-digit market share improvement in homeowner insurance (2003-2007) in a mature marketplace.
- Through strategic planning and marketing, grew revenue, market share and profit while reducing exposure to potentially catastrophic loss by 50%.
- Developed and introduced the company's first comprehensive training program and first consistent selling system, which were adopted nationally for Allstate's 17,000 licensed sales producers.
- Introduced a number of marketing, government relations and public relations practices adopted company-wide.
- Developed and promoted senior corporate leaders in Marketing, Sales, Communications, Claims and Finance.
- Received the Apollo Award from Public Relations Society of America for leadership and communication in the aftermath of Hurricane Katrina, the country's worst natural disaster.

ALLSTATE INSURANCE COMPANY Northbrook, Illinois 1989-1994

Assistant Vice President of Sales

Implemented the first standard sales and business development process for the company's 14,000+ agency owners.

Director of Strategic Planning - Developed and administered the agenda for Allstate's Board of Directors, ensuring the company's business strategies and initiatives were addressed, enacted and measured to drive corporate results.

Quality Director - Led company-wide quality certification of 700 quality instructors, responsible for implementing customer-focused quality initiatives throughout the enterprise.

Agency Sales Leader Overland Park, Kansas 1977-1989

Responsible for business growth and sales production at the market and territorial levels.

Sales Agent Norman, Oklahoma 1974-1977

Responsible for sales and service to consumers for Allstate's insurance and financial products.

Military

US Army, Sergeant E 5 Honorable Discharge January 1966 -December 1967

Vietnam Veteran January 1967 - November 1967

Education

Bachelor of Science, Central State University, Edmond, Oklahoma 1974

Governance and Community Leadership

The Bank of Nashville	*Asset Review Committee*
Armor Concepts	*Board of Directors*
Tennessee Performing Arts Center	*Treasurer;* Leads Personnel and Finance Committee
100 Black Men of Middle Tennessee	*Past President; Board Member*
Nashville Chamber of Commerce	*Board of Governors; Co-Chair, Report Card*

	Committee
Nashville Public Education Foundation	*Board of Directors*
African American History Foundation	*Board of Directors*
Alzheimer's Association Memory Walk	*Chairman*
Community Nashville Walk as One	*Chairman*
Leadership Nashville	*Board of Trustees; General Chair; President Board of Trustees*

Awards and Recognitions

America's Best and Brightest Business and Professional Men, *Dollars and Sense Magazine*
Black Achiever in Business and Industry Award, *Southern Christian Leadership Conference*
Tennessee Insurance Hall of Fame, Middle *Tennessee State University*
25 Most Influential African Americans in Tennessee, *Nashville Post Magazine*
50 Most Powerful African Americans in Tennessee, *Business Tennessee Magazine*
Human Relations Award, *Community Nashville*
Distinguished Former Student, *Central State University*
Father of the Year Recipient, *American Diabetes Association 2013*

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **RePublic Schools**

2. Full name **Ron Corbin**

   Home Address **14 Torrey Pines Way Brentwood, TN 37207**

   Business Name and Address **14 Torrey Pines Way Brentwood, TN 37207**

   Phone Number **615-513-5059**

   E-mail address **onaldlcorbin@gmail.com**

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No
   I currently serve on the RePublic Schools, Inc. Board and I previously served on the Nashville Prep Board.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.
   ☐ Yes ☒ No

   ☒ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

I fervently believe that all students can be successful with academically, and that demographics do not determine

destiny. I was successful academically and professionally from being held to high expectations. I see my role on the board as paying it forward to other students. I want to help students improve outcomes for themselves.

6. What is your understanding of the appropriate role of a public charter school board member?

A board member has a governance and financial role, along with a role as an ambassador from the school to the community. It's important for a board member to help recruit other excellent board members. Board members can help to drive the organization in the right direction, along with providing strategy and operational support.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

When I worked at Allstate Insurance, I grew the business from $864 million to over $1.6 billion. My experience growing a business effectively lends itself to growing a school and an organization effectively. In my role on the Nashville Prep board, I have grown into a more effective board member, and I will continue to grow on the RePublic Board. I see my role as providing strategic advice on growth and operations, rather than micromanaging school leadership.

8. Describe the specific knowledge and experience that you would bring to the board.

I bring to the Board experience scaling an organization. I also previously served on the Nashville Prep board which afforded me expertise on charter school governance.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

RePublic's true north is college preparation. The mission of the school is to prepare all students to be successful in college and beyond, and the curriculum, culture, and staff are all aligned to this mission.

2. What is your understanding of the school's proposed educational program?

The school's proposed educational program is highly rigorous in order to prepare students for success in college and beyond. RePublic will ensure that all students master basic skills in math, reading, and writing in order to be able to engage with more rigorous curriculum.

3. What do you believe to be the characteristics of a successful school?

A successful school must hold its students and staff accountable to high standards. Great teachers and great leaders must be in place for a school to be successful. RePublic will invest in human capital and develop strong teachers and leaders. A successful school must also have highly engaged parents and students and a rigorous curriculum. If the

characteristics of a successful school are in place, the school can prove what is possible in public education and close the racial and economic achievement gap.

4. How will you know that the school is succeeding (or not) in its mission?

I will know the school is succeeding based on student achievement data, student, parent, and staff satisfaction data, and enrollment data.

Governance

1. Describe the role that the board will play in the school's operation.

The Board's role is to be a steward for the school in the community and provide strategic oversight.

2. How will you know if the school is successful at the end of the first year of operation?

After the first year of operation, I anticipate RePublic having strong academic results that exceed those of the state and district. Given the newness of charter schools in Mississippi, RePublic will be on the forefront of the charter school conversation, and will be impactful on the political and policy landscape.

3. How will you know at the end of four years of the school is successful?

After four years of operation, I aspire for RePublic to be the top performing charter school in the country, proving what is possible in public education. Financially, I am interested in RePublic becoming sustainable on public dollars as soon as possible. I will work to ensure that RePublic has a strong bottom line and an engaged donor base.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The most important role of the board is to ensure that we have the right board members and school leadership in place. The right people are critical to the organization's success. As a board member, I will work to recruit and retain high quality board members and school leaders.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would ensure that the individual was removed from the board immediately.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Not applicable.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☐ I / we do not know these individuals ☒ Yes

I know the other Board members from serving on the Board

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☒ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☐ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☒ N/A. ☐ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   N/A I / we or my family do not anticipate conducting any such business Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   Does not apply to me, my spouse or family Yes

   No Awareness of Any Such Association

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
   None Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Ronald L. Carbins

Signature: Ronald L Carbins

Date: 5/18/2015

Report Results - #180346 - CORBIN, RONALD

RePublic Schools
Catherine Cooper

Order Details

Status:	**Pending**		
Order Date:	**05-22-2015 12:07 PM MDT**	Requester:	**Catherine Cooper**
Report Date:	**05-22-2015 12:07 PM MDT**	Email:	**ccooper@republiccharterschoo**
		Phone:	**(703) 577-3828**
File Number:	**180346**	Alt.Phone:	**-**
		Fax:	**-**
Report To:	**RePublic Schools / CL1871 309 W McDowell Road Jackson, MS 39216**	Product:	**RePublic Schools - Criminal Package**
		Charges:	**$55.22**

Applicant Information

Name:	**CORBIN, RONALD**	SSN/DOB:	**- / 06-22-1946**
Email:	**-**	Phone:	**-**
Address:	**14 TORREY PINES WAY, NASHVILLE, TN 37207**		

Search Results

Search	Status	Assigned
State Criminal Records Search		
TENNESSEE (CORBIN, RONALD)	Pending	
Federal Criminal Records Search		
NATIONWIDE (CORBIN, RONALD)	Pending	
National Criminal History/Sexual Offender/Terrorist Watch List		
NATIONWIDE (CORBIN, RONALD)	Complete	

Attachments

-- No Attachments --

Disclosures and Forms

--Select Disclosure or Form--

SHOMIK DUTTA

1342 W Street NW • Washington, DC • 847-404-4741 • sdutta@dusablecapital.com

EXPERIENCE

DUSABLE CAPITAL MANAGEMENT **Washington, DC**
Managing Director & Co-Founder **2012-Present**

- Managing Director of a private-equity fund focused on renewable energy and green-infrastructure investments in the United States and abroad with $500MM in assets under management.
- Responsible for sourcing new investment opportunities, managing the investment portfolio and overseeing investor relations.
- Personally sourced and currently leading the execution of a $2.0Bn solar-plant investment in Asia.

MORGAN STANLEY **New York, NY**
Investment Banker **2012**

- Performed quantitative and qualitative analyses related to debtor and creditor-side restructuring, buy and sell-side mergers and acquisitions, and capital-raise advisory assignments

FEDERAL COMMUNICATIONS COMMISSION **Washington, DC**
Special Advisor to the Chairman **2009-2011**
Security Clearance: Top-Secret / SCI

- Youngest member of the Chairman's senior staff. Responsible for managing the Chairman's external and political relationships within the Executive Branch and throughout the broad array of private industries regulated by the FCC.
- Worked on Comcast/NBC and AT&T/T-Mobile merger politics; helped shape and execute public rollout of the Chairman's signature net neutrality proposal.

THE WHITE HOUSE **Washington, DC**
Special Assistant to the White House Counsel **2009**
Security Clearance: Top-Secret / SCI

- Coordinated communication and management between West Wing staff and the office's legal and administrative EEOB staff.
- Assisted in the political outreach, research, and confirmation process for federal judicial appointments, including that of United States Supreme Court Justice Sonia Sotomayor.

OBAMA-BIDEN TRANSITION TEAM **Washington, DC**
Personnel Aide **2008-2009**

- Responsible for raising over $10 million to cover operational costs of the President's Transition Team.

OBAMA FOR AMERICA **Washington, DC**
Mid-Atlantic Finance Director **2007-2008**

- Youngest regional finance director. Oversaw all fundraising operations in Mid-Atlantic region for Senator Barack Obama's presidential campaign and managed a staff of five full-time employees.
- Planned and executed a finance plan that raised over $80 million dollars and broke previous fundraising records for the region.

EDUCATION

THE WHARTON SCHOOL, UNIVERSITY OF PENNSYLVANIA **Philadelphia, PA**
Master of Business Administration; Major in Finance & Management **2011–2013**

- Maintained full-time, salaried staff position with President Obama's re-election campaign as National Finance Consultant.

WILLIAMS COLLEGE **Williamstown, MA**
Bachelor of Arts, Majors in Economics & Political Science **2001-2005**

- Executive Editor of Williams Record, the College's student-run newspaper
- Teaching Assistant at the Center for Developmental Economics, the College's Economics Masters program.
- Violinist and soloist with the Berkshire Symphony, a semi-professional symphony in Western Massachusetts.

ADDITIONAL INFORMATION

MARSHALL LEGACY INSTITUTE **Washington, DC**
Board of Directors **2007-2009**

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **RePublic Schools**

2. Full name **Shomik Dutta**

   Home Address **1242 W Street NW Washington, DC**

   Business Name and Address **1701 Pennsylvania Avenue, Suite 30 Washington, DC**

   Phone Number **847-404-4741**

   E-mail address **sdutta@dusablecapital.com**

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No
   I currently serve on the RePublic Schools, Inc. Board.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.
   ☐ Yes ☒ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

I have a deep interest in public service stemming from my background in politics and government. I was inspired by Jonathan Kozol's writing about the fundamental inequalities in the U.S. education system, and the economic outcomes that step from a falling education system. We have seen models that work and are defying the odds in

public education. I want to be a part of that movement by working with RePublic.

6. What is your understanding of the appropriate role of a public charter school board member?

My role as a board member of a public charter school is to ensure that students are obtaining an excellent education, that test scores are high, and that the school is financially sustainable. My role would be to understand state and district regulations and to help the school stay in compliance.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have never served on the board of a charter school, but I was on the board of a non-profit, the Legacy Foundation, which is devoted to eradicating land mines in war torn countries. Through my experience on a non-profit board, I have learned oversight best practices and how to think through complex cash flow issues for a non-profit. I have also learned that it is advantageous for board members to specialize in certain areas of expertise. I have extensive experience as a fundraiser for the Obama campaign, and I see that as my main value add to the board. I think it's helpful for board members to have a diverse range of backgrounds, and it can be helpful to have a fresh set of eyes.

8. Describe the specific knowledge and experience that you would bring to the board.

I have spent 10 years working at the intersection of politics and public policy and have gained a deep appreciation for the value of community organizing, public accountability, and public communication. All three of these skills underscore good charter school management. I also focused my early professional life on fundraising, which I view as an important responsibility of active board members (along with holding the management accountable to well-defined performance metrics). In my current professional life, I spend a great deal of time focused on management structures and subsequent outcomes for many different private corporations, which I believe translates well to the current structural changes impacting RePublic.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of RePublic Schools is to prepare students for success in college and beyond. RePublic will accomplish this by upholding teachers and students to a culture of excellence and hiring excellent people.

2. What is your understanding of the school's proposed educational program?

RePublic's proposed educational program involves a highly rigorous core curriculum that incorporates common core standards with an emphasis on literacy, compliance with state and local regulations, and computer coding for all scholars.

3. What do you believe to be the characteristics of a successful school?

I consider both inputs and outputs when I think about the characteristics of a successful school. Test scores, high school and college graduation rates, and retention rates are all indicators of a successful school. I also believe strongly in excellence with equity, which means that RePublic would serve the neediest students in Jackson, and not cherry pick its student body. To achieve the outputs of a successful school requires highly effective teachers,

high expectations for student culture, and engaged parents. I would measure financial success when the school is financially stable, viable, and no longer running a deficit.

4. How will you know that the school is succeeding (or not) in its mission?

It is critical for the board to agree with management on the mission of a school and to set metrics that transparently measure school progress and effectiveness in meeting that mission. The school's management must then be rigidly held to meeting the agreed-upon quantitative goals. A mix of qualitative analysis must also be conducted by the board to ensure that the data is properly contextualized.

Governance

1. Describe the role that the board will play in the school's operation.

The day-to-day operations of the school must be left in the able hands of the management. The board's responsibility is to set performance metrics and hold the management accountable to them. It is only when management falls short of operational metrics that board activity must ramp up considerably. Where necessary – in large spending decisions or complicated logistical issues, for example – board expertise can be called upon to assist in management decision-making.

2. How will you know if the school is successful at the end of the first year of operation?

After a year of operation, I would measure success by student scores on high stake testing, teacher retention rates, a strong fundraising drive, and per pupil expenditures that are close to the per pupil amount from the state.

3. How will you know at the end of four years of the school is successful?

After four years of operation, I would measure success by continued improvement on high stakes testing, continued high rates of teacher retention, and a model that is financially sustainable on public dollars.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The charter school board would be stewards for the school in the community, ambassadors of what charter schools are, and fundraisers for the school. The charter school board would be instrumental in blocking and tackling for the school to ensure that it is operationally successful.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

6.

I would flag this issue to the board chair and CEO which could allow the Board systems and processes to handle the unethical issue.

7. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and

c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Not applicable.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   x☐ I / we do not know these individuals ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   x☐ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   x☐ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   x☐ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   x☐ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. ☐x I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A x☐ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   x☐ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
   x☐ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: _____

Shomik Dutta _____ 5/15/15

Signature *Date*

Report Results - #180348 - DUTTA, SHOMIK

RePublic Schools
Catherine Cooper

Order Details

Status:	**Pending**		
Order Date:	**05-22-2015 12:09 PM MDT**	Requester:	**Catherine Cooper**
Report Date:	**05-22-2015 12:09 PM MDT**	Email:	**ccooper@republiccharterschoo**
		Phone:	**(703) 577-3828**
File Number:	**180348**	Alt.Phone:	**-**
		Fax:	**-**
Report To:	**RePublic Schools / CL1871 309 W McDowell Road Jackson, MS 39216**	Product:	**RePublic Schools - Criminal Package**
		Charges:	**$36.22**

Applicant Information

Name:	**DUTTA, SHOMIK**	SSN/DOB:	**- / 08-19-1982**
Email:	**-**	Phone:	**-**
Address:	**1242 W STREET NW, WASHINGTON, DC 20009**		

Search Results

Search	Status	Assigned
State Criminal Records Search		
DISTRICT OF COLUMBIA (DUTTA, SHOMIK)	Pending	
Federal Criminal Records Search		
NATIONWIDE (DUTTA, SHOMIK)	Pending	
National Criminal History/Sexual Offender/Terrorist Watch List		
NATIONWIDE (DUTTA, SHOMIK)	Complete	

Attachments

Disclosures and Forms

LEE HARPER

OBJECTIVE

To use of my God given skills and life experiences to improve the quality of life for those around me.

EXPERIENCE

2005-Present **Westend Investment, LLC. dba Koinonia Coffee** Jackson, MS

Development Partner

- Develops vision for the, oversee product development, financial management, customer markets, etc. Plan and develop polices. Oversees facilities development, design and funding.
- Develops investment strategies. Manage day to day operations. Develop budget and spending plan.

1990-Present **Harper's Construction Cleanup** Jackson, MS

Accountant

- Assist in the operation a small construction site clearing business with spouse.
- Maintain financial books and payroll activities.
- Monitor spending.
- Provide general oversight and management of capital resources.

2002-2003 **Hope Community Credit Union** Jackson, MS

City Executive/Assistant Vice President

- Responsiable for daily operations of credit union activities; loan originations and servicing; member services; deposits & withdrawals; funds balancing, etc.
- Assist with the development of credit union marketing.
- Developed strategies for membership growth.

2000-2002 **Hope Community Credit Union** Jackson, MS

Assistant Manager/Financial Director

- Serves as financial officer for an up and coming faith-based community credit union.
- Developed and implemented financial procedures crucial to daily functions; including member deposits and withdrawals procedures, establishment of automatic draft, direct deposits and payroll deduction procedures, budgetary monitoring, federal regulatory reporting procedures, member accounts managements and other operational procedures.
- Developed and implemented payroll procedures, accounts payable

procedures and all other accounting functions.

- Trained and instructed tellers in daily operational procedures.
- Developed marketing activities and designed marketing materials used to solicit additional members and sponsors.

1996–1999 **Voice of Calvary Ministries, Inc.** Jackson, MS

President/CEO

- Provided planning and direction for one of Mississippi's oldest Christian Community Development ministry, a 30-year-old non-profit organization.
- Provided decision making in resource development, program development activities and fiduciary management.
- Provided direct supervision of managerial program staff.
- Acted as primary fundraiser of 3 million dollar annual budget.
- Engaged in public speaking locally and around the country.

1996-1998 **HPT Enterprises** Jackson, MS

President

- Started a health care management company with two physicians.
- Provided public relations and marketing activities for the company.
- Maintained financial records.

1988-1993 **Voice of Calvary Ministries, Inc.** Jackson, MS

Chief Financial Officer/Chief Operating Officer

- Supervision of financial and administrative activities.
- Maintain financial records and made regular reports to Board of Directors.
- Developed and monitored annual budget.
- Responsible for direct oversight of payroll operations.
- Provided financial oversight to program activities including a health care facility, a housing renovation program, youth program activities and family development services.
- Monitored foundation grant spending.

1981-1986 **South Central Miss. Rural Health Assoc.** Mendenhall, MS

Health Center Administrator

- Administrated a public health facility with a patient caseload of over 10,000 patients.
- Managed public health grant funds.
- Provided budgetary oversight.

EDUCATION

1978 **Mississippi Valley State University** Itta Bena, MS
Bachelor of. Science, Business & Office Administration

AWARDS, CERTIFICATES & RECOGNITIONS

- February 2014 Women of Progress Luncheon Honoree.
- 2012 Mississippi Minority Business Association Honoree
- 2011 Jackson2000 Community Leadership Honoree.
- Recognized by the McAuley Institute and the Ford Foundation in *"Women Creating Social Capital and Social Change"* a study of Women-led Community Development Organizations, 1999.
- Selected as a **Jackson's Delegate**, *Presidents' Summit for America's Future,* ***and America's Promise*** with ***General Colin Powell, 1998***.
- *Leadership Jackson*, Class of 2000-2001.
- *Certificate of Appreciation for Service,* Mayor Harvey Johnson, City of Jackson
- *Certificate of Excellence,* Voice of Calvary Ministries, Inc.
- *Employee of the Month,* Jackson Medical Mall Foundation
- *Featured interview on,* WAPT Channel 16, "The Power of Prayer"
- *Featured interview on,* ABC Primetime, "Confederate Battle Re-enactment"
- *Featured interview on,* WLOX Channel 13, "Katriana Relief Efforts"

INTEREST & COMMUNITY PARTICIPATION

Board Member, Parents for Public Schools

Pulpit Ministry Team, Voice of Calvary Fellowship

Board Chair , R.E.A.L. Christian Foundation

Board Member, Voice of Calvary Ministries, Inc.

Board Member, Voice of Calvary Family Health Center, Inc.

Board Member, Light on a Hill Foundation

President, Jackson Public School Board of Trustees

Chairman, Spencer Perkins Center for Reconciliation and Youth Development

Committee Member, Women Health Issues Initiative, St. Dominic Hospital

Board Member, Bethany Christian Services

Deacon Board, Voice of Calvary Fellowship

Board Member, Thriftco, Inc.

Board Member, Poindexter Park Association

Loan Committee Member, West Jackson CDC

FAX 601.353.5963 • E-MAIL lharper1@jam.rr.com
1917 ROBINSON STREET • JACKSON, MISSISSIPPI 39209• PHONE 601.352.4039

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **RePublic Schools**

Full name **Lee Harper**

Home Address **136 S Adams Street, Suite A, Jackson, MS 39209**

Business Name and Address **136 S. Adams Street, Suite C, Jackson, MS 39203**

Phone Number **601-316-2697**

E-mail address **leeharper@me.com**

Resume and professional bio are attached here.

Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

Yes No

I currently serve on the RePublic Schools, Inc. Board and I previously served on the Jackson Public School Board.

1. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

Yes No

Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

Why do you wish to serve on the board of the proposed charter school?

It is my desire to use my experience and deep desire to positively affect the education in my community, as well as to impact learning for every child in my immediate community. As a business owner and community member, I have a vested interest in the future of education in the Jackson community.

What is your understanding of the appropriate role of a public charter school board member?

As a board member, my role is to lend my support to the school in every way possible to insure its success. As a board member, I will act on behalf of the community to hold the school accountable to its goals and academic success. Board members are also responsible for the fiduciary oversight of the school's finances.

1. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have not served on a charter school board, however I served a seven-year term on the Jackson Public School board, with two years as President of the school board. I believe my service on Jackson Public School board will give the experience necessary to serve on the RePublic board.

Describe the specific knowledge and experience that you would bring to the board.

I served a seven year term as a board member with Jackson Public School, as well as three years as a board member with Parents for Public Schools. I am deeply rooted within the local community, which keeps me keenly awhile of community issues.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of the school is to work in communities with low performing schools to help students achieve academic excellence, to prepare those students for succeed in college and teach them the responsibilities of citizenship; to help students masters basic and advanced academic skills in reading, writing, math, history, and science, and to assist student achieves high behavioral standards that lead to respectful character and leadership.

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1. What is your understanding of the school's proposed educational program?

The school's proposed educational program encompasses the following:

- A college preparatory mission
- High standards for academics and character
- A shared focus on accountability and data-driven instruction
- Rigorous standards-based curriculum
- Highly structured learning environments
- Longer school years and longer school days
- A faculty of committed and talented teachers

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1. What do you believe to be the characteristics of a successful school?

A successful school should have an academic focus and be concerned for the success of all students. It must provide the necessary resources for every child to have an opportunity to achieve excellence.

How will you know that the school is succeeding (or not) in its mission?

The success of any school is based on student achievement. My expectations for the school is that each student is afforded the opportunity to achieve excellence. I would expect that each student is evaluated upon enrollment, and receive interim evaluation during the school year to determine their level of growth, and a final evaluation at the end of the school year. Students should display a certain level of growth base on state and federal academic standards. The success of our schools would be that our students achieve and exceed these standards.

Governance

1. Describe the role that the board will play in the school's operation.

The board will insure that the school has the proper resources in personnel, funding and community support that provides the academic environment required for student achievement.

How will you know if the school is successful at the end of the first year of operation?

It is my belief that based on the record of what has been achieved at Nashville Prep, the public charter in Jackson will be just as successful academically. Because the public charter is slated to increase the academic performance of students in a low performing communities, the school will be poised to receive financial support from the local business community.

How will you know at the end of four years of the school is successful?

I will know RePublic is successful at the end of four years based on academic performance, enrollment numbers, parent satisfaction data, and financial health.

1. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The school should use every opportunity to gain support from the local community. Taking time to share its successes, challenges and needs. Once made aware of the school's mission, I believe the Jackson community will rally behind the school and insure its success.

1. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would, along with other board members, after a close investigation, confront the member directly and take whatever appropriate action necessary; including dismissing the member from the board.

1. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Not applicable.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   I / we do not know these individuals Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   I / we do not know any such employees Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   I / we do not know any such persons Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   I / we do not anticipate conducting any such business Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   Not applicable because the school does not intend to contact with an education service provider or school management organization.
   I / we do not know any such persons Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   N/A. I / we have no such interest Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   N/A I / we or my family do not anticipate conducting any such business Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   Does not apply to me, my spouse or family Yes

1. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
   None Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Lee Harper

Lee Harper — *Signature* — 5/26/15 — *Date*

Scanned by CamScanner

Report Results - #180352 - HARPER, LEE

RePublic Schools
Catherine Cooper

Order Details

Status:	**Pending**		
Order Date:	**05-22-2015 12:12 PM MDT**	Requester:	**Catherine Cooper**
Report Date:	**05-22-2015 12:12 PM MDT**	Email:	**ccooper@republiccharterschoo**
		Phone:	**(703) 577-3828**
File Number:	**180352**	Alt.Phone:	**-**
		Fax:	**-**
Report To:	**RePublic Schools / CL1871 309 W McDowell Road Jackson, MS 39216**	Product:	**RePublic Schools - Criminal Package**
		Charges:	**$31.22**

Applicant Information

Name:	**HARPER, LEE**	SSN/DOB:	**- / 11-18-1956**
Email:	**-**	Phone:	**-**
Address:	**1917 ROBINSON STREET, JACKSON, MS 39209**		

Search Results

Search	Status	Assigned
State Criminal Records Search		
MISSISSIPPI (HARPER, LEE)	Pending	
Federal Criminal Records Search		
NATIONWIDE (HARPER, LEE)	Pending	
National Criminal History/Sexual Offender/Terrorist Watch List		
NATIONWIDE (HARPER, LEE)	Complete	

Attachments

-- No Attachments --

Disclosures and Forms

--Select Disclosure or Form--

JAMIE HODARI

175 Amity St, Apt D1 Brooklyn, NY 11201 (248) 894-7667 hodari@gmail.com

EDUCATION

YALE LAW SCHOOL, New Haven, CT
J.D., June 2009
Received an Honors ("H") in 75% of graded courses
Activities: *Yale Law and Policy Review*, Senior Editor; *Yale Journal of International Law*, Editor; Professor Ian Ayres, Research Assistant; Mock Trial (Barrister's Union), Semi-Finalist; Co-Chair, Yale Initiative for the Public Interest

HARVARD KENNEDY SCHOOL OF GOVERNMENT, Cambridge, MA
M.P.P., June 2009
Public Service Fellow with full tuition scholarship
Taught seminar entitled, "Commercial Speech and the First Amendment."
Thesis: A New Diplomatic and National Security Policy Towards Cuba (for Sen. Bill Nelson)
Lead Debater – Harvard Kennedy School versus Harvard Business School Annual Debate, 2008
Presidential Management Fellow – Nominated by Harvard, selected by the U.S. Government

COLUMBIA COLLEGE, COLUMBIA UNIVERSITY, New York, NY
B.A. with honors and departmental distinction in Anthropology and Political Science, May 2004
Honors: Robbins Fellow for excellence in political science; Kluge Research Fellowship (for research in India on religious nationalism); Kluge Scholar for academic achievement

EXPERIENCE

INDUSTRIOUS, New York, NY 2012-Present
Co-Founder and CEO
Lead rapidly growing corporation that provides shared, flexible office space to startups and small businesses under an innovative office model. Created initial location in Chicago that now serves as home to more than 60 companies, including many national technology companies. Raised over $6 million in seed and series A round, and currently launching locations in Philadelphia, Raleigh, Atlanta, St. Louis, Austin, and Nashville.

KEPLER (FORMERLY GENERATION RWANDA), New York, NY and Kigali, Rwanda 2011-2014
CEO
Conceived of and built an innovative blended-learning university model in East Africa that combined MOOCs with in-person seminars, all leading to a US accredited degree. Took organization with budget deficits and $550,000 per year in 2011 fundraising to $11 million in 2013 fundraising. Quadrupled staff size and scale of operations. Aligned staff around ambitious target graduation and employment rates previously unheard of in East Africa, and exceeded those targets to achieve a 98% graduation and 98% employment rate.

BIRCH RUN CAPITAL, LLC, New York, NY 2010-2011
Analyst and Counsel
Managed analysis of bankruptcies, spin-offs and mergers for deep value investing fund. Served as General Counsel, and directed the firm's 5 year historical financial audit and SEC investment advisor registration. Directed fundraising plan to bring fund from $200 million to $1 billion by mid-2012.

SULLIVAN & CROMWELL, LLP, New York, NY Summer 2008; 2009-2010
Associate
Served as one of three lawyers bringing $4 billion investment into Panama, one of three lawyers bringing $3 billion into Colombia, and one of eight lawyers on team for $16 billion project financing in Papua New Guinea, the largest in history. Member of Project Finance Team, Intellectual Property Team and Latin America Team.

TIMES OF INDIA, New Delhi, India 2004-2005
Reporter
Reported on and wrote front page analysis and features as well as investigative exposés for the largest English-language newspaper in the world.

SKILLS AND INTERESTS

Languages: Spanish (native); Hindi, Urdu (advanced); French (intermediate); Arabic, Chinese (elementary)
Quiz competitions: Jeopardy! contestant (January 2, 2006), and #1 College Bowl player in Northeast region
Interests: Soccer, eating offal, bus rides, Bollywood, behavioral economics, film noir, meta-fiction, cooking

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **RePublic Schools**

2. Full name **Jamie Hodari**

   Home Address **175 Amith Street Apt D1 Brooklyn, NY 11201**

   Business Name and Address **320 West Ohio Street Chicago, IL 60654**

   Phone Number **248-894-7667**

   E-mail address **hodari@gmail.com**

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify). _____

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☒ Yes ☐ No

   I currently serve on the RePublic Schools, Inc. Board.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

   ☐ Yes ☒ No

   ☒ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

I wish to serve on the RePublic Board because I believe passionately in providing all students access to high quality schools. I have been incredibly impressed by the success of Nashville Prep, and I am inspired to bring this model of a high performing charter school to other cities and states.

6. What is your understanding of the appropriate role of a public charter school board member?

The most important role of a public charter school board member is to hire and manage school leadership. A strong Managing Partner and Principal are critical to the success of RePublic. Charter school board members are charged with providing management oversight and strategic advise to the school's leadership, in order to ensure long term success and viability. Charter school board members should also be ambassadors of the school in the local, state, and national arena.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am the CEO of Industrious, a rapidly growing company that provides shared, flexible office space. Previously, I was the CEO of Kepler, an innovative educational non profit in Rwanda. In both of these roles, I have gained experience growing organizations quickly, effectively, and innovatively, which would be an asset to RePublic in its founding years.

8. Describe the specific knowledge and experience that you would bring to the board.

Prior to launching my current company, I ran an educational organization that specifically focused on technology-enabled learning, and how to deliver the highest educational outcomes, regardless of circumstance.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of RePublic is to prepare students for success in college and beyond. The guiding belief of RePublic is that all students, regardless of race or socioeconomic background, can and will achieve at a high level. RePublic will prove what is possible in public education.

2. What is your understanding of the school's proposed educational program?

RePublic's proposed educational program is designed to prepare students for success in college and beyond. RePublic is academically rigorous and focused on foundational skills in literacy and math. RePublic will also be unique in that students will learn computer coding in addition to core subjects. The culture of RePublic is aligned to the school's academic mission and is designed to maximize instructional time.

3. What do you believe to be the characteristics of a successful school?

A successful school has high standardized test scores, healthy enrollment, engaged parents, excellent leadership and teachers, and a strong reputation in the community.

4. How will you know that the school is succeeding (or not) in its mission?

First and foremost, if we are hitting our student performance and growth, recruitment and retention targets, as well

as student and parent satisfaction targets. If students are demonstrably learning in a happy, safe environment, and making the sort of year over year gains that put them on the path to college down the road, we will be succeeding in our mission.

Governance

1. Describe the role that the board will play in the school's operation.

The Board will act as both a strategic and thought partner to the school and network's leadership. Perhaps more importantly, it is the oversight body that will ensure the school and its management are run according to the principles set out by the organization.

2. How will you know if the school is successful at the end of the first year of operation?

After the first year of operation, the school will have taken the first step toward closing the gap between high-income and low-income schools in the surrounding community. Financially, after the first year of operation, the school is operating within budget and has sought investment and funding from a variety of sources, including grants, programs, non-profits, and private donations.

3. How will you know at the end of four years of the school is successful?

After four years of operation, the school will have fully moved beyond closing gaps and remediating content to push scholars toward AP content in high school and preparing for college entrance exams. After four years of operation, the school continues to operate with fiscal discipline and within budget and is sustainable off of public dollars.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The first and most important step for the charter school board is to ensure that the school leadership is strong. The charter school board will also need to support the school based team in establishing financial and operational infrastructure during the start up year.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would immediately report any instance of unethical behavior to the CEO and Board Chair.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Not applicable.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know these individuals x Yes

I have served with the other board members for quite some time now, and now them relatively wel.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   ☐ I / we do not know any such employees x Yes

I have met several network staff members that will likely be employed by the school when it launches.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If

so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☐ I / we do not know any such persons x Yes

I know a Board member whose family is assisting in the financing of the school's building, which might or might not counts as doing business with the school.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   x I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

   x I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

   ☐ N/A. x I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

   ☐ N/A x I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

   x Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.

   x None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the

charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Jamie Hodari

	5/22/15
Signature	*Date*

Report Results - #180477 - HODARI, JAMIE

RePublic Schools
Catherine Cooper

Order Details

Status:	**Pending**		
Order Date:	**05-24-2015 10:28 PM MDT**	Requester:	**Catherine Cooper**
Report Date:	**05-24-2015 10:28 PM MDT**	Email:	**ccooper@republiccharterschoo**
		Phone:	**(703) 577-3828**
File Number:	**180477**	Alt.Phone:	**-**
		Fax:	**-**
Report To:	**RePublic Schools / CL1871 309 W McDowell Road Jackson, MS 39216**	Product:	**RePublic Schools - Criminal Package**
		Charges:	**$91.22**

Applicant Information

Name:	**HODARI, JAMIE**	SSN/DOB:	**- / 11-11-1981**
Email:	**HODARI@GMAIL.COM**	Phone:	**-**
Address:	**175 AMITY STREET APT D1, BROOKLYN, NY 11201**		

Search Results

Search	Status	Assigned
State Criminal Records Search		
NEW YORK (HODARI, JAMIE)	Pending	
Federal Criminal Records Search		
NATIONWIDE (HODARI, JAMIE)	Pending	
National Criminal History/Sexual Offender/Terrorist Watch List		
NATIONWIDE (HODARI, JAMIE)	Pending	

Attachments

-- No Attachments --

Disclosures and Forms

--Select Disclosure or Form--

STEWART JENNINGS HOOD

1521 St. Ann St., Jackson, MS 39202 601.540.8603 stewart@munistrategies.com

EDUCATION

BABSON COLLEGE, F.W. OLIN GRADUATE SCHOOL OF BUSINESS, Wellesley, MA
Master of Business Administration, May 2013

UNIVERSITY OF MISSISSIPPI, Oxford, MS
Bachelor of Arts in Liberal Studies, May 2010
Minors: Italian, Business Administration, Psychology
Summa Cum Laude, Phi Beta Kappa, Phi Kappa Phi, Taylor Medalist
Senior Thesis: Abruzzan Wine Cluster Advancement Through Trans-National Cooperation and Entrepreneurship, University Press of Mississippi

WORK EXPERIENCE

MUNISTRATEGIES, LLC, Jackson, MS 2013-2014
Vice President of Systems & Support

GRITS CAPITAL, LLC, Jackson, MS 2013-2014
Investment Analyst, VP

FONDREN PUBLIC, LLC, Jackson, MS 2013-2014
Co-Founder, Manager

HOOD IMPORTS, LLC, Jackson, MS – Turin, Italy 2009-2014
Founder, President, Manager

CLOUD APTITUDE INC., Memphis, TN 2012
Independent Strategic Consulting – Marketing, Finance and Technology

KENGRO CORPORATION, Charleston, MS 2012-2013
New Product Development and Launch

MARCUS EVANS LINGUARAMA, Turin, Italy 2010-2011
Business English Specialist

AFFILIATIONS

FOUNDATION FOR CHILDREN'S BOOKS, Boston, MA 2012-2013
Consulting Board Member, non-voting

BIG BROTHERS BIG SISTERS OF AMERICA, Oxford, MS 2006-2010
Special Events Coordinator for Oxford, MS area

MISSION TO THE WORLD, Alpignano Italy 2010-2011
Mission Intern, Event Coordinator and English Instructor

LANGUAGES

ITALIAN: Professional working proficiency in Italian

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **RePublic Schools**

2. Full name **Stewart Hood**

   Home Address **1521 St. Ann Street Jackson, MS**

   Business Name and Address **MuniStrategies, LLC 2819 North State Street Jackson, MS**

   Phone Number **601-540-8603**

   E-mail address **stewart@munistrategies.com**

☒ Resume and professional bio are attached here.
☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.
   ☒ Yes ☐ No
   I currently serve on the RePublic Schools, Inc. Board.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.
   ☐ Yes ☒ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?
   I wish to serve on RePublic's Board because I grew up in Jackson and know first hand how few quality public schools choices exist for families in the city. In my experience, I have seen a growing racial and socioeconomic gap between families who can afford move to another

district or send their children to private school due to the lack of quality public education in the city. The inequity between those who can afford to attend an alternative to Jackson Public Schools versus those who cannot is great. I believe that a high performing charter school with a proven track record of success would offer new options to Jackson families and potentially push the existing system to improve as well.

6. What is your understanding of the appropriate role of a public charter school board member?
   I am clear on the time expectations for a member of a charter school board, and I will continue to work closely with the RePublic team. My role as a Jackson native will be to connect the school and its staff members to other members of the Jackson community, such a local businesses, government officials, potential donors, etc. I also believe that my financial background will bring added skills that will aid in efficient use of funds, budgeting and general financial oversight.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on the RePublic Schools board as Finance Chair, and in this capacity I have worked to help RePublic fundraise, identify facilities, and network in Jackson. I previously served as a board fellow for the Foundation for Children's Books in Boston. In this role, I consulted the foundation on strategy, vision, metrics and fiscal decisions. My professional experience as a founder of three start-up companies lends itself well to a founding school board. In working for a certified Community Development Entity, I also have a professional understanding of Jackson and the current needs and opportunities for community redevelopment.

8. Describe the specific knowledge and experience that you would bring to the board.

I currently serve as Vice President of Systems for MuniStrategies – a CDFI-certified Community Development Entity. I am also a lead analyst for Grits Capital - a Mississippi Small Business Investment Company. In these capacities, I manage over $140 million in community development and small business investments, with a specialization in internal operations, investment origination and project underwriting. Sectors of focus include real estate/urban renewal, rural healthcare, clean energy and advanced manufacturing.

I also have a background in entrepreneurship and new venture finance, founding three startups and receiving a Master of Business Administration (with a focus in entrepreneurship) from F.W. Olin Graduate School of Business at Babson College in Wellesley, Massachusetts.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The mission of RePublic is to both prepare students for success in college and cultivate strong character. Guiding RePublic's mission is a strong belief that every student can and will learn.

2. What is your understanding of the school's proposed educational program?

RePublic's proposed educational program is centered on a longer school day and longer school year, a heavy emphasis on math and literature, and computer programming as a core component of the curriculum.

3. What do you believe to be the characteristics of a successful school?

A successful school is able to engage students, parents, and the community in a way that cultivates student success in the classroom. In order to be successful, a school must have strong teachers and a strong leadership team. The school's success should extend beyond the classroom and impact the community as a whole. Most importantly, a successful school prepares students for success in college and beyond.

4. How will you know that the school is succeeding (or not) in its mission?

Measuring success is a difficult proposition for any organization. However, I believe that strong test results and student improvement will be key factors in recognizing the success of Republic Schools. I also believe that catalytic impact of the families, communities and teachers will be an important factor to study and track.

Governance

1. Describe the role that the board will play in the school's operation.

The board will counsel in major school decision and serve as a sounding board for the school operators. The board will assist in oversight, strategic guidance, fundraising and connecting the charter operators with resources and the residents of Jackson.

2. How will you know if the school is successful at the end of the first year of operation?

After the first year of operations, I would like to see the schools have similar educational outcomes as Nashville Prep. RePublic's schools would be the highest performing open enrollment public schools in Jackson. Additionally, I envision RePublic changing the conversation around charter schools and making parents, community members, and public officials realize that charter schools can be a beneficial part of the public education mix.

3. How will you know at the end of four years of the school is successful?

After four years of operation, I would see RePublic continuing to outperform the city and state as measured by high stakes tests. Financially, I envision RePublic having a sustainable model with a well-balanced budget after its fourth year of operation.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

As a member of the Board, I would provide expertise and oversight when needed. I would also trust Ravi and his team to make well informed decisions that are in the best interest of the school.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would flag this issue to Ravi and ensure that he follows up as necessary.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

Not applicable.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

   ☐ I / we do not know these individuals ☒ Yes

My relationship with the other prospective board members is largely through previous charter school activities and connecting over similar community interests.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

   ☒ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

   ☒ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

   ☐ I / we do not anticipate conducting any such business ☒ Yes

The James W. Hood Family Foundation is a philanthropic supporter of Republic Schools, and, as such, has proposed to purchase and renovate the prospective school to ease in fundraising and/or debt financing needs. The Hood Foundation will lease the purchased facility at below-market rates and returns, equivalent to the required return of a traditional philanthropic foundation. However, I am not a managing or voting member of the Hood Foundation.

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.

   ☒ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

☐ N/A. ☒ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A ☒ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☐ Does not apply to me, my spouse or family ☒ Yes

The James W. Hood Family Foundation is a philanthropic supporter of Republic Schools, and, as such, has proposed to purchase and renovate the prospective school to ease in fundraising and/or debt financing needs. The Hood Foundation will lease the purchased facility at below-market rates and returns, equivalent to the required return of a traditional philanthropic foundation. However, I am not a managing or voting member of the Hood Foundation.

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
   ☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Stewart Hood

5/26/15

Signature *Date*

Report Results - #180484 - HOOD, STEWART

RePublic Schools
Catherine Cooper

Order Details

Status:	**Pending**		
Order Date:	**05-25-2015 5:35 PM MDT**	Requester:	**Catherine Cooper**
Report Date:	**05-25-2015 5:35 PM MDT**	Email:	**ccooper@republiccharterschoo**
		Phone:	**(703) 577-3828**
File Number:	**180484**	Alt.Phone:	**-**
		Fax:	**-**
Report To:	**RePublic Schools / CL1871 309 W McDowell Road Jackson, MS 39216**	Product:	**RePublic Schools - Criminal Package**
		Charges:	**$31.22**

Applicant Information

Name:	**HOOD, STEWART**	SSN/DOB:	**- / 07-11-1987**
Email:	**-**	Phone:	**-**
Address:	**1521 SAINT ANNE STREET, JACKSON, MS 39202**		

Search Results

Search	Status	Assigned
State Criminal Records Search		
MISSISSIPPI (HOOD, STEWART)	Pending	
Federal Criminal Records Search		
NATIONWIDE (HOOD, STEWART)	Pending	
National Criminal History/Sexual Offender/Terrorist Watch List		
NATIONWIDE (HOOD, STEWART)	Processing	
	...	

Attachments

Disclosures and Forms

Report Results - #180355 - KAMRANI, NATASHA

RePublic Schools
Catherine Cooper

Order Details

Status:	**Pending**		
Order Date:	**05-22-2015 12:16 PM MDT**	Requester:	**Catherine Cooper**
Report Date:	**05-22-2015 12:16 PM MDT**	Email:	**ccooper@republiccharterschoo**
		Phone:	**(703) 577-3828**
File Number:	**180355**	Alt.Phone:	**-**
		Fax:	**-**
Report To:	**RePublic Schools / CL1871 309 W McDowell Road Jackson, MS 39216**	Product:	**RePublic Schools - Criminal Package**
		Charges:	**$55.22**

Applicant Information

Name:	**KAMRANI, NATASHA**	SSN/DOB:	**- / 07-05-1968**
Email:	**-**	Phone:	**-**
Address:	**210 CRAIGHEAD AVENUE, NASHVILLE, TN 37205**		

Search Results

Search	Status	Assigned
State Criminal Records Search		
TENNESSEE (KAMRANI, NATASHA)	Pending	
Federal Criminal Records Search		
NATIONWIDE (KAMRANI, NATASHA)	Pending	
National Criminal History/Sexual Offender/Terrorist Watch List		
NATIONWIDE (KAMRANI, NATASHA)	Pending	

Attachments

-- No Attachments --

Disclosures and Forms

--Select Disclosure or Form--

ANEESH SOHONI

2408 W Cortland St, Unit 3W
Chicago, IL 60647

Phone: 312-805-0083
aneesh.sohoni@gmail.com

EDUCATION:

Masters of Public Policy- Education Policy Concentration — December 2013
Vanderbilt University, Peabody School of Education, Nashville, TN — GPA: 3.9/4.0

Bachelor of Arts in Political Science — May 2009
University of Minnesota, Twin Cities — GPA: 3.9/4.0
Magna Cum Laude, Dean's List, Captain- University of Minnesota Debate Team

PROFESSIONAL EXPERIENCE:

TNTP — **January 2014-present**
Project Director- *Serve as an education consultant to support urban school districts in rethinking their human capital practices as a means to improve student achievement.*

- Direct the organization's efforts in Camden City Schools to transform the school district central office aligned to a school supports and customer service orientation.

Tennessee Department of Education, Nashville, TN — **June 2011-December 2013**
Chief of Staff, Teachers and Leaders- *In conjunction with the Assistant Commissioner, oversee the Teachers and Leaders Division, including the evaluation, licensure, program approval, talent management, leadership, and data analytic teams. (July 2012-December 2013)*

- Serve on the division's leadership team to construct and guide the vision of placing an effective teacher and leader in every classroom, while providing support to the team's executive directors in ensuring that all 40 division members are operating effectively and efficiently.
- Directly manage the division's high priority projects resulting in 93% of the state's superintendents believing that our division equips them with the tools necessary to drive improvements in student achievement.
- Oversee legislative and State Board of Education policies, resulting in a differentiated pay policy for teachers and administrators as well as a more streamlined and innovative evaluation system for educators.

Director of Evaluation- *Manage the implementation of policy, communications, data, training, and operations for the state's model to evaluate teachers and principals. (June 2011-July 2012)*

- Lead the first state in the country to implement a multiple-measure evaluation system across all districts, resulting in nearly 300,000 conversations between administrators and teachers focused on instruction.
- Implement an evaluation model that contributed to student achievement growth of between 3-5% per subject area, demonstrating the highest growth on Tennessee state assessments in a single year.

Teach for America/Opportunity High School, Minneapolis, MN — **June 2009-June 2011**
English Teacher- *Served as member of highly selective (approximately 10% selection rate) national service corps of recent college graduates who commit two years to teach in under-resourced public schools and become lifelong leaders.*

- Serve on school leadership team and English Department chair to craft curriculum to teach ESL Somali students literature, composition, speaking, and test preparation strategies that resulted in 2.2 grade levels of growth by students in one school year.
- Advise Teach for America-Twin Cities as Corps Member Advisory Panel member regarding vision for future corps members and alternative certification legislation in the Minnesota Congress.

OTHER EXPERIENCE (BOARDS, FELLOWSHIPS, AWARDS):

Nashville Prep Charter School — **July 2012-Present**
Board of Directors- *Serve on the school's Board of Directors, focusing on academic achievement and strategic growth of the organization.*

- Serve as a board officer and academic achievement committee member to drive forward the vision for the school in conjunction with the school leader that resulted in the school being named the top performing charter school in Tennessee according to the CREDO study by Stanford University.
- Serve on the task force for strategic growth to determine the best course for Nashville Prep to expand into a high functioning charter management organization.

Leaders for Educational Equity — **November 2012-May 2012**
Emerging Political Leader Fellow- *Selected into a competitive cohort of 18 fellows across the country, pursuing leadership in politics, policy, or advocacy.*

- Serve as a mentee under the Mayor of Nashville, Karl Dean.
- Engage with fellow cohort members to develop critical leadership skills around fundraising, advocacy, communications strategies, public service, and organizational management.

Awards: Minnesota Debate Coach's Association 2010 Coach of the Year

Board Member Information Form

To be completed individually by each proposed charter school board member.
All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1. Name of charter school on whose Board of Directors you intend to serve **RePublic Schools**

2. Full name **Aneesh Sohoni**

   Home Address **2307 N Albany Ave, Chicago, IL 60647**

   Business Name and Address **TNTP 186 Joralemon Street, Suite 300, Brooklyn, NY 11201**

   Phone Number **312.805.0083**

   E-mail address **Aneesh.sohoni@gmail.com**

☒ Resume and professional bio are attached here.

☐ Resume and professional bio are attached elsewhere in the application (specify).

3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain.

   ☒ Yes ☐ No

   Yes, I am currently on the RePublic Schools, Inc. Board and I was previously on the Nashville Prep Board.

4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data.

   ☐ Yes ☒ No

   ☐ Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated by subgroup, for every school under your current or prior management.)

5. Why do you wish to serve on the board of the proposed charter school?

My passion is ensuring that all students have an opportunity to attain an excellent education regardless of race, income, and the zip code that they are born into. In Mississippi, so many students have been denied this opportunity. RePublic Schools has worked tirelessly to utilize and tweak effective models of instruction from the best classrooms and schools across the country in the current schools it operates in Nashville. As a member of the board, my goal is to help ensure quality growth of the organization so that more and more students are taught by excellent teachers and can ultimately be prepared for college and career. In Mississippi, we have identified a need and a value add that our organization can serve to the community.

6. What is your understanding of the appropriate role of a public charter school board member?

Charter school board members should first and foremost ensure that they hire the right leader for the school. Research has consistently shown that the impact of the school leader on students is second only to the quality to the teacher in the classroom. Second, the board should serve to provide strategic guidance to the school leader on the operations of the school, but should not be involved in the day-to-day management of the school. Ultimately, the board should hold the school leader accountable for results. Additionally, the board members should serve as champions of the school's mission through fundraising and public awareness initiatives.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on a variety of boards previously, including the board of Nashville Prep. My experience in helping to open schools makes me qualified to serve on this board. Additionally, my daily work involves providing strategic and operational advice to school districts and state education agencies to ensure that all students are learning.

8. Describe the specific knowledge and experience that you would bring to the board.

In my day job, I support school districts and charter management organizations in thinking through their academic and human capital work, specifically on evaluation of school and organization leaders. Thus, as the chair of governance, I can support in the evaluation of the Managing Partner and serve as a strategic advisor.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to prepare students to succeed in life by graduating from a rigorous middle and high school that provides them the opportunity to both be accepted into and persist through the college of their choice to graduation. The school is a no excuses charter school that believes firmly that all children can learn and that all children have the ability to grow and thrive academically. RePublic Schools knows that children will rise to the level of the expectations set by the adults who are teaching and coaching them. This school believes that every single child deserves and has a right to an excellent education no matter where that child lives and no matter how much money that child's family has. This school is on a mission to help students grow the skills that they need to study, innovate, lead, and change the world.

2. What is your understanding of the school's proposed educational program?

RePublic Schools aligns its curriculum to the relevant state standards, the Common Core curriculum, and the high-stakes assessments that we know our students will have to be ready to face in the future, including AP exams and standardized assessments. The school will emphasize Math and English Language Arts, especially in the middle school years, to address major deficits in the problem solving and comprehension skills likely shown by many of our incoming students. The program is data-driven, meaning that all scholars outputs, from exit tickets to reading levels to written work product, are tracked and analyzed to inform how we adjust our teaching and how we best serve our students.

Teachers will be trained and coached on strategies and teaching moves used in the highest-performing schools in the country, and those teachers will be professionally developed using trainings that have been created, practiced, and delivered at Nashville Prep and in other excellent schools to ensure their preparation to lead classrooms.

3. What do you believe to be the characteristics of a successful school?

A successful school is measured in the qualitative and quantitative outputs of students. This means that success looks like students who are eager, self-motivated, and self-sufficient learners, working with grit through challenging content and building both their character and academic understanding, as evidenced through both their choices as people and their performance on assessments. A successful school has consistent expectations that are taught clearly to students and then reaffirmed by the adults in the building with purpose over power. A successful school is constantly reflecting and growing by seeking and implementing feedback from outside sources and listening to the team working within the building as well. In a successful school, children are growing until they exceed the expectations of their grade level, so that they are more than prepared for high school, for college, and for the competitive workplace.

4. How will you know that the school is succeeding (or not) in its mission? A core element of our board meetings is to reflect on progress and gap areas around our mission. We have asked the Managing Partner to provide these updates and as a board we are creating the space for reflection.

Governance

1. Describe the role that the board will play in the school's operation. The board's duty is to hold the Managing Partner of the organization accountable for results as determined by metrics in his evaluation. An element of this will be ensuring that all of our schools are operating effectively, with a keen eye toward if students are learning.

2. How will you know if the school is successful at the end of the first year of operation?

Academically, after the first year of operation, the school will have taken the first step toward closing the gap between high-income and low-income schools in the surrounding community. Each school in the RePublic network sets goals for how much that gap will be closed in each year of operation. Each school also sets ambitious goals for reading growth by scholars per year of attendance, and the school will be exceeding those goals and, where we are not, generating strategies and approaches to reach those growth goals. Financially, after the first year of operation, the school is operating within budget and has sought investment and funding from a variety of sources, including grants, programs, non-profits, and private donations. The school is spending wisely and investing in resources that provide enduring benefit to the institution.

3. How will you know at the end of four years of the school is successful?

After four years of operation, the school will have fully moved beyond closing gaps and remediating content to push scholars toward AP content in high school and preparing for high-stakes college boards. After four years of operation, the school continues to operate with fiscal discipline and within budget. The budget reasonably predicts and allows for expected changes or likely costs so that the school continues to operate successfully even with shifts or one-time expenditures.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to share its expertise and understanding of the community so that the school can best serve that community. The board will also need to help the school connect with stakeholders in the community so that the school can build relationships with partner organizations and move forward with its own programmatic and facilities growth. Additionally, the board will need to advise the school on its growth plan so that the school can grow sustainably and responsibly at a rate that allows for successes to be replicated an standards to remain high while also serving as many students and families as possible. The board will help the school remain accountable to its mission, promises, and goals through data, reporting, and evaluation of results, teachers, and school leadership, so that the school has a system of checks and balances in place.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would investigate the situation to determine what actions were taking place. If the actions that were taking place were not in the best interest of the school, I would refer to the board's policy on determining actions against board members for unethical and/or actions that are not in the best interests of the school and notify the board chair. Depending on the gravity of the situation, it is possible that the board member would need to be removed in order to ensure that the best interests of the school were being kept in mind.

6. If your school intends to contract with a third-party ESP:
   a. Summarize your involvement in the selection process;
   b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
   c. Indicate whether you have been involved in the review/negotiation of the management agreement.

   Not applicable.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
   ☒ I / we do not know these individuals ☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
   ☒ I / we do not know any such employees ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
   ☒ I / we do not know any such persons ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
   ☒ I / we do not anticipate conducting any such business ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
   ☐ Not applicable because the school does not intend to contact with an education service provider or school management organization.
   ☒ I / we do not know any such persons ☐ Yes

6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
   ☐ N/A. ☒ I / we have no such interest ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
   ☐ N/A ☒ I / we or my family do not anticipate conducting any such business ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
   ☒ Does not apply to me, my spouse or family ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board.
   ☒ None ☐ Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Aneesh Sohoni

Signature

5-19-15

Date

Report Results - #180353 - SOHONI, ANEESH

RePublic Schools
Catherine Cooper

Order Details

Status:	**Pending**		
Order Date:	**05-22-2015 12:14 PM MDT**	Requester:	**Catherine Cooper**
Report Date:	**05-22-2015 12:15 PM MDT**	Email:	**ccooper@republiccharterschoo**
		Phone:	**(703) 577-3828**
File Number:	**180353**	Alt.Phone:	**-**
		Fax:	**-**
Report To:	**RePublic Schools / CL1871 309 W McDowell Road Jackson, MS 39216**	Product:	**RePublic Schools - Criminal Package**
		Charges:	**$36.22**

Applicant Information

Name:	**SOHONI, ANEESH**	SSN/DOB:	**- / 10-28-1988**
Email:	**-**	Phone:	**-**
Address:	**2307 N ALBANY AVE, CHICAGO, IL 60647**		

Search Results

Search	Status	Assigned
State Criminal Records Search		
ILLINOIS (SOHONI, ANEESH)	Pending	
Federal Criminal Records Search		
NATIONWIDE (SOHONI, ANEESH)	Pending	
National Criminal History/Sexual Offender/Terrorist Watch List		
NATIONWIDE (SOHONI, ANEESH)	Complete	

Attachments

-- No Attachments --

Disclosures and Forms

--Select Disclosure or Form--

Staffing Chart Template

Use the appropriate table below to outline your staffing plan for the school. Adjust or add functions and titles and add or delete rows as needed. Please add the full name of your school to the footer of this document so that it appears on all pages.

Smilow Collegiate Staffing Model and Rollout

	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal	**1**	**1**	**1**	**1**	**2**	**2**
Assistant Principal	**0**	**0**	**0**	**0**	**0**	**0**
Director of Operations	**0.5**	**0.5**	**0.5**	**0.5**	**1**	**1**
Director of Student Supports (Special Education)	**1**	**1**	**1**	**1**	**1**	**1**
Dean of Culture	**0**	**0**	**1**	**1**	**1**	**2**
Instructional Coach	**0**	**1**	**1**	**1**	**1**	**3**
Classroom Teachers (Core Subjects)	**12**	**16**	**19**	**22**	**28**	**45**
Classroom Teachers (Specials)	**.8**	**.8**	**1.3**	**1.3**	**2**	**3**
Special Education Teacher	**0**	**1**	**1**	**2**	**2**	**4**
Alternative Ed Teacher	**.5**	**.5**	**.5**	**.5**	**1**	**1**
Gifted Ed Teacher	**.5**	**.5**	**.5**	**.5**	**1**	**1**
School Operations Support Staff	**1**	**1**	**1.5**	**1.5**	**2**	**3**
Technology Support Staff	**.4**	**.4**	**.4**	**.4**	**.6**	**1.2**
Other	**.1**	**.2**	**.2**	**.2**	**.2**	**.2**
Total FTEs	**17.9**	**23.9**	**28.9**	**32.9**	**42.8**	**67.4**

Smilow Prep Staffing Model and Rollout

Year	Year 1	Year 2	Year 3	Year 4	Year 5	Capacity
Principal	1	1	1	1	1	1
Assistant Principal(s)	**0**	**0**	**0**	**0**	**0**	**0**
Director of Operations	**.5**	**.5**	**.5**	**.5**	**1**	**1**
Director of Student Supports (Special Education)	**1**	**1**	**1**	**1**	**1**	**1**
Dean of Culture	**0**	**0**	**1**	**1**	**1**	**1**
Instructional Coach	**0**	**1**	**1**	**1**	**1**	**1**
Classroom Teachers (Core Subjects)	**6**	**12**	**18**	**23**	**23**	**23**
Classroom Teachers (Specials)	**.2**	**.2**	**.7**	**.7**	**1**	**2**

Special Education Teacher	**0**	**1**	**1**	**2**	**2**	**2**
Alternative Education Teacher	**.5**	**.5**	**.5**	**.5**	**.5**	**.5**
Gifted Education Teacher	**.5**	**.5**	**.5**	**.5**	**.5**	**.5**
School Operations Support Staff	**1**	**1**	**1.5**	**1.5**	**1**	**1**
Technology Support Staff	**.3**	**.4**	**.4**	**.4**	**.4**	**.4**
Other	**.1**	**.2**	**.2**	**.2**	**.2**	**.2**
Total FTEs	**11.1**	**19.3**	**27.3**	**33.3**	**33.6**	**34.6**

RePublic Schools Nashville

EMPLOYEE POLICY MANUAL

2014-2015

I. INTRODUCTION

For the benefit of all employees, we would like to acquaint you with the policies governing employment with RePublic Schools Nashville, ("the School"). This manual sets out and explains the School's basic employment policies and supersedes all previous manuals and written or implied policies.

Occasionally, it may become necessary to modify, change, update, revoke, replace or even terminate the policies outlined in this manual, and the School reserves the right to make changes at any time at its discretion. Generally, you will be informed about any changes, but changes can also be made without notice. The language contained in this manual is provided for informational purposes only. It does not, nor is it intended to, create any contractual rights or obligations; it is not a contractual agreement. Although we hope that your employment here will be mutually rewarding, both you and the School retain the right to end the employment relationship at any time and for any reason with or without cause or notice. Please understand that no one except the Principal has the authority to enter into any agreement with you for employment for any specified period or to make any promises or commitments contrary to the foregoing.

This manual applies to all employees of the School, unless otherwise stated. At all times, the School remains solely responsible for the interpretation of this manual's provisions and their applications. In applying its policies, procedures and benefits, the School retains the right to make decisions based on the Administration's assessment of its needs and consideration of the specific facts and circumstances presented by each situation. If you have any questions, please do not hesitate to contact the Principal.

We wish you the greatest success in your position and hope your employment with the School is a rewarding experience.

II. EMPLOYMENT POLICIES

a. *Equal Employment Opportunity*
The School is an equal opportunity employer and does not discriminate against employees or qualified job applicants on the basis of race, religion, color, sex, age, national origin, disability, veteran status, marital status, sexual orientation, genetic information, or any other status or condition protected by applicable law. This policy extends to, but is not limited to, recruitment, selection, compensation, benefits, promotion, training and termination.

b. *Accommodations to Disabilities*
The School will make reasonable accommodations to enable an individual with a disability to perform the essential functions of his or her job. If you are unable, or find it difficult, to perform all of the essential functions of your job due to a disability, please contact the Principal, inform him/her about your disability, and to discuss reasonable accommodations which would enable you to perform the essential functions of your job.

We may ask for medical documentation of your disability and of possible accommodations. We may also ask to speak to your physician or health care provider to help us assess the proposed accommodations and to ensure that you can safely perform the essential functions of your job with the accommodations. We may also ask you to submit to an independent medical or other appropriate examination, at our expense, to help us assess your needs.

c. Religious Accommodation

The School will make every attempt to provide reasonable accommodations for employee observance of religious holidays and sincerely held religious beliefs, unless doing so would cause an undue hardship on the School's operations. Employees with a religious belief, observance, or practice, including religious dress and grooming, who believe they need a reasonable accommodation should submit a request for the accommodation to their supervisor to begin the process. The request should include an explanation of the accommodation requested as well as an explanation as to the religious nature of the belief or practice at issue

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d. Harassment

i. <u>Introduction</u>

It is the goal of the School to promote a workplace that is free of harassment by employees, independent contractors, vendors, or other agents. Harassment of employees or students occurring at school or in other settings in which employees may find themselves in connection with their employment is unlawful and will not be tolerated by this organization. Further, any retaliation against an individual who has complained about harassment or retaliation against individuals for cooperating with an investigation of a harassment complaint is similarly unlawful and will not be tolerated. To achieve our goal of providing a workplace free from harassment, the conduct that is described in this policy will not be tolerated, and we have provided a procedure by which inappropriate conduct will be dealt with, if encountered by employees.

The School takes allegations of harassment very seriously. We will respond promptly to complaints of harassment, and where it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the conduct and impose such corrective action as is necessary, including disciplinary action where appropriate.

Please note that while this policy sets forth our goals of promoting a harassment-free workplace, the policy is not designed or intended to limit our authority to discipline or take remedial action for workplace conduct that we deem unacceptable, regardless of whether that conduct satisfies the definition of harassment under applicable state or federal law.

ii. Definition of Harassment

The School strongly supports the rights of all its employees to work in an environment free from all forms of harassment, including harassment on the basis of race, color, religion, gender, sexual orientation, national origin, age, disability, genetic information, or any other protected category.

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of race, color, religion, gender, sexual orientation, national origin, age, disability, genetic information, or any other protected category, or that of the individual's relatives, friends or associates and that:

a) creates an intimidating, hostile or offensive working environment;
b) unreasonably interferes with an individual's work performance; or
c) otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes, but is not limited to:

a) epithets;
b) slurs;
c) negative stereotyping;
d) threatening, intimidating or hostile acts that relate to the above characteristics; and
e) written or graphic material that denigrates or shows hostility or aversion toward an individual or group because of the above characteristics, and that is placed on walls, bulletin boards, or elsewhere on the employer's premises, or circulated in the workplace on paper or electronically.

e. Sexual Harassment

Sexual harassment is defined as sexual advances, requests for sexual favors, and verbal or physical conduct of a sexual nature when:

a) submission to or rejection of such advances, requests or conduct is made either explicitly or implicitly a term or condition of employment or as a basis for employment decisions such as favorable reviews, salary increases, promotions, increased benefits or continued employment regardless of whether the harasser actually carries through with the threats to alter the subordinate's terms or conditions of employment; or

b) such advances, requests or conduct have the purpose or effect of unreasonably interfering with an individual's work performance by creating an intimidating, hostile, humiliating or sexually offensive work environment.

Other sexually oriented conduct, whether it is intended or not, that is unwelcome and has the effect of creating a workplace environment that is hostile, offensive, intimidating, or humiliating to male or female workers may also constitute sexual harassment.

While it is not possible to list all the circumstances that may constitute sexual harassment, the following are some examples of conduct, which, if unwelcome, may constitute sexual harassment depending upon the totality of the circumstances including the severity of the conduct and its pervasiveness:

a) unwelcome sexual advances - whether they involve physical touching or not;
b) sexual epithets, slurs, jokes, written or oral references to sexual conduct, gossip regarding one's sex life;
c) commenting on an individual's body or about an individual's sexual activity, deficiencies or prowess;
d) displaying sexually suggestive objects, pictures or cartoons;
e) leering, whistling, brushing against the body, sexual gestures, suggestive or insulting comments;
f) sending or circulating, whether in print or electronic form, literature or communications (articles, magazines or e-mails) of a sexual nature;
g) inquiries into one's sexual experiences; and
h) discussion of one's sexual activities.

f. Complaints of Harassment or Illegal Conduct

If any of our employees believes that he or she has been subjected to harassment, the employee should file a complaint with the Principal. This may be done in writing or in person.

Any employee, whether a supervisor or supervisor, who suspects that harassment is occurring must notify the Principal.

If you would like to file a complaint, you may do so by contacting the Principal. The Principal is also available to discuss any concerns you may have and to provide information to you about our policy on harassment and our complaint process. In cases involving the Principal, you should contact the Chair of the Board of Directors.

All employees should take special note that, as stated above, retaliating against an individual who has complained about harassment, and retaliating against individuals for cooperating with an investigation of a harassment complaint is unlawful and will not be tolerated by this organization.

The School is committed to the highest regard for law and ethics. Illegal or unethical conduct of any kind is prohibited. If you believe someone (supervisor or fellow employee) has asked or instructed you to commit an illegal or unethical act, or you believe you are being retaliated against for refusing to do so, this must be reported immediately. The School prohibits any employee in engaging in any illegal or unethical conduct or asking or instructing another to do so.

g. *Harassment Investigation*

When we receive a complaint we will promptly investigate the allegation in a fair and expeditious manner. The investigation will be conducted in such a way as to maintain confidentiality to the extent practicable under the circumstances. Our investigation will typically include a private interview with the person filing the complaint and with any witnesses. We will also usually interview the person alleged to have committed harassment. When we have completed our investigation, we will, to the extent appropriate, inform the person filing the complaint and the person alleged to have committed the conduct of our action.

If it is determined that inappropriate conduct has occurred, we will act promptly to eliminate the offending conduct, and where it is appropriate we will also impose disciplinary action up to and including termination of employment.

h. *Mandated Reporter Policy*

All School personnel are mandated reporters of suspected abuse and/or neglect. Mandated reporters are required to report suspected child maltreatment immediately when they have "reasonable cause to believe that a child who is 17 years of age or younger and known to them in a professional or official capacity has been harmed or is in danger of being harmed –physically, sexually, or through neglect—and that a caregiver either committed the harm or should have taken steps to prevent the child from harm." Once you become aware that a student may be a victim of abuse or neglect, you MUST take the following steps:

a) Notify the Principal of the situation.
b) Call the DCS hotline at 1-877-542-2873.
c) Complete an incident report.

The Principal will assist you and the student in understanding the ramifications of the call and, when appropriate, will contact the parent/guardian. No one in the workplace, even a supervisor, is permitted to suppress, change, or edit a report of abuse. A mandated reporter who willfully fails to report suspected incidents of

child abuse or neglect is subject to license suspension or revocation, and commits a misdemeanor. Falsely reporting information to the hotline is also a misdemeanor.

III. COMPENSATION, SCHEDULE, AND TIME AWAY FROM WORK

a. Classifications of Employment

The School maintains standard definitions of employment status and classifies employees for purposes of personnel administration and related payroll transactions according to the following definitions:

Full Time - Employees regularly scheduled to work the School's normal, full-time schedule. Full time employees are individuals who work on average a full work week (40 hours or more). Full time employees are eligible for the School's full benefits package, subject to the terms, conditions and limitations of each benefit program. Full time employees may be "exempt" or "non-exempt" as defined below.

Part-Time - Employees regularly scheduled to work fewer than 40 hours per week. These employees receive all legally-mandated benefits, such as Workers' Compensation and Social Security benefits. Part-time employees may be eligible to participate in any of the other benefit programs depending on the eligibility standards for each benefit

Temporary - Employees hired for a specific period of employment, or for a special project. These temporary employees do not receive any of the School's benefits.

Exempt - Employees whose positions meet specific tests established by the Fair Labor Standards Act (FLSA) and state law and who are exempt from overtime pay requirements. Schools, professional employees (i.e. teachers), outside sales representatives, and administrative positions are typically exempt.

Non-Exempt - Employees whose positions are subject to the wage and hour laws established by the FLSA and state law and who are not exempt from overtime pay requirements.

Leased employees, independent contractors and freelancers are not employees of the School and are not entitled to any benefits.

If you change positions during your employment as a result of a promotion, transfer or otherwise, you will be informed by the Regional Director of Operations or Principal of any change in your exemption status.

Please direct any questions regarding your employment classification or exemption status to the Principal or Regional Director of Operations.

b. Work Day Schedules

All staff members are expected to arrive 30 minutes before the start of the school day and remain at school 30 minutes after the school day ends, unless a different schedule has been agreed upon and approved by the employee's supervisor. In certain cases, "flex time" may be approved by the employee's supervisor in advance to compensate for weekend or after-hours time that is required by the employee's job responsibilities. Typically, this flex time arrangement will have been detailed in the employee's job description.

If staff members plan to be out of the office for meetings or some other event, they are required to advise their direct supervisor as well as the Principal of their whereabouts so that the School may contact them if it becomes necessary.

There may be occasions when employees need to arrive late or leave early (no more than 2 hours). In such situations, staff should receive approval from the Principal at least one week in advance so that coverage can be arranged. In the event of an unanticipated reason to arrive late or leave early (urgent doctor's appointment, family emergency, etc.), requests can be granted less than a week in advance. The fact that an absence or tardiness may be approved does not insulate staff from a review of the total number and timing of absences or lateness in any given period of time.

Regular attendance is an essential requirement and/or function of employment at the School. Excessive or unexplained absences are grounds for termination of employment. The School expects all employees to arrive to work each day on a timely basis. More than three (3) unexplained late arrivals in one (1) month may result in postponing or negating of a salary increase and or disciplinary action, up to and including termination. Three (3) consecutive days of absence without notification will constitute voluntary resignation from employment as of the last day worked.

c. Paycheck Policies

Generally, employees are paid every two weeks. For the convenience of our employees, the School has instituted a system of direct deposit for employee paychecks. At the employee's request, the School will deposit an employee's paycheck directly to the bank of their choice. To enroll in the direct deposit system, staff members will complete a direct deposit application and return it to the Director of Operations.

d. Business Travel/Field Trips

All employees are expected to exercise good business judgment when incurring travel and business expenses. Employees are entitled to reimbursement for ordinary expenses incurred while engaged in School business. All requests for advance payment or reimbursement of business expenses must be submitted in strict compliance with the procedures and forms adopted by the School, including necessary documentation of business expenses. Extraordinary expenses must be approved in advance. Expenses incurred related to alcohol are not reimbursable.

e. Holidays and Vacations: 12 Month Staff Members

i. Vacation Days and Holidays

Full-time 12 month staff members are employed year-round, including during days when the school closes for school vacations. However, they are not expected to work on the following major holidays:

a) Labor Day
b) Thanksgiving and the day after Thanksgiving
c) Christmas Day
d) New Year's Day
e) Memorial Day
f) 4th of July
g) 5 day period over Winter Break
h) Spring Break

ii. Additional Vacation Days and Holidays

Additionally, each full-time 12 month staff member has two "floating holidays" that s/he can use to observe other holidays. Note: choosing to use one of these "floating holiday" days does not count as using a vacation day. The use of floating holidays must be approved by the School's local and/or regional management. Approval of an employee's use of floating holidays rests solely within the discretion of the School's local and/or regional management.

Full-time 12 month staff member are also eligible for 5 days of vacation per fiscal year (July 1-June 30). Vacation time must be requested at least two weeks beforehand and is subject to the approval of the employee's supervisor.

Vacation days must be used by June 30 of each fiscal year; otherwise the vacation days will be lost and may not be carried over. If a full-time 12 Month staff member does not use all her/his vacation days within these stated time limits, s/he will not receive compensation for the unused vacation days.

f. Holidays and Vacations: 11 Month Staff Members

i. School Designated Vacation Days and Holidays

Full-time 11 month staff members are not expected to work on days on which the School closes for School designated vacations and major holidays; however, full-time 11 month staff member will continue to receive their salary during School designated vacations and major holidays. 11 month staff members also are awarded a network designated summer break (the period of time between close of school year and start of professional development).

g. *Bereavement Leave*

Full-time 11 and 12 month employees are entitled to take up to three (3) consecutive days of paid leave including the funeral, in the event of the death of an immediate family member. Employees may be granted additional time without pay or may use unused personal leave days for additional bereavement leave. Immediate family member is defined as a spouse, domestic partner, child, parent, sibling, grandparent or grandchild and the child, parent, sibling, grandparent or grandchild of a spouse or domestic partner.

h. *Sick Days and Personal Days*

All staff members are eligible to take up to 5 sick days during the school year.

All staff members are eligible for 3 personal days during the school year. Requests for a personal day should be made to the Principal at least one week before the requested day off, unless the day off is a result of an emergency (e.g. sudden illness).

If a sick day or personal day needs to be taken at the last minute, please call the Principal. Email is not sufficient.

Unused sick and personal days do not carry over to future years, and the school does not offer compensation in lieu of unused sick and personal days.

i. *Leaves of Absence*

i. <u>Family and Medical Leave ("FMLA")</u>

a) So long as the Family and Medical Leave Act ("FMLA") applies to the School, employees who have been working for the School for at least one year (12 months) and who have worked a minimum of 1,250 hours during the previous twelve (12) month period are entitled to take leave under the FMLA.

b) <u>Types of Leave Available:</u>

i. FMLA Parental Leave - Leave needed by the employee to care for or bond with the employee's child within 12 months of the birth or placement for adoption or foster care of the child.

ii. FMLA Serious Family Illness Leave - Leave needed by the employee in order to care for a spouse, child (under the age of 18, or over the age of 18 but incapable of self-care

because of a mental or physical disability) or parent who has a serious health condition (as defined by law).

iii. FMLA Serious Personal Illness Leave - Leave needed by the employee because of a serious health condition (as defined by law) (including job-related injuries and childbirth) which renders the employee unable to perform the functions of his/her job.

iv. FMLA Qualifying Exigency Leave – Leave needed by the employee due to a qualifying exigency arising out of the fact that a spouse, child or parent is on or called to qualifying active duty. Qualifying exigencies include short-notice deployments, military events and related activities, childcare and school activities, financial and legal arrangements, counseling, rest and recuperation, post-deployment activities and other events which arise out of the active duty or call to active duty, provided that the School and the employee agree that the "other event" qualifies as an exigency and agree to the timing and duration of the leave.

v. FMLA Military Caregiver Leave - Leave needed by the employee (who is the spouse, parent, child or next of kin of a service member) to care for a covered service member (including a veteran who is undergoing medical treatment, recuperation or therapy for a serious injury or illness and who was a member of the Armed Forces, including the National Guard and Reserves, at any time during the five-year period preceding the date on which the veteran undergoes medical treatment, recuperation or therapy) with a serious health condition incurred in the line of duty (which rendered the covered service member medically unfit to perform duties of the member's military rank), which was aggravated by service in the line of duty while on active duty, or which existed prior to active duty but was aggravated by service in line of duty while on active duty, and that manifested itself either before or after the covered service member became a veteran. Employees may only take one Military Caregiver Leave per injury/illness, regardless of the duration of the injury/illness. If the same covered service member suffers another illness/injury or if a different covered service member suffers a serious health condition, the employee may take another Military Caregiver Leave.

c) <u>Duration of Leave</u>

i. In general, eligible employees are entitled to a total of 12 weeks of FMLA leave during any "rolling" 12-month period (measured backward from the date the FMLA leave sought by the employee would begin). However, in the case of Military Caregiver Leave, eligible employees are entitled to a total of 26 weeks of leave (including any leave taken for another FMLA-qualifying reason) during the 12-month period measured forward from the date the Military Caregiver Leave sought by the employee would begin.

ii. The entitlement to leave for the birth or placement of a child shall expire at the end of the 12-month period beginning on the date of such birth or placement. In cases where both husband and wife work for the School they will be eligible for a combined total of 12 weeks of FMLA leave (26 weeks in the case of Military Caregiver Leave) for Parental Leave, Serious Family Illness Leave to care for the employee's own parent, and Military Caregiver Leave.

iii. As part of an eligible employee's entitlement to Qualifying Exigency Leave, the employee may take up to seven (7) calendar days of leave related to a short-notice deployment and up to five (5) days of leave to spend time with a covered service member who is on short-term, temporary, rest and recuperation leave following a period of deployment. Entitlement to Qualifying Exigency Leave for financial/legal matters and post-deployment activities expires ninety (90) days after the termination of the covered service member's active duty status.

d) <u>Request and Approval</u>

i. Absent unusual circumstances, employees must follow the School's regular call-in policies when they are planning to miss work for reasons potentially covered by FMLA Leave. Simply calling in "sick" is insufficient to request FMLA Leave.

ii. To request a leave under the FMLA, the employee shall submit a written request to his or her supervisor at least thirty days in advance in cases where the need for leave is foreseeable. The request must include the specific reason for the leave and the dates of such leave. Employees will be required to provide medical certification to support the reason for and the duration of a requested FMLA leave. An employee's failure to provide medical certification as requested may result in a delay in approving the FMLA leave. The School may require a second or third opinion (at the School's expense).

iii. Upon requesting leave under the FMLA, employees are responsible for communicating the expected date of return to the supervisor. If the employee is unable to return on the planned date, he or she must inform the supervisor as soon as practicable of the employee's changed circumstances. Failure to return to work upon expiration of the leave may be considered a voluntary termination of employment after the second day the employee fails to report to work. All procedures for reporting back to work after the leave of absence must be followed to protect the employee's status.

iv. The FMLA permits eligible employees to take leave either all at once or, under certain circumstances, to take leave on an intermittent or reduced-schedule basis.

   i. Intermittent/reduced schedule leave may be taken when medically necessary to care for a family member with a serious health condition (including Military Caregiver Leave) or due to the employee's own serious health condition.

   ii. Intermittent/reduced schedule leave may be taken to care for a newborn or newly placed adopted or foster care child only with the School's local and regional management's approval.

v. Only the amount of leave actually taken while on an intermittent/reduced schedule leave will be charged against the employee's FMLA leave entitlement. Employees needing intermittent or reduced schedule leave will discuss the situation with the School's local and/or regional management and schedule leave in such a way as not to disrupt operations unduly. The employee may be transferred temporarily to an alternative job with equivalent pay and benefits that can better accommodate the recurring periods of leave.

vi. An employee on any FMLA leave, including an intermittent or reduced schedule leave, is required to use any non-School designated paid vacation days, sick days, and personal days he or she has available at the beginning of an FMLA leave, and such paid vacation days, sick days, and personal days will run concurrently with and be counted against the total FMLA leave entitlement.

vii. At the conclusion of a leave taken due to an employee's own serious health condition, the employee will be required to provide a fitness-for-duty certificate from his or her health care provider, stating that the employee is able

to return to work and setting forth any limitations that may apply to the employee's performance of the essential functions of his or her job. The employee's failure to provide such a fitness-for-duty certificate may delay the employee's return to work.

viii. So that an employee's return to work can be properly scheduled, an employee on FMLA is requested to provide the School with at least two weeks advance notice of the date the employee intends to return to work. Upon returning to work from an FMLA leave, employees will be restored to their original job or to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. If an employee is considered a "key" employee (an eligible employee who is among the highest paid 10% of employees within 75 miles of their work site), the School is not required to reinstate the employee. If an employee is a "key" employee, he or she will be notified of that fact at the beginning of his or her leave.

ix. Subject to the terms, conditions, and limitations of the applicable plans, employees' group health insurance coverage will be continued during an FMLA leave.

x. The School will comply with any state or federal laws that allow more leave than the FMLA.

e) <u>Questions</u>

If you have questions concerning the information contained within this FMLA policy or its application in a specific situation, please contact the Regional Director of Operations.

ii. <u>Personal Leave</u>

a) Full time employees who have completed at least 90 days of continuous employment but are ineligible under the FMLA may be eligible for an unpaid leave of absence for a serious health condition that makes the employee unable to perform the functions of the employee's position, or to care for a family member.

b) If leave is for the birth or adoption of a child, the School may provide paid parenting leave according to the following schedule:

i. For employees that have worked a minimum of 12 months (full time), 4 weeks of paid leave will be given to the primary caregiver and 1 week of paid leave to the non-primary caregiver.

ii. For employees who have worked a minimum of 24 months (full time), 6 weeks of paid leave will be given to the

primary caregiver and 2 weeks of paid leave to the non-primary caregiver.

iii. For employees who have worked a minimum of 60+ months (full time), 9 weeks of paid leave will be given to the primary caregiver and 3 weeks of paid leave to the non-primary caregiver.

These paid parenting leaves are in addition to vacation time, which may, with pre-approval, be converted to maternity/paternity leave.

Any paid parenting leave must be taken within three months of the birth or placement of the child (before or after). In the case of adoption, the paid parenting leave may be taken as final placement preparations are made (e.g., for travel to the adoption site) and/or within three months before the placement of the child for adoption.

c) Benefits will be offered in compliance with MNPS policy.

d) Employees who give at least three months advance notice to the Principal of their anticipated date of departure for such leave, their length of leave, and their intention to return to full-time employment after leave, shall be restored to their previous or similar positions with the same status, pay, length of service credit and seniority, wherever applicable, as of the date of their leave. Employees who are prevented from giving three months' advance notice because of a medical emergency which necessitates that leave begin earlier than originally anticipated shall not forfeit their rights and benefits under this section solely because of their failure to give three months' advance notice.

e) Employees who are prevented from giving three months’ advance notice because the notice of adoption was received less than three months in advance shall not forfeit their rights and benefits under this section solely because of their failure to give three month’s advance notice.

f) All personal leaves of absence, including paid parenting leave, is at the discretion of the School’s local and/or regional management. Personal leaves of absence, including paid parenting leave, may not be taken intermittently.

g) Personal leaves of absence (whether paid or unpaid) will not exceed 16 weeks, unless further accommodation is required under federal or state law.

h) Questions – If you have questions concerning the information contained within this Personal Leave policy or its application in a specific situation, please contact the Regional Director of Operations.

iii. Military Leave

If you are a member of the U.S. National Guard or the U.S. military services and are involuntarily called to duty or required to attend training camp, you will be allowed an unpaid leave of absence to comply. Employees should provide their supervisor or the Regional Director of Operations with copies of their military orders as far in advance as possible.

If an employee is out for less than ninety (90) days, the employee is guaranteed the same position upon return. If an employee is away from duty longer than ninety (90) days, the employee is guaranteed a similar position upon return.

If an employee is out less than 31 days, the employee must return immediately upon release minus travel time home and an eight (8) hour rest period. If out for 30 – 180 days, the employee must return within fourteen (14) days of release. If out for more than 180 days, the employee must return within ninety (90) days from release.

This policy applies to persons who are absent for military service if their cumulative absence for uniformed service does not exceed five (5) years.

Employees are reinstated with the same length of service, status and pay as well as other benefits determined by seniority as if they had not been absent for military service. Employees do not accrue sick leave or vacation while on military leave. If an employee passes a benchmark while on leave that entitles the employee to build sick leave vacation at an increased rate (i.e., from 1 week a year to 2 weeks per year), the employee will be eligible for the additional sick leave and/or vacation benefits when they return to work.

If an employee is away for less than 180 days, the rate the employee pays for benefits remains the same. If the employee is away for more than 180 days, the employee will have the opportunity to continue benefits for an additional 18 months at COBRA rates. If the leave is less

than 30 days, the benefit premiums will be deducted from the first paycheck upon return. If the leave is more than 30 days, the employee must contact the Regional Director of Operations to arrange for payment while on leave. Failure to make timely payments may result in cancellation of benefits. If an Employee elects to discontinue coverage while on leave, the employee must submit a letter with military orders attached, stating that they have military coverage and want to cancel health benefits.

Upon return from service, health insurance will be reinstated without any waiting period or exclusion from preexisting conditions (does not matter if they elected COBRA or not). This rule does not apply to any illness or injury determined by the Secretary of Veteran Affairs to have been incurred in, or aggravated during performance of military service.

iv. Jury Duty

If you are subpoenaed for jury duty, you will be given a leave of absence for the period served. Employees may be eligible to receive the difference between the jury pay received and the base pay you would have earned at work. You must present a copy of your subpoena or notice from the court to the Regional Director of Operations as soon as you receive it. The School expects you to report to work on any day you serve on jury duty for less than three (3) hours or any day you are excused from jury duty and that you submit a statement showing the pay you received for jury duty. If court is not held on a particular day, or if you are released from service for the day by the court after serving three (3) hours or less on a particular day, then unless you are serving on a sequestered jury, you are expected to report for work.

v. General Provisions

You may not, under any circumstances, engage in other non-military employment or a competitive business while on any kind of leave of absence.

IV. EMPLOYEE BENEFITS

a. General

This section of the manual describes some general features of the group benefits currently available to our employees. Complete details of our plans are contained in official plan documents, such as insurance contracts and master plan documents. If there is any contradiction between the information appearing in this handbook, and the information which appears in these official plan documents, the official plan documents will govern in all cases.

The School anticipates continuing to make the school benefits described in this section available. However, the School reserves the right to amend or terminate these benefits at any time.

For more information regarding the employee benefits program, please contact the Regional Director of Operations.

b. *Health and Dental Coverage*
We offer health insurance coverage through Metro Nashville Public Schools. More information is available from the Regional Director of Operations.

c. *Workers Compensation*
In addition to health and dental benefits, the School has workers compensation insurance. All injuries suffered on the job, no matter how minor, must be reported immediately to your supervisor. If an employee suffers a serious work-related injury, the employee should contact the Principal who will assist the employee to obtain the worker's compensation insurance forms.

d. *Short- and Long-Term Disability Coverage*
The School offers short-term and long-term disability insurance coverage through Metro Nashville Public Schools. The details of this insurance benefit depend on what plan the employee selects in a meeting with MNPS personnel. Eligibility requirements and benefit details for this insurance benefit are detailed separately in the insurance policy, and are subject to change if/when the insurance policy changes. More information is available from the Regional Director of Operations.

V. EMPLOYEE CONDUCT

a. *Arrest and/or Conviction*
When a current Employee is arrested for or convicted of a misdemeanor or felony, s/he should notify his/her supervisor immediately. In addition, the supervisor must notify the Principal of any known arrests and/or convictions of current Employees. The School will analyze the facts of each individual situation and make a job-related business decision regarding whether the employee will be allowed to continue to work. The seriousness and nature of the violation will be taken into account in each instance.

An arrest in and of itself may be sufficient to cause an Employee to be placed on an Administrative Leave of Absence, in accordance with state laws, pending the outcome of the charges. If the legal matter is not resolved prior to the leave being exhausted, the School reserves the right to terminate employment and the Employee may re-apply for employment once the matter is resolved.

Absences that are related to arrests and/or convictions, e.g. jail time, court dates,

etc. may be considered unexcused. Employees may be subject to corrective action up to and including termination for excessive unexcused absences. The School reserves the right, in its sole discretion, to re-run a MVR or criminal background check on an active employee at any time during their employment.

b. *Discharge and Other Discipline*

As an integral member of the School, you are expected to accept certain responsibilities, adhere to acceptable School practices, and exhibit a high degree of personal integrity at all times. This involves respecting the rights and feelings of others and refraining from any behavior that might be harmful to you, your co-workers, and/or the School. You are expected to observe the highest standards of professionalism at all times.

These guidelines are fundamental in nature and are matters of judgment and common sense. Since it is impossible to list guidelines to cover every situation, the absence of an illustration from this list will not prohibit the School from taking disciplinary action, up to and including immediate dismissal, when the School believes, in its sole discretion, such action is warranted. These guidelines do not in any way alter your at-will employment relationship with the School. The School may terminate your employment at any time and for any reason with or without cause or notice.

The School expects you to follow rules of conduct that will protect the interests and safety of all employees and the School. Types of behavior and conduct the School considers inappropriate include, but are not limited to:

i. misconduct involving students;
ii. falsifying employment or other School records;
iii. violating the School's nondiscrimination and/or employee harassment policies, sexual or otherwise;
iv. breach of School confidential information;
v. excessive or patterned absenteeism or tardiness;
vi. excessive, unnecessary, or unauthorized use of the School’s supplies or telephones, particularly for personal purposes;
vii. reporting to work intoxicated or under the influence of non-prescribed drugs, or possession, use, distribution, manufacture, sale, or dispensation of any controlled substance or illegal drug;
viii. fighting or using obscene, abusive, or threatening language or gestures;
ix. stealing from the School, or fellow employees, misappropriation of School assets or failure to report knowledge of such acts;
x. possession of firearms or weapons on the School's premises or during the course of your employment related activities;
xi. disregarding safety or security regulations;
xii. insubordination (i.e., failure to comply with a request from management);

xiii. failure to notify your supervisor that you will be absent from work in accordance with School policy;
xiv. defacing or damaging School property;
xv. interfering with the normal workflow, productivity or morale of any co-worker;
xvi. any action, whatsoever, that has the potential to negatively affect good relations between the School and its employees or between the School and any of its students; and
xvii. any violation of School policy.

The School may impose disciplinary action, up to and including termination, in the event that your performance, work habits, conduct or demeanor become unsatisfactory. The School reserves the right to exercise its discretion to judge unsatisfactory conduct or behavior based on violations of the above, any other School policies, rules or regulations, or for any other reason.

c. *Termination of Employment*

i. Termination

Employment is "at-will" and may be terminated by the School or the employee at any time with or without cause.

ii. Resignation

A resignation is a termination instituted by the employee. All staff are expected to provide as much notice as possible of their resignation, ideally four weeks at a minimum.

Employees who fail to report to work for three consecutive days without notifying and receiving authorization from their supervisor or administration will be considered to have voluntarily resigned.

d. *Return of Property*

Upon separation from the School, all files, documents, records, laptops, credit cards, door and file keys, computer access codes or discs and instructional manuals and other physical or personal property which the employee has received, prepared or helped prepare in connection with his/her employment with the School, and any copies, duplicates, reproductions or excerpts thereof must be returned by the employee on or before the last day of work.

e. *Physical Contact Between Employees and Students*

i. Introduction

The purpose of this policy statement is to provide all employees with guidance and direction with respect to physical contact between employees and students at school and during school sponsored functions. It is an area of educational policy, judgment, and law which is fraught with uncertainties and changing standards. What constitutes

appropriate physical contact in one circumstance may be totally inappropriate in another. At the outset, the decision of whether or not to touch or make physical contact with a student must be made by the employee involved. When or if it occurs, its appropriateness will depend on a variety of factors, not the least of which will be the student's reaction and responses of other adults. The School believes that its employees individually and collectively possess the wisdom and expertise necessary to conduct themselves in a manner which is educationally sound and acceptable both within the professional community and the community at large.

ii. General Principles

All physical contact between employees and students shall have a valid educational purpose and objective that meets the student's needs.

The use of physical contact (including touching) or force in order to impose the staff member's will or personal feelings upon a student, except in an emergency situation, is strictly prohibited.

Employees who observe physical contact between students and employees which they deem to be inappropriate are expected to report such observations to the Principal as soon as possible. If the observer believes the contact is or may be immediately harmful, prompt intervention to prevent further harm is expected.

iii. Staff Conduct With Students

Questions of the appropriateness of physical contact are to be determined by the context of the contact on a case-by-case basis. Issues such as intent, context, location, circumstances, age and sex are all considerations which may be relevant.

Examples: Holding or comforting a student who has fallen and is crying may be appropriate, whereas, placing a hand on a child's head to redirect his attention to the front of the room is not.

Instances of inappropriate physical contact initiated, encouraged, practiced and/or tolerated by employees, in even a single instance, may result in disciplinary action up to and including dismissal and/or legal action.

iv. Summary

The School recognizes that this is a complex issue, and that some employees may deal with it by implementing a practice of never physically contacting or touching students. That is not the School's intent or objective. It is expected that any physical contact between an employee

and a student will have a legitimate purpose consistent with the School's role as educator and caretaker of minor children.

f. *Tobacco-Free Workplace Policy*
The school is committed to enforcing a Tobacco-Free Workplace. Accordingly, the School's policy on smoking is as follows:

i. Smoking is prohibited in all facilities and areas of the entire workplace with no exceptions. Smoking is not permitted anywhere at the School, including all common areas, elevators, hallways, vehicles, restrooms, conference and meeting rooms, and all other enclosed or outdoor areas in the workplace. This policy applies to all employees, consultants, contractors and visitors and to all tobacco products, i.e., cigarettes, cigars, pipes and chewing tobacco.

ii. Staff, consultants and contractors are prohibited from smoking anywhere off campus that is visible from on campus or in the visible proximity of the School's students during off-campus events and field trips. This policy applies to all tobacco products, i.e., cigarettes, cigars, pipes and chewing tobacco.

g. *Drug-Free Workplace Policy*
The Federal Drug-Free Workplace Act requires the School to certify that it maintains a drug-free workplace as a condition of receiving federal grants and contracts. This legal requirement gives the School an opportunity to reaffirm the following policy and its commitment to a drug and alcohol free workplace.

The School is an alcohol-free and drug-free workplace. The unlawful manufacture, distribution, dispensation, possession or use of controlled substances or alcohol is prohibited while on duty or on school property. Employees are also prohibited from coming to work under the influence of alcohol or smelling of alcohol.

It is a condition of employment that each employee abide by this policy and notify the Principal of any criminal drug conviction within five (5) days of such a conviction. The School has an obligation to notify the appropriate federal agency within ten (10) days of receiving such a notice of conviction. The Principal will take appropriate disciplinary action, up to and including employment termination.

h. *Electronic Mail, Communications and Information Systems Policy*
The School provides our employees with computer equipment and on-line access to internal and external networks, including the Internet, so that employees may communicate more efficiently and accomplish the School's goals.

i. <u>No Expectation of Privacy</u>

Employees should understand that the School's computer equipment, and internal and external networks, including the Internet, are intended for business use, and all computer information, voice mail, and electronic messages are considered School records. The School retains the right and the ability to enter into any of these systems in order to inspect and review any and all data contained in those systems, and to monitor voice mail or electronic messages at any time, with or without notice. As such, employees should not assume that any information placed, contained, stored, sent, or received on the School's systems is private and confidential.

Use of computer equipment or on-line access provided by the School is subject to the following general conditions:

a) Your use of computer equipment and on-line access should be for the School's purposes and not for more than incidental personal use.
b) Use of equipment or on-line access provided by the School for any illegal purpose is prohibited. Such use includes, but is not limited to:
    a. Gaining unauthorized access to or intentionally damaging other computer systems or networks or the information contained within them.
    b. Committing theft, fraud or other criminal acts of any kind.
    c. Distributing or obtaining illegally copied software, graphics, sounds, text or other materials.
    d. Sending or posting harassing or threatening messages or pornographic or indecent content.
c) The School will cooperate with law enforcement authorities to prosecute offenders. You must report any suspected, accidental, or intentional illegal action.
d) The School has the right to monitor all on-line communications to ensure that appropriate and lawful purposes are being pursued and to limit connections solely to School-related resources. All information stored on School computers including all e-mail communication belongs to the School. The School may inspect all such computers and information at any time as necessary for the conduct of its business.
e) No direct third party physical or electronic access to School facilities, information or computers of any type or for any reason may be established without the express permission of the Director of Operations or Principal.
f) To protect the School from infringement actions, you may not download or save any material from any on-line source, however retrieved, unless (a) you have taken measures to verify source

reliability, and (b) the material is legally permitted to be downloaded without violation of copyright or trademark.

g) Downloading data, information, images, and the like from an outside source increases the risks to our computers of viruses and other damaging agents. You should not retrieve material from outside sources, particularly from sources not known to you, unless you have good reason to do so. Any material downloaded from an outside source should be checked immediately for viruses and other damaging elements.

ii. In addition, the following policies apply to the specific services and capabilities described below:

a) Electronic Mail

The School provides electronic mail (e-mail) for purposes of school communications.

i. Your use of e-mail should be for the School's purposes and not for more than incidental personal use.

ii. You are prohibited from initiating or forwarding harassing, pornographic or indecent messages, either to School employees or to anyone else.

iii. Electronic mail must be addressed to proper recipients. Carefully check to reduce the possibility of communications being misdirected.

iv. If your job includes responding to work-related e-mail requests on an informal and unofficial basis (e.g. a personal reference for a colleague or student), make sure that your message clearly states that your views are not necessarily the views of the School. Even so, you must be aware that the address you are sending from may well indicate the School's name and you should keep in mind that the message may be seen to be representing the School, regardless of any disclaimers. Therefore, do not send any e-mail directly critical of the School's employees, students, or services in a matter that suggests or would leave the impression that your views are the views of the institution.

v. In all cases, do not reveal any confidential information of the School or its vendors, students and employees.

vi. You are prohibited from misrepresenting your name, identity or position or posing as another person in an electronic mail message.

b) Internet Use

Please see the Student Handbook for policies related to Internet use.

Please refrain from using streaming radio (e.g., Pandora, NPR, etc.) through the Internet for personal use during the school day (before 5pm), as it strains the capacity of our Internet connection.

c) *Chat Rooms, Weblogs and Social Networking Sites*
Access to chat rooms, weblogs (or "blogs"), and social networking sites (for example, Facebook, MySpace) is subject to similar restrictions as internet access. In addition:

a. Access to chat rooms, blogs and social networking sites is prohibited when using School computers, unless it is an official school posting or related to official School business. You must be aware that your profile and/or the address you are sending from may well indicate the School's name and you should keep in mind that the message may be seen to be representing the School, regardless of any disclaimers. Therefore, do not post any message directly or indirectly critical of the School, its employees, others in the education sphere, or Board Members.
b. If you have obtained express authorization to post a message in a chat room, on social media, or on a blog that is not related to official School business, you must always state that any opinions expressed are not those of the School.
c. Even while you are using a computer outside of the workplace to post messages in a chat room, on a blog or on a social networking site, you should not identify or criticize (either by name or implication) the School, its employees, or Board Members. Moreover, you should not include anything in your posting which gives the impression that the views expressed are in any way associated with the School.
d. Employees should not accept current students or parents as "friends" or connections on social networking sites.
e. While the School provides Internet access to its employees as part of its work resources, it does not monitor the content of every website which it makes available. Provision of a particular website or posting board does not imply the School's endorsement or approval of the content of such site or posting. The School reserves the right but is not obligated to place appropriate limits on the sites it makes available.

f. Employees should not post pictures or quotes related to students on Facebook, Twitter, Instagram, etc. without permission from the Principal.
g. Nothing in this policy, or any other school policy, should be interpreted in a manner that unlawfully prohibits the right of employees to engage in protected concerted activity under the National Labor Relations Act ("NLRA"). The School has and always will comply fully with its obligations under the NLRA.

i. Disciplinary Action

Abuse of the School's computer equipment or on-line connection or other violation of this policy will result in disciplinary action, up to and including termination.

j. Computer Software

The following is the School's policy concerning its computers and software. All employees shall use software only in accordance with its license agreement. Unless otherwise provided in the license, any duplication of copyrighted software, except for backup and archival purposes, is a violation of the law. The following points are to be followed to comply with the School's software licensing agreement(s):

i. We will use all software in accordance with applicable license agreement(s).
ii. Legitimate licensed copies of software will promptly be provided to all employees who, in the discretion of the School, need it for the performance of their duties to the School. No employee will make any unauthorized copies of any software under any circumstances. Anyone found copying software other than for backup purposes is subject to termination.
iii. We will not tolerate the use of any unauthorized copies of software in our School. Any person illegally reproducing software can be subject to civil and criminal penalties including fines and imprisonment. We do not condone illegal copying of software under any circumstances and anyone who makes, uses, or otherwise acquires unauthorized software shall be appropriately disciplined.
iv. No employee shall give School software to any outsiders including students. No employee shall install any software on School computers except the software provided by the School for installation. No employee shall establish a password or encryption protection on a School computer without authorization from the School or without providing such password or the key to such encryption to the School.
v. Any employee who determines that there may be a purposeful or accidental violation of the above software policy within the School shall notify the Principal.

vi. All software installed and/or used on School computers shall be properly licensed through appropriate procedures.

k. Confidentiality of School Information

The protection of the School's confidential information is vital to the interests and the success of the School.

It is the policy of the School to ensure that the operations, activities and business affairs of the School are kept confidential to the greatest possible extent. If during the course of employment, you acquire confidential information or proprietary information about the School and its students, such information is to be handled in strict confidence and not to be discussed with persons outside the School. Such confidential information includes, but is not limited to, the following examples: student records, compensation, certain policies and procedures, and building and security-related information.

Employees are also responsible for the internal security of such information.

Please remember that keeping all of the School's proprietary information confidential is part of your employment arrangement with the School. This obligation shall remain in effect during your employment at the School and at all times thereafter. Violation of this policy is a serious breach of confidence and may lead to disciplinary action, up to and including immediate termination.

l. Conflicts of Interest

As an employee of the School, you are to be ever mindful of the need to conduct yourself both in and outside of the school in a manner that will not bring criticism to yourself and to the school. You have an obligation to conduct your affairs within guidelines that prohibit actual or potential conflicts of interest.

An actual or potential conflict of interest occurs when you are in a position to influence a decision that may result in a personal gain for you, for a relative or for anyone else who has a close personal relationship with you as a result of the School's business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with you is similar to that of persons who are related by blood or marriage. Additionally, it is the policy of the School that employees should not enter into personal employment arrangements with current students and their families. If a personal employment arrangement exists before a child is a student at the School, the arrangement must be disclosed at the time of the child's application for admission.

No "presumption of guilt" is created by the mere existence of a relationship with an outside firm or vendor. However, if you have any influence on transactions involving purchases, contracts, or supplies it is imperative that you disclose that

relationship to the Principal immediately so that safeguards can be established to protect all parties.

Personal gain may result in instances where you or your relative or one with a close personal relationship has a significant ownership in the vendor or firm with which the School does business. As noted elsewhere, accepting a gift from a vendor or business doing business with the School is prohibited. The School recognizes the right of employees to engage in activities outside of their employment which are of a private nature and unrelated to our educational mission. However, the employee must disclose any possible conflicts to the Principal, so that the School may assess and prevent potential conflicts of interest from arising. A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or an immediate family member (i.e. spouse or significant other, children, parents, siblings) as a result of the School's business dealings.

Although it is not possible to specify every action that might create a conflict of interest, this policy sets forth the ones which most frequently present problems. If an employee has any question whether an action or proposed course of conduct would create a conflict of interest, he or she should immediately contact the Principal to obtain advice on the issue. The purpose of this policy is to protect employees from any conflict of interest that might arise.

m. Reporting Potential Conflicts of Interest

An employee must promptly disclose actual or potential conflicts of interest, in writing, to the Principal. Approval will not be given unless the relationship will not interfere with the employee's duties or will not damage the School's relationship.

n. Dress Code

All staff members are expected to set a positive example for students by dressing professionally when performing any duties associated with the School. Male staff members are expected to wear a collared dress shirt and professional slacks each day. Female staff members are expected to wear dresses to the knee with sleeves, loose fitting, professional blouses with sleeves, and dress slacks or skirts to the knee. Dresses and blouses may be sleeveless, but only in the most literal sense—any form of tank top is prohibited.

The following items are considered to be inappropriate: jeans, shorts, tank tops, sweat suits, flip-flops or soft-soled sandals, sneakers or athletic shoes, leggings, revealing clothing, untended facial hair, exposed tattoos, and facial piercings. In addition, ripped or soiled clothing is always inappropriate.

Please note that if a staff member comes to school dressed in an unprofessional manner, s(he) may be asked to return home to find more suitable garments.

Exceptions to this policy will be made on certain occasions (e.g. Field Trips, etc.) and for certain staff, such as the fitness instructor.

o. *Use of Telephones and Other Communication Devices*
In an effort to balance employee's private personal use of iPhones, iPads, Blackberries, etc. with their responsibilities to the School, the School has implemented the following guidelines regarding the use of such devices in the workplace.

i. Personal Use of Communication Devices
The School realizes that on occasion it may be necessary for employees to make or accept personal calls during the work day. Nevertheless, such calls should be limited to planning/off periods, and they should not interfere with the employee's job duties or performance.

Absent prior supervisory approval, employees are prohibited from making or accepting long distance calls for personal matters at the School's expense.

Employees are subject to discipline, up to and including termination, where the non-business use of cellular telephones, pagers, and/or PDAs adversely affects their job performance or causes disruption in the workplace. Unauthorized or improper use of communication devices constitutes grounds for discipline, up to and including termination.

p. *Providing References*
In some cases, employers may contact current staff members to provide references for former staff members. Staff members should not provide a reference on behalf of the School without consent from the Principal.

ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE POLICY MANUAL

I acknowledge that I have received my copy of the Employee Policy Manual ("Manual"), which outlines the policies and procedures of the School. I acknowledge that it is my responsibility to read and familiarize myself with the information in the Manual and to abide by the policies and procedures of the School. If I have any questions, I understand that I should contact the Principal. As a condition of my employment and continued employment at the School, I agree to follow the policies and procedures of the School..

I acknowledge that my employment with the School is at-will and that either the School or I may terminate my employment at any time for any reason, with or without cause. I acknowledge that no statement made in the Manual is intended to alter the at-will nature of my employment with the School, and I understand that no supervisor or representative of the School, other than the Principal has any authority to enter into any employment agreement for a specified period of time or to make any promises or commitments contrary to the foregoing. Further, any such agreement, if made, shall not be enforceable unless it is in writing and signed by both myself and the Principal. Neither the Manual nor any other school guideline, policy, or practice creates or constitutes a contractual agreement with respect to the terms or conditions of my employment.

I understand that the information contained in the Manual represents guidelines only, and supersedes any previously distributed edition. The School has the right to change, rescind or add to any policies, working conditions, benefits or practices described in this Manual at any time at its sole and absolute discretion with or without prior notice.

Please sign and return to your school based Director of Operations.

_____ _____

Employee's Signature Date

_____

Print Employee's Name

EMPLOYEE HARASSMENT ACKNOWLEDGMENT FORM

I _____, have received and read the School's *Sexual and Other Unlawful Harassment Policy*.

It is the policy and practice of RePublic Charter Schools to promote a productive work environment and not to tolerate verbal or physical conduct by any employee that harasses, disrupts, or interferes with another's work performance or that creates an intimidating, offensive, or hostile work environment. I have reviewed the Harassment Policy and understand that it is my responsibility to read and comply with all of the policies contained in this Handbook and any revisions made to it. I understand and agree to this Policy.

Please sign and return to your school based Director of Operations.

_____ _____

Employee's Signature Date

_____

Print Employee's Name

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Attachment 19—Teacher Evaluation Tool

Classroom Culture: Are all scholars full participants in a safe, structured, positive and productive learning environment?				
	Emerging (1)	**Proficient (2,3)**	**Highly Proficient (4,5)**	**Distinguished (6)**
Participation	Some scholars complete instructional tasks, volunteer responses and/or ask appropriate questions.	Most scholars complete instructional tasks, volunteer responses and ask appropriate questions.	All or almost all scholars complete instructional tasks, volunteer responses and ask appropriate questions.	
Compliance	Some scholars demonstrate a clear understanding of behavioral expectations and/or directions; only some respond to interventions, supports or consequences positively and by changing their behavior. Only some of the time does the teacher recognize scholars who are in need of redirection.	Most scholars demonstrate a clear understanding of behavioral expectations and directions; most respond to interventions, supports or consequences positively and by changing their behavior. Most of the time, the teacher recognizes scholars who are in need of redirection.	All or almost all scholars follow behavioral expectations and/or directions; they respond to supports and, interventions or consequences positively and quickly and by changing their behavior. The teacher almost always recognizes scholars who are in need of redirection.	Scholars demonstrate an unprompted internalization of class/school culture systems. They hold each other accountable for meeting them in a supportive manner.
Routines	Scholars execute transitions, routines and procedures in an orderly and efficient manner and only some of the time require substantial direction from the teacher. Only some of the time does the teacher recognizes the need to provide redirection.	Scholars execute transitions, routines and procedures in an orderly and efficient manner most of the time, though they may require some direction from the teacher. Generally, the teacher recognizes the need to provide redirection.	Scholars execute transitions, routines and procedures in an orderly and efficient manner with minimal direction or narration from the teacher. The teacher almost always recognizes the need to provide redirection.	Scholars assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring little to no direction or narration from the teacher.
Every Second	Scholars are occasionally idle while waiting for something meaningful to do.	Scholars are rarely idle, and only for short periods of time, while waiting for the teacher to provide directions, finishing assigned work, or during transitions.	Class has a quick pace and scholars are engaged in meaningful work from start to finish.	

Joy	There are sometimes displays of positive classroom climate, including shared smiling, laughter, and enthusiasm. Some interactions are respectful and/or demonstrate ease in social or academic communication amongst teachers and scholars. Joy is generally rooted in behavior or compliance.	There are frequent displays of positive classroom climate including shared smiling, laughter, and enthusiasm. Most interactions are respectful and/or demonstrate ease in social or academic communication amongst teachers and scholars. Joy is sometimes rooted in compliance and achievement.	There is a palpably positive classroom climate with frequent and authentic instances of shared smiling, laughter and enthusiasm. All or almost all interactions are respectful and/or demonstrate ease in social or academic communication amongst teachers and scholars. Joy is deeply rooted in achievement and team and individual successes.	
Values	RIGOR values are rarely discussed, modeled, or recognized in class. Such instances are usually surface level and are not fully integrated into curriculum.	RIGOR values are sometimes discussed, modeled, or recognized in class. Such instances focus mostly on compliance rather than real-world or curricular applications.	RIGOR values are often discussed, modeled or recognized in class. Such instances focus mostly on real-world or curricular applications.	RIGOR values are often discussed, modeled and recognized in class. Such instances focus mostly on real-world or curricular applications. Scholars drive this focus.

Ambitious Content: Are scholars working with content that will best develop their understanding of ideas and skills essential to the course?				
	Emerging (1)	**Proficient (2,3)**	**Highly Proficient (4,5)**	**Distinguished (6)**
Alignment	Some course and lesson materials (Vision, SAS, UPs, LPs, Assessments) are backwards-designed, well-sequenced, aligned, and focused on meaningful content that furthers the vision of the course. In materials and in person, teacher can articulate course vision and its connection to some materials.	Most course and lesson materials (Vision, SAS, UPs, LPs, Assessments) are backwards-designed, well-sequenced, aligned, and focused on meaningful content that furthers the vision of the course. In materials and in person, teacher can articulate course vision and its connection to most materials.	All course and lesson materials (Vision, SAS, UPs, LPs, Assessments) are consistently backwards-designed, well-sequenced, aligned, and focused on meaningful content that furthers the vision of the course. In materials and in person, teacher consistently articulates a compelling course vision and its connection to all materials.	
Rigor and Accessibility	Course and lesson materials are inconsistently challenging and/or accessible to all scholars	Most course and lesson materials are appropriately challenging and accessible to all scholars	All course and lesson materials are appropriately challenging and accessible to all scholars	

	based on clear, externally vetted measures of success.	based on clear, externally vetted measures of success.	based on clear, externally vetted measures of success.	
Connections	Some scholars make meaningful connections between what they are learning and previous lessons/concepts, across other disciplines, and to their lives.	Most scholars make meaningful connections between what they are learning and previous lessons/concepts, across other disciplines, and to their lives.	All or nearly all scholars make meaningful connections between what they are learning and previous lessons/concepts, across other disciplines, and to their lives.	Scholars develop their understanding of lesson and course content by engaging in authentic, complex tasks in real-world context, or by intentionally engaging in the cognitive work that is required of practitioners in that field.
Internalization	Some scholars can explain the course vision and current learning goals in their own words.	Most scholars can explain the course vision and current learning goals in their own words.	All or nearly all scholars can explain the course vision and current learning goals in their own words.	All or nearly all scholars can explain the course vision and current learning goals in their own words, and explain why they are meaningful, and how they are related.
Adjust	Teachers infrequently and unsuccessfully use formal and informal data to adjust instruction to ensure mastery, sometimes lowering expectations to close gaps.	Teachers infrequently but successfully use formal and informal data to adjust instruction to ensure mastery, without lowering expectations.	Teachers frequently and successfully use formal and informal data to adjust instruction to ensure mastery, without lowering expectations.	

Ownership and Engagement: Are scholars deeply engaged in the work of the course?				
	Emerging (1)	**Proficient (2,3)**	**Highly Proficient (4,5)**	**Distinguished (6)**
Heavy Lifting	Some scholars are sometimes required to synthesize diverse information, perspectives, or points of view during the lesson and can do so successfully. Some scholars complete the cognitive work during the lesson, such as reading, writing,	Most scholars are often required to synthesize diverse information, perspectives, or points of view during the lesson and can do so successfully. Most scholars complete the cognitive work during the lesson, such as reading, writing, discussion, analysis,	All or almost all scholars are frequently required to synthesize diverse information, perspectives, or points of view during the lesson and can do so successfully. All or almost all scholars complete the cognitive work during the lesson, such as reading, writing,	Scholars independently apply new understanding and skills in novel situations.

	discussion, analysis, meaning-making, computation, and problem-solving.	meaning-making, computation, and problem-solving.	discussion, analysis, meaning-making, computation, and problem-solving.	
Building	Some scholars respond to, validate, and build on their peers' thinking, ideas, and answers. They infrequently provide constructive feedback to their classmates.	Most scholars respond to, validate, and build on their peers' thinking, ideas, and answers productively. They often provide constructive feedback to their classmates.	All or almost all scholars respond to, validate, and build on their peers' thinking, ideas, and answers productively. They routinely provide constructive feedback to their classmates.	Scholars independently attend to other scholars' strengths and/or take responsibility for other scholars' struggles.
Risk Taking	Some scholars attempt all work, appear willing to take academic risks, and learn from their mistakes, and other scholars and teachers sometimes demonstrate that they value risk-taking -- especially when the work is challenging.	Most scholars attempt all work, appear willing to take academic risks, and learn from their mistakes, and other scholars and teachers often demonstrate that they value risk-taking -- especially when the work is challenging.	All or almost all scholars consistently attempt all work, appear willing to take academic risks, and learn from their mistakes, and other scholars and teachers frequently demonstrate that they value risk-taking -- especially when the work is challenging.	Scholars independently show enthusiasm and interest in taking on advanced or more challenging content.
Feedback	Teachers give infrequent and appropriate feedback to scholars during lessons and across units of study. Some scholars take feedback in stride and implement it in order to improve work.	Teachers give some appropriate feedback to scholars during lessons and across units of study. Most scholars take feedback in stride and implement it in order to improve work.	Teachers give ample and appropriate feedback to scholars during lessons and across units of study. All or almost all scholars take feedback in stride and implement it in order to improve work.	
Evidence	Scholars are infrequently required to provide and meaningful oral or written evidence to support their thinking, opinions, or conclusions. Most scholars respond successfully.	Scholars are often required to provide and meaningful oral or written evidence to support their thinking, opinions, or conclusions. Most scholars respond successfully.	Scholars are required to provide frequent and meaningful oral or written evidence to support their thinking, opinions, or conclusions. All or almost all scholars respond successfully.	

Demonstration of Learning: Do all scholars demonstrate their learning, including mastery of rigorous course goals?				
	Emerging (1)	**Proficient (2,3)**	**Highly Proficient (4,5)**	**Distinguished (6)**
Valid Evidence	Questions, tasks, and assessments are used infrequently and/or yield data that only partially allows the teacher to assess scholars' thinking toward learning goals.	Questions, tasks, and assessments are used often and yield data that allow the teacher to assess scholars' thinking and progress towards learning goals and provides some evidence of where and how understanding breaks down.	Questions, tasks, and assessments are used frequently and yield data that allow the teacher to assess scholars' thinking and progress towards learning goals and helps to pinpoint where and how understanding breaks down.	Scholars engage in authentic assessments that (a) involve doing complex tasks in a real-world context and/or (b) engage in cognitive work that is required in the field.
Diverse Evidence	Scholars have few opportunities to express learning through questioning, academic writing, explanations using academic language, and assessments.	Scholars have extensive some opportunities to express learning through questioning, academic writing, explanations using academic language, and assessments.	Scholars have extensive opportunities to express learning through questioning, academic writing, explanations using academic language, and assessments.	
Demonstrated Evidence	Some scholars demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Most scholars demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	All scholars demonstrate how well they understand lesson content and their progress toward learning goals through their work and/or responses.	Scholars demonstrate a deep understanding of the key content, skills, and ways of thinking in the discipline.
Ownership	Scholars are not given the opportunity to monitor and track their own progress, assess their own learning, and provide feedback to the teacher on their successes and areas of need.	Most scholars attempt to use evidence and data to monitor and track their own progress, assess their own learning, and provide feedback to the teacher on their successes and areas of need.	All or almost all scholars successfully use evidence and data to monitor and track their own progress, assess their own learning, and provide feedback to the teacher on their successes and areas of need.	Scholars independently monitor their own progress, identify their own errors and seek additional opportunities for practice.
Achievement	Some scholars are on track to achieve or surpass rigorous course learning goals.	Most scholars are on track to achieve or surpass rigorous course learning goals.	All or almost all scholars are on track to achieve or surpass rigorous course learning goals.	

Commitment to Excellence: Does teacher demonstrate a commitment to their team and family, and to improving their craft?				
	Emerging (1)	**Proficient (2,3)**	**Highly Proficient (4,5)**	**Distinguished (6)**
Timely	Always or almost always punctual to the school day, with deadlines, and with internal and external communication.	Usually punctual to the school day, with deadlines, and with internal and external communication.	Always or almost always punctual to the school day, with deadlines, and with internal and external communication.	
Team	Sometimes maintains positive, collaborative, and generous relationships with school team.	Usually maintains positive, collaborative, and generous relationships with school team. Does not exhert a negative influence on the team and does willing to pitch in when help is needed.	Always or almost always maintains positive, collaborative, and generous relationships with school team. Exerts a positive influence on the team and does whatever it takes to ensure success of the team.	Assumes leadership among colleagues, often supporting and engaging them.
Professional	Attitude is sometimes positive, engaged and respectful. Sometimes demonstrates respect for shared spaces.	Attitude is generally positive, engaged and respectful. Generally demonstrates respect for shared spaces.	Attitude is consistently positive, engaged and respectful. Consistently demonstrates respect for shared spaces.	
Ownership	Always or almost always demonstrates ownership for shared culture by remaining solutions-focused and proactive.	Always or almost always demonstrates ownership for shared culture by remaining solutions-focused and proactive.	Always or almost always demonstrates ownership for shared culture by remaining solutions-focused and proactive.	
Development	Independently and with their coach, teacher embodies RePublic's commitment to continual improvement. Supports team by sharing strengths and areas of weakness, and by providing feedback (positive and constructive) to teammates.	Independently and with their coach, teacher embodies RePublic's commitment to continual improvement. Supports team by sharing strengths and areas of weakness, and by providing feedback (positive and constructive) to teammates.	Independently and with their coach, teacher embodies RePublic's commitment to continual improvement. Supports team by sharing strengths and areas of weakness, and by providing feedback (positive and constructive) to teammates.	Teacher independently seeks external development and resources to better their craft and that of their team.

Attachment 20—Leadership Evaluation Tool

For each section, assign a score between 1 and 5 based on the scale outlined below. Please take notes outlining the rationale for your ranking in the space provided. An example is outlined below.

Scoring Scale			
	5	3	1
Frequency	• 90 – 100% of the time • Consistently/Always • Frequently	• 70 – 80% of the time • Generally • Sometimes	• Less than 70% of the time • Inconsistently/Rarely • Rarely
Frequency with multiple sub-points	• Meets 90%+ of sub-points with 90%+ efficacy	• Meets 70 – 80% of sub-points with 70 – 80% efficacy	• Meets less than 70% of the sub-points with less than 70% efficacy
Quantity	• All	• Most	• None/Some
Quality	• Exceptional	• Proficient	• Basic

Example		
Qualities	Score	Notes
(a) Innovation and Risk i. Takes calculated risks to improve practice and broaden impact and teaches others to do the same. ii. Values and encourages creative and innovative ideas. iii. Promotes and contributes to a culture of sharing effective practices within the school, the organization, and our broader community.	3	While I think I am good at innovating (new HW procedures, creating scheduling), I'm not great at supporting others to take risks. Example: shutting down convo on passing periods without fully considering it. Shared practices summit is evidence of valuing sharing.

Section I: General Leadership Competencies

1. Drive Results		
Qualities	Score	Notes
(a) Focus on Excellence • Demonstrates high expectations by setting challenging goals individually and as a team • Takes initiative, going above and beyond typical expectations and making necessary sacrifices to achieve exceptional results • Demonstrates tenacity, persevering through significant challenges to reach goals. Supports perseverance in others. • Demonstrates flexibility when plans or situations change unexpectedly. Effectively adjusts plans to achieve intended outcomes • Focuses on results and how they are achieved, but does not confuse effort with results		
(b) Commitment to Continuous Learning • Takes responsibility for behavior, mistakes, and results, learns from successes and failures and teaches others to do the same. Looks in the mirror before looking out the window. • Uses data to accurately assess areas for improvement and teaches others to do the same. • Continuously and humbly seeks opportunities for personal and organizational improvement. Proactively solicits and willingly accepts assistance. • Actively solicits feedback from key stakeholders • Successfully implements adjustments to mindsets/skillsets based on reflections and new learning		
(c) Innovation and Risk • Takes calculated risks to improve practice and broaden impact and teaches others to do the same. • Values and encourages creative and innovative ideas. • Promotes and contributes to a culture of sharing effective practices within the school, the organization, and our broader community.		

(d) Critical Thinking and Problem Solving • Anticipates and identifies problems in a timely manner • Gathers information from multiple relevant sources and stakeholders when problem-solving • Identifies useful relationships among complex data from unrelated areas and breaks complex information and problems into parts • Analyzes, reflects upon, synthesizes and contextualizes information • Weighs pros and cons of multiple options to solve complex problems.		
(e) Decision-Making • Establishes decision-making processes, communicating about how decisions will be made and who has input, and ensuring that decisions are made by individuals best suited to make them. • Considers both the longer-term and unintended consequences of potential decisions • Makes timely decisions, using intuition as well as data in the face of ambiguity • Timely conveys decisions to relevant stakeholders and takes follow up actions to support decisions • Willingly makes and stands by controversial decisions that benefit the organization. Shares understanding of the rationale for decisions, particularly when consensus cannot be reached.		
(f) Planning and Execution • Methodically backward plans to achieve short and long term goals. • Accurately scopes and secures resources needed to accomplish projects • Manages time and resources effectively, prioritizing efforts according to organizational/departmental goals. • Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him/herself and others accountable for achieving intended outcomes. • Proactively develops contingency plans in advance of potential or unforeseen circumstances.		

2. Build Relationships		
Qualities	Score	Notes
(a) Stakeholder Management • Seeks opportunities to work with a wide range of individuals and organizations to achieve common goals and better outcomes. • Develops mutually beneficial relationships and partnerships based upon trust, respect, and achievement of common goals. • Gains the trust of key stakeholders by active listening and seeking to understand their views and needs • Consistently demonstrates respect and appreciation for others by empathizing, valuing their time and contributions, and by being available and responsive to their needs.		
(b) Communication • Listens attentively. Seeks to understand other's point of view and confirms understanding. • Establishes and/or uses communication systems that proactively engage key stakeholders, and rely upon a variety of appropriate channels. • Writes clearly, concisely, and persuasively. Uses correct grammar, vocabulary and tone that are appropriate to the message and the audience. • Speaks in a compelling and articulate manner, adapting communication content and style to different audiences and venues.		
(c) Impact and Influence • Adapts personal leadership style/approach to influence others. • Appeals to emotions and/or reason using data, concrete examples and demonstrations to make a compelling case for his or her positions. • Anticipates reactions and addresses concerns of others to help persuade them to move toward a goal. • Stimulates others to take action and accomplish goals, even when no direct reporting relationship exists. • Builds coalitions to garner support by aligning proposals/ ideals with the needs and priorities of others.		

(d) Self-Awareness • Understands his/her own strengths and weaknesses. • Balances personal strengths and weaknesses with the weaknesses of others. • Seeks constructive feedback and other opportunities for self-development. • Understands how others perceive his/her actions, comments and tone.		
(e) Cultural Competence • Demonstrates knowledge of and respect for the cultures of the community served. • Creates an inclusive environment that respects the culture and community of the students being served. • Adjusts behavior according to cultural norms and cues. • Communicates and works effectively with those from diverse backgrounds • Creates and sustains an environment in which people from diverse backgrounds and perspectives can succeed.		

3. Managing Others		
Qualities	Score	Notes
(a) Direction-Setting • Models, establishes, articulates, aligns, and/or teaches the organization's vision, mission, values and goals. • Establishes role-specific vision (that aligns to organizational vision) that is compelling and innovative. • Inspires and gains the commitment of others towards the vision, mission, values and organizational goals. • Ensures that vision drives all priorities and decisions. • Integrates programs, rituals, and visual artifacts that represent the values throughout the organization. • Anticipates and seizes new opportunities that are aligned with strategic goals. • Manages change by seeking to understand its effects upon the organization and key stakeholders, by guiding others through change, and by addressing resistance to that change.		
(b) Team Leadership • Clarifies roles, accountabilities and decision-making among team members. • Delegates tasks appropriate to individuals or goals. • Promotes collaboration among team members. Encourages others to cooperate and coordinate efforts. • Models and encourages others to manage conflict openly and productively. • Prioritizes team morale and productivity, celebrating team accomplishments.		
(c) Performance Management • Sets team and individual goals with employees that align with organization vision, mission, values and goals. • Provides resources needed to reach individual and team goals (human assets, dollars, tools). • Consistently coaches others towards goals, recognizes accomplishments and provides timely, relevant, and constructive feedback. • Holds employees and teams accountable for achieving their goals and for modeling organizational values and strong character. • Evaluates performance regularly, identifying learning needs.		

(d) Talent Development • Recruits and/or selects a highly effective staff. • Creates developmental opportunities for staff to be more effective in their roles and progress towards their career goals. • Places individuals in roles and assignments that contribute to their personal and career development. Facilitates cross-team and cross-network movement when appropriate. • Contributes to the retention of the most talented and valued employees. • Explicitly builds systems that encourage talent to grow in the organization, and develops successors for own position. • Manages out staff members that do not meet expectations or fit team culture.		
(e) Project Management • Invests and engages team in project objectives and direction. • Creates plans that set staff up to be able and accountable to creation/execution. • Sets clear goals and manages expectations of all project participants. • Creates responsive systems that show success, areas of growth, and allow for adjustment where necessary.		

4. School Team Professionalism and Alignment		
Qualities	Score	Notes
(a) Alignment with School Culture • School rules (merits, demerits, referrals, conferences), values and expectations are consistently enforced and emphasized • Consistently narrates a culture of choice, not simply compliance		
(b) Relationships with Colleagues/School • Relationships with colleagues are positive, collaborative and generous • Leadership among colleagues is apparent, appropriate, and helps stimulate positive change • Exerts a positive influence on staff		
(c) Relationships with Families • Communicates regularly with families to inform them of relevant goings on, as well as shares observations about the emotional and social development of students • Deals appropriately with challenging situations • Returns all phone calls/emails from families within 48 hours		
(d) Relationships with Students • Creates a climate of caring by addressing students in a respectful and positive manner • Demonstrates open concern and care for students and instills the belief that they will not give up on students • Deals appropriately with challenging situations involving students		
(e) Timelines and Deadlines • Always punctual for the school day, classes and meetings • Always meets deadlines for deliverables and other responsibilities • Always answers emails and phone calls within designated expectations		
(f) Respect for Offices and Shared Spaces • Ensures shared spaces are always organized, welcoming, clean, and proactively maintained.		

Section II: Instructional Leadership

1. Data Driven Instruction		
Qualities	Score	Notes
(a) Data Driven Culture • All teachers participate in interim assessment analysis meetings with an IL. • School successfully maintains a detailed calendar that includes time for assessment creation/adaptation, implementation, analysis, action plans and reteaching. • DDI PD for ILs and teachers ensures that they are effectively versed in data-driven instruction – how interim assessments define rigor and how to adjust teacher to meet student needs		
(b) Analysis • Teachers complete analysis within 5 days of assessment • ILs prepare by conducting a deep analysis of teachers' data in advance of meetings • Teachers show strong initiative in analysis meetings, suggesting preparation prior to meeting and internalization of data/process • Leader adeptly uses questioning, data, and/or modeling to improve analysis and action plan • Teachers leave data meetings with a clearer, more effective action plan		
(c) Action • All teacher materials meet or exceed the rigor of interim assessments, showing tight alignment to assessed standards. • Teacher adeptly uses data outside the IA cycle to adapt instruction • Teacher implements all post-assessment action plans to drive future lesson planning		

2. Observation and Feedback I: Leading Feedback Meetings		
Qualities	Score	Notes
(a) Praise • The leader's tone is genuine, positive and natural • Praise narrates a specific action and is tied to PD goal • Teachers participate in reflecting on what's working in their class • A transferrable lesson learned is present		
(b) Probe • Adeptly and succinctly probes in a targeted way that differentiates for each teacher's development needs: • Uses opening probe to check for teacher understanding of their own practice which is aligned to action step • Uses 3-4 questions that build effectively on one another to get the teacher to the action step, including (when needed) use of data/observation/video/evidence • Leader listens to and processes answers to probing questions, adjusting course where necessary		
(c) Action Step • Correctly identifies the highest lever issues in class • Action steps are measurable, observable and bite-sized • Leader checks for understanding of the action step and draws bright lines back to action step frequently • Teacher is asked to and able to articulate action step independently		
(d) Practice/Plan Ahead • Ensures that teacher practices what is most important for the action step • Picks practice appropriate for the action step (role plays, co-observations, live-coaching, model teaching, planning, scripting, etc) • Picks the appropriate moment to stop practice and give quick feedback, and has the teacher re-do the practice until effective • Picks the right moments to model live if teacher is struggling with practice • Uses "stretch it" to add layers of complexity to role play as teacher masters action step		

(e) Follow Up • Follow up is clearly aligned to action step, clearly defines success, and is feasible in the timeline provided • Teacher is an active participant in outlining follow up and can articulate alignment between follow up and action step • All follow up has clear completion dates and a clear accountability plan is in place		
(f) Ownership and Individualization • Teacher is an active participant in process as evidenced by engagement, participation, and note-taking • Leader adjusts process, while still aligning to its intended purpose, based on teacher needs/development • Teacher/leader ratio is appropriate given teachers' needs/ development		

3. Observation and Feedback II: Frequency and Effectiveness		
Qualities	Score	Notes
(a) Frequency of Observations • Ensures that all teachers are observed by IL a minimum of 3-4 times per month, or additionally as needed based on individual teacher needs/development • Observations are scheduled actively and purposefully based on teacher action steps • IL maintains observation schedule and tracker on a weekly basis throughout the year.		
(b) Effectiveness of Feedback • Teachers effectively implement weekly action steps • Teachers meet yearly PD goals • Leader adapts frequency of observations and meetings based on teachers' needs		
(c) Live Coaching • Leader chooses the right moments for live classroom intervention • Interventions are modeled in a way that supports the flow of class • Leader effectively cues teacher to error and follows up (in class or after class) to ensure teacher is building skill • Leader coaches the teacher instead of fixing kids/a discreet problem		

4. Planning		
Qualities	Score	Notes
(a) Planning Meetings • Teachers participate in consistent lesson/unit planning meetings • Leader guarantees that teacher has consistently mapped out the week and set the core content for lesson plans – through planning meetings and/or planning material review • Leader and teacher consistently and effectively deep dive on 1-2 objectives, designing quality assessment and the activities that align to that end goal • Teachers receive content-specific development through planning meetings, peer collaboration, and/or external sources		
(b) Assessment • Curriculum plan directly links assessment questions to objectives • In class assessments/work products meet or exceed the level of rigor on the state/national assessment		
(c) Scope and Sequence • All appropriate objectives (as defined by state/national assessments and other relevant external sources) are accounted for in the curriculum plan • Objectives are student-centered, attainable, and represent a balance of higher- and lower-order thinking • Objectives are arranged in a logical, sequential order where the linear progression of skills or concepts is evident • Curriculum plan is an extremely detailed roadmap of the year, with multiple anchor activities outlined for each week. • Anchor activities are highly engaging, rigorous and aligned to assessments		

5. Professional Development		
Qualities	Score	Notes
(a) Planning: Precise, Objective, Airtight Activities • Objective/outcome of the workshop is specific, measurable, and aligned with the most important needs of the school at the time of the workshop • Objective/outcome of the workshop is directly tied to practice component • Agenda includes airtight activities that are tightly planned and relevant to the core objective • High quality discussion questions are scripted • Highly effective balance of time for sharing, framing, and application		
(b) Delivery I: Pacing, Time Management • Leader follows the planned agenda AND makes good in-the-moment adjustments based on the pulse/needs of the group • PD maintains the illusion of speed due to tightly managed transitions, sharing and clear instructions for each activity • PD starts and ends on time		
(c) Delivery II: Small Groups, Large Groups, Reflection, Framing • Small/large group facilitation skillfully leads participants so that they can reach the right conclusions mostly on their own; leader is skilled in asking the appropriate scaffolded questions when needed. • Reflection time is well used to capture big takeaways and help participants write their action steps • Framing component of the session concisely and articulately sums up the key takeaways for teachers • Leader talk is 30% or less of the PD		
(d) Practice • Practice is aligned to what teachers most need to implement the objective • There is sufficient time to plan, practice and re-do each action that the participant needs to master • Participants are well-guided to give each other effective feedback (ie: cheat sheet, one-pager, etc.)		
(e) Follow Up • Leader has clearly planned how to hold staff accountable to outcomes • Accountability mechanisms are transparent and tightly in place that should ensure success and compliance		

6. Staff Culture		
Qualities	Score	Notes
(a) Leader Presence • Leader is pervasively present in the school • Leader consistently models the “all hands on deck” mentality		
(b) Relationships with Teammates • Leader approaches teammates with a positive tone • Leader monitors and proactively addresses teacher stress levels • Leader communicates with a professional demeanor and emotional constancy		
(c) Leader Communication • Leader is proactive about communicate important decisions to staff • Leader chooses the appropriate form of communication (one on one, email, staff meeting) to share important decisions, school-wide events, issues.		
(d) Staff Rituals • Leader has systematized school cultural events (birthdays, Fun-u-ary, Swag, etc.) • Leader always participates in staff rituals • Strategically plans and communicates early release times during highly stressful times of the year • Leader celebrates student achievement and growth after each data round		

Section III: Cultural Leadership

1. Student Culture		
Qualities	Score	Notes
(a) Vision • School culture clearly founded on the idea of sweating the small stuff and 100% • Joy is present in all classrooms and clearly a priority for staff and students • Creates and executes a vision for character education (that is different from discipline) • Classrooms are clearly reflective of vision		
(b) Systems to Support Vision • Clear systems in place to support the vision for culture (demerits, merits, detention, homework club, etc.). • Systems are progressive and abide by the proximity not severity rule • Systems require appropriate ratio of adult/student responsibility • Systems are appropriately split between positive and negative reinforcement		
(c) Ownership by Team • Summer and ongoing PD appropriately prepare staff members to execute cultural vision • Staff take ownership for cultural vision – including day-to-day implementation and more difficult interactions/conversations • Leader has proactive and reactive systems in place to identify, support, and hold accountable all teammates (including members of the leadership team)		
(d) Student Supports • A tiered supports plan exists that provides adequate and additional support to students and/or subgroups as necessary • Supports plan is frequently edited to reflect changing student needs and data • Supports plan appropriately leverages leadership, teachers/ advisors and external service providers		
(e) Families • A comprehensive and proactive plan exists to inform and engage families in the school culture (i.e.: ongoing communication structures, conferences, school events, etc.) • Establishes effective communication and relationships with families		

Section IV: Operational Leadership

1. Operations		
Qualities	Score	Notes
(a) External Relationships • Establishes and maintains a proactive and positive approach to communicating with outside vendors and partners • Returns all phone calls from vendors and partners within 24 hours • Establishes and maintains a productive and positive relationship with vendors and partners		
(b) School Operations • Establishes effective and efficient systems for school operations (such as procurement, storage, transportation, student medication, etc.) that are safe, efficient, and block and tackle for instruction • Creates proactive and reactive structures to ensure the upkeep and relevance of systems • Reflects and seeks feedback on ways to consistently make school operations more efficient and effective • Staff are thoroughly trained and consistently held accountable to school operational plans		
(c) Facility Management • Upgrades and maintains the facility to reflect a positive learning community • Clear systems for building-based work orders is in place and all requests are fulfilled within 24 hours		
(d) Safety • Creates and communicates safety and evacuation plans to staff and students and schedules to ensure sufficient drills are completed • Solves potential safety problems early		
(e) Compliance • 100% of reporting deadlines for partners and entitlements are completed on time or in advance of due dates. • No reports are returned or penalized for revisions due to human error • Student information systems are maintained to ensure compliance with student safety and FERPA rights		

2. Organizational Viability		
Qualities	Score	Notes
(a) Resource Management • Manages resources (people, financial equipment) effectively to support the organization's short and long term goals. • Brings resources (people, funding, etc.) into the organization to meet the needs of the strategy. • Comprehensive technology management plans exist that ensure technology is easily and readily available and useable for the purposes of instruction		
(b) Financial Management • Understands finance and accounting at an advanced level • Finds creative, proactive ways to maximize revenue and minimize costs • Anticipates problems and creates alternatives • Establishes effective and efficient systems for business operations such as credit card reconciliation, budget tracking, etc. • Works with school community to identify long-term priorities • Works proactively with staff and community to match priorities and spending		

JAMES W. HOOD
P. O. Box 4931
JACKSON, MISSISSIPPI 39296-4931

May 13, 2015

RePublic Charter Schools
Attn: Ms. Kate Cooper
ccooper@republiccharterschools.org
(703) 577-3828

RE: Republic Charter Schools – K-8 Facility – 787 E. Northside Drive, Jackson, MS 39206

Kate,

The James W. Hood Family Foundation has entered into a contract with Wesley Biblical Seminary to purchase 787 E. Northside Drive, with the intent to enter into a long-term lease with Republic Charter Schools if you are to receive approval for a K-8 charter. The contract is contingent upon Republic's receipt of charter approval in the fall of 2015, with closing scheduled for 30 days after formal approval is received.

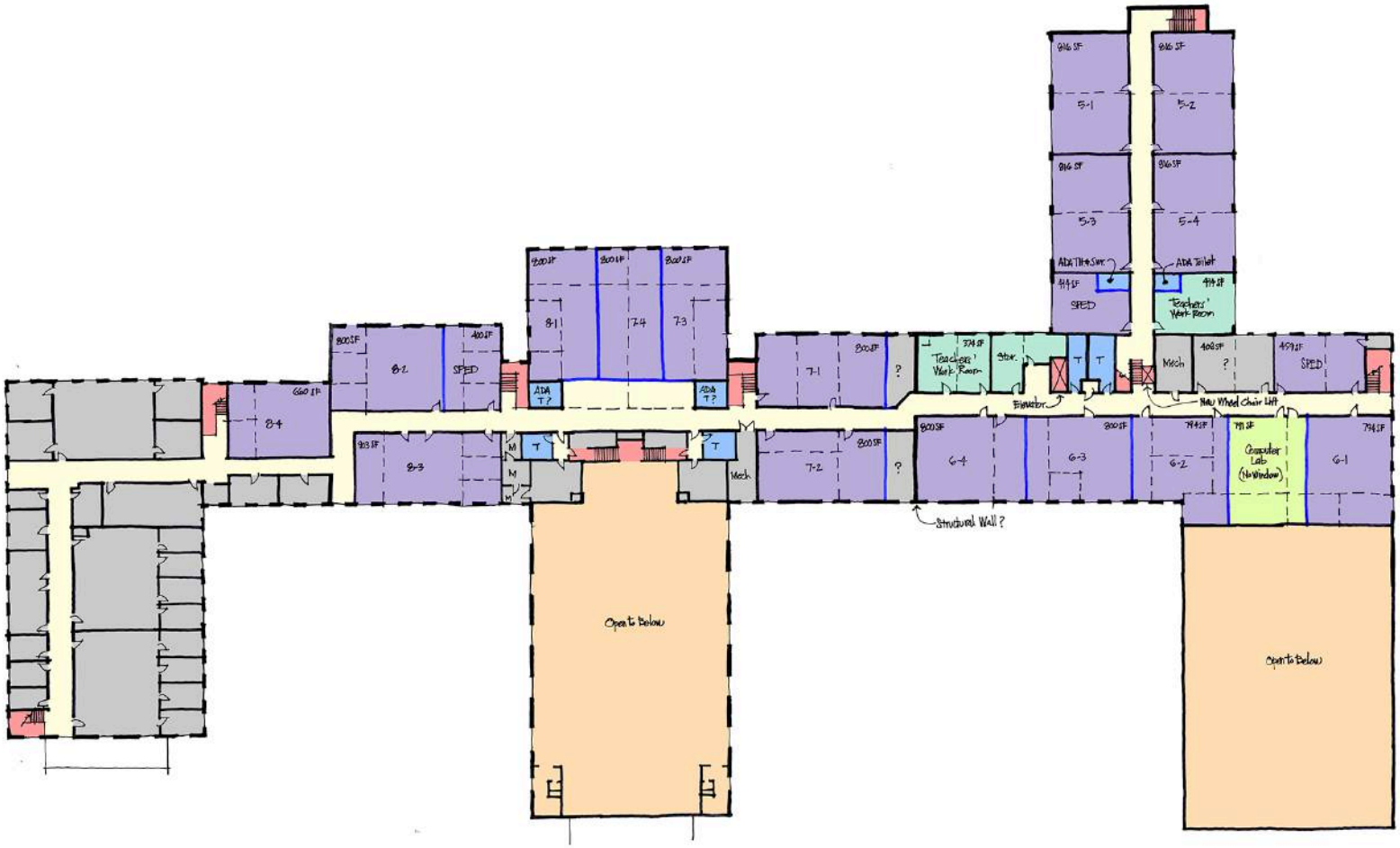
We are very excited that RePublic has decided to pursue more charters in the Jackson area, and we look forward to helping in whatever way we can. If you have any questions or need any additional information, please don't hesitate to reach out.

Sincerely,
James W. Hood Family Foundation

By: _____
James W. Hood

First Grade
Second Grade
Third Grade
Fourth Grade
Kindergarten
Main Entry
New ADA Ramp
Revise Stair
New Wheel Chair Lift
Principal
Office
Pack Room
Reception
Conference
Office
Work Room
Vault
Inner Vault
Counter
Chapel
Sanctuary
Entry
Art
Music
Music Storage
Elevator
Teachers' Work Room
ADA Restroom
Girls' Restroom?
Boys' Restroom?
SPED-1
SPED-K
Cafeteria
Kitchen
Gymnasium
Locker
Bowling Lanes
Mech
Major Structural Repair TBD

Level 1



Level 2

Northside Charter School

Schematic Design

24 April, 2015

REPUBLIC SCHOOLS

DALE PARTNERS

REPUBLIC SCHOOLS

Northside Charter School

Schematic Design

24 April, 2015

DALE PARTNERS

RePublic Startup Timeline Attachment N: Timeline for Commencing Operations P= Primary; S= Secondary; C= Consultant Task/ Planning Area/ Timeline	Staff	Consultants	Volunteers	Board	Sept 2015	Oct 2015	Nov 2015	Dec 2015	Jan 2016	Feb 2016	March 2016	April 2016	May 2016	June 2016	July 2016	Aug 2016	Sept 2016
Student Recruitment & Admissions																	
Marketing/Canvassing																	
Design informational brochure/packet (10.1)	S	P	P	C													
Post flyers and leaflets in communities (ongoing)	S		P	S													
Launch website (10.15)	S	P															
Knock 500 doors (9.1)	P																
Knock 1500 doors (10.31)	S		P	S													
Knock 2500 doors (12.15)	S		P	S													
Knock 3500 doors (1.15)	S		P	S													
Knock 4500 doors (2.15)	S		P	S													
Knock 6000 doors (3.24)	S		P	S													
Release introductory press release in english and spanish (upon charter acceptance)	P																
Post enrollment/application forms and dates on website (upon charter acceptance)	S	P															
Community Partnerships																	
Identify 5 community partners (10.21))	S			P													
Identify 10 community partners (11.30)	S			P													
Identify 15 community partners (1.15)	S	S	S	P													
Enrollment Form																	
Design student enrollment form (10.1)	P																
Translate student enrollment form into spanish (10.1)																	
Make enrollment form available (web and hard copy) (10.1)	P																
Information Sessions																	
Reach out to 30 community members to create a schedule of information sessions (10.15)	S			P													
Host 15 information sessions	P			S													
Admissions Lottery and Enrollment																	
Collect enrollment forms	P		S	S													
Final day for enrollment form submission (1.31)	P			S													
Secure lottery announcer	P			S													
Secure lottery location	P			S													
Edit lottery protocol	P	S															
Highlight lottery date on website	P	S															
Post lottery date in local papers	P																
Practice lottery protocol	P																
Conduct admissions lottery (2.10)	P	C	S	S													
Notify families of status	P																
Establish wait list (or repeat lottery)	P																
Confirm acceptances - home visits	P			C													
Request student records from JPS	P																
Receive student records from JPS	P																
Facilities																	
Get real estate expert to view and evaluate site	S			P													
Negotiate lease	S			P													
Sign lease	S			P													
Perform renovations	S			P													
Pass final inspection and receive occupancy certificate	S			P													
Facilities Procurement																	
Hire gen. contractor & architect to view/evaluate potential sites (12.1 - 1.31)	S			P													
Hire lawyer to structure contract w/ cost, expans, extens priv (12.1 - 1.31)	S			P													
Preliminary inspection made (1.31)	S			P													
Hire contractor (1.31)	S			P													
Acquire furniture and materials (4.1 - 6.30)	P			P													
Prepare building infrastructure (lights, phones, IT networking) (4.1 - 6.30)	S			P													
Obtain property insurance (6.30)	S			P													
Governance																	
Board Expansion and Transition to Board of Directors																	
Recruit and nominate Board members	P			S													
Develop and ratify by-laws	P			S													
Develop governance strategy																	
Arrange Board liability	P			S													

Transition from Founding Board to Governing Board	S			P													
Develop and file articles of incorporation	P			S													
Apply for tax-exemption	P			S													
Develop Board Calendar	P			S													
Board Structure																	
Finalize by-laws. Ensure entire board has copy and that critical issues have been discussed and agreed upon by board.	P			S													
Create job description for each of the officers and committee chairs.	P			S													
Adopt officer and committee descriptions as policy. Elect officers and committee chairs.	S			P													
Send Trustee information to the DOE: for each trustee - trustee financial disclosures, trustee information form, and resume.	P			S													
Create Board members handbook	P			S													
Board Meetings																	
Pick day and time to consistently hold meetings. Print schedule. Follow postings for Open Meeting Law.	S			P													
Develop agenda format	S			P													
Develop consistent format for board meeting packets (that go out 2 wks. prior to board meetings).	P			S													
Have observers attend meetings to give feedback about process, facilitation, etc.	S			P													
Start creating formal meeting minutes. Minutes are legally binding - get outside party to review to make sure we are doing it properly.	S			P													
Create mechanisms to keep track of attendance at all committee meetings and board meetings.	S			P													
Develop board calendar and start to list critical tasks that need to happen at each board meeting,	P			S													
Create mechanism (binder) for keeping track of all official policies.	P			S													
Create comprehensive list of all policies that need to be created before school opening. (Look at the Policy Sampler produced by the National Center for Nonprofit Boards.)	P																
School Leader																	
Finalize job description for the school leader				P													
Finalize performance benchmarks/measures for school leader				P													
Document a clear process for evaluating the school leader				P													
Board Development																	
Create a board development plan to include orientation of new members, retreats, workshops, etc.	S			P													
Fund Development/ Fund Raising																	
Identify potential individual donors	S			P													
Develop strategy	S			P													
Secure public/private grant money																	
Write need statement	S			P													
Write and disseminate proposals to nat'l and local govt sources	S			P													
Write and disseminate proposals to local and nat'l foundations	S			P													
Secure donations from individuals																	
Identify prospects for cultivation	S			P													
Develop Board cultivation guidelines and strategies for targeting high net worth individuals	S			P													
Plan and host series of events for securing donations	S			P													
Cultivate and solicit potential donors	S			P													
Administrative																	
Data Management																	
Create filing system	P																
Develop database for student reporting (e.g. bi-weekly progress reports)	P																
Develop student attendance reporting system	P																
Procurement																	
Purchase supplies and materials for program	P																
Secure janitorial services	P																
Family Outreach																	
Write family letter re: Parent Orientation	P																
Mail family letter re: Parent Orientation	P																
Call all families re: Parent Orientation	P																
Prepare pre-opening Parent Orientation protocol and materials	P																
Hold pre-opening Parent Orientation	P																
Curriculum, Teaching, and Learning																	
Curriculum Development: See Attachment 1																	
Procurement																	
Purchase materials and textbooks	P																
Purchase standardized testing materials	P																
Assessment																	
Define assessment strategy and timeline	P																
Create baseline assessments and excel for data analysis	P																
Conduct baseline testing of all students	P																
Enter data from baseline tests	P																
Instructional Program																	

Create student handbook, code of conduct	P																
Finalize school calendar	P																
Develop class configuration - classroom model	P																
Organize tutoring workshops and after school tutoring sched.	P																
Special Education																	
Identify and secure specific texts and materials (4.01 - 4.30)	P																
Consult with SPED administrator from the district (4.31)	P																
Identify SPED student population (5.01 - 6.30)	P																
Acquire student records - sped records (5.01 - 6.30)	P																
Develop IEPs - if needed (update and review) (5.01 - 5.31)	S																
Define service requirements for all SPED students (5.01 - 6.30)	S																
School Culture and Climate																	
Finalize daily schedule (11.15)	P																
Finalize school calendar (11.15)	P																
Finalize discipline policy (11.15 - 12.31)	P																
Develop special rituals/routines (11.15 - 3.31)	P																
Establish PD pre-student enrollment (4.01 - 4.31)	P																
Financial Management																	
Codify the fiscal controls and financial policies the school will employ to track daily operational finances (11.15 - 2.28)	P			S													
Identify check signers (11.15)	P			S													
Identify check writers (11.15)	P			S													
Define signature policies (11.15 - 12.31)	P			S													
Develop financial reporting templates (budget vs. actual) and policy (11.15 - 1.31)	P			S													
Design process forms (purchase orders, expense forms) & policy (11.15 - 1.31)	P			S													
Appoint Treasurer - ACE (11.15 - 1.31)	P			S													
Develop segregation of funds policy (public/private) (11.15)	P			S													
Establish payroll (11.31)	P			S													
Develop schedule of Board financial reviews (11.31)	P			S													
Develop chart of accounts to track income, expenses, assets, liabilities, cash flows (1.1 - 2.28)	P			S													
Set up a bank accounts (11.31)	P			S													
Define investment/savings strategy (where will excess funds be placed) (2.28)	P			S													
Finalize cash flow plan (12.01 - 1.31)	P			S													
Personnel																	
Finalize org chart and job descriptions (11.15 - 12.31)	P																
Advertise/spread job descriptions (11.15 - 5.31)	P			S													
Create job descriptions, flyers, and ads. (12.31)	P																
Finalize interview process (12.31)	P																
Finalize compensation and benefits packages (12.31)	P																
Design a filing/documentation process. (12.31)	P																
Identify potential recruitment opportunities (11.31)	P			S													
Advertise in community newspapers and use database of Mississippi's colleges and universities to set up interviews and post opportunities on websites (11.31)	P			S													
Coordinate benefit enrollments	P																
Recruit and hire Director of Operations	P																
Recruit and hire teachers	P																
Recruit and hire learning specialist	P																
Negotiate and sign agreements for contracted services	P																
Develop professional development plans	P																
Define policies and procedures for evaluation of staff	P																
Develop staff handbook	P																
Perform background checks on employees	P			S													
Have new staff fill out Employee Information forms (ie.emergency contact)	P																
Plan and hold staff orientation	P																
Transportation																	
Identify the conditions for transportation	P			S													
Determine transportation needs	P			S													
Draft contract	P			S													
Develop transportation route and schedule	P			S													

Food Service																	
Issue RFP	P			S													
Define requirement (# of students- any religious/indiv req)	P																
Identify free/reduced lunch students - contact DOE	P																
Determine food service arrangement	P			C													
Select vendor and draft contract	P			C													
Sign contract	P																
Develop food service policies - (menu, delivery time, logistics, etc.)	P																
Health and Safety																	
Complete all state reporting requirements																	
Identify doctor/nurse resources	P																
Identify first aid resources	P																
Develop a system for record-keeping	P																
Develop policy for non-compliance by parents	P																
Acquire medical forms from parents (included in application)	P																
Check for completeness	P																
Staff first aid training	P																
Create and distribute health and safety handbook																	
Purchase first aid resources	P																
Contact police and fire departments	P																
Undergo fire inspection	P			C													
Undergo building inspection	P																
Contact Board of Health	P																
Develop fire drill policy, schedule, route	P																
Parents and Community																	
Parent/Student Handook(s)																	
Get and study models of schools doing it well	P																
Draft content	P																
Edit handbook(s)	P																
Submit edited copy to printer	P			S													
Distribute final copies to parents/students.	P			S													
Communication																	
Develop filing system to store student academic, disciplinary & health records	P			S													
Define how information will flow within school (ie.who's called when kid is sick, who's contacted about discipline infractions)	P			S													
Define procedure for visitors entering building	P			S													
Develop forms necessary to track and monitor visitors	P			S													
Select provider for Internet access	P			S													
Define how staff will communicate (email, walkie talkie, phones)	P			S													
Set up phone systems and answering services	P			S													
Purchasing																	
Create a comprehensive list of all items that need to be purchased through Dec. of 1st year	P			S													
Purchase classroom equipment and furniture	P			S													
Purchase office equipment and furniture	P			S													
Purchase postage meter	P			S													
Purchase restroom supplies	P			S													
Purchase cleaning products	P			S													
Purchase library materials	P			S													
Purchase science lab materials	P			S													
Purchase PE equipment	P			S													
Purchase medical supplies & furniture	P			S													
Purchase P.A. system	P			S													
Purchase office supplies	P			S													
Contract Personnel																	
Hire janitorial services	P			S													
Line up electrician, plumber, & handyman	P			S													
Line up counselor, speech pathologist, et al.	P																
Technology																	
Write tech plan	P			C													
Purchase computers for teachers	P			C													
Purchase cell phones for admin	P			C													
Uniforms																	
Contract with student uniform vendor	P			C													
Contract with student PE uniform vendor	P			C													

Hosaka, Rotherham & Company
Certified Public Accountants

hrccpa.com

James A. Rotherham, CPA
CEO & Managing Partner

Roy T. Hosaka, CPA
Retired

James C. Nagel, CPA
Retired

LIBERTY COLLEGIATE ACADEMY

ANNUAL FINANCIAL REPORT

FOR THE FISCAL YEAR ENDED

JUNE 30, 2014

1011 Camino Del Rio South, Suite 410, San Diego, CA 92108 / T: 619.543.9702 / F: 619.543.0116

LIBERTY COLLEGIATE ACADEMY

INTRODUCTORY SECTION

JUNE 30, 2014

LIBERTY COLLEGIATE ACADEMY
TABLE OF CONTENTS
JUNE 30, 2014

	Page Number
INTRODUCTORY SECTION	
Table of Contents	i
FINANCIAL SECTION	1
Independent Auditors' Report	2 - 3
Management's Discussion and Analysis	4 - 8
Basic Financial Statements:	
Government-wide Financial Statements	
Statement of Net Position	9
Statement of Activities	10
Fund Financial Statements:	
Balance Sheet - Governmental Funds	11
Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Position	12
Statement of Revenues, Expenditures, and Changes in Fund Balances - Governmental Funds	13
Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances of Governmental Funds to the Statement of Activities	14
Notes to the Financial Statements	15 - 24
OTHER SUPPLEMENTARY INFORMATION SECTION	25
Local Education Agency Organization Structure	26
OTHER INDEPENDENT AUDITORS' REPORTS SECTION	27
Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*	28 - 29
FINDINGS AND RECOMMENDATIONS SECTION	30
Schedule of Audit Findings and Questioned Costs	31
Summary Schedule of Prior Audit Findings	32

LIBERTY COLLEGIATE ACADEMY

FINANCIAL SECTION

JUNE 30, 2014

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Certified Public Accountants

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INDEPENDENT AUDITORS' REPORT

Board of Directors
Liberty Collegiate Academy
Nashville, Tennessee

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and major fund of Liberty Collegiate Academy (Academy), as of and for the fiscal year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

1011 Camino Del Rio South, Suite 410, San Diego, CA 92108 / T: 619.543.9702 / F: 619.543.0116

Opinions

In our opinion, the financial statements referred to above present fairly, in all materiel respects, the respective financial position of the governmental activities and major fund of Liberty Collegiate Academy as of June 30, 2014, and the respective changes in financial position for the fiscal year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 through 8 be presented to supplement the basic financial statements. Such information, although not e part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essentiel part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standerds generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic finencial statements, end other knowledge we obtained during our audit of the besic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise Liberty Collegiate Academy's basic financial statements. The other supplementary information is presented for purposes of additional analysis and is not a required part of the besic financial statements. The other supplementary information is the responsibility of management and was derived from end relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly steted in all material respects in relation to the financial statements as a whole.

Dther Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 14, 2014, on our consideration of the Liberty Collegiate Academy's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other metters. The purpose of that report is to describe the scope of our testing of internal control over finencial reporting and compliance and the results of that testing, and not to provide an opinion on intemal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Liberty Collegiate Academy's intemal control over financial reporting and compliance.

Hosaka, Rotherham & Company

San Diego, California
November 14, 2014

LIBERTY COLLEGIATE ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2014

As management of the Liberty Collegiate Academy (Academy), we offer readers of the Academy's financial statements this narrative overview and analysis of the financial activities of the Academy for the fiscal year ended June 30, 2014. We encourage readers to consider the information presented here in conjunction with the Academy's basic financial statements, which begin immediately following this analysis. This annual financial report consists of two main parts (1) Management's Discussion and Analysis and, (2) Basic Financial Statements.

In June 1999, the Governmental Accounting Standards Board (GASB) issued Statement No. 34, Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments. GASB No. 34 established financial reporting standards for state and local governments, including cities, villages and special purpose governments.

FINANCIAL HIGHLIGHTS

- The Academy's ending total net position balance was $693,633.
- The change in net position for the year was an increase of $74,484.
- The Academy had a deficiency of revenue over expenditures in the General Fund in the amount of $727,952 in the current year compared to revenue over expenditures of $40,296 in the previous year, due primarily to the additions to capital assets.
- The Academy had $932,747 in additions to capital assets.
- For the fiscal year ended June 30, 2014, total revenues of $3,628,135 were comprised of District funding – 78.1%, federal pass-through funds – 13.7%, and Charitable Giving/Other – 8.2%.

OVERVIEW OF FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to the Academy's basic financial statements. The Academy's audit report is comprised of four components: 1) financial statements and notes, 2) supplementary information, 3) reports on compliance and internal control, and 4) findings and recommendations.

Basic financial statements. The basic financial statements include government-wide financial statements and fund statements. The two sets of statements are tied together by Reconciliations showing why they differ.

The Academy as a whole is reported in the government-wide statements and uses accounting methods similar to those used by companies in the private sector.

More detailed information about the Academy's most significant funds – not the Academy as a whole is provided in the fund financial statements. Funds are accounting devices the Academy uses to keep track of specific sources of funding and spending on particular programs.

The *Statement of Net Position*, a government-wide statement, presents information on all of the Academy's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the Academy is improving or deteriorating.

OVERVIEW OF FINANCIAL STATEMENTS (CONTINUEO)

The *Statement of Activities*, a government-wide statement, presents information showing how the Academy's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The *Balance Sheet* for governmental funds presents financial information by fund types showing money left at year-end available for spending.

The *Statement of Revenues, Expenditures and Changes in Fund Balances* for all governmental fund types focuses on how money flows into and out of the various funds.

The *Notes to the Basic Financial Statements* are included to provide more detailed data and explain some of the information in the statements.

The *Supplementary Information* gives an overview of the operations of the Academy and the governing body and outlines assessed property valuation.

Reports on Compliance and Internal Control encompass the independent auditor's reports showing compliance with Government Auditing Standards and provides additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

The *Findings and Recommendations* section notes material weaknesses in the system and recommendations.

Statement of Net Position

To begin our analysis, a summary of the Academy's Statement of Net Position is presented in Table 1 below for the current year and the prior year.

Net position may serve over time, as a useful indicator of a government's financial position. In the case of the Academy, assets exceeded liabilities by $693,633 as of June 30, 2014.

The Academy's financial position is the product of several factors including the net results of activities, the acquisition and disposal of capital assets, and the depreciation of capital assets.

TABLE 1
Condensed Statement of Net Position

	June 30, 2014	June 30, 2013	$ Change	% Change
ASSETS				
Current and other assets	$ 441,115	$ 590,263	$ (149,148)	-25.3%
Capital assets, net of depreciation	944,922	142,486	802,436	563.2%
TOTAL ASSETS	$ 1,386,037	$ 732,749	$ 653,288	89.2%

OVERVIEW OF FINANCIAL STATEMENTS (CONTINUED)

TABLE 1
Condensed Statement of Net Position (Continued)

	June 30, 2014	June 30, 2013	$ Change	% Change
LIABILITIES AND NET POSITION				
Current liabilities	$ 231,593	$ 94,430	$ 137,163	145.3%
General long-term debt	460,811	19,170	441,641	2303.8%
TOTAL LIABILITIES	692,404	113,600	578,804	509.5%
NET POSITION				
Net investment in capital assets	484,111	123,316	360,795	292.6%
Unrestricted	209,522	495,833	(286,311)	-57.7%
Total net position	693,633	619,149	74,484	12.0%
TOTAL LIABILITIES AND NET POSITION	$ 1,386,037	$ 732,749	$ 653,288	89.2%

Statement of Activities

- The Academy's total revenues for the fiscal year ended June 30, 2014, increased by $1,339,129.
- The Academy's total expenses increased by $1,379,441.
- The change in net position was an increase of $74,484.

The following table presents a summary of the Statement of Activities for the fiscal year ended June 30, 2014:

TABLE 2
Condensed Statement of Activities

	June 30, 2014	June 30, 2013	$ Change	% Change
Program revenues	$ 496,506	$ 412,117	$ 84,389	20.5%
General revenues	3,131,629	1,876,889	1,254,740	66.9%
TOTAL REVENUE	3,628,135	2,289,006	1,339,129	58.5%
FUNCTIONAL EXPENDITURES				
Salaries, wages and benefits	1,899,089	1,208,269	690,820	57.2%
Occupancy cost	263,929	203,440	60,489	29.7%
Transportation	295,161	136,459	158,702	116.3%
Staff development	252,626	136,756	115,870	84.7%
Other student services	291,318	150,174	141,144	100.0%
Office expense	300,349	211,412	88,937	42.1%
Depreciation	130,311	32,808	97,503	297.2%
Other expenses	120,868	94,892	25,976	27.4%
Total expenses	3,553,651	2,174,210	1,379,441	63.4%
CHANGE IN NET POSITION	$ 74,484	$ 114,796	$ (40,312)	-35.1%

OVERVIEW OF FINANCIAL STATEMENTS (CONTINUEO)

Capital Assets

During the 2013-2014 school year the Academy acquired $932,747 additions in capital assets.

TABLE 3
Changes in Capital Assets

	June 30, 2014	June 30, 2013	$ Change	% Change
Fumiture and fixtures	$ 49,851	$ 33,569	16,282	48.5%
Office equipment	105,222	82,537	22,685	27.5%
Computer equipment	201,793	78,146	123,647	158.2%
Leasehold improvements	770,133	-	770,133	100.0%
Less: accumulated depreciation	(182,077)	(51,766)	(130,311)	251.7%
Total capital assets, net of depreciation	$ 944,922	$ 142,486	$ 802,436	563.2%

Long-Term Oebt

During the 2013-2014 school year the Academy acquired $483,488 additional long-term debt.

TABLE 4
Changes in Long-Term Debt

	June 30, 2014	June 30, 2013	$ Change	% Change
Capital lease	$ 10,237	$ 19,170	$ (8,933)	-47%
Note payable	23,488	-	23,488	100%
Long-term line of credit	460,000	-	460,000	100%
Total long-term debt	$ 493,725	$ 19,170	$ 474,555	2476%

FACTORS BEARING ON THE ACAOEMY'S FUTURE

On June 16, 2014, a merger agreement and plan was executed between Liberty Collegiate Academy and Nashville Preparatory Charter School. Duly approved by both charter schools' respective board of directors, the merger agreement and plan provided for the merger of Liberty Collegiate Academy with and into Nashville Preparatory Charter School as the surviving corporation pursuant to provisions of the Tennessee Nonprofit Corporation Act, Sections 48-51-101 through 48-68-105 of the Tennessee Annotated Code. Articles of merger were filed with the Tennessee Secretary of State on June 30, 2014, with the surviving corporation operating under the new name RePublic Schools Nashville, effective July 1, 2014.

The Academy's outlook for future years is tied to growth. Enrollment has steadily increased since the school's inception in 2011-2012, due to both increased popularity, class size, and the addition of a grade each year. Per pupil funding, which makes up a majority of available funds, has steadily increased as well. The future of the organization looks bright, and cost/expenditures continue to scale appropriately.

CONTACTING THE ACADEMY

Questions regarding this report should be directed to Abigail Rockey, Director of Operations at (615) 564-1973, or by mail at 3515 Gallatin Pike Nashville, TN 37216.

This financial report is designed to provide our students' parents, Davidson County taxpayers, donors, creditors, authorities over grant funding and agencies tasked with oversight of Nashville and Davidson County public schools with a general overview of the school's finances and to demonstrate accountability for the money it receives. If you have questions about this report or need additional financial information, contact the school's Director of Operations, Abigail Rockey, at 3515 Gallatin Pike Nashville, TN 37216, by email: arockey@libertycollegiateacademy.org, or by telephone at (615) 564-1973.

Liberty Collegiate Academy

LIBERTY COLLEGIATE ACAOEMY
STATEMENT OF NET POSITION
JUNE 30, 2014

	Governmental Activities
ASSETS	
Current assets:	
Cash in banks (Note B)	$ 264,357
Accounts receivable (Note C)	92,551
Prepaid expenditures	43,574
Advance to related party (Note F)	40,633
Total current assets	441,115
Capital assets:	
Leasehold improvements	770,133
Fumiture and fixtures	49,851
Office equipment	105,222
Computer equipment	201,793
Less: accumulated depreciation	(182,077)
Capital assets, net of depreciation (Note D)	944,922
TOTAL ASSETS	$ 1,386,037
LIABILITIES ANO NET POSITION	
Current liabilities:	
Accounts payable	$ 7,382
Advance from related party (Note F)	16,455
Accrued liabilities	158,748
Deferred rent	16,094
Capital lease obligation - current portion (Note E)	9,426
Note payable - current portion (Note E)	23,488
Total current liabilities	231,593
Noncurrent liabilities:	
Capital lease obligation - less current portion (Note E)	811
Line of credit	460,000
Total noncurrent liabilities	460,811
Total liabilities	692,404
Net position:	
Net investment in capital assets	484,111
Unrestricted	209,522
Total net position	693,633
TOTAL LIABILITIES ANO NET POSITION	$ 1,386,037

The accompanying notes are an integral part of this statement.

LIBERTY COLLEGIATE ACADEMY
STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENDED JUNE 30, 2014

Functions/Programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Net (Expense), Revenue and Changes in Net Position: Governmental Activities
GOVERNMENT ACTIVITIES				
Salaries, wages and benefits	$ 1,899,089	$ -	$ 280,139	$ (1,618,950)
Occupancy cost	283,929	-	-	(263,929)
Transportation	295,161	-	-	(295,161)
Professional and service fees	272,976	-	-	(272,976)
Food service	242,490	216,387	-	(26,123)
Staff development	48,652	-	-	(48,652)
Instructional	203,974	-	-	(203,974)
Other student services	48,828	-	-	(48,828)
Office expense	7,480	-	-	(7,480)
Depreciation	130,311	-	-	(130,311)
Insurance	19,893	-	-	(19,893)
Other expenses	120,868	-	-	(120,868)
TOTAL GOVERNMENT ACTIVITIES	$ 3,553,651	$ 216,387	$ 280,139	(3,057,145)

GENERAL REVENUES	
District funding	2,833,643
Contributions	196,003
Local revenues	101,983
Total general revenues	3,131,629
CHANGE IN NET POSITION	74,484
NET POSITION - BEGINNING	619,149
NET POSITION - ENDING	$ 693,633

The accompanying notes are an integral part of this statement.

LIBERTY COLLEGIATE ACADEMY
BALANCE SHEET - GOVERNMENTAL FUNDS
JUNE 30, 2014

	General Fund
ASSETS	
Cash on hand and in banks (Note B)	$ 264,357
Accounts receivable (Note C)	92,551
Prepaid expenditures	43,574
Other current assets	40,633
TOTAL ASSETS	$ 441,115
LIABILITIES AND FUND BALANCE	
Liabilities:	
Accounts payable	$ 7,382
Due to other funds	16,455
Accrued liabilities	158,748
Deferred rent	16,094
Total liabilities	198,679
Fund balance:	
Nonspendable:	
Prepaid expenditures	43,574
Unassigned/unappropriated:	
Unassigned/unappropriated amount	198,862
Total fund balance	242,436
TOTAL LIABILITIES AND FUND BALANCE	$ 441,115

The accompanying notes are an integral part of this statement.

LIBERTY COLLEGIATE ACADEMY
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT OF NET POSITION
JUNE 30, 2014

Total fund balances - governmental fund balance sheet	$	242,436
Amounts reported for governmental activities in the Statement of Net Position are different because:		
Capital assets used in governmental activities are not reported in the funds.		944,922
Payable for capital lease payable which is not due in the current period is not reported in the funds.		(10,237)
Payable for notes payable which is not due in the current period is not reported in the funds.		(23,488)
Payable for line of credit which is not due in the current period is not reported in the funds.		(460,000)
Net position of governmental activities - Statement of Net Position	$	693,633

The accompanying notes are an integral part of this statement.

LIBERTY CDLLEGIATE ACADEMY
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS
FDR THE FISCAL YEAR ENDED JUNE 30, 2014

	General Fund
REVENUES	
District Funding	$ 2,833,643
Federal revenue	496,506
Contributions	196,003
Other local revenue	101,983
TDTAL REVENUES	3,628,135
EXPENDITURES	
Salaries, wages and benefits	1,899,089
Occupancy cost	263,929
Transportation	295,161
Professional and service fees	272,976
Food service	242,490
Staff development	48,652
Instructional	203,974
Other student services	48,828
Office expense	7,480
Plant services	932,747
Insurance	19,893
Other expenses	120,868
TDTAL EXPENDITURES	4,356,087
Deficiency of revenues under expenditures	(727,952)
Other financing sources (uses)	
Sources (Note E)	483,488
Uses (Note E)	(8,933)
Total other financing sources (uses)	474,555
NET CHANGE IN FUND BALANCE	(253,397)
FUND BALANCE, BEGINNING DF YEAR	495,833
FUND BALANCE, END DF YEAR	$ 242,436

The accompanying notes are an integral part of this statement.

LIBERTY COLLEGIATE ACAOEMY
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENOITURES, ANO CHANGES IN FUNO BALANCES OF GOVERNMENTAL FUNOS TO THE STATEMENT OF ACTIVITIES
FOR THE FISCAL YEAR ENOEO JUNE 30, 2014

Net change in fund balances - total govemmental funds	$	(253,397)
Amounts reported for govemmental activities in the statement of activities (SOA) are different because:		
Capital outlays are not reported as expenses in the SOA.		932,747
The depreciation of capital assets used in governmental activities is not reported in the funds.		(130,311)
Repayment of capital lease principal is an expenditure in the funds but is not an expense in the SOA.		8,933
Proceeds from issuance of notes payable is revenue in the funds but is not revenue in the SOA		(23,488)
Proceeds from line of credit is revenue in the funds but is not revenue in the SOA		(460,000)
Change in net position of governmental activities - Statement of Activities	$	74,484

The accompanying notes are an integral part of this statement.

A. Significant Accounting Policies

1. Organization and Mission

Liberty Collegiate Academy (Academy) was incorporated during 2010 as a Tennessee nonprofit corporation. Pursuant to Section 6(1)(a) of the Tennessee Public Charter School Act of 2002 (the "Act"), the Academy has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. The Academy entered into a Charter School Agreement with the Metropolitan Nashville Board of Education during 2011 to operate a charter school in Nashville, Tennessee. The School began classes in August 2011 with fifth grade classes and added a sixth grade in the 2012-2013 fiscal year. Per the Academy's charter agreement, enrollment in the Academy is open to any student within the Metropolitan Nashville Public School System (MNPS) who resides in Davidson County.

2. Accounting Policies

The accounting policies of the Academy conform to accounting principles generally accepted in the United States of America (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

3. Reporting Entity

The Academy's combined financial statements include the accounts of all its operations. The Academy evaluated whether any other entity should be included in these financial statements. The criteria for including organizations as component units within the Academy's reporting entity, as set forth in GASB Statement No. 14, "The Financial Reporting Entity," and GASB Statement No. 39, "Determining Whether Certain Organizations Are Component Units" and subsequently amended by GASB No. 61, "The Financial Reporting Entity: Omnibus – an amendment of GASB Statements No. 14" include whether:

- the organization is legally separate (can sue and be sued in its name)
- the Academy holds the corporate powers of the organization
- the Academy appoints a voting majority of the organization's board
- the Academy is able to impose its will on the organization
- the organization has the potential to impose a financial benefit/burden on the Academy
- there is fiscal dependency by the organization on the Academy
- it would be misleading or cause the financial statements to be incomplete to exclude another organization

Based on these criteria, the Academy has no component units. Additionally, the Academy is not a component unit of any other reporting entity as defined by the GASB statement.

4. Basis of Presentation, Basis of Accounting

a. Basis of Presentation

Government-Wide Statements: The statement of net position and the statement of activities include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities.

A. Significant Accounting Policies (Continued)

a. Basis of Presentation (Continued)

These statements distinguish between the governmental and business-type activities of the Academy. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange transactions. Business-Type activities are financed in whole or in part by fees charged to external parties.

The statement of activities presents a comparison between direct expenses and program revenues for each function of the Academy's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. The Academy does not allocate indirect expenses in the statement of activities. Program revenues include (a) fees, fines, and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues, including all taxes, are presented as general revenues.

Fund Financial Statements: The Fund Financial Statements provide information about the Academy's fund, with separate statements presented for each fund category. The emphasis of fund financial statements is on major government funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as nonmajor funds.

The Academy reports the following major governmental funds:

General Fund. This is the Academy's primary operating fund. It accounts for all financial resources of the Academy not accounted for and reported in another fund.

Non-Major Governmental Funds:

The Academy does not have any non-major governmental funds.

b. Measurement Focus, Basis of Accounting

Government-Wide and Fiduciary Fund Financial Statements: These financial statements are reported using the economic resources measurement focus. They are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place.

Non-exchange transactions, in which the Academy gives (or receives) value without directly receiving (or giving) equal value in exchange, include property taxes, grants, entitlements, and donations. On an accrual basis, revenue from property taxes is recognized in the fiscal year for which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which the taxes are levied. Revenue from grants, entitlements, and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

A. Significant Accounting Policies (Continued)

b. Measurement Focus, Basis of Accounting (Continued)

Government Fund Financial Statements: Governmental Funds are reported using the current financial resources measurement focus and the modified accruel basis of accounting. Under this method, revenues are recognized when measurable and available. The Academy does not consider revenues collected after its fiscal year-end to be available in the current period. Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State are recognized under the susceptible-to-accrual concept. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available.

Expenditures are recorded when the related fund liebility is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have metured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

5. Assets, Liabilities, and Equity

a. Deposits and Investments

The Academy considers deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents. As of June 30, 2014, the Academy's cash was deposited in one financial institution.

b. Accounts Receivable

Receivables represent amounts due from grants or funding which have been approved but not received. All receivables are reported at estimated collectible amounts.

c. Use of Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

d. Stores Inventories and Prepaid Expenditures

Inventories are recorded using the purchase method in that the cost is recorded as an expenditure at the time individual inventory items are purchased. Inventories are valued at average cost end consist of expendable supplies held for consumption. Reported inventories are equally offset by e fund balance reserve, which indicates that these amounts are not "available for appropriation and expenditure" even though they are a component of net current assets. Inventories of the General Fund are immaterial and have been omitted from these statements.

The Academy has the option of reporting an expenditure in governmental funds for prepaid items either when purchased or during the benefitting period. The Academy has chosen to report the expenditure during the benefitting period.

A. Significant Accounting Policies (Continued)

e. Capital Assets

Property and equipment are recorded at acquisition cost less accumulated depreciation, if purchased, or the fair value on the date received, if donated. The cost of routine maintenance and repairs is expensed as incurred. Expenditures which materially extend the economic lives, change capacities or improve the efficiency of the related assets are capitalized. Upon sale or retirement, the cost and related accumulated depreciation are removed from the respective accounts, and the resulting gain or loss, if any, is included in the statement of activities. Depreciation is provided using the straight-line method over the estimated useful lives of the assets, ranging from three to seven years, or over the term of the lease for leasehold improvements, if less. The Academy follows the practice of capitalizing all expenditures for property and equipment items over $1,000.

f. Deferred Outflows / Inflows of Resources

In accordance with GASB Statement No. 63 "Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources and Net Financial Position," in addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *Deferred Outflows of Resources*, represent a consumption of net position that applies to a future period and so will not be recognized as an expense or expenditure until then. The Academy has no items that meet this criteria at June 30, 2014

Also, in addition to liabilities, the statement of net position will sometimes report a separate section for deferred inflows. This separate financial statement element, Deferred Inflows of Resources, represents an acquisition of net position that applies to a future period and so will not be recognized as revenue until then. The Academy has no items that meet this criteria at June 30, 2014.

g. In-Kind Contributions

The Academy recognizes various types of in-kind contributions received in the course of daily operations, including professional services, supplies and materials. Contributed professional services are recognized if the services received (a) create or enhance long-lived assets or (b) require specialized skills, are provided by individuals possessing those skills and would typically need to be purchased if not provided by donation. Contributions of tangible assets are capitalized at fair value when received.

h. Grant Revenue

The Academy received Federal financial assistance through state agencies. The expenditure of funds received under these programs generally required compliance with terms and conditions specified in the grant agreements and is subject to audit by the grantor agencies.

Any disallowed claims resulting from such audits could become a liability of the General Fund or other applicable funds. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the Academy as of June 30, 2014.

A. Significant Accounting Policies (Continued)

i. Income Taxes

The Academy is exempt from income taxes under Internal Revenue Code Section (IRC §) 501(c)(3). It is, however, subject to income taxes from activities unrelated to its tax-exempt purpose. The Academy uses the same accounting methods for tax and financial reporting.

Generally accepted accounting principles (GAAP) provides accounting and disclosure guidance about positions taken by an entity in its tax returns that might be uncertain. Management has considered its tax positions and believes that all of the positions taken in its federal and state exempt organization tax returns are more likely than not to be sustained upon examination. The Academy's returns are subject to examination by federal and state taxing authorities, generally for three years after they are filed.

j. Fund Balance Reserves and Designations

The Academy has adopted GASB Statement No. 54 (GASB 54), "Fund Balance Reporting and Governmental Fund Type Definitions." This Statement defines the different types of fund balances that a governmental entity must use for financial purposes.

GASB 54 requires the fund balance amounts to be properly reported within one of the fund balances categories listed below:

- *Nonspendable*, such as fund balance associated with revolving funds, inventories, prepaids, long-term loans and notes receivable, and property held for resale.
- *Restricted* fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation.
- *Committed* fund balance classification includes amounts that can be used for the specific purposes determined by a formal action of the Board of Directors.
- *Assigned* fund balance classification are intended to be used by the entity for specific purposes, but do not meet the criteria to be classified as restricted or committed.
- *Unassigned* fund balance is the residual classification for the entity's general fund and includes all spendable amounts not contained in the other classification.

When the Academy incurs an expenditure or expense for which both restricted and unrestricted resources may be used, it is the Academy's policy to use restricted resources first, then unrestricted resources.

When the Academy incurs an expenditure or expense for which committed, assigned, or unassigned amounts may be used, it is the Academy's policy that committed amounts would be reduced first, followed by assigned amounts, and then unassigned amounts.

k. Minimum Fund Balance Policy

The Academy is committed to maintaining a prudent level of financial resources to protect against the need to reduce service levels because of temporary revenue shortfalls or unpredicted expenditures.

A. Significant Accounting Policies (Continued)

l. Functional Allocation of Expenses

The costs of providing the program services have been summarized on a functional basis in the statement of activities. Accordingly, certain costs have been allocated among the program services based on employees' time incurred and management's estimates of the usage of resources.

m. Budgetary Comparison Statement

The Academy is not required to adopt a legally binding budget; therefore no budgetary comparison statement of the General Fund has been presented.

B. Cash

Cash at June 30, 2014, consisted of the following:

Cash in banks	$ 264,357
Total	$ 264,357

Cash balances held in banks are insured up to $250,000 by the Federal Deposit Insurance Corporation (FDIC). The Academy maintains its cash in bank deposit accounts that at times may exceed federally insured limits. The Academy has not experienced any losses in such accounts. At June 30, 2014, the Academy had $31,324 in excess of FDIC insured limits.

C. Accounts Receivable

Accounts receivable as of June 30, 2014, consist of the following:

	General Fund
Federal Government:	
Federal Programs	$ 92,551
Total accounts receivable	$ 92,551

D. Capital Assets

Capital asset activity for the fiscal year ended June 30, 2014, was as follows:

	Beginning 2013	Additions	Deletions	Ending 2014
Capital assets, being depreciated:				
Leasehold improvements	$ -	$ 770,133	$ -	$ 770,133
Furniture and fixtures	33,569	16,282	-	49,851
Office equipment	82,537	22,685	-	105,222
Computer equipment	78,146	123,647	-	201,793
Total capital assets, being depreciated	194,252	932,747	-	1,128,999
Less accumulated depreciation for:				
Leasehold improvements	-	(65,285)	-	(65,285)
Furniture and fixtures	(3,631)	(6,928)	-	(10,559)
Office equipment	(30,190)	(20,930)	-	(51,120)
Computer equipment	(17,945)	(37,188)	-	(55,133)
Total accumulated depreciation	(51,766)	(130,311)	-	(182,077)
Total capital assets, being depreciated, net	142,488	802,436	-	944,922
Capital assets, net of depreciation	$ 142,488	$ 802,436	$ -	$ 944,922

During the fiscal year ended June 30, 2014, $130,311 was charged to depreciation expense.

Governmental activities:	
Administration	$ 130,311
Total depreciation	$ 130,311

E. Long-Term Obligations

1. Long-Term Obligation Activity

Long-term obligations include debt and other long-term liabilities. Changes in long-term obligations for the fiscal year ended June 30, 2014, are as follows:

Governmental Activities	Beginning Balance	Increases	Decreases	Ending Balance	Amounts Due Within One Year
Capital Lease	$ 19,170	$ -	$ (8,933)	$ 10,237	$ 9,426
Note payable	-	23,488	-	23,488	23,488
Line of credit	-	460,000	-	460,000	-
Total Governmental Activities	$ 19,170	$ 483,488	$ (8,933)	$ 493,725	$ 32,914

E. Long-Term Obligations (Continued)

2. Capital Lease

The Academy has entered into a capital lease agreement for two copiers. Lease payments due under the agreement total $827 per month. The amount capitalized and included in capital assets as of June 30, 2014, was $37,199 with accumulated depreciation of $27,899. The lease expires in July 2015. As of June 30, 2014, future minimum lease payments required are as follows:

Year Ending June 30,	Principal
2015	$ 9,926
2016	827
Less: amount representing interest	(516)
Total minimum future payments	$ 10,237

3. Notes Payable

On May 14, 2013, the Academy entered into a promissory note agreement for $23,488 with EOA Architects PLLC, with interest payable on the unpaid principal and the rate of 5% per annum, calculated annually. Repayment of the Note will commence on August 1, 2014, with the note being repaid in full on or before February 1, 2015.

4. Line of Credit

On June 7, 2013, the Academy entered into a line of credit for $750,000 with Pinnacle Bank, at the greater of the prime rate (3.25% at June 30, 2014) plus one half percentage point, with a floor rate of 3.75% and a ceiling rate of 6.00% on an adjustable basis. Availability on the line of credit reduced to a maximum of $670,000 on June 15, 2014, and will reduce to a maximum of $580,000 on June 15, 2015 and will mature on June 15, 2016. On June 30, 2014, the outstanding balance on the line of credit was $480,000.

F. Related Party Transactions

During the fiscal year ended June 30, 2014, the Academy advanced Nashville Prep $40,633 as part of an effort to merge the Academy with Nashville Preparatory Charter School into RePublic Schools, Nashville. Separately, Nashville Preparatory Charter School also advanced Liberty Collegiate Academy $16,455. Both advances were non-interest bearing and repayment terms were not determined as of June 30, 2014.

G. Operating Leases

The Academy has entered into non-cancelable operating leases for office equipment with lease terms in excess of one year. These agreements contain no purchase options. The agreement is a non-cancelable lease.

G. Operating Leases (Continued)

Future minimum lease payments under this agreement are as follow:

Year Ending June 30,	Lease Payments
2015	$ 204,377
2016	197,908
2017	201,434
2018	183,431
2019	187,099
2020 - 2024	786,573
Total future minimum peyments	$ 1,760,822

The Academy will receive no sublease rental revenues nor pay any contingent rentals associated with these leeses. Rent expense for the fiscel year ended June 30, 2014, was $263,929.

H. Retirement Plan

Plan Description

The Academy contributes to the State Employees, Teachers, and Higher Education Employees' Pension Plan (SETHEEPP), a cost-sharing multiple employer defined benefit pension plan administered by the Tennessee Consolidated Retirement System (TCRS). TCRS provides retirement benefits as well as death and disability benefits to plan members and their beneficiaries. Benefits are determined by a formula using the member's high five-year average salary and years of service. Members become eligible to retire at the age of 60 with five years of service or at any age with 30 years of service. A reduced retirement benefit is available to vested members who are at least 55 years of age or have 25 years of service. Disability benefits are available to active members with five years of service who become disabled and cannot engage in gainful employment. There is no service requirement for disability that is the result of an accident or injury occurring while the member was in the performance of duty. Members joining the plan on or after July 1, 1979 are vested after five years of service. Members joining prior to July 1, 1979 are vested after four years of service. Benefit provisions are established in state statute found in Title 8, Chapters 34-37 of the Tennessee Code Annotated (TCA). State statutes are amended by the Tennessee General Assembly.

Cost of living adjustments (COLA) are provided to retirees each July based on the percentage change in the Consumer Price Index (CPI) during the previous calendar year. No COLA is granted if the CPI increases less than one-half percent. The annual COLA is capped at three percent. The TCRS issues a publicly available financial report that includes financial statements and required supplementary information for the SETHEEPP. That report may be obtained by writing to the Tennessee Treasury Department, Consolidated Retirement System, 15th Floor Andrew Jackson Building, Nashville, TN 37243-0230 or can be accessed at www.tn.gov/treasury/tcrs/Schools.

H. Retirement Plan (continued)

Funding Policy

Most teachers are required by state statute to contribute 5.0% of salary to the plan. The employer contribution rate for the Academy is established at an actuarially determined rate. The employer rate for the fiscal year ending June 30, 2014 was 8.88% of annual covered payroll. The employer contribution requirement for the Academy is established and may be amended by the TCRS Board of Trustees. The employer's contributions to TCRS for the years ending June 30, 2014, 2013, and 2012 were $145,557, $94,639, and $43,878, respectively, equal to 100% of the required contributions for each year.

I. Commitments and Contingencies

State and Federal Allowances, Awards, and Grants

The Academy has received state and federal funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grant, management believes that any required reimbursement will not be material.

J. Subsequent Events

The Academy's management has evaluated events or transactions that may occur for potential recognition or disclosure in the financial statements from the balance sheet date through November 14, 2014, which is the date the financial statements were available to be issued.

Effective July 1, 2014, the Academy merged with Nashville Prep into RePublic Schools, Nashville.

LIBERTY COLLEGIATE ACADEMY

OTHER SUPPLEMENTARY INFORMATION SECTION

JUNE 30, 2014

LIBERTY COLLEGIATE ACADEMY
LOCAL EDUCATION AGENCY
ORGANIZATION STRUCTURE
JUNE 30, 2014

Liberty Collegiate Academy (Academy) [#8005] was established in 2011. The Academy is currently operating one school and serves grades 5 through 12. The location of the school is 3515 Gallatin Road, Nashville, TN 37216.

The Board of Directors for the fiscal year ended June 30, 2014, was comprised of the following members:

Board of Directors

Name	Office	Term	Term Expiration
John Baird	Board Chairman	4 years	June 30, 2014
Wood Caldwell	Board Co-Chairman, Treasurer, Chairman Facilities Committee	5 years	June 30, 2014
Erin Gagnon	Co-Chairman Resource Development Committee (Communications)	2 years	June 30, 2014
Allyn Gibson	Board Secretary, Chairman Student Achievement Committee	5 years	June 30, 2014
Riney Green	Member	5 years	June 30, 2014
LaKishia Harris	Member	2 years	June 30, 2014
Kimetra Hicks	Member	3 years	June 30, 2014
Henderson Hill	Member	2 years	June 30, 2014
Aaron Kaalberg	Member	3 years	June 30, 2014
Waymon Tipton	Chairman Finance Committee	3 years	June 30, 2014
Frank Wcislo	Member	3 years	June 30, 2014
Axson West	Co-Chairman Resource Development Committee (Fundraising)	2 years	June 30, 2014
Brian Williams	Chairman of Governance Committee	6 years	June 30, 2014

Administration

Name	Position
Linda Lentz	Executive Director
Abigail Rockey	Director of Operations

LIBERTY COLLEGIATE ACADEMY

OTHER INDEPENDENT AUDITORS' REPORTS SECTION

JUNE 30, 2014

Hosaka, Rotherham & Company
Certified Public Accountants

hrccpa.com

James A. Rotherham, CPA
CEO & Managing Partner

Roy T. Hosaka, CPA
Retired

James C. Nagel, CPA
Retired

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Directors
Liberty Collegiate Academy
Nashville, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Liberty Collegiate Academy (a nonprofit organization), as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise Liberty Collegiate Academy's basic financial statements, and have issued our report thereon dated November 14, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Liberty Collegiate Academy's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Liberty Collegiate Academy's internal control. Accordingly, we do not express an opinion on the effectiveness of Liberty Collegiate Academy's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

1011 Camino Del Rio South, Suite 410, San Diego, CA 92108 / T: 619.543.9702 / F: 619.543.0116

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Liberty Collegiate Academy's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards.*

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Liberty Collegiate Academy's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Liberty Collegiate Academy's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Hosaka, Rotherham & Company

San Diego, California
November 14, 2014

LIBERTY CDLLEGIATE ACADEMY

FINDINGS AND RECDMMENDATIDNS SECTIDN

JUNE 30, 2014

LIBERTY COLLEGIATE ACADEMY
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
FOR THE FISCAL YEAR ENDED JUNE 30, 2014

SUMMARY OF AUDITORS' RESULTS

1. The auditors' report expresses an unqualified opinion on the financial statements of Liberty Collegiate Academy.

2. No significant deficiencies relating to the audit of the financial statements are reported in the Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards.

3. No instances of noncompliance material to the financial statements of Liberty Collegiate Academy, which would be required to be reported in accordance with Government Auditing Standards, were disclosed during the audit.

4. The Academy did not have over $500,000 in Federal Expenditures. Therefore, a Single Audit was not performed.

FINDINGS – FINANCIAL STATEMENT AUDIT

None

FINDINGS AND QUESTIONED COSTS – MAJOR FEDERAL AWARD PROGRAMS AUDIT

Not applicable -- The Academy did not have over $500,000 in Federal Expenditures.

LIBERTY COLLEGIATE ACADEMY
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE FISCAL YEAR ENDED JUNE 30, 2014

Findings/Recommendation	Current Status	Management's Explanation If Not Implemented
None	N/A	N/A

Smilow Prep

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Catherine Cooper
Contact Email:	ccooper@republiccharterschools.org
Contact Phone:	703-577-3828
Year One:	2016-17
School Days:	186

Smilow Prep

ENROLLMENT and STUDENT POPULATION

ENROLLMENT	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Kindergarten	-	-	-	-	-	-	-	-	-	-
1st Grade	-	-	-	-	-	-	-	-	-	-
2nd Grade	-	-	-	-	-	-	-	-	-	-
3rd Grade	-	-	-	-	-	-	-	-	-	-
4th Grade	-	-	-	-	-	-	-	-	-	-
5th Grade	108.00	107.19	107.19	107.19	107.19	107.19	107.19	107.19	107.19	107.19
6th Grade	-	108.00	108.38	109.07	109.07	109.07	109.07	109.07	109.07	109.07
7th Grade	-	-	103.03	103.95	103.95	103.95	103.95	103.95	103.95	103.95
8th Grade	-	-	-	98.83	98.83	98.83	98.83	98.83	98.83	98.83
9th Grade	-	-	-	-	-	-	-	-	-	-
10th Grade	-	-	-	-	-	-	-	-	-	-
11th Grade	-	-	-	-	-	-	-	-	-	-
12th Grade	-	-	-	-	-	-	-	-	-	-
Total Elementary Enrollment	**108.00**	**107.19**	**107.19**	**107.19**	**107.19**	**107.19**	**107.19**	**107.19**	**107.19**	**107.19**
Total Middle School Enrollment	**-**	**108.00**	**211.41**	**311.85**	**311.85**	**311.85**	**311.85**	**311.85**	**311.85**	**311.85**
Total High School Enrollment	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Enrollment	**108.00**	**215.19**	**318.60**	**419.03**	**419.03**	**419.03**	**419.03**	**419.03**	**419.03**	**419.03**
Change in Net Enrollment from Prior Year	**108.00**	**107.19**	**103.41**	**100.44**	**-**	**-**	**-**	**-**	**-**	**-**

STUDENT POPULATION

Average Daily Membership %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average Daily Membership (ADM)	**108.00**	**215.19**	**318.60**	**419.03**	**419.03**	**419.03**	**419.03**	**419.03**	**419.03**	**419.03**
Average Daily Attendance %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average Daily Attendance (ADA)	**108.00**	**215.19**	**318.60**	**419.03**	**419.03**	**419.03**	**419.03**	**419.03**	**419.03**	**419.03**
Special Education Students %	12%	12%	12%	12%	12%	12%	12%	12%	12%	12%
Special Education Student Count (SPED)	**12.96**	**25.82**	**38.23**	**50.28**	**50.28**	**50.28**	**50.28**	**50.28**	**50.28**	**50.28**
English Language Learner %	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
English Language Learner Count (ELL)	**1.08**	**2.15**	**3.19**	**4.19**	**4.19**	**4.19**	**4.19**	**4.19**	**4.19**	**4.19**
% Student Qualifying for Free Lunch	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
Student Count Qualifying for Free Lunch	**86.40**	**172.15**	**254.88**	**335.23**	**335.23**	**335.23**	**335.23**	**335.23**	**335.23**	**335.23**
% Student Qualifying for Reduced Lunch	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Student Count Qualifying for Reduced Lunch	10.80	21.52	31.86	41.90	41.90	41.90	41.90	41.90	41.90	41.90
Free and Reduced Lunch Student %	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Student Count Qualifying for Free or Reduced Lunch	**97.20**	**193.67**	**286.74**	**377.13**	**377.13**	**377.13**	**377.13**	**377.13**	**377.13**	**377.13**
Alternative Education	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Alternative Education Count	**2.16**	**4.30**	**6.37**	**8.38**	**8.38**	**8.38**	**8.38**	**8.38**	**8.38**	**8.38**
Gifted Education	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Gifted Education Count	**2.16**	**4.30**	**6.37**	**8.38**	**8.38**	**8.38**	**8.38**	**8.38**	**8.38**	**8.38**
Career and Technical Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Career and Technical Education Count	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Student Transportation	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Student Transportation Count	**54.00**	**107.59**	**159.30**	**209.52**	**209.52**	**209.52**	**209.52**	**209.52**	**209.52**	**209.52**

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Position Description	Position Category (Categories Match Up to the Categories on the Five Year Budget)	Starting Salary	Number of FTE					NOTES	Salary Totals				
			Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21		Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
									Yearly Raise %				
									0.00%	5.74%	3.41%	2.87%	2.27%
5th Science/Social Studies Teacher	Teachers - Regular	$ 43,832	1.0	1.0	1.0	1.0	1.0	Actual teacher salaries to be based on	$ 43,832	$ 46,348	$ 47,928	$ 49,301	$ 50,422
5th ELA Teacher	Teachers - Regular	$ 42,251	1.0	1.0	1.0	1.0	1.0	RePublic Schools' salary scale that	$ 42,251	$ 44,675	$ 46,198	$ 47,522	$ 48,602
5th Math Teacher	Teachers - Regular	$ 39,991	1.0	1.0	1.0	1.0	1.0	takes into account both experience	$ 39,991	$ 42,286	$ 43,727	$ 44,980	$ 46,003
5th Math Teacher	Teachers - Regular	$ 38,368	1.0	1.0	1.0	1.0	1.0	and skill. Yearly raise percentages	$ 38,368	$ 40,569	$ 41,952	$ 43,154	$ 44,135
5th Teacher Coding/PE	Teachers - Regular	$ 36,001	1.0	1.0	1.0	1.0	1.0	adjusted so that total salaries match	$ 36,001	$ 38,067	$ 39,365	$ 40,493	$ 41,413
5th ELA Teacher	Teachers - Regular	$ 36,001	1.0	1.0	1.0	1.0	1.0	school's actual budget. However,	$ 36,001	$ 38,067	$ 39,365	$ 40,493	$ 41,413
6th Science/Social Studies Teacher	Teachers - Regular	$ 47,762	0.0	1.0	1.0	1.0	1.0	because we are averaging things, line	$ -	$ 47,762	$ 49,390	$ 50,806	$ 51,960
6th ELA Teacher	Teachers - Regular	$ 42,885	0.0	1.0	1.0	1.0	1.0	# by line salaries will be different. This	$ -	$ 42,885	$ 44,347	$ 45,618	$ 46,654
6th Math Teacher	Teachers - Regular	$ 40,591	0.0	1.0	1.0	1.0	1.0	should have no effect on the aggregate	$ -	$ 40,591	$ 41,975	$ 43,177	$ 44,159
6th Math Teacher	Teachers - Regular	$ 38,943	0.0	1.0	1.0	1.0	1.0	budget.	$ -	$ 38,943	$ 40,271	$ 41,425	$ 42,366
6th Teacher Coding/PE	Teachers - Regular	$ 38,943	0.0	1.0	1.0	1.0	1.0		$ -	$ 38,943	$ 40,271	$ 41,425	$ 42,366
6th ELA Teacher	Teachers - Regular	$ 36,541	0.0	1.0	1.0	1.0	1.0		$ -	$ 36,541	$ 37,787	$ 38,870	$ 39,753
7th Science/Social Studies Teacher	Teachers - Regular	$ 45,157	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ 45,157	$ 46,451	$ 47,507
7th ELA Teacher	Teachers - Regular	$ 43,528	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ 43,528	$ 44,775	$ 45,793
7th Math Teacher	Teachers - Regular	$ 41,200	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ 41,200	$ 42,380	$ 43,343
7th Math Teacher	Teachers - Regular	$ 39,527	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ 39,527	$ 40,660	$ 41,584
7th & 8th Teacher Coding	Teachers - Regular	$ 37,089	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ 37,089	$ 38,152	$ 39,019
7th ELA Teacher	Teachers - Regular	$ 37,089	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ 37,089	$ 38,152	$ 39,019
8th Science/Social Studies Teacher	Teachers - Regular	$ 49,206	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ 49,206	$ 50,324
8th ELA Teacher	Teachers - Regular	$ 44,181	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ 44,181	$ 45,185
8th Math Teacher	Teachers - Regular	$ 41,818	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ 41,818	$ 42,768
8th Math Teacher	Teachers - Regular	$ 40,120	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ 40,120	$ 41,032
8th ELA Teacher	Teachers - Regular	$ 37,646	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ 37,646	$ 38,501
PE Teacher - Intermediate	Teachers - Regular	$ 38,368	0.2	0.2	0.2	0.2	0.0	Position shared by two schools	$ 7,674	$ 8,114	$ 8,390	$ 8,631	$ 1,154
Music Teacher - Novice	Teachers - Regular	$ 37,089	0.0	0.0	0.5	0.5	1.0	Position shared by two schools	$ -	$ -	$ 18,545	$ 19,076	$ 38,054
Alternative Ed Teach- Intermediate (Shared)	Specialty Teachers	$ 39,991	0.5	0.5	0.5	0.5	0.5	Position shared by two schools	$ 19,995	$ 21,143	$ 21,864	$ 22,490	$ 23,001
Sped Teacher - Novice	Teachers - SPED	$ 37,832	0.0	1.0	1.0	1.0	1.0		$ -	$ 37,832	$ 39,121	$ 40,243	$ 41,157
Sped Teacher - Intermediate	Teachers - SPED	$ 41,818	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ 41,818	$ 42,768
Gifted Teacher - Intermediate	Teachers - SPED	$ 42,251	0.5	0.5	0.5	0.5	0.5	Position shared by two schools	$ 21,125	$ 22,338	$ 23,099	$ 23,761	$ 24,301
Principal	Executive Management	$ 80,000	1.0	1.0	1.0	1.0	1.0		$ 80,000	$ 84,590	$ 87,474	$ 89,981	$ 92,026
Dean/(Dir Yr 3) of School Supports	Teachers - SPED	$ 44,364	1.0	1.0	1.0	1.0	1.0		$ 44,364	$ 46,909	$ 48,508	$ 49,898	$ 51,032
Instructional Coach	Instructional Management	$ 53,606	0.0	1.0	1.0	1.0	1.0		$ -	$ 53,606	$ 55,433	$ 57,022	$ 58,318
Dean of Culture	Deans, Directors & Coordinators	$ 43,260	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ 43,260	$ 44,499	$ 45,511
Director of Operations	Operation / Business Manager	$ 52,814	0.5	0.5	0.5	0.5	1.0	Position shared by two schools	$ 26,407	$ 27,922	$ 28,874	$ 29,702	$ 56,784
Community Support	Operation / Business Manager	$ 40,000	0.0	0.0	0.5	0.5	0.0	Position shared by two schools	$ -	$ -	$ 20,000	$ 20,573	$ 1,041
Office Manager	Administrative Staff	$ 27,000	1.0	1.0	1.0	1.0	1.0		$ 27,000	$ 28,549	$ 29,523	$ 30,369	$ 31,059
Technology	Other - Non-Instructional	$ 75,000	0.1	0.1	0.1	0.1	0.1	Position shared by multiple schools	$ 4,523	$ 8,510	$ 9,925	$ 11,334	$ 11,592
Technology	Other - Non-Instructional	$ 50,000	0.2	0.3	0.3	0.3	0.3	Position shared by multiple schools	$ 11,111	$ 17,304	$ 17,894	$ 18,407	$ 18,825
Stipends & Miscellaneous	Other - Instructional	$ 47,304	0.1	0.2	0.2	0.2	0.2	Summer, Extracurricular, grade team	$ 6,477	$ 8,268	$ 8,613	$ 8,925	$ 9,194
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Total			11.1	19.3	27.3	33.3	33.6		$ 485,120	$ 860,761	$ 1,216,690	$ 1,507,533	$ 1,559,142

Smilow Prep

REVENUE AND EXPENSE ASSUMPTIONS

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	PER SCHOOL

Enter the % increase below, except rows 22-26 (see note), for which the amount entered in column F should increase each year.

Lines 22-26; Enter in the dollar amount the school anticipates receiving each year. These amounts will carry over to the 5 year budget. Details can be added on the 5 year budget tab under "Description of Assumptions" column.

			2016-17	2017-18	2018-19	2019-20	2020-21	NOTES
REVENUE								
STATE REVENUES								
Mississippi Adequate Education Program (MAEP)	1	5,265.57	0.00%	1.50%	1.50%	1.50%	1.50%	Includes both state and local portions
Base Student Allocation		-						
Special Education	1.00	386.60	-	1.50%	1.50%	1.50%	1.50%	
Alternative Education	3.00	103,194.50	-	1.50%	1.50%	1.50%	1.50%	
Gifted Education	3.00	45,239.43	-	1.50%	1.50%	1.50%	1.50%	
Career and Technical Education		-	-	1.50%	1.50%	1.50%	1.50%	
Student Transportation	1	210.39	0.00%	1.50%	1.50%	1.50%	1.50%	Revenues based on Mississippi's projections for RePublic's first
Special Education	1	386.60	0.00%	1.50%	1.50%	1.50%	1.50%	school, Reimagine Prep, adjusted for student numbers and
Alternative Education	3	103,194.50	0.00%	1.50%	1.50%	1.50%	1.50%	inflation
Gifted Education	3	45,239.43	0.00%	1.50%	1.50%	1.50%	1.50%	
TOTAL STATE REVENUES								
FEDERAL REVENUES								
Free Breakfast Reimbursement	1	1.95	0.00%	1.50%	1.50%	1.50%	1.50%	
Reduced Breakfast Reimbursement		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Paid Breakfast Reimbursement		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Free Lunch Reimbursement	1	3.03	0.00%	1.50%	1.50%	1.50%	1.50%	
Reduced Lunch Reimbursement	1	-	0.00%	1.50%	1.50%	1.50%	1.50%	
Paid Lunch Reimbursement		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Snack Reimbursement	1	0.62	0.00%	1.50%	1.50%	1.50%	1.50%	
Title I	1	671.42	0.00%	1.50%	1.50%	1.50%	1.50%	
Title II	1	5.18	0.00%	1.50%	1.50%	1.50%	1.50%	
Title III		-	0.00%	1.50%	1.50%	1.50%	1.50%	
IDEA Funding	1	1,058.12	0.00%	1.50%	1.50%	1.50%	1.50%	
CSP		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Custom Federal Funding #1		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Custom Federal Funding #2		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Custom Federal Funding #3		-	0.00%	1.50%	1.50%	1.50%	1.50%	
TOTAL FEDERAL REVENUES								
LOCAL & OTHER REVENUES								
Contributions and Donations	3	471,862.16	0.00%	-39.07%	-34.78%	-80.00%	-100.00%	Smilow: $250K, CSGF: $172K, Other committed: $50K
Fundraising (Rev.)		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Erate Reimbursement	3	13,344.75	0.00%	1.50%	1.50%	1.50%	101.50%	Based on telecommunications expenses
Earnings on Investments		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Interest Income			0.00%	1.50%	1.50%	1.50%	1.50%	
Food Service (Income from meals)	1	60.70	0.00%	1.50%	1.50%	1.50%	1.50%	
Text Book		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Local Ad Valorem not in MAEP	1	1,362.97	0.00%	1.50%	1.50%	1.50%	1.50%	Based on state guidance
Education Enhancement funds (EEF) & Other	3	0.01	0.00%	66616626.83%	156.17%	71.75%	27.81%	Based on estimates, assuming we are receiving beginning Year 2
Loans	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL LOCAL & OTHER REVENUES								
TOTAL REVENUE								
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management								
Instructional Management								
Deans, Directors & Coordinators								
CFO / Director of Finance								
Operation / Business Manager								
Administrative Staff								
Other - Administrative								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS								
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular								
Teachers - SPED								
Substitute Teachers								
Teaching Assistants								
Specialty Teachers								
Aides								
Therapists & Counselors								
Other - Instructional								
TOTAL INSTRUCTIONAL PERSONNEL COSTS								
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse								
Librarian								
Custodian								
Security								
Other - Non-Instructional								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS								
TOTAL PERSONNEL EXPENSES								
PAYROLL TAXES AND BENEFITS			For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.					
Social Security			6.20%	6.20%	6.20%	6.20%	6.20%	
Medicare			1.45%	1.45%	1.45%	1.45%	1.45%	
State Unemployment			0.98%	0.98%	0.98%	0.98%	0.98%	
Worker's Compensation Insurance			0.50%	0.50%	0.50%	0.50%	0.50%	
Custom Other Tax #1			0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Other Tax #2			0.00%	0.00%	0.00%	0.00%	0.00%	
Health Insurance			11.54%	11.43%	11.63%	11.63%	11.50%	Budgeted based on $/staff member - adjusted to make %
Dental Insurance			0.00%	0.00%	0.00%	0.00%	0.00%	
Vision Insurance			0.00%	0.00%	0.00%	0.00%	0.00%	
Life Insurance			0.00%	0.00%	0.00%	0.00%	0.00%	
Retirement Contribution			7.00%	7.00%	7.00%	7.00%	7.00%	401K
Custom Fringe #1			0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Fringe #2			0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL PAYROLL TAXES AND BENEFITS								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES								All amounts are based on a detailed separate budget model
CONTRACTED SERVICES			Enter the % increase below for which the amount entered in column F should increase each year.					based on contracts in place and RePublic's other schools
Accounting / Audit	3	2,537.50	0.00%	1.50%	1.50%	1.50%	1.50%	Piece of full audit
Legal	3	2,537.50	0.00%	1.50%	1.50%	1.50%	1.50%	Only school level piece
Management Company Fee	3	68,823.22	0.00%	88.41%	4.91%	32.02%	2.11%	7% of certain revenues in years 1-2, 5% after
Nurse Services	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Food Service / School Lunch	3	105,104.91	0.00%	102.24%	50.28%	33.50%	1.50%	Assumes small loss
Payroll Services	3	4,173.62	0.00%	-52.08%	0.00%	0.00%	0.00%	
Special Ed Services	3	7,234.86	0.00%	102.24%	50.28%	33.50%	1.50%	
Titlement Services (i.e. Title I)		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Regional Shared Services	3	63,179.50	0.00%	31.47%	29.26%	8.89%	-3.58%	Allocation of total Jackson, MS region budget
Other Contracted Services	3	3,500.00	0.00%	1.07%	1.08%	1.08%	-26.58%	
Authorizer Fee	3	27,522.73	0.00%	102.24%	50.28%	33.50%	1.50%	3% of certain revenues
TOTAL CONTRACTED SERVICES								
SCHOOL OPERATIONS								
Board Expenses		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Classroom / Teaching Supplies & Materials	3	27,468.61	0.00%	94.55%	50.28%	33.50%	1.50%	
Special Ed Supplies & Materials	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Textbooks / Workbooks	3	15,120.90	0.00%	19.04%	1.50%	1.50%	1.50%	
Supplies & Materials other	3	219.24	0.00%	6944.11%	-47.12%	-64.62%	1.50%	Includes Athletics
Equipment / Furniture	3	37,500.00	0.00%	6.77%	4.93%	0.30%	-52.54%	
Telephone	3	16,475.00	0.00%	1.50%	1.50%	1.50%	103.00%	
Technology	3	98,131.50	0.00%	-14.09%	15.79%	21.01%	-6.92%	Student & staff computers, copiers, classroom tech, etc
Student Testing & Assessment	3	2,000.00	0.00%	-25.00%	16.76%	11.17%	1.50%	
Field Trips	3	3,836.67	0.00%	51.12%	25.14%	16.75%	1.50%	
Transportation (student)	3	93,540.00	0.00%	52.25%	35.33%	26.88%	1.50%	2 buses in year 1, increasing over time
Student Services - other	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Office Expense	3	2,575.56	0.00%	-2.93%	1.50%	1.50%	1.50%	
Staff Development	3	7,783.61	0.00%	-0.76%	41.51%	22.02%	1.50%	
Staff Recruitment	3	33,000.00	0.00%	0.00%	0.68%	0.69%	-14.25%	Includes applicant travel and partnership programs
Student Recruitment / Marketing	3	12,180.00	0.00%	1.50%	1.50%	1.50%	1.50%	
School Meals / Lunch	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Travel (Staff)	3	5,559.72	0.00%	-30.54%	41.51%	22.02%	1.50%	Most professional development including visits to top schools
Fundraising	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Student Culture	3	11,662.31	0.00%	22.47%	15.21%	11.11%	1.50%	Rewards, college materials to encourage thinking about it
Loan Repayment (Cash)	3	0.00	0.00%	0.00%	0.00%	0.00%	############	Startup loan to be repaid in year 5
Custom Operations #3		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL SCHOOL OPERATIONS								
FACILITY OPERATION & MAINTENANCE								
Insurance	3	7,000.00	0.00%	1.50%	1.50%	1.50%	1.50%	Allocation of company policy
Janitorial Services	3	24,337.46	0.00%	34.08%	16.76%	11.17%	77.08%	
Building and Land Rent / Lease	3	56,250.00	0.00%	136.91%	95.33%	17.25%	-20.00%	Based on draft lease agreement
Repairs & Maintenance	3	25,000.00	0.00%	10.00%	10.00%	10.00%	1.50%	
Equipment / Furniture		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Security Services	3	1,218.00	0.00%	34.08%	16.76%	11.17%	1.50%	
Utilities	3	59,377.50	0.00%	32.73%	25.38%	20.83%	-18.80%	Based on a combination of used and unused space
Custom Facilities Operations #1	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #2		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #3		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL FACILITY OPERATION & MAINTENANCE								
RESERVES / CONTIGENCY	3	47,436.41	0.00%	-49.94%	36.90%	25.51%	1.10%	3% of revenue in year 1, 1% thereafter
TOTAL EXPENSES								
NET OPERATING INCOME (before Depreciation)								
DEPRECIATION & AMORTIZATION		-	0.00%	0.00%	0.00%	0.00%	0.00%	
NET OPERATING INCOME (including Depreciation)								

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PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY						
Total Revenue	1,581,214	2,374,720	3,251,070	4,080,480	4,125,289	**Description of Assumptions**
Total Expenses	1,491,615	2,360,342	3,249,043	3,999,406	4,110,145	
Net Income	89,599	14,379	2,027	81,074	15,144	
Revenue Per Pupil	14,641	11,036	10,204	9,738	9,845	
Expenses Per Pupil	13,811	10,969	10,198	9,544	9,809	

	YEAR 1 2016-17	YEAR 2 2017-18	YEAR 3 2018-19	YEAR 4 2019-20	YEAR 5 2020-21	
REVENUE						
STATE REVENUES						
Mississippi Adequate Education Program (MAEP) Base	568,677	1,150,081	1,728,306	2,307,242	2,341,850	Based on state projections for RePublic's first school
Student Allocation						
Special Education	-	0	0	0	0	
Alternative Education	-	0	0	0	0	
Gifted Education	-	0	0	0	0	
Career and Technical Education	-	0	0	0	0	
Student Transportation	11,361	22,976	34,528	46,094	46,786	Based on state projections for RePublic's first school
Special Education	41,752	84,439	126,893	169,398	171,939	Based on state projections for RePublic's first school
Alternative Education	103,195	104,742	106,314	107,908	109,527	Minimum level per state guidance
Gifted Education	45,239	45,918	46,607	47,306	48,015	Based on state projections for RePublic's first school
TOTAL STATE REVENUES	**$ 770,224**	**$ 1,408,157**	**$ 2,042,648**	**$ 2,677,949**	**$ 2,718,118**	
FEDERAL REVENUES						
Free Breakfast Reimbursement	31,281	63,262	95,068	126,913	128,817	Includes federal reimbursement portion of free, reduced and paid
Reduced Breakfast Reimbursement	-	-	-	-	-	students based on RePublic's other schools and estimated free
Paid Breakfast Reimbursement	-	-	-	-	-	& reduced percentages
Free Lunch Reimbursement	48,772	98,635	148,226	197,877	200,845	Includes federal reimbursement portion of free, reduced and paid
Reduced Lunch Reimbursement	-	-	-	-	-	students based on RePublic's other schools and estimated free
Paid Lunch Reimbursement	-	-	-	-	-	& reduced percentages
Snack Reimbursement	12,497	25,273	37,979	50,701	51,462	
Title I	65,262	131,984	198,341	264,780	268,752	Based on state projections for RePublic's first school
Title II	503	1,017	1,529	2,041	2,072	Based on state projections for RePublic's first school
Title III	-	-	-	-	-	
IDEA Funding	13,713	27,733	41,677	55,637	56,472	Based on estimates
CSP	-	-	-	-	-	
Custom Federal Funding #1	-	-	-	-	-	
Custom Federal Funding #2	-	-	-	-	-	
Custom Federal Funding #3	-	-	-	-	-	
TOTAL FEDERAL REVENUES	**$ 172,027**	**$ 347,904**	**$ 522,820**	**$ 697,950**	**$ 708,419**	
LOCAL & OTHER REVENUES						
Contributions and Donations	471,862	287,500	187,500	37,500	-	Yr 1: Smilow: $250K, CSGF: $172K, Other committed: $50K
Fundraising (Rev.)	-	-	-	-	-	
Erate Reimbursement	13,345	13,545	13,748	13,954	28,118	Based on telecommunications costs
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (Income from meals)	6,556	13,258	19,924	26,598	26,997	For reduced and full pay students
Text Book	-	-	-	-	-	
Local Ad Valorem not in MAEP	147,200	297,694	447,366	597,221	606,179	Based on state projections for RePublic's first school
Education Enhancement funds (EEF) & Other	0	6,662	17,065	29,309	37,459	Based on initial guidance; not expected in year 1
Loans						
TOTAL LOCAL & OTHER REVENUES	**$ 638,962**	**$ 618,659**	**$ 685,602**	**$ 704,582**	**$ 698,752**	
TOTAL REVENUE	**$ 1,581,214**	**$ 2,374,720**	**$ 3,251,070**	**$ 4,080,480**	**$ 4,125,289**	
EXPENSES						See Personnel tab for details.
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	80,000	84,590	87,474	89,981	92,026	
Instructional Management	-	53,606	55,433	57,022	58,318	
Deans, Directors & Coordinators	-	-	43,260	44,499	45,511	
CFO / Director of Finance	-	-	-	-	-	
Operation / Business Manager	26,407	27,922	48,874	50,275	57,824	
Administrative Staff	27,000	28,549	29,523	30,369	31,059	
Other - Administrative	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 133,407**	**$ 194,668**	**$ 264,564**	**$ 272,145**	**$ 284,738**	
INSTRUCTIONAL PERSONNEL COSTS						See Personnel tab for details. Year 1 salaries based on
Teachers - Regular	244,118	503,791	783,101	1,018,512	1,052,533	current salary schedule. Outyear salaries -
Teachers - SPED	65,489	107,078	110,729	155,720	159,259	based on both years of experience and individual
Substitute Teachers	-	-	-	-	-	success.
Teaching Assistants	-	-	-	-	-	
Specialty Teachers	19,995	21,143	21,864	22,490	23,001	
Aides	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	
Other - Instructional	6,477	8,268	8,613	8,925	9,194	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ 336,080**	**$ 640,280**	**$ 924,307**	**$ 1,205,647**	**$ 1,243,987**	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	
Librarian	-	-	-	-	-	
Custodian	-	-	-	-	-	
Security	-	-	-	-	-	
Other - Non-Instructional	15,634	25,814	27,819	29,741	30,417	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 15,634**	**$ 25,814**	**$ 27,819**	**$ 29,741**	**$ 30,417**	
TOTAL PERSONNEL EXPENSES	**$ 485,120**	**$ 860,761**	**$ 1,216,690**	**$ 1,507,533**	**$ 1,559,142**	
PAYROLL TAXES AND BENEFITS						
Social Security	30,077	53,367	75,435	93,467	96,667	
Medicare	7,034	12,481	17,642	21,859	22,608	
State Unemployment	4,737	8,405	11,881	14,721	15,225	
Worker's Compensation Insurance	2,426	4,304	6,083	7,538	7,796	
Custom Other Tax #1	-	-	-	-	-	
Custom Other Tax #2	-	-	-	-	-	
Health Insurance	55,976	98,412	141,520	175,262	179,372	Based on current benefit plans
Dental Insurance	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	
Life Insurance	-	-	-	-	-	
Retirement Contribution	33,958	60,253	85,168	105,527	109,140	401K match
Custom Fringe #1	-	-	-	-	-	
Custom Fringe #2	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	**$ 134,208**	**$ 237,223**	**$ 337,729**	**$ 418,374**	**$ 430,807**	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 619,329**	**$ 1,097,984**	**$ 1,554,419**	**$ 1,925,907**	**$ 1,989,948**	
CONTRACTED SERVICES						
Accounting / Audit	2,538	2,576	2,614	2,653	2,693	Piece of full audit
Legal	2,538	2,576	2,614	2,653	2,693	Only school level piece
Management Company Fee	68,823	129,669	136,036	179,598	183,390	7% of certain revenues in years 1-2, 5% after
Nurse Services	-	-	-	-	-	
Food Service / School Lunch	105,105	212,562	319,432	426,433	432,829	Assumes small loss
Payroll Services	4,174	2,000	2,000	2,000	2,000	
Special Ed Services	7,235	14,632	21,988	29,353	29,794	
Titlement Services (i.e. Title I)	-	-	-	-	-	
Regional Shared Services	63,180	83,062	107,368	116,911	112,720	Allocation of total Jackson, MS region budget
Other Contracted Services	3,500	3,538	3,576	3,614	2,653	
Authorizer Fee	27,523	55,661	83,646	111,665	113,340	3% of certain revenues
TOTAL CONTRACTED SERVICES	**$ 284,614**	**$ 506,275**	**$ 679,274**	**$ 874,881**	**$ 882,113**	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	27,469	53,439	80,307	107,207	108,816	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	15,121	18,000	18,270	18,544	18,822	
Supplies & Materials other	219	15,443	8,166	2,889	2,933	Includes Athletics
Equipment / Furniture	37,500	40,039	42,012	42,137	20,000	
Telephone	16,475	16,722	16,973	17,228	34,972	
Technology	98,132	84,301	97,612	118,118	109,942	Student & staff computers, copiers, classroom tech, etc
Student Testing & Assessment	2,000	1,500	1,751	1,947	1,976	
Field Trips	3,837	5,798	7,255	8,471	8,598	
Transportation (student)	93,540	142,415	192,734	244,532	248,200	2 buses in year 1, increasing over time
Student Services - other	-	-	-	-	-	
Office Expense	2,576	2,500	2,538	2,576	2,614	
Staff Development	7,784	7,724	10,931	13,337	13,537	
Staff Recruitment	33,000	33,000	33,225	33,453	28,685	Includes applicant travel and partnership programs
Student Recruitment / Marketing	12,180	12,363	12,548	12,736	12,927	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	5,560	3,862	5,465	6,669	6,769	Most professional development including visits to top schools
Fundraising	-	-	-	-	-	
Student Culture	11,662	14,283	16,455	18,282	18,556	Rewards, college materials to encourage thinking about it
Loan Repayment (Cash)	0	0	0	0	100,000	Startup loan to be repaid in year 5
Custom Operations #3	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	**$ 367,053**	**$ 451,389**	**$ 546,243**	**$ 648,126**	**$ 737,348**	
FACILITY OPERATION & MAINTENANCE						
Insurance	7,000	7,105	7,212	7,320	7,430	Allocation of company policy
Janitorial Services	24,337	32,612	38,100	42,354	75,000	
Building and Land Rent / Lease	56,250	133,264	260,312	305,216	244,172	Based on draft lease agreement
Repairs & Maintenance	25,000	27,500	30,250	33,275	33,774	
Equipment / Furniture	-	-	-	-	-	
Security Services	1,218	1,633	1,907	2,120	2,151	
Utilities	59,378	78,812	98,817	119,403	96,956	Based on a combination of used and unused space
Custom Facilities Operations #1	-	-	-	-	-	
Custom Facilities Operations #2	-	-	-	-	-	
Custom Facilities Operations #3	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 173,183**	**$ 280,946**	**$ 436,597**	**$ 509,688**	**$ 459,483**	
RESERVES / CONTIGENCY	47,436	23,747	32,511	40,805	41,253	3% of revenue in year 1, 1% thereafter
TOTAL EXPENSES	**$ 1,491,615**	**$ 2,360,342**	**$ 3,249,043**	**$ 3,999,406**	**$ 4,110,145**	
NET OPERATING INCOME (before Depreciation)	**$ 89,599**	**$ 14,379**	**$ 2,027**	**$ 81,074**	**$ 15,144**	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
NET OPERATING INCOME (including Depreciation)	**$ 89,599**	**$ 14,379**	**$ 2,027**	**$ 81,074**	**$ 15,144**	

Smilow Prep
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		Description of Assumptions
Total Revenue	400,000	
Total Expenses	299,820	
Net Income	100,180	
Revenue Per Pupil		
Expenses Per Pupil		

	Start-Up Period	
REVENUE		
STATE REVENUES		
Mississippi Adequate Education Program (MAEP) Base Student Allocation	-	
Special Education	-	
Alternative Education	-	
Gifted Education	-	
Career and Technical Education	-	
Student Transportation	-	
Special Education	-	
Alternative Education	-	
Gifted Education	-	
TOTAL STATE REVENUES	$ -	
FEDERAL REVENUES		
Free Breakfast Reimbursement	-	
Reduced Breakfast Reimbursement	-	
Paid Breakfast Reimbursement	-	
Free Lunch Reimbursement	-	
Reduced Lunch Reimbursement	-	
Paid Lunch Reimbursement	-	
Snack Reimbursement	-	
Title I	-	
Title II	-	
Title III	-	
IDEA Funding	-	
CSP	-	
Custom Federal Funding #1	-	
Custom Federal Funding #2	-	
Custom Federal Funding #3	-	
TOTAL FEDERAL REVENUES	$ -	
LOCAL & OTHER REVENUES		
Contributions and Donations	300,000	Committed philanthropy: $250K from Joel Smilow and $50K from
Fundraising (Rev.)	-	a grant from the Charter School Growth Fund
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
Local Ad Valorem not in MAEP	-	
Education Enhancement funds (EEF) & Other	-	
Loans	100,000	Charter School Growth Fund startup loan that was part of their
TOTAL LOCAL & OTHER REVENUES	$ 400,000	award to RePublic Schools for these schools - matures in 5 years
TOTAL REVENUE	$ 400,000	
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	70,000	Principal in residence for full year
Instructional Management	-	
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	3,000	Intern
Other - Administrative	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 73,000	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other - Instructional	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ -	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other - Non-Instructional	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	
TOTAL PERSONNEL EXPENSES	$ 73,000	
PAYROLL TAXES AND BENEFITS		
Social Security	4,526	Taxes & Benefits for Staff
Medicare	1,059	Taxes & Benefits for Staff
State Unemployment	422	Taxes & Benefits for Staff
Worker's Compensation Insurance	365	Taxes & Benefits for Staff
Custom Other Tax #1	-	
Custom Other Tax #2	-	
Health Insurance	4,778	Taxes & Benefits for Principal in Residence
Dental Insurance	-	
Vision Insurance	-	
Life Insurance	-	
Retirement Contribution	4,900	Taxes & Benefits for Principal in Residence
Custom Fringe #1	-	
Custom Fringe #2	-	
TOTAL PAYROLL TAXES AND BENEFITS	$ 16,050	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 89,050	
CONTRACTED SERVICES		
Accounting / Audit	-	
Legal	-	
Management Company Fee	75,000	Fee to charter management side of the company for financial,
Nurse Services	-	fundraising, marketing, staff recruiting, coding program development
Food Service / School Lunch	-	and other support
Payroll Services	-	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	Portion of shared team that includes a regional operations person,
Regional Shared Services	70,570	Community organizer, student recruiters and other support functions
Other Contracted Services	3,000	Technology setup and interest
Authorizer Fee	-	
TOTAL CONTRACTED SERVICES	$ 148,570	
SCHOOL OPERATIONS		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	1,000	General supplies
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	500	Furniture for startup staff
Telephone	1,200	Cell Phone
Technology	1,500	Computer
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	15,000	Training programs, consultants, conferences
Staff Recruitment	15,000	Travel for applicants - most recruiting part of management fee
Student Recruitment / Marketing	13,000	Mailings and other student recruiting & parent involvement functions
School Meals / Lunch	-	
Travel (Staff)	15,000	Travel for trainings and visits to top performing schools
Fundraising	-	
Student Culture	-	
Loan Repayment (Cash)	-	
Custom Operations #3	-	
TOTAL SCHOOL OPERATIONS	$ 62,200	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	Under regional shared services
Janitorial Services	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security Services	-	
Utilities	-	
Custom Facilities Operations #1	-	
Custom Facilities Operations #2	-	
Custom Facilities Operations #3	-	
TOTAL FACILITY OPERATION & MAINTENANCE	$ -	
RESERVES / CONTIGENCY		
TOTAL EXPENSES	$ 299,820	
NET OPERATING INCOME (before Depreciation)	$ 100,180	
DEPRECIATION & AMORTIZATION	-	
NET OPERATING INCOME (including Depreciation)	$ 100,180	

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YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY														CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	326,452	77,108	77,108	86,363	86,363	278,098	93,035	107,344	137,475	87,475	107,344	86,819	1,581,214	(0)	
Total Expenses	113,928	134,013	114,269	116,605	114,249	135,956	124,939	122,556	131,277	116,605	115,528	133,617	1,491,015	(0)	
Net Income	212,524	(56,906)	(37,141)	(30,243)	(27,886)	142,138	(31,904)	(15,211)	16,198	(29,130)	(8,183)	(46,798)	89,599	(0)	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-		
Beginning Cash Balance	-	212,524	155,618	118,477	88,235	60,348	202,486	170,582	155,371	171,569	142,438	134,255	87,457		
Ending Cash Balance	212,524	155,618	118,477	88,235	60,348	202,486	170,582	155,371	171,569	142,438	134,255	87,457	87,457		

	July	August	September	October	November	December	January	February	March	April	May	June	July + Subsequent Items	TOTAL	
REVENUE															
STATE REVENUES															
Mississippi Adequate Education Program (MAEP)	47,390	47,390	47,390	47,390	47,390	47,390	47,390	47,390	47,390	47,390	47,390	47,390		568,677	- Monthly, local may be earlier
Base Student Allocation	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Special Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Alternative Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Gifted Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Career and Technical Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Student Transportation	947	947	947	947	947	947	947	947	947	947	947	947		11,361	-
Special Education	3,479	3,479	3,479	3,479	3,479	3,479	3,479	3,479	3,479	3,479	3,479	3,479		41,752	-
Alternative Education	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600		103,195	-
Gifted Education	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770		45,239	-
TOTAL STATE REVENUES	**$ 64,185**	**$ 64,185**	**$ 64,185**	**$ 64,185**	**$ 64,185**	**$ 64,185**	**$ 64,185**	**$ 64,185**	**$ 64,185**	**$ 64,185**	**$ 64,185**	**$ 64,185**		**$ 770,216**	
FEDERAL REVENUES															
Free Breakfast Reimbursement	-	-	-	3,128	3,128	3,128	3,128	3,128	3,128	3,128	3,128	3,128	3,128	31,281	- Aug-May claims - 2 month lag
Reduced Breakfast Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	- Aug-May claims - 2 month lag
Paid Breakfast Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	- Aug-May claims - 2 month lag
Free Lunch Reimbursement	-	-	-	4,877	4,877	4,877	4,877	4,877	4,877	4,877	4,877	4,877	4,877	48,772	- Aug-May claims - 2 month lag
Reduced Lunch Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	- Aug-May claims - 2 month lag
Paid Lunch Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	- Aug-May claims - 2 month lag
Snack Reimbursement	-	-	-	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	12,497	- Aug-May claims - 2 month lag
Title I	-	-	-	-	-	16,315	-	16,315	-	-	16,315	-	16,315	65,262	- Quarterly draws with a lag of 3
Title II	-	-	-	-	-	126	-	126	-	-	126	-	126	503	- months initially, then 2 months
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA Funding	-	-	-	-	-	3,428	-	3,428	-	-	3,428	-	3,428	13,713	- Quarterly draws with a lag of 3
CSP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	- months initially, then 2 months
Custom Federal Funding #1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Federal Funding #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Federal Funding #3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FEDERAL REVENUES	**$ -**	**$ -**	**$ -**	**$ 9,255**	**$ 9,255**	**$ 29,124**	**$ 9,255**	**$ 29,124**	**$ 9,255**	**$ 9,255**	**$ 29,124**	**$ 9,255**		**$ 172,027**	
LOCAL & OTHER REVENUES															
Contributions and Donations	250,000				-	171,862			50,000		-			471,862	- Smilow July, Charter School Growth
Fundraising (Rev.)					-						-			-	- Fund December, rest March
Erate Reimbursement	-	-	-	-	-	-	6,672	1,112	1,112	1,112	1,112	1,112	1,112	13,345	- Lag on approval, then monthly
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	656	656	656	656	656	656	656	656	656	656	-		6,556	- Monthly during school year
Text Book	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Local Ad Valorem not in MAEP	12,267	12,267	12,267	12,267	12,267	12,267	12,267	12,267	12,267	12,267	12,267	12,267		147,200	- Monthly
Education Enhancement Funds (EEF) & Other	-	-	-	-	-	-	-	-	-	-	-	-		-	(0)
Loans	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL LOCAL & OTHER REVENUES	**$ 262,267**	**$ 12,922**	**$ 12,922**	**$ 12,922**	**$ 12,922**	**$ 184,788**	**$ 19,595**	**$ 14,034**	**$ 64,034**	**$ 14,034**	**$ 14,034**	**$ 13,379**		**$ 638,963**	(0)
TOTAL REVENUE	**$ 326,452**	**$ 77,108**	**$ 77,108**	**$ 86,363**	**$ 86,363**	**$ 278,098**	**$ 93,035**	**$ 107,344**	**$ 137,475**	**$ 87,475**	**$ 107,344**	**$ 86,819**		**$ 1,581,214**	(0)
EXPENSES															
ADMINISTRATIVE STAFF PERSONNEL COSTS															
Executive Management	6,154	6,154	6,154	6,154	6,154	9,231	6,154	6,154	6,154	6,154	6,154	9,231		80,000	- Pay bi-weekly, Dec & June have
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-		-	- 3 payrolls, others 2
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-		-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Operations / Business Manager	2,031	2,031	2,031	2,031	2,031	3,047	2,031	2,031	2,031	2,031	2,031	3,047		26,407	-
Administrative Staff	2,077	2,077	2,077	2,077	2,077	3,115	2,077	2,077	2,077	2,077	2,077	3,115		27,000	-
Other - Administrative	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 10,262**	**$ 10,262**	**$ 10,262**	**$ 10,262**	**$ 10,262**	**$ 15,393**	**$ 10,262**	**$ 10,262**	**$ 10,262**	**$ 10,262**	**$ 10,262**	**$ 15,393**		**$ 133,407**	-
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	9,389	18,779	18,779	18,779	18,779	28,167	18,779	18,779	18,779	18,779	18,779	28,167	9,389	244,118	- Start mid-July, 1st teacher payroll
Teachers - SPED	2,519	5,038	5,038	5,038	5,038	7,556	5,038	5,038	5,038	5,038	5,038	7,556	2,519	65,489	- likely end of July 2016
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	- and is likely beginning July 2017
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	769	1,538	1,538	1,538	1,538	2,307	1,538	1,538	1,538	1,538	1,538	2,307	769	19,995	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other - Instructional	249	498	498	498	498	747	498	498	498	498	498	747	249	6,477	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ 12,926**	**$ 25,852**	**$ 25,852**	**$ 25,852**	**$ 25,852**	**$ 38,778**	**$ 25,852**	**$ 25,852**	**$ 25,852**	**$ 25,852**	**$ 25,852**	**$ 38,778**		**$ 336,080**	-
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Other - Non-Instructional	1,203	1,203	1,203	1,203	1,203	1,804	1,203	1,203	1,203	1,203	1,203	1,804		15,634	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 1,203**	**$ 1,203**	**$ 1,203**	**$ 1,203**	**$ 1,203**	**$ 1,804**	**$ 1,203**	**$ 1,203**	**$ 1,203**	**$ 1,203**	**$ 1,203**	**$ 1,804**		**$ 15,634**	-
TOTAL PERSONNEL EXPENSES	**$ 24,391**	**$ 37,317**	**$ 37,317**	**$ 37,317**	**$ 37,317**	**$ 55,975**	**$ 37,317**	**$ 37,317**	**$ 37,317**	**$ 37,317**	**$ 37,317**	**$ 55,975**		**$ 485,120**	-
PAYROLL TAXES AND BENEFITS															
Social Security	1,512	2,314	2,314	2,314	2,314	3,470	2,314	2,314	2,314	2,314	2,314	3,470	801	30,077	-
Medicare	358	541	541	541	541	812	541	541	541	541	541	812	187	7,034	-
State Unemployment	238	364	364	364	364	547	364	364	364	364	364	547	130	4,737	
Worker's Compensation Insurance	606	-	-	606	-	-	606	-	-	606	-	-	-	2,426	- Paid quarterly
Custom Other Tax #1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Health Insurance	-	4,665	4,665	4,665	4,665	4,665	4,665	4,665	4,665	4,665	4,665	4,665	4,665	55,976	- Estimate staff eligible Aug-Jul
Dental Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement Contribution	-	1,707	2,612	2,612	2,612	2,612	3,918	2,612	2,612	2,612	2,612	2,612	4,823	33,958	- 401K Match, 1 month lag
Custom Fringe #1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	**$ 2,710**	**$ 9,591**	**$ 10,496**	**$ 11,103**	**$ 10,496**	**$ 13,106**	**$ 12,408**	**$ 10,496**	**$ 10,496**	**$ 11,103**	**$ 10,496**	**$ 13,106**		**$ 134,208**	-
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 27,118**	**$ 46,908**	**$ 47,813**	**$ 48,419**	**$ 47,813**	**$ 68,081**	**$ 49,725**	**$ 47,813**	**$ 47,813**	**$ 48,419**	**$ 47,813**	**$ 68,081**		**$ 619,328**	-
CONTRACTED SERVICES															
Accounting / Audit													2,538	2,538	- Paid once audit starts
Legal	211	211	211	211	211	211	211	211	211	211	211	211		2,538	-
Management Company Fee	5,735	5,735	5,735	5,735	5,735	5,735	5,735	5,735	5,735	5,735	5,735	5,735		68,823	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Food Service / School Lunch	-	-	10,510	10,510	10,510	10,510	10,510	10,510	10,510	10,510	10,510	10,510		105,105	- School yr (10 months), 1 month lag
Payroll Services	321	321	321	321	321	482	321	321	321	321	321	482		4,174	- Based on payrolls
Special Ed Services	-	-	723	723	723	723	723	723	723	723	723	723		7,235	- School yr (10 months), 1 month lag
Tilement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Regional Board Services	5,265	5,265	5,265	5,265	5,265	5,265	5,265	5,265	5,265	5,265	5,265	5,265		63,180	-
Other Contracted Services	292	292	292	292	292	292	292	292	292	292	292	292		3,500	-
Authorizer Fee	2,294	2,296	2,294	2,294	2,296	2,294	2,294	2,294	2,294	2,294	2,296	2,294		27,523	-
TOTAL CONTRACTED SERVICES	**$ 14,118**	**$ 14,118**	**$ 25,352**	**$ 25,352**	**$ 25,352**	**$ 25,512**	**$ 25,352**	**$ 25,352**	**$ 25,352**	**$ 25,352**	**$ 25,352**	**$ 25,512**		**$ 286,614**	-
SCHOOL OPERATIONS															
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Classroom / Teaching Supplies & Materials	5,494	5,494	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648	1,648		27,469	- Front loaded since a higher
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-		-	- proportion of materials and
Textbooks / Workbooks	3,024	3,024	907	907	907	907	907	907	907	907	907	907		15,121	- equipment are purchased early
Supplies & Materials other	44	44	13	13	13	13	13	13	13	13	13	13		219	-
Equipment / furniture	11,250	11,250	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500		37,500	-
Telephone	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373		16,475	-
Technology	29,439	29,439	3,925	3,925	3,925	3,925	3,925	3,925	3,925	3,925	3,925	3,925		98,131	- Mostly upfront
Student Testing & Assessment	167	167	167	167	167	167	167	167	167	167	167	167		2,000	-
Field Trips	-	-	-	-	-	1,279	-	1,279	-	-	1,279	-		3,837	- 2-3 trips /year
Transportation (student)	-	-	9,354	9,354	9,354	9,354	9,354	9,354	9,354	9,354	9,354	9,354		93,540	- School year, 1 month lag
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Office Expense	215	215	215	215	215	215	215	215	215	215	215	215		2,576	-
Staff Development	649	649	649	649	649	649	649	649	649	649	649	649		7,784	-
Staff Recruitment	1,467	1,467	1,467	1,467	1,467	1,467	6,600	6,600	6,600	1,467	1,467	1,467		33,000	- Heavier Jan-Mar
Student Recruitment / Marketing	541	541	541	541	541	541	2,436	2,436	2,436	541	541	541		12,180	- Heavier Jan-Mar
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Travel (staff)	463	463	463	463	463	463	463	463	463	463	463	463		5,560	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Student Culture	1,060	1,060	1,060	1,060	1,060	1,060	1,060	1,060	1,060	1,060	1,060	-		11,662	- School plus preparations
Loan Repayment (Cash)	-	-	-	-	-	-	-	-	-	-	-	-		-	(0)
Custom Operations #1	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL SCHOOL OPERATIONS	**$ 55,185**	**$ 55,186**	**$ 23,282**	**$ 23,282**	**$ 23,282**	**$ 24,561**	**$ 30,310**	**$ 31,589**	**$ 30,310**	**$ 23,282**	**$ 24,561**	**$ 22,222**		**$ 367,053**	(0)
FACILITY OPERATION & MAINTENANCE															
Insurance	1,750	-	-	1,750	-	-	1,750	-	-	1,750	-	-		7,000	- Quarterly
Janitorial Services	-	2,028	2,028	2,028	2,028	2,028	2,028	2,028	2,028	2,028	2,028	2,028	2,028	24,337	- Monthly, 1 month lag
Building and Land Rent / Lease	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688	4,688		56,250	- Monthly
Repairs & Maintenance	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083		25,000	-
Equipment / furniture	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Security Services	102	102	102	102	102	102	102	102	102	102	102	102		1,218	-
Utilities	4,948	4,948	4,948	4,948	4,948	4,948	4,948	4,948	4,948	4,948	4,948	4,948		59,378	- Monthly
Custom Facilities Operations #1	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 13,572**	**$ 13,849**	**$ 13,849**	**$ 15,599**	**$ 13,849**	**$ 13,849**	**$ 15,599**	**$ 13,849**	**$ 13,849**	**$ 15,599**	**$ 13,849**	**$ 13,849**		**$ 173,183**	-
RESERVES / CONTIGENCY	3,953	3,953	3,953	3,953	3,953	3,953	3,953	3,953	3,953	3,953	3,953	3,953		47,436	-
TOTAL EXPENSES	**$ 113,928**	**$ 134,013**	**$ 114,269**	**$ 116,605**	**$ 114,249**	**$ 135,956**	**$ 124,939**	**$ 122,556**	**$ 131,277**	**$ 116,605**	**$ 115,528**	**$ 133,617**		**$ 1,491,015**	(0)
NET OPERATING INCOME (before Depreciation)	**$ 212,524**	**$ (56,906)**	**$ (37,141)**	**$ (30,243)**	**$ (27,886)**	**$ 142,138**	**$ (31,904)**	**$ (15,211)**	**$ 16,198**	**$ (29,130)**	**$ (8,183)**	**$ (46,798)**		**$ 89,599**	(0)
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-		-	-
NET OPERATING INCOME (including Depreciation)	**$ 212,524**	**$ (56,906)**	**$ (37,141)**	**$ (30,243)**	**$ (27,886)**	**$ 142,138**	**$ (31,904)**	**$ (15,211)**	**$ 16,198**	**$ (29,130)**	**$ (8,183)**	**$ (46,798)**		**$ 89,599**	(0)

Smilow Collegiate

New Applicaton Budget(s) & Cash Flow(s) Template

Lead Applicant Name:	Catherine Cooper
Contact Email:	ccooper@republiccharterschools.org
Contact Phone:	703-577-3828
Year One:	2016-17
School Days:	186

Smilow Collegiate

ENROLLMENT and STUDENT POPULATION

ENROLLMENT	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Kindergarten	90.00	89.32	89.32	89.32	89.32	89.32	89.32	89.32	89.32	89.32
1st Grade	90.00	89.32	89.32	89.32	89.32	89.32	89.32	89.32	89.32	89.32
2nd Grade	-	90.00	90.31	90.89	90.89	90.89	90.89	90.89	90.89	90.89
3rd Grade	-	-	85.61	87.11	87.11	87.11	87.11	87.11	87.11	87.11
4th Grade	-	-	-	82.37	83.32	83.32	83.32	83.32	83.32	83.32
5th Grade	-	-	-	-	108.00	107.19	107.19	107.19	107.19	107.19
6th Grade	-	-	-	-	-	108.00	108.38	109.07	109.07	109.07
7th Grade	-	-	-	-	-	-	103.03	103.95	103.95	103.95
8th Grade	-	-	-	-	-	-	-	98.83	98.83	98.83
9th Grade	-	-	-	-	-	-	-	-	-	-
10th Grade	-	-	-	-	-	-	-	-	-	-
11th Grade	-	-	-	-	-	-	-	-	-	-
12th Grade	-	-	-	-	-	-	-	-	-	-
Total Elementary Enrollment	**180.00**	**268.65**	**354.57**	**439.02**	**547.96**	**547.15**	**547.15**	**547.15**	**547.15**	**547.15**
Total Middle School Enrollment	**-**	**-**	**-**	**-**	**-**	**108.00**	**211.41**	**311.85**	**311.85**	**311.85**
Total High School Enrollment	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
Total Enrollment	**180.00**	**268.65**	**354.57**	**439.02**	**547.96**	**655.15**	**758.56**	**859.00**	**859.00**	**859.00**
Change in Net Enrollment from Prior Year	**180.00**	**88.65**	**85.92**	**84.45**	**108.95**	**107.19**	**103.41**	**100.44**	**-**	**-**

STUDENT POPULATION										
Average Daily Membership %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average Daily Membership (ADM)	**180.00**	**268.65**	**354.57**	**439.02**	**547.96**	**655.15**	**758.56**	**859.00**	**859.00**	**859.00**
Average Daily Attendance %	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Average Daily Attendance (ADA)	**180.00**	**268.65**	**354.57**	**439.02**	**547.96**	**655.15**	**758.56**	**859.00**	**859.00**	**859.00**
Special Education Students %	8%	8%	8%	8%	8%	8%	8%	8%	8%	8%
Special Education Student Count (SPED)	**14.40**	**21.49**	**28.37**	**35.12**	**43.84**	**52.41**	**60.68**	**68.72**	**68.72**	**68.72**
English Language Learner %	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
English Language Learner Count (ELL)	**1.80**	**2.69**	**3.55**	**4.39**	**5.48**	**6.55**	**7.59**	**8.59**	**8.59**	**8.59**
% Student Qualifying for Free Lunch	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
Student Count Qualifying for Free Lunch	**144.00**	**214.92**	**283.66**	**351.21**	**438.37**	**524.12**	**606.85**	**687.20**	**687.20**	**687.20**
% Student Qualifying for Reduced Lunch	10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Student Count Qualifying for Reduced Lunch	18.00	26.86	35.46	43.90	54.80	65.52	75.86	85.90	85.90	85.90
Free and Reduced Lunch Student %	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Student Count Qualifying for Free or Reduced Lunch	**162.00**	**241.78**	**319.11**	**395.11**	**493.17**	**589.64**	**682.70**	**773.10**	**773.10**	**773.10**
Alternative Education	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Alternative Education Count	**3.60**	**5.37**	**7.09**	**8.78**	**10.96**	**13.10**	**15.17**	**17.18**	**17.18**	**17.18**
Gifted Education	2%	2%	2%	2%	2%	2%	2%	2%	2%	2%
Gifted Education Count	**3.60**	**5.37**	**7.09**	**8.78**	**10.96**	**13.10**	**15.17**	**17.18**	**17.18**	**17.18**
Career and Technical Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Career and Technical Education Count	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**
Student Transportation	50%	50%	50%	50%	50%	50%	50%	50%	50%	50%
Student Transportation Count	**90.00**	**134.32**	**177.28**	**219.51**	**273.98**	**327.58**	**379.28**	**429.50**	**429.50**	**429.50**

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Position Description	Position Category (Categories Match Up to the Categories on the Five Year Budget)	Starting Salary	Number of FTE					NOTES	Salary Totals				
			Year 1	Year 2	Year 3	Year 4	Year 5		Year 1	Year 2	Year 3	Year 4	Year 5
			2016-17	2017-18	2018-19	2019-20	2020-21		2016-17	2017-18	2018-19	2019-20	2020-21
									Yearly Raise %				
									0.00%	4.85%	3.97%	1.75%	3.54%
Kindergarten - Expert	Teachers - Regular	$ 43,832	1.0	1.0	1.0	1.0	1.0	Actual teacher salaries to be based on	$ 43,832	$ 45,957	$ 47,780	$ 48,615	$ 50,336
Kindergarten - Novice	Teachers - Regular	$ 42,251	1.0	1.0	1.0	1.0	1.0	RePublic Schools' salary scale that	$ 42,251	$ 44,299	$ 46,056	$ 46,861	$ 48,520
Kindergarten - Intermediate	Teachers - Regular	$ 39,991	1.0	1.0	1.0	1.0	1.0	takes into account both experience	$ 39,991	$ 41,929	$ 43,592	$ 44,354	$ 45,924
Kindergarten - Intermediate	Teachers - Regular	$ 38,368	1.0	1.0	1.0	1.0	1.0	and skill. Yearly raise percentages	$ 38,368	$ 40,228	$ 41,823	$ 42,554	$ 44,060
Kindergarten - Novice	Teachers - Regular	$ 36,001	1.0	1.0	1.0	1.0	1.0	adjusted so that total salaries match	$ 36,001	$ 37,746	$ 39,243	$ 39,929	$ 41,343
Kindergarten - Novice	Teachers - Regular	$ 36,001	1.0	1.0	1.0	1.0	1.0	school's actual budget. However,	$ 36,001	$ 37,746	$ 39,243	$ 39,929	$ 41,343
1st Grade - Novice	Teachers - Regular	$ 43,832	1.0	1.0	1.0	1.0	1.0	because we are averaging things, line	$ 43,832	$ 45,957	$ 47,780	$ 48,615	$ 50,336
1st Grade - Intermediate	Teachers - Regular	$ 42,251	1.0	1.0	1.0	1.0	1.0	# by line salaries will be different. This	$ 42,251	$ 44,299	$ 46,056	$ 46,861	$ 48,520
1st Grade - Novice	Teachers - Regular	$ 39,991	1.0	1.0	1.0	1.0	1.0	should have no effect on the aggregate	$ 39,991	$ 41,929	$ 43,592	$ 44,354	$ 45,924
1st Grade - Intermediate	Teachers - Regular	$ 38,368	1.0	1.0	1.0	1.0	1.0	budget.	$ 38,368	$ 40,228	$ 41,823	$ 42,554	$ 44,060
1st Grade - Intermediate	Teachers - Regular	$ 38,368	1.0	1.0	1.0	1.0	1.0		$ 38,368	$ 40,228	$ 41,823	$ 42,554	$ 44,060
1st Grade - Novice	Teachers - Regular	$ 36,001	1.0	1.0	1.0	1.0	1.0		$ 36,001	$ 37,746	$ 39,243	$ 39,929	$ 41,343
2nd Grade - Expert	Teachers - Regular	$ 44,490	0.0	1.0	1.0	1.0	1.0		$ -	$ 44,490	$ 46,254	$ 47,063	$ 48,729
2nd Grade - Novice	Teachers - Regular	$ 42,885	0.0	1.0	1.0	1.0	1.0		$ -	$ 42,885	$ 44,585	$ 45,364	$ 46,970
2nd Grade - Intermediate	Teachers - Regular	$ 38,943	0.0	1.0	1.0	1.0	1.0		$ -	$ 38,943	$ 40,488	$ 41,195	$ 42,653
2nd Grade - Novice	Teachers - Regular	$ 36,541	0.0	1.0	1.0	1.0	1.0		$ -	$ 36,541	$ 37,990	$ 38,654	$ 40,023
3rd Grade - Intermediate	Teachers - Regular	$ 45,157	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ 45,157	$ 45,946	$ 47,573
3rd Grade - Novice	Teachers - Regular	$ 41,200	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ 41,200	$ 41,919	$ 43,404
3rd Grade - Novice	Teachers - Regular	$ 37,089	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ 37,089	$ 37,737	$ 39,073
4th Grade - Novice	Teachers - Regular	$ 44,181	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ 44,181	$ 45,745
4th Grade - Expert	Teachers - Regular	$ 41,818	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ 41,818	$ 43,298
4th Grade - Novice	Teachers - Regular	$ 37,646	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ 37,646	$ 38,979
5th Grade - Intermediate	Teachers - Regular	$ 46,522	0.0	0.0	0.0	0.0	1.0		$ -	$ -	$ -	$ -	$ 46,522
5th Grade - Intermediate	Teachers - Regular	$ 44,844	0.0	0.0	0.0	0.0	1.0		$ -	$ -	$ -	$ -	$ 44,844
5th Grade - Intermediate	Teachers - Regular	$ 40,722	0.0	0.0	0.0	0.0	1.0		$ -	$ -	$ -	$ -	$ 40,722
5th Grade - Novice	Teachers - Regular	$ 40,722	0.0	0.0	0.0	0.0	1.0		$ -	$ -	$ -	$ -	$ 40,722
5th Grade - Novice	Teachers - Regular	$ 38,210	0.0	0.0	0.0	0.0	1.0		$ -	$ -	$ -	$ -	$ 38,210
5th Grade - Novice	Teachers - Regular	$ 38,210	0.0	0.0	0.0	0.0	1.0		$ -	$ -	$ -	$ -	$ 38,210
PE Teacher - Intermediate	Teachers - Regular	$ 38,368	0.8	0.8	0.8	0.8	1.0	Position shared by two schools	$ 30,694	$ 32,182	$ 33,458	$ 34,043	$ 42,922
Music Teacher - Novice	Teachers - Regular	$ 37,089	0.0	0.0	0.5	0.5	1.0	Position shared by two schools	$ -	$ -	$ 18,545	$ 18,869	$ 38,081
Elective Teacher - Expert	Teachers - Regular		0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
Alternative Ed Teach- Intermediate (Shared)	Specialty Teachers	$ 39,991	0.5	0.5	0.5	0.5	1.0	Position shared by two schools	$ 19,995	$ 20,965	$ 21,796	$ 22,177	$ 42,958
Sped Teacher - Novice	Teachers - SPED	$ 37,832	0.0	1.0	1.0	1.0	1.0		$ -	$ 37,832	$ 39,332	$ 40,019	$ 41,436
Sped Teacher - Intermediate	Teachers - SPED	$ 41,818	0.0	0.0	0.0	1.0	1.0		$ -	$ -	$ -	$ 41,818	$ 43,298
Sped Teacher - Expert	Teachers - SPED	$ 45,516	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
Sped Teacher - Novice	Teachers - SPED	$ 39,956	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
Gifted Teacher - Intermediate (Shared)	Teachers - SPED	$ 42,251	0.5	0.5	0.5	0.5	1.0	Position shared by two schools	$ 21,125	$ 22,150	$ 23,028	$ 23,430	$ 45,385
Principal	Executive Management	$ 80,000	1.0	1.0	1.0	1.0	1.0		$ 80,000	$ 83,878	$ 87,204	$ 88,728	$ 91,869
Principal	Executive Management	$ 80,000	0.0	0.0	0.0	0.0	1.0		$ -	$ -	$ -	$ -	$ 80,000
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
Dean/(Dir Yr 3) of School Supports	Teachers - SPED	$ 44,364	1.0	1.0	1.0	1.0	1.0		$ 44,364	$ 46,514	$ 48,359	$ 49,204	$ 50,946
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
Instructional Coach	Instructional Management	$ 53,606	0.0	1.0	1.0	1.0	1.0		$ -	$ 53,606	$ 55,732	$ 56,706	$ 58,713
Instructional Coach	Instructional Management	$ 59,025	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
Instructional Coach	Instructional Management		0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
Dean of Culture	Deans, Directors & Coordinators	$ 43,260	0.0	0.0	1.0	1.0	1.0		$ -	$ -	$ 43,260	$ 44,015	$ 45,574
Dean of Culture	Deans, Directors & Coordinators		0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
			0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
Director of Operations	Operation / Business Manager	$ 52,814	0.5	0.5	0.5	0.5	1.0	Position shared by two schools	$ 26,407	$ 27,687	$ 28,785	$ 29,288	$ 56,732
Community Support	Operation / Business Manager	$ 40,000	0.0	0.0	0.5	0.5	1.0	Position shared by two schools	$ -	$ -	$ 20,000	$ 20,349	$ 41,070
Office Manager	Administrative Staff	$ 27,000	1.0	1.0	1.0	1.0	1.0		$ 27,000	$ 28,309	$ 29,432	$ 29,946	$ 31,006
Office Manager	Administrative Staff	$ 29,087	0.0	0.0	0.0	0.0	0.0		$ -	$ -	$ -	$ -	$ -
Technology	Other - Non-Instructional	$ 75,000	0.1	0.1	0.1	0.1	0.3	Position shared by multiple schools	$ 6,784	$ 8,579	$ 10,044	$ 11,345	$ 19,996
Technology	Other - Non-Instructional	$ 50,000	0.3	0.3	0.3	0.3	0.3	Position shared by multiple schools	$ 16,667	$ 17,475	$ 18,168	$ 18,485	$ 19,139
									$ -	$ -	$ -	$ -	$ -
Stipends & Miscellaneous	Other - Instructional	$ 54,607	0.1	0.2	0.2	0.2	0.2	Summer, Extracurricular, grade team	$ 7,477	$ 9,478	$ 9,927	$ 10,176	$ 10,612
									$ -	$ -	$ -	$ -	$ -
									$ -	$ -	$ -	$ -	$ -
Total			17.9	23.9	28.9	32.9	42.8		$ 755,769	$ 1,049,806	$ 1,297,889	$ 1,487,228	$ 1,991,182

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REVENUE AND EXPENSE ASSUMPTIONS

ASSUMPTION KEY	
1	PER STUDENT
2	PER STAFF
3	PER SCHOOL

			2016-17	2017-18	2018-19	2019-20	2020-21	NOTES
REVENUE			Enter the % increase below, except rows 22-26 (see note), for which the amount entered in column F should increase each year.					
STATE REVENUES								
Mississippi Adequate Education Program (MAEP)	1	5,265.57	0.00%	1.50%	1.50%	1.50%	1.50%	Includes both state and local portions
Base Student Allocation		-						
Special Education	1.00	386.60	-	1.50%	1.50%	1.50%	1.50%	Lines 22-26; Enter in the dollar amount the school anticipates receiving each year. These amounts will carry over to the 5 year budget. Details can be added on the 5 year budget tab under "Description of Assumptions" column.
Alternative Education	3.00	103,194.50	-	1.50%	1.50%	1.50%	1.50%	
Gifted Education	3.00	45,239.43	-	1.50%	1.50%	1.50%	1.50%	
Career and Technical Education			-	1.50%	1.50%	1.50%	1.50%	
Student Transportation	1	210.39	0.00%	1.50%	1.50%	1.50%	1.50%	Revenues based on Mississippi's projections for RePublic's first
Special Education	1	386.60	0.00%	1.50%	1.50%	1.50%	1.50%	school, Reimagine Prep, adjusted for student numbers and
Alternative Education	3	103,194.50	0.00%	1.50%	1.50%	1.50%	1.50%	inflation
Gifted Education	3	45,239.43	0.00%	1.50%	1.50%	1.50%	1.50%	
TOTAL STATE REVENUES								
FEDERAL REVENUES								
Free Breakfast Reimbursement	1	1.95	0.00%	1.50%	1.50%	1.50%	1.50%	
Reduced Breakfast Reimbursement		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Paid Breakfast Reimbursement		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Free Lunch Reimbursement	1	3.03	0.00%	1.50%	1.50%	1.50%	1.50%	
Reduced Lunch Reimbursement	1	-	0.00%	1.50%	1.50%	1.50%	1.50%	
Paid Lunch Reimbursement		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Snack Reimbursement	1	0.62	0.00%	1.50%	1.50%	1.50%	1.50%	
Title I	1	671.42	0.00%	1.50%	1.50%	1.50%	1.50%	
Title II	1	5.18	0.00%	1.50%	1.50%	1.50%	1.50%	
Title III		-	0.00%	1.50%	1.50%	1.50%	1.50%	
IDEA Funding	1	1,058.12	0.00%	1.50%	1.50%	1.50%	1.50%	
CSP		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Custom Federal Funding #1		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Custom Federal Funding #2		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Custom Federal Funding #3		-	0.00%	1.50%	1.50%	1.50%	1.50%	
TOTAL FEDERAL REVENUES								
LOCAL & OTHER REVENUES								
Contributions and Donations	3	471,862.16	0.00%	-49.67%	-63.16%	-57.14%	-100.00%	Smilow: $250K, CSGF: $172K, Other committed: $50K
Fundraising (Rev.)		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Erate Reimbursement	3	13,344.75	0.00%	1.50%	1.50%	1.50%	101.50%	Based on telecommunications expenses
Earnings on Investments		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Interest Income			0.00%	1.50%	1.50%	1.50%	1.50%	
Food Service (Income from meals)	1	60.70	0.00%	1.50%	1.50%	1.50%	1.50%	
Text Book		-	0.00%	1.50%	1.50%	1.50%	1.50%	
Local Ad Valorem not in MAEP	1	1,362.97	0.00%	1.50%	1.50%	1.50%	1.50%	Based on state guidance
Education Enhancement funds (EEF) & Other	3	0.01	0.00%	117615951.82%	73.45%	55.80%	56.80%	Based on estimates, assuming we are receiving beginning Year 2
Loans	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL LOCAL & OTHER REVENUES								
TOTAL REVENUE								
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS								
Executive Management								
Instructional Management								
Deans, Directors & Coordinators								
CFO / Director of Finance								
Operation / Business Manager								
Administrative Staff								
Other - Administrative								
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS								
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular								
Teachers - SPED								
Substitute Teachers								
Teaching Assistants								
Specialty Teachers								
Aides								
Therapists & Counselors								
Other - Instructional								
TOTAL INSTRUCTIONAL PERSONNEL COSTS								
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse								
Librarian								
Custodian								
Security								
Other - Non-Instructional								
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS								
TOTAL PERSONNEL EXPENSES			For each line item in the Payroll, Taxes & Benefits section enter the % of Total Payroll that line item should represent.					
PAYROLL TAXES AND BENEFITS								
Social Security			6.20%	6.20%	6.20%	6.20%	6.20%	
Medicare			1.45%	1.45%	1.45%	1.45%	1.45%	
State Unemployment			0.98%	0.98%	0.98%	0.98%	0.98%	
Worker's Compensation Insurance			0.50%	0.50%	0.50%	0.50%	0.50%	
Custom Other Tax #1			0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Other Tax #2			0.00%	0.00%	0.00%	0.00%	0.00%	
Health Insurance			11.92%	11.62%	11.53%	11.64%	11.44%	Budgeted based on $/staff member - adjusted to make %
Dental Insurance			0.00%	0.00%	0.00%	0.00%	0.00%	
Vision Insurance			0.00%	0.00%	0.00%	0.00%	0.00%	
Life Insurance			0.00%	0.00%	0.00%	0.00%	0.00%	
Retirement Contribution			7.00%	7.00%	7.00%	7.00%	7.00%	401K
Custom Fringe #1			0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Fringe #2			0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL PAYROLL TAXES AND BENEFITS								
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES								All amounts are based on a detailed separate budget model
CONTRACTED SERVICES			Enter the % increase below for which the amount entered in column F should increase each year.					based on contracts in place and RePublic's other schools
Accounting / Audit	3	2,537.50	0.00%	1.50%	1.50%	1.50%	1.50%	Piece of full audit
Legal	3	2,537.50	0.00%	1.50%	1.50%	1.50%	1.50%	Only school level piece
Management Company Fee	3	107,778.44	0.00%	47.81%	-5.58%	24.75%	26.35%	7% of certain revenues in years 1-2, 5% after
Nurse Services	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Food Service / School Lunch	3	171,174.85	0.00%	51.49%	33.96%	25.67%	26.69%	Assumes small loss
Payroll Services	3	4,857.86	0.00%	-58.83%	0.00%	0.00%	0.00%	
Special Ed Services	3	12,058.10	0.00%	51.49%	33.96%	25.67%	26.69%	
Titlement Services (i.e. Title I)		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Regional Shared Services	3	105,299.17	0.00%	-1.52%	15.23%	2.51%	20.34%	Allocation of total Jackson, MS region budget
Other Contracted Services	3	3,500.00	0.00%	1.07%	1.08%	1.08%	-26.58%	
Authorizer Fee	3	42,902.53	0.00%	51.49%	33.96%	25.67%	26.69%	3% of certain revenues
TOTAL CONTRACTED SERVICES								
SCHOOL OPERATIONS								
Board Expenses		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Classroom / Teaching Supplies & Materials	3	47,077.01	0.00%	47.72%	33.96%	25.67%	26.69%	
Special Ed Supplies & Materials	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Textbooks / Workbooks	3	26,000.00	0.00%	-30.77%	1.50%	1.50%	1.50%	
Supplies & Materials other	3	365.40	0.00%	51.49%	33.96%	25.67%	26.69%	
Equipment / Furniture	3	56,250.00	0.00%	-34.17%	4.26%	0.26%	0.00%	
Telephone	3	16,475.00	0.00%	1.50%	1.50%	1.50%	103.00%	
Technology	3	140,898.17	0.00%	-46.26%	14.33%	38.64%	-7.69%	Student & staff computers, copiers, classroom tech, etc
Student Testing & Assessment	3	2,000.00	0.00%	17.16%	11.32%	8.56%	8.90%	
Field Trips	3	6,394.45	0.00%	25.74%	16.98%	12.84%	13.34%	
Transportation (student)	3	93,540.00	0.00%	52.25%	35.33%	26.88%	21.80%	2 buses in year 1, increasing over time
Student Services - other	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Office Expense	3	5,000.00	0.00%	-50.00%	1.50%	1.50%	1.50%	
Staff Development	3	12,502.50	0.00%	-23.50%	20.98%	13.88%	29.78%	
Staff Recruitment	3	38,300.00	0.00%	-13.84%	0.68%	0.69%	0.69%	Includes applicant travel and partnership programs
Student Recruitment / Marketing	3	12,180.00	0.00%	1.50%	1.50%	1.50%	1.50%	
School Meals / Lunch	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Travel (Staff)	3	8,930.35	0.00%	-46.45%	20.98%	13.88%	29.78%	Most professional development including visits to top schools
Fundraising	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Student Culture	3	21,134.93	0.00%	-7.80%	10.63%	8.57%	-5.21%	Rewards, college materials to encourage thinking about it
Loan Repayment (Cash)	3	0.00	0.00%	0.00%	0.00%	0.00%	############	Startup loan to be repaid in year 5
Custom Operations #3		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL SCHOOL OPERATIONS								
FACILITY OPERATION & MAINTENANCE								
Insurance	3	7,000.00	0.00%	1.50%	1.50%	1.50%	1.50%	Allocation of company policy
Janitorial Services	3	27,937.43	0.00%	17.16%	11.32%	8.56%	60.00%	
Building and Land Rent / Lease	3	93,750.00	0.00%	77.85%	73.74%	10.39%	32.90%	Based on draft lease agreement
Repairs & Maintenance	3	25,000.00	0.00%	10.00%	10.00%	10.00%	10.00%	
Equipment / Furniture		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Security Services	3	1,218.00	0.00%	17.16%	11.32%	8.56%	26.69%	
Utilities	3	59,377.50	0.00%	32.73%	25.38%	20.83%	63.52%	Based on a combination of used and unused space
Custom Facilities Operations #1	3	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #2		-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Facilities Operations #3		-	0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL FACILITY OPERATION & MAINTENANCE								
RESERVES / CONTIGENCY	3	66,159.32	0.00%	-57.76%	23.97%	22.60%	25.12%	3% of revenue in year 1, 1% thereafter
TOTAL EXPENSES								
NET OPERATING INCOME (before Depreciation)								
DEPRECIATION & AMORTIZATION		-	0.00%	0.00%	0.00%	0.00%	0.00%	
NET OPERATING INCOME (including Depreciation)								

Smilow Collegiate

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY						Description of Assumptions
Total Revenue	2,205,311	2,794,359	3,464,095	4,246,846	5,313,660	
Total Expenses	2,187,934	2,751,671	3,441,477	4,023,982	5,311,046	
Net Income	17,376	42,688	22,618	222,864	2,614	
Revenue Per Pupil	12,252	10,402	9,770	9,674	9,697	
Expenses Per Pupil	12,155	10,243	9,706	9,166	9,692	

	YEAR 1 2016-17	YEAR 2 2017-18	YEAR 3 2018-19	YEAR 4 2019-20	YEAR 5 2020-21	
REVENUE						
STATE REVENUES						
Mississippi Adequate Education Program (MAEP) Base	947,795	1,435,796	1,923,442	2,417,260	3,062,383	Based on state projections for RePublic's first school
Student Allocation						
Special Education	-	0	0	0	0	
Alternative Education	-	0	0	0	0	
Gifted Education	-	0	0	0	0	
Career and Technical Education	-	0	0	0	0	
Student Transportation	18,935	28,684	38,427	48,292	61,181	Based on state projections for RePublic's first school
Special Education	69,587	105,417	141,220	177,476	224,841	Based on state projections for RePublic's first school
Alternative Education	103,195	104,742	106,314	107,908	109,527	Minimum level per state guidance
Gifted Education	45,239	45,918	46,607	47,306	48,015	Based on state projections for RePublic's first school
TOTAL STATE REVENUES	**$ 1,184,751**	**$ 1,720,558**	**$ 2,256,009**	**$ 2,798,243**	**$ 3,505,947**	
FEDERAL REVENUES						
Free Breakfast Reimbursement	52,135	78,978	105,802	132,965	168,451	Includes federal reimbursement portion of free, reduced and paid
Reduced Breakfast Reimbursement	-	-	-	-	-	students based on RePublic's other schools and estimated free
Paid Breakfast Reimbursement	-	-	-	-	-	& reduced percentages
Free Lunch Reimbursement	81,286	123,139	164,961	207,313	262,641	Includes federal reimbursement portion of free, reduced and paid
Reduced Lunch Reimbursement	-	-	-	-	-	students based on RePublic's other schools and estimated free
Paid Lunch Reimbursement	-	-	-	-	-	& reduced percentages
Snack Reimbursement	20,828	31,551	42,267	53,119	67,295	
Title I	108,769	164,772	220,735	277,406	351,440	Based on state projections for RePublic's first school
Title II	838	1,270	1,702	2,138	2,709	Based on state projections for RePublic's first school
Title III	-	-	-	-	-	
IDEA Funding	15,237	23,082	30,921	38,860	49,231	Based on estimates
CSP	-	-	-	-	-	
Custom Federal Funding #1	-	-	-	-	-	
Custom Federal Funding #2	-	-	-	-	-	
Custom Federal Funding #3						
TOTAL FEDERAL REVENUES	**$ 279,093**	**$ 422,793**	**$ 566,388**	**$ 711,801**	**$ 901,768**	
LOCAL & OTHER REVENUES						
Contributions and Donations	471,862	237,500	87,500	37,500	-	Yr 1: Smilow: $250K, CSGF: $172K, Other committed: $50K
Fundraising (Rev.)	-	-	-	-	-	
Erate Reimbursement	13,345	13,545	13,748	13,954	28,118	Based on telecommunications costs
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (Income from meals)	10,926	16,552	22,173	27,866	35,303	For reduced and full pay students
Text Book	-	-	-	-	-	
Local Ad Valorem not in MAEP	245,333	371,650	497,876	625,699	792,686	Based on state projections for RePublic's first school
Education Enhancement funds (EEF) & Other	0	11,762	20,401	31,784	49,838	Based on initial guidance; not expected in year 1
Loans						
TOTAL LOCAL & OTHER REVENUES	**$ 741,466**	**$ 651,009**	**$ 641,698**	**$ 736,803**	**$ 905,945**	
TOTAL REVENUE	**$ 2,205,311**	**$ 2,794,359**	**$ 3,464,095**	**$ 4,246,846**	**$ 5,313,660**	
EXPENSES						See Personnel tab for details.
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	80,000	83,878	87,204	88,728	171,869	
Instructional Management	-	53,606	55,732	56,706	58,713	
Deans, Directors & Coordinators	-	-	43,260	44,015	45,574	
CFO / Director of Finance	-	-	-	-	-	
Operation / Business Manager	26,407	27,687	48,785	49,638	97,802	
Administrative Staff	27,000	28,309	29,432	29,946	31,006	
Other - Administrative	-	-	-	-	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	**$ 133,407**	**$ 193,480**	**$ 264,413**	**$ 269,032**	**$ 404,964**	
INSTRUCTIONAL PERSONNEL COSTS						See Personnel tab for details. Year 1 salaries based on
Teachers - Regular	505,950	693,335	862,823	1,001,543	1,312,448	current salary schedule. Outyear salaries -
Teachers - SPED	65,489	106,495	110,719	154,471	181,065	based on both years of experience and individual
Substitute Teachers	-	-	-	-	-	success.
Teaching Assistants	-	-	-	-	-	
Specialty Teachers	19,995	20,965	21,796	22,177	42,958	
Aides	-	-	-	-	-	
Therapists & Counselors	-	-	-	-	-	
Other - Instructional	7,477	9,478	9,927	10,176	10,612	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	**$ 598,911**	**$ 830,273**	**$ 1,005,265**	**$ 1,188,366**	**$ 1,547,083**	
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	
Librarian	-	-	-	-	-	
Custodian	-	-	-	-	-	
Security	-	-	-	-	-	
Other - Non-Instructional	23,451	26,053	28,212	29,830	39,136	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	**$ 23,451**	**$ 26,053**	**$ 28,212**	**$ 29,830**	**$ 39,136**	
TOTAL PERSONNEL EXPENSES	**$ 755,769**	**$ 1,049,806**	**$ 1,297,889**	**$ 1,487,228**	**$ 1,991,182**	
PAYROLL TAXES AND BENEFITS						
Social Security	46,858	65,088	80,469	92,208	123,453	
Medicare	10,959	15,222	18,819	21,565	28,872	
State Unemployment	7,418	10,304	12,739	14,598	19,544	
Worker's Compensation Insurance	3,779	5,249	6,489	7,436	9,956	
Custom Other Tax #1	-	-	-	-	-	
Custom Other Tax #2	-	-	-	-	-	
Health Insurance	90,112	121,936	149,657	173,103	227,758	Based on current benefit plans
Dental Insurance	-	-	-	-	-	
Vision Insurance	-	-	-	-	-	
Life Insurance	-	-	-	-	-	
Retirement Contribution	52,904	73,486	90,852	104,106	139,383	401K match
Custom Fringe #1	-	-	-	-	-	
Custom Fringe #2	-	-	-	-	-	
TOTAL PAYROLL TAXES AND BENEFITS	**$ 212,029**	**$ 291,286**	**$ 359,026**	**$ 413,016**	**$ 548,966**	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	**$ 967,798**	**$ 1,341,092**	**$ 1,656,915**	**$ 1,900,244**	**$ 2,540,148**	
CONTRACTED SERVICES						
Accounting / Audit	2,538	2,576	2,614	2,653	2,693	Piece of full audit
Legal	2,538	2,576	2,614	2,653	2,693	Only school level piece
Management Company Fee	107,778	159,309	150,419	187,641	237,089	7% of certain revenues in years 1-2, 5% after
Nurse Services	-	-	-	-	-	
Food Service / School Lunch	171,175	259,309	347,380	436,565	553,076	Assumes small loss
Payroll Services	4,858	2,000	2,000	2,000	2,000	
Special Ed Services	12,058	18,267	24,471	30,753	38,960	
Titlement Services (i.e. Title I)	-	-	-	-	-	
Regional Shared Services	105,299	103,698	119,490	122,485	147,402	Allocation of total Jackson, MS region budget
Other Contracted Services	3,500	3,538	3,576	3,614	2,653	
Authorizer Fee	42,903	64,992	87,066	109,419	138,621	3% of certain revenues
TOTAL CONTRACTED SERVICES	**$ 452,646**	**$ 616,263**	**$ 739,629**	**$ 897,784**	**$ 1,125,188**	
SCHOOL OPERATIONS						
Board Expenses	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	47,077	69,543	93,162	117,080	148,326	
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	26,000	18,000	18,270	18,544	18,822	
Supplies & Materials other	365	554	742	932	1,181	
Equipment / Furniture	56,250	37,031	38,609	38,709	38,709	
Telephone	16,475	16,722	16,973	17,228	34,972	
Technology	140,898	75,717	86,570	120,017	110,790	Student & staff computers, copiers, classroom tech, etc
Student Testing & Assessment	2,000	2,343	2,609	2,832	3,084	
Field Trips	6,394	8,041	9,406	10,614	12,030	
Transportation (student)	93,540	142,415	192,734	244,532	297,840	2 buses in year 1, increasing over time
Student Services - other	-	-	-	-	-	
Office Expense	5,000	2,500	2,538	2,576	2,614	
Staff Development	12,502	9,564	11,571	13,177	17,102	
Staff Recruitment	38,300	33,000	33,225	33,453	33,685	Includes applicant travel and partnership programs
Student Recruitment / Marketing	12,180	12,363	12,548	12,736	12,927	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	8,930	4,782	5,785	6,589	8,551	Most professional development including visits to top schools
Fundraising	-	-	-	-	-	
Student Culture	21,135	19,487	21,557	23,404	22,185	Rewards, college materials to encourage thinking about it
Loan Repayment (Cash)	0	0	0	0	100,000	Startup loan to be repaid in year 5
Custom Operations #3	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	**$ 487,048**	**$ 452,061**	**$ 546,299**	**$ 662,422**	**$ 862,819**	
FACILITY OPERATION & MAINTENANCE						
Insurance	7,000	7,105	7,212	7,320	7,430	Allocation of company policy
Janitorial Services	27,937	32,712	36,438	39,556	63,290	
Building and Land Rent / Lease	93,750	166,736	289,688	319,784	425,000	Based on draft lease agreement
Repairs & Maintenance	25,000	27,500	30,250	33,275	36,603	
Equipment / Furniture	-	-	-	-	-	
Security Services	1,218	1,427	1,589	1,725	2,185	
Utilities	59,378	78,812	98,817	119,403	195,248	Based on a combination of used and unused space
Custom Facilities Operations #1	-	-	-	-	-	
Custom Facilities Operations #2	-	-	-	-	-	
Custom Facilities Operations #3	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	**$ 214,283**	**$ 314,312**	**$ 463,993**	**$ 521,063**	**$ 729,755**	
RESERVES / CONTIGENCY	66,159	27,944	34,641	42,468	53,137	3% of revenue in year 1, 1% thereafter
TOTAL EXPENSES	**$ 2,187,934**	**$ 2,751,671**	**$ 3,441,477**	**$ 4,023,982**	**$ 5,311,046**	
NET OPERATING INCOME (before Depreciation)	**$ 17,376**	**$ 42,688**	**$ 22,618**	**$ 222,864**	**$ 2,614**	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
NET OPERATING INCOME (including Depreciation)	**$ 17,376**	**$ 42,688**	**$ 22,618**	**$ 222,864**	**$ 2,614**	

Smilow Collegiate
PROJECTED START-UP BUDGET / OPERATING PLAN
FOR INITIAL CHARTER PERIOD

SUMMARY		Description of Assumptions
Total Revenue	400,000	
Total Expenses	296,534	
Net Income	103,466	
Revenue Per Pupil		
Expenses Per Pupil		

	Start-Up Period	
REVENUE		
STATE REVENUES		
Mississippi Adequate Education Program (MAEP) Base Student Allocation	-	
Special Education	-	
Alternative Education	-	
Gifted Education	-	
Career and Technical Education	-	
Student Transportation	-	
Special Education	-	
Alternative Education	-	
Gifted Education	-	
TOTAL STATE REVENUES	$ -	
FEDERAL REVENUES		
Free Breakfast Reimbursement	-	
Reduced Breakfast Reimbursement	-	
Paid Breakfast Reimbursement	-	
Free Lunch Reimbursement	-	
Reduced Lunch Reimbursement	-	
Paid Lunch Reimbursement	-	
Snack Reimbursement	-	
Title I	-	
Title II	-	
Title III	-	
IDEA Funding	-	
CSP	-	
Custom Federal Funding #1	-	
Custom Federal Funding #2	-	
Custom Federal Funding #3	-	
TOTAL FEDERAL REVENUES	$ -	
LOCAL & OTHER REVENUES		
Contributions and Donations	300,000	Committed philanthropy: $250K from Joel Smilow and $50K from
Fundraising (Rev.)	-	a grant from the Charter School Growth Fund
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
Local Ad Valorem not in MAEP	-	
Education Enhancement funds (EEF) & Other	-	
Loans	100,000	Charter School Growth Fund startup loan that was part of their
TOTAL LOCAL & OTHER REVENUES	$ 400,000	award to RePublic Schools for these schools - matures in 5 years
TOTAL REVENUE	$ 400,000	
EXPENSES		
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	70,000	Principal in residence for full year
Instructional Management	-	
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	
Operation / Business Manager	-	
Administrative Staff	-	
Other - Administrative	-	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 70,000	
INSTRUCTIONAL PERSONNEL COSTS		
Teachers - Regular	-	
Teachers - SPED	-	
Substitute Teachers	-	
Teaching Assistants	-	
Specialty Teachers	-	
Aides	-	
Therapists & Counselors	-	
Other - Instructional	-	
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ -	
NON-INSTRUCTIONAL PERSONNEL COSTS		
Nurse	-	
Librarian	-	
Custodian	-	
Security	-	
Other - Non-Instructional	-	
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ -	
TOTAL PERSONNEL EXPENSES	$ 70,000	
PAYROLL TAXES AND BENEFITS		
Social Security	4,340	Taxes & Benefits for Principal in Residence
Medicare	1,015	Taxes & Benefits for Principal in Residence
State Unemployment	381	Taxes & Benefits for Principal in Residence
Worker's Compensation Insurance	350	Taxes & Benefits for Principal in Residence
Custom Other Tax #1	-	
Custom Other Tax #2	-	
Health Insurance	4,778	Taxes & Benefits for Principal in Residence
Dental Insurance	-	
Vision Insurance	-	
Life Insurance	-	
Retirement Contribution	4,900	Taxes & Benefits for Principal in Residence
Custom Fringe #1	-	
Custom Fringe #2	-	
TOTAL PAYROLL TAXES AND BENEFITS	$ 15,764	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	$ 85,764	
CONTRACTED SERVICES		
Accounting / Audit	-	
Legal	-	
Management Company Fee	75,000	Fee to charter management side of the company for financial,
Nurse Services	-	fundraising, marketing, staff recruiting, coding program development
Food Service / School Lunch	-	and other support
Payroll Services	-	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	Portion of shared team that includes a regional operations person,
Regional Shared Services	70,570	Community organizer, student recruiters and other support functions
Other Contracted Services	3,000	Technology setup and interest
Authorizer Fee	-	
TOTAL CONTRACTED SERVICES	$ 148,570	
SCHOOL OPERATIONS		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	1,000	General supplies
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	500	Furniture for Principal in Residence
Telephone	1,200	Cell Phone
Technology	1,500	Computer
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	15,000	Training programs, consultants, conferences
Staff Recruitment	15,000	Travel for applicants - most recruiting part of management fee
Student Recruitment / Marketing	13,000	Mailings and other student recruiting & parent involvement functions
School Meals / Lunch	-	
Travel (Staff)	15,000	Travel for trainings and visits to top performing schools
Fundraising	-	
Student Culture	-	
Loan Repayment (Cash)	-	
Custom Operations #3	-	
TOTAL SCHOOL OPERATIONS	$ 62,200	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	Under regional shared services
Janitorial Services	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security Services	-	
Utilities	-	
Custom Facilities Operations #1	-	
Custom Facilities Operations #2	-	
Custom Facilities Operations #3	-	
TOTAL FACILITY OPERATION & MAINTENANCE	$ -	
RESERVES / CONTIGENCY		
TOTAL EXPENSES	$ 296,534	
NET OPERATING INCOME (before Depreciation)	$ 103,466	
DEPRECIATION & AMORTIZATION	-	
NET OPERATING INCOME (including Depreciation)	$ 103,466	

Smilow Collegiate

YEAR ONE PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY														CHECK vs. Budget (Must Be Zero)	Description of Assumptions
Total Revenue	369,174	120,266	120,266	135,691	135,691	338,798	142,364	168,014	186,803	136,803	168,014	135,711	2,205,311	(0)	
Total Expenses	165,233	199,856	167,605	170,300	167,605	201,501	180,187	177,589	175,458	170,300	169,737	197,648	2,187,934	(0)	
Net Income	203,941	(79,590)	(47,339)	(34,609)	(31,914)	137,268	(37,824)	(9,575)	11,345	(33,497)	(1,722)	(61,737)	17,376	(0)	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-		
Beginning Cash Balance		203,941	124,351	77,012	42,403	10,489	147,757	109,932	100,354	111,700	78,203	76,481	14,743		
Ending Cash Balance	203,941	124,351	77,012	42,403	10,489	147,757	109,932	100,354	111,700	78,203	76,481	14,743	17,376		

	July	August	September	October	November	December	January	February	March	April	May	June	July + Subsequent Items	TOTAL	
REVENUE															
STATE REVENUES															
Mississippi Adequate Education Program (MAEP)	78,983	78,983	78,983	78,983	78,983	78,983	78,983	78,983	78,983	78,983	78,983	78,983		947,795	- Monthly, local may be earlier
Base Student Allocation	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Special Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Alternative Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Gifted Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Career and Technical Education	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Student Transportation	1,578	1,578	1,578	1,578	1,578	1,578	1,578	1,578	1,578	1,578	1,578	1,578		18,935	-
Special Education	5,799	5,799	5,799	5,799	5,799	5,799	5,799	5,799	5,799	5,799	5,799	5,799		69,587	-
Alternative Education	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600		103,195	-
Gifted Education	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770	3,770		45,239	-
TOTAL STATE REVENUES	$ 98,729	$ 98,729	$ 98,729	$ 98,729	$ 98,729	$ 98,729	$ 98,729	$ 98,729	$ 98,729	$ 98,729	$ 98,729	$ 98,729		$ 1,184,751	
FEDERAL REVENUES															
Free Breakfast Reimbursement	-	-	-	5,213	5,213	5,213	5,213	5,213	5,213	5,213	5,213	5,213	5,213	52,130	- Aug-May claims - 2 month lag
Reduced Breakfast Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	- Aug-May claims - 2 month lag
Paid Breakfast Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	- Aug-May claims - 2 month lag
Free Lunch Reimbursement	-	-	-	8,129	8,129	8,129	8,129	8,129	8,129	8,129	8,129	8,129	8,129	81,286	- Aug-May claims - 2 month lag
Reduced Lunch Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	- Aug-May claims - 2 month lag
Paid Lunch Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	-	- Aug-May claims - 2 month lag
Snack Reimbursement	-	-	-	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	20,828	- Aug-May claims - 2 month lag
Title I	-	-	-	-	-	27,192	-	27,192	-	-	27,192	-	27,192	108,769	- Quarterly draws with a lag of 3
Title II	-	-	-	-	-	210	-	210	-	-	210	-	210	838	- months initially, then 2 months
Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
IDEA Funding	-	-	-	-	-	3,809	-	3,809	-	-	3,809	-	3,809	15,237	- Quarterly draws with a lag of 3
CSP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	- months initially, then 2 months
Custom Federal Funding #1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Federal Funding #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Federal Funding #3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FEDERAL REVENUES	$ -	$ -	$ -	$ 15,425	$ 15,425	$ 46,636	$ 15,425	$ 46,636	$ 15,425	$ 15,425	$ 46,636	$ 15,425		$ 279,000	
LOCAL & OTHER REVENUES															
Contributions and Donations	250,000			-	-	171,862	-	-	50,000	-	-	-	-	471,862	- Smilow July, Charter School Growth
Fundraising (Rev.)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	- Fund December, rest March
Erate Reimbursement	-	-	-	-	-	-	6,672	1,112	1,112	1,112	1,112	1,112	1,112	13,345	- Lag on approval, then monthly
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	1,093	-	-	10,926	- Monthly during school year
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Local Ad Valorem not in MAEP	20,644	20,644	20,644	20,644	20,644	20,644	20,644	20,644	20,644	20,644	20,644	20,644		245,333	- Monthly
Education Enhancement Funds (EEF) & Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	(0)
Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL LOCAL & OTHER REVENUES	$ 270,644	$ 21,537	$ 21,537	$ 21,537	$ 21,537	$ 193,399	$ 28,209	$ 22,649	$ 72,649	$ 22,649	$ 22,649	$ 21,556		$ 741,466	(0)
TOTAL REVENUE	$ 369,174	$ 120,266	$ 120,266	$ 135,691	$ 135,691	$ 338,798	$ 142,364	$ 168,014	$ 186,803	$ 136,803	$ 168,014	$ 135,711		$ 2,205,311	(0)
EXPENSES															
ADMINISTRATIVE STAFF PERSONNEL COSTS															
Executive Management	6,154	6,154	6,154	6,154	6,154	9,231	6,154	6,154	6,154	6,154	6,154	9,231		80,000	- Pay bi-weekly, Dec & June have
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-		-	- 3 payrolls, others 2
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-		-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Operation / Business Manager	2,031	2,031	2,031	2,031	2,031	3,047	2,031	2,031	2,031	2,031	2,031	3,047		26,407	-
Administrative Staff	2,077	2,077	2,077	2,077	2,077	3,115	2,077	2,077	2,077	2,077	2,077	3,115		27,000	-
Other - Administrative	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	$ 10,262	$ 10,262	$ 10,262	$ 10,262	$ 10,262	$ 15,393	$ 10,262	$ 10,262	$ 10,262	$ 10,262	$ 10,262	$ 15,393		$ 133,407	-
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	19,460	38,919	38,919	38,919	38,919	58,379	38,919	38,919	38,919	38,919	38,919	58,379	19,460	505,950	- Start mid-July, 1st teacher payroll
Teachers - SPED	2,519	5,038	5,038	5,038	5,038	7,556	5,038	5,038	5,038	5,038	5,038	7,556	2,519	65,489	- likely end of July 2016
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	- and last likely beginning July 2017
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	769	1,538	1,538	1,538	1,538	2,307	1,538	1,538	1,538	1,538	1,538	2,307	769	19,995	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other - Instructional	288	575	575	575	575	863	575	575	575	575	575	863	288	7,477	-
TOTAL INSTRUCTIONAL PERSONNEL COSTS	$ 23,035	$ 46,070	$ 46,070	$ 46,070	$ 46,070	$ 69,105	$ 46,070	$ 46,070	$ 46,070	$ 46,070	$ 46,070	$ 69,105		$ 598,911	-
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Other - Non-Instructional	1,804	1,804	1,804	1,804	1,804	2,706	1,804	1,804	1,804	1,804	1,804	2,706		23,451	-
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	$ 1,804	$ 1,804	$ 1,804	$ 1,804	$ 1,804	$ 2,706	$ 1,804	$ 1,804	$ 1,804	$ 1,804	$ 1,804	$ 2,706		$ 23,451	
TOTAL PERSONNEL EXPENSES	$ 35,101	$ 58,136	$ 58,136	$ 58,136	$ 58,136	$ 87,204	$ 58,136	$ 58,136	$ 58,136	$ 58,136	$ 58,136	$ 87,204		$ 755,769	-
PAYROLL TAXES AND BENEFITS															
Social Security	2,176	3,604	3,604	3,604	3,604	5,407	3,604	3,604	3,604	3,604	3,604	5,407	1,428	46,858	-
Medicare	509	843	843	843	843	1,264	843	843	843	843	843	1,264	334	10,959	-
State Unemployment	148	571	571	571	571	856	571	571	571	571	571	856	228	7,418	-
Worker's Compensation Insurance	945	-	-	945	-	-	945	-	-	945	-	-	-	3,779	- Paid quarterly
Custom Other Tax #1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Other Tax #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Health Insurance	-	7,509	7,509	7,509	7,509	7,509	7,509	7,509	7,509	7,509	7,509	7,509	7,509	90,112	- Estimate staff eligible Aug-Jul
Dental Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Vision Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Life Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Retirement Contribution	-	2,457	4,070	4,070	4,070	4,070	6,104	4,070	4,070	4,070	4,070	4,070	7,717	52,904	- 401K Match, 1 month lag
Custom Fringe #1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custom Fringe #2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS	$ 3,974	$ 14,984	$ 16,597	$ 17,542	$ 16,597	$ 19,106	$ 19,576	$ 16,597	$ 16,597	$ 17,542	$ 16,597	$ 19,106		$ 212,029	
TOTAL PERSONNEL TAX & BENEFIT EXPENSES	$ 39,075	$ 73,121	$ 74,733	$ 75,678	$ 74,733	$ 106,310	$ 77,712	$ 74,733	$ 74,733	$ 75,678	$ 74,733	$ 106,310		$ 967,798	-
CONTRACTED SERVICES															
Accounting / Audit													2,538	2,538	- Paid once audit starts
Legal	211	211	211	211	211	211	211	211	211	211	211	211		2,538	-
Management Company Fee	8,982	8,982	8,982	8,982	8,982	8,982	8,982	8,982	8,982	8,982	8,982	8,982		107,778	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Food Service / School Lunch	-	-	17,117	17,117	17,117	17,117	17,117	17,117	17,117	17,117	17,117	17,117		171,175	- School yr (10 months), 1 month lag
Payroll Services	378	374	374	374	374	561	374	374	374	374	374	561		4,858	- Based on payrolls
Special Ed Services	-	-	1,206	1,206	1,206	1,206	1,206	1,206	1,206	1,206	1,206	1,206		12,058	- School yr (10 months), 1 month lag
Tilement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Regional Shared Services	8,775	8,775	8,775	8,775	8,775	8,775	8,775	8,775	8,775	8,775	8,775	8,775		105,299	-
Other Contracted Services	218	292	292	292	292	292	292	292	292	292	292	292		3,500	-
Authorizer Fee	3,575	3,575	3,575	3,575	3,575	3,575	3,575	3,575	3,575	3,575	3,575	3,575		42,903	-
TOTAL CONTRACTED SERVICES	$ 22,318	$ 22,208	$ 40,532	$ 40,532	$ 40,532	$ 40,719	$ 40,532	$ 40,532	$ 40,532	$ 40,532	$ 40,532	$ 40,719		$ 452,646	-
SCHOOL OPERATIONS															
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Classroom / Teaching Supplies & Materials	9,415	9,415	2,825	2,825	2,825	2,825	2,825	2,825	2,825	2,825	2,825	2,825		47,077	- Front loaded since a higher
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-		-	- proportion of materials and
Textbooks / Workbooks	5,200	5,200	1,560	1,560	1,560	1,560	1,560	1,560	1,560	1,560	1,560	1,560		26,000	- equipment are purchased early
Supplies & Materials other	73	73	22	22	22	22	22	22	22	22	22	22		365	-
Equipment / furniture	16,875	16,875	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250		56,250	-
Telephone	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373	1,373		16,475	-
Technology	42,269	42,269	5,636	5,636	5,636	5,636	5,636	5,636	5,636	5,636	5,636	5,636		140,898	- Mostly upfront
Student Testing & Assessment	167	167	167	167	167	167	167	167	167	167	167	167		2,000	-
Field Trips	-	-	-	-	-	2,131	-	2,131	-	-	2,131	-		6,393	- 2-3 trips /year
Transportation (student)	-	-	9,354	9,354	9,354	9,354	9,354	9,354	9,354	9,354	9,354	9,354		93,540	- School year, 1 month lag
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Office Expense	417	417	417	417	417	417	417	417	417	417	417	417		5,000	-
Staff Development	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042	1,042		12,502	-
Staff Recruitment	1,702	1,702	1,702	1,702	1,702	1,702	7,660	7,660	7,660	1,702	1,702	1,702		38,300	- Heavier Jan-Mar
Student Recruitment / Marketing	541	541	541	541	541	541	2,436	2,436	2,436	541	541	541		12,180	- Heavier Jan-Mar
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Travel (staff)	748	748	748	748	748	748	748	748	748	748	748	748		8,970	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Student Culture	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	1,921	-		21,135	- School plus preparations
Loan Repayment (Cash)	-	-	-	-	-	-	-	-	-	-	-	-		-	(0)
Custom Operations #1	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL SCHOOL OPERATIONS	$ 81,740	$ 81,740	$ 29,554	$ 29,554	$ 29,554	$ 31,685	$ 37,406	$ 39,538	$ 37,406	$ 29,554	$ 31,685	$ 27,632		$ 487,088	(0)
FACILITY OPERATION & MAINTENANCE															
Insurance	1,750	-	-	1,750	-	-	1,750	-	-	1,750	-	-		7,000	- Quarterly
Janitorial Services	-	2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	2,328	27,937	- Monthly, 1 month lag
Building and Land Rent / Lease	7,813	7,813	7,813	7,813	7,813	7,813	7,813	7,813	7,813	7,813	7,813	7,813		93,750	- Monthly
Repairs & Maintenance	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083		25,000	-
Equipment / furniture	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Security Services	102	102	102	102	102	102	102	102	102	102	102	102		1,218	-
Utilities	4,948	4,948	4,948	4,948	4,948	4,948	4,948	4,948	4,948	4,948	4,948	4,948		59,378	- Monthly
Custom Facilities Operations #1	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Facilities Operations #2	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Custom Facilities Operations #3	-	-	-	-	-	-	-	-	-	-	-	-		-	-
TOTAL FACILITY OPERATION & MAINTENANCE	$ 16,696	$ 17,274	$ 17,274	$ 19,024	$ 17,274	$ 17,274	$ 19,024	$ 17,274	$ 17,274	$ 19,024	$ 17,274	$ 17,274		$ 213,283	-
RESERVES / CONTIGENCY	5,513	5,513	5,513	5,513	5,513	5,513	5,513	5,513	5,513	5,513	5,513	5,513		66,159	-
TOTAL EXPENSES	$ 165,233	$ 199,856	$ 167,605	$ 170,300	$ 167,605	$ 201,501	$ 180,187	$ 177,589	$ 175,458	$ 170,300	$ 169,737	$ 197,648		$ 2,187,934	(0)
NET OPERATING INCOME (before Depreciation)	$ 203,941	$ (79,590)	$ (47,339)	$ (34,609)	$ (31,914)	$ 137,268	$ (37,824)	$ (9,575)	$ 11,345	$ (33,497)	$ (1,722)	$ (61,737)		$ 17,376	(0)
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-		-	-
NET OPERATING INCOME (including Depreciation)	$ 203,941	$ (79,590)	$ (47,339)	$ (34,609)	$ (31,914)	$ 137,268	$ (37,824)	$ (9,575)	$ 11,345	$ (33,497)	$ (1,722)	$ (61,737)		$ 17,376	(0)

Smilow Collegiate
Projections

Year of School	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiscal Year	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Revenue							
State & Local MAEP		947,795	1,435,796	1,923,442	2,417,260	3,062,383	3,716,347
Local Ad Valorem not in MAEP		245,333	371,650	497,876	625,699	792,686	961,962
State Special Education		69,587	105,417	141,220	177,476	224,841	272,855
State Transportation		18,935	28,684	38,427	48,292	61,181	74,245
State Alternative Education Funding		103,195	104,742	106,314	107,908	109,527	111,170
State Gifted		45,239	45,918	46,607	47,306	48,015	48,736
Title IA		108,769	164,772	220,735	277,406	351,440	426,489
Title IIA		838	1,270	1,702	2,138	2,709	3,288
IDEA		15,237	23,082	30,921	38,860	49,231	59,744
Federal Food Service		154,249	233,668	313,030	393,397	498,387	604,816
Other Government Funding		13,345	25,307	34,149	45,738	77,956	102,020
Food Service Collections		10,926	16,552	22,173	27,866	35,303	42,842
School Management Fees		-	-	-	-	-	-
Philanthropy	300,000	471,862	237,500	87,500	37,500	-	-
Total Revenue	**300,000**	**2,205,311**	**2,794,359**	**3,464,095**	**4,246,846**	**5,313,660**	**6,424,514**
Expenses							
Personnel							
General Education		552,148	730,127	900,290	1,040,671	1,455,898	1,744,139
Special Education		-	60,346	61,251	103,988	131,625	179,116
Athletics & After School		2,400	-	-	-	-	-
Coaching & College		44,364	98,635	108,820	110,452	112,109	172,816
School Leadership	70,000	80,000	81,200	125,678	127,563	129,476	131,418
School Operations	-	76,858	79,499	101,850	104,554	162,073	193,591
Other		-	-	-	-	-	-
Total Salaries	**70,000**	**755,769**	**1,049,806**	**1,297,889**	**1,487,228**	**1,991,182**	**2,421,081**
Benefits	15,764	212,029	291,286	359,027	413,015	548,966	670,609
Total Personnel	**85,764**	**967,798**	**1,341,092**	**1,656,916**	**1,900,243**	**2,540,148**	**3,091,689**
Other Than Personnel							
Supplies	1,000	29,007	37,650	49,625	61,753	77,585	93,634
Copying & Paper		23,436	34,946	46,815	58,835	74,537	90,454
Equipment & furniture		18,750	17,031	18,609	18,709	18,709	18,709
Books		26,000	18,000	18,270	18,544	18,822	19,105
Software & Assessment		14,860	20,169	24,975	29,505	35,095	40,442
Student Culture		21,135	19,487	21,557	23,404	22,185	24,095
Special Education		12,058	18,267	24,471	30,753	38,960	47,280
Athletics & After School		-	-	-	-	-	-
Professional development	30,000	21,433	14,346	17,356	19,766	25,653	31,053
Technology consultants	2,000	2,500	2,538	2,576	2,614	2,653	2,693
Communication	1,200	16,475	16,722	16,973	17,228	34,972	35,497
Education consultants	25,000	35,926	53,103	50,140	62,547	79,030	95,595
Student Recruiting	10,000	10,150	10,302	10,457	10,614	10,773	10,934
Staff Recruiting	40,000	74,226	86,103	83,365	96,000	112,715	129,515
Business Support	25,000	83,687	120,095	139,205	173,966	219,650	265,817
Janitorial & maintenance		52,937	60,232	66,688	72,831	99,892	110,310
Rent & utilities		153,128	245,548	388,505	439,188	620,248	828,529
Transportation		93,540	142,415	192,734	244,532	297,840	403,077
Food service		171,175	259,309	347,380	436,565	553,076	671,184
Insurance, Audit & Legal		12,075	12,256	12,440	12,627	12,816	13,008
Other	3,000	9,642	11,528	13,086	14,461	16,369	19,437
Total Other than Personnel	**137,200**	**882,139**	**1,200,047**	**1,545,227**	**1,844,440**	**2,371,582**	**2,950,369**
Other Expenses							
Regional Allocation	70,570	105,299	103,698	119,490	122,485	147,402	178,879
Depreciation	600	48,037	70,191	94,449	85,742	95,561	95,561
Interest	1,000	1,000	1,000	1,000	1,000	-	-
Contingency		66,159	27,944	34,641	42,468	53,137	64,245
Total Other Expenses	**72,170**	**220,495**	**202,832**	**249,580**	**251,696**	**296,099**	**338,685**
Total Expenses	**295,134**	**2,070,432**	**2,743,972**	**3,451,723**	**3,996,379**	**5,207,829**	**6,380,743**
Surplus/Deficit From Operations	**4,866**	**134,878**	**50,388**	**12,372**	**250,467**	**105,831**	**43,771**
Less Capital Spending	(2,000)	(165,539)	(77,891)	(84,204)	(113,344)	(98,778)	(98,778)
Addback Depreciation	600	48,037	70,191	94,449	85,742	95,561	95,561
Plus Borrowing/Less Long-term principal payments	100,000	-	-	-	-	(100,000)	-
Surplus/Deficit Change in Cash excl Working Capital	**103,466**	**17,377**	**42,687**	**22,617**	**222,865**	**2,614**	**40,554**

Key Information

Grade Levels		K-1	K-2	K-3	K-4	K-5	K-6
Paid Students		180	269	355	439	548	655
Total Revenue per Student		12,252	10,402	9,770	9,674	9,697	9,806
Total Cost per Student		11,502	10,214	9,735	9,103	9,504	9,739
Operating Cost per Student		10,278	9,459	9,031	8,530	8,964	9,222
Instructional FTEs		13.94	18.97	22.47	26.47	35.17	42.17
Leadership & Support FTEs	1.00	2.00	3.00	4.00	4.00	4.00	5.00
Operations FTEs	-	1.92	1.94	2.46	2.47	3.58	4.58
Total FTEs	1.00	17.86	23.91	28.93	32.94	42.75	51.75

Smilow Prep
Projections

Year of School	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiscal Year	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Revenue							
State & Local MAEP		568,677	1,150,081	1,728,306	2,307,242	2,341,850	2,376,978
Local Ad Valorem not in MAEP		147,200	297,694	447,366	597,221	606,179	615,272
State Special Education		41,752	84,439	126,893	169,398	171,939	174,519
State Transportation		11,361	22,976	34,528	46,094	46,786	47,487
State Alternative Education Funding		103,195	104,742	106,314	107,908	109,527	111,170
State Gifted		45,239	45,918	46,607	47,306	48,015	48,736
Title IA		65,262	131,984	198,341	264,780	268,752	272,783
Title IIA		503	1,017	1,529	2,041	2,072	2,103
IDEA		13,713	27,733	41,677	55,637	56,472	57,319
Federal Food Service		92,549	187,170	281,273	375,492	381,124	386,841
Other Government Funding		13,345	20,207	30,813	43,263	65,577	77,468
Food Service Collections		6,556	13,258	19,924	26,598	26,997	27,402
School Management Fees		-	-	-	-	-	-
Philanthropy	300,000	471,862	287,500	187,500	37,500	-	-
Total Revenue	**300,000**	**1,581,214**	**2,374,720**	**3,251,070**	**4,080,480**	**4,125,289**	**4,198,076**
Expenses							
Personnel							
General Education		288,316	541,081	819,091	1,060,976	1,096,342	1,156,186
Special Education		-	60,346	61,251	103,988	107,670	109,285
Athletics & After School		3,400	-	-	-	-	-
Coaching & College		44,364	98,635	108,820	110,452	112,109	113,791
School Leadership	70,000	80,000	81,200	125,678	127,563	129,476	131,418
School Operations	3,000	69,041	79,499	101,850	104,554	113,545	115,249
Other		-	-	-	-	-	-
Total Salaries	**73,000**	**485,120**	**860,761**	**1,216,690**	**1,507,533**	**1,559,142**	**1,625,929**
Benefits	16,050	134,208	237,223	337,729	418,374	430,807	449,709
Total Personnel	**89,050**	**619,329**	**1,097,984**	**1,554,419**	**1,925,907**	**1,989,949**	**2,075,638**
Other Than Personnel							
Supplies	1,000	16,980	30,180	44,134	58,106	58,978	59,862
Copying & Paper		13,284	26,203	39,376	52,566	53,355	54,155
Equipment & furniture		12,500	20,039	22,012	22,137	16,000	13,000
Books		15,121	18,000	18,270	18,544	18,822	19,105
Software & Assessment		10,138	15,878	21,551	26,720	27,121	27,528
Student Culture		11,662	14,283	16,455	18,282	18,556	18,835
Special Education		7,235	14,632	21,988	29,353	29,794	30,241
Athletics & After School		-	15,000	7,500	2,000	2,030	2,060
Professional development	30,000	13,343	11,586	16,396	20,006	20,306	20,610
Technology consultants	2,000	2,500	2,538	2,576	2,614	2,653	2,693
Communication	1,200	16,475	16,722	16,973	17,228	34,972	35,497
Education consultants	25,000	22,941	43,223	45,345	59,866	61,130	62,234
Student Recruiting	10,000	10,150	10,302	10,457	10,614	10,773	10,934
Staff Recruiting	40,000	55,941	76,223	78,570	93,319	89,815	91,154
Business Support	25,000	54,637	100,884	130,992	173,531	176,470	179,274
Janitorial & maintenance		49,337	60,132	68,350	75,629	108,774	110,406
Rent & utilities		115,628	212,077	359,128	424,619	341,128	342,582
Transportation		93,540	142,415	192,734	244,532	248,200	251,923
Food service		105,105	212,562	319,432	426,433	432,829	439,322
Insurance, Audit & Legal		12,075	12,256	12,440	12,627	12,816	13,008
Other	3,000	7,085	9,491	11,254	12,713	12,904	13,097
Total Other than Personnel	**137,200**	**645,677**	**1,064,625**	**1,455,933**	**1,801,440**	**1,777,426**	**1,797,521**
Other Expenses							
Regional Allocation	70,570	63,180	83,062	107,368	116,911	112,720	114,411
Depreciation	600	33,569	59,734	88,529	92,503	98,033	98,033
Interest	1,000	1,000	1,000	1,000	1,000	-	-
Contingency		47,436	23,747	32,511	40,805	41,253	41,981
Total Other Expenses	**72,170**	**145,185**	**167,544**	**229,407**	**251,218**	**252,006**	**254,424**
Total Expenses	**298,420**	**1,410,191**	**2,330,153**	**3,239,759**	**3,978,565**	**4,019,381**	**4,127,583**
Surplus/Deficit From Operations	**1,580**	**171,023**	**44,568**	**11,311**	**101,916**	**105,908**	**70,493**
Less Capital Spending	(2,000)	(114,994)	(89,923)	(97,813)	(113,344)	(88,797)	(66,631)
Addback Depreciation	600	33,569	59,734	88,529	92,503	98,033	98,033
Plus Borrowing/Less Long-term principal payments	100,000	-	-	-	-	(100,000)	-
Surplus/Deficit Change in Cash excl Working Capital	**100,180**	**89,599**	**14,379**	**2,027**	**81,074**	**15,143**	**101,894**
Key Information							
Grade Levels		5	5-6	5-7	5-8	5-8	5-8
Paid Students		108	215	319	419	419	419
Total Revenue per Student		14,641	11,036	10,204	9,738	9,845	10,018
Total Cost per Student		13,057	10,828	10,169	9,495	9,592	9,850
Operating Cost per Student		11,713	10,050	9,449	8,895	8,991	9,243
Instructional FTEs		7.34	14.37	20.87	26.87	27.17	28.17
Leadership & Support FTEs	1.00	2.00	3.00	4.00	4.00	4.00	4.00
Operations FTEs	-	1.78	1.94	2.46	2.47	2.47	2.47
Total FTEs	1.00	11.12	19.31	27.33	33.34	33.64	34.64

ReImagine Prep
Projections

Year of School	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fiscal Year	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Revenue						
State & Local MAEP	580,703	1,168,054	1,745,350	2,336,826	2,371,879	2,407,457
Local Ad Valorem not in MAEP	150,313	302,346	451,777	604,879	613,952	623,161
State Special Education	33,796	67,978	101,575	135,998	138,038	140,108
State Transportation	11,368	22,867	34,169	45,748	46,434	47,130
State Alternative Education Funding	103,195	104,742	106,314	107,908	109,527	111,170
State Gifted	45,239	45,918	46,607	47,306	48,015	48,736
Title IA	60,011	120,709	180,368	241,492	245,115	248,792
Title IIA	463	930	1,390	1,862	1,889	1,918
IDEA	13,739	27,635	41,294	55,288	56,117	56,959
Federal Food Service	94,506	190,095	284,047	380,306	386,011	391,801
Other Government Funding	26,690	34,008	45,388	58,951	59,835	60,733
Food Service Collections	6,694	13,465	20,120	26,939	27,343	27,753
School Management Fees	-	-	-	-	-	-
Philanthropy	568,302	550,000	337,500	25,000	25,000	-
Total Revenue	**1,695,019**	**2,648,750**	**3,395,899**	**4,068,502**	**4,129,155**	**4,165,717**
Expenses						
Personnel						
General Education	307,304	553,765	812,590	1,047,839	1,070,063	1,086,114
Special Education	-	82,731	83,972	129,574	133,768	135,775
Athletics & After School	-	-	-	-	-	-
Coaching & College	48,500	44,364	100,641	102,151	103,683	105,239
School Leadership	102,450	128,442	130,369	132,324	134,309	136,324
School Operations	73,230	118,133	141,142	140,482	136,556	138,605
Other	-	-	-	-	-	-
Total Salaries	**531,484**	**927,434**	**1,268,714**	**1,552,370**	**1,578,380**	**1,602,056**
Benefits	131,791	240,408	331,029	408,643	417,313	426,449
Total Personnel	**663,275**	**1,167,842**	**1,599,743**	**1,961,013**	**1,995,693**	**2,028,505**
Other Than Personnel						
Supplies	19,012	34,673	50,632	66,882	67,885	68,904
Copying & Paper	15,030	27,489	40,998	54,713	55,534	56,367
Equipment & furniture	12,500	20,039	22,012	22,137	13,489	10,818
Books	11,060	11,060	11,060	11,060	11,226	11,394
Software & Assessment	10,202	19,480	28,342	37,292	37,851	38,419
Student Culture	11,771	17,608	23,348	29,229	29,667	30,112
Special Education	7,499	15,083	22,538	30,176	30,628	31,088
Athletics & After School	-	-	-	-	-	-
Professional development	19,130	12,535	16,892	20,461	20,768	21,079
Technology consultants	21,149	2,500	2,538	2,576	2,614	2,653
Communication	32,950	32,950	32,950	32,950	33,444	33,946
Education consultants	21,930	44,111	65,912	63,035	63,980	64,940
Student Recruiting	10,150	10,302	10,457	10,614	10,773	10,934
Staff Recruiting	42,230	59,111	81,137	78,488	79,665	80,860
Business Support	52,598	105,799	158,088	181,519	184,242	187,006
Janitorial & maintenance	77,514	69,197	76,752	82,769	84,011	85,271
Rent & utilities	105,450	190,849	202,179	211,868	212,871	213,889
Transportation	101,500	129,003	220,130	225,384	228,764	232,196
Food service	111,201	213,560	314,167	417,245	423,504	429,856
Insurance, Audit & Legal	2,000	2,030	2,060	2,091	2,123	2,155
Other	7,225	9,631	11,540	13,129	13,326	13,526
Total Other than Personnel	**692,100**	**1,027,011**	**1,393,731**	**1,593,616**	**1,606,365**	**1,625,412**
Other Expenses						
Regional Allocation	123,246	146,782	130,490	144,896	119,985	115,775
Depreciation	36,349	105,858	135,498	140,693	138,717	130,549
Interest	-	1,000	19,443	17,975	16,416	13,760
Contingency	50,851	79,462	101,877	122,055	123,875	124,972
Total Other Expenses	**210,445**	**333,103**	**387,308**	**425,619**	**398,992**	**385,056**
Total Expenses	**1,565,820**	**2,527,957**	**3,380,783**	**3,980,248**	**4,001,050**	**4,038,973**
Surplus/Deficit From Operations	**129,199**	**120,793**	**15,117**	**88,254**	**128,105**	**126,744**
Less Capital Spending	(144,332)	(524,458)	(107,348)	(123,344)	(74,186)	(63,501)
Addback Depreciation	36,349	105,858	135,498	140,693	138,717	130,549
Plus Borrowing/Less Long-term principal payments	-	318,750	(23,811)	(25,279)	(126,838)	(28,494)
Surplus/Deficit Change in Cash excl Working Capital	**21,216**	**20,944**	**19,456**	**80,323**	**65,796**	**165,298**
Key Information						
Grade Levels	5	5-6	5-7	5-8	5-8	5-8
Paid Students	112	222	327	431	431	431
Total Revenue per Student	15,143	11,941	10,399	9,445	9,585	9,670
Total Cost per Student	13,988	11,396	10,353	9,240	9,288	9,376
Operating Cost per Student	12,108	9,894	9,167	8,252	8,362	8,482
Instructional FTEs	7.58	15.08	21.12	27.12	27.12	27.12
Leadership & Support FTEs	2.50	3.00	4.00	4.00	4.00	4.00
Operations FTEs	2.16	2.82	3.04	2.99	2.87	2.87
Total FTEs	12.24	20.89	28.15	34.10	33.99	33.99

Resolve Prep
Projections

Year of School	N/A	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Fiscal Year	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**	**2021-2022**
Revenue							
State & Local MAEP	-	-	577,207	1,167,332	1,754,231	2,341,850	2,376,978
Local Ad Valorem not in MAEP	-	-	149,408	302,160	454,076	606,179	615,272
State Special Education	-	-	42,379	85,706	128,796	171,939	174,519
State Transportation	-	-	11,531	23,321	35,046	46,786	47,487
State Alternative Education Funding	-	-	104,742	106,314	107,908	109,527	111,170
State Gifted	-	-	45,918	46,607	47,306	48,015	48,736
Title IA	-	-	66,240	133,963	201,316	268,752	272,783
Title IIA	-	-	511	1,033	1,552	2,072	2,103
IDEA	-	-	13,919	28,149	42,302	56,472	57,319
Federal Food Service	-	-	93,937	189,977	285,492	381,124	386,841
Other Government Funding	-	-	13,545	20,510	31,275	43,912	66,560
Food Service Collections	-	-	6,654	13,457	20,223	26,997	27,402
School Management Fees	-	-	-	-	-	-	-
Philanthropy	-	304,500	478,940	291,813	190,313	38,063	-
Total Revenue	**-**	**304,500**	**1,604,932**	**2,410,341**	**3,299,836**	**4,141,688**	**4,187,169**
Expenses							
Personnel							
General Education	-	-	292,641	549,198	831,377	1,076,890	1,112,787
Special Education	-	-	-	61,251	62,170	105,548	109,285
Athletics & After School	-	-	3,451	-	-	-	-
Coaching & College	-	-	45,029	100,114	110,452	112,109	113,791
School Leadership	-	71,050	81,200	82,418	127,563	129,476	131,418
School Operations	-	3,045	70,076	80,691	103,378	106,122	115,249
Other	-	-	-	-	-	-	-
Total Salaries	**-**	**74,095**	**492,397**	**873,673**	**1,234,940**	**1,530,146**	**1,582,529**
Benefits	-	16,291	136,222	240,781	342,795	424,649	437,269
Total Personnel	**-**	**90,386**	**628,619**	**1,114,453**	**1,577,735**	**1,954,795**	**2,019,798**
Other Than Personnel							
Supplies	-	1,015	17,234	30,633	44,796	58,978	59,862
Copying & Paper	-	-	13,483	26,596	39,967	53,355	54,155
Equipment & furniture	-	-	12,688	20,340	22,342	22,469	16,240
Books	-	-	15,348	18,270	18,544	18,822	19,105
Software & Assessment	-	-	10,290	16,116	21,874	27,121	27,528
Student Culture	-	-	11,837	14,497	16,702	18,556	18,835
Special Education	-	-	7,343	14,851	22,318	29,794	30,241
Athletics & After School	-	-	-	15,225	7,613	2,030	2,060
Professional development	-	30,450	13,543	11,760	16,642	20,306	20,610
Technology consultants	-	2,030	2,538	2,576	2,614	2,653	2,693
Communication	-	1,218	16,722	16,973	17,228	17,486	35,497
Education consultants	-	25,375	23,285	43,871	46,026	60,764	62,047
Student Recruiting	-	10,150	10,302	10,457	10,614	10,773	10,934
Staff Recruiting	-	40,600	56,780	77,366	79,749	94,719	91,162
Business Support	-	25,375	55,457	102,398	132,956	176,134	179,117
Janitorial & maintenance	-	-	50,078	61,033	69,375	76,764	110,406
Rent & utilities	-	-	117,362	215,258	364,515	430,988	346,245
Transportation	-	-	94,943	144,551	195,626	248,200	251,923
Food service	-	-	106,681	215,751	324,223	432,829	439,322
Insurance, Audit & Legal	-	-	12,256	12,440	12,627	12,816	13,008
Other	-	3,045	7,191	9,634	11,422	12,904	13,097
Total Other than Personnel	**-**	**139,258**	**655,362**	**1,080,595**	**1,477,772**	**1,828,461**	**1,804,088**
Other Expenses							
Regional Allocation	-	71,629	64,127	84,308	108,978	118,664	114,411
Depreciation	-	609	34,073	60,630	89,857	93,890	99,503
Interest	-	1,015	1,015	1,015	1,015	1,015	-
Contingency	-	-	48,148	24,103	32,998	41,417	41,872
Total Other Expenses	**-**	**73,253**	**147,363**	**170,057**	**232,848**	**254,987**	**255,786**
Total Expenses	**-**	**302,896**	**1,431,344**	**2,365,105**	**3,288,355**	**4,038,243**	**4,079,672**
Surplus/Deficit From Operations	**-**	**1,604**	**173,588**	**45,236**	**11,481**	**103,445**	**107,497**
Less Capital Spending	-	(2,030)	(116,719)	(91,272)	(99,280)	(115,044)	(90,129)
Addback Depreciation	-	609	34,073	60,630	89,857	93,890	99,503
Plus Borrowing/Less Long-term principal payments	-	101,500	-	-	-	-	(101,500)
Surplus/Deficit Change in Cash excl Working Capital	**-**	**101,683**	**90,943**	**14,595**	**2,057**	**82,291**	**15,371**
Key Information							
Grade Levels			5	5-6	5-7	5-8	5-8
Paid Students			108	215	319	419	419
Total Revenue per Student			14,861	11,201	10,357	9,884	9,992
Total Cost per Student			13,253	10,991	10,321	9,637	9,736
Operating Cost per Student			11,889	10,201	9,590	9,029	9,125
Instructional FTEs	-	-	7.34	14.37	20.87	26.87	27.17
Leadership & Support FTEs	-	1.00	2.00	3.00	4.00	4.00	4.00
Operations FTEs	-	-	1.78	1.94	2.46	2.47	2.47
Total FTEs	-	1.00	11.12	19.31	27.33	33.34	33.64

CMO
Projections

Year of School						
Fiscal Year	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
Revenue						
State & Local MAEP						
Local Ad Valorem not in MAEP						
State Special Education						
State Transportation						
State Alternative Education Funding						
State Gifted						
Title IA						
Title IIA						
IDEA						
Federal Food Service						
Other Government Funding	-	-	-	-	-	-
Food Service Collections						
School Management Fees	1,023,431	1,463,356	1,818,976	1,662,883	1,918,340	2,140,019
Philanthropy	462,848	176,805	87,605	-	-	-
Total Revenue	**1,486,279**	**1,640,161**	**1,906,581**	**1,662,883**	**1,918,340**	**2,140,019**
Expenses						
Personnel						
General Education	-	-	-	-	-	-
Special Education	-	-	-	-	-	-
Athletics & After School	-	-	-	-	-	-
Coaching & College	342,900	427,243	443,816	457,922	519,603	529,536
School Leadership	157,695	155,676	158,011	160,381	162,787	165,228
School Operations	412,186	502,161	518,048	525,639	616,730	750,892
Other	-	-	-	-	-	-
Total Salaries	**912,781**	**1,085,080**	**1,119,875**	**1,143,942**	**1,299,120**	**1,445,656**
Benefits	198,982	230,608	238,445	243,375	281,722	309,646
Total Personnel	**1,111,763**	**1,315,688**	**1,358,321**	**1,387,317**	**1,580,843**	**1,755,301**
Other Than Personnel						
Supplies	4,550	5,005	5,255	5,518	6,635	7,117
Copying & Paper	6,550	7,205	7,565	7,944	9,551	10,245
Equipment & furniture	5,252	5,777	6,066	6,369	7,658	8,215
Books	-	-	-	-	-	-
Software & Assessment	10,000	11,000	11,550	12,128	14,582	15,642
Student Culture	3,000	-	-	-	-	-
Special Education	-	-	-	-	-	-
Athletics & After School	-	-	-	-	-	-
Professional development	26,749	25,739	22,560	22,649	26,831	28,356
Technology consultants	5,944	6,539	6,866	7,209	8,668	9,298
Communication	4,080	4,488	4,712	4,948	5,949	6,382
Education consultants	-	-	-	-	-	-
Student Recruiting	-	-	-	-	-	-
Staff Recruiting	50,750	55,825	58,616	50,000	60,120	64,490
Business Support	14,500	10,000	10,500	11,025	13,256	14,220
Janitorial & maintenance	1,500	1,650	1,733	1,819	2,187	2,346
Rent & utilities	5,600	6,160	6,468	6,791	8,166	8,760
Transportation	-	-	-	-	-	-
Food service	-	-	-	-	-	-
Insurance, Audit & Legal	24,116	15,000	15,000	12,500	12,500	12,500
Other	104,517	79,219	70,655	62,154	67,791	70,359
Total Other than Personnel	**267,108**	**233,606**	**227,546**	**211,054**	**243,895**	**257,929**
Other Expenses						
Regional Allocation	-	-	-	-	-	-
Depreciation	4,078	4,486	4,711	4,946	5,947	6,380
Interest	-	-	-	-	-	-
Contingency	69,469	46,794	47,891	32,177	36,705	40,475
Total Other Expenses	**73,547**	**51,280**	**52,602**	**37,124**	**42,652**	**46,854**
Total Expenses	**1,452,418**	**1,600,574**	**1,638,468**	**1,635,494**	**1,867,389**	**2,060,085**
Surplus/Deficit From Operations	**33,861**	**39,587**	**268,114**	**27,389**	**50,950**	**79,934**
Less Capital Spending	(10,504)	(10,504)	(10,504)	(10,504)	(10,504)	(10,504)
Addback Depreciation	4,078	4,486	4,711	4,946	5,947	6,380
Plus Borrowing/Less Long-term principal payments	-	-	-	-	-	-
Surplus/Deficit Change in Cash excl Working Capital	**27,436**	**33,570**	**262,321**	**21,832**	**46,394**	**75,810**
Key Information						
Instructional FTEs	-	-	-	-	-	-
Leadership & Support FTEs	6.26	7.28	7.36	7.42	8.46	8.47
Operations FTEs	5.63	7.43	7.68	7.68	9.43	10.43
Total FTEs	11.89	14.71	15.04	15.10	17.89	18.90

RePublic Schools, Inc. Consolidated Projections

Fiscal Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Revenue						
State & Local MAEP	580,703	2,684,526	4,908,435	7,155,907	8,850,611	10,153,541
Local Ad Valorem not in MAEP	150,313	694,879	1,270,530	1,852,279	2,290,947	2,628,205
State Special Education	33,796	179,318	333,810	489,816	613,709	708,828
State Transportation	11,368	53,163	97,361	142,024	175,867	201,882
State Alternative Education Funding	103,195	311,131	420,541	426,849	433,252	439,750
State Gifted	45,239	136,397	184,361	187,126	189,933	192,782
Title IA	60,011	294,740	543,365	794,532	988,616	1,137,735
Title IIA	463	2,272	4,189	6,125	7,621	8,770
IDEA	13,739	56,585	106,028	156,035	192,916	219,134
Federal Food Service	94,506	436,893	798,823	1,164,587	1,440,392	1,652,437
Other Government Funding	26,690	60,698	104,446	144,423	180,112	248,177
Food Service Collections	6,694	30,947	56,584	82,493	102,029	117,049
School Management Fees	1,023,431	1,463,356	1,818,976	1,662,883	1,918,340	2,140,019
Philanthropy	1,631,150	1,975,029	1,429,045	591,813	290,313	38,063
Total Revenue	**3,781,298**	**8,379,935**	**12,076,492**	**14,856,892**	**17,674,657**	**19,886,373**
Expenses						
Personnel						
General Education	307,304	1,394,228	2,376,439	3,316,417	4,003,087	4,715,244
Special Education	-	82,731	204,665	313,329	403,914	480,618
Athletics & After School	-	5,800	3,451	-	-	-
Coaching & College	391,400	560,333	786,757	877,827	954,643	971,102
School Leadership	400,145	515,168	531,979	626,478	679,784	689,981
School Operations	488,416	769,238	888,264	950,512	1,065,773	1,271,237
Other	-	-	-	-	-	-
Total Salaries	**1,587,265**	**3,327,498**	**4,791,554**	**6,084,564**	**7,107,201**	**8,128,181**
Benefits	362,587	833,544	1,234,205	1,589,554	1,873,220	2,140,517
Total Personnel	**1,949,852**	**4,161,043**	**6,025,759**	**7,674,118**	**8,980,421**	**10,268,699**
Other Than Personnel						
Supplies	25,562	86,679	140,951	196,793	239,175	271,561
Copying & Paper	21,580	71,414	123,196	175,444	216,453	247,859
Equipment & furniture	17,752	57,066	77,836	89,467	84,335	76,211
Books	11,060	52,181	62,408	65,870	66,858	67,861
Software & Assessment	20,202	55,478	86,229	112,061	130,532	143,399
Student Culture	14,771	50,405	68,955	81,738	88,055	89,410
Special Education	7,499	34,376	62,780	91,485	113,053	129,636
Athletics & After School	-	-	15,000	22,725	9,613	4,060
Professional development	105,879	103,500	78,927	88,622	104,012	115,699
Technology consultants	31,093	16,069	17,016	17,511	19,125	19,911
Communication	39,430	71,606	87,829	88,817	91,076	127,758
Education consultants	71,930	128,353	185,523	202,391	232,418	265,863
Student Recruiting	30,150	40,752	41,364	41,984	42,614	43,253
Staff Recruiting	172,980	285,703	358,859	367,789	408,854	442,599
Business Support	117,098	279,498	445,025	565,139	677,952	773,480
Janitorial & maintenance	79,014	173,122	248,925	280,660	304,034	373,047
Rent & utilities	111,050	465,764	783,634	1,181,551	1,449,359	1,615,014
Transportation	101,500	316,083	599,903	755,403	913,454	1,026,435
Food service	111,201	489,840	892,720	1,299,808	1,610,725	1,848,591
Insurance, Audit & Legal	26,116	41,180	53,829	51,911	52,502	53,102
Other	117,742	108,622	110,405	109,257	119,713	126,062
Total Other than Personnel	**1,233,607**	**2,927,691**	**4,541,311**	**5,886,424**	**6,973,911**	**7,860,811**
Other Expenses						
Regional Allocation	264,386	386,889	381,377	456,062	468,359	494,561
Depreciation	41,627	192,560	304,207	389,247	412,766	424,412
Interest	2,000	4,015	22,458	20,990	19,431	14,775
Contingency	120,319	239,852	249,607	245,488	276,851	301,253
Total Other Expenses	**428,332**	**823,316**	**957,649**	**1,111,787**	**1,177,406**	**1,235,001**
Total Expenses	**3,611,792**	**7,912,050**	**11,524,718**	**14,672,329**	**17,131,738**	**19,364,511**
Surplus/Deficit From Operations	**169,507**	**467,886**	**551,774**	**184,562**	**542,919**	**521,862**
Less Capital Spending	(158,835)	(817,524)	(402,385)	(407,136)	(410,659)	(376,625)
Addback Depreciation	41,627	192,560	304,207	389,247	412,766	424,412
Plus Borrowing/Less Long-term principal payments	200,000	420,250	(23,811)	(25,279)	(126,838)	(228,494)
Surplus/Deficit Change in Cash excl Working Capital	**252,298**	**263,172**	**429,786**	**141,394**	**418,187**	**341,156**
Key Information						
Grade Levels						
Paid Students	112	510	918	1,319	1,607	1,817
Total Revenue per Student	33,780	16,437	13,149	11,263	10,996	10,946
Total Cost per Student	32,266	15,519	12,549	11,123	10,658	10,659
Operating Cost per Student	28,440	13,904	11,506	10,280	9,925	9,979
Instructional FTEs	7.58	36.35	61.79	84.82	101.32	116.33
Leadership & Support FTEs	10.76	15.28	19.36	22.42	24.46	24.47
Operations FTEs	7.79	13.95	16.39	17.53	19.71	21.83
Total FTEs	26.13	65.58	97.53	124.76	145.49	162.63

RePublic Schools Nashville
Projections

Fiscal Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Revenue						
Base Funding	10,879,550	13,527,020	17,076,618	20,656,362	23,014,229	25,258,226
Federal Entitlement Funding	1,576,339	2,214,656	2,809,962	3,419,782	3,807,038	4,170,763
State & Local Funding	542,438	539,559	638,290	709,965	757,207	801,850
Philanthropy	621,650	850,000	700,000			
Total Revenue	**13,619,977**	**17,131,235**	**21,224,870**	**24,786,109**	**27,578,474**	**30,230,839**
Expenses						
Personnel						
General Education	3,063,645	4,358,454	5,451,605	6,755,705	7,667,989	8,462,709
Special Education	216,755	290,240	343,253	397,585	407,270	463,191
Athletics & After School	51,000	43,434	67,453	103,246	120,810	137,247
Coaching & College	580,173	635,418	800,610	920,086	971,745	1,042,117
School Leadership	624,160	637,872	716,757	793,723	842,782	863,122
School Operations	457,709	512,864	646,085	702,815	719,959	737,527
Other	-					
Total Salaries	**4,993,443**	**6,478,283**	**8,025,764**	**9,673,159**	**10,730,555**	**11,705,912**
Benefits	1,438,156	1,915,992	2,446,858	3,017,347	3,414,063	3,807,670
Total Personnel	**6,431,598**	**8,394,275**	**10,472,622**	**12,690,507**	**14,144,618**	**15,513,582**
Other Than Personnel						
Supplies	205,562	254,479	322,278	392,399	438,216	482,250
Copying & Paper	307,572	372,624	466,426	559,481	622,298	677,347
Equipment & furniture	63,448	57,662	61,580	54,621	47,149	45,085
Books	80,889	95,727	121,847	125,314	111,290	115,276
Software & Assessment	104,095	74,954	99,190	127,468	144,365	160,480
Student Culture	63,133	99,550	126,968	148,529	163,279	177,519
Special Education	130,435	101,193	128,376	156,052	174,722	192,702
Athletics & After School	47,281	4,826	7,495	11,472	13,423	15,250
Professional development	70,057	243,297	250,042	305,051	340,057	372,872
Technology consultants	160,101	168,360	211,074	257,511	287,061	314,762
Communication	135,050	138,548	174,331	177,515	180,762	184,074
Education consultants	269,214	335,255	391,669	338,410	377,038	413,801
Student Recruiting	40,200	51,616	53,060	54,122	55,204	56,308
Staff Recruiting	469,214	642,487	757,790	746,653	815,446	872,418
Business Support	269,214	347,740	407,587	354,646	393,600	430,694
Janitorial & maintenance	293,004	458,725	569,218	611,939	657,215	691,601
Rent & utilities	551,143	663,740	846,601	948,138	1,088,692	1,196,028
Transportation	1,060,272	1,285,335	1,534,774	1,773,517	1,924,490	2,220,026
Food service	940,802	1,415,633	1,795,910	2,183,085	2,444,260	2,695,801
Insurance, Audit & Legal	8,000	8,000	8,000	8,000	8,000	8,000
Other	71,059	101,961	134,744	175,791	198,757	220,543
Total Other than Personnel	**5,339,745**	**6,921,711**	**8,468,960**	**9,509,712**	**10,485,324**	**11,542,838**
Other Expenses						
Regional Allocation	743,982	640,222	776,490	805,539	827,814	848,491
Depreciation	596,365	682,858	775,228	775,228	775,228	775,228
Interest	276,436	348,372	528,367	509,320	489,381	468,507
Contingency	231,850					
Total Other Expenses	**1,848,633**	**1,671,453**	**2,080,086**	**2,090,088**	**2,092,423**	**2,092,226**
Total Expenses	**13,619,976**	**16,987,439**	**21,021,668**	**24,290,307**	**26,722,365**	**29,148,646**
Surplus/Deficit From Operations	**0**	**143,796**	**203,202**	**495,803**	**856,109**	**1,082,193**
Less Capital Spending	(469,174)	(518,959)	(554,221)	(491,592)	(424,344)	(405,762)
Addback Depreciation	596,365	682,858	775,228	775,228	775,228	775,228
Plus Borrowing/Less Long-term principal payments	(93,773)	(294,173)	(410,926)	(429,974)	(449,913)	(470,787)
Surplus/Deficit Change in Cash excl Working Capital	**33,418**	**13,522**	**13,282**	**349,465**	**757,080**	**980,872**
Key Information						
Grade Levels	5-9	5-10	5-11	5-12	5-12	5-12
Paid Students	1,203	1,474	1,833	2,184	2,398	2,593
Total Revenue per Student	11,321	11,625	11,580	11,347	11,502	11,660
Total Cost per Student	11,321	11,527	11,469	11,120	11,145	11,243
Operating Cost per Student	9,784	10,393	10,334	10,163	10,272	10,436

RePublic Schools - All Schools
Projections

Fiscal Year	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Revenue						
Base Funding	11,460,253	16,211,546	21,985,052	27,812,268	31,864,840	35,411,767
Federal Entitlement Funding	1,745,058	3,005,146	4,262,365	5,541,061	6,436,583	7,188,838
State & Local Funding	919,733	2,006,093	3,105,923	4,034,976	4,743,055	5,338,526
School Management Fees	1,023,431	1,463,356	1,818,976	1,662,883	1,918,340	2,140,019
Philanthropy	2,252,800	2,825,029	2,129,045	591,813	290,313	38,063
Total Revenue	**17,401,275**	**25,511,170**	**33,301,362**	**39,643,001**	**45,253,131**	**50,117,213**
Expenses						
Personnel						
General Education	3,370,949	5,752,682	7,828,044	10,072,122	11,671,075	13,177,953
Special Education	216,755	372,971	547,918	710,914	811,184	943,809
Athletics & After School	51,000	49,234	70,904	103,246	120,810	137,247
Coaching & College	971,573	1,195,752	1,587,366	1,797,913	1,926,389	2,013,218
School Leadership	1,024,305	1,153,040	1,248,737	1,420,201	1,522,566	1,553,102
School Operations	946,125	1,282,102	1,534,349	1,653,328	1,785,732	2,008,765
Other	-	-	-	-	-	-
Total Salaries	**6,580,707**	**9,805,781**	**12,817,318**	**15,757,723**	**17,837,756**	**19,834,094**
Benefits	1,800,743	2,749,536	3,681,063	4,606,901	5,287,283	5,948,187
Total Personnel	**8,381,450**	**12,555,317**	**16,498,381**	**20,364,625**	**23,125,039**	**25,782,281**
Other Than Personnel						
Supplies	231,123	341,158	463,229	589,192	677,391	753,811
Copying & Paper	329,152	444,038	589,622	734,925	838,751	925,205
Equipment & furniture	81,200	114,728	139,416	144,088	131,484	121,295
Books	91,949	147,908	184,254	191,184	178,148	183,136
Software & Assessment	124,298	130,431	185,419	239,528	274,897	303,878
Student Culture	77,904	149,955	195,923	230,267	251,334	266,930
Special Education	137,933	135,569	191,155	247,537	287,774	322,338
Athletics & After School	47,281	4,826	22,495	34,197	23,036	19,310
Professional development	175,936	346,797	328,969	393,673	444,069	488,572
Technology consultants	191,194	184,429	228,090	275,022	306,186	334,674
Communication	174,480	210,154	262,160	266,332	271,839	311,832
Education consultants	341,144	463,608	577,192	540,801	609,457	679,664
Student Recruiting	70,350	92,368	94,424	96,106	97,818	99,561
Staff Recruiting	642,194	928,190	1,116,649	1,114,442	1,224,300	1,315,016
Business Support	386,312	627,238	852,612	919,785	1,071,552	1,204,174
Janitorial & maintenance	372,018	631,847	818,144	892,598	961,249	1,064,649
Rent & utilities	662,193	1,129,504	1,630,235	2,129,688	2,538,051	2,811,041
Transportation	1,161,772	1,601,418	2,134,676	2,528,920	2,837,944	3,246,462
Food service	1,052,003	1,905,473	2,688,630	3,482,892	4,054,985	4,544,393
Insurance, Audit & Legal	34,116	49,180	61,829	59,911	60,502	61,102
Other	188,800	210,582	245,149	285,048	318,470	346,605
Total Other than Personnel	**6,573,352**	**9,849,402**	**13,010,271**	**15,396,137**	**17,459,235**	**19,403,649**
Other Expenses						
Regional Allocation	1,008,368	1,027,112	1,157,867	1,261,602	1,296,173	1,343,052
Depreciation	637,992	875,418	1,079,435	1,164,476	1,187,994	1,199,641
Interest	278,436	352,387	550,826	530,310	508,811	483,282
Contingency	352,169	239,852	249,607	245,488	276,851	301,253
Total Other Expenses	**2,276,965**	**2,494,769**	**3,037,735**	**3,201,875**	**3,269,829**	**3,327,228**
Total Expenses	**17,231,768**	**24,899,488**	**32,546,387**	**38,962,636**	**43,854,103**	**48,513,157**
Surplus/Deficit From Operations	**169,507**	**611,682**	**754,976**	**680,365**	**1,399,028**	**1,604,055**
Less Capital Spending	(628,009)	(1,336,482)	(956,606)	(898,729)	(835,002)	(782,387)
Addback Depreciation	637,992	875,418	1,079,435	1,164,476	1,187,994	1,199,641
Plus Borrowing/Less Long-term principal payments	106,227	126,077	(434,737)	(455,253)	(576,752)	(699,281)
Surplus/Deficit Change in Cash excl Working Capital	**285,717**	**276,694**	**443,068**	**490,859**	**1,175,267**	**1,322,028**
Key Information						
Grade Levels	5-9	K-1, 5-10	K-2, 5-11	K-3, 5-12	K-12	K-12
Paid Students	1,315	1,984	2,751	3,503	4,005	4,409
Total Revenue per Student	13,233	12,862	12,104	11,315	11,299	11,366
Total Cost per Student	13,104	12,553	11,829	11,121	10,949	11,002
Operating Cost per Student	11,372	11,295	10,725	10,207	10,133	10,248

* Includes intercompany revenues and expenses between the CMO and RSN

Attachment 26—Budget Narrative

School Budget

Revenues

Revenue are primarily based on per pupil projections provided by Donna Nester (Bureau Manager for the Office of School Financial Services of the Mississippi Department of Education), Marian L. Schutte (Executive Director of the Mississippi Charter School Authorizer Board) and Todd Ivey (Chief Operations Officer for the Mississippi Department of Education) for RePublic Schools' first school, Reimagine Prep, which opens in the summer of 2015. An inflationary adjustment of 1.5% per year is added to most revenues and expenses.

Projected average daily attendance (paid enrollment) is listed below:

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Smilow Collegiate	180	269	355	439	548
Smilow Prep	108	215	319	419	419

These average daily attendance numbers represent higher first day enrollment figures discounted to account for projected attrition during the year and estimated attendance.

Projections for Year 1 – Future years based on the calculations below per student plus 1.5%/year for inflation for most categories

- **State MAEP** - $4,156/student based on a projection from Donna Nester of $4,459/student for the 2015-2016 school year less an 8.16% reduction to account for the state not fully funding MAEP plus 1.5%/year inflation.
- **Local MAEP** - $1,109/student based on a projection from Donna Nester of $1,188/student for the 2015-2016 school year less an 8% discount for uncollected taxes at the local level plus 1.5%/year inflation.
- **Local Ad Valorum** - $1,363/student based on estimates by Marian Schutte discounted by 5% to account for local collections issues.
- **State Special Education** – Funding calculated using the special education percentage and IEP needs of students in Jackson. Based on the state's estimate for RePublic's first school, this equates to approximately $387/student after adjusting for an 8.16% reduction to account for the state not fully funding state programs.
- **State Alternative Education Funding** – $103,195/year equal to the minimum state funding for an LEA for alternative education less the 8.16% reduction to state funds.

- **State Gifted** – Funding based on the state's allocation to RePublic's first school. To be conservative the assumption is that gifted funding would not increase (other than for inflation) despite a higher number of students.
- **Federal Title IA** – Funding based on the free and reduced population of comparable schools in Jackson Public Schools. This equates to approximately $671/free & reduced lunch student assuming a 90% free & reduced lunch population.
- **Federal IDEA** – Estimated at $1,030/special education student, with the assumption that 12% of middle school students and 8% of elementary school students will have individualized educational plans (IEPs).
- **Federal Food Service** – Federal reimbursement for breakfast, lunch and snack for students eligible for free and reduced lunch reimbursement. Overall, the food service program is budgeted to lose $6,000 per school in year 1, increasing thereafter based on enrollment.
- **Other Revenues** include e-rate reimbursements for a portion telecommunications costs from the Schools and Libraries Program of the Universal Service Fund, payments from parents for food service (full pay and reduced students), education enhancement funds beginning in year 2, state transportation based on state estimates for RePublic's first school and Title IIA funding for professional development.

Philanthropy

- **Joel Smilow**: Smilow Collegiate and Smilow Prep have received a $1,000,000 total commitment over 2 years from Joel Smilow to help fund the schools' startup and first year of operations.
- **Charter School Growth Fund**: The Charter School Growth Fund has committed to providing $2,560,000 in philanthropy and $400,000 in loans to RePublic Schools over 4 years. Of this amount, $948,417 in philanthropy is committed to RePublic's Mississippi schools and $638,907 to the charter management organization piece of the organization (the rest is committed to RePublic's Nashville schools). From the philanthropic funds, Smilow Prep and Smilow Collegiate are each projected to be allocated $50,000 in year 0 and $171,862 in Year 1. If needed, RePublic can allocate a higher proportion of the Charter School Growth Fund monies to these schools.
- **Anonymous Local Foundation**: RePublic Schools has received a $500,000 commitment over 5 years from the a local foundation to support its Mississippi growth. This commitment is currently allocated over schools that are open at the time, which translates to $33,333 each to Smilow Prep and Smilow Collegiate in Year 1 and $25,000 each per year in Years 2-4.
- **Leland Speed**: Leland Speed has committed $50,000 per year to RePublic's Mississippi schools. Smilow Prep and Smilow Collegiate are each expected to be allocated $16,667 of these funds in year 1 and $12,500 of these funds in years 2-4.
- **Uncommitted Philanthropy**: Both Smilow Prep and Smilow Collegiate have commitments to support their operating needs in Year 0 and Year 1. Smilow Prep is projected to need an additional $250,000 in philanthropy in Year 2 and $150,000 in Year 3. Smilow Collegiate is projected to need an additional $200,000 in philanthropy in Year 2 and $50,000 in Year 3. The schools are expected

to be self-sustaining on recurring funding beginning in Year 4. Republic Schools has a history of being able to raise funds to support the startup of its schools and is confident that it will be able to raise these additional funds before they are needed.

Personnel

Salaries & Benefits

- Salaries based on the current salary scale developed by RePublic Schools that rewards high performing teachers. Novice teachers are paid 0% - 3.5% above teachers with equivalent experience at Jackson Public Schools. Intermediate teachers are paid approximately 5% more than novice teachers and expert teachers are paid approximately 25% more than novice teachers. The annual percentage increases included in the budget model represent a weighted average based on the projected classification of teachers in future years.
- Salaries for dean and director positions are projected to be based on the intermediate and expert salary scales, respectively.
- The employer share of medical costs in Year 1 is projected to be $5,008/full time equivalent (which translates into a percentage of salaries of between 11% and 12%).
- Retirement is projected at 7% of salaries for the employer match in the organization's 401K plan.
- Additional taxes and benefits include 7.65% of salaries for social security and medicare, 0.5% for workers compensation, 0.14% of salaries for other benefits, and $381/employee for unemployment.
- Salaries and benefits are projected to grow at an inflationary rate of 1.5%/year.

Staffing

- Smilow Prep will have approximately 6 teachers per grade including 2 English Language Arts, 2 math, 1 science/social students and 1 computer science/elective. At full growth there will be approximately 24 general education teachers.
- Smilow Collegiate will have 2 teachers per section for kindergarten and 1st grade and one core teacher per section thereafter. At full growth there will be approximately 48 general education teachers.
- Each school's special education programs will be lead by a Dean/Director of Student Supports and grow to 3.5 special education staff members (including Gifted) for Smilow Prep and 6 special education staff members for Smilow Collegiate over time.
- The two schools are sharing several positions in the early years including an alternative education teacher, gifted teacher, physical education teacher, a music teacher (beginning in year 3) and technology support staff.
- Each school will be lead by a principal at $80,000/year.
- Each school will add an instructional coach in year 2 and a dean of culture in year 3. Smilow Collegiate will add a 2nd instructional coach and dean of culture as it approaches full enrollment.

- The operations team for the schools will include 1 shared director of operations and an office manager for each school in years 1 and 2. In year 3, a shared Community Development Coordinator will be added.

Other than Personnel

Other than personnel expense projections are based on costs for RePublic Schools' other schools, adjusted for local contracts or circumstances. Other than personnel costs are projected to grow based on changes in enrollment and a 1.5% inflation, with some savings for economies of scale or one-time start costs.

- Classroom & teaching supplies are budgeted at $254/student at Smilow Prep and $262/student at Smilow Collegiate including instructional supplies, printing paper and copier per copy charges.
- Professional development are projected to be $1,200/staff member including travel and staff development such as trainers and conference costs.
- Telecommunications costs including telephone and internet costs are projected to be $32,950 in year 1, split between the two schools.
- Student recruiting is projected to cost $10,150 per school in year 1, increasing at inflation thereafter.
- Each school is projected to spend $15,000 per year on applicant travel for new hires plus $18,000 per year in partnership fees to organizations like Teach for America.
- Smilow Collegiate and Smilow Prep are expected to share one building in its first four years of operations, utilizing a facility that has already been identified. Combined rent is projected to be $150,000 in year 1, $300,000 in year 2, $550,000 in year 3 and $625,000 in year 4 based on an initial proposal provided to the schools for the 130,000 square foot facility that is the expected home for the two schools. Rent costs are allocated between Smilow Collegiate and Smilow Prep based on enrollment. After year 4, Smilow Prep is expected to move into a new location if additional space is needed. At full enrollment, the combined rent for the two facilities is expected to be about $944,000.
- Janitorial costs are projected to be $27,937 at Smilow Collegiate and $24,337 at Smilow Prep in year 1, increasing to $39,556 and $42,354, respectively when Smilow Prep is fully enrolled in year 4.
- Maintenance and repairs are projected to be $25,000 per school in year 1, increasing by 10% per year until Smilow Prep is fully enrolled in Year 4.
- Utilities are projected to be $1.50/sq ft for used space and $0.60/sq ft for unused space.
- Each school is projected to have 2 buses in year 1 and add an additional bus each year until they are fully enrolled. The schools are projected to pay $235/bus/day based on a draft proposal RePublic's other Jackson, Mississippi school received. The budget also includes approximately $3,000/bus more as a cushion for overages.
- Food service costs are based on food services revenues, with a projected loss of $6,000/school in year 1. The loss is projected to increase each year as the schools grow.

- Each school is budgeting a contingency of 3% of revenues in year 1 and 1% thereafter. In addition, RePublic Schools plans to secure additional philanthropy to allow for higher reserves at each school.
- Smilow Prep is projected to spend $98,132 on technology in year 1 including student Chromebooks, staff computers, copiers, classroom technology, security systems, other technology and software. Smilow Prep is projected to spend $84,301 in Year 2, $97,612 in Year 3 and $118,118 in Year 4 on related items. Spending projections are based on estimated spending at RePublic Schools' other schools adjusted for enrollment differences. Smilow Collegiate is projected to spend $140,898 in Year 1, $75,717 in Year 2, $86,570 in Year 3, and $120,017 in Year 4 on similar items.
- Smilow Prep is projected to spend $30,000 on furniture in Year 1 and $25,000 on furniture each year in years 2-4. This furniture includes student desks and chairs, staff desks, office furniture, computer tables, and lunchroom furniture. Smilow Collegiate is projected to spend $42,500 in year 1 and $25,000 in Years 2-4 on similar furniture. In addition, the equipment/furniture line includes some smaller equipment such as one off purchases.
- The charter authorizer fee is budgeted at 3% of state MAEP and state categorical funding.
- The fee to the charter management organization (CMO) piece of the organization is projected to be $75,000 in Year 0, approximately 7% of most revenues including MAEP, state categories, Title I and Title II in years 1 and 2 and 5% of most revenues in years 3 and thereafter. The fees themselves are expected to be paid out of unrestricted general operating funds. The services provided for such fees including financial management, the staff to design and monitor the computer coding program for scholars, staff recruiting, marketing and fundraising.
- The Mississippi regional costs are allocated to each of the schools based on enrollment plus a startup allocation for new schools. Staff included in the regional allocation include a Regional Director, a Community Organizer and student recruiting support. In addition, the regional budget includes shared legal fees, insurance, fundraising costs, audit fees and administrative costs for the regional staff.
- Smilow Prep and Smilow Collegiate plan to borrow $100,000 each in Year 0 from the Charter School Growth Fund to support the opening of the schools. The loans carry an interest rate of 1% per year and are due in 5 years. These loans have been approved by the Charter School Growth Fund as part of its commitment to RePublic Schools.

Contingency Planning

Smilow Collegiate and Smilow Prep have several backup plans if revenues come in lower than expected, expenses are higher than budgeted or cash is delayed. As part of its normal financial systems, RePublic's finance team meets with each school's principal and director of operations on a monthly basis to review enrollment/attendance and the latest revenue information, update staffing assumptions, and analyze other than personnel costs against budget. This process allows management to identify issues early and make adjustments when needed.

A few options for contingencies include:

- Both schools are budgeting a contingency of 3% of revenues in year 1 and 1% of revenues thereafter. This contingency ($66,159 at Smilow Collegiate and $47,436 at Smilow Prep in year 1) will be the first money tapped to cover any unforeseen issues. Any unspent contingency will go into each school's fund balance to protect it against issues in future years.
- Both schools are expecting to have a surplus in all years including the startup year. If an issue arises that cannot be covered by the contingency, the surplus can be tapped to meet the needs.
- Both schools are borrowing $100,000 from the Charter School Growth Fund during year 0. These funds are not expected to be needed during the startup year. As such, they can be used to cover a shortfall if needed.
- If the planned reserves are not enough to cover any shortfall, each school will make expense cuts to ensure that it is financially able to meet its obligations. The school will first look to adjustments that have the smallest educational impact on its scholars. If a school is significantly under-enrolled, it will consolidate classes and thus make related staffing reductions. If the cause is something else, it will first make reductions to other than personnel costs such as deferrable building maintenance, technology, student culture materials and classroom materials.
- Finally, Smilow Collegiate and Smilow Prep have the advantage of being part of the larger RePublic Schools system. As such, each school, if needed, can tap reserves at the company level to maintain its core educational program.

The contingencies above will be used to cover cash timing issues and profit and loss issues.

RePublic Schools, Inc. Budget Narrative

RePublic Schools, Inc. currently provides charter management services for three charter schools in Nashville, Tennessee. These services include budget management and accounting, computer coding program design and implementation, fundraising, staff recruiting and marketing. As part of its contract, RePublic Schools, Inc. receives a fee of 7% of most revenue streams for operating schools plus a $75,000 startup fee in the startup year of new schools. This fee is expected to reduce to 5% beginning with the 2018-2019 school year.

During the 2015-2016 school year, RePublic Schools, Inc. will provide charter management services to the current three schools in Nashville, plus a new high school that RePublic is starting in Nashville and Reimagine Prep, RePublic's first school in Jackson, Mississippi. RePublic Schools, Inc. is projected to receive $1,023,431 in management fees during the 2015-2016 school year. By the 2020-2021 school year, as both the Jackson, Mississippi region and Nashville, Tennessee region add schools and grow to full capacity, the management fees are projected to rise to $2,140,019.

The projected financials for the charter management organization (CMO) piece of RePublic Schools, Inc. and the organization's Nashville schools (RePublic Schools Nashville) are included the Companywide Summary that is part of this application.

The Companywide Summary also includes the projected financial information for RePublic Schools, Inc.'s other schools along with a rollup of the organization. Before Smilow Prep and Smilow Collegiate open in 2016, RePublic plans to open Reimagine Prep, the first charter school approved in Mississippi. Reimagine Prep will open with a 5th grade and grow to a 5th-8th grade school. Reimagine Prep is currently fully enrolled for opening day of its first year. Projections for Reimagine Prep are based on revenue figures provided by the Mississippi Department of Education. Reimagine has received several philanthropic commitments including a $300,000 commitment from the Calder Foundation over 2 years (Year 1 and 2) and $143,302 from the Charter School Growth Fund for year 1. Staffing is based on a combination of hires already made and projected salaries for current open positions. Other than personnel costs are based on draft or executed contracts, RePublic's experience in Nashville and educated guesses.

RePublic is currently expected to open a fourth Jackson, Mississippi school in the summer of 2017. This school is expected to be another 5th-8th grade middle school (beginning with a 5th grade). Its financial projections are similar to those of Smilow Prep.