CHARTER APPLICATION COVER PAGES

Check One: X New Start-Up ____ New Conversion

Name of Charter School Movement School Atlanta

Name of the Georgia nonprofit corporation that will hold the charter if granted:

Movement Charter School, Inc.

Local school system(s) in which charter school will be physically located: Clayton County

Contact Information for the Governing Board Chair

Contact Person: Nick Stonestreet Governing Board Chairman
Name **Title**

Contact Address: 600 Peachtree Street NE 3000 Atlanta, GA 30308

Telephone Number: (704) 245-5914

Fax Number:

E-mail Address: nick.stonestreet@ronblue.com

Contact Information for the Person Filling out this Application

Contact Person: Nick Stonestreet **Governing Board Chair**
Name **Title**

Contact Address: 600 Peachtree Street NE 3000 Atlanta, GA 30308

Telephone Number: (704) 245-5914

Fax Number:

E-mail Address: nick.stonestreet@ronblue.com

APPLICATION CONTENTS

Identify the appropriate page number in the application or appendix where the following information is located:

ACADEMIC PROGRAM

1. Page 5 Describe the focus of the curriculum (including if it incorporates STEM, STEAM, International Baccalaureate, or any other such branded program). Include as Exhibit 9 a copy of a sample scope and sequence for a proposed course/grade level.

2. Page 11 Describe the instructional methods that will be implemented, including innovative, distinctive, or unique instructional techniques or educational programs (e.g., project-based learning).
    - Why are these innovations appropriate for this population/school?
    - Explain how these innovations will increase student achievement.

3. Page 15 Describe the anticipated student-to-teacher ratios and the reasoning for choosing these ratios.

4. Page 15 Describe how the charter school intends to meet the needs of students identified as gifted and talented. Include in your description any diagnostic methods or instruments that will be used to identify and assess these students.

5. Page N/A *For High Schools only:*
    - Describe how the school will determine whether a student has satisfied the requirements for high school graduation, including earning credits or units and awarding completion credentials.
    - Describe how the school will meet college and career ready obligations, including how the school will incorporate dual enrollment, Move on When Ready, and AP classes.

STATE-AND FEDERALLY-MANDATED SERVICES

6. Page 17 For students with disabilities, describe how the charter school will provide state- and federally-mandated services under both the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act. Reciting the requirements of law and rule is insufficient. Your description should include the school's specific plans to:
    - Evaluate and identify students with disabilities;
    - Develop, review, and revise Individualized Education Programs (IEPs);
    - Integrate special education into the general education program;
    - Ensure that the school facility meets the requirements of other related laws including the Americans with Disabilities Act (ADA) and Section504;
    - Address student discipline;
    - Handle programming disputes involving parents;
    - Ensure confidentiality of special education records;
    - Purchase services from special education vendors or contract with your local

district to provide a continuum of special education services and how this arrangement will work; and Secure technical assistance and training.

7. Page 21 For English Learners (ELs), describe how the charter school will provide state- and federally-mandated services. Reciting the requirements of law and rule is insufficient. Please include in your description any diagnostic methods or instruments that will be used to identify and assess those students, as well as the instructional program that will be provided to ELs.

8. Page 23 Describe the methods, strategies, and/or programs the charter school will use to provide remediation for students at risk for academic failure.

ASSESSMENT METHODS

9. Page 25 Explain how the school will obtain individual student baseline achievement data, continue monitoring growth, and use that data to continuously inform and improve instruction (including formative assessments).

10. Page 28 Explain how the charter school will work with the local school system to participate in statewide assessments.

ACADEMIC GOALS AND OBJECTIVES

11. Page 32 Locally approved charter schools are required to exceed both the state and local district's CCRPI averages and to Beat the Odds. (For more information on these two measures, please go here *CCRPI and BTO*.) In addition to these measures, what goals will the school use to hold itself academically accountable?

    - Indicate the expected rate of student performance growth in each year of the proposed charter term that demonstrates the rigor expected from charter schools. Each year of student growth will be measured against the baseline data obtained during the first year of the charter term.
    - You are urged to include cohort measures that show the progress over time of a single cohort of students.
    - You are also urged to include national norm-referenced test results among your performance measures (e.g., NWEA's MAP and/or ITBS).
    - At a minimum, goals should be (1) aligned with Georgia Standards of Excellent (the SBOE-approved curriculum standards); (2) measurable on at least an annual basis; (3) attainable; and (4) reflective of the mission set forth in the petition. Schools should consider goals regarding student growth including low-performing or educationally disadvantaged populations.
    - Each year a charter school operates, it is expected to out-perform the state and the district.

State CCRPI			District CCRPI			Projected CCRPI				
Elem.	Middle	High	Elem.	Middle	High	Year 1	Year 2	Year 3	Year 4	Year 5

If your school plans on utilizing additional academic goals, please use the chart below.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Academic Goal #1:						
Measure 1: *Write in*						
Measure 2: *Write in*						
Measure 3: *Write in*						
Academic Goal #2:						
Measure 1: *Write in*						
Measure 2: *Write in*						
Measure 3: *Write in*						

SCHOOL GOVERNANCE

12. Page 34 Describe the governing board's composition. Your description should:
    - Identify each member of the governing board; *
    - Identify the skill sets to be represented by the governing board (e.g., business, finance, legal);
    - Explain how board members are representative of the school and the community, and how parents and community members will be involved in the governing board;
    - Describe your plans to ensure that the charter school maintains a diverse board (in all respects) with broad skill sets;
    - Describe (and attach as Exhibit 2) how and when board members will be selected, and how long each member will serve;
    - Explain how and why board members may be removed from office;
    - If the board utilizes a subcommittee structure, describe this structure and identify the subcommittees; and
    - Describe (and attach as Exhibits 3 and 4) how current and future governing board members will avoid conflicts of interests.
13. Page 40 Describe the governing board's functions, duties, and role in each of the following areas:
    - Curriculum and school operations (including policies, legal compliance);
    - Establishing and monitoring the achievement of school improvement goals;
    - Personnel decisions (primarily school leader selection, evaluation, and termination); and
    - Budget (including fundraising and resource allocation).
14. Page 46 Describe how current and future governing board members will comply with open meetings and records laws.
15. Page 46 How will the board comply with board training requirements? Include in this plan areas of focus that are specific to the board and school. Attach as Exhibit 5 a copy of the board's Governance Training Plan.
16. Page 48 How will the charter school's governing board work collaboratively with

the local school district and Board of Education?

17. Page 49 Describe (and attach as Exhibit 6) what decisions the board will make and what decisions the school administration make. Describe how board members will stay out of daily management issues.

**Note: Members of the local board of education and the superintendent of the local school system are prohibited from serving on the charter school's governing board, unless otherwise stipulated by the Department. The charter school principal may serve only as an* ex officio *member of the governing board. Additionally, no one on the school's payroll or contracted for services may serve on the school's governing board.*

ORGANIZATIONAL GOALS, PLANS, AND WAIVERS

18. Page 50 Although standard organizational goals will be included in your charter contract (see charter contract template), please list and provide a detailed description of the charter school's measurable goals reflecting where the school envisions itself organizationally at the end of its first charter term. Goals should include areas such as governing board training; student and teacher recruitment/retention; school climate; student discipline; and student, parent, and teacher satisfaction. Each year of growth will be measured against the baseline data obtained during the first year of the charter term.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Organizational Goal #1: *Write in*						
Measure 1: *Write in*						
Measure 2: *Write in*						
Measure 3: *Write in*						
Organizational Goal #2: *Write in*						
Measure 1: *Write in*						
Measure 2: *Write in*						
Measure 3: *Write in*						
Organizational Goal #3: *Write in*						
Measure 1: *Write in*						
Measure 2: *Write in*						
Measure 3: *Write in*						

19. Page 51 Describe any organizational innovations that will be implemented during the proposed charter term.
    - Why are these innovations appropriate for this unique school?
    - Explain how these innovations will increase organizational effectiveness.

FISCAL FEASIBILITY AND CONTROLS

Please note that the base per-pupil funding amount identified in the locally-approved budget template included in your Charter Application Packet will be included in your charter contract. Your local school system's approval of the base per-pupil funding in your budget is based upon the school system's good-faith estimate of the base per-pupil amount at which it will fund the charter school as long as the school system receives the state and local revenues upon which the approved school budget is based.

20. Page 53 Will the charter school utilize the local school board for fiscal management or other services? If yes, describe the level of autonomy the school will have over budgets and expenditures and/or any other area(s) for which the school has contracted with the local board to provide services.

21. Page 54 Identify the school's chief financial officer (CFO). Describe (and attach as Exhibit 23) a résumé illustrating how the CFO's credentials comply with SBOE Rule 160-4-9-.05.

22. Page 55 Describe how the school will fund planning and start-up operations prior to receiving state and local funding, including legal setup, facility identification, initial staffing, etc.

23. Page 56 Describe the school's plans for securing other sources of funding, including funding from individuals, corporations, foundations, or any other source.

24. Page 56 The appropriate segregation of duties is often a problem when starting a charter school due to limited personnel. Describe the steps the school will take to ensure the appropriate segregation of duties to establish proper internal controls, including compliance with O.C.G.A. § 20-2-2074 which states that the CFO cannot also serve as CEO or in any other position at the school.

FINANCIAL SUSTAINABILITY

25. Page 58 Although standard financial goals will be included in your charter contract (see charter contract template), please list and provide a detailed description of the charter school's measurable goals reflecting where the school envisions itself financially at the end of the initial charter term. Goals should emphasize fiscal health and sustainability. Each year of growth will be measured against the baseline data obtained during the first year of the charter term.

	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Financial Goal #1: *The school will continuously cover short-term financial obligations.*						
Measure 1: *The school's working capital ratio (current assets/current liabilities) will be greater than 1.*						
Measure 2: *The school will maintain at least 45 days' worth of cash on hand.*						
Measure 3: *The school's enrollment variance will not be greater than 8%.*						
Financial Goal #2: *The school will cover long term obligations and control cost.*						
Measure 1: *The school's debt-to-asset ratio will be less than 25%.*						
Measure 2: *Write in*						
Measure 3: *Write in*						
Financial Goal #3: *Write in*						
Measure 1: *Write in*						
Measure 2: *Write in*						
Measure 3: *Write in*						

26. Page 58 Describe any financial innovations that will be implemented during the proposed charter term.
    - Why are these innovations appropriate for this unique school?
    - Explain how these innovations will increase financial effectiveness.

SCHOOL OPERATIONS

27. Page 60 What is the charter school's attendance zone?

28. Page 60 List the local schools that will feed into the charter school. Please also list the schools into which the charter school's students will feed.

29. Page 60 What are the racial and socioeconomic demographics for the school's proposed attendance zone?

For the following questions, please note that "enrollment priorities," "admission," and "registration" are different concepts. To avoid confusion, the Department defines these concepts as follows:

- *"Enrollment Priorities" describes those students granted priority pursuant to O.C.G.A. § 20-2-2066(a)(1);*
- *"Application" describes pre-lottery processes and forms; and*
- *"Registration" describes post-lottery processes and forms after the student has been offered a seat at the school through enrollment priorities or the lottery process.*

30. Page 61 Please check any of the following enrollment priorities pursuant to O.C.G.A. §

20-2-2066(a)(1) that will apply to the school. Indicate in the rightmost column the rank order in which they will be applied. If the school will not utilize a particular enrollment priority, please insert "N/A" in the first and the last columns for that priority.

Check any applicable enrollment priorities	**O.C.G.A. § 20-2-2066(a)(1) Enrollment Priorities**	**Ranking**
	A sibling of a student enrolled in the charter school.	
	A sibling of a student enrolled in another local school designated in the charter contract (school name).	
	A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school.	
	Students matriculating from a local school designated in the charter contract (school name:).	
	Children who matriculate from a pre-kindergarten program (program name:) which is associated with the school, including, but not limited to, programs which share common facilities or campuses with the	
	school or programs which have established a partnership or cooperative efforts with the school.	

31. Page 61 Explain the rules and procedures that will govern student application and registration in the school. In your explanation:

    - State whether the school will utilize a weighted lottery to provide an increased chance of admission for educationally disadvantaged students as defined in State Board Rule 160-4-9-.04(o) and pursuant to O.C.G.A. § 20-2-2066(a)(1), State Board Rule 160-4-9-.05(2)(g), and Department guidance. If yes, indicate in the rightmost column the rank order in which they will be applied. If the school will NOT utilize a weighted lottery or a particular category, please insert "N/A" in the first and the last columns for that category.

Check any applicable categories	**O.C.G.A. § 20-2-2066(a)(1) Weighted Lottery Categories**	**Weight Given**
	Economically disadvantaged students	
	Students with disabilities	
	Migrant students	
	Limited English proficient students	
	Neglected or delinquent students	
	Homeless students	

    - Attach as Exhibit 7 a copy of the proposed admissions application that demonstrates the application conforms to the requirements of rule and law, including the open enrollment requirement.
    - Attach as Exhibit 8 a copy of the policy setting annual enrollment, re-enrollment, and lottery deadlines, including a description of the lottery procedures detailing how enrollment priorities will be applied and an assurance

of complete transparency* in its procedures.

**Note: Complete transparency should include, at a minimum, publishing the lottery date, time, place, and procedures at least two weeks in advance on (for example) the school's website and in printed forms shared with students or available at the school.*

32. Page 62 Describe the steps the school will take to recruit students who are representative of the racial and socioeconomic diversity in the attendance zone for the charter school.

33. Page 64 How will the school maintain/increase its student enrollment during the charter term?

34. Page 66 Briefly describe (and attach as Exhibit 12) information regarding the program – e.g., PBIS – that your school will use. If you will not use PBIS, please explain why the program you have chosen was selected instead.
35. Page 68 Briefly describe (and attach a copy of as Exhibits 11 and 12) the rules and procedures concerning student discipline and expulsion, including code of conduct and due process procedures.

36. Page 70 Briefly describe (and attach a copy of as Exhibit 13) the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. Include the role the governing board will play in resolving such grievances and complaints.

37. Page 70 Briefly describe (and attach a copy of as Exhibit 14) the school's employment procedures and policies.

38. Page 73 Briefly describe (and attach a copy of as Exhibit 15) the school's insurance coverage, including the terms, conditions, and coverage amounts.

39. Page 73 Briefly describe how the governing board has taken students' transportation needs into consideration. What transportation services will be provided for students?

CONTRACTS WITH CHARTER PARTNERS/EDUCATION SERVICE PROVIDERS

40. Page 74 Identify your ESP or charter partner(s) and explain how this arrangement will be in the best educational and financial interests of the charter school.

41. Page 74 Describe the decision-making process and due diligence exercised by the founding/governing board in choosing to contract with the ESP. Include in your description:

    - Other ESPs or charter partners that were considered and the reason(s) why this ESP or partner was selected above all others;

- The history of the selected ESP or charter partner, including academic results, closures, non-renewals, and separations; and
- How the contract was negotiated, including the management fee(s).

42. Page 74 Briefly describe the range of services the ESP or charter partner will provide for the charter school.

43. Page 74 Explain how the governing board will maintain its fiduciary responsibilities as a charter holder including monitoring and assessing the performance of the ESP or charter partner.

44. N/A Attach a copy of your signed ESP contract as Exhibit 16.

FACILITIES

A charter school's facility is a significant part of implementation. Without a proper facility, the charter school will not be viable. Best practice states that a school's facility costs should not exceed 15% of its total expenditures. In addition, please be aware that all facilities must be approved by the Department's Facilities Services Unit – more information regarding this step can be found on the GaDOE website: Facilities Process Webinar. For this reason, it is imperative that the charter school does not commit to a facility before it has been approved. We encourage new schools that are planning construction or major renovations prior to student admission to consider a planning year to safely complete the construction process. We also strongly encourage obtaining Memorandums of Understanding (MOU) for at least two facility options while charter and facility approval is pending.

1. Page 75 Describe the school facility that the charter school proposes to use. Include in your description:
   - The location of the facility;
   - Whether the facility is new or existing; and
   - Whether the facility requires any renovations for utilizing the space for educational purposes. If yes, describe the extent of the renovations and the source of funding to pay for the renovations.

2. Page 75 Does the charter school have an MOU for the purchase or lease of the facility, pending charter and facility approval?
   - _____Yes, we have a MOU and it is provided as Exhibit 19.*
   - _____No, we do not have a MOU.

   **Note: The MOU should include the total proposed facility cost. It should also set forth any material terms that will be reflected in a lease, such as the lease term.*

3. Page 75 Does the charter school have a lease for an approved facility?
   - _____Yes, we have a lease and it is provided as Exhibit 19.
   - _____No, we do not have a lease, but plan to submit one to the Department by _____(date).

4. Does the charter school have a Certificate of Occupancy (CO) for the proposed facility?

- _____Yes, we have a CO and it is provided as Exhibit20.
- _____No, we do not have a CO, but plan to submit one to the Department by _____(date).*

  **Note: Schools must obtain a CO no later than 45 days before the start of the charter term on July 1.*

5. Does the charter school have an emergency safety plan pursuant to O.C.G.A. §20-2-1185 for the proposed facility?
   - _____Yes, we have an emergency safety plan and it is provided as Exhibit21.
   - _____No, we do not have an emergency safety plan, but plan to submit one to the Georgia Emergency Management Agency by_____(date).*

     **Note: Schools must submit an emergency safety plan no later than 45 days before the start of the charter term on July 1.*

EXHIBITS

The following Exhibits are required to complete your Charter School Application Package. Please tab the Exhibits to match the item numbers below. Exhibits should be as limited in size as possible.

1. Attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State. Please note that all charter school contracts – including those of start-up and renewal conversion charter schools – must be held by a Georgia nonprofit corporation. **Exhibit 49**
2. Attach a copy of the by-laws for the nonprofit corporation. **Exhibit 41**
3. Attach a copy of the governing board's Conflict of Interest Policy. **Exhibit 3**
4. Attach a copy of the governing board's Conflict of Interest Form. **Exhibit 4**
5. Attach a copy of the governing board's Governance Training Plan using the governance training memo available on GaDOE's website. **Exhibit 5**
6. Attach a completed Locally-Approved Charter School Partners Roles and Responsibilities chart. This chart shows the balance of authority between the charter school's board and management, as well as the required independence of the charter school from the district.
7. Attach a copy of any admissions (pre-lottery) application the charter school proposes to use. Pursuant to O.C.G.A. § 20-2-2066 and SBOE Rule 160-4-9-.05, the admissions application must conform to the open enrollment requirement. Therefore, admissions applications should be limited to a student's name, contact information, home address for the purpose of verifying the student's residence within the school's attendance zone, grade level, and information required for any enrollment preference, such as identifying a sibling already enrolled at the charter school. If the charter school proposes to utilize a weighted lottery for educationally disadvantaged students, the admissions application may also include questions tailored to the subgroup(s) the school will offer an increased chance of admission according to the weighted lottery guidance available on GaDOE's website. **Exhibit 7**
8. Attach a copy of the policy setting annual enrollment, re-enrollment, and lottery

deadlines, including a description of the lottery procedures detailing how enrollment priorities will be applied and an assurance of complete transparency in its procedures. **Exhibit 8**

9. Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule. **Exhibit 27 & 33**

10. Attach a copy of a sample scope and sequence for a proposed course/grade level. **Exhibit 9 & 10**
11. Attach a copy of the charter school's Student Code of Conduct. **Exhibit 42**
12. Attach a copy of the charter school's Student Discipline Policy and Procedures, including any Positive Behavior and Intervention Supports (PBIS). **Exhibit 12**
13. Attach a copy of the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. Include the role the governing board will play in resolving such grievances and complaints. If this included in another response, please indicate that. **Exhibit 13**
14. Attach a copy of the charter school's Employee Policies and Procedures. **Exhibit 14**
15. Attach proof of the school's insurance coverage, including the terms, conditions, and coverage amounts. **Exhibit 15**
16. Attach a copy of any intended education service provider contracts or arrangements for the provision of education management or support services, including with any EMO, CMO, ESO, etc. Such contracts shall describe the specific services for which the contracting organization is responsible. Such contracts should clearly delineate the respective roles and responsibilities of the management organization and the governing board in the management and operation of the charter school. Such contracts must also include the fee structure. **N/A**
17. Attach a copy of any agreements with your local school district or Board of Education.
18. Attach a copy of any Letters of Intent and/or agreements detailing any proposed partnerships, including agreements with other local schools/systems for the charter school students' participation in extracurricular activities such as interscholastic sports and clubs. **Exhibit 17**
19. Attach a copy of any MOU/lease/proof of ownership for a proposed facility. **Exhibit 19**
20. Attach a copy of the school's Certificate of Occupancy. N/A
21. Attach a copy of the facility's Emergency Safety Plan. N/A
22. Complete and attach the start-up budget template located on the Charter Schools Division's website. Please note that the budget template includes: **Exhibit 50**
    - A monthly cash flow projection detailing revenues and expenditures for the charter school's first two (2) years of operation based on 100% of the projected students enrollment;
    - An alternative monthly cash flow projection detailing revenues and expenditures for the first two (2) years of operation with the assumption of one-half (1/2) of the projected student enrollment; and
    - A spreadsheet projecting cash flow, revenue estimates, budgets, and expenditures on an annual basis for each of the five (5) years of the initial charter term.

- Back-up documentation proving the legal reality of additional sources of revenue included in the budget template, including any funds other than state and local funding, including bank statements and/or signed grant award letters.

23. Attach the résumé for the charter school's Chief Financial Officer. **Exhibit 23**
24. Attach the charter school's signed Assurances Form **(see below).**
25. Attach the charter school's signed and notarized Affidavit **(see below).**
26. Attach the charter school's signed Local Board of Education Resolution approving the charter school's application.
27. Attach the charter school's signed Governing Board Resolution approving the charter school's application. This will serve as the formal petition to the SBOE.
28. For conversion schools only, attach the charter school's Confirmation of Teacher and Parent Vote.

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

O.C.G.A. § 50-36-1(e)(2) Affidavit

By executing this affidavit under oath, as an applicant for a charter school contract from the State Board of Education, as referenced in O.C.G.A. § 50-36-1, the undersigned applicant verifies one of the following with respect to my application for a public benefit:

1) ✓ I am a United States citizen.

2) _____ I am a legal permanent resident of the United States.

3) _____ I am a qualified alien or non-immigrant under the Federal Immigration and Nationality Act with an alien number issued by the Department of Homeland Security or other federal immigration agency.

My alien number issued by the Department of Homeland Security or other federal immigration agency is:_____.

The undersigned applicant also hereby verifies that he or she is 18 years of age or older and has provided at least one secure and verifiable document (e.g., driver's license, passport, birth certificate), as required by O.C.G.A. § 50-36-1(e)(1), with this affidavit.

The secure and verifiable document provided with this affidavit can best be classified as:

USA Passport.

In making the above representation under oath, I understand that any person who knowingly and willfully makes a false, fictitious, or fraudulent statement or representation in an affidavit shall be guilty of a violation of O.C.G.A. § 16-10-20, and face criminal penalties as allowed by such criminal statute.

Executed in Alpharetta (city), Georgia (state).

Signature of Governing Board Chair

Nicholas Stonestreet

Printed Name of Governing Board Chair

SUBSCRIBED
AND SWORN
BEFORE ME
ON THIS THE
23rd DAY OF February, 2023

Terri L. Morgan
_NOTARY

TERRI L MORGAN
NOTARY PUBLIC
CHEROKEE COUNTY, GEORGIA
MY COMMISSION EXPIRES
FEBRUARY 23, 2024



PASSPORT
PASSEPORT
PASAPORTE

UNITED STATES OF AMERICA

USA

552638279

STONESTREET

NICHOLAS ARNOLD

UNITED STATES OF AMERICA

26 Feb 1961

FLORIDA, U.S.A.

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12 Jul 2016

United States
Department of State

11 Jul 2026

SEE PAGE 27

USA

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MOVEMENT
SCHOOL

Movement School Atlanta
1125 Sanctuary Parkway, Alpharetta GA 30009
Nicholas.Stonestreet@RonBlue.com

February 23, 2023

Clayton County Board of Education
Dr. Delphia Young
Deputy Superintendent of Teaching and Learning & Strategic Improvement
1058 Fifth Avenue
Jonesboro, GA 30236

Georgia Department of Education
Charter Schools Division
2053 Twin Towers East
205 Jesse Hill Drive, SE
Atlanta, GA 30334

RE: Letter of Intent to open Movement School Atlanta

In accordance with Georgia State Board of Education Rule 160-4-9-.04. please accept our letter of intent to submit a petition for Movement School Atlanta charter school in the Clayton County School System.

The mission of Movement School Atlanta exists to love and value scholars by leading a movement of change in education through academic excellence, character development, and preparation for success in life.

Movement School Atlanta proposes to open for the 2024-2025 school year, serving grades kindergarten and 3rd, increasing to grade 5 in 2 years. Movement School Atlanta is projecting enrollment of 134 and proposes to add 130 students per year.

We look forward to working with you towards the completion of our petition and the successful start of our school year.

Sincerely,

Nicholas Stonestreet
Board of Directors, Chair
Movement School Atlanta

ASSURANCES FORM AND SIGNATURE SHEET

Georgia law and State Board of Education Rule requires your school to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school's governing board chair.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for a charter for Movement School Atlanta located in Clayton County is true to the best of my knowledge and belief; I also certify that if awarded a charter the school:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall be subject to the control and management of the local board of the local school system in which the charter school is located, as provided in SBOE Rule_____in relations to pre- and post-charter approval, in the charter contract, and in a manner consistent with the U.S. and Georgia Constitutions;
3. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability, age, or sexual orientation;
4. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
5. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
6. Shall ensure that the charter school and its governing board are subject to the provisions of O.C.G.A. § 50-14-1 *et seq.* (Open and Public Meetings) and O.C.G.A. § 50-18-70 *et seq.* (Open Records);
7. Shall ensure that the charter school's governing board members may only receive compensation for their reasonable and actual expenses incurred in connection with performance of their duties;
8. Shall ensure that the charter school's governing board members receive initial training and annual training thereafter, provided by a SBOE-approved vendor pursuant to O.C.G.A. § 20-2-2072 and State Board of Education Rule 160-4-9-.06;
9. Shall ensure that the charter school's governing board adopts and abides by a conflict of interest policy;
10. Shall comply with O.C.G.A. §20-2-210(b)(1) and implement an evaluation system as adopted and defined by the State Board of Education for elementary and secondary school teachers of record, assistant principals, and principals;
11. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;

12. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;

13. Shall provide state and federally mandated services for English Learners, as applicable;

14. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;

15. Shall notify the state of any intent to contract with any entity for education and/or management services;

16. Shall notify the state of any changes in any entity contracted with for education and/or management services;

17. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;

18. Shall comply with federal due process procedures regarding student discipline and dismissal;

19. Shall be subject to all laws relating to unlawful conduct in or near a public school;

20. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;

21. Shall have a written procedure for resolving conflicts between the charter school and the local board of education;

22. Shall comply with the provisions of O.C.G.A. § 20-2-211.1 relating to fingerprinting and criminal background checks;

23. Shall remit payments to Georgia Teacher Retirement System (TRS) on behalf of employees and shall employ teachers in accordance with TRS;

24. Shall ensure that if transportation is provided for its students, the school shall comply with all applicable state and federal laws;

25. Shall ensure that if the charter school participates in federal school meals programs, then it shall comply with all applicable state and federal laws and rules;

26. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;

27. Shall comply with the state facility requirements regarding site codes, facility codes, schools codes, the submission of architectural plans for any new facility that the school may build or occupy during the charter term, and all other facility requirements as established by the Department;

28. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. §20-2-740;

29. Shall be subject to an annual financial audit conducted by the state auditor or by an independent certified public accountant licensed in Georgia;

30. Shall designate a Chief Financial Officer that meets all requirements as established by

the Charter Schools Rule 160-4-9-.05(2)(h)(1).

31. Shall secure adequate insurance coverage prior to opening and shall maintain such coverage throughout the charter term in accordance with the laws of the State of Georgia;

32. Shall acknowledge that none of the criteria used to calculate QBE funding maybe waived;

33. Shall ensure that 90% of QBE funds earned for out of system students enrolled in a virtual school must be spent on their instruction pursuant to O.C.G.A. § 20-2-167.1; and

34. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the charter school.

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Charter School's Governing Board on the 23 day of February, 2023.

Governing Board Chair, Charter School — Date: 02-23-2023

This Charter School Application, Assurance Form, and attached Exhibits were approved by the Board of Education on the day of , 20 .

Chair, Local Board of Education — Date

If a Charter is granted, Petitioners assure that the proposed charter school's programs, services, and activities will operate in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations.

Governing Board Chair, Charter School — Date: 02-23-2023

Chair, Local Board of Education — Date

CHARTER APPLICATION

EXECUTIVE SUMMARY

Name of Charter School:
Movement School Atlanta

Opening Date: August 27, 2024 Proposed Charter Term Length: 5 year

Grade range at the end of Year 5: K-4

What grades will the school enroll in its first year of operation? K and 3rd

Expected enrollment in the first year of the charter term: 134

Expected enrollment at the end of Year 5: 624

This application was approved by _____ Local Board of Education on _____ , 202_

For each year of the proposed charter term, indicate the number of students the charter school plans to serve.

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	104			30										
Year 2	130	104			30									
Year 3	130	130	104			30								
Year 4	130	130	130	104										
Year 5	130	130	130	130	104									

1. Research shows that charter schools are more academically, financially and organizationally stable if they grow by only one grade each year. If the charter school plans to grow more than one grade each year, please provide a brief rationale for this growth model. (350 words or less)

Movement School Atlanta (MSA) will open with 134 students. There will be 104 students in K and 30 students in 3rd grade. We will then grow by taking in one new class of kindergartners each year. This means that in year two we will serve grades K, 1, and 4. In year three we will serve grades K,1,2, and 5. In year four we will serve grades K,1,2,3. In year 4 we will serve grades K,1,2,3,4. In year five we will serve grades K,1,2,3,4 (EXHIBIT 1).

After our launch year, we will add an additional section to kindergarten, increasing the grade level size from 104 to 130 students. Launching with a smaller kindergarten in our first year further reduces the recruitment pressure at launch.

We arrived at this enrollment target by comparing the size and demographics of our target enrollment area to enrollment targets of existing metro Atlanta charter schools that have launched successfully and serve similar demographics of our targeted enrollment areas.

Launching the school with the majority of our students in kindergarten helps us address academic gaps early and build a strong school culture. Additionally, launching with only two grades reduces academic complexity by letting us focus intensely on executing well in those grades. Finally, launching with a majority of students

in kindergarten makes recruitment easier since parents are more likely to choose a new school for students entering kindergarten, as opposed to transferring students in first or second grade.

This approach aligns with feedback we received from parents who shared that they value the chance for their kindergarten children to enter a smaller school community—particularly at a brand-new school—and see that school community grow alongside their child.

2. State the charter school's mission and describe why this initiative is important to the community it will serve. Also provide a brief description of any defining features of the school. Include how stakeholders were involved in the petition process and will continue participating. (350 words or less)

The mission of Movement School Atlanta (MSA) is to love and value scholars by leading a movement of change in education through academic excellence, character development, and preparation for success in college and life. We exist to help students from low-income backgrounds thrive academically and emotionally. This focus informs all that we do.

Defining features of MSA include:

Curriculum and Instruction: Our curriculum focuses on mastery of Georgia's Standards for Excellence (GSEs), character development, and success for college and career. Our programs consist exclusively of content proven highly successful in helping students from low-income backgrounds catch-up and excel. They are research-based with proven results in other highly-diverse, metropolitan school districts with similar demographics to MSA. An overview of our approach can be seen in our Crosswalks (EXHIBIT 9), Curriculum Overview (EXHIBIT 31), Master Schedule (EXHIBIT 27), and our Assessment and Curriculum Matrix (EXHIBIT 22).

Problem-Based Learning: Students at MSA engage in real-world application of the Georgia Standards of Excellence (GSEs). Teachers create rigorous learning experiences requiring critical thinking, collaboration, and synthesis through a problem-based approach. Students participate in interdisciplinary, problem-based learning as they engage in Insight Humanities for five hours, Amplify Science for over three hours every week, and field trips driven by those studies on a monthly basis.

Extending Instructional Time: We offer a modified year-round schedule and additional instructional hours to mitigate learning loss and help students catch up academically (EXHIBIT 33). Led by MSA's teachers, MSA has additional instructional time at the end of each day and Summer Learning to remediate learning gaps and prevent learning loss.

Support for Low Income Families: We have strategically selected to locate in Clayton County based upon its proximity to and ease of access for low-income families. Our mission has always focused on giving better educational options, housing and healthcare options to low income families and MSA, and our partners are committed to this outcome. To see a list of all of our partnering organizations, please refer to EXHIBIT 17.

3. Describe the charter school's academic program, specifically focusing on why it is innovative in your school district(s). Include mention of any waivers of state law and SBOE rule that are needed to be able to implement the academic program. Be sure to describe any special characteristics of your charter school, such as a special population or some other feature or features which enhance educational opportunities. (350 words or less)

We exist to help students from low-income backgrounds thrive academically by preparing to compete with their

global peers. We also want them to thrive emotionally by developing strong character while healing from and overcoming adverse childhood experiences (ACES). MSA's academic program addresses the academic and emotional needs of our students daily. From 7:30am-4:00pm, our students experience the following innovations:

PROBLEM BASED LEARNING: Insight Humanities, Amplify Science, and RULER are all highly-rated interdisciplinary curriculum reviewed by What Works Clearinghouse. These curricula provide MSA's students opportunities to synthesize GSEs to real-world, relevant contexts for more than 15 hours each week. As students master content, they also develop higher-order critical thinking skills making them college and career ready.

STUDENT ACHIEVEMENT RESULTS: In addition to adhering to all state and federally mandated testing, we use multiple external and internal measures of student achievement. We use the University of Chicago's STEP Tests to measure literacy in early elementary three times per year and in upper elementary we use MAP testing for ongoing assessments four times per year. Formative assessments occur weekly, and teachers use the results to adjust instruction and meet the needs of students.

EXTENDED INSTRUCTIONAL TIME: Results from ongoing assessments inform support beyond the instructional day during our extended day program. Extended Day is structured as 8-week rotating tutoring cycles designed to help address skills gaps for individual students. Tutoring is led by our teachers and offered for free. Taught by MSA's teachers, students have the ability to have individual skills developed, ensuring grade level proficiency.

LEADERSHIP: MSA's leaders use their expertise in coaching teachers, feedback cycles, and responding to student data to maximize instructional effectiveness at MSA. This includes providing teachers with at least three hours of direct support with feedback on performance and ensuring they are adequately responding to student data every week. Instructional leaders will also use their experience as faculty with the RELAY Graduate School of Education to benefit MSA teachers. Our Professional Development Calendar (EXHIBIT 16) and Summer Training Calendar (EXHIBIT 28) show how this comes together over the course of the year.

4. Describe the charter school's organizational structure, specifically focusing on its innovation and need for flexibility, its general partnership structure with an educational service provider (ESP) if any, and the school's community interest and need. (350 words or less)

MSA's organization structure reflects other successful, innovative charter models (EXHIBIT 34). MSA is governed by a board of directors who have already hired a Chief Executive Officer (CEO), Kerri-Ann Thomas, to ensure MSA operates as a successful LEA. The board also contracts with an external Chief Financial Officer (CFO, David Faunce) and back-office team (Prestige) to ensure we are in full compliance and good standing on the financial portion of the Comprehensive Performance Framework. These leaders are responsible for ensuring MSA operates in full compliance with GADOE and Clayton County Board of Education.

Overseeing effective school operations is the Principal. As the instructional leader at MSA, the Principal monitors student data, teacher effectiveness, and sets the tone and culture for the school. Our CEO model allows the Principal to focus on academics and instructional leadership. Supporting the Principal in oversight over instruction and academic programs is the Assistant Principal. Supporting the Principal with oversight in logistics and systems is the Director of Operations. The Director of Operations oversees enrollment, recruitment, marketing, and external partnerships including our relationship with Movement Foundation. Supporting the Principal with oversight over special education and ESOL is the Exceptional Children's Coordinator (EC). All of these leadership team members ensure teachers are effective and have what they need to successfully advance the mission of MSA (EXHIBIT 38). This model resembles other highly

effective charter schools in the Metro Atlanta area, including Ethos Classical and Atlanta Unbound Academy. MSA's leadership team ensures instruction is data-driven, rigorous, and meets students' needs.

Another innovative aspect of the MSA model is the significant recruitment support available from the Movement Foundation and Movement Schools network. Over the past 5 years, the Movement Foundation and Movement Schools network have built a suite of marketing assets (website, digital ads, fliers, etc.) and expertise in the logistics of recruitment and enrollment that are available to MSA at no cost (EXHIBIT 39).

Thus, MSA's board of directors monitors state compliance related to running an LEA while the school-based leadership team oversees effective instructional designs and academic programs that advance MSA's unique mission and vision.

Question 1. Movement School Atlanta's Academic Model and Overall Approach to Learning is highlighted by:

Data Driven Instruction: Meeting the individual needs of students is central to MSA's education model. In addition to data-driven differentiated instruction, students will each have individual learning paths crafted from baseline assessments administered during the first several weeks of school for both math (NWEA MAP) and literacy (STEP). Small group differentiated instruction will be developed from this data and implemented by co-teachers in flexible groupings. Additionally, MSA will implement extended school days—four days each week—wherein students receive 40 minutes of additional remediation time. This time will be teacher-led and implemented in eight-week cycles. Student attendees will be selected based on their performance on quarterly math and literacy interim assessments.

MSA will also access the Movement School Network's database of formative assessments ("Network Quizzes"). These assessments are administered bi-weekly, in between benchmark assessment cycles, to determine students' progress as it pertains directly to GSE proficiency. These assessments track mastery and depth of knowledge, including a variety of assessment types such as multi-select, performance-based items, and oral responses. Each assessment is used as a data point to both track student growth and inform individualized instruction, with the ultimate goal of ensuring teachers are delivering meaningful, targeted instruction to accelerate students' mastery of GSEs. See EXHIBIT 10 for a matrix of the MSA curricula and formative assessments.

Focus on Teacher Development and Capacity: MSA invests in students by investing in teachers through targeted instructional capacity building programs, we can improve all aspects related to classroom management, instruction, and the overall student learning experience. The primary philosophy behind our educational model is using research-based strategies proven effective at helping students from low-income backgrounds thrive academically. Each teacher will be a part of a professional learning community focused on building his/her instructional capacity. This community will be responsible for assisting the school in curriculum development, behavioral interventions, lesson

planning, and assessment. MSA's teachers will have the opportunity to participate in professional development with Movement Foundation's CEO, Kerri-Ann T. Thomas. Ms. Thomas is highly skilled in all areas of school-leadership, including data-informed instruction, instructional planning, building a high-performing school culture, and culturally responsive instruction. Her expertise is such that she serves as senior instructor with RELAY Graduate School of Education, training school leaders from among the highest performing charter networks in the nation. Professional development will occur in grade level cohorts and Ms. Thomas will build teacher capacity by improving instructional effectiveness and training them on data review protocols.

Culturally Responsive Teaching: Ensuring students connect with and leverage content as real-world life experiences is the core of culturally relevant teaching. MSA is committed to ensuring our students study GSEs and apply them to real-world contexts. This balance between mastery and application defines culturally relevant teaching at MSA where our teachers plan problem-based assignments that ask students to consider their real-world contexts as the master grade level GSEs. For example, as 3rd Grade students engage in Amplify Science's unit on balancing forces, they examine the doors in their home to determine how force is acted upon them and report back to the class. Thus, they are able to master GSEs and apply these skills to real life experience.

Movement School Atlanta Curricular Snapshot

MSA has selected several curricula to advance its mission. As evidenced by schools with similar demographics and location, MSA has drafted a framework for curriculum to support our problem-based learning design and equip our teachers with the resources needed for students to practice and apply skills in a rigorous context. An overview of our curricula and assessments can be viewed at EXHIBIT 22. Curricula at MSA include:

Phonics and Fluency

Reading Mastery (Phonics, Grade K): Reading Mastery is the primary phonics curriculum for all Kindergarten students. It is also used as remediation in 1st and 2nd grade for students performing below

grade level. Reading Mastery is a direct instruction program designed to provide explicit, systematic instruction in reading. This level of direct instruction is beneficial for students needing additional support.

Success for All (Phonics, Grades 1-2): Success for All (SFA) is the main phonics curriculum for students in 1st and 2nd grade performing at or above grade level. Less directive than Reading Mastery, it gives students performing at grade level the chance for more extension and exploratory learning.

Our master schedule includes 30 minutes of daily phonics practice for all K-2 students so that we can guarantee they have strong reading foundational skills. We also provide remedial phonics instructions for students in grades 3-5 and special education students. Other schools focused on supporting low-income families including Resurgence Hall and Ethos Classical also have direct instructional phonics blocks and we wanted to model similar structures off of their success.

Literacy Interventions

Wilson Fundations Literacy Intervention (Grades K-2): This is our most targeted curriculum for students needing the most support. The Fundations program is a systematic program focused on phonemic awareness, phonics/word study, high-frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling. This curriculum is used for our EC and MTSS groups.

Fountas & Pinnell Level Literacy Intervention (Grades 3-5): Also a highly targeted reading intervention, this program is used for special education students in grades 3-5 needing additional support. LLI is a powerful, fast-paced, short-term intervention that provides daily, intensive, small-group instruction to supplement whole-class literacy instruction.

Shared Reading, Social Studies, and Writing

Insight Humanities (Literacy/Social Studies, Grades K-5): Insight Humanities integrates highly-engaging, culturally-relevant content and authentic learning tasks to develop students' skills in reading, writing and critical thinking. We selected Insights Humanities based on their strong results with

multiple charter networks across New York City (EXHIBIT 31) and the program's ability to apply problem-based instruction across content areas. At MSA, Insight humanities is delivered through multiple reading blocks—first a 90-minute block, followed by a 30-60 minute block where Social Studies is embedded into the classroom text. These texts are rigorous and diverse, allowing students to recognize themselves in stories while engaging in critical thinking and discussion-based forums and debates. For example, in third grade, a series of writing prompts supports students mastering both formal letter writing and the branches of government. All K-5 homerooms will use these programs for at least 60 minutes per day in an effort to support GSE proficiency across content areas and critical thinking skills. To support our problem-based learning framework, there is a project at the end of every unit representing a culmination of the course of study. We integrate field trips, formative assessments, and collaborative work to align with the scope of work for each unit.

Close Reading for Meaning (Literacy, Grades 2-5): This is paired with the humanities block and used in tandem with the humanities curriculum. This literacy curriculum is designed to promote rapid literacy development in grades 2-5. This curriculum focuses on developing deeper comprehension skills—understanding the why, what, and how. (EXHIBIT 21)

Movement Guided Reading (Literacy, Grades K-5): Each reading block contains 30 minutes of guided reading. This MSA-generated program is based on the curriculum used by the Achievement First charter school network. Students use leveled readers from the nation's largest multicultural children's book publisher to grow towards their next reading level. The skills developed during this block are aligned with the standards for that level and grade level.

Math

Achievement First Math (Mathematics, Grades K-5): The mission of AF Math is to mold scholars who will not only be successful in K-12 and college, but will ultimately thrive in the real world. The AF curriculum promotes conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, productive disposition and problem solving. At MSA, students will receive over 90 minutes

of math instruction daily, opportunities for critical thinking, and exposure to application of skills to real-world problems.

Contexts for Learning Mathematics (Mathematics Intervention, Grades K-5): Contexts for Learning Mathematics is a rigorous K–6 classroom resource that uses a math workshop environment to teach GSEs. This work includes addressing all strands of mathematics, the standards for mathematical practice, as well as daily fluency and problem solving. Contexts for Learning is used as an intervention for students needing additional support.

Science

Amplify Science (Science, Grades K-5): Amplify Science is a phenomena-based, K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and debate like trained scientists and engineers. Our monthly field trips will be aligned to the content our students are studying, including visiting local areas of interest such a various UGA sites, Botanical Gardens, Memorial Park, and other to be defined to align with topics such as classifying animals, considering the impact of weathering, erosion, and time has had on Georgia's landscape, etc.

Social-Emotional Learning

RULER (Social Emotional Learning): Developed by the Yale Center for Emotional Intelligence, RULER is a systematic approach to social-emotional learning. RULER is an acronym for the five skills of emotional intelligence: Recognizing, Understanding, Labeling, Expressing, Regulating.

Through a comprehensive curricular program, all students at MSA will participate in the "world class" programs we are committed to providing for all students. Different curricula are used as a response to student needs. To see how these structures come together, a Day in the Life of a Student at MSA can be read on EXHIBIT 32.

All aspects of MSA's mission, vision, and educational model are evident on a daily basis. The daily and weekly schedule at MSA maximizes instructional time, student learning, and feedback for instructional staff.

Master Schedule: Each full school day (Monday, Tuesday, Thursday, Friday) begins at 7:40am and ends at 3:05pm for a total of 4450 minutes, including multiple opportunities for problem-based learning, social emotional, enrichment, and character instruction (EXHIBIT 27). Lessons are taught in a co-teacher model with one lead, one support, and parallel models to ensure all children receive targeted support. Teachers are observed by the Principal and receive immediate feedback to maximize instructional effectiveness.

Extended Day: Based on results of MAP and STEP, students are selected for additional support during extended days taught by MSA's teachers. On these days, students receive an additional 40 minutes of individualized teacher-led instruction (160 minutes per week). Every eight weeks, students rotate and different students have opportunities to gain additional instructional time. (EXHIBIT 33).

Budget: Budgets will be developed collaboratively with the district to reflect our mission while conserving resources. In a typical model, more than 75% of our funds go to instructional costs. MSA's collaboratively built budget will reflect our commitment to have co-teacher models across instruction, leadership support for the Principal by hiring a CEO and Assistant Principal starting in year 1, purchasing robust curricular resources, Special Education personnel, and contracted services. Additionally, by collaborating with CCSD, we intend to provide providing salaries competitive with Clayton County School District, spending over $5,000 annually on employee benefits, and providing weekly professional training to build teacher capacity.

Staffing: Our staffing model resembles highly successful charters across Georgia. Our leadership team includes a CEO responsible for ensuring compliance with local and state requirements, Principal to serve as the instructional leader, CFO to monitor fiduciary responsibilities, and both an Assistant

Principal and Director of Operations to support the work of the Principal (EXHIBIT 34). In addition to teachers, paraprofessionals, and associate operations team members, MSA is supported by a team robust enough to provide instruction and monitor performance on the Comprehensive Performance Framework. (EXHIBIT 35)

Calendar: Our academic calendar is a modified year-round calendar. It provides four unique benefits: reduced summer learning loss, built in tutoring and summer programs. The MSA calendar also includes 176 days of instruction, more than 12 professional learning days for teachers, and days dedicated to parent-teacher conferences both semesters. This model means that we tend to provide more instructional time than traditional districts and ensure our students are progressing through grades with monitored readiness. (EXHIBIT 33)

Teacher Development: MSA offers more than 10 days of professional development for staff. These days include a focus on acquiring best practices from Get Better Faster, using data protocols from Leveraging Leadership to review assessment data, and attending weekly training facilitated by MSA's RELAY trained CEO, Ms. Thomas, and future Principal (EXHIBIT 29 and EXHIBIT 30). Investing in teacher capacity is ultimately an investment in students, thus we provide more than eight hours of training, feedback, and coaching to our teachers every week.

Question 2. MSA approaches innovation in education through:

(1) ***Improve Student Learning*:** Movement School students in North Carolina are achieving proficiency rates 300% higher than their nearest traditional public schools. Located in economically disadvantaged communities, students at these schools are outperforming the district and state average. MSA's impact on student learning will be even greater given enhancements to our academic model and millions of additional dollars invested across the Movement School network.

(2) ***Increase learning opportunities for students:*** MSA expands educational opportunities for students from low-income backgrounds. We do this in the following ways:

o **Access**: We break down access barriers for economically-disadvantaged students by providing bus transportation and also by participating in the USDA lunch program.

o **Extended Instructional Time**: After-school, small group tutoring is built into our instructional model. Extended Day is structured as 8-week rotating tutoring cycles. Tutoring is led by our certified teachers and is offered at no cost with the ultimate aim of ensuring grade level proficiency for all students.

o **Monthly Field Trips**: MSA provides monthly field trips aligned to the units within our problem-based studies. This means our students have monthly exposure to different colleges and careers as part of our problem-based design.

o **Social-Emotional Learning**: MSA provides 100 minutes of social-emotional, character instruction per week. Using the RULER curriculum, we provide specific character development lessons reinforced by our school virtues (exhibit 20, 43, and 44). MSA students will thrive emotionally by developing strong character while healing from and overcoming adverse childhood experiences.

(3) ***Encourage the use of a variety of productive teaching methods:***

o **Instructional Methods**: The primary philosophy behind the educational model at MSA is using research-based strategies proven effective at helping students from low-income backgrounds thrive academically.

o **Problem-Based Learning**: Selected curricula provide MSA's students opportunities to synthesize state standards-aligned learnings to real-world, relevant contexts for $\geq$15 hours/week. As students master content, they also develop higher-order critical thinking skills making them college and career ready.

(4) ***Establish new forms of accountability for schools:***

o In addition to adhering to all state and federally mandated testing, we use multiple external and internal measures of student achievement to measure literacy, help address skills gaps for individual students, adjust instructional practices and create interventions that meet each student's educational needs.

(5) ***Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site*****:** MSA invests in students by investing in teachers. We provide multiple opportunities for unique teacher development and teacher leadership, including learning communities, internal and external development, and teacher leadership. MSA's professional learning

community will be responsible for assisting or leading the school in the areas of curriculum development, student behavior interventions, lesson planning, student assessment, and teacher evaluation.

(6) ***Create new, innovative, and more flexible ways of educating children within the public school system, with the goal of closing achievement gaps between low performing student groups and high performing student groups.***

o **Curricula**: Each of our curricula has been selected for its proven effectiveness at closing achievement gaps for students from low-income backgrounds. They are research-based with proven results in other highly-diverse, metropolitan school districts with similar demographics to MSA.

MSA's unique academic program addresses the academic and emotional needs of our students daily. From 7:30am-4:00pm, our students practice and experience the following innovations:

RULER and C4 for Social Emotional Learning: MSA provides 100 minutes of social emotional, character instruction per week. Using the RULER curriculum, MSA provides specific character development lessons reinforced by our MSA virtues for students. Every day starts with MSA's students reflecting on those virtues and a RULER lesson. MSA will also partner with C4 to provide trauma care that honors culture, restores dignity, and redeems individual stories. C4's team of certified counselors will provide trauma-oriented Social Emotional Learning for students across grade levels at MSA. The interventions used by C4 are evidenced-based and known nationwide for reducing rates of both suspensions and referrals in schools around the country. They are also designed to build resilience to minimize the impact of Adverse Childhood Experiences. By working alongside EC team members, C4 is also able to teach tiered level interventions to support students with IEPs, 504 plans and other unique needs. A summary of these socio-emotional supports can be found at EXHIBIT 43 and EXHIBIT 44.

Problem Based Learning: Our students engage in problem-based learning for over 15 hours each week. This looks like the creation of interdisciplinary work, instruction from Insight Humanities and Amplify Science, collaboration, critical thinking and analysis. Twice per day, students use their GSE skills to finish real world tasks including writing letters to local representatives or studying the lifecycle

of a frog. Every lesson, every day, MSA's students encounter new problems as they reflect on historical read aloud in literacy, math studies, or complete labs during science. These consistent learning opportunities better prepare our students for college and career experiences. See EXHIBIT 25 and EXHIBIT 26 for examples of project-based unit and lesson plans.

Leveled Student Grouping: Students have the opportunity to learn in small group settings throughout the day. To determine these groups, students are assessed up to four times throughout the year. The results of those assessments inform specific learning goals for each student, as well as the groups that teachers create and see across the instructional day. These pathways ensure students are mastering GSEs needed to exceed grade level expectations and stretch goals appropriate for their individual growth. Teachers use the results of STEP, MAP, and Network Quizzes to create these groups of students. Daily, they determine how well students are progressing along those individual pathways in preparation for future performance.

Extended Day: MSA will implement extended school days four days each week wherein students will receive 40 minutes of additional instructional time. This time will be teacher-led and implemented in 8-week cycles (EXHIBIT 27). Student attendees will be selected based on their performance on quarterly math and literacy interim assessments. Since the outcomes of the COVID-19 pandemic on student learning loss, extended day support is both timely and needed, and MSA is dedicated to using this time to ensure students are either on or above grade level readiness in both literacy and mathematics.

Professional Development: Once per week, while students have an early release day to go to various after school programs and enrichments, teachers engage in professional learning and data days (EXHIBIT 28). The professional learning calendar is built as a response to students' needs across STEP and MAP assessments, evidence gathered by the Principal, and required annual training (including mandatory reporter and GMAS testing). The Principal builds and moderates the agenda for each day and provides opportunities for teachers to review student data, unpack standards, and create worthwhile lessons for

students (EXHIBIT 29 and EXHIBIT 30).

Question 3. Classrooms at MSA include no more than 25 students with 2 teachers assigned to each classroom. This means the initial teacher-to-student ratio is actually around 12 or 13 to 1. The rationale behind this design is to ensure all students have constant access to instructional leaders who can address specific learning needs. It also creates a consistent small group learning experience throughout the day and ensures students have more than six hours per day of instruction that is no more than 12 other students. Additionally, as students with exceptional skills and needs are served by specialized teachers within the classroom (Gifted, Special Education, Speech, ESOL, etc.), the number is reduced even further, and the ratio can at times be reduced to as low as one teacher to eight students at various times throughout the day. Our budget reflects the number of teachers needed to make this model work and reduce the student to teacher ratio. Overall, MSA is committed to working with students in small group settings and has invested in a corps of instructional leaders to ensure this is a consistent component of our programming.

Question 4. MSA will show its instructional model and academic design positively affect student growth and mastery overtime. Our goal is to serve both academically and intellectually gifted (AIG) students by delivering instruction in an inclusive environment. There is a great deal of research that supports the education of AIG students in heterogeneous groupings. This research also suggests that teachers must have the appropriate training to make this environment beneficial to AIG students.
With regards to new students qualifying for gifted services, MSA shall abide by all requirements for meeting the needs of students identified as Gifted and set forth by the Georgia Board of Education Rule 160-4-2-.38 Education Program for Gifted Students.

NOTIFICATION: MSA shall notify parents and/or guardians of identified gifted students being considered to receive gifted education services in writing and share information related to the gifted education program including, but not limited to the following:

(a) The referral procedures, process and eligibility requirements adopted by and applied by MSA.

(b) Notice of initial consideration for gifted education services.

(c) Evaluation guidelines for testing and documentation of training procedures utilized and maintained by MSA.

(d) The types of gifted services to be provided, academic standards to be met, the teaching methods employed, and the manner in which students will be evaluated annually.

(e) Performance standards gifted students are required to meet to maintain their eligibility and receive continued services in the program.

(f) A description of the probationary period applied to students in jeopardy of losing their eligibility for services. The description shall include the length of the probationary period and the criteria.

(g) Termination of services when students on probation have failed to meet the criteria for continued services.

SERVING AND MONITORING GIFTED AND TALENTED STUDENT GROWTH AND ACHIEVEMENT: All lower elementary students at MSA are administered STEP and upper elementary students are administered MAP. These measures are used to diagnose individual student needs, monitor their growth across the year, and determine placement in extended tutoring time.

At MSA, all teachers will receive training on how to differentiate instruction in order to meet the needs of AIG students. In addition, AIG students will receive opportunities for acceleration through the use of blended-learning models in the classroom. AIG students will also have opportunities for additional learning through independent study programs and student groupings across grade levels.

Question 6. Movement School Atlanta Provision of **state and federally mandated services under both the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act**

MSA will not deny admission to any child eligible for special education services as identified by federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Georgia State Board of Education rule GA SBOE 160-4-7-.03. The exceptional children coordinator (EC) is the lead administrator overseeing the entirety of the special education program whose primary responsibilities include providing oversight to ensure compliance with state and federal law related to special education programming. This includes the following processes:

Screening Upon Enrollment: We will hire an exceptional children coordinator for whom this is the primary responsibility. The process for serving these students begins with identification. We will review students' records from SLDS to identify existing IEPs and 504 plans. School staff will follow up with previous schools as needed to obtain the necessary records. When students are identified as having a 504 plan or IEP, the EC specialist (along with school administrators) will be responsible for scheduling initial transfer meetings within the first 14 days of admittance.

Develop, review, and revise IEPs: After students are evaluated for IEPs, the IEP team convenes and identifies specific goals that lead to the creation of each IEP. This team consists of the student's parents/guardians, the EC, licensed psychologist, Special Education Lead teacher, homeroom, and support teachers to draft and approve the IEP before it is implemented at the school level. In the event that there is already an IEP for a student, the IEP team (consisting of the same individuals) meets annually to review an IEP and every three years to determine eligibility. At these review meetings, the team discusses student progress towards goals and adjusts or revises IEPs as needed and in agreement with what is best for the student. At any time, parents/guardians may request an IEP meeting and the team may reconvene before the annual meeting if the IEP needs to be amended.

Evaluation for Special Education Services:

The Multi-Tiered System of Supports (MTSS) model is used to determine eligibility to receive special education services. All students start at Tier 1 instruction. If students are not able to master content or show growth commensurate with peers they are recommended for Tier 2 intervention methods. This means students may receive support in small groups or have intervention strategies used to support mastery. Data is collected and monitored on students for approximately 8 weeks to determine effectiveness. If the student demonstrates a positive response to the intervention, then they remain in Tier 2. Students who do not demonstrate a response to the intervention are then recommended to Tier 3. This tier includes an increase in the time and frequency of the intervention. The MTSS team may also consider a referral for evaluation into special education at this time. The referral process would occur simultaneously with the delivery of increased interventions. for evaluation after the 8 weeks of intervention data has been collected.

Parents must sign a parental consent to evaluation (PCE). Parents can do this at any time without MTSS if they wish. Once the PCE is signed, the school has 60 days to conduct a full psychoeducational evaluation in every area of suspected disability. When a student is referred for evaluation and after parent/guardian consent is given, we will use the services of a licensed School Psychologist. The psychologist will evaluate the student in all areas of suspected disability including at least 2 cognitive and intellectual measures of intelligence. Following this evaluation, an eligibility meeting will occur. At the eligibility meeting the IEP team plus psychologist will meet to determine whether the student meets special education requirements in one or more of the 13 categories of disability acknowledged in the IDEA. The IEP team consists, at a minimum, of the parent, general education teacher, special education teacher, LEA representative, and School Psychologist. If the eligibility team determines that the student qualifies as a student with a disability as defined by the IDEA, then there is an IEP team meeting to develop an IEP. If the parent decides they do not want the student to receive special education services, the child can remain at RTI tier 3 instruction. The IEP must address all areas of disability. The IEP team then creates an Individualized Education Plan (IEP) that must be implemented with fidelity. If a student is

evaluated and does not qualify for EC services, the student will be entered into the RTI process and referred to the intervention team.

Parents can also request in writing to have a child receive accommodations under section 504. School staff will meet with parents to write a 504 plan if appropriate documentation of medical conditions are provided.

Administrative team members and the EC specialist will be a part of each IEP and 504 meeting to ensure compliance.

DISPUTES: Every effort will be made to resolve any issues between the School and parents/guardians without resorting to the official grievance process. If a resolution has not been reached, the stakeholder can initiate a complaint either through MSA's grievance process, or in the case of an IDEA/504 dispute, through federally required dispute resolutions channels in accordance with GA SBOE RULE 160-4-7-.12 for Dispute Resolution.

Please note that parents will be given a copy of their parental rights at the beginning of every IEP meeting. Students and their parents can file complaints directly with the SBOE or the federal court. For 504 students, parents may file a complaint with the Office of Civil Rights.

Confidentiality of Records: MSA staff will review students' records from previous schools. This review will identify existing IEPs and 504 plans. School staff will follow up with previous schools as needed to obtain the special education records. Staff members will be responsible for ensuring confidentiality of all EC and 504 records. These records will be maintained in files in a locked closet to which the EC coordinator and administrators have the key. Staff will also maintain a sign-in/sign-out process for all records to maintain confidentiality of the records and ensure compliance. Digital files will be kept on a password protected computer.

Least Restrictive Environment: We believe in inclusion and our school provides support to all students with disabilities. By having 2 teachers within 1 general education classroom, MSA strives to have each classroom become the Least Restrictive Environment (LRE) according to IDEA. We believe that students receiving necessary support learn best alongside their peers (and peers from them) in our general education classes. As a component of a full continuum of special education services, and when an IEP calls for out-of-class services, students receive instruction and services as dictated by the IEP and Special Education team. The exceptional children coordinator will ensure that our special education program meets all federal and state requirements set forth by IDEA.

Students receive their Special Education services within the least restrictive environment (LRE) and the goal is to make this the general education setting whenever possible. However, the LRE can be redefined based upon student need and collaborative or resource models can also be used. MSA will make every effort to ensure that out-of-class services are delivered during appropriate, least disruptive times so that all students within the exceptional program can still receive the signature programs available at our school. In addition to this individual support provided during the school day, the Special Education Team provides resources, support and training to families of the students whom they serve so that help can also be provided at home and beyond the school day, and to empower families with the tools necessary to help their student(s) succeed. MSA plans to offer the full continuum of IEP services as needed by its students.

FACILITY ACCESSIBILITY: MSA complies with all state and federal requirements for accessibility of facilities following ADA requirements and provides appropriate equipment.

STUDENT DISCIPLINE: Prior to recommending expulsion or suspension for 10 days cumulatively in one year for a special education or Section 504 student, the Principal convenes the Special Education Team to determine whether the student's misconduct was a manifestation of his or her disability and whether the student was receiving appropriate services at the time of the misconduct. The parent is

entitled to be present and have any other people present. If it is determined the student's misconduct was not a manifestation of his or her disability, the student was appropriately placed and was receiving appropriate services at the time of the misconduct, the student may be disciplined according to MSA's discipline policy. If it is determined that the student's misconduct was in fact a manifestation of his or her disability (meaning the answer to either question above is yes), the student cannot be suspended for more than ten (10) days and all teachers, directors or administrators involved receive additional guidance regarding the support of exceptional students.

PURCHASED SERVICES: MSA adopts and follows GADOE guidelines, standards, and policies to provide all local, state, and federally mandated services to students with disabilities. Services are delivered along the guidelines and standards set forth by GADOE including use of the same assessments, identification, evaluation, placement, data reporting systems, and due process procedures. In accordance with all related laws, we work diligently to meet the needs of students by providing the appropriate services by licensed/certified staff members and/or consultants. Our EC coordinator arranges training programs and leads support for general education teachers through GADOE, SCSC, and GCSA. Additional purchased services would include outsourced contracts who could provide occupational therapy (OT), assistive technology (AT), speech and language support, or other supports our students may have.

SECURE TRAINING: During summer training and ongoing PD, all staff are trained in: (1) state and federal special education requirements and related local special education policies and procedures, (2) how to analyze and accommodate diverse learning styles, and (3) methods of collaboration among teachers to accommodate these learning styles in the general education classroom.

Question 7. MSA is committed to serving the needs of all students. In accordance with GA SBOE RULE IDDG 160-4-6-.02, MSA plans to identify all ESOL eligible students by administering a home-

language survey during registration. From there we will identify and evaluate all potential students for the ESOL program using the WIDA-ACCESS Placement Test (WIDA-APT). Based upon those results, we will then identify students qualifying for the ESOL program.

We will make every effort to hire bilingual teachers and staff members with an ESL background. We assess students who have been identified as an English Language Learner (ELL) and all potential ELL students using the WIDA-ACCESS Placement Test (WIDA-APT). This assessment tool will provide feedback to help Movement School Atlanta teachers and administrators provide placements and instructional plans for ELL students.

Use A Sheltered Instruction Observation Protocol (SIOP) model for instruction. The SIOP model includes: Lesson preparation- that includes pre-lesson assessment and a plan for an ongoing cycle of assessment, instruction and re-teaching when needed.

Building background: using and connecting background knowledge with the lesson in the classroom (creating relevance), making clear links to past learning, and a clear and intentional focus on key vocabulary.

Comprehensible input: by ensuring that all instructional practices and methods can be comprehended by the student.

Strategies: specifically, ensuring that we are teaching the types of cognitive (e.g., underlining, use of graphic organizers, re-reading) and meta-cognitive strategies (e.g., making predictions, properly using self-questions) that are commonly employed by good learning.

Interaction: including large amounts of positive student talk and making room for student interactions with each other and the teacher.

Practice and application: giving students the opportunities to practice and apply learned content.

Lesson delivery: delivering instructional contact in a way that supports learning objectives and maintains student engagement.

Review and assessment: reviewing lesson content and assessing students to determine mastery of content.

The SIOP model outlined above will be implemented in the context of professional learning communities at MSA. These models both make provision for the ongoing monitoring and assessment of students for two years after exit. Student assessments will include the use of various assessments (including interim and summative assessments) to determine when students can be exited from ELL services.

Question 8. Our extended school day structure provides students with 40 minutes of additional instructional time four days each week. This additional support will help ensure students have additional remediation opportunities. Also, our built-in tutoring hours provide an opportunity for students needing additional individualized instruction to access to remediation support. This time will be teacher-led and implemented in eight-week cycles. Student attendees will be selected based on their performance on quarterly math and literacy interim assessments.

<u>At-Risk/Not Meeting Grade Level Requirements</u>

All students receive grade level instruction, but some also receive remedial support (i.e., intervention) and/or acceleration based on their individual needs (informed by multiple points of valid and reliable data collected by the classroom teacher and others). This happens during extended learning, where students are grouped homogeneously based on their assessment results. The daily use of small group instruction and flexible groupings, alongside regular assessments, is designed to meet students at their current performance level and provide individualized support to help each student meet or exceed grade-level expectations. Similarly, students whose performance indicates they can exceed grade level expectations are stretched to do so via individualized instruction.

After-school, small group tutoring is built into our instructional model. Results from ongoing assessments inform support beyond the instructional day during our extended day program. Extended Day is structured as 8-week rotating tutoring cycles designed to help address skills gaps for individual students. Tutoring is led by our teachers and offered for free with the ultimate aim of ensuring grade level proficiency for all students.

Additionally, components of the school culture have proven effective in supporting students. These include supportive relationships with adults; the sense of community that we build throughout the school; access to targeted academic and behavioral supports; and social-emotional programming. In addition to these systems and structures, we offer targeted wraparound services in the form of social-emotional learning, counseling work, and a full nutrition program. to support all students, including students not meeting grade level requirements and students at risk of dropping out.

Question 9. **Movement Schools Atlanta's testing procedure can be found on exhibit 40**

Data drives instruction at MSA. We are committed to creating a culture for data driven instruction related to unpacking student assessment results.

Assessments will be continuous and on-going with the intention of accurately tracking students' achievement, progress and rate of growth, as well as help teachers target instruction based on individual students' current levels. By disaggregating and analyzing data regularly (with classroom, school, board and stakeholders), we use assessment results to 1. measure and evaluate academic progress at the individual student level, teacher/classroom level, student subgroups, and the school as a whole throughout the term of the charter agreement; 2. to identify trends across classrooms, grade levels, and the school; 3. Inform rapid adjustments; 4. monitor progress; and 5. evaluate the quality of programming.

Statewide Longitudinal Data System (SLDS): The Statewide Longitudinal Data System (SLDS) is home to all student data reporting, tracking and can be used as an assessment generator. When available, relevant student data such as GKIDS or GMAS scores are used in the creation of classes and student groupings. SLDS is also linked to GoFAR that has standards-based, vetted assessments and assessment items.

Assessments of and for Learning: Nationally-normed assessments will be given up to four times a year for both mathematics and literacy. These assessments are used to monitor student growth across the year. For mathematics, MSA will utilize the MAP Growth assessment three times per year. This assessment allows us to determine how students compare with grade level peers across the nation, and determines a target skills path used during math workshops. MAP has been shown to correlate with performance on the milestones. For literacy, MSA will utilize the STEP Assessment four times a year to identify reading levels. These assessments are used to target both small groups in literacy and phonics skills for each student. These assessments allow us to tailor learning during the day, identify extended day learning groups, pivot teaching throughout the year using our coaching and feedback model, and monitor student

growth across the year. It also allows us to proactively address any gaps that may impact our students' performance on the milestones. Grades 3-5 will specifically use F&P LLI Intervention. LLI is a powerful, face-paced, short-term intervention that provides daily, intensive, small-group instruction to supplement whole-class literacy instruction. This intervention is used primarily for students with special needs.

Interim Assessments: These assessments, built both internally and with our external curriculum providers, are given four times a year. The results of these assessments are used to determine the depth of knowledge students have towards GSEs, including a variety of assessment types (performance based, multi-select, etc). Our calendar includes data days for our teachers to review student performance, work samples, and unpack assessments to adjust curriculum and student groups. The goal of both these assessments and data days is to continue to respond to students' needs quickly and address gaps in mastery.

Formative Assessments: In addition to the above benchmark and summative assessments, daily lessons include predetermined assessment prompts. These are questions and prompts used to check for understanding at strategic points in a lesson, as well as at the conclusion of each lesson in the form of exit tickets. Formal, unit-specific assessments will include those included in the curricula as well as teacher-developed assessments. Additionally, Movement School Network Leaders have developed a set of assessments, deemed "Network Quizzes," that will be administered bi-weekly, in between IA cycles, to assess students' progress as it pertains directly to national subject-specific standards. These assessments are used as data points to both track students' growth and inform individualized instruction.

Interim Assessments: Additionally, Interim Assessments (IA's), built both internally and with our external curriculum providers, are aligned to national standards in both subjects and administered four times a year. The results of these assessments are used to track student growth and progress and inform small grouping decisions. Our calendar includes data days for our teachers to review student performance, work samples, and unpack assessments to adjust curriculum and student groups.

Overall, the primary goal of both these assessments and data days is to continue to respond to students' needs quickly and address gaps in mastery.

Summative Assessments: All students at MSA are required to participate in statewide, standards- based assessments including the Georgia Milestones Assessments for grades 3-8, ACCESS 2.0 for ELLs, and GKIDS for Kindergarteners. Families are made aware from the beginning of the year that the results from the state summative tests are a critical measure of our school's academic mastery, progress, and post elementary readiness as well as their individual student's achievement.

As part of a robust assessment system, a combination of metrics, as well as a monthly dashboard, are used to track student achievement and to affirm that MSA students meet or exceed proficiency on State standards, demonstrate growth, and achieve our academic performance standards. MSA teachers administer regular assessments to monitor the progress of students toward fulfilling our mission and vision. Also, to measure progress toward the school's mission, vision, and performance goals, MSA administers a combination of external and internal assessments, including NWEA MAP, unit tests, real-time assessments, portfolios, exit tickets, and checks for understanding.

Assessment results are used to evaluate teaching and learning, evaluate programming, inform instructional strategies, and provide supports to ensure students demonstrate continuous growth needed to meet or exceed personal and schoolwide performance goals. We will follow our assessment schedule to evaluate students at particular points of time, to formatively assess student progress throughout the school year, and as an ongoing process that provides students with useful feedback that is embedded into their regular learning.

Furthermore, in addition to data-driven differentiation within instruction, students will each have individual learning paths based on baseline assessments given during the first several weeks of school for both mathematics (NWEA MAP) and literacy (STEP). Small group, differentiated instruction will be developed from this data and implemented by co-teachers in flexible groupings. Additionally,

Movement School Atlanta will implement extended school days four days each week wherein students will receive 40 minutes of additional instructional time. This time will be teacher-led and implemented in 8-week cycles. Student attendees will be selected based on their performance on quarterly math and literacy interim assessments.

School leadership team members ensure the school's assessment and data practices are advantageous to student achievement. The roles and responsibilities of the Principal, particular to data, include (but are not limited to):

- Analyze classroom and grade-level assessments to guide dialogue among teachers around improving instruction and increasing student performance.
- Ensure that data are analyzed in a timely manner.
- Track student mastery of standards-aligned content across the curriculum.
- Facilitate data meetings with the teachers and provide guidance as to which standards need to be prioritized.
- Determine focus of and provide professional development.

The purpose of our assessment system is to address instructional, evaluative, and predictive needs.

Question 10. All students at MSA are required to participate in statewide, standards-based assessments including the Georgia Milestones Assessments for grades 3-5, ACCESS 2.0 for ELLs, and GKIDS for Kindergarteners.

Testing Coordinator: The Assistant Principal shall serve as our testing coordinator. Our testing coordinator attends all required local and state training and retrains the MSA staff on the expectations for the administration of statewide assessments including GMAS, ACCESS, and GKIDS. In collaboration with the local school district, MSA'S Special Education Lead Teacher, the testing coordinator ensures all state-mandated assessments are administered and submitted through their proper digital format unless a student has a specific accommodation with different specifications. Furthermore,

the testing coordinator develops, in collaboration with the local school district the assessment calendar, home-school communication and serves as the liaison between the local district, the state and MSA.

Communication to Families: MSA families are made aware of our required testing policies both through signed family handbooks, during open house, new family orientation sessions and curriculum nights, and through monthly communication from the school. During GMAS preparation events and study nights with families, expectations for state testing are reshared with families. The policies within the handbook and stated to families include requirements for students to participate in state-mandated assessments. This policy asks families to review our policy with each student, discuss the implications, and then return it to MSA with both the student's and parent's/guardian's signature. This signature represents confirmation they have read and agree to our policy and that non-participation is a violation of that policy. To support attendance to these events, MSA will host pep rallies to build the excitement of our community, reduce test taking anxiety, and ensure all families have strategies to support their learners prior to testing. We will host at least two sessions (one during the day and one after school) to accommodate the needs of families and ensure greater attendance.

Incentivize Support around Testing: MSA will send out letters to families to make them aware of the testing. The letter will state both notice of the testing window and incentives for families to encourage attendance for tests. There will be a two-week hype cycle before each assessment to help gain positive momentum. Hype looks like videos where the school leader is sharing personal experience with testing. Students will also be able to share personal goals and victories around testing. On the morning of the actual assessments, we have music in the hallways and teachers with pompoms. Incentives progress throughout the year. After testing, MSA will celebrate student's growth and overall achievement with award recognition programs and opportunities for students to reflect on their goals and strategies (EXHIBIT 40).

Assessment Policy: The assessment policy will be made clear that all state-mandated testing is a requirement, there is no opt out policy, and outlines the manner through which MSA uses student results. This includes the use of tests being used in student placement, matriculation, or retention based upon their performance.

The board will closely monitor the goals set forth in our charter contract as well as the annual goals established by school administration. While the full board monitors the progress and implementation of these goals, the subcommittees (executive, academic and financial) ensure policies and practices are enacted to guarantee the proper oversight throughout the year. Both the CEO and Principal provide subcommittees appropriate resources and information within a timely manner so progress can be discussed outside of monthly board meetings. For example, the Principal provides the academic subcommittee STEP Fall to Winter growth data regarding a particular subgroup so that they can monitor student achievement and growth.

These goals drive both the strategic planning process and budget to ensure we are effectively implementing our goals on an annual basis. These charter goals will be derived from metrics within the SPF, and our commitment to providing a better educational environment that students wouldn't otherwise have. Our annual goals should drive towards those same charter contract goals and are set by school administration and overseen by the work of the board. These goals would target student mastery aligned with standards addressing climate and culture and reducing discipline related issues, and teacher development and training. At monthly board meetings, the board will monitor mastery on MAP and benchmark assessments, review teacher, student and family climate survey and health assessment data, and track financial targets by reviewing various reports. Additionally, our lead administrator will also receive an annual performance evaluation to track progress and measure performance goals.

Families are provided with ongoing feedback through access to the school's information system, written progress reports, and ongoing communication. Parents are highly encouraged to review work that is sent home and to engage their child in conversation about the work, as well as the process. Teachers immediately contact parents if they see a dip in academic performance or when a particular skill needs extra reinforcement at school and home. Further, at the end of each semester, MSA students receive a report card that shows student progress regarding attendance, behavior, and academic knowledge/comprehension.

Question 11. Movement School Atlanta's SMART Goals

Movement School Atlanta is committed to the academic excellence and success of our students. Students at MSA engage in rigorous, real-world application of the Georgia Standard College and Career-Ready Standards. Teachers create rigorous learning experiences requiring critical thinking, collaboration, and synthesis in order to help students demonstrate proficiency and achieve content mastery. We have established a set of rigorous standards to monitor growth and proficiency as we pursue our ultimate aim to help students thrive academically and emotionally. They are designed to support CCSD in attaining goals set forth in its strategic plan, particularly to address local priorities to provide system wide equity and maximize academic achievement to ensure every student is career, college and citizenship ready.

We will align our work with the performance metrics listed below. These measures align with our mission to ensure all scholars are prepared for success in college and in life.

- ***Movement School Atlanta students will outperform the Georgia state and LEA averages on College- and Career-Ready Assessments.***
- 75% of Movement School Atlanta students, including those identified as ELL and students with disabilities will meet or exceed their growth targets in literacy and math as measured by STEP and MAP, respectively.
- Movement School Atlanta students will meet or exceed expected growth as determined by Georgia's Accountability System for each year the school has state tested assessments.
- Movement School Atlanta students will reduce the percentage of third graders performing below grade level from spring to spring as determined as determined by BOY baseline data.

We will measure student performance for our K-2 students via nationally-normed assessments given up to four times a year for both mathematics and literacy. These measures are used to diagnose individual student needs, monitor their growth across the year, and determine placement in extended tutoring time.

For mathematics, Movement School Atlanta will utilize the MAP Growth assessment three times per year. This assessment allows us to determine how students compare with grade level peers across the nation and determines a target skills path used during math workshops. For literacy, we will utilize the STEP Assessment four times a year to assess students' reading and literacy performance. Goals will be tracked by the principal and reported to the Board of Directors on a monthly and/or quarterly basis as appropriate. The school will also maintain a dashboard to track our metrics in real time.

Question 12. MSA – Governing Board

Jason Terrell, Program Director for the Walton Foundation. Previously co-founder and Executive Director of Profound Gentlemen, Jason grew up and attended school in the South Fulton County area that MSA seeks to serve. Jason will serve as Treasurer and on the Academic Committee. Recognized as one of Forbes' Top 30 Under 30 in 2017, Jason comes to the board with more than 10 years of experience in education as a teacher leader and program developer. A Teach for America alum in North Carolina, Jason is a former New Venture Fellow, secondary English teacher, and program officer for the Walton Family Foundation. Jason is bringing his experience in education as well as expertise in charter development to MSA.

John Coleman is a Managing Partner at Sovereign's Capital, a leader in faith-aligned investing, with strategies in public equities, private equity, and venture capital. He has prior professional experience at McKinsey & Company, Invesco, and Bridgewater Associates, among others.

John is active in the community, with current or prior experience on the boards of Teneo, Berry College, the DeKalb County School System, the Georgia Student Finance Commission, the Georgia Charter Schools Association, and the Georgia Independent College Association. He's been recognized as a Term Member at the Council on Foreign Relations, a Presidential Leadership Scholar, and as one of both *Georgia Trend*'s and the *Atlanta Business Chronicle*'s "40 Under 40."

A regular contributor to *Harvard Business Review*, John and his work has been featured in *Forbes*, the *Washington Post*, the *New York Times*, the *Financial Times*, and the *LA Times* among other publications. A frequent public speaker, John has addressed hundreds of audiences on college campuses, at conferences, and for corporations and nonprofits.

John is a *summa cum laude* graduate of Berry College, where he was student commencement speaker. He's an MBA graduate with High Distinction from the Harvard Business School, where he was Class Day

Speaker and a Dean's Award Winner for leadership and service. And he's an MPA graduate of the Harvard Kennedy School, where he was a George Fellow and a Zuckerman Fellow. John will serve as the Secretary and on both the executive and academic committees.

Nick Stonestreet is the CEO, Chief Investment Officer, and Chairman of the Board for Thrivent Trust Company, a nationwide trust company with two divisions, Ronald Blue Trust and Thrivent Trust.

Nick has more than 30 years of financial services experience and has managed a broad spectrum of wealth management businesses. As CEO, Nick is active in developing Thrivent Trust Company's strategic initiatives and oversees the overall management of the organization and its divisions. As chief investment officer, he heads the investment department as they develop and implement investment strategies that seek to increase the probability of successfully meeting clients' financial goals.

Before that, he worked at Merrill Lynch in several capacities including chief executive officer of Merrill Banc Suisse and global head of international trust and wealth structuring, global co-head of private wealth services, and director of private banking. He was also the director of Private Banking in Amsterdam, NL. In addition, Nick has been Chief Executive Officer at BCR and started his career at SunTrust Bank.

Nick earned a BS in biology from Winthrop University in Rock Hill, South Carolina and received his master's degree in international business studies from the University of South Carolina in Columbia, South Carolina. Nick will serve as the Chair of the board and on the finance committee.

Ashlei Seals is the current Assistant Deputy Director of Administration for Georgia Department of Human Services, Division of Child Support Services, where she is an attorney. In this role, Ashlei provides appropriate consultation, technical assistance, guidance, and direction to State Office Managers in the management of all programs, and implements and maintains a system of management to monitor and ensure quality, quantity, and timeliness of services in all programs. She

also works closely with the Office of Budget Administration, Office of Financial Services, Office of General Counsel, Office of Procurements and Contracts, and Office of Facilities and Support Services to support and manage fiscal activities and other administrative functions. Ashlei looks forward to bringing her experience to the MSA team. Ashlei will serve as Vice Chair and on both the finance and executive committees. Ashlei has a B.A. from Spelman College and a J.D. and L.L.M. from Faulkner University.

As a non-voting, ex officio board member, Kerri-Ann Thomas will serve as the CEO of MSA. Kerri-Ann T. Thomas was born and raised in Brooklyn, New York. She received her Bachelor of Arts degree from Spelman College in Atlanta, Georgia and her master's degree in education from Columbia University. She became a teacher, dean/assistant principal, principal and superintendent for the Achievement First Network in Connecticut and New York. As a principal she made history at Achievement First as the first turnaround school to make the most growth and outperforming the district within one year. KTT will be the new Chief Executive Officer for MSA. She is also the author of two children's books called *Roll Call* and *The Coffee Shop*. As an educator, she pushes students and peers to believe that "although you are a product of your environment you do not have to become a duplicate of the majority." KTT will serve on the Academic committee and become LKES certified.

As MSA grows and expands we look forward to adding more members to our board and team.

Though our board members came to MSA through different paths, all of MSA's board members live in the metro Atlanta community and are committed to advancing educational outcomes for all students. All are supportive of bringing more high-quality educational options to the families Georgia and are dedicated to ensuring MSA advances its mission and serves Georgia communities beyond academic needs.

Our five members represent professional skills across a range of expertise needed to found effective schools including education, fundraising, finance, and social services. Collectively, our board members

have governed schools, worked in government sectors, supported generations of families and children, and fundraised multi-million-dollar projects. As a team, our board is eager to use their unique talents to launch MSA for Georgia's families.

All candidates were vetted based upon their professional and personal experiences, previous volunteerism, commitment to educational outcomes and personal connection to the families of Georgia. Each board member agreed and offered to use their individual expertise to ensure a successful launch for MSA.

As a founding board of directors, they are also committed to sourcing other individuals for future board seats. According to MSA's bylaws, there are 15 total seats and board members are responsible for recruiting additional members to serve in seats in critical areas including law, marketing, commercial real estate, and human resources. Therefore, MSA's board will continue to recruit and interview future candidates for board seats pending recommendations from current members or individual requests to serve on the board including representative from the Atlanta/Clayton County area as noted above. The process would again require an interview, vote by current board members, and an onboarding process. This will ensure that the board continues to maintain high-capacity individuals to uphold seats and monitor MSA's success year after year.

As the board continues to grow it is the intent of the MSA board of directors to identify and recruit parents that the meet the qualifications and skill sets needed on the board to serve both as board members and on standing committees.

The board of directors understand the importance of bringing people together from diverse backgrounds. Unique prospectives provide a much broader world view. They also understand the importance of reflecting the community they represent and serve. These elements are very much a part of the consideration and matrix as the board continues to expand and grow.

As outlined in the MSA board of directors bylaws - The right to elect, select, or remove directors shall be vested in the board of directors of the corporation, as hereinafter provided. The directors of the corporation shall serve for a term of three (3) years with terms of approximately one-third (1/3) of the directors constituting the board of directors to expire each year. Directors shall be elected as the need arises. Except as otherwise specifically determined by the board of directors of the corporation, a director shall be eligible to serve on the board of directors for up to two (2) consecutive three (3) year terms. After the maximum service period has expired, such director must cease to serve for at least one (1) year before becoming eligible for reelection to the board of directors of the corporation. A director may resign at any time or may be removed with or without cause by the affirmative vote of the majority of the directors of the corporation then in office.

MSA Board of Directors will utilize subcommittees. (Exhibit 47) The subcommittee structure will ensure that small member teams are closely monitoring all aspects of MSA. All board members must sit on at least one subcommittee. Our subcommittees include:

Nominating and Governance Committee: This committee is composed of our officers. They will be responsible for monitoring the activities of board members according to policies stated in our bylaws, submission and reports to the local school district and GADOE, and ensuring all members are completing annual training requirements including maintaining compliance with all open meetings acts or records requests.

Executive Committee: Composed of the officers, the executive committee oversees the executive of MSA's mission and vision in compliance with running an LEA. They closely track annual goals connected to the mission and vision while also monitoring the work of board members.

Finance Committee: This committee provides oversight over both the budget and the Chief Financial Officer (CFO). They work closely with the CFO to ensure MSA is making decisions that are both responsible and sustainable. This team closely tracks our financial performance as determined by the

criteria set by the local school district and the state including maintaining no less than 30 days cash on hand or ensuring a low debt to income ratio. Annually, this committee will ensure there is an annual budget vetted and approved through the appropriate channels. Monthly, the finance committee will review financial statements such as the cash flow, budget to actuals, and bank statements.

Academic Committee: This committee provides oversight regarding the effectiveness of the implementation of MSA's academic program. This team completes the LKES evaluation on the Principal and closely monitors student data to predict results on both CCRPI and CPF. As CEO, KTT leads this team and reports monthly updates on student data, climate surveys, and compliance with federal programs.

MSA is equipped to manage board members and ensure employees follow all terms of state law (O.C.G.A. 20- 2-2065(b)(5), O.C.G.A. 20-2-63) regarding conflicts-of-interest policy and our charter contract. Starting with our board member search and onboard process, we require board members complete background checks, disclose conflicts of interest with MSA, and require their signatures on confidentiality related to privacy of students and staff. The Conflict of Interest policy will be signed and reviewed annually.

Conflicts of interest include but are not limited to:

1. Financially beneficial relationships with vendors, out-of-school providers, or consultants
2. Acceptance of gifts or favors
3. Business affiliate receiving financial benefits from the school
4. Relationship with individual on staff at the school
5. Parent of a child attending the school

If occasional conflicts of interest occur, the board member shall be excused from relevant decisions and voting, and excluded from quorum requirements for that meeting.

Our onboarding process and subsequent policies align to the above state laws pertaining to required annual training specific to disclosure of conflicts of interest. The onboarding process provides potential board candidates with a thorough session detailing definitions and scenarios related to conflicts of interest and how it affects board business. We have since updated policies to ensure compliance with SBOE and GADOE law regarding board and non-profit governance, and our members routinely reflect on potential disclosures throughout the year. Thus, there are currently no declared or potential conflicts of interest from our board of directors. In the future, should any discussions or decisions arise to a potential for a conflict from a member of our board, then they are trained on proper disclosure procedures and must abstain from voting.

Question 13. Governing Board Functions, Duties, and Roles

The Board of Directors will be the governing body for The Movement School. The board will be responsible for hiring and evaluating the lead administrator, monitoring charter contract goals, developing and monitoring an annual budget, developing policies, ensuring legal compliance, and fundraising. The board will use any locally defined metrics as well as the Comprehensive Performance Framework (CPF) as its guide to set goals across all areas, track progress and evaluate itself and lead administrators.

The board is also responsible for consulting in the general areas of staff size, strategic long-term and short-term planning, professional development, key hires, and financial allocations. It is the responsibility of the board to ensure financial resources are available for the sustainability and growth of the school. The board will ensure the school remains in compliance with all federal, state, and local laws. The following positions will be held amongst the board: Chairman, Vice Chairman, Treasurer, and Secretary. Responsibilities for these roles can be found in our by-laws (and EXHIBIT 41).

Leadership: It is the board of directors who set the strategic five year goals established with the charter contract. These goals address the academic, financial and operation requirements needed to run a successful charter school from year to year. The goals set by the board are based upon the academic, financial, and operation indicators within the local rubric and/or CPF. Furthermore, the board monitors

the goals based upon the suggested data sets described within each measure including short and long term measures, GMAS data, and school climate surveys completed by students and parents. Furthermore, members of the board will be updated monthly on these and other measures needed for success on local rubrics, the CPF, and CCRPI including TKES observation data and CPI data affecting QBE funding. While the full board monitors the progress and implementation of these goals, the subcommittees (executive, academic and financial) ensure policies and practices are enacted to guarantee the proper oversight throughout the year. Both the CEO and Principal provide subcommittees appropriate resources and information within a timely manner so progress can be discussed outside of monthly board meetings. For example, the Principal provides the academic subcommittee STEP Fall to Winter growth data regarding a particular subgroup so that they can monitor student achievement and growth as related to Progress within CCRPI.

Goals: The board will closely monitor the goals set forth in our charter contract as well as the annual goals established by school administration. These goals drive both the strategic planning process and budget to ensure we are effectively implementing our goals on an annual basis. These charter goals will be derived from metrics within both the College and Career Readiness Index (CCRPI), local rubrics, and the CPF, and our commitment to providing a better educational environment that students wouldn't otherwise have. Our annual goals should drive towards those same charter contract goals and are set by school administration and overseen by the work of the board. These goals would target student mastery aligned with GMAS, addressing climate and culture and reducing discipline related issues, and teacher development and training. At monthly board meetings, we will monitor mastery on MAP and benchmark assessments, review teacher, student and family climate survey and health assessment data, and track financial targets by reviewing various reports including CLIP. The CLIP report shall include the annual goals proposed by the school leader and ensure that it aligns with the overall strategic goals set for by the board as well as the goals set forth within the charter contract.

Budget: The board will be in charge of approving and monitoring the school budget. Our CFO will work closely with the board's treasurer and finance team to ensure compliance with all spending laws and ensure we are making decisions that are both fiscally sound and sustainable as determined by the CPF. For budget development, the CFO proposes a draft budget for initial review and input to the Treasurer and the finance team. After their review, the budget then moves for public review at no less than two board meetings for feedback from the general public. Upon that feedback, the budget is then revised and presented for approval from the full board. On a monthly basis, the CFO prepares financial statements including income statements and balance sheets for the general public to review and to maintain transparency over all finances.

Policy Development: The board will develop and approve all policies. This includes both board, procurement, and federal policies, including hiring practices and purchasing thresholds. It will be the responsibility of both the Principal and the CFO to ensure policies are implemented with fidelity on a daily basis and report back to the board regarding potential policy updates or changes. It then becomes the duty of the board to annually revise any applicable policy for the functioning of the school. Pending approval, MSA's board of directors will also retain legal counsel for both board protection and protection for the school. We plan to leverage legal counsel to assist with a number of foundational items including human resources processes, contract and RFP design, and development of our employee handbook.

Legal Compliance: The board has worked with Rob Fortson and Lauren Greer at Gilbert Harrell Sumerford & Martin to ensure our bylaws conform to all applicable Georgia law. Pending charter approval and as part of the Pre-Opening requirements, MSA will continue working with GHSM to provide guidance and oversight as we develop the foundation of MSA.

Oversight Administration: The board has already secured our lead administrator. Kerri-Ann Thomas, our founding CEO), began her career as a teacher in Charlotte-Mecklenburg schools and has spent six years as an academic dean and principal at Achievement First, one of the nation's most effective charter networks. Ms. Thomas leads the academic committee and serves as an ex-officio board member. Our

recruitment process included engaging a talent recruitment firm, reaching out to our professional networks and marketing the role via LinkedIn, Facebook, and our email lists.

Through our quarterly assessments and monthly board meetings, the board will observe and advise the lead administrator closely during the first year. Our lead administrator will also receive an annual performance evaluation on LKES to track progress and measure performance goals. At least two board members will also be LKES certified to ensure we can provide her timely feedback and support in areas of growth.

The board will also hire a Chief Financial Officer (CFO) to oversee the budget. David Faunce with Prestige School Solutions is both a certified public accountant and certified forensic accountant. Having supported charter schools in budget development and management for over 20 years, David will closely oversee the budget to ensure we remain financially sustainable.

The board will ensure that the CFO is trained on the proper local measure metrics as well of those of the Comprehensive Performance Framework including monitoring all short term and sustainable measures, maintaining more than 30 days of cash on hand, and keeping our debt-to-income ratio low. The CFO's performance will be evaluated by the Treasurer and finance team annually. The Principal is the instructional leader for MSA. The board hires, evaluates, and if necessary terminates the Principal. The Principal's responsibilities include monitoring teacher effectiveness and evaluation on TKES, maximizing master scheduling opportunities, monitoring student achievement data, and setting the tone for a strong climate and culture at MSA.

The Principal ensures teachers implement the academic design and problem-based learning frameworks with fidelity as well as the instructional strategies provided by the RELAY teams and training on Get Better Faster. The Principal monitors teacher capacity and lesson implementation on a daily basis. Teachers receive feedback and engage in practice opportunities that address areas for improvement so that each day the teacher's capacity improves and students gain more frequent access to high-quality

instruction. The Principal is able to focus on instructional effectiveness because they are supported by the Assistant Principal and Director of Operations. The Assistant Principal can focus on student discipline and school culture components while the Director of Operations ensures MSA's logistics operate with minimal disruption to instructional time.

Fundraising: Movement Foundation has committed $1,000,000 in start-up and operating to MSA. As we collaboratively build the budget with the authorizer, we anticipate only needing to draw down $800,000 of these funds. In addition to this contribution of start-up and operating capital, the Movement Foundation provides an additional contribution of $1,100,000 in the form of subsidized rent over the first four years of operation of the school. As part of its strategic design in collaboratively building the budget with its authorizer, , MSA will be running at an annual surplus of over $100,000 starting in year 3. This frees MSA's board and administrators from the burden of annual fundraising to meet operating costs, allowing them to devote more time to governance and academic support. Board members' primary engagement in fundraising will be to engage potential major partners such as the Charter School Fund, with whom they have already met. They will also engage in more limited fundraising projects to support special projects such as teacher appreciation week.

To date, our founding board of directors has committed numerous hours to developing founding policies, community engagement activities, canvassing, petition development, attending monthly board meetings, monthly committee meetings, and preparing for any necessary interviews. The board is also establishing the necessary sub-committee structure and identifying potential volunteers to serve on those committees.

Pending the approval of our charter contract, the board's work would shift toward the following proposed structure and required annual trainings:

Proposed Board Schedule: The board will convene in regular monthly intervals for strategic planning and monitoring of performance goals. Below is an outcomes-based calendar of board objectives. These will be

our standard board meetings and will comply with open meetings laws. We will also have academic, finance, and governance committees that meet monthly as well.

- JULY
    - Review final board-wide dashboard for prior year
    - Review preliminary year-end financial review
- SEPTEMBER
    - Review school launch wins/losses
    - Review finalized ADM and budget
- OCTOBER
    - Review and approve audit
- NOVEMBER
    - Review final standardized test results and reports for prior academic year
    - Review Interim Assessment #1 data
- DECEMBER
    - Review mid-year progress against RELAY dashboard
    - Set priorities for 2nd semester
    - Participate in holiday staff appreciation
- JANUARY
    - Review Interim Assessment #2 data
- FEBRUARY
    - Complete annual board self-assessment
- MARCH
    - Complete review of by-laws and board policies, if applicable
    - Collect annual conflict of interest disclosure forms
- APRIL

    - Review and approve preliminary enrollment and budget assumptions for next year
    - Review Interim Assessment #3 data
- JUNE
    - Complete school leader annual performance evaluation
    - Elect new board members
    - Elect board officers

This schedule was modified by the work of other successful charter schools studied within Board Meetings: A Guide for Charter Schools , as part of our onboarding series.

Question 14. MSA's Board of Directors will comply with all requirements including, but not limited to publicly posting meeting announcements and agendas prior to all board and committee meetings, holding opening board and committee meetings and only closing for executive session excused content, as well as publicly posting meeting minutes. These public postings will be placed on the schools website and at the school. Additionally, the local legal organ will be notified when appropriate and required. Georgia's sunshine laws for both open meetings and open records will be provide to the board of directors as a part of their requirement, annual training.

Question 15. The Board of Directors will comply with state training requirements including

- Members with one (1) or more years of service must complete as a minimum nine (9) hours of training annually
    - Three (3) of the hours must be in whole board governance team training. The assessment of needs will be based on the SBOE adopted standards for governing boards.
    - The governing board adopted training plan should address the needs identified.
    - The remaining hours will be completed based on identified needs.
- All training must be conducted by SBOE approved training providers.
- Each board training program will include training curricula aligned with SBOE standards.

- The board chair must receive training related to leadership duties as some portion of the annual requirements.
- Whole board team training must be conducted for all board members on an annual basis.
- Newly elected members require 15 hours of training and must be completed within one (1) year of taking office.
    - The 15 hours must be completed as follows:
        - 3 of the 15 hours in charter finance and budgeting
        - 3 of the 15 hours in best practices in charter school governance (on the SBOE standards for effective governance of Georgia non-profit charter school governing boards).
        - The remaining hours will be completed based on identified needs.

The Board of Directors submit the LBOE training plan form outlining their training plan by June 30th of each year (exhibit 5).

Ongoing Training Series: New board members will be required to complete onboarding sessions focused on the 3 following areas within the first 6 months of joining the board. The three focus areas are:

Characteristics of Effective Charter School Boards

We will use Board Meetings: A Guide for Charter Schools as the primary text for onboarding board members in this area. Specific training topics include: Role and Responsibilities, Financial Monitoring and Accountability, Real and Perceived Conflicts of Interest.

Our Model & Community

Board members will meet with the principal or a member of our administrative team to learn about our educational approach and philosophy. They will also meet with community members and local community groups to learn about the areas we serve through a statewide attendance zone.

Required Annual Training Series

All board members will also be required to attend mandatory state training such as those reported to submitting federal program reports or data monitoring. The school will produce an annual training calendar which covers everything from facility acquisition, enrollment and marketing to the legal requirements for running a successful charter school. Additionally, board members will be required to attend at least 1 additional training related to education including TKES, LKES, CCRPI, SLDS, or financial certification training.

Question 16. As a community-based organization, it is vital to our mission to build healthy relationships with all partners and stakeholders in the Atlanta area as well as Clayton County School District. Since MSA only intends to be a K-5 school, we must create healthy relationships with our surrounding local districts as our students matriculate to middle grades.

Developing these relationships is part of the mission of MSA, as we seek to support whole communities where we are located. Together, our schools can host community events and provide access to non-profit groups specializing in family care, increase access to quality healthcare and housing, and continue to spread our relationships with Movement Mortgage to families and communities outside of MSA's reach. Additionally, our schools can support teacher development through shared opportunities to over endorsement or add-on programs, or collaborate on best practices and resources to reach our students. At its core, MSA is founded by a community-based non-profit, Movement Foundation, seeking to uplift low income families. We will continue this commitment by partnering with local schools, community groups and organizations.

It is the intent of MSA, once a budget allocation model is defined with CCSD, to have full autonomy over its budget. This autonomy means MSA board and leadership spend funds on direct instructional costs without needing the large overhead traditional district schools. The Movement Foundation is also providing MSA with up to $1,000,000 in start-up funding to assist with funding during the founding

years. The principal will have full autonomy over this money, including the budget, expenses, and income generation. To ensure autonomy comes with proper controls, CFO David Faunce will align the annual budget with the annual goals set by the Principal and agreed upon by the board. MSA's autonomy over budget development and expenditures means that we can strategically allocate funds directly towards areas of focus including student mastery of GSEs, investments into hiring and retaining top talent, and community-based support.

Question 17. The MSA Board of Directors understands it's a governing board not a management body. The day-to-day operations of the school. Above is an outline of general board responsibilities, exhibit 6 provides more specific duties.

18. Although standard organizational goals will be included in your charter contract (see charter contract template), please list and provide a detailed description of the charter school's measurable goals reflecting where the school envisions itself organizationally at the end of its first charter term. Goals should include areas such as governing board training; student and teacher recruitment/retention; school climate; student discipline; and student, parent, and teacher satisfaction. Each year of growth will be measured against the baseline data obtained during the first year of the charter term. The chart can be found on (Exhibit 37)

Finance

- Fund operations from state, federal, and locally allocated dollars, without needing philanthropic support to sustain operations.
- Meet budget goals set at the beginning of each year.
- Build to a three-month operating reserve by year five.
- Successful annual audits with no findings.

Governance

- 100% of the board to attend meetings and committee participation as established in the board's individual goal-setting.
- Efficiently and faithfully comply with all federal, state and local regulations.
- 100% of the board completed state required training

Operations

- Parent and teacher ratings of a clean and safe school environment. MSA will earn a Good or Excellent rating on the School Climate survey.
- Health department rating for cafeteria: The Ga Health Inspection score will be an A for the life of the charter term.
- Stakeholders ratings of facility, food service and transportation: The goal is for annual survey results (created and administered by Movement School) to represent 85% satisfaction or greater.

- 95% or more percent of parents surveyed on the annual Climate Survey will agree/strongly agree with the statements: “My child feels safe at school. My child’s teacher and school staff prevent or stop bullying at school.”

Student Behavior

- Student attendance rates: The goal is an average of 90% or higher for all students
- Student behavioral referral rates: Years 1 & 2 are baseline years and by year 3 we want to reduce referrals by a minimum of 5% per year.
- Student suspension rates: Years 1 & 2 are baseline years and by year 3 we want to reduce suspensions by a minimum of 5% per year.

Teacher Satisfaction

- Teacher satisfaction ratings (via teacher survey tool) as measured by the Teacher Student Climate survey (administered through Ecollect in PowerSchool): The goal is to meet or exceed state averages on each factor of school climate reported on the state report card, including Teacher Perceptions of Instructional Focus, Teacher Perceptions of Working Conditions, Teacher Perceptions of Safety.
- Annual teacher retention rates: Maintain teacher retention rates of 85% or better for high-performing teachers.

Parent Engagement

- Number of regular parent contacts: The goal is to have 95% of parents to have at least 2 direct contacts throughout the school year.
- Parent satisfaction ratings (via Parent Opinion survey): The goal of Movement School is to have an 85% parent satisfaction rating as measured by survey (e.g., satisfaction with learning environment; social and physical environment; school home relations).

Question 19. Describe any organizational innovations that will be implemented during the proposed charter term.

- Why are these innovations appropriate for this unique school?
- Explain how these innovations will increase organizational effectiveness.

MSA's organization structure reflects other successful, innovative charter models(EXHIBIT 34). MSA is governed by a board of directors who have already hired a Chief Executive Officer (CEO), Kerri-Ann Thomas, to ensure MSA operates as a successful LEA. The board also contracts with an external Chief Financial Officer (CFO, David Faunce) and back office team (Prestige) to ensure we are in full compliance. These leaders are responsible for ensuring MSA operates in full compliance with Clayton County Schools and GADOE requirements.

Overseeing effective school operations is the Principal. As the instructional leader at MSA, the Principal monitors student data, teacher effectiveness, and sets the tone and culture for the school. Our CEO model allows the Principal to focus on academics and instructional leadership. Supporting the Principal in oversight over instruction and academic programs is the Assistant Principal. Supporting the Principal with oversight in logistics and systems is the Director of Operations. The Director of Operations oversees enrollment, recruitment, marketing, and external partnerships including our relationship with Movement Foundation. Supporting the Principal with oversight over special education and ESOL is the Exceptional Children's Coordinator (EC). All of these leadership team members ensure teachers are effective and have what they need to successfully advance the mission of MSA (EXHIBIT 38). This model resembles other highly effective SCSC schools in the Metro Atlanta area, including Ethos Classical and Atlanta Unbound Academy. MSA's leadership team ensures instruction is data-driven, rigorous, and meets students' needs.

Another innovative aspect of the MSA model is the significant recruitment support available from the Movement Foundation and Movement Schools network. Over the past 5 years, the Movement Foundation and Movement Schools network have built a suite of marketing assets (website, digital ads, fliers, etc.) and expertise in the logistics of recruitment and enrollment that are available to MSA at no cost (EXHIBIT 39).

Question 20. It is the intent of MSA, once a budget allocation model is defined with CCSD, to have full autonomy over its budget. This autonomy means MSA board and leadership spend funds on direct instructional costs without needing the large overhead traditional district schools. The Movement Foundation is also providing MSA with up to $1,500,000 in start-up funding to assist with funding during the founding years (exhibit 48) The principal will have full autonomy over this money, including the budget, expenses, and income generation. To ensure autonomy comes with proper controls, CFO David Faunce will align the annual budget with the annual goals set by the Principal and agreed upon by the board. MSA's autonomy over budget development and expenditures means that we can strategically allocate funds directly towards areas of focus including student mastery of GSEs, investments into hiring and retaining top talent, and community-based support.

MSA will manage financial services. The board intends to contract with an external Chief Financial Officer (David Faunce) and back-office team (Prestige) to ensure we are in full compliance and good standing on the financial portion of the Comprehensive Performance Framework. These leaders are responsible for ensuring MSA operates in full compliance with Clayton County School System, GADOE, and other state requirements for operating a successful local charter school.

Student Mastery of GSEs: Our budget reflects investments into co-teaching structures, extended day instruction, multiple curricular materials, and summer learning programs. These expenses include more than 20% of the per pupil funding that is then redirected back into the classroom as instruction or instructional materials. Furthermore, MSA is prepared to lease two buses to ensure equitable access to our campus for all students. The leasing of both buses means we can transport students to and from school, provide additional transportation after extended day, and provide the monthly field trips as part of our academic design.

Investing in Talent: MSA will pay one step above the Clayton County teacher scale. Our average starting salary is equal to a bachelor's level teacher with 7 years of experience or a beginning master's level teacher. Additionally, we plan to pay $450 per month towards benefits, in addition to the required TRS contributions for our teachers. The autonomy over the budget means we can compensate our teachers and retain them from year to year.

Community Based Support: MSA is also able to provide wrap-around services in the form of social-emotional learning, counseling work, and a full nutrition program. Our budget means that by year 3, we are able to launch our own kitchen program and provide meals after the school day for students.

It is the intent for MSA to be able to spend our money autonomously in accordance with what we feel is most appropriate to advance our mission. This includes spending just over a million dollars on instructional staff salaries and staff development including exceptional child teachers, performing arts specialists, and wrap-around support staff. It also includes just under half a million on student expenses including transportation, uniforms, nutrition, and assessment platforms to ensure our students are making gains and are thriving.

MSA is committed to financial health and transparency. Annually, MSA will work through its back office provider and treasurer to select an approved auditor to conduct a complete audit. Our CFO, board, and school administration will prepare and cooperate throughout the entirety of the audit process. This includes submission of all relevant materials in a timely manner. The audit will be submitted to the appropriate authorities within the required timeframe and will be available on our website.

Question 21. MSA's Chief Financial Officer will be David Faunce (exhibit 23). Per GASBOE Rule 160-4-9-.04, the MSA CFO shall have (a) a baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four years experience in a field related to business or finance; or (b) documented experience of ten or more years in the field of business and financial management. Based upon the criteria set within the Georgia State Board of Education rule, MSA

selected David Faunce to be our Chief Financial Officer (CFO).

David earned his master's degree in Business Administration from Gardner Webb University in 2006 and his Bachelor of Arts in Public Accounting from Marietta College, thus he meets the first criteria. For the past 10 years, David has worked for Prestige School Solutions L.L.C. as a successful outsourced CFO focused on partnering with charter and private school non-profit boards to open and operate mission-driven, high-performing charter and private schools throughout the southeastern United States. Therefore, his work experience with charter schools both located in and outside of Georgia fulfills the requirement for the second criteria. David has also worked with over 100 school boards, directed the work of 63 controllers, and performed general ledger functions for 94 schools across 3 states including Georgia. David is also both a Certified Public Accountant and Certified Forensic Accountant using these skills to recommend short-term and long-term financing solutions. Based upon the criteria set by both (a) and (b) David proves to be both highly-qualified and equipped with many years of experience.

With David as CFO, we will also have access to Prestige School Solutions suite of professionals. This includes financial accounting, budget reporting and compliance. Using Prestige School solutions means we have a proven partner able to help with payroll, accounts payable, accounts receivable and grant management. (EXHIBIT 24).

Question 22. Movement Foundation has committed $2,000,000 in startup and operating to MSA.. In addition to this contribution of start-up and operating capital, the Movement Foundation provides an additional contribution of $1,100,000 in the form of subsidized rent over the first four years of operation of the school. As both our 50% and 100% budgets indicate, MSA will be running at an annual surplus of over $100,000 starting in year 3. This frees MSA board and administrators from the burden of annual fundraising to meet operating costs, allowing them to devote more time to governance and academic support. Board members' primary engagement in fundraising will be to engage potential major partners. They will also engage in more limited fundraising projects to support special projects such as teacher appreciation week.

Question 23. MSA's foundational commitment prevents the school from seeking additional funding sources.

Question 24. Both the CFO and CEO of MSA has been identified.

Examples of MSA's oversight and fiscal controls include but are not limited to the policies below.

Financial Oversight: The external CFO ensures the fiscal policies set by the board are upheld with fidelity and transparency. This includes holding weekly meetings with the Director of Operations to confer regarding the flow of work regarding different systems including payroll, accounts receivable, and accounts payable. The CFO is also responsible for ensuring all structures follow Generally Accepted Accounting Principles (GAAP) and adhere to state and federal financial compliance. The Director of Operations, supported by the Front Office Manager, input all transactions into digital software systems for accurate reporting. This includes proper line-item entry, balancing receipts, and monitoring petty cash funds.

Cash Flow: The Director of Operations is responsible for the accurate balance of cash and receipts. While the Treasurer sets the policy for cash flow reporting and depositing, the Director of Operations implements those policies alongside the Front Office Manager. Funds received are recorded with receipts by the Front Office Manager, who then turns the cash and receipts over to the Director of **Operations for reconciliation.** The Director of Operations enters funds and all transactions onto the appropriate budget lines, and deposits all cash to the bank. At weekly meetings, the Director of Operations and CFO discuss the cash flow for the school.

Purchasing: The Principal may authorize expenditures and sign contracts within the approved budget up to $10,000 without board notification. Any purchase or contract over $10,000 must include documentation and require board notification. Individuals other than the Principal or Director of Operations are not authorized to make purchases without written permission.

Credit Cards: The Principal or Director of Operations may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school. Each charge must be supported by a receipt with a concise description of the purchase or activity and its purpose. If receipts are missing or not available, the person making the charge will be responsible for payment. Credit cards will contain two names—Movement School and the name of the employee. Credit cards may not be used for cash withdrawals at any time, even if it is to be used for school-related purposes. Credit cards may not be used for personal charges and will have a limit of $2,000 per purchase.

Inventory: The Director of Operations will monitor inventory using Asset Tiger (a computerized platform). All items purchased by MSA with general or federal funds will also include a check in/check out system, depreciation status (New, Good, Used, Poor), and be tagged with a barcode. Auditing of inventoried items will occur twice per year with the support of all instructional staff to ensure proper management of the system.

Question 25.

Financial Goal #1: *The school will continuously cover short-term financial obligations.*

- **Measure 1:** *The school's working capital ratio (current assets/current liabilities) will be greater than 1.*
- **Measure 2:** *The school will maintain at least 45 days' worth of cash on hand.*
- **Measure 3:** *The school's enrollment variance will not be greater than 8%.*

Financial Goal #2: *The school will cover long term obligations and control cost.*

- **Measure 1:** *The school's debt-to- asset ratio will be less than 25%.*
- **Measure 2:** *The school will not be in default of loan covenants or be delinquent with debt service payments (if applicable).*
- **Measure 3:** *The school will manage costs appropriately and hold an aggregated three year efficiency margin of greater than zero.*
- **Measure 4:** *The school will maintain an appropriate balance between assets and liabilities over time by keeping the debt to asset ratio at or below 100%*

Question 26.

MSA's contract with Prestige School Solutions includes payroll and salary services. The Financial subcommittee, CFO and CEO review this contract annually.

Documentation of annual pay rates are maintained in the employee's personnel file. Personnel files are secured with access limited to authorized individuals. Personnel are paid semi-monthly by direct deposit and receive a check stub via email.

MSA does not plan to use the State Health Benefit Plan. MSA's benefits provider is Harry Putnam with National Financial Partners (NFP) who have worked with charter schools in the southeast for several years. MSA's benefits compensation package resembles that of other start-up charter schools and include health, dental, and vision with options for life insurance, short term/long term disability, accidental death,

dismemberment, and coverage for spouses and dependents. Because we want to attract and retain top talent, our vision is to expand benefits as the school matures to include more per employee coverage costs beyond year 3 and include increased payments for dependent coverage as well. MSA will also follow the annual TRS contribution schedule as required by law for TRS contribution for employees.

Question 27. Clayton County

Question 28. MSA will begin enrollment in kindergarten, as such will not be feeding from a local school

Please also list the schools into which the charter school's students will feed.

7 Pillars Career Academy

Adamson Middle

Babb Middle

Eddie White Middle Academy

Forest Park Middle

Jonesboro Middle

Kendrick Middle

Lovejoy Middle

M.D. Roberts School of the Arts

Morrow Middle

Mundy's Mill Middle

North Clayton Middle

Point South Middle

Rex Mill Middle

Riverdale Middle

Sequoyah Middle

Question 29. Demographic data obtained from local surrounding schools and GADOE reveals children between the ages of 2-7 are more than 50% African American, just under 20% Latinx, and over 60% qualify for free and reduced lunch services. As part of our mission, we strive to provide low-income families and communities a world class education, and the demographic data confirms the area would be

ideal for us to found MSA. Our early canvassing events from January to March 2022 confirmed these findings as our volunteers and CEO were able to speak with families about their desires for more educational options.

This data reveals that these districts mostly serve historically marginalized groups of children including children of color or from low-income households. This also means children across these districts need school options specializing in the education and support of families from these same backgrounds. MSA's mission is in fact that; serving children from low income, marginalized communities in an effort to help generations of families.

Question 30.

Check any applicable enrollment priorities	**O.C.G.A. § 20-2-2066(a)(1) Enrollment Priorities**	**Ranking**
X	A sibling of a student enrolled in the charter school.	1
	A sibling of a student enrolled in another local school designated in the charter contract (school name).	
X	A student whose parent or guardian is a member of the governing board of the charter school or is a full-time teacher, professional, or other employee at the charter school.	2
	Students matriculating from a local school designated in the charter contract (school name:).	
X	Children who matriculate from a pre-kindergarten program (program name:) which is associated with the school, including, but not limited to, programs which share common facilities or campuses with the	1
	school or programs which have established a partnership or cooperative efforts with the school.	

Question 31. MSA intends to conduct a weighted lottery to further our mission to help students from low-income backgrounds thrive academically and emotionally.

Check any applicable categories	**O.C.G.A. § 20-2-2066(a)(1) Weighted Lottery Categories**	**Weight Given**
X	Economically disadvantaged students	80%
	Students with disabilities	
	Migrant students	
	Limited English proficient students	
	Neglected or delinquent students	
	Homeless students	

- Attach as Exhibit 7 a copy of the proposed admissions application that demonstrates the application conforms to the requirements of rule and law, including the open enrollment requirement.
- Attach as Exhibit 8 a copy of the policy setting annual enrollment, re- enrollment, and lottery deadlines, including a description of the lottery procedures detailing how enrollment priorities will be applied and an assurance of complete transparency* in its procedures.

*Note: Complete transparency should include, at a minimum, publishing the lottery date, time, place, and procedures at least two weeks in advance on (for example) the school's website and in printed forms shared with students or available at the school.

Pursuant to O.C.G.A. 20-2-2083(c)(1) MSA will provide adequate notice of its enrollment procedures to our entire community through multiple forms of communication. MSA only utilizes enrollment priorities established in law. This process includes announcing open enrollment period pending our charter approval through the MSA website, social media channels, billboard, radio, tv outlets, and sponsorship at athletic groups, community events, early learning centers, local businesses and libraries. All material will include a QR code allowing readers to select both a language and content to review, including an MSA one pager and enrollment information. MSA is prepared to host a lottery for applicable grades where the number of applicants is more than the available number of seats. MSA's lottery shall be based upon the use of a random selection process where all applicants have an equal chance of being admitted.

Question 32. MSA hopes to ensure a student body that is broadly reflective of our community while also fulfilling our vision to provide exceptional educational opportunities for students from low-income backgrounds.. Critical demographics include: between 61% students eligible for free/reduced lunch, 12% currently being served in Special Education, and 7% limited English proficiency. In order to ensure our student population is also reflective of a proportional representation of our attendance zone, MSA will leverage the following recruitment goals:

Demographic Group: Students eligible for free and reduced lunch

Goal: At least 80% of the students enrolled at MSA will be designated as qualifying for free/reduced lunch. By providing 2 routes for transportation, MSA is able to provide consistent transportation options for low-income families and provide equitable access for a greater number of students.

Demographic Group: Students with Disabilities

Goal: At least 12% of the students who had MSA will be designated as requiring special education services. MSA accepts all students across all exceptionalities into our school. Our EC and Special Education Lead teacher are prepared and equipped to teach all students qualifying for special education or 504 rehabilitation services including contracting with Speech, OT, and AT services. During the Spring of 2024 enrollment phase, our EC will meet with families to better know students and ensure proper programming is established to support all students. Furthermore, the buses MSA leases will be equipped with ramp access making accessibility to MSA equitable to our students with physical disabilities.

Demographic Group: English Language Learners

Goal: At least 7% of the students enrolled at MSA will be designated as English language learners (ELL). Currently, our website and enrollment forms are accessible in multiple languages. Our marketing materials, website and enrollment information will be offered in multiple languages. Our demographics indicate that as many as 92 spoken languages live within our targeted areas and we want to ensure content is accessible to all families. This work extends as well to marketing efforts to radio stations, newspapers, and community groups serving non-English speakers and migrant/immigrant families.

With these demographic targets we believe the following steps will be necessary to ensure all students are encouraged to apply and attend MSA:

Early Learning Center Reach Out: As part of our mission to work with community partners, MSA will connect with all small early learning and Pre-K centers to spread the awareness of the program. These privately operated, or home-based programs are often more accessible to low-income families and we would like to spread the word of MSA to as many as we can identify to ensure equal access to families. Our outreach strategy includes providing enrollment information in multiple languages, hosting events at

these centers, and being present at pick up and drop off times for families to engage with staff and board members.

Community Outreach Groups: We plan to connect with local community groups and organizations such as YMCA, Sheltering Arms, Boys and Girls Clubs, and other activity-based organizations. Similar to MSA, these organizations work with the whole child and ensure marginalized children have access to high-quality resources and programs. This includes academics, health care, nutrition, counseling and social services work. Therefore, as mission aligned groups, we believe that we can connect with these entities and their families to continue to spread awareness of MSA.

Question 33. It is important to understand the target demographic to best develop adequate marketing mediums and materials. The promotion of the school will be heavily dependent on digital marketing with some community-centered events and PR/Media.

The timeline below details specific strategies and timeframes associated with the overall marketing plan.

July - October 2023

Brand building and initial community outreach

- Press/media announcements regarding launch, site and network expansion
- Brand identity establishment and asset creation including logos, graphics, website pages, social accounts
- Begin school promotion across all digital platforms, starting with interest survey
- Collect parent interest information for future recruiting and promotional use
- Fall groundbreaking ceremony for board members, media and community
- Release timely building progress updates across all platforms to keep momentum

November - December 2023

Launch Fall Enrollment Recruitment

- Begin targeted digital marketing toward Fall 2024 enrollment, including

o Digital ads

- 2-4 emails/month
- 2 SMS texts/month
- Consistent social posting

· Collect parent interest information for future recruiting and promotional use

· Release timely building progress updates across all platforms to keep momentum

· Press release/media announcement of school principal

January - March 2024

Aggressive Fall Enrollment Recruitment

· Continue targeted digital marketing toward Fall 2024 enrollment

- Digital ads
- Weekly emails
- 2-4 SMS texts/month
- Weekly social posting

· Utilize interest lists for targeted communication

· Radio advertising

· Begin networking with local daycare centers

· Release timely building progress updates across all platforms to keep momentum

April - June 2024

Continue Fall Enrollment Recruitment, Reach application goals

· Continue targeted digital marketing toward Fall 2024 enrollment

- Digital ads
- Weekly emails
- 2 SMS texts/month
- Weekly social posting

· Utilize interest lists for targeted communication

· Radio advertising as needed

· Open House for Founding Family and local leadership tours

· Spring community event either onsite or nearby

· Release timely building progress updates across all platforms to keep momentum

July - August 2024

Celebrate site completion, reach remaining enrollment goals

· Continue targeted digital marketing toward Fall 2024 enrollment

o Digital ads

o Weekly emails

o 2 SMS texts/month

o Weekly social posting

· Ribbon cutting ceremony

· Create media assets including photography and video

· Press release of ribbon cutting/site opening

Across this time frame we would be actively monitoring enrollment numbers by grade and communicating to target groups where there may be gaps in enrollment. This may include marketing to early learning centers, sport academies, after school programs, and places of worship.

Question 34. The Movement School Atlanta ethos is best captured by our commitment to "love and value" students. We translate this statement into culture and action in many ways. First, we note that the best way we can love and value students is by educating them well and working diligently to help them excel. We also believe that each child is valuable not simply because of their ability to perform (academically or otherwise), but because of their unique value as a human being. Furthermore, we believe that to love someone is to act in their long-term best interests. This can mean challenging and pushing out students to overcome current obstacles for future benefits.

We also describe Movement School Atlanta as a "family school." Teachers, administrators, and board members have their own children enrolled at Movement schools. This reflects our commitment to

building an exceptional school and then making them accessible to all students regardless of economic background.

Finally, we believe in developing not only "good students," but also "good people." This commitment is reflected in our focus on virtue and character instruction. Movement School Atlanta provides 100 minutes of social-emotional, character instruction per week. Using the RULER curriculum, we provide specific character development lessons reinforced by our school virtues for students. Every day starts with Movement School Atlanta's students reflecting on those virtues and a RULER lesson.

Movement School Atlanta will also partner with C4 Counseling to provide trauma care that honors culture, restores dignity, and redeems individual stories. C4's team of certified counselors will provide trauma-oriented social-emotional learning for students across all grade levels at Movement School Atlanta. The interventions used by C4 are evidenced-based and known nationwide for reducing rates of both suspensions and referrals in schools around the country. They are also designed to build resilience to minimize the impact of Adverse Childhood Experiences. By working alongside EC team members, C4 is also able to teach tiered level interventions to support students with IEPs, 504 plans and other unique needs.

Discipline Plan

Our discipline plan rewards students for appropriate behavior and gives negative consequences for inappropriate behavior. Rules posted include:

- Follow directions the first time given
- Get attention the right way
- Keep hands, feet, and mouth to yourself
- Transition quickly and quietly
- Be in "Learning Position" at appropriate times.

When students follow the rules they are rewarded through programs designed to incentivize positive behavior such as student of the day, awards, and a classroom positive behavior management system such as Class Dojo. Our Code of Conduct is designed to ensure students are abiding by the rules and not

disrupting others. It is a top priority for every child to feel safe at Movement School Atlanta in order to create an effective learning environment. The hierarchy for consequences and other specific disciplinary processes and appeal information will be found in our Student Handbook (see Exhibit 18). Teachers will also be trained to implement components of the Positive Behavioral Interventions and Supports (PBIS) in order to highlight and encourage the positive behaviors displayed within the student body.

Certain behaviors are so serious in terms of the disruptive effect upon the operation of the school may be deemed Exceptional Misconduct. Exceptional Misconduct may warrant immediate short-term suspension, exclusion, or expulsion. These type of behaviors include, but are not limited to:

- Possession or sale of a controlled substance
- Profane or vulgar language directed to and in the presence of a staff member
- Arson
- All fighting and/or assault and battery
- Harassment
- Defacing, misuse or destruction of property
- Defiance of school authority
- Possession of dangerous weapons
- Theft

The principal will involve the EC/Special Education Coordinator for any disciplinary actions involving students with disabilities. Any behavioral challenges will be reviewed in light of any existing 504 plan or IEP. After reviewing these plans, consulting with the parents, the EC/Special Education Coordinator, and any contracted specialists, the school will determine an appropriate intervention and or discipline plan.

Question 35. We have developed a discipline plan that will allow students to be rewarded for appropriate behavior and consequences for inappropriate behavior. Our student handbook outlines processes and procedures for when students do and do not follow our code of conduct. (EXHIBIT 42)

When students follow the rules, they earn various positive incentives designed to encourage appropriate student conduct. Such programs include but are not limited to the Positive Office Referrals, Uniform-Free Days, Field Trips, Homework Passes, and a trip to the school store using their Kickboard paycheck. If a student breaks a rule, then staff consult the Movement Behavior Matrix (EXHIBIT 11).

In the event of long-term suspension (10 or more days), only the principal can make a decision to pursue long-term suspensions or expulsions. If so, the student is immediately removed from the class or the school. Students are informed of charges and the evidence for those charges via written notice. Principal immediately notifies a guardian of the child, in person or by phone, and sends written confirmation by personal delivery or express mail within 24 hours of the decision to suspend or expel; the Principal sets a date for a formal hearing within the first 10 days of suspension and notifies guardians in writing of date, time and place of hearing, and (a) charges against the students, (b) summary of supporting evidence, and (c) their right to be represented at the hearing (at their own expense) within 10 days of suspension by an attorney, present evidence, and question witnesses; after the hearing, the hearing officer presiding at the hearing issues a written decision, which is sent to the student's guardians and the Board and placed in the student's permanent file. If the Principal finds that long-term suspension or expulsion is approved, the guardians of the student may appeal the decision to the Board within 10 days of the decision to suspend or expel; such appeal is then heard; in such cases, the Board reviews the hearing and all evidence to make a determination of whether to uphold the underlying decision. The grievant has the right to appeal any decision receiving by the Board to the State Board of Education pursuant to O.C.G.A. 20-2-1160.

In the case of either a special education or 504 student, MSA complies with the mandates of Georgia and federal laws, including IDEA and Section 504, regarding the discipline of students with disabilities. Prior to recommending expulsion or suspension of ten days or more (cumulatively over the course of a school year) for a Section 504 student or special education student, the Principal convenes an IEP team including the parent and anyone the parent requests to determine whether the misconduct was a manifestation related to the student's disability or whether the behavior was a result of the school's failure to implement

the student's IEP or 504 plan. If it is found to be a manifestation, then the student will not be suspended or expelled. If the answer is no, then the student proceeds through the discipline process outlined above.

Question 36. When a stakeholder has a grievance with any element of MSA, every effort shall be extended to resolve the issue without resorting to the official grievance process. If a resolution is not reached, the stakeholder can initiate the formal grievance process.

Employees who seek resolution of employment situation by using established procedures are assured that they will not be subjected to discrimination or retaliation or be penalized in any way for their use of these procedures. If an employee has a work-related problem or feels that procedures are not properly applied, MSA administrators maintain an "open door" policy and the employee is encouraged to address these concerns with an administrator. 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 shall not be tolerated.

It is also the goal of MSA to promote workplace harmony and promote an environment that is free of harassment by employees, independent contractors, vendors, or agents. MSA expressly prohibits any form of unlawful harassment based on race, color, religion, gender, national origin, age, disability, military status, sexual orientation, or any other status protected by federal, state, or local law or ordinance.

Question 37.

HIRING: We are dedicated to recruiting and retaining exceptional educators and staff. MSA's hiring goals are to find individuals (1) who are invested in advancing our unique mission, (2) are experienced, certified educators, newer teachers, or career changes seeking to obtain their teaching certificates, and (3) are committed to supporting low-income communities. Throughout our hiring process, MSA do not discriminate on the basis of race, color, religion, gender, sexual orientation, age, national origin, or disability.

SCREENING: MSA's hiring process starts after job postings yield a resume review process after which introductory phone conversations with promising candidates are scheduled. Candidates are then selected for interviews, given sample lessons to review, and submit their own instructional videos. At the interview, candidates engage in role play, demonstrate how they respond to coach feedback, and answer questions from the interview panel. From there, candidates who demonstrated a strong alignment with the mission of MSA are selected within a week's time for a position. For examples of the required steps in the screen process, please review EXHIBIT 14, EXHIBIT 45, and EXHIBIT 46.

MSA is prepared to make reasonable accommodations to enable an individual with a disability to interview for a position and perform the essential functions of his or her job. If an individual is unable or finds it difficult to do all of the functions of a job due to a disability, then MSA asks that individual to contact the Principal and discuss the necessary accommodations. MSA reserves the right to ask for medical documentation of a disability and possible accommodations. MSA may also ask to speak to the determining physician or healthcare provider to help assess the proposed accommodations and to ensure that the employee can safely perform the essential functions of the job with accommodations. MSA may also ask the employee to submit an independent medical or other appropriate examination, at our expense, to help us assess the employee's needs.

TENURE: MSA does not offer tenure, but does provide an initial offer letter and contract in subsequent years.

DISMISSAL OF EMPLOYEE: All employees of MSA sign an "at-will" agreement. This agreement states that staff members may leave MSA without written notice with or without cause. This agreement also enables administration to dismiss staff members with or without written notice and with or without cause.

COMPENSATION: MSA determines compensation and benefits packages for each employee based upon experience and qualifications. We pay teachers one step above the CCSD salary scale.

FINGERPRINTING AND CRIMINAL BACKGROUND CHECKS: All MSA employees, staff,

volunteers, and board members are required to undergo fingerprinting and formal background checks to ensure compliance with state and federal regulations.

TEACHERS RETIREMENT SYSTEM OF GEORGIA: As required by state law, MSA ensures that all staff members participate in Georgia's Teachers' Retirement System (TRS). We have made provisions within our budget to reflect staff participation in TRS and it is reflected at the 19.06% contribution for the current year.

SALARY ADMINISTRATION: MSA's contract with Prestige School Solutions includes payroll and salary services. The Financial subcommittee, CFO and CEO review this contract annually. Documentation of annual pay rates are maintained in the employee's personnel file. Personnel files are secured with access limited to authorized individuals. Personnel are paid semi-monthly by direct deposit and receive a check stub via email.

CLASSIFICATION: All employees at MSA are classified as either full-time or part-time, and either exempt or non-exempt. MSA may also hire consultants and/or temporary employees and will provide them with a 1099 at the end of the year.

HUMAN RESOURCE POLICIES: It is the policy of MSA to treat employees in a fair and impartial manner. MSA is firmly committed to the belief that undisclosed problems remain unsolved and may negatively affect our work environment. Therefore, MSA has established an administrative review system with an intent to solve problems fairly and as collaboratively as possible.

PROFESSIONAL DEVELOPMENT: MSA invests in its teachers by building their capacity through professional development. Starting in the summer and throughout the year, MSA faculty engage in more than 50 hours of professional learning in the summer, eight hours weekly, and just under 40 hours per month. Summer training is dedicated to the use of curriculum, expectations for effective teaching, and student's taxonomy (EXHIBIT 28). This training is continued throughout the year and is complemented by sessions on co-teaching models, teacher practice clinics, and data days. Led by KTT and the Principal, leaders will leverage RELAY strategies and foundations to develop teacher capacity for effective instruction.

Question 38. MSA does not plan to use the State Health Benefit Plan. MSA's benefits provider is Harry Putnam with National Financial Partners (NFP) who have worked with charter schools in the southeast for several years. MSA's benefits compensation package resembles that of other start-up charter schools and include health, dental, and vision with options for life insurance, short term/long term disability, accidental death, dismemberment, and coverage for spouses and dependents. Because we want to attract and retain top talent, our vision is to expand benefits as the school matures to include more per employee coverage costs beyond year 3 and include increased payments for dependent coverage as well. MSA will also follow the annual TRS contribution schedule as required by law for TRS contribution for employees.

Question 39. Recognizing the focus of underserved students, MSA intends to provide some level of transportation. The first strategy is to partner with CCSD is aligning its bus routes with that of MSA. In addition, the model for MSA will include the lease or purchase and operation of at least two (2) buses to run in a defined radius targeting the highest need areas.

If the number of interested families exceeds the number of seats we have across both buses, then we shall hold a lottery for seats. There will only be three priorities for the lottery: for students who are homeless (as defined under McKinney-Vento) Special Education students (with active 504s or IEPs), or are a sibling of a currently enrolled student who also rides the bus. The overall goal of our transportation program is to offer an equitable service for more families to attend.

Our budget will include costs related to using bus services across our first 5 years. These costs reflect leasing services where total costs include driver salary, fuel, and maintenance costs. The quote within the budget also includes a daily fee of $600 for field trips allowing our students greater access to enrichment opportunities.

CONTRACTS WITH CHARTER PARTNERS/EDUCATION SERVICE PROVIDERS

Question 40. MSA does not plan to contract with an educational service provider (ESP), education management organization (EMO) or charter management organization (CMO).

Question 41. N/A

Question 42. N/A

Question 43. N/A

Question 44. N/A

Facility Question 1. The Movement Foundation has purchased a property at 1950 Sullivan Road College Park which they are prepared to lease to MSA, pending approval. The 73,000 square foot, commercially zoned facility sits on nearly 5 acres and offers enough parking for staff and families. The facility will require renovations which will begin upon approval, as will the GaDOE facility application process.

Facility Question 2. The Movement Foundation has provided MSA a sample letter of intent and sample lease along with an update on the facility which are provided as exhibit 19.

Facility Question 3. MSA will begin the GaDOE facility application process immediately upon approval.

Facility Question 4. If approved MSA will begin working with Clayton County to receive a CO immediately.

Facility Question 5. Pending approval, our facility sub-committee and Movement Mortgage team will work alongside local public safety entities (including the fire marshal) to design the emergency management and safety plan. The goal of the plan is to align with the statute stated in O.C.G.A. § 20-2-1185 to address potential issues related to increased incidents of school-related violence. This would include evacuation routes in the event of a fire, active shooter or incidents of terror, or preparedness practices for natural disasters. (Exhibit 51)

MOVEMENT SCHOOL

Movement School Appendix List

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Exhibit 1

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	104			30										
Year 2	130	104			30									
Year 3	130	130	104			30								
Year 4	130	130	130	104										
Year 5	130	130	130	130	104									

Board member selection

As a founding board of directors, they are also committed to sourcing other individuals for future board seats. According to MSA's bylaws, there are 15 total seats and board members are responsible for recruiting additional members to serve in seats in critical areas including law, marketing, commercial real estate, and human resources. Therefore, MSA's board will continue to recruit and interview future candidates for board seats pending recommendations from current members or individual requests to serve on the board including representative from the Atlanta/Clayton County area as noted above. The process would again require an interview, vote by current board members, and an onboarding process. This will ensure that the board continues to maintain high-capacity individuals to uphold seats and monitor MSA's success year after year.

As outlined in the MSA board of directors bylaws - The right to elect, select, or remove directors shall be vested in the board of directors of the corporation, as hereinafter provided. The directors of the corporation shall serve for a term of three (3) years with terms of approximately one-third (1/3) of the directors constituting the board of directors to expire each year. Directors shall be elected as the need arises. Except as otherwise specifically determined by the board of directors of the corporation, a director shall be eligible to serve on the board of directors for up to two (2) consecutive three (3) year terms. After the maximum service period has expired, such director must cease to serve for at least one (1) year before becoming eligible for reelection to the board of directors of the corporation. A director may resign at any time or may be removed with or without cause by the affirmative vote of the majority of the directors of the corporation then in office.

MSA Board of Directors will utilize subcommittees. The subcommittee structure will ensure that small member teams are closely monitoring all aspects of MSA. All board members must sit on at least one subcommittee. Our subcommittees include:

Nominating and Governance Committee: This committee is composed of our officers. They will be responsible for monitoring the activities of board members according to policies stated in our bylaws, submission and reports to the local school district and GADOE, and ensuring all members are completing annual training requirements including maintaining compliance with all open meetings acts or records requests.

Executive Committee: Composed of the officers, the executive committee oversees the executive of MSA's mission and vision in compliance with running an LEA. They closely track annual goals connected to the mission and vision while also monitoring the work of board members.

Finance Committee: This committee provides oversight over both the budget and the Chief Financial Officer (CFO). They work closely with the CFO to ensure MSA is making decisions that are both responsible and sustainable. This team closely tracks our financial performance as determined by the criteria set by the local school district and the state including maintaining no less than 30 days cash on hand or ensuring a low debt to income ratio. Annually, this committee will ensure there is an annual budget vetted and approved through the appropriate channels. Monthly, the finance committee will review financial statements such as the cash flow, budget to actuals, and bank statements.

Academic Committee: This committee provides oversight regarding the effectiveness of the implementation of MSA's academic program. This team completes the LKES evaluation on the Principal and closely monitors student data to predict results on both CCRPI and CPF. As CEO, KTT leads this team and reports monthly updates on student data, climate surveys, and compliance with federal programs.

MSA is equipped to manage board members and ensure employees follow all terms of state law (O.C.G.A. 20- 2-2065(b)(5), O.C.G.A. 20-2-63) regarding conflicts-of-interest policy and our charter contract. Starting with our board member search and onboard process, we require board members complete background checks, disclose conflicts of interest with MSA, and require their signatures on confidentiality related to privacy of students and staff. The Conflict of Interest policy will be signed and reviewed annually.

Conflicts of interest include but are not limited to:

1. Financially beneficial relationships with vendors, out-of-school providers, or consultants
2. Acceptance of gifts or favors
3. Business affiliate receiving financial benefits from the school
4. Relationship with individual on staff at the school
5. Parent of a child attending the school

If occasional conflicts of interest occur, the board member shall be excused from relevant decisions and voting, and excluded from quorum requirements for that meeting.

Our onboarding process and subsequent policies align to the above state laws pertaining to required annual training specific to disclosure of conflicts of interest. The onboarding process provides potential board candidates with a thorough session detailing definitions and scenarios related to conflicts of interest and how it affects board business. We have since updated policies to ensure compliance with SBOE and GADOE law regarding board and non-profit governance, and our members routinely reflect on potential disclosures throughout the year. Thus, there are currently no declared or potential conflicts of interest from our board of directors. In the future, should any discussions or decisions arise to a potential for a conflict from a member of our board, then they are trained on proper disclosure procedures and must abstain from voting.

Movement Charter School Board of Directors
CONFLICT OF INTEREST POLICY

The Movement Charter School (MCS) Board of Directors adopts the following policy, which shall be effective as of the date this policy is adopted by the Board.

Section 1. Definitions

(a) "Board Members" means individuals serving on the governing board of directors of MCS.
(b) "Board Chair" means the individual serving on the MCS governing board who has been elected and serves as the chair pursuant to the MCS Bylaws
(c) "Immediate family member" means a spouse, child, sibling, or parent or the spouse of a child, sibling, or parent.

Section 2. Policy Statement

Board members must demonstrate unconflicted loyalty to the interests of MCS. All Board Members and Key Personnel shall conduct their personal business and private affairs to avoid any potential or actual conflict of interest between themselves and MCS and shall take immediate and appropriate action to resolve any conflict of interest which actually arises. All Board Members and Key Personnel shall report to the Board Chair any facts or circumstances which they know, or should know, have resulted or will result in a potential or actual conflict of interest on the Annual Conflict of Interest Disclosure. The Board Chair shall have ultimate and final responsibility for determining whether a potential or actual conflict of interest exists and for enforcement of this Policy.

Section 3. Avoiding Potential or Actual Conflicts

In order to avoid situations which potentially, or in fact, give rise to a conflict of interest, Board Members and Key Personnel shall not engage in any of the following activities, except as authorized by a prior, written resolution of the disinterested Directors following full disclosure by the affected Board Member or Key Personnel:

(1) No Board Member or Key Personnel or immediate family member of such individual shall accept, except on behalf of MCS, any money or valuable thing because of any purchase, sale, investment, or loan made by or for MCS, nor shall any person have any pecuniary interest in any such purchase, sale, investment, or loan.

(2) No Board Member or Key Personnel or immediate family member of such individual shall obtain any loan from MCS, nor, without consent of the disinterested Board members, hold or acquire a financial interest in any enterprise which is in competition with MCS or which to the knowledge of the individual has any business relationship with MCS as a vendor or which to the knowledge of the individual has any outstanding loan from MCS or is negotiating any such loan.

(3) No Board Member or Key Personnel shall solicit or accept or knowingly allow his or her immediate family member or a business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that board member in the discharge of his or her duties as a board

member.

However, a gift may be accepted under the following circumstances:

(a) The gift has no more than token value; and

(b) It is in the normal exchange of hospitality or a customary gesture of courtesy between persons doing business together.

(4) No Board Member shall as in his or her official capacity in any manner where he or she, his or her immediate family member, or a business organization in which he or she has a material financial interest that would reasonably be expected to impair his or her objectivity or independence of judgment.

(5) No Board Member shall use, or knowingly allow to be used, his or her position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her position for the purpose of securing financial gain for himself or herself, his or her immediate family member, or any business organization with which he or she is associated.

(6) No Board Member or immediate family member of such individual shall accept or maintain any position with any other business which position would conflict or might reasonably conflict with the individual's performance his/her duties and responsibilities on behalf of MCS, without full disclosure to the Board.

(7) No Board Member shall be an officer or serve on the board of directors of any organization that sells goods or services to the school.

(8) Board Members shall avoid any self-dealing transaction as defined in MCS's Bylaws. The Board may resolve to allow for such transaction, but only after disclosure and approval in accordance with MCS's Bylaws and any other applicable governing documents.

(9) No Board Member or Key Personnel shall engage in any other activity or take any other action not enumerated herein where the interests of the Board Member or Key Personnel may compete or conflict with the interests of MCS.

Section 4. Conflict of Interest Annual Disclosure

Each Board Member and Key Personnel, as applicable, shall submit a fully executed copy of the Annual Conflict of Interest Disclosure to MCS on or before September 1 of each school year. The Board Chair will note receipt of the Disclosures in the minutes of the board meeting and will take whatever action he/she deems appropriate to resolve any potential or actual conflicts disclosed in the Disclosures.

Section 5. Effective Date

This policy shall become effective for all Board Members and Key Personnel upon its adoption by the Board. All new Board Members and Key Personnel shall complete the Disclosure upon assumption of their responsibilities.

ADOPTED this_____day of March, 2023, I certify that this Board Conflict of Interest Policy of Movement Charter School was approved and adopted by and on behalf of the Corporation by its Board of Directors on _____, 2023, and are currently in effect.

By:_____

Board Chair, Movement Charter School

Exhibit 5

Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Local Board Training Plan for individual board member training and whole board training resulting from an assessment identifying areas of board governance improvement.

Movement School Atlanta Board of Education (System) **Date of approval: _____**

Please remit by email to: mcardoza@doe.k12.ga.us

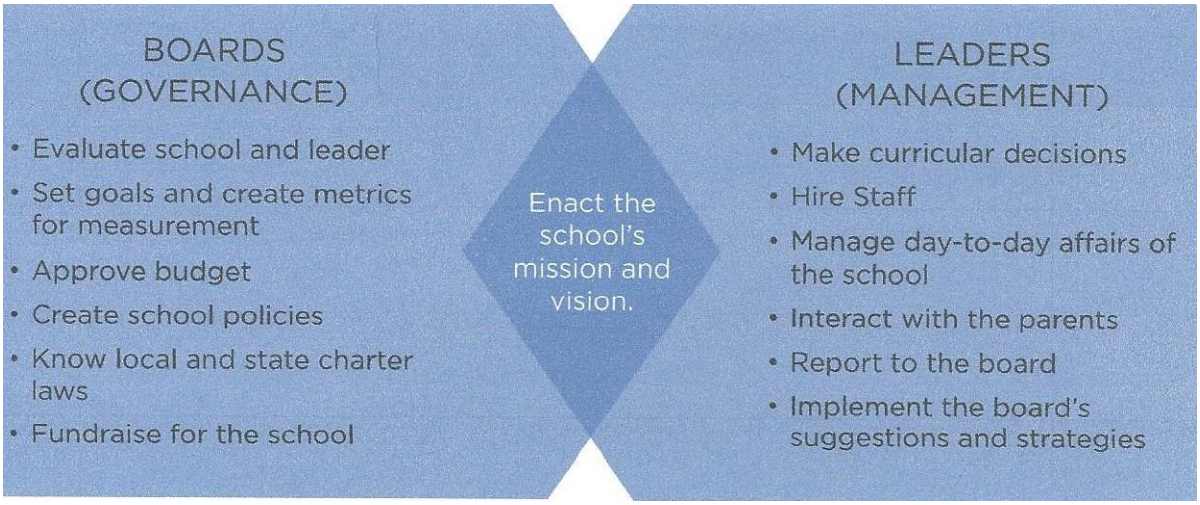
Board Member/ Whole Board Training	Approved Training Course(s)* and Planning Date of Completion
1. **Jason Terrell**	Charter school finance & budgeting; charter school governance; characteristics of effective charter schools; academic accountability (and LKES); Governance Best Practices and Strategic Development; the legal requirements of a charter school board; building a governing board and succession planning
2. **John Coleman**	Charter school finance & budgeting; charter school governance; characteristics of effective charter schools; academic accountability (and LKES); Governance Best Practices and Strategic Development; the legal requirements of a charter school board; building a governing board and succession planning
3. **Nick Stonestreet**	Charter school finance & budgeting; charter school governance; characteristics of effective charter schools; academic accountability (and LKES); Governance Best Practices and Strategic Development; the legal requirements of a charter school board; building a governing board and succession planning
4. **Ashlei Seals**	Charter school finance & budgeting; charter school governance; characteristics of effective charter schools; academic accountability (and LKES); Governance Best Practices and Strategic Development; the legal requirements of a charter school board; building a governing board and succession planning
5. **Kerri-Ann Thomas**	Charter school finance & budgeting; charter school governance; characteristics of effective charter schools; academic accountability (and LKES); Governance Best Practices and Strategic Development;

	the legal requirements of a charter school board; building a governing board and succession planning
6.	**All training to be completed by June 30, 2024**
Whole Board Training	Charter school finance & budgeting; charter school governance; characteristics of effective charter schools; academic accountability (and LKES); Governance Best Practices and Strategic Development; the legal requirements of a charter school board; building a governing board and succession planning
Local Orientation for new member(s)	Charter school finance & budgeting; charter school governance; characteristics of effective charter schools; academic accountability (and LKES); Governance Best Practices and Strategic Development; the legal requirements of a charter school board; building a governing board and succession planning

*Required annual training: new board member = total 15 hours and veteran board members = total 9 hours; whole board governance team training of 3 hours included in total hours above. To receive required training credit hours, all training sessions must be conducted by a State Board of Education approved "training provider."

Exhibit 6

The MSA Board of Directors uses the GaDoe separation of duties chart as their frame of reference for roles and responsibilities.



The board will operate in an oversight capacity ensuring clear delineation between roles. The CEO is responsible to ensure proper management at the school level for both operations and academics. The boards responsibilities include:

- Adopt policy
- Conduct monthly meetings
- Ensure the charter contract is being met
- Engage an independent auditor and review and act upon their report
- Employ school staff
- Engage legal council
- Ensure sound internal controls
- Review academic progress
- Hold leadership accountable for school wide goals and academic progress
- Monitor monthly financial reports and ensure financial sustainability
- Set budget and financial policies
- Select, hire and evaluate the school leader
- Select board members
- Superintend grievances as needed
- Create and monitor governing documents
- Regularly review goals and contracts to ensure they are being met and remediate if necessary

MOVEMENT
SCHOOL

A proposed tuition-free, public charter school in Atlanta, GA.

Exhibit 7

INTENT TO ENROLL FORM

Movement School Atlanta will open in the fall of 2024 with our inaugural class of students entering grades Kindergarten and 3rd grade.

Thank you for supporting this exciting new educational option for students in our community! We look forward to working with your family to ensure your child's path to a life of opportunity.

I am completing this form to express my interest in enrolling my child in Movement School Atlanta, a public, tuition-free school in Atlanta and open to enrollment for students residing in the state of Georgia. I understand that submitting this form now, in no way, guarantees my child's/children's enrollment in Movement School Atlanta, nor does it obligate me to enroll my children. I understand that if the school receives more applications than available seats, a public lottery will be held to determine which students are granted enrollment. By submitting this form, I give Movement School Atlanta permission to contact me in the future about school programs and enrollment.

PARENT/GUARDIAN INFORMATION

First Name: _____ Last Name: _____ M.I._____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Phone Number: _____ E-mail: _____

Preferred Contact *(circle one):* Phone Text E-mail

Signature:

_____

STUDENT INFORMATION

First Name: _____ Last Name: _____ M.I._____

Date of Birth: _____

Last Completed Grade:_____

We will begin accepting applications after our final approval. Open enrollment shall last for a period of no less than 30 calendar days. Our target date for running our enrollment lottery is February 28, 2024. After our enrollment lottery, assuming we are not fully enrolled, we will continue admitting students through the first day of school. We will post our application deadline on our website and spread it widely through digital and traditional advertising.

Applications will be available online in English and Spanish via the SchoolMint application management software. Hard copies of the application will also be available at the school site (EXHIBIT 28). Parents can complete their application online or at the school office. Office staff will be available to assist parents.

If the number of applications exceed available seats, a public lottery will be held in accordance with all GA charter school laws. Movement will use SchoolMint or an equivalent automated enrollment software system to execute the randomized lottery.

Prior to the lottery, applications will be reviewed for completeness and verified for a valid GA address. Each completed application will be entered into the automated enrollment software database. During the lottery, names will be selected at random, by grade, with spots offered in the order of names selected. When the capacity for each grade level is reached, the remaining applications are assigned a position on our waiting list in a randomized order. Only applications completed before the lottery deadline will participate in the lottery.

Per State rules, MSA will give admissions preference to children of current employees, Board members and siblings of current students. Once a student is enrolled at MSA, families do not have to re-enroll each year; however, they must submit an "Intent to Return" form so administrators can plan accordingly. Any applicant on the waitlist from the previous year must resubmit an application and participate in the lottery again.

All students admitted through the lottery or from the waitlist will receive notification via email and/or text to notify them of the admissions decision. Families must complete and return the Student Registration Packet and supporting documentation within the time frame stated in the admission offer in order to secure their seat(s). If not submitted in time, their seat(s) may be forfeited to the next applicant(s) on the waitlist.

Any student who does not attend the first day of school or call in to notify the school and receive approval from the school of the absence by a Movement School enrollment team member at a determined date/time may also forfeit enrollment and be required to complete another application to be considered in the future.

Movement School Atlanta will admit, and/or place in the lottery, any student who completes the application prior to the deadline. Notwithstanding any recent law to the contrary, Movement School Atlanta may refuse admission to any student who has been expelled or suspended from a public school until the period of suspension or expulsion has expired.



Georgia Standards of Excellence (ELA GSE)

Grade K

Standard	Unit Number					
	1	2	3	4	5	6
Reading: Literature						
Key Ideas and Details						
ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text.	x	x	x	x	x	x
ELAGSEKRL2: With prompting and support, retell familiar stories, including key details.	x	x	x			
ELAGSEKRL3: With prompting and support, identify characters, settings, and major events in a story.	x	x	x			
Craft and Structure						
ELAGSEKRL4: With prompting and support, ask and answer questions about unknown words in a text.	x	x	x	x	x	x
ELAGSEKRL5: Recognize common types of texts (e.g., storybooks, poems).	x				x	
ELAGSEKRL6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	x		x			
Integration of Knowledge and Ideas						
ELAGSEKRL7: With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).	x	x	x			
ELAGSEKRL8: (Not applicable to literature)						
ELAGSEKRL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	x		x			
Range of Reading and Level of Text Complexity						
ELAGSEKRL10: Actively engage in group reading activities with purpose and understanding.	x	x	x	x	x	x
Reading: Informational						
Key Ideas and Details						
ELAGSEKRI1: With prompting and support, ask and answer questions about key details in a text.	x	x	x	x	x	x
ELAGSEKRI2: With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).			x	x	x	x
ELAGSEKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	x	x	x	x	x	x
Craft and Structure						
ELAGSEKRI4: With prompting and support, ask and answer questions about unknown words in a text.	x	x	x	x	x	x
ELAGSEKRI5: Identify the front cover, back cover, and title page of a book.	x	x	x	x	x	x
ELAGSEKRI6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			x	x	x	x
Integration of Knowledge and Ideas						

Georgia Standards of Excellence (ELA GSE)

Grade K

Standard	Unit Number					
	1	2	3	4	5	6
ELAGSEKRI7: With prompting and support, describe the relationship between illustrations and the text (how the illustrations support the text).	x	x	x	x	x	x
ELAGSEKRI8: With prompting and support, identify the reasons an author gives to support points in a text.			x	x	x	x
ELAGSEKRI9: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			x	x	x	
Range of Reading and Level of Text Complexity						
ELAGSEKRI10: Actively engage in group reading of informational text with purpose and understanding.	x	x	x	x	x	x
Reading: Foundational						
Print Concepts						
ELAGSEKRF1: Demonstrate understanding of the organization and basic features of print.		x	x	x	x	x
a. Follow words from left to right, top to bottom, and page-by-page.		x	x	x	x	x
b. Recognize that spoken words are represented in written language by specific sequences of letters.		x	x	x	x	x
c. Understand that words are separated by spaces in print.		x	x	x		x
d. Recognize and name all upper- and lowercase letters of the alphabet.						
Phonological Awareness						
ELAGSEKRF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).						
a. Recognize and produce rhyming words.						
b. Count, pronounce, blend, and segment syllables in spoken words.						
c. Blend and segment onsets and rimes of single-syllable spoken words.						
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)						
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.						
Phonics and Word Recognition						
ELAGSEKRF3: Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x	x	x	x
a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds for each consonant.	x	x	x	x	x	x
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	x	x	x	x	x	x
c. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	x	x	x	x	x	x

Georgia Standards of Excellence (ELA GSE)

Grade K

Standard	Unit Number					
	1	2	3	4	5	6
Fluency						
ELAGSEKRF4: Read common high-frequency words by sight. (e.g., the, of, to, you, she, my, is, are, do, does); read emergent-reader texts with purpose and understanding.	x	x	x	x	x	x
Speaking & Listening						
Comprehension and Collaboration						
ELAGSEKSL1: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	x	x	x	x	x	x
a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	x	x	x	x	x	x
b. Continue a conversation through multiple exchanges.	x	x	x	x	x	x
ELAGSEKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.	x	x	x	x	x	x
ELAGSEKSL3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	x	x	x	x	x	x
Presentation of Knowledge and Ideas						
ELAGSEKSL4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	x	x		x		x
ELAGSEKSL5: Add drawings or other visual displays to descriptions as desired to provide additional detail.	x	x	x	x	x	x
ELAGSEKSL6: Speak audibly and express thoughts, feelings, and ideas clearly.	x	x	x	x	x	x
Writing						
Text Types and Purposes						
ELAGSEKW1: 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…).*						x
ELAGSEKW2: 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.		x		x	x	
ELAGSEKW3: 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.	x		x			
Production and Distribution of Writing						
ELAGSEKW4: *(Begins in grade 3)*						
ELAGSEKW5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	x	x	x	x	x	x
ELAGSEKW6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools in collaboration with peers.						x

Georgia Standards of Excellence (ELA GSE)

Grade K

Standard	Unit Number					
	1	2	3	4	5	6
Research to Build and Present Knowledge						
ELAGSEKW7: With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).					x	
ELAGSEKW8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	x	x	x	x	x	x
ELAGSEKW9: (Begins in grade 4)						
Range of Writing						
ELAGSEKW10: (Begins in grade 3)						
Language						
Conventions of Standard English						
ELAGSEKL1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		x	x	x	x	x
a. Print many upper- and lowercase letters.		x	x	x	x	x
b. Use frequently occurring nouns and verbs.		x	x	x	x	x
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog*, *dogs*; *wish*, *wishes*) when speaking.		x	x	x	x	x
d. Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*).				x	x	x
e. Use the most frequently occurring prepositions (e.g., *to*, *from*, *in*, *out*, *on*, *off*, *for*, *of*, *by*, *with*).	x	x	x	x	x	x
f. Produce and expand complete sentences in shared language activities.		x	x	x	x	x
ELAGSEKL2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		x	x	x	x	x
a. Capitalize the first word in a sentence and the pronoun *I*.		x	x	x	x	x
b. Recognize and name end punctuation.		x	x	x	x	x
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).		x	x	x	x	x
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.		x	x	x	x	x
Knowledge of Language						
ELAGSEKL3: *(begins in grade 2)*						
Vocabulary Acquisition and Use						
ELAGSEKL4: With guidance and support, determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		x	x	x	x	x
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* as a bird and learning the verb *to duck*).		x				
b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.		x				

Georgia Standards of Excellence (ELA GSE)

Grade K

Standard	Unit Number					
	1	2	3	4	5	6
ELAGSEKL5: With guidance and support from adults, explore word relationships and nuances in word meanings.		x	x	x	x	
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.						
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).*						
c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).				x		x
d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.		x	x	x	x	x
ELAGSEKL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	x	x	x	x	x	x

Georgia Standards of Excellence (ELA GSE)

Grade 1

Standard	Unit Number					
	1	2	3	4	5	6
Reading: Literature						
Key Ideas and Details						
ELAGSE1RL1: Ask and answer questions about key details in a text.	x	x	x	x	x	x
ELAGSE1RL2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.	x	x	x			
ELAGSE1RL3: Describe characters, settings, and major events in a story, using key details.	x	x	x			
Craft and Structure						
ELAGSE1RL4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	x		x		x	
ELAGSE1RL5: Explain major difference between texts that tell stories and texts that give information.		x	x			x
ELAGSE1RL6: Identify who is telling the story at various points in a text.			x	x		x
Integration of Knowledge and Ideas						
ELAGSE1RL7: Use illustrations and details in a story to describe its characters, setting, or events.	x		x			
ELAGSE1RL8: (Not applicable to literature)						
ELAGSE1RL9: Compare and contrast the adventures and experiences of characters in stories.			x			
Range of Reading and Level of Text Complexity						
ELAGSE1RL10: With prompting and support, read prose and poetry ofappropriate complexity for grade 1.					x	
Reading: Informational						
Key Ideas and Details						
ELAGSE1RI1: Ask and answer questions about key details in a text.		x		x		x
ELAGSE1RI2: Identify the main topic and retell key details of a text.		x		x		x
ELAGSE1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.		x		x		x
Craft and Structure						
ELAGSE1RI4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.		x		x		x
ELAGSE1RI5: Know and use various text features (e.g., headings, tables of content, glossaries, electronic menus, icons) to locate key facts or information in a text.		x		x		x
ELAGSE1RI6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		x		x		x
Integration of Knowledge and Ideas						
ELAGSE1RI7: Use illustrations and details in a text to describe its key ideas.		x		x		x
ELAGSE1RI8: Identify the reasons an author gives to support points in a text.		x		x		x

Georgia Standards of Excellence (ELA GSE)

Grade 1

Standard	Unit Number					
	1	2	3	4	5	6
ELAGSE1RI9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		x		x		x
Range of Reading and Level of Text Complexity						
ELAGSE1RI10: With prompting and support, read informational texts appropriately complex for grade 1.		x		x		x
Reading: Foundational						
Print Concepts						
ELAGSE1RF1: Demonstrate understanding of the organization and basic features of print.	x					
a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	x					
Phonological Awareness						
ELAGSE1RF2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words.						
a. Distinguish long from short vowel sounds in spoken single-syllable words.						
b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.						
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.						
d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).						
Phonics and Word Recognition						
ELAGSE1RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x	x	x	x
a. Know the spelling-sound correspondences for common consonant digraphs.	x	x	x	x	x	x
b. Decode regularly spelled one-syllable words.	x	x	x	x	x	x
c. Know final -e and common vowel team conventions for representing long vowel sounds.	x	x	x	x	x	x
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	x	x	x	x	x	x
e. Decode two-syllable words following basic patterns by breaking the words into syllables.	x	x	x	x	x	x
f. Read words with inflectional endings.	x	x	x	x	x	x
Fluency						
ELAGSE1RF4: Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x	x
a. Read on-level text with purpose and understanding.	x	x	x	x	x	x
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	x	x	x	x	x	x

Georgia Standards of Excellence (ELA GSE)

Grade 1

Standard	Unit Number					
	1	2	3	4	5	6
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	x	x	x	x	x	x
d. Read grade-appropriate irregularly spelled words.	x	x	x	x	x	x
Speaking & Listening						
Comprehension and Collaboration						
ELAGSE1SL1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	x	x	x	x	x	x
a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	x	x	x	x	x	x
b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	x	x	x	x	x	x
c. Ask questions to clear up any confusion about the topics and texts under discussion.	x	x	x	x	x	x
ELAGSE1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	x	x	x	x	x	x
ELAGSE1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	x	x	x	x	x	x
Presentation of Knowledge and Ideas						
ELAGSE1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	x	x	x	x	x	x
ELAGSE1SL5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	x					
ELAGSE1SL6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.)	x	x	x	x	x	x
Writing						
Text Types and Purposes						
ELAGSE1W1: Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.			x	x		x
ELAGSE1W2: Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		x		x		x
ELAGSE1W3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	x					
Production and Distribution of Writing						
ELAGSE1W4: *(Begins in grade 3)*						
ELAGSE1W5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	x	x	x	x	x	x
a. May include oral or written prewriting (graphic organizers).						

Georgia Standards of Excellence (ELA GSE)

Grade 1

Standard	Unit Number					
	1	2	3	4	5	6
ELAGSE1W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.					x	x
Research to Build and Present Knowledge						
ELAGSE1W7: Participate in shared research and writing projects (e.g., exploring a number of "how-to" books on a given topic and use them to write a sequence of instructions).		x		x		x
ELAGSE1W8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	x	x	x	x	x	x
ELAGSE1W9: *(Begins in grade 4)*						
Range of Writing						
ELAGSE1W10: *(Begins in grade 3)*						
Language						
Conventions of Standard English						
ELAGSE1L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	x	x	x	x	x
a. Print all upper- and lowercase letters.	x	x	x	x	x	x
b. Use common, proper, and possessive nouns.	x	x	x	x	x	x
c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).	x	x	x	x	x	x
d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).	x	x	x	x	x	x
e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).	x	x	x	x	x	x
f. Use frequently occurring adjectives.	x	x	x	x	x	x
g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).	x	x	x	x	x	x
h. Use determiners (e.g., articles, demonstratives).	x	x	x	x	x	x
i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).	x	x	x	x	x	x
j. Produce and expand complete simple and compound sentences in response to questions and prompts (declarative, interrogative, imperative, and exclamatory).	x	x	x	x	x	x
k. Prints with appropriate spacing between words and sentences.	x	x	x	x	x	x
ELAGSE1L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	x	x	x	x	x
a. Capitalize dates and names of people.	x	x	x	x	x	x
b. Use end punctuation for sentences.	x	x	x	x	x	x
c. Use commas in dates and to separate single words in a series.	x	x	x	x	x	x
d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	x	x	x	x	x	x
e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	x	x	x	x	x	x

Georgia Standards of Excellence (ELA GSE)

Grade 1

Standard	Unit Number					
	1	2	3	4	5	6
Knowledge of Language						
ELAGSE1L3: *(Begins in 2nd grade)*						
Vocabulary Acquisition and Use						
ELAGSE1L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.	x	x	x	x	x	x
a. Use sentence-level context as a clue to the meaning of a word or phrase.	x	x	x	x	x	x
b. Use frequently occurring affixes as a clue to the meaning of a word.	x	x	x	x	x	x
c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).	x	x	x	x	x	x
ELAGSE1L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	x	x	x	x	x	x
a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.						
b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).						
c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).						
d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.						
ELAGSE1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).	x	x	x	x	x	x

Georgia Standards of Excellence (ELA GSE)

Grade 2

Standard	Unit Number					
	1	2	3	4	5	6
Reading: Literature						
Key Ideas and Details						
ELAGSE2RL1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	x	x	x	x	x	x
ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	x	x	x	x	x	x
ELAGSE2RL3: Describe how characters in a story respond to major events and challenges.	x		x		x	
Craft and Structure						
ELAGSE2RL4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.						x
ELAGSE2RL5: Describe the overall structure of a story including describing how the beginning introduces the story, the middle provides major events and challenges, and the ending concludes the action.	x		x		x	
ELAGSE2RL6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	x		x		x	
Integration of Knowledge and Ideas						
ELAGSE2RL7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	x		x		x	
ELAGSE2RL8: (Not applicable to literature)						
ELAGSE2RL9: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.			x			
Range of Reading and Level of Text Complexity						
ELAGSE2RL10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	x				x	
Reading: Informational						
Key Ideas and Details						
ELAGSE2RI1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.		x		x		x
ELAGSE2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		x		x		x
ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		x		x		x
Craft and Structure						
ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.		x		x		x
ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		x		x		x

Georgia Standards of Excellence (ELA GSE)

Grade 2

Standard	Unit Number					
	1	2	3	4	5	6
ELAGSE2RI6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		x		x		x
Integration of Knowledge and Ideas						
ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		x		x		x
ELAGSE2RI8: Describe how reasons support specific points the author makes in a text.		x		x		x
ELAGSE2RI9: Compare and contrast the most important points presented by two texts on the same topic.		x		x		x
Range of Reading and Level of Text Complexity						
ELAGSE2RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.						x
Reading: Foundational						
Print Concepts						
Kindergarten and 1st grade only						
Phonological Awareness						
Kindergarten and 1st grade only						
Phonics and Word Recognition						
ELAGSE2RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x	x	x	x
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.	x	x	x	x	x	x
b. Know spelling-sound correspondences for additional common vowel teams.	x	x	x	x	x	x
c. Decode regularly spelled two-syllable words with long vowels.	x	x	x	x	x	x
d. Decode words with common prefixes and suffixes.	x	x	x	x	x	x
e. Identify words with inconsistent but common spelling-sound correspondences.	x	x	x	x	x	x
Fluency						
ELAGSE2RF4: Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x	x
a. Read on-level text with purpose and understanding.	x	x	x	x	x	x
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	x	x	x	x	x	x
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	x	x	x	x	x	x
d. Recognize and read grade-appropriate irregularly spelled words.	x	x	x	x	x	x
Speaking & Listening						
Comprehension and Collaboration						
ELAGSE2SL1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.	x	x	x	x	x	x

Georgia Standards of Excellence (ELA GSE)

Grade 2

Standard	Unit Number					
	1	2	3	4	5	6
a. Follow agreed-upon rules for discussions (e.g., *gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion*).	x	x	x	x	x	x
b. Build on others' talk in conversations by linking their comments to the remarks of others.	x	x	x	x	x	x
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.	x	x	x	x	x	x
ELAGSE2SL2: Recount or describe key ideas or details from written texts read aloud or information presented orally or through other media.	x	x	x	x	x	x
ELAGSE2SL3: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	x	x	x	x	x	x
Presentation of Knowledge and Ideas						
ELAGSE2SL4: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	x		x			x
ELAGSE2SL5: With guidance and support, create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings.	x	x	x	x	x	x
ELAGSE2SL6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.)	x	x	x	x	x	x
Writing						
Text Types and Purposes						
ELAGSE2W1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.				x		
ELAGSE2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		x				x
ELAGSE2W3: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	x		x		x	
Production and Distribution of Writing						
ELAGSE2W4: *(Begins in grade 3)*						
ELAGSE2W5: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	x	x	x	x	x	x
ELAGSE2W6: With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.			x	x		x
Research to Build and Present Knowledge						

Georgia Standards of Excellence (ELA GSE)

Grade 2

Standard	Unit Number					
	1	2	3	4	5	6
ELAGSE2W7: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).		x				x
ELAGSE2W8: Recall information from experiences or gather information from provided sources to answer a question.	x	x	x	x	x	x
ELAGSE2W9: *(Begins in grade 4)*						
Range of Writing						
ELAGSE2W10: *(Begins in grade 3)*						
Language						
Conventions of Standard English						
ELAGSE2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	x	x	x	x	x
a. Use collective nouns (e.g., *group*).	x	x	x	x	x	x
b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).	x	x	x	x	x	x
c. Use reflexive pronouns (e.g., *myself, ourselves*).	x	x	x	x	x	x
d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).	x	x	x	x	x	x
e. Use adjectives and adverbs, and choose between them depending on what is to be modified.	x	x	x	x	x	x
f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).	x	x	x	x	x	x
g. Creates documents with legible handwriting.	x	x	x	x	x	x
ELAGSE2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	x	x	x	x	x
a. Capitalize holidays, product names, and geographic names.	x	x	x	x	x	x
b. Use commas in greetings and closings of letters.				x		
c. Use an apostrophe to form contractions and frequently occurring possessives.	x	x	x	x	x	x
d. Generalize learned spelling patterns when writing words (e.g., *cage → badge; boy → boil*).	x	x	x	x	x	x
e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	x	x	x	x	x	x
Knowledge of Language						
ELAGSE2L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	x	x	x	x	x	x
a. Compare formal and informal uses of English.						
Vocabulary Acquisition and Use						

Georgia Standards of Excellence (ELA GSE)

Grade 2

Standard	Unit Number					
	1	2	3	4	5	6
ELAGSE2L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.	x	x	x	x	x	x
a. Use sentence-level context as a clue to the meaning of a word or phrase.	x	x	x	x	x	x
b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).	x	x	x	x	x	x
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).	x	x	x	x	x	x
d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).	x	x	x	x	x	x
e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.		x		x		x
ELAGSE2L5: Demonstrate understanding of word relationships and nuances in word meanings.	x	x	x	x	x	x
a. Identify real-life connections between words and their use (e.g., describe foods that *are spicy* or *juicy*).	x	x	x	x	x	x
b. Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny, scrawny*).	x	x	x	x	x	x
ELAGSE2L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).	x	x	x	x	x	x

Georgia Standards of Excellence (ELA GSE)

Grade 3

Standard	Unit Number					
	1	2	3	4	5	6
Reading: Literature						
Key Ideas and Details						
ELAGSE3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	x	x	x	x	x	x
ELAGSE3RL2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	x			x		
ELAGSE3RL3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	x			x		
Craft and Structure						
ELAGSE3RL4: Determine the meaning of words and phrases both literal and non-literal language as they are used in the text.	x	x	x	x	x	x
ELAGSE3RL5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	x			x	x	
ELAGSE3RL6: Distinguish their own point of view from that of the narrator or those of the characters.	x	x	x	x	x	x
Integration of Knowledge and Ideas						
ELAGSE3RL7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	x	x	x	x	x	x
ELAGSE3RL8: (Not applicable to literature)						
ELAGSE3RL9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	x			x		
Range of Reading and Level of Text Complexity						
ELAGSE3RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	x	x	x	x	x	x
Reading: Informational						
Key Ideas and Details						
ELAGSE3RI1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	x	x	x	x	x	x
ELAGSE3RI2: Determine the main idea of a text; recount the key details and explain how they support the main idea.		x	x			x
ELAGSE3RI3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		x	x			x
Craft and Structure						

Georgia Standards of Excellence (ELA GSE)

Grade 3

Standard	Unit Number					
	1	2	3	4	5	6
ELAGSE3RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		x	x			x
ELAGSE3RI5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic quickly and efficiently.		x	x			x
ELAGSE3RI6: Distinguish their own point of view from that of the author of a text.	x	x	x	x	x	x
Integration of Knowledge and Ideas						
ELAGSE3RI7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		x	x			x
ELAGSE3RI8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	x	x	x	x	x	x
ELAGSE3RI9: Compare and contrast the most important points and key details presented in two texts on the same topic.		x	x			x
Range of Reading and Level of Text Complexity						
ELAGSE3RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.		x		x	x	x
Reading: Foundational						
Print Concepts						
Kindergarten and 1st grade only						
Phonological Awareness						
Kindergarten and 1st grade only						
Phonics and Word Recognition						
ELAGSE3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.						
a. Identify and know the meaning of the most common prefixes and suffixes.	x	x	x	x	x	x
b. Decode words with common Latin suffixes.	x	x	x	x	x	x
c. Decode multi-syllable words.	x	x	x	x	x	x
Fluency						
ELAGSE3RF4: Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x	x
a. Read on-level text with purpose and understanding.	x	x	x	x	x	x
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.					x	
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	x	x	x	x	x	x
d. Read grade-appropriate irregularly spelled words.	x	x	x	x	x	x
Speaking & Listening						

Georgia Standards of Excellence (ELA GSE)

Grade 3

Standard	Unit Number					
	1	2	3	4	5	6
Comprehension and Collaboration						
ELAGSE3SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.	x	x	x	x	x	x
a. 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.	x	x	x	x	x	x
b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	x	x	x	x	x	x
c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	x	x	x	x	x	x
d. Explain their own ideas and understanding in light of the discussion.	x	x	x	x	x	x
ELAGSE3SL2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		x	x			x
ELAGSE3SL3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		x	x			x
Presentation of Knowledge and Ideas						
ELAGSE3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	x	x	x	x	x	x
ELAGSE3SL5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.						
ELAGSE3SL6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	x	x	x	x	x	x
Writing						
Text Types and Purposes						
ELAGSE3W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.		x	x			x
a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.		x	x			x
b. Provide reasons that support the opinion.		x	x			x
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	x	x	x	x		x
d. Provide a concluding statement or section.	x	x	x	x		x
ELAGSE3W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		x	x			x

Georgia Standards of Excellence (ELA GSE)

Grade 3

Standard	Unit Number					
	1	2	3	4	5	6
a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		x	x			x
b. Develop the topic with facts, definitions, and details.		x	x			x
c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	x	x	x	x		x
d. Provide a concluding statement or section.	x	x	x	x		x
ELAGSE3W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	x					
a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	x					
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	x					
c. Use temporal words and phrases to signal event order.	x					
d. Provide a sense of closure.	x					
Production and Distribution of Writing						
ELAGSE3W4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade- specific expectations for writing types are defined in standards 1-3 above.)	x	x	x	x	x	x
ELAGSE3W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)	x	x	x	x	x	x
ELAGSE3W6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	x	x	x	x	x	x
Research to Build and Present Knowledge						
ELAGSE3W7: Conduct short research projects that build knowledge about a topic.			x			x
ELAGSE3W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		x	x			x
ELAGSE3W9: *(Begins in grade 4)*						
Range of Writing						
ELAGSE3W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	x	x	x	x	x	x
Language						
Conventions of Standard English						
ELAGSE3L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	x	x	x	x	x
a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	x	x	x	x	x	x
b. Form and use regular and irregular plural nouns.	x	x	x	x	x	x

Georgia Standards of Excellence (ELA GSE)

Grade 3

Standard	Unit Number					
	1	2	3	4	5	6
c. Use abstract nouns (e.g., *childhood*).	x	x	x	x	x	x
d. Form and use regular and irregular verbs.	x	x	x	x	x	x
e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.	x	x	x	x	x	x
f. Ensure subject-verb and pronoun-antecedent agreement.*	x	x	x	x	x	x
g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	x	x	x	x	x	x
h. Use coordinating and subordinating conjunctions.	x	x	x	x	x	x
i. Produce simple, compound, and complex sentences.	x	x	x	x	x	x
j. Writes legibly in cursive.						
ELAGSE3L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	x	x	x	x	x
a. Capitalize appropriate words in titles.	x	x	x	x	x	x
b. Use commas in addresses.						
c. Use commas and quotation marks in dialogue.	x					
d. Form and use possessives.	x	x	x	x	x	x
e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).	x	x	x	x	x	x
f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	x	x	x	x	x	x
g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	x	x	x	x	x	x
Knowledge of Language						
ELAGSE3L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	x	x	x	x	x	x
a. Choose words and phrases for effect.*	x	x	x	x	x	x
b. Recognize and observe differences between the conventions of spoken and written standard English.						
Vocabulary Acquisition and Use						
ELAGSE3L4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	x	x	x	x	x	x
a. Use sentence-level context as a clue to the meaning of a word or phrase.	x	x	x	x	x	x
b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).	x	x	x	x	x	x
c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. *company, companion*).	x	x	x	x	x	x

Georgia Standards of Excellence (ELA GSE)

Grade 3

Standard	Unit Number					
	1	2	3	4	5	6
d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	x	x	x	x	x	x
ELAGSE3L5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	x	x	x	x	x	x
a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).	x	x	x	x	x	x
b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).	x	x	x	x	x	x
c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).	x	x	x	x	x	x
ELAGSE3L6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).	x					

*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Georgia Standards of Excellence (ELA GSE)

Grade 4

Standard	Unit Number					
	1	2	3	4	5	6
Reading: Literature						
Key Ideas and Details						
ELAGSE4RL1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	x	x	x	x	x	x
ELAGSE4RL2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.	x				x	
ELAGSE4RL3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	x				x	
Craft and Structure						
ELAGSE4RL4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	x	x	x	x	x	x
ELAGSE4RL5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.						
ELAGSE4RL6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	x				x	
Integration of Knowledge and Ideas						
ELAGSE4RL7: Make connections between the text of a story or drama and a visual or oral presentation of the text identifying similarities and differences.						
ELAGSE4RL8: (Not applicable to literature)						
ELAGSE4RL9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.					x	
Range of Reading and Level of Text Complexity						
ELAGSE4RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	x				x	
Reading: Informational						
Key Ideas and Details						
ELAGSE4RI1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	x	x	x	x	x	x
ELAGSE4RI2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	x	x	x	x	x	x
ELAGSE4RI3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		x		x	x	x
Craft and Structure						

ELAGSE4RI4: Determine the meaning of general academic language and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		x	x	x	x	x
ELAGSE4RI5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	x	x	x	x	x	x
ELAGSE4RI6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.		x	x	x		x
Integration of Knowledge and Ideas						
ELAGSE4RI7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		x	x	x		x
ELAGSE4RI8: Explain how an author uses reasons and evidence to support particular points in a text.		x	x	x		x
ELAGSE4RI9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		x	x	x		x
Range of Reading and Level of Text Complexity						
ELAGSE4RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.		x		x		x
Reading: Foundational						
Print Concepts						
Kindergarten and 1st grade only						
Phonological Awareness						
Kindergarten and 1st grade only						
Phonics and Word Recognition						
ELAGSE4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x	x	x	x
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	x	x	x	x	x	x
Fluency						
ELAGSE4RF4: Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x	x
a. Read on-level text with purpose and understanding.	x	x	x	x	x	x
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			x			
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	x	x	x	x	x	x
Speaking & Listening						
Comprehension and Collaboration						
ELAGSE4SL1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	x	x	x	x	x	x
a. 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.	x	x	x	x	x	x
b. Follow agreed-upon rules for discussions and carry out assigned roles.	x	x	x	x	x	x
c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	x	x	x	x	x	x
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	x	x	x	x	x	x
ELAGSE4SL2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	x	x	x	x	x	x
ELAGSE4SL3: Identify the reasons and evidence a speaker provides to support particular points.	x	x	x	x	x	x

Presentation of Knowledge and Ideas						
ELAGSE4SL4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	x	x	x	x		x
ELAGSE4SL5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.				x		
ELAGSE4SL6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standard 1 for specific expectations.)						
Writing						
Text Types and Purposes						
ELAGSE4W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.	x		x			x
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	x		x			x
b. Provide reasons that are supported by facts and details.	x		x			x
c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	x		x			x
d. Provide a concluding statement or section related to the opinion presented.	x		x			x
ELAGSE4W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		x				
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		x				
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		x				
c. Link ideas within categories of information using words and phrases. (e.g., another, for example, also, because).		x				
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.		x				
e. Provide a concluding statement or section related to the information or explanation presented.		x				
ELAGSE4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				x	x	
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.				x	x	
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.				x	x	
c. Use a variety of transitional words and phrases to manage the sequence of events.	x			x	x	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	x			x	x	
e. Provide a conclusion that follows from the narrated experiences or events.	x			x	x	
Production and Distribution of Writing						
ELAGSE4W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)	x	x	x	x	x	x
ELAGSE4W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.)	x	x	x	x	x	x
ELAGSE4W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	x	x	x	x	x	x
Research to Build and Present Knowledge						

ELAGSE4W7: Conduct short research projects that build knowledge through investigation of different aspects of a topic.		x				x
ELAGSE4W8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		x				
ELAGSE4W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	x	x	x	x	x	x
a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	x					
b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").		x	x	x	x	x
Range of Writing						
ELAGSE4W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	x	x	x	x	x	x
Language						
Conventions of Standard English						
ELAGSE4L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	x	x	x	x	x
a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).	x	x	x	x	x	x
b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb aspects.	x	x	x	x	x	x
c. Use helping/linking verbs to convey various conditions.	x	x	x	x	x	x
d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).	x	x	x	x	x	x
e. Form and use prepositional phrases.	x	x	x	x	x	x
f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	x	x	x	x	x	x
g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).*	x	x	x	x	x	x
h. Writes legibly in cursive, leaving spaces between letters in a word and between words in a sentence.						
ELAGSE4L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	x	x	x	x	x	x
a. Use correct capitalization.	x	x	x	x	x	x
b. Use commas and quotation marks to mark direct speech and quotations from a text.	x	x	x	x	x	x
c. Use a comma before a coordinating conjunction in a compound sentence.	x	x	x	x	x	x
d. Spell grade-appropriate words correctly, consulting references as needed.	x	x	x	x	x	x
Knowledge of Language						
ELAGSE4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	x	x	x	x	x	x
a. Choose words and phrases to convey ideas precisely.*	x	x	x	x	x	x
b. Choose punctuation for effect.*	x	x	x	x	x	x
c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	x	x	x	x	x	x
Vocabulary Acquisition and Use						
ELAGSE4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	x	x	x	x	x	x
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	x	x	x	x	x	x

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).	x	x	x	x	x	x
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	x	x	x	x	x	x
ELAGSE4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	x	x	x	x	x	x
a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.			x			
b. Recognize and explain the meaning of common idioms, adages, and proverbs.						
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).						
ELAGSE4L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and words and phrases basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).	x	x	x	x	x	x

*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for GSE and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

Georgia Standards of Excellence (ELA GSE)

Grade 5

Standard	Unit Number					
	1	2	3	4	5	6
Reading: Literature						
Key Ideas and Details						
ELAGSE5RL1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	x	x	x	x	x	x
ELAGSE5RL2: 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.	x		x			
ELAGSE5RL3: 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).	x		x			
Craft and Structure						
ELAGSE5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	x	x	x	x	x	x
ELAGSE5RL5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	x		x			
ELAGSE5RL6: Describe how a narrator's or speaker's point of view influences how events are described.	x		x			
Integration of Knowledge and Ideas						
ELAGSE5RL7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	x					
ELAGSE5RL8: (Not applicable to literature)						
ELAGSE5RL9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	x		x			
Range of Reading and Level of Text Complexity						
ELAGSE5RL10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	x		x		x	
Reading: Informational						
Key Ideas and Details						
ELAGSE5RI1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	x	x	x	x	x	x
ELAGSE5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	x	x		x	x	x
ELAGSE5RI3: 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.	x		x			
Craft and Structure						
ELAGSE5RI4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	x	x	x	x	x	x

Georgia Standards of Excellence (ELA GSE)

Grade 5

Standard	Unit Number					
	1	2	3	4	5	6
ELAGSE5RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	x	x	x	x	x	x
ELAGSE5RI6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	x	x	x	x	x	x
Integration of Knowledge and Ideas						
ELAGSE5RI7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.		x				
ELAGSE5RI8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point(s).		x			x	x
ELAGSE5RI9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		x		x		x
Range of Reading and Level of Text Complexity						
ELAGSE5RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.		x		x		x
Reading: Foundational						
Print Concepts						
Kindergarten and 1st grade only						
Phonological Awareness						
Kindergarten and 1st grade only						
Phonics and Word Recognition						
ELAGSE5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.	x	x	x	x	x	x
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.	x	x	x	x	x	x
Fluency						
ELAGSE5RF4: Read with sufficient accuracy and fluency to support comprehension.	x	x	x	x	x	x
a. Read on-level text with purpose and understanding.	x	x	x	x	x	x
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	x					
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	x	x	x	x	x	x
Speaking & Listening						
Comprehension and Collaboration						



Georgia Standards of Excellence (ELA GSE)

Grade 5

Standard	Unit Number					
	1	2	3	4	5	6
ELAGSE5SL1: 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.	x	x	x	x	x	x
a. 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.	x	x	x	x	x	x
b. Follow agreed-upon rules for discussions and carry out assigned roles.	x	x	x	x	x	x
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	x	x	x	x	x	x
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	x	x	x	x	x	x
ELAGSE5SL2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			x			
ELAGSE5SL3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		x			x	x
Presentation of Knowledge and Ideas						
ELAGSE5SL4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	x	x	x	x	x	x
ELAGSE5SL5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	x	x	x	x	x	x
ELAGSE5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language Standards 1 and 3 for specific expectations.)	x	x	x	x	x	x
Writing						
Text Types and Purposes						
ELAGSE5W1: Write opinion pieces on topics or texts, supporting a point of view with reasons.						x
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.						x
b. Provide logically ordered reasons that are supported by facts and details.						x
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).						x
d. Provide a concluding statement or section related to the opinion presented.						x
ELAGSE5W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		x				x
a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		x			x	x
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		x			x	x

Georgia Standards of Excellence (ELA GSE)

Grade 5

Standard	Unit Number					
	1	2	3	4	5	6
c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).		x		x	x	x
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.			x	x		
e. Provide a concluding statement or section related to the information or explanation presented.			x	x		
ELAGSE5W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.						
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.			x	x		
b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.			x	x		
c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.			x	x	x	
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.				x		
e. Provide a conclusion that follows from the narrated experiences or events.			x	x		
Production and Distribution of Writing						
ELAGSE5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)		x			x	x
ELAGSE5W5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 up to and including grade 5.)	x	x	x	x	x	x
ELAGSE5W6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	x	x	x	x	x	x
Research to Build and Present Knowledge						
ELAGSE5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		x				
ELAGSE5W8: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	x	x	x	x	x	x
ELAGSE5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	x		x	x		
a. Apply grade 5 Reading Standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	x					

Georgia Standards of Excellence (ELA GSE)

Grade 5

Standard	Unit Number					
	1	2	3	4	5	6
b. Apply grade 5 Reading Standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s]).		x		x		x
Range of Writing						
ELAGSE5W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	x					
Language						
Conventions of Standard English						
ELAGGSE5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	x	x	x	x	x	x
a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	x	x	x	x	x	x
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb aspects.	x	x	x	x	x	x
c. Use verb tense and aspect to convey various times, sequences, states, and conditions.	x	x	x	x	x	x
d. Recognize and correct inappropriate shifts in verb tense and aspect.*	x	x	x	x	x	x
e. Use correlative conjunctions (e.g., either/or, neither/nor).	x	x	x	x	x	x
ELAGSE5L2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	x	x	x	x	x	x
a. Use punctuation to separate items in a series.*	x	x	x	x	x	x
b. Use a comma to separate an introductory element from the rest of the sentence.	x					
c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).	x	x	x	x	x	x
d. Use underlining, quotation marks, or italics to indicate titles of works.	x	x	x	x	x	x
e. Spell grade-appropriate words correctly, consulting references as needed.	x	x	x	x	x	x
Knowledge of Language						
ELAGSE5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.	x	x	x	x	x	x
a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.*	x	x	x	x	x	x
b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.						
Vocabulary Acquisition and Use						
ELAGSE5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.	x	x	x	x	x	x

Georgia Standards of Excellence (ELA GSE)

Grade 5

Standard	Unit Number					
	1	2	3	4	5	6
a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	x	x	x	x	x	x
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	x	x	x	x	x	x
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.						
ELAGSE5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	x		x		x	
a. Interpret figurative language, including similes and metaphors, in context.	x		x			
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	x		x			
c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	x	x	x	x	x	x
ELAGSE5L6: Acquire and use accurately grade-appropriate general academic and domain-specific vocabulary, including words and phrases that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	x	x	x	x	x	x

*Skills marked with an asterisk (*) are included on the Language Progressive Skills chart for CCGPS and are likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart (in this document on page 94) for progressive standards that should be added to the Language Strand for their grade.

Georgia Standards of Excellence (Math GSE)

Grade K

Standard	Story Problems
Counting and Cardinality	
Know number names and the count sequence.	
MGSEK.CC.1: Count to 100 by ones and by tens.	x
MGSEK.CC.2: Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	x
MGSEK.CC.3: Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	x
Count to tell the number of objects.	
MGSEK.CC.4: Understand the relationship between numbers and quantities; connect counting to cardinality.	x
a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (one-to-one correspondence)	x
b. Understand that the last number name said tells the number of objects counted (cardinality). The number of objects is the same regardless of their arrangement or the order in which they were counted.	x
c. Understand that each successive number name refers to a quantity that is one larger.	x
MGSEK.CC.5: Count to answer "how many?" questions.	x
a. Count to answer "how many?" questions about as many as 20 things arranged in a variety of ways (a line, a rectangular array, or a circle), or as many as 10 things in a scattered configuration.	x
b. Given a number from 1-20, count out that many objects.	x
c. Identify and be able to count pennies within 20. (Use pennies as manipulatives in multiple mathematical contexts.)	x
Compare numbers.	

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Georgia Standards of Excellence (Math GSE)

Grade K

Standard	Story Problems
MGSEK.CC.6: Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	x
MGSEK.CC.7: Compare two numbers between 1 and 10 presented as written numerals.	x
Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	
MGSEK.OA.1: Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	x
MGSEK.OA.2: Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	x
MGSEK.OA.3: Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation. (drawings need not include an equation).	x
MGSEK.OA.4: For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	x
MGSEK.OA.5: Fluently add and subtract within 5.	x
Number and Operations in Base Ten	
Work with numbers 11–19 to gain foundations for place value.	
MGSEK.NBT.1: Compose and decompose numbers from 11 to 19 into ten ones and some further ones to understand that these numbers are composed of ten ones and one, two, three, four, five, six , seven, eight, or nine ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8).	x
Measurement and Data	
Describe and compare measurable attributes.	

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Georgia Standards of Excellence (Math GSE)

Grade K

Standard	Story Problems
MGSEK.MD.1: Describe several measurable attributes of an object, such as length or weight. *For example, a student may describe a shoe as, "This shoe is heavy! It is also really long!"*	
MGSEK.MD.2: Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*	
Classify objects and count the number of objects in each category.	
MGSEK.MD.3: 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).	
MGSEK.G.1: Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to.*	
MGSEK.G.2: Correctly name shapes regardless of their orientations or overall size.	
MGSEK.G.3: Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	
Analyze, compare, create, and compose shapes.	
MGSEK.G.4: Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	
MGSEK.G.5: Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	
MGSEK.G.6: Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*	

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Georgia Standards of Excellence (Math GSE)

Grade 1

Standard	Story Problems
Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
MGSE1.OA.1: Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	x
MGSE1.OA.2: Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	x
Understand and apply properties of operations and the relationship between addition and subtraction.	
MGSE1.OA.3: Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)	x
MGSE1.OA.4: Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	x
Add and subtract within 20.	
MGSE1.OA.5: Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	x
MGSE1.OA.6: Add and subtract within 20.	x
a. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	x
b. Fluently add and subtract within 10.	x
Work with addition and subtraction equations.	

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Georgia Standards of Excellence (Math GSE)

Grade 1

Standard	Story Problems
MGSE1.OA.7: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false?* 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.	x
MGSE1.OA.8: Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = □ – 3, 6 + 6 = Δ.	x
Number and Operations in Base Ten	
Extend the counting sequence.	
MGSE1.NBT.1: Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.	x
Understand place value.	
MGSE1.NBT.2: Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:	x
a. 10 can be thought of as a bundle of ten ones — called a "ten."	x
b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	x
c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	x
MGSE1.NBT.3: Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	x
Use place value understanding and properties of operations to add and subtract.	
MGSE1.NBT.4: Add within 100, including adding a two-digit number and a one-digit number and adding a two-digit number and a multiple of ten (e.g., 24 + 9, 13 + 10, 27 + 40), using concrete models or drawings and strategies based on place value, properties of operations, and/or relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	x

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Georgia Standards of Excellence (Math GSE)

Grade 1

Standard	Story Problems
MGSE1.NBT.5: Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	x
MGSE1.NBT.6: Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range of 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (e.g.,70 – 30, 30 – 10, 60 – 60)	x
MGSE1.NBT.7: Identify dimes, and understand ten pennies can be thought of as a dime. (Use dimes as manipulatives in multiple mathematical contexts.)	
Measurement and Data	
Measure lengths indirectly and by iterating length units.	
MGSE1.MD.1: Order three objects by length; compare the lengths of two objects indirectly by using a third object.	
MGSE1.MD.2: Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. (Iteration)	
Tell and write time.	
MGSE1.MD.3: Tell and write time in hours and half-hours using analog and digital clocks.	
Represent and interpret data.	
MGSE1.MD.4: Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	
Geometry	
Reason with shapes and their attributes.	

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Georgia Standards of Excellence (Math GSE)

Grade 1

Standard	Story Problems
MGSE1.G.1: Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	
MGSE1.G.2: Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape. *This is important for the future development of spatial relations which later connects to developing understanding of area, volume, and fractions.*	
MGSE1.G.3: Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves, fourths*, and *quarters*, and use the phrases *half of, fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	

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Georgia Standards of Excellence (Math GSE)

Grade 2

Standard	Story Problems
Operations and Algebraic Thinking	
Represent and solve problems involving addition and subtraction.	
MGSE2.OA.1: Use addition and subtraction within 100 to solve one- and two-step word problems by using drawings and equations with a symbol for the unknown number to represent the problem. Problems include contexts that involve adding to, taking from, putting together/taking apart (part/part/whole) and comparing with unknowns in all positions.	x
Add and subtract within 20.	
MGSE2.OA.2: Fluently add and subtract within 20 using mental strategies.8 By end of Grade 2, know from memory all sums of two one-digit numbers.	x
Work with equal groups of objects to gain foundations for multiplication.	
MGSE2.OA.3: Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	
MGSE2.OA.4: Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	x
Number and Operations in Base Ten	
Understand place value.	
MGSE2.NBT.1: Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:	x
a. 100 can be thought of as a bundle of ten tens — called a "hundred."	x
b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	x
MGSE2.NBT.2: Count within 1000; skip-count by 5s, 10s, and 100s.	x

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Georgia Standards of Excellence (Math GSE)

Grade 2

Standard	Story Problems
MGSE2.NBT.3: Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	
MGSE2.NBT.4: Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	x
Use place value understanding and properties of operations to add and subtract.	
MGSE2.NBT.5: Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	x
MGSE2.NBT.6: Add up to four two-digit numbers using strategies based on place value and properties of operations.	x
MGSE2.NBT.7: Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method.	x
MGSE2.NBT.8: Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	x
MGSE2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.	x
Measurement and Data	
Measure and estimate lengths in standard units.	
MGSE2.MD.1: Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	
MGSE2.MD.2: Measure the length of an object twice, using length units of different measurements; describe how the two measurements relate to the size of the unit chosen. Understand the relative size of units in different systems of measurement. *For example, an inch is longer than a centimeter.* (Students are not expected to convert between systems of measurement.)	
MGSE2.MD.3: Estimate lengths using units of inches, feet, centimeters, and meters.	
MGSE2.MD.4: Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	

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Georgia Standards of Excellence (Math GSE)

Grade 2

Standard	Story Problems
Relate addition and subtraction to length.	
MGSE2.MD.5: Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	x
MGSE2.MD.6: Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.	x
Work with time and money.	
MGSE2.MD.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	
MGSE2.MD.8: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*	
Represent and interpret data.	
MGSE2.MD.9: Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	
MGSE2.MD.10: Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	
Geometry	
Reason with shapes and their attributes.	
MGSE2.G.1: Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	
MGSE2.G.2: Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	

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Georgia Standards of Excellence (Math GSE)

Grade 2

Standard	Story Problems
MGSE2.G.3: Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves, thirds, half of, a third of,* etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape.	

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Georgia Standards of Excellence (Math GSE)

Grade 3

Standard	Story Problems
Operations and Algebraic Thinking	
Represent and solve problems involving multiplication and division.	
MGSE3.OA.1: Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5 × 7.*	x
MGSE3.OA.2: Interpret whole number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?). *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.*	x
MGSE3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	x
MGSE3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers using the inverse relationship of multiplication and division. *For example, determine the unknown number that makes the equation true in each of the equations, 8 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.*	x
Understand properties of multiplication and the relationship between multiplication and division.	
MGSE3.OA.5: Apply properties of operations as strategies to multiply and divide. *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 2) = 40 + 16 = 56. (Distributive property.)*	x
MGSE3.OA.6: Understand division as an unknown-factor problem. *For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.*	x
Multiply and divide within 100.	

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Georgia Standards of Excellence (Math GSE)

Grade 3

Standard	Story Problems
MGSE3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.	x
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
MGSE3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	x
MGSE3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*	
Number and Operations in Base Ten	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
MGSE3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.	
MGSE3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	x
MGSE3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	x
Number and Operations – Fractions	
Develop understanding of fractions as numbers.	
MGSE3.NF.1: Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction a/b as the quantity formed by a parts of size 1/b. For example, 3/4 means there are three 1/4 parts, so 3/4 = 1/4 + 1/4 + 1/4.	x

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Georgia Standards of Excellence (Math GSE)

Grade 3

Standard	Story Problems
MGSE3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.	
a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b. Recognize that a unit fraction 1/b is located 1/b whole unit from 0 on the number line.	
b. Represent a non-unit fraction a/b on a number line diagram by marking off a lengths of 1/b (unit fractions) from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the non-unit fraction a/b on the number line.	
MGSE3.NF.3: Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size.	x
a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.	x
b. Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	x
c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 6/2* (3 wholes is equal to six halves); *recognize that 3/1 = 3; locate 4/4 and 1 at the same point of a number line diagram.*	
d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	
Measurement and Data	
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	

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Georgia Standards of Excellence (Math GSE)

Grade 3

Standard	Story Problems
MGSE3.MD.1: Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram, drawing a pictorial representation on a clock face, etc.	x
MGSE3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	
Represent and interpret data.	
MGSE3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	
MGSE3.MD.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.	
Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.	
MGSE3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.	x
a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	x
b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.	x
MGSE3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	
MGSE3.MD.7: Relate area to the operations of multiplication and addition.	x
a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	x

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Georgia Standards of Excellence (Math GSE)

Grade 3

Standard	Story Problems
b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.	x
c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	
MGSE3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.	
Geometry	
Reason with shapes and their attributes.	
MGSE3.G.1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	
MGSE3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.*	

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Georgia Standards of Excellence (Math GSE)

Grade 4

Standard	Story Problems
Operations and Algebraic Thinking	
Use the four operations with whole numbers to solve problems.	
MGSE4.OA.1: Understand that a multiplicative comparison is a situation in which one quantity is multiplied by a specified number to get another quantity.	x
a. Interpret a multiplication equation as a comparison e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5.	x
b. Represent verbal statements of multiplicative comparisons as multiplication equations.	x
MGSE4.OA.2: Multiply or divide to solve word problems involving multiplicative comparison. Use drawings and equations with a symbol or letter for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	x
MGSE4.OA.3: Solve multistep word problems with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a symbol or letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	x
Gain familiarity with factors and multiples.	
MGSE4.OA.4: Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.	
Generate and analyze patterns.	
MGSE4.OA.5: Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. Explain informally why the pattern will continue to develop in this way. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers.*	
Number and Operations in Base Ten	

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Georgia Standards of Excellence (Math GSE)

Grade 4

Standard	Story Problems
Generalize place value understanding for multi-digit whole numbers.	
MGSE4.NBT.1: Recognize that in a multi-digit whole number, a digit in any one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.*	x
MGSE4.NBT.2: Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	
MGSE4.NBT.3: Use place value understanding to round multi-digit whole numbers to any place.	
Use place value understanding and properties of operations to perform multi-digit arithmetic.	
MGSE4.NBT.4: Fluently add and subtract multi-digit whole numbers using the standard algorithm.	x
MGSE4.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.	x
MGSE4.NBT.6: Find whole-number quotients and remainders with up to four-digit dividends and onedigit 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.	x
Number and Operations – Fractions	
Extend understanding of fraction equivalence and ordering.	
MGSE4.NF.1: Explain why two or more fractions are equivalent $a/b = (n \times a) / (n \times b)$ ex: 1/4 = (3 × 1) / (3 × 4) by using visual fraction models. Focus attention on how the number and size of the parts differ even though the fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.	x

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Georgia Standards of Excellence (Math GSE)

Grade 4

Standard	Story Problems
MGSE4.NF.2: Compare two fractions with different numerators and different denominators, e.g., by using visual fraction models, 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.	x
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	
MGSE4.NF.3: Understand a fraction a/b with a numerator >1 as a sum of unit fractions $1/b$.	x
a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	
b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.*	
c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	x
d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	x
MGSE4.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction by a whole number e.g., by using a visual such as a number line or area model.	x
a. Understand a fraction a/b as a multiple of 1/b. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*	
b. Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*	

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Georgia Standards of Excellence (Math GSE)

Grade 4

Standard	Story Problems
c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*	x
Understand decimal notation for fractions, and compare decimal fractions.	
MGSE4.NF.5: Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*	x
MGSE4.NF.6: Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.*	
MGSE4.NF.7: Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e. g., by using a visual model.	
Measurement and Data	
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	
MGSE4.MD.1: Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.	x
a. Understand the relationship between gallons, cups, quarts, and pints.	x
b. Express larger units in terms of smaller units within the same measurement system.	x
c. Record measurement equivalents in a two column table.	x

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Georgia Standards of Excellence (Math GSE)

Grade 4

Standard	Story Problems
MGSE4.MD.2: Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	x
MGSE4.MD.3: Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	x
Represent and interpret data.	
MGSE4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions with common denominators by using information presented in line plots. *For example, from a line plot, find and interpret the difference in length between the longest and shortest specimens in an insect collection.*	
Geometric Measurement: understand concepts of angle and measure angles.	
MGSE4.MD.5: Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:	
a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	
b. An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	
MGSE4.MD.6: Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	

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Georgia Standards of Excellence (Math GSE)

Grade 4

Standard	Story Problems
MGSE4.MD.7: Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol or letter for the unknown angle measure.	
MGSE4.MD.8: Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.	
Geometry	
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	
MGSE4.G.1: Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	
MGSE4.G.2: Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	
MGSE4.G.3: Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	

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Georgia Standards of Excellence (Math GSE)

Grade 5

Standard	Story Problems
Operations and Algebraic Thinking	
Write and interpret numerical expressions.	
MGSE5.OA.1: Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	x
MGSE5.OA.2: Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	x
Analyze patterns and relationships.	
MGSE5.OA.3: Generate two numerical patterns using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created, form and graph ordered pairs on a coordinate plane.	
Number and Operations in Base Ten	
Understand the place value system.	
MGSE5.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.	x
MGSE5.NBT.2: Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	x
MGSE5.NBT.3: Read, write, and compare decimals to thousandths.	x
a. 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).	
b. Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	x

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Georgia Standards of Excellence (Math GSE)

Grade 5

Standard	Story Problems
MGSE5.NBT.4: Use place value understanding to round decimals up to the hundredths place.	
Perform operations with multi-digit whole numbers and with decimals to hundredths.	
MGSE5.NBT.5: Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating understanding of multiplication) up to a 3 digit by 2 digit factor.	x
MGSE5.NBT.6: Fluently divide up to 4-digit dividends and 2-digit divisors by using at least one of the following methods: 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 or concrete models. (e.g., rectangular arrays, area models)	x
MGSE5.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.	x
Number and Operations – Fractions	
Use equivalent fractions as a strategy to add and subtract fractions.	
MGSE5.NF.1: Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.	x
MGSE5.NF.2: Solve word problems involving addition and subtraction of fractions, 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 + ½ = 3/7, by observing that 3/7 < ½.	x
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	

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Georgia Standards of Excellence (Math GSE)

Grade 5

Standard	Story Problems
MGSE5.NF.3: Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *Example: 3/5 can be interpreted as "3 divided by 5 and as 3 shared by 5".*	x
MGSE5.NF.4: Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	x
a. Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction. *Examples:* $a/b \times q$ as $a/b \times q/1$ and $a/b \times c/d = ac/bd$	x
b. 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.	x
MGSE5.NF.5: Interpret multiplication as scaling (resizing), by:	
a. 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. *Example: 4 x 10 is twice as large as 2 x 10.*	
b. 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.	x
MGSE5.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.	x
MGSE5.NF.7: Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	x

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Georgia Standards of Excellence (Math GSE)

Grade 5

Standard	Story Problems
a. 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.	x
b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for 4 ÷ (1/5), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ (1/5) = 20 because 20 × (1/5) = 4.	x
c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers 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?	x
Measurement and Data	
Convert like measurement units within a given measurement system.	
MGSE5.MD.1: Convert among different-sized standard measurement units (mass, weight, length, time, etc.) within a given measurement system (customary and metric) (e.g., convert 5cm to 0.05m), and use these conversions in solving multi-step, real world problems.	x
Represent and interpret data.	
MGSE5.MD.2: Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.*	
Geometric Measurement: understand concepts of volume and relate volume to multiplication and division.	
MGSE5.MD.3: Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	x

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Georgia Standards of Excellence (Math GSE)

Grade 5

Standard	Story Problems
a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	x
b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.	x
MGSE5.MD.4: Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	x
MGSE5.MD.5: Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.	x
a. 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.	x
b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ 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.	x
c. 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.	
Geometry	
Graph points on the coordinate plane to solve real-world and mathematical problems.	
MGSE5.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).	

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Georgia Standards of Excellence (Math GSE)

Grade 5

Standard	Story Problems
MGSE5.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.	
Classify two-dimensional figures into categories based on their properties.	
MGSE5.G.3: Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*	
MGSE5.G.4: Classify two-dimensional figures in a hierarchy based on properties (*polygons, triangles, and quadrilaterals*).	

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Amplify Science

Alignment to Science Georgia Standards of Excellence

Grade K

Georgia Science Standard	Amplify Science Unit(s)
Earth and Space Science **SKE1: Obtain, evaluate, and communicate observations about time patterns (day to night and night to day) and objects (sun, moon, stars) in the day and night sky.**	Spinning Earth
Earth and Space Science **SKE2: Obtain, evaluate, and communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air).**	Changing Landforms
Physical Science **SKP1. Obtain, evaluate, and communicate information to describe objects in terms of the materials they are made of and their physical attributes.**	Properties of Materials
Physical Science **SKP2. Obtain, evaluate, and communicate information to compare and describe different types of motion.**	Pushes and Pulls
Life Science	Needs of Plants and Animals

SKL1. Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.	
Life Science **SKL2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.**	Needs of Plants and Animals Animal and Plant Defenses Inheritance and Traits

Grade 1

Georgia Science Standard	Amplify Science Unit(s)
Earth and Space Science **S1E1. Obtain, evaluate, and communicate weather data to identify weather patterns.**	Sunlight and Weather Weather and Climate
Physical Science **S1P1. Obtain, evaluate, and communicate information to investigate light and sound.**	Light and Sound
Physical Science **S1P2. Obtain, evaluate, and communicate information to demonstrate the effects of magnets on other magnets and other objects.**	Balancing Forces
Life Science **S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.**	Animal and Plant Defenses Needs of Plants and Animals

Grade 2

Georgia Science Standard	Amplify Science Unit(s)
Earth and Space Science **S2E1. Obtain, evaluate, and communicate information about stars having different sizes and brightness.**	Patterns of Earth and Sky
Earth and Space Science **S2E2. Obtain, evaluate, and communicate information to develop an understanding of the patterns of the sun and the moon and the sun's effect on Earth.**	Sunlight and Weather Spinning Earth
Earth and Space Science **S2E3. Obtain, evaluate, and communicate information about how weather, plants, animals, and humans cause changes to the environment.**	Changing Landforms Needs of Plants and Animals
Physical Science **S2P1. Obtain, evaluate, and communicate information about the properties of matter and changes that occur in objects.**	Properties of Materials
Physical Science **S2P2. Obtain, evaluate, and communicate information to explain the effect of a force (a push or a pull) in the movement of an object (changes in speed and direction).**	Pushes and Pulls
Life Science **S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms.**	Inheritance and Traits

Grade 3

Georgia Science Standard	Amplify Science Unit(s)
Earth and Space Science **S3E1. Obtain, evaluate, and communicate information about the physical attributes of rocks and soils.**	Earth's Features Ecosystem Restoration
Earth and Space Science **S3E2. Obtain, evaluate, and communicate information on how fossils provide evidence of past organisms.**	Earth's Features
Physical Science **S3P1. Obtain, evaluate, and communicate information about the ways heat energy is transferred and measured.**	Energy Conversions Sunlight and Weather
Life Science **S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.**	Needs of Plants and Animals Plant and Animal Relationships Animal and Plant Defenses
Life Science **S3L2. Obtain, evaluate, and communicate information about the effects of pollution (air, land, and water) and humans on the environment.**	The Earth System Vision and Light

Grade 4

Georgia Science Standard	Amplify Science Unit(s)
Earth and Space Science **S4E1. Obtain, evaluate, and communicate information to compare and contrast the physical attributes of stars and planets.**	Patterns of the Earth and Sky
Earth and Space Science **S4E2. Obtain, evaluate, and communicate information to model the effects of the position and motion of the Earth and the moon in relation to the sun as observed from the Earth.**	Patterns of Earth and Sky
Earth and Space Science **S4E3. Obtain, evaluate, and communicate information to demonstrate the water cycle.**	The Earth System
Earth and Space Science **S4E4. Obtain, evaluate, and communicate information to predict weather events and infer weather patterns using weather charts/maps and collected weather data.**	Weather and Climate
Physical Science **S4P1. Obtain, evaluate, and communicate information about the nature of light and how light interacts with objects.**	Vision and Light
Physical Science **S4P2. Obtain, evaluate, and communicate information about how sound is produced and changed and how sound and/or light can be used to communicate.**	Waves, Energy, and Information
Physical Science **S4P3. Obtain, evaluate, and communicate information about the relationship between balanced and unbalanced forces.**	Balancing Forces
Life Science	Ecosystem Restoration

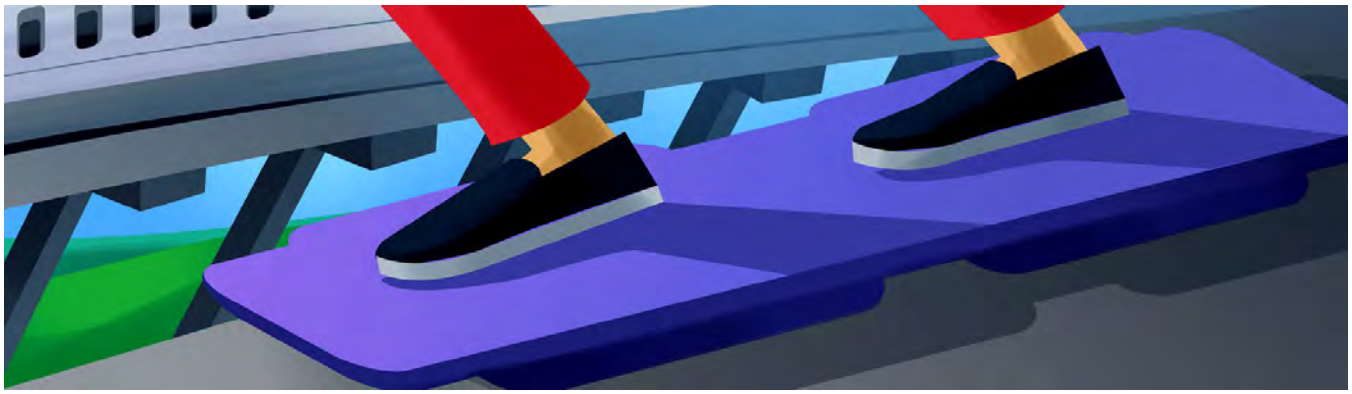
S4L1. Obtain, evaluate, and communicate information about the roles of organisms and the flow of energy within an ecosystem.	

Grade 5

Georgia Science Standard	Amplify Science Unit(s)
Earth and Space Science **S5E1. Obtain, evaluate, and communicate information to identify surface features on the Earth caused by constructive and/or destructive processes.**	Earth's Features
Physical Science **S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.**	Modeling Matter The Earth System
Physical Science **S5P2. Obtain, evaluate, and communicate information to investigate electricity.**	Energy Conversions
Physical Science **S5P3. Obtain, evaluate, and communicate information about magnetism and its relationship to electricity.**	Energy Conversions
Life Science **S5L1. Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.**	Ecosystem Restoration

Life Science **S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.**	Environments and Survival Inheritance and Traits
Life Science **S5L3. Obtain, evaluate, and communicate information to compare and contrast the parts of plant and animal cells.**	Microbiome
Life Science **S5L4. Obtain, evaluate, and communicate information about how microorganisms benefit or harm larger organisms.**	Microbiome

AmplifyScience



Balancing Forces:

Investigating Floating Trains

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Name: _____ Date: _____

Pre-Unit Writing: Explaining the Floating Train

Why does the train rise? Explain what you think could have made this happen.

_____

_____

_____

_____

_____

_____

_____

_____

Make a drawing if it helps you explain your thinking. Label your drawing.

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Name: _____ Date: _____

Pre-Unit Writing: Explaining the Floating Train (continued)

Why does the train float? Explain what you think could have made this happen.

_____

_____

_____

_____

_____

_____

_____

_____

Make a drawing if it helps you explain your thinking. Label your drawing.

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Name: _____ Date: _____

Pre-Unit Writing: Explaining the Floating Train (continued)

Why does the train fall? Explain what you think could have made this happen.

_____

_____

_____

_____

_____

_____

_____

_____

Make a drawing if it helps you explain your thinking. Label your drawing.

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Name: _____ Date: _____

Chapter 1 Home Investigation: Forces Around the Home

Directions:

1. Find evidence of three forces around your home.
2. Fill in the table below about the forces.
3. Show someone in your family your work and explain your evidence to him.

Observation (describe what you saw)	**Object 1**	**Object 2**	**What kind of evidence?** (circle one)
			Started moving or Stopped moving
			Started moving or Stopped moving
			Started moving or Stopped moving

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Name: _____ Date: _____

Scientific Explanation of Why the Train Rises

Directions:

1. Write a scientific explanation that answers the question below.
2. Your audience is the people of Faraday.
3. Your explanation should include:
    - a topic sentence that answers the question.
    - supporting sentences that tell what happens and why.

Why does the train rise?

The train rises because _____

_____

_____

_____

_____

I know this because _____

_____

_____

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Scientific Explanation of Why the Train Rises Without Anything Touching It

Directions:

1. Write a scientific explanation that answers the question below.
2. Your audience is the people of Faraday.
3. Your explanation should include:
    - a topic sentence that answers the question.
    - supporting sentences that tell what happens and why.

Why does the train rise without anything touching it?

The train rises without anything touching it because _____

_____

_____

_____

_____

I know this because _____

_____

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Scientific Explanation of Why the Train Falls

Directions:

1. Write a scientific explanation that answers the question below.
2. Your audience is the people of Faraday.
3. Your explanation should include:
    - a topic sentence that answers the question.
    - supporting sentences that tell what happens and why.

Why does the train fall?

The train falls because _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Chapter 3 Home Investigation: Forces Quiz

Directions:

1. Create a quiz about forces. Write five statements about forces, magnetic force, or gravity. Some statements should be true, and some statements should be false.
2. Have someone in your family group take the quiz. Have that person read each statement and circle whether they think each one is true or false.
3. Talk about the answers with the person who took the quiz. You might teach them something!

1.	true	false
2.	true	false
3.	true	false
4.	true	false
5.	true	false

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Name: _____ Date: _____

Scientific Explanation of Why the Train Floats

Directions:

1. Write a scientific explanation that answers the question below.
2. Your audience is the people of Faraday.
3. Your explanation should include:
    - a topic sentence that answers the question.
    - supporting sentences that tell what happens and why.

Why does the train float, even though gravity is acting on it?

The train floats because _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Chapter 4 Home Investigation: Floating Paper Clip

Directions:

1. Use the paper clip on a string and the magnet to make the paper clip float at the end of the string.
2. Show a member of your family and explain to them about the forces acting on the paperclip.
3. Draw how you made the paper clip float.
4. Add labels showing the forces acting on the paper clip.
5. Record at least one question your family member has about forces or the floating paper clip.

Diagram of the floating paper clip:

Family member's questions: _____

_____

_____

_____

_____

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Name: _____ Date: _____

End-of-Unit Writing: Scientific Explanation of Why the Train Changes from Floating to Falling

Directions:

1. Write an explanation that answers the question below. Make sure you explain:
   - why the train was floating.
   - why the train falls.
   - why the train is stable sometimes and changes its motion sometimes.
2. Your audience is the people of Faraday.

Why does the train change from floating to falling?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____.

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Name: _____ Date: _____

End-of-Unit Writing: Scientific Explanation of Why the Train Changes from Floating to Falling

Directions:

1. Write an explanation that answers the question below. Make sure you explain:
    - why the train was floating.
    - why the train falls.
    - why the train is sometimes stable and changes its motion sometimes.
2. Your audience is the people of Faraday.
3. Your explanation should include:
    - a topic sentence that answers the question.
    - supporting sentences that tell what happens and why.

Why does the train change from floating to falling?

The train changes from floating to falling because _____

_____

_____.

The train floats when _____

_____.

When the train is floating _____

_____.

The train starts to fall when _____

_____.

When the train is falling _____

_____.

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Name: _____ Date: _____

Chapter 5 Home Investigation: Sharing Your Train Explanation

Directions:

1. Share your explanation of why the train rises, floats, and changes from floating to falling with a member of your family.
2. Use the diagrams you made to help you explain.
3. Have your family member write at least one question they have about the train.
4. Write ideas you have about an answer to their question.

Family member's questions: _____

_____

_____

_____

_____

Your ideas about their questions: _____

_____

_____

_____

_____

_____

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Overview

An important element of promoting learning and equity in the science classroom is to elicit and build upon students' prior knowledge, personal experiences, and cultural and social backgrounds. This practice fosters more robust and durable conceptual understanding and higher engagement, helping students to:

- feel that science learning is purposeful and useful.
- know that their personal experiences and expertise, and experiences and expertise from their families and communities, are valued in the classroom.
- embrace the idea that their personal experiences and expertise are assets to be used in their scientific investigations.
- feel confident in their identity as science learners and their ability to contribute in the science classroom.

Eliciting these connections from students helps teachers to:

- leverage students' experiences and ideas as resources during teaching.
- formatively assess students' understanding of concepts and familiarity with contexts.

When students engage with new questions and with new evidence sources such as physical materials and texts, their prior knowledge and experiences (both in life and in the classroom) are important resources they can leverage to help construct their initial scientific explanations, arguments, and models. As students build on and refine their ideas, they can continue to leverage their knowledge and experiences to provide additional evidence for key concepts, generalize and apply the concepts, revise their own alternate conceptions, apply science ideas to their own lives, and generate new questions.

How to Use This Guide

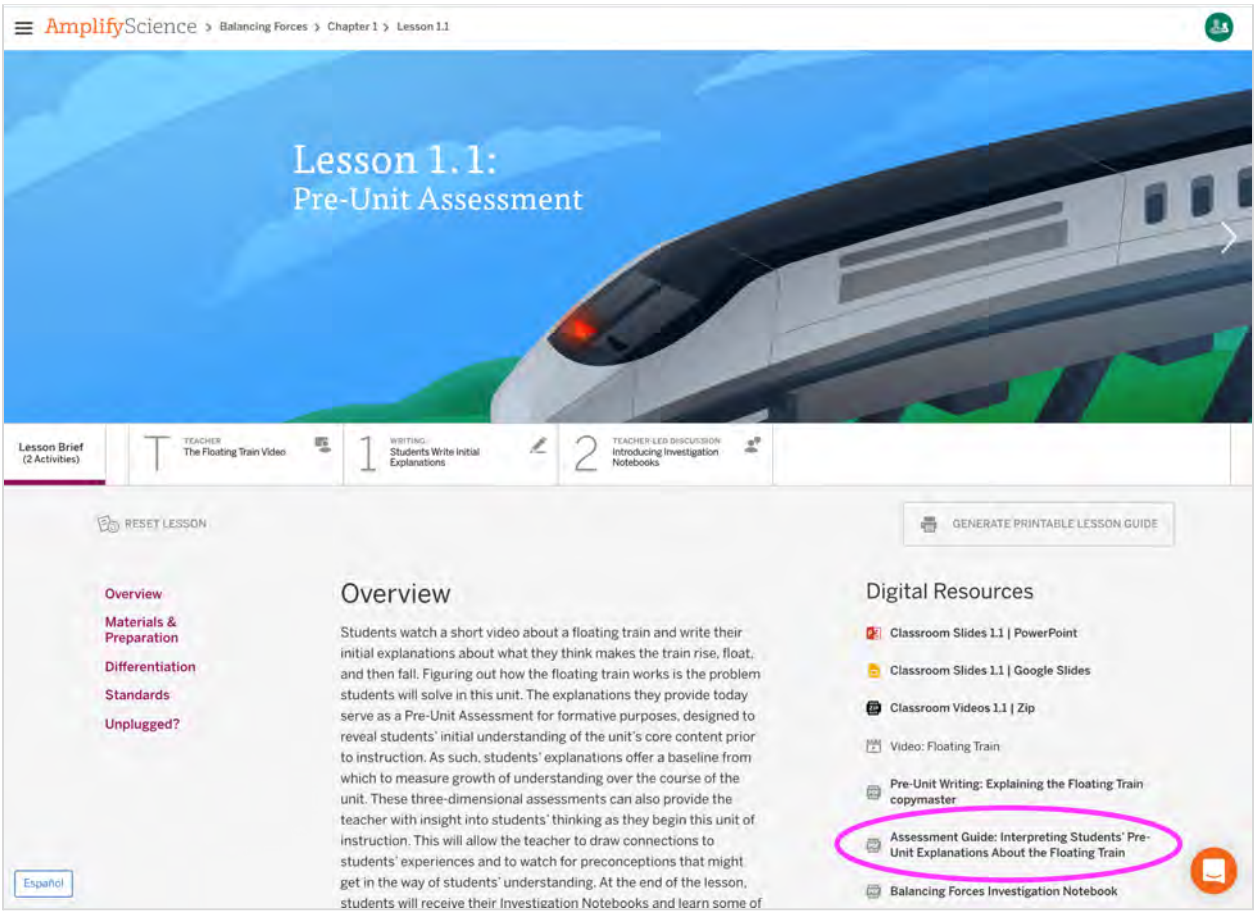
This guide and the Amplify Science lessons themselves provide the support needed to effectively elicit and leverage students' prior knowledge, experiences, and backgrounds over the course of this unit. This guide is divided into two sections:

- **Part 1: Eliciting Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds**. This section describes where in this unit there are opportunities to *elicit* students' prior knowledge and experiences, how this information is recorded, prompts to use during these discussions, and examples of what students might say.
- **Part 2: Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds**. This section describes where in this unit there are opportunities to *leverage* students' prior knowledge and experiences, prompts to use during these discussions, and examples of how to leverage funds of knowledge students may have shared.

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Part 1: Eliciting Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds

Pre-Unit Assessment. Each unit includes a formative pre-unit assessment designed to invite students' initial ideas and experiences about the phenomenon, plus an Assessment Guide to support review and interpretation of responses. The Assessment Guide describes key aspects of students' responses that could provide resources or challenges for learning later in the unit. This includes relevant experiences that students might have had, foundational ideas to build on, and common preconceptions that have been identified in the research literature and should be transformed or repurposed.



Creating the Our Experiences and What We Think We Know charts. After the pre-unit assessment, students are invited through a series of discussion prompts to share their ideas and experiences related to the unit phenomenon or problem that they will be seeking to explain or solve. The teacher documents their thinking on the Our Experiences and What We Think We Know charts, which are posted on the classroom wall. These charts are revisited throughout the unit, for the purposes of leveraging these funds of knowledge (see Part 2 below).

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For quick access to the moments in the unit where these chart routines appear, click on the links below:

Unit Name	Pre-Unit Assessment Guide	Create Charts	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
Balancing Forces	Link	Lesson 1.1 Activity 1	Lesson 1.2 Activity 1 Lesson 1.3 Activity 3	Lesson 2.1 Activity 1 Lesson 2.4 Activity 3	Lesson 3.1 Activity 1 Lesson 3.2 Activity 3	Lesson 4.1 Activity 1 Lesson 4.3 Activity 2	Lesson 5.1 Activity 1 Lesson 5.2 Activity 2

Family Connections Homework. Before the start of the unit, teachers send home with students a copy of the *Balancing Forces* Family Connections Homework (copymaster found in Digital Resources for Lesson 1.1). This homework provides questions for students to discuss with family members intended to draw out family experiences and ideas related to the unit. During the class discussion to create the Our Experiences and What We Think We Know charts in Lesson 1.1, students are invited to share ideas from their family that they recorded. This is a valuable opportunity to highlight the ways that cultural and social backgrounds connect to and enhance science learning.

Prompts for eliciting students' funds of knowledge. While leading discussions, the following prompts may be helpful in eliciting contributions from students:

- What does… remind you of from your own life?
- When have you had an experience related to…?
- When have you observed something similar to…?
- Can you connect… to something in your family or neighborhood?
- What have you heard from your family about…?
- Is there another word you would use for…?
- What words do you know in another language about this topic?
- Have you ever visited somewhere that reminds you of…?
- Have you ever seen a TV show or read a book that's similar to…?
- Is there anything in our city/town that reminds you of…?

Examples of funds of knowledge students may share in this unit. In this unit, which focuses on how forces can cause stability or change in an object's motion, students will bring valuable prior knowledge, life experiences, and aspects of their social and cultural backgrounds that they can leverage to aid in their investigations. Some examples may include:

Chapter 1: *Why does the train rise?*
Experience: Playing soccer with their mother
Prior knowledge: Striking an object can make it start moving
Background: High interest in soccer in mother's country of birth

Experience: Pushing a friend on a swing to get the swing moving

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Prior knowledge: Pushing an object can make it start moving

Experience: Catching a cousin or sibling at the bottom of a slide
Prior knowledge: It takes force to stop something that is moving
Background: Family culture of caring for extended family

Experience: Building a pinball machine in kindergarten science class (Amplify Science *Pushes and Pulls*)
Prior knowledge: Forces can make an object start or stop moving

Experience: In kindergarten science class, reading a book about forces involved in building a house (Amplify Science *Pushes and Pulls*)
Prior knowledge: Forces can make an object move in different ways

Chapter 2: *Why does the train rise without anything touching it?*
Experience: Playing with magnetic toy trains
Prior knowledge: Magnets can make objects move without the objects touching each other

Experience: Sticking magnets to the refrigerator
Prior knowledge: Magnets can exert a pull

Experience: Watching a cartoon in which a character uses a magnet to pull a car
Prior knowledge: Magnets can make objects move without the objects touching each other

Chapter 3: *Why does the train fall?*
Experience: Dropping objects and watching them fall
Prior knowledge: There is a "downward" force that makes things fall

Experience: Helping their father carry bags of groceries
Prior knowledge: Lifting or holding a heavy object requires a force

Experience: Helping their family carry boxes when moving to a new house
Prior knowledge: Lifting or holding a heavy object requires a force

Chapter 4: *Why does the train float?*
Experience: Playing tug with the family dog
Prior knowledge: If an object is pulled equally in opposite directions, it won't move

Experience: Dancing Mexican folkloric partner dances and noticing that partners can pull each other to keep balanced
Prior knowledge: Multiple forces can achieve balance
Background: Mexican heritage

Experience: Working together with a group of children to move a heavy wagon by pushing and pulling
Prior knowledge: More than one force can be exerted on an object at the same time
Background: Living in an urban apartment building where many children gather in a central courtyard to play

Chapter 5: *Why does the train change from floating to falling?*

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Experience: Stacking blocks into a tower, and having the tower tip over
Prior knowledge: Something that is balanced can become unbalanced

Experience: Playing tug of war
Prior knowledge: Something that is balanced can become unbalanced

Experience: Pulling a rubber band back, then letting go to shoot it off their finger
Prior knowledge: Sometimes when you stop exerting a force, an object moves

Part 2: Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds

Using the Our Experiences and What We Think We Know charts

- **Introduction of Chapter Questions.** At the beginning of each chapter, students focus on a new question about the chapter-level phenomenon or problem. At this point, the teacher invites them to look back at their collective ideas and experiences and decide if any might help them propose answers or make predictions. Through this routine, students explicitly apply their ideas and experiences to new situations and investigations. This routine is found in Lessons 1.2, 2.1, 3.1, 4.1, and 5.1.
- **Reflecting on learning.** Throughout each chapter, many activities provide students with the opportunity to build on their prior knowledge and experiences. Toward the end of each chapter, as students engage in discussions to synthesize new learning and draw conclusions, the teacher calls their attention back to the charts, inviting them to include their initial knowledge and experiences in their sense-making. Students may identify any of their ideas that were accurate, that were partial but helpful, or that turned out to be inaccurate. They may also explain or make connections to prior experiences. This routine is found in Lessons 1.3, 2.4, 3.2, 4.3, and 5.2.

Additional uses of the Our Experiences and What We Think We Know charts. Depending on what has been shared by the class, teachers may find it valuable to leverage students' funds of knowledge at other times as well. For example, when engaging with a new book or hands-on material, the class can return to the charts as an anticipatory exercise. Students can see if there is any documented prior knowledge/experience that can help in the investigation, or if there is new knowledge/experience to record before beginning.

Prompts for leveraging students' funds of knowledge. While leading discussions, the following prompts may help students make use of what has been shared:

- Before we… think back on your experience with…
- As we… think about what you shared about…
- Does what we shared give you an idea about the question…?
- What is the same or different about your experience with… and the example…?
- How does what we have learned change how you think about…?
- How can you use what we've learned about… to think about your own experience with…?

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Possible examples from this unit. The connections a teacher highlights for particular activities will depend on what students have shared during class discussion, but this table presents some possible examples:

Prior knowledge, experiences, or background students may have shared	**Example of how this can be leveraged**
Experience: Pushing a friend on a swing to get the swing moving Prior knowledge: Pushing an object can make it start moving	Introduction to the Chapter Question: In Lesson 1.2, Activity 1, students are asked to use their prior knowledge and experiences to come up with ideas about how the floating train might work. A student might leverage their experience pushing a friend on a swing to propose that something must be pushing the train to make it rise.
Experience: Sticking magnets to the refrigerator Prior knowledge: Magnets can exert a pull	Reflecting on Learning: In Lesson 2.4, Activity 3, students discuss a question—*In what ways can magnetic forces make an object move?*—and are prompted to connect their prior knowledge and experiences to answer it. A student might leverage their experience sticking magnets to the refrigerator to propose that a magnet can make something stick, or not move, as well as making something move. This may lead students to pose questions such as "Can a force make something *not* move?," which previews what they will investigate in Chapter 4.
Experience: Dropping objects and watching them fall Prior knowledge: There is a "downward" force that makes things fall	Introduction to the Chapter Question: In Lesson 3.1, Activity 1, students are asked to use their prior knowledge and experiences to discuss the new Chapter Question—*Why does the train fall?* A student might leverage their experience dropping objects and watching them fall to propose that there is a "downward" force that makes things fall. As students gather more evidence over the course of the chapter, they will revise this idea.

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DAILY LESSON PLANS

Lesson 1

PART 1 ESSENTIAL QUESTION

What was everyday life like for Egyptian men, women, and children? What role did social hierarchy play in daily life and society?

Social Studies

Content Focus: Human civilizations all share core characteristics, such as a government, cities, social roles, technology, and a common culture. Ancient Egypt emerged as one of the first civilizations in the world, an achievement made possible only because of the vast resources provided by the Nile River.

Materials: Mummies and Pyramids; "Daily Life in Ancient Egypt" anchor chart; Research Notebooks; class set of "Craft and Structure" anchor charts

LAUNCH

In the first lesson of this unit, you will set the stage for your study of world history and the development of human civilization. You will introduce students to the core characteristics of civilization: a central organizing political authority (government); large, settled population centers (cities); a complex and specialized division of labor organized into distinct social and economic classes that often perpetuate hierarchies (social structure); advanced technology and record keeping, including written language (technology); and the development of a unique and unifying culture, including religion, ideologies, art, and architecture (common culture). Then, you will launch your study of one of the most consequential civilizations in all of human history, ancient Egypt. Throughout this unit, you will use Egypt as the vehicle for helping students develop their understanding of these core characteristics of civilization, a conceptual framework you will continue to refer to in future world history units.

Prior to this lesson, create two anchor charts: one titled "Characteristics of Civilization," which will introduce each characteristic to your students, and another titled "Daily Life in Ancient Egypt," which you will use to capture the essential ideas that surface as you answer the Part 1 Essential Question.

Friends, today we are going to start an exciting journey through world history, traveling back thousands of years ago and beyond the boundaries of our own country to explore the history of people living around the globe. Have you ever wondered what life was like for the people who lived in the very first cities in the world? Or even before there

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were cities at all? Perhaps you've been curious about where the very first people lived and how our own world came to be. In this unit, we are going to start our adventure through world history by studying the growth of the very first civilizations in human history.

Share your "Characteristics of Civilization" anchor chart and briefly discuss each characteristic with students. Then, ask students to discuss the following question with a partner: *What evidence of each of these characteristics do you see in our own civilization today?*

As students discuss, choose 1–2 students with compelling present-day examples to share. Examples could include the existence of large cities like their own, 21st-century technology and advanced communication, and popular art and music from students' own lives.

Just as you all discussed, these characteristics of civilization have been shared by all human civilizations, from the very first examples thousands of years ago to our own American civilization today.

Now, this prompts the question: How and why did the first civilizations emerge? It's hard to be certain about who the very first humans were and where and how they lived because there are no written records of life so long ago, a period we call "pre-history." But archaeologists, the historians who study artifacts that have survived from these time periods, generally agree that ALL humans first came from Africa, the shared home to humanity. These people lived in small groups that traveled all around hunting animals and gathering plants for food to survive. Can you imagine how different their lives would have been from our own?

Over time, these early hunter-gatherers made an important discovery that would prove crucial to the development of the world's very first civilizations. Let's watch a brief video to learn more about what they learned and why it was so important to the rest of human history.

Watch the three-minute video clip, "Mankind: The Story of All of Us - Farming," by the History Channel.

Wow! I had no idea that the simple act of growing and raising our own food could be so significant in the course of world history! Without farming, we would still be roaming the world in search of our food, unable to settle down in one place and develop the advanced civilization that we enjoy today.

Now, we are going to embark on our study of one of the first civilizations in all of history, one that you will likely recognize even though this civilization existed some 5,000 years ago: ancient Egypt! Today, and throughout this unit, we will be investigating how this great civilization came to be!

Students will use their Research Notebooks to collect and gather information and ideas during Shared Content Reading, Reading Lessons, and some Writing Lessons. Show students how to set up their Research Notebooks for Shared Content Reading.

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Notes for stop and jots during Shared Content Reading (first half of the Research Notebook), should have the following on the front page:

[Date]		
Page	Book	Discussion Notes

Back page (setup will vary depending on the Reading Mini-Lesson):

[Date]	Big Topic:			
Page	Book	What I Learned	Key Ideas	How the Author Conveys It

Students will also need a blank copy of the "Craft and Structure" anchor chart glued onto the first page of their Research Notebooks:

Nonfiction Craft and Structure Moves	
What We Notice	Why the Author Does It

SHARED CONTENT READING AND DISCUSS

Read <u>Mummies and Pyramids</u> by Will Osborne and Mary Pope Osborne, pages 13–23. First, preview the title, front and back covers, and table of contents to determine the big topic.
Hmm, the title makes me think I'm going to learn all about mummies and pyramids and their cultural significance, but when I look at the back cover, the question in the speech bubble tells me that I'll also get a glimpse into the daily lives of ancient Egyptians, another element of a civilization's culture. And when I look at the table of contents, I'm seeing that this book will also teach us about religion! So, I'm beginning to see that the big topic of this book is actually about ancient Egyptian culture and religion.

Read to page 15, "Most historians think the answer is simple: the Nile River."
What is the main topic of this chapter?

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Choose 1–2 students to share their ideas. Students should state that the main topic is the Nile River and describe its influence on the development of ancient Egyptian civilization.

Hmm, how could a single river lead to the development of an entire civilization? Let's read on to find out!

Read to page 18, "It was mud!"
How does the author develop the idea that the Nile River allowed Egypt to flourish as a civilization? Discuss with a partner.

As students discuss, choose 1–2 students to share ideas, including that the author provides details of the many ways the river aided Egyptians.

Students should read to the top of page 21 independently.
As you read independently, think about the following and jot your ideas down in your Research Notebooks: Describe the process of flooding and farming. Why was this process important?

Post this question for all students to see so they can refer back to it while reading. Before students share their ideas as a whole class, give them time to talk in partnerships about their Independent Reading of the book and the ideas they developed.

As students discuss, choose 1–2 students to share with the class to explain the process of flooding, planting, and harvesting but also explain the significance of this annual process: This cycle allowed Egyptians to harvest enough crops on fertile lands to sustain a large population.

Read to page 25.

WHOLE-CLASS DISCUSSION

Final Question: What role did the Nile River play in the development of ancient Egyptian civilization?

Give students about a minute to jot their ideas down in their Research Notebooks before discussing them as a class.

KEY IDEAS

Facilitate a whole-class discussion by choosing 1–2 students to kick off the discussion. Encourage students to evaluate the ideas being discussed. An essential idea that should surface is that the Nile River provided Egyptians with essential resources that allowed them to emerge as a flourishing civilization despite living in an otherwise inhospitable desert environment. Capture this idea on the anchor chart.

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BACK-POCKET QUESTIONS

Students may list details (e.g., allowed people to fish, provided people with drinking water) rather than name the key idea listed above. If so, you may choose to ask the following:

- What do the various contributions of the Nile have in common?
- How did these contributions support the development of Egyptian civilization? Think back to the characteristics we discussed and how the Nile River might support these aspects of Egyptian society.
- How would life in Egypt have been different if there was no Nile River?

Friends, how interesting! You mentioned that we've taken for granted the importance of bodies of water, such as rivers, on Earth. Like the development of farming, we learned that there are many things we take for granted today that were essential thousands of years ago. I'm looking forward to gaining more insight into the Nile River and ancient Egyptian civilization in the coming weeks!

Reading

Reading Focus: Nonfiction readers determine the topic of their book by using the title, the front and back covers, and the table of contents. Then, they ask, "What am I learning about my big topic in this section?"

Materials: Mummies and Pyramids; Research Notebooks

LAUNCH

Readers, turn and talk with a partner about what you found to be MOST interesting from our reading today.

Choose 1–2 students to share.

I'm so eager to continue learning about this fascinating civilization! Along with building our content knowledge about ancient Egypt, we're going to develop as readers by reading more complex nonfiction texts. We will also improve as writers of nonfiction by emulating the moves that published authors make and then writing your very own Research Reports about ancient Egypt! Finally, you will showcase your passion and understanding of ancient Egypt through a variety of projects. Let's begin!

In order to produce quality projects and write compelling Research Reports, we need to become experts about the topic. We become experts by conducting research on the topic. You will spend the next few days gathering research on ancient Egypt. Research skills are so important—you will carry these skills with you through college! And you know what? You're incredibly lucky because you're going to start developing these skills in fourth grade!

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Watch as I show you how to collect research. One way nonfiction readers gather research is by determining the topic of their book by using the title, the front and back covers, and the table of contents. Then, they ask, "What am I learning about my big topic in this section?"

READING MINI-LESSON

When we read nonfiction, it can feel overwhelming because we are immersed in facts and details. One way to help us discern what the most important details are is to identify the big topic. As our books become more complex, the title alone may not reveal the big topic of the book. Therefore, we preview the book by also looking at the front and back covers and the table of contents.

Readers, we did this earlier during our Shared Content Reading and determined that the big topic of the book was about ancient Egyptian culture and religion. Because we've already identified the big topic, we know what to hold on to, so we can now ask ourselves, "What am I learning about my big topic in this section?"

MODEL

Reread page 13.
Well, in the first paragraph, the authors asked the reader questions to spark the reader's curiosity, and in the second paragraph, the authors wrote that scientists have learned a lot about ancient Egyptians. However, they didn't actually explain what scientists learned. So, we haven't learned anything important yet about the big topic. But, in paragraph 3, the authors begin to describe ancient Egyptian culture when they say that the Egyptians were "hardworking people who enjoyed life…[and] loved science and music." This is important because it gives us more information about the big topic. Let's jot this down!

[Date]	Big Topic:			
Page	Book	What I Learned	Key Ideas	How the Author Conveys It
13	Mummies and Pyramids (Osborne, Will)	AE = hardworking, enjoyed life, loved science and music		

Let's keep going. Okay, I'm going to read to the middle of page 14 and then ask myself, "What am I learning about my big topic in this section?"

Reread page 14 in Mummies and Pyramids, continuing to model how students should jot important ideas they learn about the big topic.

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[Date]	Big Topic:			
Page	Book	What I Learned	Key Ideas	How the Author Conveys It
13	Mummies and Pyramids (Osborne, Will)	AE = hardworking, enjoyed life, loved science and music		
14	" "	Believed in sun god and cat goddess		
14	" "	Egypt = one of the oldest civilizations		
14	" "	Invented writing, made paper, invented calendar		

Readers, see how I determined the topic by using the title, the front and back covers, and the table of contents? Then I asked, "What am I learning about my big topic in this section?" Now I want you to try.

TRY

Work with a partner to reread pages 14 and 15 and ask, "What am I learning about my big topic in this section?"

As students discuss, strategically select students to share who will identify the following pieces of information:

- Ancient Egyptians were brilliant architects, artists, and intellectuals.
- The Nile River is the reason for the development of this great civilization in Egypt.

LINK

Readers, Remember that any time you read nonfiction, you can determine the topic of the book by using the title, the front and back covers, and the table of contents. Then, ask yourself, "What am I learning about my big topic in this section?"

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INDEPENDENT READING

As students read from their Independent Reading books about ancient Egypt, encourage them to continue to determine the big topic of the book by using the title, the front and back covers, and the table of contents and asking, "What am I learning about my big topic in this section?"

As students read independently, talk with them about their reading and what they are learning. You may find the following questions helpful as you do so:

- What is the big topic of this text (or section)? How did you figure that out?
- What ideas are you developing about the big topic? What's your evidence?
- How do the ideas in this section connect to what you learned in the previous section?
- What are you visualizing in this part?
- What ideas are you developing about the author's perspective or bias? What's your evidence?

PARTNERSHIP WORK

Readers, you pulled out such interesting and important facts about ancient Egyptian culture and religion from your research!

In your Discourse Clubs, share out some of these important facts and the ideas you are beginning to develop about your big topic.

DISCOURSE

Share student work that you identified during Discourse Clubs to highlight strong reading and thinking work or to address misconceptions (e.g., focusing on minor details vs. important details). Display student notebooks for the class to see.

Remember that any time you read nonfiction, you can determine the topic of the book by using the title, the front and back cover, and the table of contents. Then, ask yourself, "What am I learning about my big topic in this section?" This helped us learn more about life in ancient Egypt today.

Turn and talk with your partner: Based on what you read, what key ideas could we add to our anchor chart about life in ancient Egypt?

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MOVEMENT SCHOOLS ASSESSMENT AND CURRICULUM MATRIX

			Grade Level Used						Description	When Used
			K	1	2	3	4	5		
Formative Assessments	Reading	STEP	X	X	X				STEP is a research-based formative assessment designed to build teacher capacity for literacy instruction and provide educators with the data necessary to improve student achievement in literacy across grades K-5. STEP assessment is administered 1:1 and documented using online progress monitoring.	Four times per year (Oct, Jan, Mar, June)
		Fountas and Pinnell			X	X	X	X	Levelled, formative reading assessment. Once students exceed STEP 12, students begin at F&P Level Q all the way through Z. F&P level guides what book students select during independent reading.	Four times per year (Oct, Jan, Mar, June)
		Movement Interim Assessments Reading			X	X	X	X	Interim Assessments (IAs) are curriculum aligned assessments that cover content addressed in recent grade-level units. IAs provide achievement blueprints for teachers to know proficient levels of mastery for each standard. These resources as well as assessment items available on Illuminate (online platform). Tests are administered and graded online.	Four times per year (Oct, Jan, Mar, June)
	Math	MAP	X	X	X				MAP is a computerized adaptive test which helps teachers make informed decisions to promote individualized academic growth. The structure of the test is cross-grade, which provides measurement of students who perform on, above, and below grade level.	Three times per year (Oct, Jan, June)
		Movement Interim Assessments Math	X	X	X	X	X	X	Interim Assessments (IAs) are curriculum aligned assessments that cover content addressed in recent grade-level units. IAs provide achievement blueprints for teachers to know proficient levels of mastery for each standard. These resources as well as assessment items available on Illuminate (online platform). Tests are administered and graded online.	Four times per year (Oct, Jan, Mar, June)
Curriculum	Phonics and Fluency	Reading Mastery	X						Primary curriculum for all Kindergarten phonics instruction. Used in 1st and 2nd grade for students performing below grade level. Direct instruction that is very useful for students needing additional support.	30 minutes during Guided Reading/Phonics Block
		Success for All		X	X				Phonics curriculum for 1-2 students performing on or above grade level. Less directive and more beneficial for students performing at grade level. Allows more extension and exploratory learning.	30 minutes during Guided Reading/Phonics Block
	Reading Intervention	Wilson Fundations (K-2 SPED Intervention)	X	X	X				Our most directive curriculum, used especially for EC students in K-2 needing the most support. A systematic program focused on key foundational literacy skills, including phonemic awareness, phonics/word study, high-frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting, and spelling.	Push-In/Pull-out during Guided Reading/Phonics Block
		Fountas & Pinnell Leveled Literacy Intervention (3-5 SPED Intervention)				X	X	X	Also a highly directive reading intervention, used primarily for special education students in grades 3-5 needing additional support. LLI is a powerful, face-paced, short-term intervention that provides daily, intensive, small-group instruction to supplement whole-class literacy instruction.	Push-In/Pull-out during Guided Reading/Phonics Block

Curriculum	**Shared Reading, Social Studies, and Writing**	Insight Humanities (Lavinia)	X	X	X	X	X	X	This is a fully integrated social studies and literacy curriculumn. Selected texts are rigorous and present diverse narratives and representation. Emphasis on critical thinking and discussion based forums.	Writing and Guided Reading Blocks
		Close Reading for Meaning (Lavinia)			X	X	X	X	No longer focusing on decoding. Now reading for comprension, with a deepend understanding of text. Allows you to go after craft structues. Emphasis on critical thinking skils and analyzing the purpose and author intent. Focus on analyzing smaller text and excerpts, allow students to experience a variety of forms of literatare such as poetry, excerpts and non-fiction with a focus on analysis of author intent and interpretation. All text are unit-based, focused on a central theme, alighed to the Inisight Humanities curriculum.	Writing and Guided Reading Blocks
		Movement Guided Reading	X	X	X	X	X	X	Internally created by teachers and school leaders. Students are placed in groups based off of their instructional level. Teachers are creating plans to push students to their next band levels. Reading groups are honing in on skills that align to that particular band levels. Using Lea and Lowe books.	Writing and Guided Reading Blocks.
	Math	Achievement First Math	X	X	X	X	X	X	AF Math is a nationally recognized, open source, math program focused on developing conceptual understanding, adaptive reasoning, and procedural fluency in students.	Core Math Block
		Math Stories (Lavinia)	X	X	X	X	X	X	A curriculum consisting of a daily problem. Problem types increase in level of rigor and access by grade.	Math/Number Stories Block
	Math Intervention	Contexts for Learning Mathematics	X	X	X	X	X	X	Contexts for Learning Mathematics is a rigorous K–6 classroom resource that uses a math workshop environment to teach GSEs. Contexts for Learning is used as an intervention for students needing additional support.	Push-In/Pull-out during Math Block
	Science	Amplify Science	X	X	X	X	X	X	Amplify Science is a phenomena-based, K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and debate like trained scientists and engineers.	Science Block
	Social Emotional Support	RULER	X	X	X	X	X	X	Developed by the Yale Center for Emotional Intelligence, RULER is a systematic approach to social emotional learning. RULER is an acronym for the five skills of emotional intelligence: Recognizing, Labeling, Understanding, Expressing, Regulating.	Morning Meeting/SEL Special

Exhibit 11

SCHOOL DISCIPLINE POLICY

Our staff desires to create a safe, positive environment to ensure that students can learn. We have developed a discipline plan that will allow students to be rewarded for appropriate behavior and appropriate consequences for inappropriate behavior. The following policy has been established to help all students achieve self-discipline.

The school rules are posted and explained to students.

Students are expected to be:

1. RESPECTFUL
2. RESPONSIBLE
3. READY TO LEARN

When students follow the rules, they EARN positive incentives to encourage appropriate student conduct. Such programs include but are not limited to the positive office referrals, uniform-free days, field trips, homework passes, a trip to the school store, et al.

If a student breaks a rule, the following hierarchy of consequences are generally followed:

MOVEMENT BEHAVIOR MATRIX				
Minor (Teacher-managed unless multiple documented incidents)				
Violation	**Consequence 1**	**Consequence 2**	**Consequence 3**	**Consequence 4**
Inappropriate Language	Verbal Warning/ Redirection Recorded on behavior log Loss of Dojo points	Verbal Warning/ Redirection with OWN/reflection conversation with teacher Phone call home Recorded on behavior log Loss of Dojo points	BMT comes and picks up student Phone call home OWN/reflection convo with BMT Loss of Dojo points	Major Behavior Referral (educators handbook) Contact to parent by BMT /Administrator * 1 Day of ISS/OSS depending on severity
Physical Contact/Physical Aggression				
Defiance/Disrespect/Non-Compliance				
Property Misuse				
Dress Code Violation				
Technology Violation (minor)				

Personal Electronic Device Use Violation		Devices will be confiscated and returned to the student at the end of the day.	Devices will be confiscated and only returned to the parent/guardian.	Major Behavior Referral Contact to parent by BMT /Administrator *1 Day of ISS/OSS depending on severity
Major (Office Managed)				
Violation	**Consequence 1**	**Consequence 2**	**Consequence 3**	**Consequence 4**
Abusive Language/ Inappropriate language/ Profanity Disruption Defiance/Disrespect/ insubordination/ non-compliance Theft Property damage/vandalism Technology violation Inappropriate location/out of bounds area	Major Office Referral Parent will be contacted by BMT/Administrator 1-3 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator 3-5 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator 5-10 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator OSS, Recommended to board for possible exclusion/expulsion Depending on decision, could require re-entry meeting or board hearing
Harassment/Bullying Fighting/Physical Aggression	Major Office Referral Parent will be contacted by BMT/ Administrator *3 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator *5 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator *10 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator OSS, Recommended to board for possible exclusion/expulsion Depending on decision, could

				require re-entry meeting or board hearing
Use/possession of combustibles	Major Office Referral • parent will be contacted by BMT/Administrator • OSS, Recommended to board for possible exclusion/expulsion • depending on decision, could require Re-Entry Meeting or board hearing			
Use/Possession of Weapons				

(*) at administrator's discretion upon consideration of all other variables

In the event of long-term suspension (10 or more days), only the principal can make a decision to pursue long-term suspensions or expulsions. If so, the student is immediately removed from the class or the school. Students are informed of charges and the evidence for those charges via written notice. Principal immediately notifies a guardian of the child, in person or by phone, and sends written confirmation by personal delivery or express mail within 24 hours of the decision to suspend or expel; the Principal sets a date for a formal hearing within the first 10 days of suspension and notifies guardians in writing of date, time and place of hearing, and (a) charges against the students, (b) summary of supporting evidence, and (c) their right to be represented at the hearing (at their own expense) within 10 days of suspension by an attorney, present evidence, and question witnesses; after the hearing, the hearing officer presiding at the hearing issues a written decision, which is sent to the student's guardians and the Board and placed in the student's permanent file. If the Principal finds that long-term suspension or expulsion is approved, the guardians of the student may appeal the decision to the Board within 10 days of the decision to suspend or expel; such appeal is then heard; in such cases, the Board reviews the hearing and all evidence to make a determination of whether to uphold the underlying decision. The grievant has the right to appeal any decision receiving by the Board to the State Board of Education pursuant to O.C.G.A. 20-2-1160.

In the case of either a special education or 504 student, MSA complies with the mandates of Georgia and federal laws, including IDEA and Section 504, regarding the discipline of students with disabilities. Prior to recommending expulsion or suspension of ten days or more (cumulatively over the course of a school year) for a Section 504 student or special education student, the Principal convenes an IEP team including the parent and anyone the parent requests to determine whether the misconduct was a manifestation related to the student's disability or whether the behavior was a result of the school's failure to implement the student's IEP or 504 plan. If it is found to be a manifestation, then the student will not be suspended or expelled. If the answer is no, then the student proceeds through the discipline process outlined above.

MOVEMENT SCHOOL

MOVEMENT SCHOOL VIRTUES

At Movement School, we lead with character and believe in building character through teaching virtues. Below is a list of the virtues we teach.[1]

VIRTUE	DEFINITION		
Dignity	The special value of every human person.		
Empathy	Standing in another's shoes. Trying to understand another's thoughts and feelings.		
Gratitude	Thankfulness for the gift of life and gifts in life.		
Perseverance	Sticking to it, even when you'd rather give up.		
Justice	**Grades K - 1**	**Grades 2 - 3**	**Grades 4+**
	Fairness	Giving to all what is owed to all	Giving to all what is owed to all consistent with one's dignity

[1] Adapted from Brilla Public Charter Schools and used with permission







RULER

An Evidence-Based Approach to Social and Emotional Learning

Yale *Center for Emotional Intelligence*

WHAT IS RULER?



RULER is an evidence-based approach to social and emotional learning (SEL) that supports the entire school community in:

- Understanding the value of emotions
- Building the skills of emotional intelligence
- Creating and maintaining a positive school climate

EMOTIONS MATTER



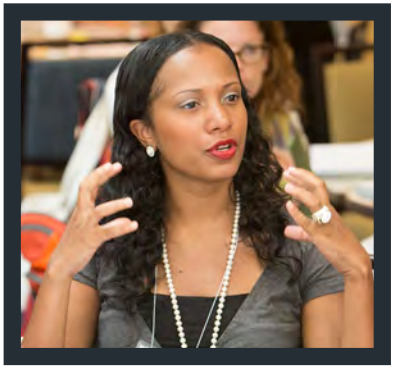
RESEARCH SHOWS THAT EMOTIONS INFLUENCE:

- Attention, memory, and learning
- Decision making
- Creativity
- Mental and physical wellbeing
- Ability to form and maintain healthy relationships
- Academic and workplace performance

HOW DO YOU FEEL AT SCHOOL EACH DAY?

Tired, bored, and *stressed* were the top three responses for over 22,000 high school students nationwide. *Frustrated, overwhelmed,* and *stressed* were the top responses from 6,000 educators and school leaders.

If this is how our school communities feel, what impact might that have on how leaders lead, teachers teach, and students learn and grow?



RULER helps students and educators spend more time feeling how they want to feel: *valued, connected,* and *inspired.* **RULER** teaches the skills of emotional intelligence—so people of all ages can thrive and build healthier, more equitable, innovative, and compassionate communities.

"RULER is as much about student wellbeing as it is about academic achievement...because one thing usually leads to the other."

- Middle School Principal





"We want to ensure our graduates are not just the best students but also the best people they can be. RULER provides specific language and strategies around that process, positioning students for success in college and in life."

- High School Principal

THE SKILLS OF EMOTIONAL INTELLIGENCE

R **RECOGNIZING** emotions in oneself and others

U **UNDERSTANDING** the causes and consequences of emotions

L **LABELING** emotions with a nuanced vocabulary

E **EXPRESSING** emotions in accordance with cultural norms and social context

R **REGULATING** emotions with helpful strategies

Research shows that **RULER** skills help people of all ages to use emotions wisely, opening opportunities for us to succeed in school, at work, and in life. These skills are both personal and social, such that a network emerges with positive changes reinforced.

THE RULER TOOLS



CHARTER

Builds and sustains positive emotional climates by creating agreed-upon norms for how people want to feel and how they can help each other to experience those feelings.

MOOD METER

Enhances self- and social awareness and supports the development of a nuanced emotion vocabulary and a range of strategies for regulating emotion.

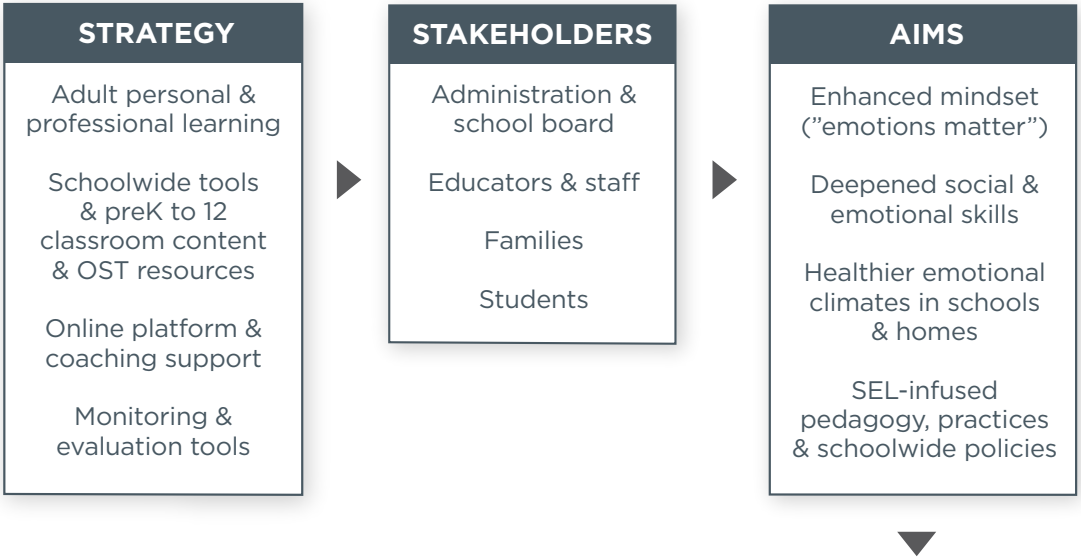
META-MOMENT

Provides a process for responding to emotional situations with strategies that align with one's "best self" and that support healthy relationships and personal wellbeing.

BLUEPRINT

Supports the development of empathy and conflict resolution skills by serving as a guide for reflecting on conflict and restoring affected communities.

HOW RULER CREATES CHANGE



HOW RULER WORKS

STAFF PERSONAL & PROFESSIONAL LEARNING

RULER adoption begins when a small team from a school attends a training institute on the principles and tools of emotional intelligence. Over time, with coaching support and online resources, all school staff participate in **RULER** skill-building activities so they can be role models and knowledgeable implementers of **RULER** for students and families.

CLASSROOM INSTRUCTION

RULER continues with student learning content, which follows the Understanding by Design framework and aligns with both social and emotional learning and academic standards. In early childhood and elementary school, **RULER** embeds into existing academic curricula. Middle and high school courses focus on the intersection of social, emotional, and cognitive aspects of early and late adolescence.

FAMILY ENGAGEMENT & EDUCATION

Content for families supports what students learn in school, using everyday and culturally responsive language for accessibility. School leaders, parent leaders, teachers, and students work to engage families.



"When all people in a school community embrace the idea that 'emotions matter,' when they become more skilled with their emotions and in their interactions, and when schools and homes become warmer, safer, and more supportive spaces—this is when educators, students, and their families thrive."

- Marc Brackett, Ph.D.
Founding Director of the Yale Center for Emotional Intelligence &
Professor in the Child Study Center at Yale University

Exhibit 12



RULER

CONTACT INFORMATION

WEBSITE	www.rulerapproach.org
EMAIL	rulertraining@yale.edu
FACEBOOK	www.facebook.com/rulerapproach/
TWITTER	www.twitter.com/rulerapproach

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When a stakeholder has a grievance with any element of MSA, every effort shall be extended to resolve the issue without resorting to the official grievance process. If a resolution is not reached, the stakeholder can initiate the formal grievance process:

1. State their complaint in writing to the Principal. The Principal receives complaints via physical letter or email to his or her disclosed MSA official email address.

2. Within five days of receiving the official complaint, the Principal investigates, takes appropriate action, and informs the complaining stakeholder of that action.

3. If that action does not satisfy the stakeholder, then they are invited to submit their complaint to the Chair of the Board of Directors within ten days of receiving the Principal's decision.

4. Then, within ten days of receiving the complaint, the Chair of the Board of Directors convenes a committee of the Board who then investigate and render a decision.

5. The decision of the committee in ordinary circumstances is final. In the event that the committee is unable to reach a decision and/or the grievance is of such a nature that it could interfere with the normal operations of MSA, then the committee brings the complaint to the whole Board for consideration as soon as it is practical after the committee decides it cannot make a final decision.

6. The grievant shall have the right to appeal decisions by the governing Board to the State Board of Education pursuant to O.C.G.A. 20-2-1160 in situations where that is applicable.

Employees who seek resolution of employment situation by using established procedures are assured that they will not be subjected to discrimination or retaliation or be penalized in any way for their use of these procedures. If an employee has a work-related problem or feels that procedures are not properly applied, MSA administrators maintain an "open door" policy and the employee is encouraged to address these concerns with an administrator. 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 shall not be tolerated.

Most performance problems are addressed using progressive discipline, which may include a verbal warning, a written warning, a probation period, and then termination. In cases of serious misconduct, however, certain steps of the progressive discipline process may be skipped or immediate discharge may be warranted.

Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a meeting with their supervisor and/or Principal or CEO where both employees are present. The resolution by the Principal shall be considered final.

It is also the goal of MSA to promote workplace harmony and promote an environment that is free of harassment by employees, independent contractors, vendors, or agents. MSA expressly prohibits any form of unlawful harassment based on race, color, religion, gender, national origin, age, disability, military status, sexual orientation, or any other status protected by federal, state, or

Exhibit 14

STAFFING AND HIRING PROTOCOL / PROCEDURES

HOW WE REPRESENT MOVEMENT

As an interviewer we must be mindful of how we show up during the interview process. Great leaders understand that interviewing is a two-way street for strong candidates. When we give them an offer, that is us saying "yes," but we have to make them want to say "yes."

PART I: RESUME REVIEW

- Use scoring rubric (certified, relevant experience, Title I, charter, experience in seat needed)

PART I: INTRODUCTORY PHONE CALL FOR PROMISING CANDIDATES

- Get to know you
- Key Beliefs about Movement
    1. Mission statement - love and value, why, a part of something bigger, telling the story of the start (mortgage and donation)
    2. Data-driven environment
    3. Key dates and impact on summer (different from LEA)
    4. Learning & development - coaching model, feedback, RTC, LASW
- Explain the interview Process
- Use scoring rubric (understanding of the role, equity lens-belief in all students, enthusiasm/HW, growth mindset)
- If they pass the rubric, extend the invitation to submit video

PART II: INTERVIEW PREPARATION

- Submit a video of them teaching (no more than 10 -15 mins)
- Interviewer will use internal teacher evaluation tool to score the submitted video
- participants will receive 3 exemplar teaching videos (ELA, Math and virtual) and fill out document to name why its in exemplar

PART III: INTERVIEW DAY

Interviewers: principal and at least 1 school leader

- School building tour
- Share feedback from video submit (similar to internal coaching structure)
- Live demo lesson (20-30 mins)
- RTC during live demo
- Debrief Demo (reflection, feedback and PRACTICE)

- Interview Questions and Role Plays (use real situations and response to)
- School/network virtues

PART IV: DECISION

- Debrief as a team
- Decision should be made no more 1 week from interview day

PART VI: NEW STAFF TRAINING

- Community tour (new teacher training, both schools)
- Material Pick up (computer, movement gear)
- Illuminate training
- STEP training (they will test incoming scholars for practice)
- Content reading and quiz
- Welcome Party - across the network event (for ex: happy hour)

Questions

What happens if a staff member wants to cross schools?

Need:

Phone conversation scoring rubric

Verbage for invitation to enter the interview process

Verbage for rejection email

2022 Movement Charter Schools Group Benefits

Medical Plans

	Cigna PPO Buy-Up Plan	Cigna PPO Base Plan	Cigna HSA Buy-Up Plan	Cigna HSA Base Plan
In-Network				
Deductible				
Calendar Year Plan				
Individual	$1,500	$3,000	$3,000	$6,000
Family	$3,000	$6,000	$6,000	$12,000
Coinsurance	90%	70%	80%	100%
Out of Pocket Maximum				
Individual	$4,000	$5,500	$3,500	$6,000
Family	$8,000	$11,000	$7,000	$12,000
Hospitalization	Ded + 10%	Ded + 30%	Ded + 20%	Ded + 0%
Per Admission Copay	n/a	n/a	n/a	n/a
Inpatient Services	Ded + 10%	Ded + 30%	Ded + 20%	Ded + 0%
Outpatient Services including surgery	Ded + 10%	Ded + 30%	Ded + 20%	Ded + 0%
Physician Charges	Ded + 10%	Ded + 30%	Ded + 20%	Ded + 0%
Diagnostic testing	Ded + 10%	Ded + 30%	Ded + 20%	Ded + 0%
Emergency Room Visit	$200 copay	$300 copay	Ded + 20%	Ded + 0%
Urgent Care Center	$50 copay	$75 copay	Ded + 20%	Ded + 0%
Office Visit (Copay or Coinsurance)				
Primary Care Provider	$25 copay	$50 copay	Ded + 20%	Ded + 0%
Specialist	$50 copay	$75 copay	Ded + 20%	Ded + 0%
Preventive Care	100%	100%	100%	100%
Primary Care	$35	$35	$35	
Specialist	$70	$70	$70	100%
Prescription Drugs (Copay or Coinsurance)				
Tier 1: Generic	$10 copay	$10 copay	Ded + 20%	Ded + 0%
Tier 2: Preferred Brand	Employee pays 100% to $100 maximum	Employee pays 100% to $100 maximum		
Tier 3: Non-Preferred Brand				
Tier 4: Specialty				
Out of Network				
Deductible (Single, Family)	$4,000 / $8,000	$5,500 / $11,000	$6,000 / $12,000	$12,000 / $24,000
Coinsurance	80%	60%	70%	Ded + 0%
Hospitalization Per Admission Copay	n/a	n/a	n/a	n/a
Out of Pocket Maximum (Single, Family)	$8,000 / $16,000	$11,000 / $22,000	$7,000 / $14,000	$12,000 / $24,000
Gross Monthly Premium				
Single	$721.86	$629.46	$642.30	$622.34
Employee + Spouse	$1,239.03	$1,087.97	$1,110.18	$1,075.65
Employee + Child(ren)	$1,139.47	$1,002.86	$1,023.33	$991.52
Family	$1,733.94	$1,523.46	$1,554.54	$1,506.22
Employee Monthly Premium				
Single	$244.20	$189.00	$220.00	$163.80
Employee + Spouse	$660.00	$504.00	$550.00	$441.00
Employee + Child(ren)	$594.00	$441.00	$484.00	$378.00
Family	$924.00	$855.75	$917.40	$693.00
MCS Monthly Subsidy				
Single	$477.66	$440.46	$422.30	$458.54
Employee + Spouse	$579.03	$583.97	$560.18	$634.65
Employee + Child(ren)	$545.47	$561.86	$539.33	$613.52
Family	$809.94	$667.71	$637.14	$813.22

Dental Plan

	In-Network	Out-of-Network
Deductible		
Individual	$25	$25
Family	$75	$75
Annual Maximum		
Per member	$1,500	$1,500
Maximum Rollover	n/a	n/a
Diagnostic & Preventative	100%	100%
Basic Restorative Services	80%	80%
Major Services	50%	50%
Endo/Perio	50%	50%
Orthodontics	50%	50%
Lifetime Maximum	$1,500	$1,500
Basis for Allowable Charge	Negotiated Fee	90th percentile UCR
Gross Monthly Premium		
Single	$41.84	
Employee + Spouse	$77.40	
Employee + Child(ren)	$83.68	
Family	$127.61	
Employee Monthly Premium		
Single	$16.02	
Employee + Spouse	$42.10	
Employee + Child(ren)	$46.80	
Family	$81.24	
MCS Monthly Subsidy		
Single	$25.82	
Employee + Spouse	$35.30	
Employee + Child(ren)	$36.88	
Family	$46.37	

Vision Plan

	In-Network	Out-of-Network
Office Visit		
Comprehensive Eye Exam	$10 copay	Up to $45
Contact Lens Fitting		
Eyewear Materials		
Spectacle Lenses	$25 copay	Up to $30
Standard Lined Bifocal Lenses	$25 copay	Up to $50
Standard Trifocal Lenses	$25 copay	Up to $65
Frames	Up to $150 allowance, plus 20% off balance	Up to $70
Contact Lenses - Elective	Up to $130 allowance	80% allowance
Contact Lenses - Necessary	Covered in full	Up to $210
Frequency of Services		
Comprehensive Eye Exam	12 months	
Lenses	12 months	
Frames	24 months	
Contact Lenses	12 months	
Gross Monthly Premium		
Single	$7.04	
Employee + Spouse	$14.02	
Employee + Child(ren)	$15.04	
Family	$24.04	
Employee Monthly Premium		
Single	$7.04	
Employee + Spouse	$14.02	
Employee + Child(ren)	$15.04	
Family	$24.04	
MCS Monthly Subsidy		
Single	$0.00	
Employee + Spouse	$0.00	
Employee + Child(ren)	$0.00	
Family	$0.00	

Life Insurance

Benefit	
Life Insurance	$15,000
Accidental Death & Dismemberment	$15,000
Waiver of Premium for Disabliity	Included
Accelerated Death Benefit	Included
Conversion	Available
Age Reduction Schedule	
Age 65	Full benefit reduced by 35%
Age 70	Full benefit reduced by50%
Premium Payment	Employer Paid

MOVEMENT SCHOOLS
SUMMER PROFESSIONAL DEVELOPMENT
2024 -2025

The following is the proposed learning scope and sequence for 24-25. These events are subject to change depending upon data driven by student needs, teacher effectiveness, and community feedback.

Week 1 **7/15 - 7/19**	**ALL LEADER TRAINING** **Mon** ● Life Maps - Who are you? Why do you do this work? Why Movement? ● Goals, Values, Practices ● Working Styles **Tues** ● Cultivating a Strong Adult Culture ● Student Experience Vision ● Family Partnership Vision **Wed** ● Math Vision ● Guided Reading Vision ● ELA Vision **Thurs** ● Observation & Real-time Feedback ● Intellectual Prep Meetings **Fri** ● Team outing
Week 2 **7/22-7/26**	**NEW TEACHER TRAINING** **Mon** ● Life Maps - Who are you? Why do you do this work? Why Movement? ● Who are we? - Professionalism, Goals, Values **Tues** ● Mentor Teacher ● Operations 101 ● Coaching at Movement **Wed** ● Day in the Life ● Lesson Planning and Internalization ● Intellectual Preparation Meeting **Thurs**

	● Guided Reading 101 ● AF Math 101 **Fri** ● NTT Assessment ● NTT/Leadership outing
Week 3 7/29-8/2	ALL TEACHER TRAINING **Mon** ● 23-22 Goals and priorities ● Looking Back - Data Share ● Mindsets: Diversity & Inclusion ● Employee Handbook: Movement Employees, Contractors **Tues** ● Guided Reading- *Before Reading* ● Guided Reading- *During Reading* ● Guided Reading- *After Reading* **Wed** ● ELA ● Writing **Thurs** ● Core Math ● Math Stories **Fri** ● Science ● Humanities
Week 4 8/5-8/9	ALL TEACHER TRAINING **Mon** ● Student Handbook ● Love of Learning ● Taxonomy: Joy Factor ● Taxonomy: Strong Voice **Tues** ● Taxonomy: Narration ● Taxonomy: Positive Framing ● Taxonomy: 100% **Wed** ● First Days Lessons **Thurs** ● First Days Lessons **Fri** ● Mandated Reporting ● Deescalation Training ● Family Partnership- Family Handbook

MOVEMENTFOUNDATION

February 20, 2023

Board of Education
Clayton County School District
1058 Fifth Ave.
Jonesboro, Ga. 30326

RE: Movement School North Charleston

Dear Board,

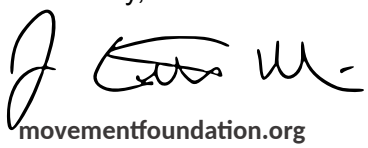
My name is Garrett McNeill and I work for Movement Foundation with all of our real estate acquisition and development. Over the last few years I have been able to work on 7 local charter schools in the pre-development and construction phases of their projects. I typically sit as a project manager to help the schools reduce costs and stay within their budget as well as manage the process and vendor relationships. I have had the opportunity to manage nearly 400,000 square feet of new construction and retrofits totaling over $70 million.

I am excited to partner and support Movement School in their expansion to Atlanta. I have great relationships with Choate (a large general contractor working in the Southeast) as well as LS3P (an architectural firm in Atlanta) that I hope to leverage on Movement's behalf. Through these relationships and many more as well as direct project oversight, I hope to help Movement School develop an amazing site for the benefit of the families and staff that will call that space home.

I love designing spaces that represent the community they are a part of and also spaces that can be utilized by that community when school is not in session. In other areas I have helped the school secure partnerships within the community that allows the space to be utilized throughout the week for the benefit of the local community. After talking with Movement School I am excited to see the partnerships that will flourish and the ways it will thrive and contribute within the local community.

Please see the attached article for an example of our recent work. We were one of four schools in the state of North Carolina selected for a national design award.

Sincerely,



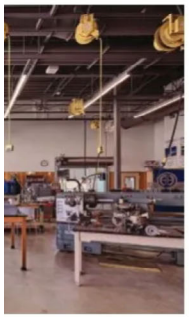
movementfoundation.org


LEARNING
BY DESIGN
THE PREMIER SOURCE FOR EDUCATION DESIGN INNOVATION AND EXCELLENCE
Awards of
Excellence
T I D E

HIGH SCHOOL | **NEW CONSTRUCTION/ADDITION** | STEM OR STEAM FACILITY

Alamo Heights High School STEM Building

San Antonio, TX



Alamo Heights High
pus included a
of the campus heart
ies: the STEM Building,
s and the Athletics

ilding casts a new
-old campus. The
pecialty rocketry lab,
orative areas, STEM
her prep areas. Easy
utdoor shaded spaces
e their work outside.
nt in the facility's
n and regular
v for collaborative
ed into teaching

0

)+C, ALEP,

School District

ants: 112

11,118 gsf
L.

00



spaces or labs to meet the future needs of the program. The ability to adapt to new curriculum prolong the life and usefulness of the STEM Building.

The STEM program for the district was developed in partnership with the community. Teachers, business partners, and parents met for planning and visioning sessions to craft the STEM path at the district. Community partners invested in the process, supporting the programs by consulting on lab layout and donating equipment. STEM lab and collaborative areas open to the campus to show student collaboration and celebrate the STEM projects.



OTHER COMMUNITY CENTER / EDUCATION | **NEW CONS ADDITION** | MULTI-USE/JOINT-USE BUILDING/SPACE

Movement School/Ophelia Garmon-Brown Community

Charlotte, NC





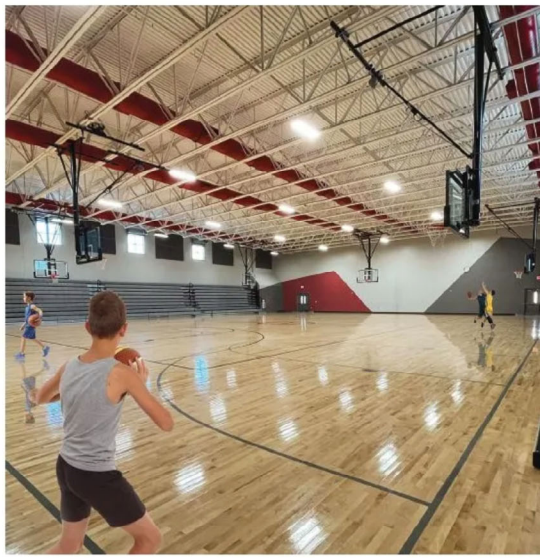
Boomerang Design
Suite 214, 1230 W. Morehead St.
Charlotte, NC 28208
thinkboomerang.com
Robert B. Johnson, Jr., AIA, Principal
704/731-7000

DESIGN TEAM
Choate Construction, Builder
Oak Engineering, Civil Engineering
Arp Engineering , Structural Engineering
MSWG, PME & FP Engineering

OWNER/CLIENT
Movement Foundation
Charlotte, NC
Garrett McNeill, Director at the Movement Foundation

KEY STATS
Grades Served: Grades 6–8, PreK & Joint-Use for all ages
Capacity of Students/Occupants: 600
Size of Site: 11.4 acres
Gross Area of Bldg./Space: 47,802 gsf
Space per Student: 78.4 sq. ft.
Cost per Student: $133
Square Foot Cost: $170
Project Cost: $8,103,699
Occupation Date: 3/22/2021

PHOTOGRAPHY: BOOMERANG DESIGN





The New Movement Middle School on Freedom Drive exemplifies organizations coming together to help communities take root and build on social capital. In this case, The Movement Foundation partners with the non-profit group, Rally Charlotte. Rally seeks to foster greater economic mobility and social equity. And with that in mind, the Movement Middle School includes the new Ophelia Garmon-Brown Community Center including a 1,100+ person gymnasium, community rooms, teaching kitchen, fitness center, with classes for students and programs for the greater community.

Boomerang Design wove the inter-related functions into a facility that could be easily managed, maintained, a
future. Equally exciting,
a former big-box retail st
and bridges neighboring
food establishments, an
interiors provide spaces
and a response to user
palette is based around
pops of color and graph

Project delivery was t
timeline with design ove
and construction start-t
Pre-cast concrete panel
the exterior walls afford
erection speed, and prec

BRIDGE DA GAP

Kevin "Khao" Cates
Founder & CEO

Michael L. Patterson
Executive Director

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Armstrong Williams
Political Commentator

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Boys and Girls Club of Metro Atlanta
HOPE Worldwide
HELP Worldwide
SCLC
Atlanta Public Schools
Georgia Department of Human Services, Independent Living
Andrew and Walter Young YMCA

4730 Legacy Cove Lane
Mableton GA 30126

www.bridgedagap.com

April 13, 2022

Lauren Holcomb
Executive Director
State Charter Schools Commission
1470B Twin Towers East
205 Jesse Hill Jr. Dr., SE
Atlanta, GA 30334

RE: Movement School Atlanta

Dear Mrs. Holcomb,

Bridge da Gap and KMG Music Group are excited to support Movement Schools and their move to Atlanta. Movement has an inspiring mission and has produced impressive results. As a Grammy nominated music producer, my team and I paused our work in Hip-Hop music and turned our talents to creating over 1,200 educational Hip-Hop songs that align to the common core curriculum. Our desire was to help children learn through music with beats that are relatable to them.

Through our work in the community, we understand the need for educational opportunities. We believe Movement Schools are on point and will be a great benefit to our community. We fully support the Movement School charter application. We also look forward to supporting Movement Schools with our talents and volunteers.

Peace,

Khao Cates

Kevin "Khao" Cates

MOVEMENT
MORTGAGE

8024 Calvin Hall Road
Indian Land, SC 29707

GRAB THE KEY

Lauren Holcomb
Executive Director
State Charter Schools Commission
1470B Twin Towers East
205 Jesse Hill Jr. Dr., SE
Atlanta, GA 30334

Dear Ms. Holcomb,

Movement Mortgage exists to love and value people. Movement is the seventh-largest mortgage lender in the country, but more than that – we're disrupting the mortgage industry by lending with integrity, building outstanding corporate culture and investing in our communities.

Movement Mortgage is writing to express our support for Movement School Atlanta. We fully believe that Movement School Atlanta will be an asset to the Atlanta community. Movement School Atlanta will provide a free, public and high-quality educational choice to Atlanta families – one that emphasizes academic excellence, character development and preparation for success in life. Through their mission to love and nurture scholars, Movement School Atlanta will lead a movement of change in education and prepare the next generation of leaders for the Atlanta community.

Movement Mortgage believes homeownership should be attainable for all people. We're excited to partner with Movement School Atlanta to support diverse members of the Atlanta community in grabbing the key and making the dream of homeownership a reality. Movement Mortgage will provide wrap-around education and services for families and staff at Movement School Atlanta, including financial literacy and first-time homebuyer education. We will also provide special pricing options and reduced origination fees to all Movement School scholar families and staff.

Movement Mortgage is proud to support the approval of Movement School Atlanta and to be their partner in executing their mission and leading a movement of change in the Atlanta community.

Sincerely,

Montell Watson
Director of Diversity Lending & Strategic Partnership
Movement Mortgage
Montell.Watson@movement.com

April 12, 2022

Lauren Holcomb
Executive Director
State Charter Schools Commission
1470B Twin Towers East
205 Jesse Hill Jr. Dr., SE
Atlanta, GA 30334

RE: Movement School Atlanta

Dear Mrs. Holcomb,

It is with great pleasure that I write this official letter of support for the application of Movement School Atlanta. My name is Jackie Taslim and I am the Chief Program Officer at Lavinia Group. Lavinia Group provides world-class professional development, coaching, and curricula for K-8 teachers and school leaders to ensure joyful, student-centered, research-based literacy and math instruction. Through our coaching and curriculum, schools achieve extraordinary results on behalf of children. As such, we find it a distinct honor to offer this letter of support for Kerri-Ann Thomas and the team at Movement School Atlanta as they pursue their expansion. We know that in partnering together children will exceed expectations and prove what's possible.

Lavina Group endorses Movement Schools as it seeks to expand to Atlanta and implement literacy and math curricula that spark the curiosity of children and challenge them to think critically. Lavinia Group will provide a comprehensive curriculum and on-the-ground coaching support to ensure successful and consistent implementation. The goal of the partnership is to build capacity and ensure leaders and teachers have the tools they need to provide high-quality, standards-aligned instruction for students daily.

Lavinia Group will continue to partner closely with Movement School Atlanta CEO, Kerri-Ann Thomas, and her staff, to develop the instructional design for the opening of the school, build capacity of the founding team of leaders and teachers, support implementation of the instructional program, engage families and the community, and take any other necessary actions to support a successful launch in Atlanta. Lavinia Group believes in deeply partnering with schools so that they reach their goals, and we are fully committed to working alongside Movement School Atlanta as they introduce a school model that is sure to be transformative for students. I am very confident in the well-rounded, joyful, and rigorous educational experience that Movement Schools will offer the families of Atlanta.

It is without hesitation that I recommend Movement School Atlanta for approval.

Sincerely,

Jackie Taslim

Jackie Taslim
Chief Program Officer, Lavinia Group



April 8, 2022

Lauren Holcomb
Executive Director
State Charter Schools Commission
1470B Twin Towers East
205 Jesse Hill Jr. Dr., SE
Atlanta, GA 30334

RE: Movement School Atlanta

Dear Mrs. Holcomb,

My name is Danae Diller, and I am the Director of Movement's Love Works program, which is a financial hardship program for the employees of Movement Mortgage and its affiliate groups, including Movement Schools. We take a holistic approach to our application process to look at the big picture of what is going on in our employee's household and see how we can best support them. This includes not only helping them with their immediate financial hardship but also afterward through financial coaching, counseling, and other social support options. We really try to be a support network for the employee's so they can operate at their best for themselves, their families, at work, and in their community.

We have seen the exemplary work being done at the current Movement Schools in Charlotte and are excited they are looking to expand to Atlanta. We have witnessed first-hand not only the excellence they bring academically, but also the incredible environment of encouragement, hope and opportunity that they create in their buildings. The value they build into their scholars through the character-based curriculum and social/emotional learning is incredibly powerful! You can feel it when you walk into the buildings every time.

The Love Works program looks forward to supporting the staff of Movement Schools in Atlanta, and to be a safety net for them when they are facing challenges in their personal life. We beleive that by providing a support system during times like this, situations are stabilized faster which allows more space for staff to continue to pour into their students at school and that love and support flows out to their families and the community at large.

Sincerely,
Danae Diller
Love Works Program Director

April 11, 2022

Lauren Holcomb
Executive Director
State Charter Schools Commission
1470B Twin Towers East
205 Jesse Hill Jr. Dr., SE
Atlanta, GA 30334

RE: Movement School Atlanta

Dear Mrs. Holcomb,

My name is Mark Cole, and I am the CEO of Maxwell Leadership where we are focused on providing the leadership development tools and support you need to lead powerful, positive change through values-based leadership. We are a global enterprise, but two of our office locations are in Duluth, GA. My family and I are rooted in Metro Atlanta, having lived and served in the community here for over twenty years.

John Maxwell and I have had the privilege of witnessing Movement Schools firsthand. I can't say enough about the outstanding leadership culture from top to bottom, but one thing that stands out to me is the teachers. Every teacher I talked with while I was there shared about their belief in the students and the value they can add to the world. For many of these young people, this is the first time anyone has ever believed in them and unconditionally loved them.

Nelson Mandela said, "Education is the most powerful weapon which you can use to change the world." Movement Schools has bought into this vision, and I am confident that Movement School Atlanta will bring a premier education while providing a safe environment that calls their students to exceed expectations. Maxwell Leadership is fully committed to helping Movement Schools transform the trajectory of young lives in every city that they serve. We are excited to continue this partnership and believe we can achieve great things when we work together.

Sincerely,



Mark Cole

12Stone CHURCH

14 April 2022

Lauren Holcomb
Executive Director
State Charter Schools Commission
1470B Twin Towers East
205 Jesse Hill Jr. Dr., SE
Atlanta, GA 30334

Dear Ms Holcomb:

I am excited and honored to support Movement Schools efforts to launch a charter school in the Metro Atlanta area.

12Stone Church is a multi-campus church serving the Metro Atlanta region with 7 campuses, robust digital programming and community outreach initiatives across Fulton, Forsyth, Gwinnett, Hall, Barrow and Jackson counties. At 12Stone Church, we've served alongside nearly 50 organizations in the Metro Atlanta area to see our city flourish. We've partnered with not-for-profit organizations, city governments, county governments, and the State of Georgia.

We've worked to reduce poverty, improve health and well-being of each person, empower individuals to their highest potential, and deliver the highest quality education to the next generation. We've partnered with public schools, private schools and charter schools to provide mentors, provide school supplies, and support teachers in the classrooms.

Given this broad experience that stretches back over the last three decades, I interact with many organizations and leaders. I'm not easy to impress. When I visited the Movement Schools in Charlotte in March with John C. Maxwell, I was unexpectedly awed by all that Movement Schools are doing to improve education for some of Charlotte's most vulnerable children. The outcomes Movement Schools are achieving with your students is impressive and gives me great hope for the future.

Because of its success in Charlotte and the strong commitment of Movement Foundation, I enthusiastically support Movement Schools vision in Metro Atlanta. I'm looking forward to partnering alongside many others to see this vision fulfilled.

With Hope and Warmest Regards,

C. Norwood Davis
Chief Financial Officer

PEACEMAKERS

April 8, 2022

Lauren Holcomb
Executive Director
State Charter Schools Commission
1470B Twin Towers East
205 Jesse Hill Jr. Dr., SE
Atlanta, GA 30334

RE: Movement School Atlanta

Across the globe, a consistent component of addressing social challenges has been through partnerships formed between faith-based organizations (FBOs) and government agencies (Pandya, 2016). FBOs are emerging as key players in social welfare (Bridwell-Mitchell, 2017; Pandya, 2016). In the United States, church and public-school partnerships are an example of two "traditionally" separate entities working together to increase underprivileged youth's educational opportunities and achievement (Bridwell-Mitchell, 2017; Jordan & Wilson, 2017).

The above paragraph quotes my dissertation, *Church and Public-School Partnerships*: *Creating Educational Equality.* Research clearly states urban schools at times have tremendous needs, and principals and school leaders are sometimes overwhelmed. However, some communities have banned together in partnerships to address and meet those needs. Movement Schools is one of those organizations.

I have visited the Movement Schools in Charlotte, NC, and it is inspirational to see their holistic approach to education.
They sincerely engage the community by providing wrap-around services, such as afterschool care, medical clinic, counseling sessions, and spiritual support for the families. It is evident their organization desires to uplift the surrounding community. My organization fully supports its mission and vision. Our values align because we both believe the way to have a more significant impact on the lives of children is to share financial resources through like-minded organizations.

Dr. Michael L. Patterson
CEO Be A Peace Maker, Inc

Juan Lascano
2701c Freedom Dr.
Charlotte, NC 28208
757-284-1663
juan@profoundgentlemen.org

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Senior Leaders

Mario Shaw - Senior Impact Partner

Dominique Stone-Maddix - Senior Innovations Partner

Juan Lascano - Senior Strategic Operations Partner

April 12, 2022

Lauren Holcomb
Executive Director
State Charter Schools Commission
1470B Twin Towers East
205 Jesse Hill Jr. Dr., SE
Atlanta, GA 30334

Dear Mrs. Holcomb,

Profound Gentlemen, Inc. is a national non-profit with a mission to build communities of male educators of color who provide a profound additional impact on boys of color. Profound Gentlemen, Inc. has built a network of over 600 male educators of color through one-on-one coaching, professional development, and workshops that help retain male educators of color in education.

Profound Gentlemen, Inc. is writing to express our support for Movement School Atlanta as it begins to expand in Georgia. Over the past five years, The Movement Schools has made a name for itself in the Charlotte community, and we want to continue to support the growth as they expand their impact.

For eight years, Profound Gentlemen, Inc. has supported male educators of color. We spent three years partnering with seven school districts in our priority regions (Charlotte, Atlanta, and Chicago) by providing gentlemen with individualized development plans that assist gentlemen with their growth as educators. Since its inception, Profound Gentlemen aims to retain 90% of our educators in education and move 35% of our gentlemen into leadership roles within their schools.

Profound Gentlemen, Inc. led the first Black Male Educator Appreciation Day in Atlanta and has formed partnerships with the RISE Schools.

As Movement School Atlanta expands into Georgia, Profound Gentlemen, Inc. wants to extend our support for male educators of color that start work with Movement School Atlanta. We would love to serve as a community/school partner to execute Movement School Atlanta's mission and vision to provide high-quality educational choices to families.

Sincerely,

Juan B. Lascano

Juan Lascano
Senior Strategic Operations Partner

April 6, 2022

Lauren Holcomb
Executive Director
State Charter Schools Commission
1470B Twin Towers East
205 Jesse Hill Jr. Dr., SE
Atlanta, GA 30334

RE: Movement School Atlanta

Dear Mrs. Holcomb,

My name is Britney Smith, I am the Director of the Rise: Afterschool Program. Rise is a Christian Afterschool Program that started in the Fall semester of 2020 and over the past two years has had the opportunity to grow parallel with the Movement School Network. Rise is currently offered at two Movement Schools with plans to expand to the third Charlotte school in Fall 2022. While students are enrolled in Rise, they learn about various Bible verses/stories, they receive homework help and tutoring daily. Weekly they participate in STEAM activities and special electives. Rise is offered at an affordable monthly rate, in addition to this we offer financial assistance for families that require additional support.

I am writing to express my support for Movement Schools expansion to Atlanta. I have been afforded the special opportunity to work closely with school leaders in efforts to support the students and families of our communities. Movement school is made up of leaders and educators that are committed to not only the educational but holistic growth of students and communities. Through rigorous academics, learning that is tailored to student development and educators that are committed to student success; Movement schools will be an incredible asset to the Atlanta community.

As Movement School plans for its expansion to Atlanta, our organization is eager and prepared to offer affordable, high-level afterschool care to more students in the growing Movement School charter school network. I am proud to support the approval of Movement Schools Atlanta.

Sincerely,

Britney Smith

Britney Smith
Director – Rise: Afterschool Program
Britney.Smith@movementfoundation.org

PO BOX 1023 | Tyrone, GA 30293

Lead Pastor:
Angel Maldonado
Angel@thepath.church

Executive Pastor:
Michael Patterson
Mike@thepath.church

Outreach Pastor:

Jaz' Vick
Jaz@thepath.church

Women's Ministry:

Shawn Patterson
Shawn@thepath.church

Christina Maldonado
Christina@thepath.church

4/8/2022

Lauren Holcomb
Executive Director
State Charter Schools Commission
1470B Twin Towers East
205 Jesse Hill Jr. Dr., SE
Atlanta, GA 30334

RE: Movement School Atlanta

For almost twenty years, the Path Church has served numerous teenagers, families, college students, and young adults in metro Atlanta. Through our community outreach efforts, we have learned the importance of serving people through partnerships with likeminded organizations. Also, we have learned that when organizations, especially educational institutions, work together, the surrounding community benefits.

Thus, we emphasize the importance of bettering oneself through education. For the last year, we have had the opportunity to research the mission of Movement Schools. We discovered the organization is focused on bringing "wrap-around" services to students and parents.

They not only desire to elevate students' academic performances, but there is also a desire to bring a more substantial, spiritual, financial, and social component to the families. In an era of renewed emphasis on equity and social justice, Movement's Charlotte schools exemplify how lives can be transformed when resources are shared, and we are excited about the possibilities and opportunities to serve families in metro Atlanta.

Roland Alexander
Board President

Exhibit 18

MOVEMENT
SCHOOL

ELEMENTARY HANDBOOK

Movement School Atlanta
[school office phone number
1950 Sullivan Rd.
school email
school website
social media handles]

Welcome,

We're glad you're here.

This handbook will serve as your guide to our school. Everything in this packet is in service of our mission—to love and nurture scholars by leading a movement of change in education through academic excellence, character development, and preparation for success in life.

Our team is thrilled to serve you and your child. Your satisfaction is our highest priority.

Please don't hesitate to contact us with any questions, concerns, or suggestions. We're excited to partner with you!

With gratitude,

The School Leadership Team
[insert Principal name]
[insert AP name]
[insert Director of Operations name]

Movement School is committed to providing an equal and equitable education and will not unlawfully discriminate against any individual on the basis of race, religion, color, national origin, gender, age, sexual orientation, disability, medical condition, marital status or veteran's status.

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OPERATIONS

OFFICE HOURS

The main office is open between 7:30 a.m. and 4:00 p.m. during the school year.
Office staff can be reached at [insert number].

SCHOOL DAY

School hours are from 7:30 a.m. to 3:05 p.m.
Every Wednesday will be a half day, with dismissal at 12:00 p.m.

Any child who cannot be picked up by 3:05 p.m. must be enrolled in an after school program.
If students are not picked up by 3:05 p.m., the school will make every effort to contact parents and emergency contact person.

ARRIVAL PROCEDURES

It is critical for your child to be on time every day. Instruction begins at 7:45 a.m. Students may enter the building at 7:30 a.m. Students will report to classrooms upon arrival and receive breakfast in their classrooms.

Once students have arrived on campus, they are not permitted to leave school unless a parent, guardian or person on an early dismissal verification form is physically present in the school's office and presents a valid picture ID.

DISMISSAL PROCEDURES

- Only authorized adults are allowed to pick up scholars
- Transportation changes must be communicated to the front office **by 11 a.m. or you will have wait until the conclusion the school day to receive your scholar**
- Bus registration takes 48 hours to process
- Parents/guardians are responsible for communicating with the school when a daycare provider is closed
- Only parents/guardians are allowed to make transportation changes or add a person to the pick up/drop off list

CAR RIDER GUIDELINES

These rules exist to help make carpool efficient and safe:

1. Always follow the designated drop off/pick up routes for Movement School. Maps are included in your *Back to School* packet, available on our website and in our front office.
2. Follow the signs, cones, and directives of school staff at all times.
3. Maintain a speed of no more than five mph.
4. Keep seats clear and be ready to receive your child.
5. Place your child(ren)'s identification tag in your windshield or hang it on your rearview mirror.

6. Remain in your vehicle at all times. Students will not be dismissed to parents/guardians outside of their vehicles. School staff will walk students to your vehicle, open the door, and help them get in safely.
7. Do not blow your horn or yell out of the window.

Each family will receive two (2) identification tags. Please display this tag in your windshield or rearview mirror when picking your child up from school. These tags will have your child's name and grade level printed on them. Car tags will be included in your Back to School packet. To request additional tags, please contact the school office.

If a different person is picking up your child, you MUST inform your child(ren)'s teachers, and make sure the person has an identification tag. If there is no identification car tag visible, the driver will be asked for his/her identification, which will be cross-referenced on your child(ren)'s *Permission to Pick Up* form. If that individual is not listed, your child will not be released until we receive verbal and/or written permission from you (via phone call and/or text message).

The first time a car rider gets picked up after 3:30 p.m. the parent will be contacted with a verbal warning. The second time a car rider gets picked up after 3:30 p.m. a required conference will take place with transportation liaison to discuss barriers. The third time a scholar gets picked up after 3:30 p.m. [the scholar will be automatically enrolled in our afterschool program and the parent/guardian will have to pay the fee.]

BUS RIDER GUIDELINES

Safety Expectations
Movement School provides transportation as a service to our students within a five mile radius. This service is a privilege; therefore, students are expected to conduct themselves according to the Code of Conduct and to practice such virtues as respect, responsibility, and kindness, in all school settings – including on the bus. Following the school rules on the bus is essential not only for developing good character, but also for ensuring students' safety.

Students are taught to wait for and board the bus in an orderly fashion. The following rules are posted in the front and back of each bus, and students are expected to abide by them at all times:

- ❑ Sit facing forward at all times
- ❑ Keep hands, feet and mouth to yourself
- ❑ Have quiet, friendly conversations
- ❑ Stay seated until the driver gives directions
- ❑ Follow directions the first time

If a student does not meet expectations, the following consequences apply:

- **First Offense**: Warning and phone call home
- **Second Offense**: Conference with driver, phone call home
- **Third Offense:** Bus referral (consequence based on infraction.), phone call home
- **Fourth Offense**: Bus referral and face-to-face parent conference
- **First Referral**: Consequence based on infraction.
    - **Second Referral:** 3-day bus suspension
    - **Third Referral:** 5-day bus suspension

- **Fourth Referral**: 7-day bus suspension; conference with student, parent, driver, and the Transportation Supervisor
- **4+ Referrals**: The student will receive a **mandatory 10-day bus suspension** and a meeting with the student, parent, driver, and the Transportation Supervisor; a school administrator will be required in order to reinstate bus privileges.

***Note:** *Overriding of the above steps may be necessary for extremely disruptive behavior or crisis situations such as vandalism, extreme defiance/insubordination, or threat of a physical nature, as well as safe school issues. Refer to the* Safe Schools Policy.

We strive to provide students with safe and reliable transportation to and from school. Each Movement School bus has undergone a thorough inspection and is maintained at the highest standards.

To maintain student safety and the upkeep of our buses, each student will be given an assigned seat. Parents will be notified and billed for any damages made to a seat, following a thorough investigation.

Bus Service Information

- Movement School will make every effort to ensure safe, secure and reliable transportation to students through cluster stops within a 5-mile radius of the school.
- To register for a bus or to make transportation changes, please visit https://movementschool.com/buses/.
- Movement School contracts their transportation through [insert name and info].
- Parents with specific complaints about bus service should contact the school's Transportation Director: [insert name and contact info].
- [insert bus service name] has the final decision on bus stop locations, pick up and drop off times, and student bus suspensions.

Boarding and Exiting the Bus

- Faculty and staff members will greet buses in the morning and dismiss the children in the afternoon, ensuring that each student boards the appropriate bus in a safe and orderly fashion.
- **No child in kindergarten through second grade is allowed to exit a bus without an adult guardian or older sibling present to meet the child.**
- Parents or guardians should wait for the child on the right side of the bus, so the student will not be required to cross in front of the bus or behind it.
- Parents or guardians must be out of their vehicle and visible in order for a student to be released from the bus.
- In the event that an adult guardian is not waiting for the child at the bus stop, the child will be returned to the School and the parents or emergency contact will be notified.
- If a child is returned to the school, it is the parents responsibility to come to the school and pick up their child in a timely manner.
- **If a scholar fails to be picked up 3 times, bus privileges will be revoked for a week; if it continues after that, privileges could be revoked permanently.**
- If a parent, legal guardian, or authorized adult cannot be reached by 6:00 p.m., the police will be notified.

Requests for Changes

- **All bus transportation changes or registration must be made 48 hours in advance and confirmation will be communicated before the scholar can make the transportation change.**
- In order for any Movement student to ride a bus other than their original assignment, you must call the Transportation Director: [insert name and contact info]

WALKER GUIDELINES

To be considered a walker, you must live within walking distance of the school or take public transportation. Any student who is walking home must be accompanied by a family member over the age of 15. For dismissal, this family member must come to the front entrance of the school to pick up the student.

VISITORS AND VOLUNTEERS

We welcome visitors, and strongly encourage parents and guardians to be active participants in our school community. There are many ways for you to partner with us throughout the school year! You are welcome to visit and participate in learning activities as long as your visit is scheduled with the classroom teachers and on our school visitors' calendar .

Visits must be non-disruptive to your child, other children within the classroom, and the school community. During visits, students will remain in class and on their regular schedule.

Unless otherwise agreed, meetings with teachers will not happen during visits. If you need to meet with a teacher, you can schedule a meeting with them directly. The School Principal reserves the right to limit the scope and duration of classroom visits.

Visitor Identification

All exterior school doors are locked during the school day. The front entrance offers buzz-in access during school hours. To ensure a safe and secure learning environment, all visitors—including parents and guardians—are required to sign-in through the LobbyGuard system located in the front office. This system requires identification. Visitors must wear their LobbyGuard badge for the duration of their visit. Staff will escort anyone without a badge to the front office for identification.

Volunteering

We are deeply committed to partnering with families in educating our students. Our school community is a shared community where families are welcome and encouraged to be a part of the wonderful things happening. Each family is expected to share their time, gifts, and talents with our school community. You will have many opportunities to do so! Sample volunteer opportunities are listed below. Your child(ren)'s classroom teachers and Enrollment Specialist will share additional opportunities throughout the school year.

Sample Volunteer Opportunities:

- Read alouds in classrooms
- Reading with small groups
- Reading 1:1 with students
- Instructional Support/Tutoring

- Classroom support for teachers (making/preparing materials)
- Assist with playtime/lunch supervision
- Front Office Support
- Field Trips
- School events

For the safety of our students and staff, all volunteers (including parents and guardians) must complete this three-step volunteer application:

1) Movement School Volunteer form (which includes a copy of a government issued ID)
2) Background check (which includes clearance from the US Department of Justice Sex Offender Registry)
3) Volunteer training with the [Enrollment Specialist]

Volunteer validation must be renewed every three (3) years. The Enrollment Specialist will maintain a list of approved volunteers.

Please complete your Movement School Volunteer form before the school year begins. Forms are included in Back to School packets, and are also available in our Front Office. Our Enrollment Specialist will host training sessions monthly beginning in August.

If at any time a volunteer's conduct conflicts with the values, policies, and expectations of Movement School, they will no longer be able to volunteer at Movement School.

Birthday Celebrations

In an effort to maximize student instructional time, please follow these guidelines when planning for your child's birthday celebration at school.

- ALL birthday celebrations MUST take place during your child's lunch time.
- Check with your child's teacher to confirm lunch time and number of students in the class.
- Guests are not permitted to take videos/photos of anyone other than their child.
- Please check with your child's teacher regarding food allergies if you plan to bring food
- Birthday treats must be store bought and the list of ingredients must be visible. No treats or candy should contain peanut butter.
- Food and Safety precautions should always be followed, and gloves must be worn while serving birthday treats.
- Please do not bring any balloons, flowers, party favors, treat bags, or costumes.

SCHOOL CLOSINGS

In the event of inclement weather, Movement Charter School will follow the Clayton County Schools inclement weather decision. In the event of any other emergencies, such as water break, electricity outage, etc., parents will be immediately informed through our messaging system, our all-call system, and our school social media accounts.

FIELD TRIPS

Field trips take place monthly for various academic enrichment and extracurricular purposes. Parents will receive advance notice of all such trips. A general permission slip signed by a student's parent/guardian is required for student participation. Note that this permission slip will grant permission for ALL field trips throughout the year. Students without signed permission slips will remain at the school in another teacher's class. Participating students should bring a bagged

lunch unless otherwise noted. Students may lose field trip privileges if there is a safety concern and/or a behavior management issue.

Occasionally, parents/guardians may be needed to serve as chaperones on class field trips. We hope you will consider volunteering as you are able! The primary responsibility of a chaperone is to ensure appropriate supervision for students.

RECESS

Scholars will have access to the [eg, front playground]. Scholars also will have access to [eg, adjacent public park].

SCHOOL TELEPHONE POLICY

Students will only be allowed to use the school telephone for emergencies, with staff permission and supervision.

ELECTRONIC DEVICE POLICY

Students are strongly discouraged from bringing electronic devices to school. All cell phones must be turned off and put away during the school day and while riding the school bus. **The school will assume no liability for damage, loss, or theft of these items.**

Violations of this policy will result in the following measures:

- **1st offense**: Device will be confiscated and returned to the student at the end of the day.
- **2nd offense**: Device will be confiscated and returned to the student at the end of the day.
- **3rd and subsequent offenses**: Device will be confiscated and only returned to the parent/guardian.
- Additional offenses will result in out of school suspension and a conference with a parent or guardian.

MONEY POLICY

Students should not bring money, credit/debit cards, personal property, or other valuables to school, except to purchase items from the cafeteria, or to pay for field trips and/or other classroom fees. Money should be sent in a sealed and labeled envelope or plastic baggie. All money should be given to the teacher upon the child's arrival at school. If money is required for other reasons, students and parents will be notified. The school will not assume responsibility for any lost or stolen items.

While it is the responsibility of the student to secure and maintain the safety and control of any and all valuables, the administration, and the entire staff of Movement School will also hold students accountable for any deliberate theft or misuse of another student's property. Students are not allowed to sell or solicit funds of any kind without the consent of an administrator.

COMMUNICATION

PARENT NEWSLETTERS

At the beginning of each month, Movement School will provide families with a monthly calendar informing parents of upcoming school closings, events, and important dates.

Grade level teams will send out a monthly newsletter at the beginning of every month. This newsletter will highlight upcoming events, curriculum focus areas, and other resources/tips.

PHONE COMMUNICATION

We use Bright Arrow and SchoolMint to communicate with families. This system uses calls, texts, and emails to contact parents with messages from the school. Please notify your child's teacher with any contact information changes so that we can update our records.

EMERGENCY CONTACT FORM

We will contact you as quickly as possible in the event of an emergency (i.e. sickness, harm, etc.). If we are not able to reach you, we will contact your child(ren)'s emergency contacts on record. Please notify office staff of any changes to the information on these forms.

HOMEWORK POLICY

Homework will be administered and completed through an online platform nightly and is 10% of the scholars grade. K-2 scholars will use Seesaw to complete their daily homework and 3-6 will use Google Classroom. Scholars will be expected to complete homework nightly. We highly encourage checking your scholars' homework completion as it will support their learning and be part of a participation grade.

PARENT CONFERENCES

Formal parent/teacher conferences are scheduled three times a year to facilitate open communication between parents and teachers regarding students' progress. Refer to the School calendar for specific dates. All parents are expected to participate in the scheduled conferences during the times advertised. Informal conferences or conversations may also be scheduled with teachers or school leaders at any time throughout the year.

GRADING POLICY

Movement School deeply values the process of learning; therefore, our grading scales and rubrics are designed to reflect students' progression toward deep and full understanding of concepts. Students' progress will be measured and tracked using the rubric outlined below:

Grading scale:

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below

Grading weighted categories:

- Test/Projects - 40%
- Bi-weekly quizzes - 20%
- Classwork - 30%
- Homework - 10%

Progress reports will be given half way through the quarter and report cards will be given quarterly. Please refer to the school calendar for specific dates.

WEBSITE/SOCIAL MEDIA
Please follow our school website and social media accounts for updates and resources.

- Facebook/Instagram handle: [insert name]
- Website: [insert name]

SOLICITATION
Solicitation of or by any student, parent, or staff member on school property for any cause except those authorized by the Principal is strictly prohibited.

ADMISSION
Movement School is open to all children, on a space-available basis within each grade. The school does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability, proficiency in English, or any other basis prohibited by law.

There are no admission requirements, and no tests of any sort are given to determine whether or not admission is granted, although tests are used to determine group placement once students are enrolled. If there are more applicants than available spaces, the school will hold an enrollment lottery. Once all available slots are filled, applicants will be placed on a waiting list. Students will be admitted from the waiting list as places become available in each grade, in the order that the applications were filed. Preference is given to siblings of admitted students.

Questions? Email [enroll@movementschool.com].

RE-ENROLLMENT
To secure your child's place at the Movement School for the next school year, you must officially re-enroll him or her. In January, re-enrollment information will be sent via email along with the deadline for re-enrollment. Students whose re-enrollment forms are received after the deadline will be added to the waiting list and admitted on a space-available basis.

Questions? Email [enroll@movementschool.com]

TRANSFERS
If a student must transfer from the Movement School for any reason, please provide two weeks' notice in order to provide adequate time to process the necessary transfer paperwork. This will also enable the school to fill the vacant seat with another student from our waiting list. Parent/guardian must reach out to the registrar to fill out the official transfer form at [enroll@movementschool.com].

CHILD FIND

What is Project Child Find?
An effort coordinated by your local school system and the Exceptional Children Division, State Department of Public Instruction, to:

- Locate and identify children and youth ages birth through 21 with disabilities who are in need of special education and related services.
- Inform parents and/or guardians of the services available from their local school system and other state and community agencies.

Who are the Children?
Children and youth who have been diagnosed or are suspected to have intellectual, physical, or emotional disabilities and are unable to benefit from a regular school program without special assistance.

What Help is Available?

- A complete evaluation and, if appropriate
- An Individualized Education Program for children with a disability beginning at age three
- An Individual Family Service Plan for each child with a disability birth through 2, or
- A referral to other agencies when needed.

How Can I Help?
If you know of a child or youth with disabilities who is not in school or receiving special assistance, you can help by:

- Encouraging the parent/guardian to contact the Principal, exceptional children director, principal, or the Exceptional Children Division of the Department of Public Instruction
- Lending support to the child and his/her parents/ guardians until the referral is completed.

Why Should I Help?

- A free appropriate public education is the right of every child with a disability, age 3-21.
- The law provides for early intervention services for children with a disability, birth through two years of age.
- Parents of children and youth with disabilities need your support and assistance.
- Our local school system and the Exceptional Children Division need your help locating these children.
- Without your help, children with disabilities may not be found.

STUDENT RECORDS AND CONFIDENTIALITY

Every student is required to complete and submit the following as part of the registration process (all forms are available in the necessary language translation upon request):

- ❑ *Proof of the child's age*
- ❑ *Registration Form*. This form is used to record all basic information about the student and the family, including home, work, and emergency telephone numbers. It is extremely important that a parent or guardian sign this form.
- ❑ *Free and Reduced Price Meals Application*. This form allows families to apply for federally funded meals, and it must be completed for all students. Student name, address, signature, and proof of income or federal assistance number must be included: all such

information must reflect the student's status no more than 30 days prior to the first day of school.

- ❑ *Transportation Application*. This form allows families to apply for and receive transportation from the School and it must be completed for all students. The home address and telephone number should be indicated on this form, in addition to the nearest major cross street in the student's neighborhood. Notification of the student's assigned bus stop will be sent via regular mail. Students are not allowed to ride the bus without a signed transportation application.
- ❑ *Medical Forms*. This set of forms, which must be submitted for all students within the first 30 days of attendance, includes immunization schedules: family medical information; the child's medical history, including allergies; and a Medication Permission Form, which will permit the school to dispense specified medication to the student, as necessary.

  If you have questions about immunization requirements or other medical issues, please contact your physician.

- ❑ *Record Release*. This form gives the School permission to obtain all records pertaining to a given student from his or her previous school. This form must be completed and should include the telephone number and address of the previous school, as well as the signature of a parent or legal guardian.

It is critical that the School be notified immediately of any changes in a student's name, address, phone number, responsible parent/guardian, or any other information provided at the time of registration. Such changes should be communicated in writing and addressed to the Principal.

The Movement School is dedicated to complying with all confidentiality laws protecting the privacy of their students and their families. Information regarding a student's progress will be shared only with parents or guardians, appropriate members of the school's faculty and staff, and any professional consultants retained for the purpose of measuring and/or improving instructional quality. When information regarding student performance is made public, it will be presented in such a way as to avoid the identification of specific, individual students.

The school may not provide name, phone, or address lists to parents/guardians wishing to organize with other parents/guardians of students at the Movement School. Parents/guardians must find alternative ways to acquire such information, such as circulating forms at parent events or Parent Teacher Organization meetings.

All students consent to be taped either visually or orally by school personnel, media personnel, or others authorized by the school for the purpose of education, public relations, or any other purpose deemed necessary by Movement School.

DRESS CODE POLICY

Movement School requires every student to be in complete uniform daily. Uniform policies will be strictly enforced. No child will be allowed to remain in class unless in complete uniform. Coats, jackets, and over-garments, which are not a part of the school uniform, must be stored in an assigned location. Coats and jackets cannot be worn in the building.

The uniform requirements are listed below:

Article of Clothing	Elementary Scholars
Tops	**Red** Movement School monogrammed polo shirt ● Must have school logo ● Sweater/sweatshirt - black
Bottoms	● Black pants, black shorts, black skirt/skort, black jumper (not to exceed 1 inch above the knee) ● No leggings or joggers
Footwear	Shoes - any (athletic shoe preferred) ● No open toe ● No sandals ● No slides ● No clogs/crocs
Accessories	Black belt with clothing items with belt loops. All accessories should be consistent with the spirit of the uniform policy. Head coverings are only allowed for religious reasons inside of the school building.
Other	When approved by the administration, select clothing may be allowed on particular school days. Professional dress will be requested or required for select events including project presentations.

If a child is out of uniform:

- **1st Offense -** Parents/guardians will receive a verbal warning from the school
- **2nd Offense** - Parents/guardians will be contacted by the school and will have to bring uniform items for the scholar to remain in class.
- **3rd and subsequent violations** - Students will be placed in the In School Suspension until violations are corrected. Parents/guardians will be notified so they can supply an appropriate uniform.

If you are having barriers adhering to our uniform policy, we are here to help. Please contact our school social worker at [insert name]

ATTENDANCE POLICY AND PROCEDURES

2023-2024

The first step toward academic success and achievement for your child is arriving at school on time, ready to learn. Research indicates that students with excellent attendance perform better academically. We also want to promote the value of responsibility as we help scholars develop the life skill of punctuality. This is a key life skill that will set scholars up for success throughout their academic career. Our attendance policy is designed to help you and your child develop excellent attendance habits.

If your child will be absent from school, you must notify your scholar's homeroom teacher by 7:30 a.m. on the day of the absence, along with their expected date of return if applicable.

Absences will ONLY be excused for:

1. Illness or Injury: When the absence results from illness or injury which prevents the student from being physically able to attend school (i.e., doctor's note, hospital release form, etc.).

2. Death in the Immediate Family: When the absence results from the death of a member of the immediate family of the student. For the purpose of this regulation, the immediate family of a student includes, but is not necessarily limited to, grandparents, parents, brothers, and sisters (i.e., obituary or funeral home letter with letterhead).

3. Medical or Dental Appointments: When the absence results from a medical or dental appointment of a student (i.e., doctor's note).

4. Court or Administrative Proceedings: When the absence results from the attendance of a student at the proceedings of a court or an administrative tribunal if the student is a party to the action or under subpoena as a witness. The Local Board of Education can be considered an administrative tribunal (i.e., court documents/court letter).

5. Religious Observance: School principals are required to authorize a minimum of two excused absences each academic year for religious observances required by faith of a student or a student's parents. The student shall be given the opportunity to make up any tests or other work missed due to this excused absence (i.e., a letter from parent/guardian). (S.L. 2010-112)

6. Absence related to Deployment Activities: A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from, or immediately returned from deployment to a combat zone or combat support posting for the purpose of visiting said parent or legal guardian (i.e., USA Government Deployment Letter). (G.S. 115C-407.5 Article V (E))

All absences are considered unexcused/unlawful until the school receives documentation explaining the reason for the absence. PLEASE give all required documents (e.g., parent note, doctor's note, court document, etc.) to your scholar's teacher or school secretary .

Please refer to the Academic Calendar when scheduling routine medical appointments and family vacations. Note that family vacations are not legitimate reasons for being absent.

In cases of chronic absences, parents/guardians are required to meet with the school social worker/designated administrator in order to determine needed support and/or appropriate course of action. Additionally, missing 10 or more instructional days (>5% of school) may jeopardize a student's promotion to the next grade.

If your student accumulates 5 or more consecutive or accrued unexcused absences, he/she is in violation of the Georgia State Compulsory Attendance Law (20-2-690.1.). After two reasonable attempts to notify the parent/guardian of a child of five unexcused days of absence without response, MSA shall send a notice to the parent/guardian by certified mail, return receipt requested. Public schools shall provide to the parent/guardian with a written summary of possible consequences and penalties for failing to comply with compulsory attendance under our school is required to report excessive absences to the State and Local Boards of Education, notify the District Attorney's Office, and contact the Department of Social Services (DSS). In addition, the student may forfeit his/her seat here at Movement Charter School.

ATTENDANCE GUIDELINES

Number of Unexcused/ Unlawful Absences	Strategy/Action	Person Responsible
Up to 3 daily absences	Success mentors will call the parents/guardians of students who are absent on a daily basis.	Classroom teacher
3 unexcused/unlawful absences	Attendance Warning Letter – parents/guardians will be contacted by postal mail of their child's individual attendance profile report. Families will be assigned a success mentor.	Social worker
5 unexcused/unlawful absences	Recommitment to Excellence Parent Conference – parents/guardians will be contacted by telephone or regular/certified mail and will be REQUIRED to come to the school for a MANDATORY meeting.	Social worker sets up recommitment meeting; documents recommitment meeting; sends documentation to all stakeholders involved Assistant principal facilitates recommitment meeting
5 or more unexcused/ unlawful absences	MSA is required to report excessive absences to the State and Local authorities, and contact the Department of Social	Social worker calls DSS/DAO Principal informs the Board

	Services (DSS). In addition, the student may forfeit his/her seat here at Movement Charter School.	

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TARDINESS

Instruction begins promptly at 7:45 a.m. **Students are considered tardy at 7:46 a.m. onward, and the parent/guardian who is dropping them off must sign in at the main office to receive a tardy slip before proceeding to their class.** Students who are chronically late miss valuable instructional time, disrupt the learning environment, and risk being promoted to the next grade.

TARDY GUIDELINES

Number of Tardies	Strategy/Action	Person Responsible
9 days tardy	No consequence	
10 days tardy	Warning letter – The parents/guardians will be contacted by regular mail of their child's tardiness and school-wide attendance policy expectations.	Social worker
15 days tardy	Recommitment to Excellence Parent Conference – The parents/guardians will be contacted by telephone or regular/certified mail and will be REQUIRED to come to the school for a MANDATORY meeting.	Social worker sets up recommitment meeting; documents recommitment meeting; sends documentation to all stakeholders involved Assistant principal facilitates recommitment meeting
16+	MSA is required to report excessive absences to the State and Local Boards of Education, notify the District Attorney's Office, and contact the Department of Social Services (DSS). In addition, the student may forfeit his/her seat here at Movement Charter School.	Social worker calls DSS/DAO Principal informs the Board

Our school social worker is a resource for parents/guardians and students as they navigate attendance policies. They can be reached at [insert email] or at [insert phone number].

CURRICULUM AND INSTRUCTION

At the heart of the Movement School is a highly structured curriculum that sets high expectations and provides individualized monitoring, to assist students in attaining ambitious goals for achievement. The Movement School provides a strong academic foundation for students at the elementary level that will prepare them for middle school and beyond.

The backbone of our curriculum is the Georgia Standards of Excellence.

To ensure that all students are permitted to succeed, we assess every child prior to beginning instruction in reading, writing, and math. Instructional groupings are created based on students' demonstrated competency in these areas. Students who are performing below target receive instruction that ensures that they fill any learning gaps quickly and then accelerate. Likewise, students who are advanced in a subject receive instruction at a level and pace that provide an optimal challenge.

The school's curriculum in science, social studies, music, computer science, and physical education are based on coherent and ambitious standards for what students need to learn from the earliest grades.

CURRICULUM FRAMEWORK

MAVERICK MORNING MEETING

Maverick Morning Meetings are an essential part of our curriculum and help set students up for daily success. Maverick Morning Meeting is the first pillar of the Responsive Classroom Approach, a strategy that seeks to fulfill students' emotional and social needs, which then in turn directly and positively influences their academic success.

Maverick Morning Meetings uphold four goals:

1. Set a positive and respectful tone to create a climate of trust and engagement
2. Create a sense of community, so students feel like they belong and matter and that the joy factor is present.
3. Model and practice social and emotional skills
4. Intertwine social, emotional and academic skills

CLOSING CIRCLES

Closing circle brings closure to the school day in a fun and meaningful way. In ending the day on a reflective note, closing circle reinforces a sense of community and safety. Students leave school feeling good about themselves, each other, and their work.

LAVINIA INSTITUTE / INSIGHT HUMANITIES

Our reading program is through the Lavinia Institute. The program consists of whole group instruction, closed reading, and guided reading. Each component promotes deep thinking, comprehension, and the ability to be a strong reader in any context. Additionally, this program has social studies embedded throughout so scholars are exposed to texts in different contexts that will create well-rounded readers who are ready for college and their future careers.

ACHIEVEMENT FIRST (AFM)

Achievement First's mission is to mold scholars who will not only be successful in K-12 and college, but scholars who will also thrive in the real world. AF does this through its curriculum by promoting; conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, productive disposition and problem solving.

AMPLIFY

Amplify Science is a K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers.

CONTEXT FOR LEARNING MATHEMATICS

Contexts for Learning Mathematics (CFLM) is a rigorous intervention K–6 classroom resource that uses a math workshop environment to bring the Standards for Mathematical Practice to life. Rich, authentic contexts provide a backdrop for fostering the use of mathematical models as thinking tools, tenacious problem solving, and the reading and writing of mathematical arguments and justifications.

WILSON

Fundations

This curriculum is a multi-sensory structured language program. It is a research-based comprehensive reading, writing and spelling program. The program believes in marrying fun and setting a strong foundation for lifelong readers. This is a rigorous program with an explicit focus on college and career readiness.

The program covers the following in grades K-3:

- Phonemic awareness
- Phonics/word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

Intervention/Intensive

These programs offer targeted instruction for our scholars 4-6. It addresses scholars' specific fluency needs. Similar to fundations, it will create more independent readers.

LLI

This is an intensive leveled literacy program designed to help target scholars reading needs in small group instruction. The program has intentionally designed lessons to meet scholars where they are to help move the needle quickly and help scholars feel immediate success.

The program explicitly covers:

- Advance the literacy learning of students not meeting grade-level expectations in reading
- Deepen and expand comprehension with close reading
- Increase reading volume by engaging students in large amounts of successful daily reading
- Increase student engagement with books that build knowledge
- Intervene with small groups of struggling readers to maximize growth
- Monitor student progress

CHARACTER EDUCATION AND SOCIAL EMOTIONAL LEARNING

We incorporate character education and social emotional learning into every aspect of our curriculum and instruction. We employ full time character education/social emotional learning teachers to ensure that every student has access to skills they need to find academic success in school, with their families, in the community, in the future workplace, and in life. Our staff pledges to protect the safety, security, well-being, social and emotional health of all students.

STANDARDS FOR CHARACTER EDUCATION AND SOCIAL/EMOTIONAL LEARNING

Virtue Name	Definition
Perseverance	Sticking to it even when you'd rather give up.
Dignity	The special value of every human.
Empathy	Standing in another's shoes. Trying to understand another's thoughts and feelings.
Gratitude	Thankfulness of life and gifts in life.
Justice	Giving to all what is owed to all; fairness

MOVEMENT
SCHOOL

CODE OF CONDUCT
2023-2024

INTRODUCTION

The Movement School's Code of Conduct has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce that mission of our school: "We exist to love and nurture scholars by leading a movement of change in education through academic excellence, character development, and preparation for success in life."

CODE OF CONDUCT

The Code of Conduct states clearly all school-wide rules governing student behavior as well as the consequences for breaking the rules, will serve as a breach of contract among parents, students, and staff. Embracing the principles outlined here is a first and vital step toward creating the type of environment in which our students can thrive. Adhering to the Code of Conduct will not only minimize physical harm and disruption among students, but it will help establish among all members of the School community the habits that characterize a civil society.

SCHOOL DISCIPLINE POLICY

Our staff desires to create a safe, positive environment to ensure that students can learn. We have developed a discipline plan that will allow students to be rewarded for appropriate behavior and appropriate consequences for inappropriate behavior. The following policy has been established to help all students achieve self-discipline.

The school rules are posted and explained to students.

Students are expected to be:

1. RESPECTFUL
2. RESPONSIBLE
3. READY TO LEARN

When students follow the rules, they EARN positive incentives to encourage appropriate student conduct. Such programs include but are not limited to the positive office referrals, uniform-free days, field trips, homework passes, a trip to the school store, et al.

If a student breaks a rule, the following hierarchy of consequences are generally followed:

MOVEMENT BEHAVIOR MATRIX				
Minor (Teacher-managed unless multiple documented incidents)				
Violation	**Consequence 1**	**Consequence 2**	**Consequence 3**	**Consequence 4**
Inappropriate Language Physical Contact/Physical Aggression	Verbal Warning/ Redirection Recorded on	Verbal Warning/ Redirection with OWN/reflection conversation with	BMT comes and picks up student Phone call home	Major Behavior Referral (educators handbook)

Defiance/Disrespect/Non-Compliance	behavior log Loss of Dojo points	teacher Phone call home Recorded on behavior log Loss of Dojo points	OWN/reflection convo with BMT Loss of Dojo points	Contact to parent by BMT /Administrator * 1 Day of ISS/OSS depending on severity
Property Misuse				
Dress Code Violation				
Technology Violation (minor)				
Personal Electronic Device Use Violation		Devices will be confiscated and returned to the student at the end of the day.	Devices will be confiscated and only returned to the parent/guardian.	Major Behavior Referral Contact to parent by BMT /Administrator *1 Day of ISS/OSS depending on severity
Major (Office Managed)				
Violation	**Consequence 1**	**Consequence 2**	**Consequence 3**	**Consequence 4**
Abusive Language/ Inappropriate language/ Profanity	Major Office Referral Parent will be contacted by BMT/Administrator 1-3 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator 3-5 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator 5-10 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator OSS, Recommended to board for possible exclusion/expulsion Depending on decision, could require re-entry meeting or board hearing
Disruption				
Defiance/Disrespect/ insubordination/ non-compliance				
Theft				
Property damage/vandalism				
Technology violation				
Inappropriate location/out of bounds area				
Harassment/Bullying	Major Office Referral Parent will be contacted by BMT/ Administrator *3 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator *5 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator *10 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator OSS, Recommended to board for possible exclusion/expulsion Depending on decision, could require re-entry meeting or board hearing
Fighting/Physical Aggression				
Use/possession of	Major Office Referral			

combustibles	• parent will be contacted by BMT/Administrator • OSS, Recommended to board for possible exclusion/expulsion • depending on decision, could require Re-Entry Meeting or board hearing
Use/Possession of Weapons	

(*) at administrator's discretion upon consideration of all other variables

GRIEVANCE / APPEAL PROCESS

Differences of opinion may arise between individuals regarding what constitutes equitable treatment. We have established a problem resolution procedure whereby general complaints, complaints of harassment or discrimination, or differences of opinion, or dissatisfaction can be resolved as follows:

1. Written statement of concern given to the assistant principal (AP) (could be immediately resolved with AP or may move up the ladder for decision making)
2. If the concern isn't resolved in step one then a written statement is submitted to the school principal (could be immediately resolved or may move up the ladder for decision making)
3. If the concern isn't resolved in step one or two then a written statement needs to be submitted to the MSA Board of Grievances Committee.

MTSS-BEHAVIOR SUPPORT TEAM

The purpose of the Behavior Student Support Team is to influence positive behavior through teaching, modeling, and cultivating positive behavior through skill building. The Behavior Student Support Team assists school staff who have a concern about a student's behavior and need to consult with professionals who deal with behavioral challenges frequently.

The Behavior Student Support Team provides an organized and coordinated method of assessment, to determine the severity of an incident or situation affecting the school community. The Behavior Student Support Team determines the necessary intervention, identification, and activation of appropriate responses. They will monitor and evaluate student responses and outcomes to reach the goal of consistent positive student behavior. For information or to refer a student please contact [insert name and contact information].

KICKBOARD

The Kickboard app helps us create an open communication channel and maintain a positive learning environment. Teachers can reward points for good behavior and hard work, as well as document negative behavior and comments. By working hard on a regular basis, your child will be able to earn money towards their paychecks and participate in fun events and activities. Some rewards include but are not limited to: in-class incentives decided by the classroom teacher and an opportunity to use points to shop at our school store, the "Maverick Cart '' monthly, where they may purchase toys, treats, coloring books, pencils, etc. Contact your child's teacher for more details.

TECHNOLOGY GUIDELINES

Parents and students should read these rules carefully and acknowledge receipt of these rules by signing the form with your student(s) and returning it to the school.

By signing the form at the end of the parent/student handbook, you and your child agree to abide by the following rules:

- If assigned a hotspot, the hotspot assigned to your student belongs to **Movement Charter School** and is provided free of charge. Students are expected to take excellent care of the equipment. Physical damages to the hotspot will be charged back to the student based on the below schedule and students may also have to perform community service work at the school if

the damage was caused by gross negligence. Lost, damaged or stolen hotspot: $50

- Students or parents should not load or upgrade any software applications without express permission of a member of our staff. Students should also refrain from deleting or removing any software applications without express permission of a staff member.

- Internet sites containing pornographic, violent, or other unacceptable content may not be visited either **at home or on school property**. Accessing, producing, posting, displaying or sending offensive messages, music, or images, including images of exposed private body parts is prohibited. Offensive material includes but is not limited to obscene, profane, lewd, vulgar, rude, or sexually suggestive language or images.

- Sending false or defamatory information about a person or organization is prohibited. Harassing, threatening, insulting or attacking others is prohibited. Computers will not be used for electronic intimidation via Facebook, YouTube, Twitter, TikTok, Snapchat, Instagram, or any other social networking site.

- If assigned, a computer or tablet assigned to your student belongs to **Movement Charter School** and is provided free of charge. Students are expected to take excellent care of the equipment. Physical damages to the tablet will be charged back to the student based on the below schedule and students may also have to perform community service work at the school if the damage was caused by gross negligence.

    - Any fixable damages (missing keys, broken screen/charger port/casing): $20-$100
    - Lost or missing chargers: $20
    - Damage beyond repair (water damage, drop damage, etc): $200
    - Lost or stolen tablet: $200

- We use internet content filters and software in place to track violations of this policy and we have the ability to monitor software and student activities on the computer in real-time. These reports will be reviewed on a regular basis to ensure compliance with the acceptable use policy.
- Parents should monitor student computer use at home to ensure compliance with Movement School Atlanta (MSA) rules and regulations.
- Students are reminded not to share their password with anyone except a parent or guardian. Students should not use login ID's and passwords belonging to other students or faculty and staff members.
- Email correspondence on the MSA system, the laptop, or making use of the student's assigned email account is the property of MSA. Documents and other files created by the students and located on the laptops or the MSA computer system are also property of MSA.
- Teachers will be using our technology to communicate with students. Students should check email, tasks, and calendars frequently throughout the day and respond to MSA teachers/staff as appropriate.
- Students should not send spam (e.g. funny jokes and cute sayings found on the internet) and should not sign up for subscription services using the MSA email account without permission of the MSA staff.
- Hacking or attempting to gain unauthorized access to the MSA's network for the purpose of stealing and/or corrupting data is prohibited.
- Any other use in violation of MSA's policies or federal or state law is prohibited.

The following consequences may apply if a student violates this policy. Any of the below consequences may be enforced alone or in conjunction with one another by the school against the violating student.

- Revocation or limitation of computer access privileges.
- Temporary or permanent confiscation of the student computer,
- Disciplinary action as provided for in the student handbook,
- Any other sanctions or remedies provided by law.

SAFE SCHOOLS POLICY

The purpose of this policy is to foster a safe, positive environment for learning.

PROHIBITED CONDUCT AND RELATED DISCIPLINE

Prohibited conduct is forbidden at school, on school property, including school vehicles and at any school activity. A serious violation that threatens or harms a school, school property, a person connected with school or property associated with a person connected with school is forbidden regardless of where it occurs.

A. You **WILL** be removed from school **for at least 1 year** for a serious violation involving:
   - A real, look alike, or pretend firearm, or explosive or flammable material
   - Exceptions may be made on a case by case basis through the Board of Directors.

B. You **WILL** be removed from school for:
   - Possession, control, actual or threatened use of a real, look alike or pretend weapon, explosive or noxious or flammable material
   - The sale or distribution of a drug, controlled substance, imitation controlled substance or drug paraphernalia
   - Using or threatening to use serious force
   - A serious violation of Section II; C, affecting a student or staff member.

C. You **MAY** be removed from school for:
   - Willful disobedience or violation of a school rule
   - Defying authority
   - Disruptive behavior
   - Foul, profane, vulgar or abusive language
   - Defacing or destroying school property
   - Truancy
   - Theft
   - Posing a significant threat to the welfare, safety or morals of a student, school personnel or the operation of the school
   - Possessing/attempting to possess, using, controlling or being under the influence of alcohol, a drug, an imitation drug or drug paraphernalia or misusing an substance
   - Possessing or using tobacco
   - Hazing, demeaning or assaulting someone or forcing someone to ingest a substance
   - Inappropriate exposure of body parts
   - Sexual or other harassment
   - Gang-related attire or activity

The decision to remove or to discipline in some other way is made by a school administrator based on the following circumstances.

A. The type and length of discipline is based on factors such as previous violations, severity of conduct and other relevant educational concerns.
B. When appropriate, students will be placed on remedial discipline plans
C. School personnel will use reasonable physical restraint if necessary to protect a person or property from physical injury or to remove a violent or disruptive student.
D. If you damage or lose school property, then your official report cards and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

SEARCHES

E. School personnel can search you and your personal property based on reasonable suspicion. Reasonable suspicion may be based on use of dogs, metal detectors, or video surveillance.
F. School personnel can also conduct random searches that might include desks and other school property.

EXPULSION AND SUSPENSION DEFINED

G. Expulsion is the eradication of all educational rights for the remainder of the school year.
H. Exclusion is the removal of a student from MSA for the remainder of that school year.
I. Suspension is any other disciplinary removal from school of 10 days or less.

READMISSION AND ADMISSION

J. If you are removed from school under II.A, readmission depends upon satisfactory evidence that you will not be a danger to yourself, others or school property.

K. If you are removed from school under B or C, you can be readmitted after your parent/guardian meets with school officials to make a plan to correct your behavior and after you complete your days of suspension.

L. The Board of Directors may deny admission to a student who has been expelled from any school in the last twelve months.

DUE PROCESS FOR SAFE SCHOOLS POLICY

M. If you are removed from school or otherwise disciplined under this policy, you can meet with the Principal to tell your side of the story.

N. If the Principal recommends your removal for more than 10 days, notice will be given to you and your parents, that will identify the reasons for that action, and that it will be included in your official record, and provide that you may appeal that decision to members of the school's board designated to hear such appeals. If you elect to appeal the decision of the school, the Principal must be notified in writing within two days of the action. At this time the School Board's Appeals Committee will schedule a meeting within ten days.

O. In that appeal, the Principal will present the information. The decision is based upon, to the board members. You may appear to be heard and represented by counsel if you choose to do so. The school **is to be notified** if counsel will be present, so that they can arrange to be represented by counsel as well.

PROCESS FOR EXPUNGEMENT

P. Each student's official record shall include notice of any suspension for more than 10 days or any expulsion, and description of the conduct for which that student was suspended or expelled.

Q. The Principal shall expunge that notice from the record upon the request of any student at least 16 years old or emancipated, or the student's parent, legal guardian or custodian, if (a) the student either graduates from high school or is not expelled or suspended again during the 2-year period commencing on the day the student returns to school after the expulsion or suspension, (b) the director determines that the record is no longer needed to maintain a safe and orderly school, or (c) the director determines that the record is no longer needed to adequately serve the child.

R. The Principal may also expunge the record without such request, provided the other conditions set forth in B are met.

ANTI-BULLYING POLICY: PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING

Movement School has a zero tolerance for harassment, intimidation, and bullying. Movement School is also committed to a safe and civil educational environment for all students, employees, volunteers and patrons, free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional written, verbal, or physical act, when the intentional written, verbal, or physical act:

- Physically harms a student or damaging the student's property; or
- Has the effect of substantially interfering with a student's education; or
- Is severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Nothing in this policy requires the affected student to possess a characteristic that is a perceived basis for the harassment, intimidation, or bullying, or other distinguishing characteristics.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendo's, demeaning comments, drawing cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Bullying can take many forms including:

1. **Physical bullying**: includes hitting, kicking, tripping, pinching, pushing, or damaging property.
2. **Verbal bullying**: includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.
3. **Covert bullying**: can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliation.

- Examples include:
    - lying and spreading rumors
    - negative facial or physical gestures, menacing or contemptuous looks
    - playing nasty jokes to embarrass and humiliate
    - mimicking unkindly
    - encouraging others to socially exclude someone
    - damaging someone's social reputation or social acceptance.

4. **Cyber-bullying**

- Cyber-bullying is bullying behaviors using digital technologies
- Examples include:
    - Harassment via a mobile phone (calls or texts)
    - Setting up a personal website with the intention to degrade someone or deliberately insulting someone on a social networking site (Facebook, Instagram, Twitter, etc.)

Cyber-bullying can happen at any time. It can be in public or in private, and sometimes only known to the target and the person bullying.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the education environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other school policies or building, classroom, or program rules.

Counseling, corrective discipline, and/or referral to law enforcement will be used to change the behavior of the perpetrator and remediate the impact on the victim. This includes appropriate intervention(s), restoration of a positive climate, and support for victims and others impacted by the violation. False reports or retaliation for harassment, intimidation or bullying also constitutes violations of this policy.

The Principal is authorized to direct the development and implementation of procedures addressing the elements of this policy, consistent with the complaint and investigation components of procedures as outlined in the school's anti-harassment policy.

***Students found in violation of this policy <u>WILL</u> face disciplinary action, up to extended out-of-school suspension.**

VIDEO SURVEILLANCE POLICY

I. **Purpose**
The Board agrees to allow the use of electronic surveillance to promote the safety and security of students, the protection of school property, deterrence and the prevention of criminal activities and the enforcement of school rules.

II. **Definitions**
Electronic surveillance refers to video-digital components of multimedia surveillance.

III. **Guidelines for video monitoring on school property**

A. Camera Location, Operation and Control:
    i. School buildings, grounds, and buses may be equipped with video monitoring devices.
    ii. Video surveillance may be placed in areas where surveillance has proven to be necessary as a result of threats, prior property damages, or security incidents.
    iii. Cameras placed outside shall be positioned only where it is necessary to protect external assets or to provide for the personal safety of individuals on school grounds or premises.
    iv. **Cameras shall not be used to monitor inside bathrooms**.

v. The Principal shall be the one responsible to manage and audit the use and security of monitoring cameras; monitors; computers used to store images; computer files and all other video records.
vi. Only individuals authorized by the Principal in accordance with the policy, shall have access to video monitors, or be permitted to operate the controls.

B. Notification
   i. Signs advising users of the premises of video surveillance practices should notify individuals of the area in which surveillance is conducted; hours during which surveillance is conducted; and the contact person who can answer questions about the surveillance system, including a telephone number for contact purposes.
   ii. All staff shall be made aware of the Board's video surveillance guidelines and practices.
   iii. The Principal shall inform students, staff, and parents at the beginning of each school year that the administration will be monitoring all activity that occurs at designated monitoring points throughout the school year and explain the purpose for such monitoring practice.

C. Use of Video Recordings
   i. A video recording of actions by students may be used by the Board or administrators as evidence in any disciplinary action brought against students arising out of the student's conduct in or about school property.
   ii. Video recordings of students, staff, or others may be reviewed or audited for the purpose of determining adherence to Board policy and school rules.
   iii. The school may use video surveillance to detect or deter criminal offenses that occur in view of the camera.
   iv. The school or its administrators may use video surveillance and the resulting recordings for inquiries and proceedings related to law enforcement, deterrence, and student discipline.
   v. The school shall not use video monitoring for other purposes unless expressly authorized by or under an Act or enactment.

D. Protection of Information and Disclosure/Security and Retention of Tapes
   i. All video records not in use should be securely stored in a locked receptacle.
   ii. The Principal must authorize access to all video records.
   iii. Video records will be routinely retained for a minimum of thirty (30) calendar days. The Principal may decide to retain an individual video record for a longer period of time if deemed necessary.

E. Disposal or Destruction of Recordings
   i. All recordings shall be disposed of in a secure manner.

F. Video Monitors and Viewing
   i. Only the Principal or individuals authorized by the Principal shall have access to video monitors while they are in operation.
   ii. Video monitors should be in controlled access areas wherever possible.
   iii. Video records should be viewed on a need to know basis only, in such a manner as to avoid public viewing.

G. Disclosure
    i. Recordings shall not be disclosed except in accordance with this policy. Disclosure of video records shall be on a need to know basis, in order to comply with the Board's policy objectives, including the promotion of the safety and security of students, the protection of school property, deterrence, and the prevention of criminal activities and the enforcement of school rules.

H. Access to Personal Information
    i. An individual who is the subject of video monitoring has the right to request access to the recording in accordance with applicable legislation and any rules or regulations thereunder. Access in full or part may be refused on one of the grounds set out within the legislation.

I. Media, Videotaping, and Photography Policy
    i. From time to time students may be videotaped, photographed, or interviewed for news or promotional purposes. Parents/guardians who prefer their children not be included should notify the Principal in writing. This notification will remain in the student's records throughout their time at Movement or until amended by their parents/guardians.
    ii. Video or photography for instructional purposes is not covered by this policy. All students will participate in instructional activities that will include videotaping or photography. Images of students who have opted out will not be used for any other purpose.

IV. **Guidelines for video monitoring on School Buses**

A. Camera Location, Operation and Control:
    i. The school administrators may approve the equipping of school buses with video monitoring devices for monitoring student behavior.
    ii. Video monitoring equipment shall be in operation on a random basis as determined necessary by the school administration to monitor student behavior or the action of bus drivers.
    iii. The school administration shall be responsible to audit the use and security of surveillance cameras, including monitors and tapes.
    iv. Students shall be informed by the Principal at the beginning of each school year that the school may be recording student behavior on school buses and the purposes of such practices.
    v. Video records may be released to third parties or applicants in conformance with applicable legislation and any rules or regulations thereunder.
    vi. An individual who is the subject of video monitoring has the right to request access to the recording in accordance with applicable legislation and any rules or regulations thereunder. Access in full or part may be refused on one of the grounds set out within the legislation.

INTERNET ACCEPTABLE USE POLICY

Movement School (MSA) recognizes that electronic resources of all types are a part of students' everyday life. MSA is preparing our students to work and live as responsible citizens and life-long learners. MSA provides students and teachers with technology tools and skills necessary for student-directed learning.

The Board policies for the use of technology is outlined in the Acceptable Use Policy.
This Technology Acceptable Use Policy for the Movement School ("MSA") is enacted by the School to provide the parents, students, and staff of the Movement School Community with a statement of purpose and explanation of the use of technology within the MSA learning community. This policy is reinforced by practice & acceptable use standards and is required to be read before accessing the technology devices, digital resources, and network infrastructure of the Movement School. Students and parents/ guardians as well as all staff members of MSA must also read and sign the accompanying Statement of Responsibilities.

This policy provides the procedures, rules, guidelines and codes of conduct for the use of technology and information networks at MSA. Use of such technology is a necessary, innate element of the MSA educational mission, but the technology is **provided as a privilege, not a right.**

MSA offers a variety of network and Internet resources to support learning and communication with others. Technology will be used to increase communication, enhance student engagement, and assist staff and students with acquiring new skills. Technology devices, digital resources and the network infrastructure will also be utilized to provide relevant school information. The ultimate responsibility for student use of the internet and e-mail rests with the student and his/her parent/legal guardian(s).

Students who do not adhere to the guidelines set forth by the school will have their Internet and e-mail privileges revoked and may be subject to other disciplinary measures.

INTERNET / SOCIAL MEDIA POLICIES

Movement school seeks to cultivate responsible digital citizens. To this end, we need parent/guardian support with monitoring scholars' internet activity during non-school hours.

Movement school will take action regarding scholars' internet use when it negatively impacts the safety, well-being and learning environment of the Movement community. Including but not limited to:

- threats to Movement community, including threats to harm oneself
- any threat, harassment, intimidation, resulting in unsafe conditions for the school environment and loss of learning time
- distribution/ sharing of explicit, graphic or inappropriate messages, photos and videos

Please note, depending on the action being addressed when appropriate, the school is mandated to report to local law enforcement.

FOOD SERVICE

BREAKFAST AND LUNCH

The Movement School's commitment to offering children a superior education extends to the meals that we provide for students. The school aspires to the highest possible quality in its breakfast and lunch programs and is dedicated to meeting high standards of nutrition, taste, attractiveness, and accurate delivery.

Students are advised to refrain from sharing food with other students, to minimize the spread of viruses and the risk of allergic reaction.

Students will practice etiquette and clean-up skills during mealtime.

HEALTH AND SAFETY

Students' health and safety is the school's foremost responsibility. The following information describes the precautions taken to protect the well-being of all students. If your child has specific health, safety, and/or security needs, please inform the school so that appropriate accommodations can be made.

NURSE

MCA has an on-site nurse to assist students who are ill or injured.

Parents or students may also wish to consult with the nurse on matters related to hygiene, nutrition, substance abuse, depression, child abuse and neglect, or other issues of concern.

Parents must inform the school in writing of any allergies or medical conditions that their children might have. Also, please notify the school nurse in writing if your child has a chronic illness that may affect his or her performance at School.

SICK LEAVE POLICY

- Students will be required to stay out of school for 10 days if they test positive for coronavirus
- If an immediate member in the students household tests positive (notify Director of Operations/School nurse)

SICK CHILD POLICY

The following illness policy will be strictly enforced for the health, well-being, and safety of all children and staff.

Under no circumstances may a parent/guardian bring or send a sick child to school. If the child shows any signs of illness (see symptoms requiring removal of child from school) or is unable to participate in the normal routine and regular school day, please don't bring/send the child to school. Sick children can expose all others that they encounter. We realize that children can become ill after leaving home, in this case we will attempt to reach you by phone. We must always have current contact information for you concerning your child. Please update the teacher AND the office of new contact information. We ask that all children be picked up within 60 minutes of being notified. If we are unable to contact a

parent/guardian after 30 minutes we will then call the contacts on file. If the child is showing signs of needing emergent care, 911 will be called.

Symptoms or communicable disease requiring removal of child from school:

- **Fever**: A temperature of 101 degrees or higher taken orally, 100 if taken under arm. A child must be fever free WITHOUT medication (Tylenol, Ibuprofen, Aleve or any other fever reducer) for a minimum of 24 hours before returning to school.
- **Sore throat, rash or earache** (if this will cause the student to not participate in class or come to the nurse's office).
- **Diarrhea:** Runny, watery stools or 2 or more loose stools within the last 4 hours.
- **Vomiting**: 2 or more times in a 24-hour period or once during the night.
- **Breathing trouble** or a continuous hacking **cough**.
- **Frequent scratching of body or scalp**. Please check your child for lice or ringworm if this is occurring prior to coming to school.
- **Pink eye**: If your child has itchy, watery, and/or encrusted eyes, please give them their allergy medication prior to coming to school. If they don't have allergies, the parent/guardian will be called to pick the child up to be evaluated.
- If your child requires more attention than can be provided with respect to the other students, please keep them home.
- **This is a partial list of illnesses or communicable diseases that may cause a child to be excluded from school.** Each situation will be addressed on a case by case basis and may be reported to the health department if necessary.

SCREENINGS AT SCHOOL

During each school year, the school nurse will conduct vision screenings and dental screenings for all students. Parents/guardians are notified of any abnormalities and are asked to follow up with the family physician.

HEALTHY PHYSICAL FORM

Georgia mandates physicals for all students in Kindergarten. The Kindergarten assessment must have been completed in the past 12 months. You can obtain a form in the health office.

IMMUNIZATIONS

An immunization record must be submitted to the school for every child on or before the first day the child attends school. The following immunizations are required:

Vaccine	Number of doses	Vaccine	Number of doses
DTap (diphtheria, tetanus and acellular pertussis	5 doses	Rubella	1 dose
Polio	4 doses	Hib (haemophilus influenza type B)	3-4 doses
Measles	2 doses	Hepatitis B (Hep B)	3 doses
Mumps	2 doses	Varicella (chickenpox)	2 doses

PRESCRIPTION MEDICATION

For medications to be given at school, state law requires that we have the following:

1. Written permission from the doctor
2. Written permission from the parent.

3. Direct, personal delivery of the medication in its original container (labeled with the student's name, the name of the medication, the date of expiration, and the proper dosage) by parent or legal guardian. Forms are available in the nurse's office or on the website.

OVER-THE-COUNTER MEDICATION (OTC)

A written doctor's note and written permission from a parent/ guardian are required for any OTC medication to be administered, used at school or during school activities. This includes Tylenol, Benadryl, cough drops, etc. All medication should be delivered directly to the nurse by a parent or guardian. No medications should be sent to school with the student. The nurse has the appropriate forms to be filled out by your physician for authorization for your child to be able to take medications in school.

FIRE DRILL/EVACUATIONS

The school will have at least one fire drill per month within the school hours. Specific signals and procedures have been established for all types of disaster drills, and safety areas have been designated. Teachers are equipped with instructions, and all drills will be practiced with students on a regular basis.

INJURY AT SCHOOL

In the case of injury, the school nurse will administer first aid and assess the situation. An incident report will be completed and the parent will be contacted. The school nurse will advise the parent/guardian if additional medical attention is needed. If parents/guardians accrue medical expenses due to the injury at school parents have 30 days to file a formal claim. Please note filing a claim does not guarantee payment.

U.S. ENVIRONMENTAL PROTECTION AGENCY - ASBESTOS HAZARD ACT

The US Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA) requires all schools to inspect building materials for the presence of asbestos. AHERA excludes schools from the inspection requirement if the school was constructed after October 12, 1988, and has a signed statement from the project engineer or architect responsible for the construction of the school stating that no asbestos-containing building materials were specified for use in the construction of the school. Our school has been provided such a statement, and is, therefore, exempt from the requirement to conduct an asbestos inspection.

The EPA requires us to annually notify you that we are aware of the AHERA regulation, and that we are in compliance. The Management Plan is available for your review at any time during normal school hours (Monday – Friday, 7:30 A.M – 3:15 P.M.). The Asbestos Program LEA Designee, Tonya Ardrey, is available to answer any questions you may have about asbestos in our buildings (704-585-1356).

MOVEMENT STAFF COMMITMENT TO EXCELLENCE

We promise to prepare students for success in life through leading a movement of change through academic excellence and character development.

Therefore…

- We arrive at MSA everyday by 7:00 a.m.
- We remain at MSA until 4:00 p.m. ensuring that ALL students are home safely using the correct mode of transportation.
- We agree that we will dedicate every moment to instruction and character building.
- We agree that a culture of excellence is built through repeated practice by adults and MSA students.
- We constantly work to become better teachers and leaders daily providing consistent procedures, expectations and consequences.
- We always protect the safety, security, well-being, social and emotional health of all MSA students.
- We always model effective conflict resolution by handling concerns appropriately, directly taking it to the source, and honestly only with those involved.
- We communicate with parents/guardians openly, honestly and frequently regarding student academic and behavioral progress.

If we keep these promises, we know our students will achieve academic excellence. We will have equipped our students with character traits that have prepared them for a successful life in high school, college or trade school, and beyond! If we do not keep these promises, we know that we are in violation of the Movement Charter School Mission.

The following pages need to be signed and returned to your scholar's homeroom teacher by [date]:

- ☐ Handbook acknowledgement
- ☐ Parent/guardian Commitment to Excellence
- ☐ Student Commitment to Excellence
- ☐ Technology Guidelines
- ☐ Recess/field trip permission slip

ACKNOWLEDGMENT

I have received and read and understand the contents of the Movement Charter School [date] Parent/Student Handbook. I agree to follow all policies as outlined in the handbook.

I understand the school reserves the right to amend any policies when necessary, I will abide by those changes. Any changes made in the handbook will be distributed by the school.

Parents/Guardians' Signature/s: _____

Parents/Guardians' Printed Name/s_____

Student Name: _____

Date: _____

PARENT/GUARDIANS COMMITMENT TO EXCELLENCE

We exist to love and nurture our scholars by leading a MOVEMENT of change in education through academic excellence, character development and preparation for success in high school, college, career and beyond.

Movement Charter School's Parent/Guardians' Promises:

We promise to support our child's education at Movement Charter School. Therefore…

- I will make sure my child arrives at MSA everyday by 7:45 am.
- I will make sure my child stays at MSA for the entire day (until 3:05) every day except for doctor appointments and uncontrollable emergencies.
- I will show respect to all teachers and Movement Charter School staff by handling concerns appropriately, directly, honestly, and only with those involved.
- I agree to support my child's academic work and behavior by communicating regularly with my child's teacher, by scheduling appointments to talk with them as needed and attending ALL parent/teacher conferences.
- I will check my child's homework daily ensuring that all homework is completed and returned to school the following day.
- I will ensure that my child reads (or will read with my child) daily.
- I will always make myself available to provide support for my child/children through providing appropriate contact numbers for both me, family members, and emergency contacts with the front office staff.
- I understand that rewards and consequences are EARNED. When my child makes a poor choice, I will support the school's consequence choice. If I have questions, I will follow the Grievance Policy written in the Parent/Student Handbook.
- I will allow my child to EARN and participate in field trips, field days, fun days and other reward activities provided by Movement Charter School.
- I will make sure my child follows the MSA dress code daily. (MSA Red K-5/Gray 6-8, Uniform Shirt/Black Bottoms). If my child is out of uniform, he/she will not be permitted to attend class until a proper uniform is provided.
- I understand that my child must follow the MSA rules to protect the safety, welfare, security interests, and rights of all individuals within the school environment.
- I will come to school for a meeting if my child is suspended, and I understand that my child will NOT be permitted to return to class until this meeting occurs.
- I understand that if my child is absent more than 9 days of the school year, he/she will be considered for retention.
- I understand that my child needs to pass all academic classes in order to be promoted to the next grade.
- I understand that if my child repeatedly violates the Code of Conduct or Safe School Policy, he/she could possibly be removed from the Movement Charter School Family.

If I keep my promises, I increase the likelihood of my child excelling academically, developing strong character and being prepared for high school, college, career, and beyond.

Parents/Guardians' Signatures: _____

Parents/Guardians' Printed Name: _____

Student Name: _____

Date: _____

STUDENT COMMITMENT TO EXCELLENCE

I promise to always work relentlessly, behave well, and think at Movement School. I promise to work towards academic excellence, develop great character to be prepared for college and a successful life in the following ways:

- I will arrive at MSA daily ready to learn.
- I will always work, think, and behave in a way that is **RESPECTFUL**, **RESPONSIBLE**, AND **READY TO LEARN.**
- I will do whatever it takes for my fellow classmates and myself to learn.
- I will find a smart solution and/or get help when I have a problem.
- I will raise my hand and ask questions in class if I do not understand.
- I will follow my teacher's directions because I understand that my teachers and parents want me to do well and be safe.
- I will always tell the truth using my own words and actions. I want my parents, teachers, and team to trust me and I will choose to behave in a trustworthy way.
- I will always be nice to my classmates and show everyone respect.
- I understand all rewards, activities, and prizes are EARNED by working hard, exhibiting excellent character, and completing both in-class and out-of-class assignments.
- I understand when I make a poor choice there will be a consequence.
- I will dress accordingly by following the MSA dress code (MSA Red/Gray Shirt/Black Bottoms) daily.

If I keep my promises, I know I will excel academically, develop strong character, and be prepared for high school, college, career, and beyond. If I do not keep these promises, I know I will lose rewards, and earn consequences.

Student Signature:_____

TECHNOLOGY GUIDELINES

Parents and students should read these rules carefully and acknowledge receipt of these rules by signing the form with your student(s) and returning it to the school.

By signing the form at the end of the parent/student handbook, you and your child agree to abide by the following rules:

- If assigned a hotspot, the hotspot assigned to your student belongs to Movement Charter School (MSA) and is provided free of charge. Students are expected to take excellent care of the equipment. Physical damages to the hotspot will be charged back to the student based on the below schedule and students may also have to perform community service work at the school if the damage was caused by gross negligence. Lost, damaged or stolen hotspot: $50

- Students or parents should not load or upgrade any software applications without express permission of a member of our staff. Students should also refrain from deleting or removing any software applications without express permission of a staff member.

- Internet sites containing pornographic, violent, or other unacceptable content may not be visited either **at home or on school property**. Accessing, producing, posting, displaying or sending offensive messages, music, or images, including images of exposed private body parts is prohibited. Offensive material includes but is not limited to obscene, profane, lewd, vulgar, rude, or sexually suggestive language or images.

- Sending false or defamatory information about a person or organization is prohibited. Harassing, threatening, insulting or attacking others is prohibited. Computers will not be used for electronic intimidation via Facebook, YouTube, Twitter, TikTok, Snapchat, Instagram, or any other social networking site.

- All computers or tablets assigned to your student belong to MSA

- Students are expected to take excellent care of all school equipment. Physical damages to the tablet will be charged to the student (see below); students may also have to perform community service work at the school if the damage was caused by gross negligence.

Any fixable damages (missing keys, broken screen, broken charger port, broken casing, etc.): $20-$100
Lost or missing chargers: $20
Damage beyond repair (water damage, drop damage, etc): $200
Lost or stolen tablet: $200

- Students or parents should not load or upgrade any software applications without express permission of a member of our staff. Students should also refrain from deleting or removing any software applications without express permission of a staff member.

- Internet sites containing pornographic, violent, or other unacceptable content may not be visited either **at home or on school property**. Accessing, producing, posting, displaying or sending offensive messages, music, or images, including images of exposed private body parts is prohibited. Offensive material includes but is not limited to obscene, profane, lewd, vulgar, rude, or sexually suggestive language or images.

- Students or parents should not load or upgrade any software applications without express permission of a member of our staff. Students should also refrain from deleting or removing any software applications without express permission of a staff member.

- Internet sites containing pornographic, violent, or other unacceptable content may not be visited either **at home or on school property**. Accessing, producing, posting, displaying or sending offensive messages, music, or images, including images of exposed private body parts is prohibited. Offensive material includes but is not limited to obscene, profane, lewd, vulgar, rude, or sexually suggestive language or images.

MSA has internet content filters and software in place to track violations of this policy and we have the ability to monitor software and student activities on the computer in real-time. These reports will be reviewed on a regular basis to ensure compliance with the acceptable use policy.

- Parents/guardians should monitor student computer use at home to ensure compliance with MSA rules and regulations.

- Students should not share their password with **anyone except a parent/guardian**. Students should not use login IDs and passwords belonging to other students or staff members.

- Email correspondence on the MSA system, the laptop, or making use of the student's assigned email account is the property of MSA. Documents and other files created by the students and located on the laptops or the MSA computer system are also property of MSA.

- Teachers will be using our technology to communicate with students. Students should check email, tasks, and calendars frequently throughout the day and respond to MSA teachers/staff as appropriate.

- Students should not send spam and should not sign up for subscription services using the MSA email account without permission of the MSA staff.

- Hacking or attempting to gain unauthorized access to the MSA network for the purpose of stealing and/or corrupting data is prohibited

- Any other use in violation of MCA's policies or federal or state law is prohibited.

The following consequences may apply if a student violates this policy. Any of the below consequences may be enforced alone or in conjunction with one another by the school against the violating student.

- Revocation or limitation of computer access privileges.
- Temporary or permanent confiscation of the student computer,
- Disciplinary action as provided for in the student handbook,
- Any other sanctions or remedies provided by law.

I have read MSA's Technology Acceptable Use Policy and understand there may be consequences as outlined above for the student if he/ she/ we violate the policy.

Parent Signature:	**Date:**
Student Name:	**Computer #:**

PERMISSION SLIP

Permission is granted for _____to attend a trip/s with MSA for this school year. Lunch and transportation will be provided and clearly communicated. You may still provide your scholar with their own lunch.

PARENT/GUARDIAN INFORMATION

Parent/guardian name:	
Phone #:	Emergency phone #:
Please provide the information requested below, as it may be needed in case of an emergency. This information does not modify the information on the emergency card.	
Student's date of birth:	Allergies:
Conditions requiring special consideration (medical/physical):	
Does your student require: (A) Epipen Yes☐ No☐ B) Inhaler Yes☐ No☐ C) **ANY MEDICATION CURRENTLY TAKEN:** (type of medication and time of administration):	
Primary contact name:	Relationship to student:
Phone #:	Work phone #:
Secondary contact name:	Relationship to student:
Phone #:	Work phone #:
TO ANY DOCTOR OR HOSPITAL: I hereby authorize the release of my child's pertinent medical information to the appropriate professional staff. I give permission to the physician or hospital to secure treatment for him/her and to order medications, injections, anesthesia, or surgery for my child, as named above, in case of emergency. The signature below constitutes authorization to perform any necessary treatment for my child during this field trip.	
Parent/guardian name:	Date:
Parent/guardian signature:	

Update on property at 1950 Sullivan Road, College Park

- We have worked with our civil engineers to draft the sample traffic plan with ingress/egress patterning and incorporating bus turning radius, etc.
- We have spoken with all local officials including City Manager as well as district representatives for early feedback.
- Our application for rezoning has been completed as well as an application for conditional use approval for the site
- We are currently drafting our educational narrative to pass along to Council for consideration
- We are hosting an onsite meeting with city representatives to discuss the space directly
- We have spent numerous hours reviewing College Park's future planning along this corridor and are working to make sure we can help accommodate future growth as well as deliver an educational alternative where they have specifically noted that residents are concerned with current educational options.
- We have conducted a risk hazard analysis on the site that is supportive as a viable option
- We are conducting noise testing within the site to illustrate lack of airport noise due to specific location parallel to the runways
- We have conducted a phase I environmental that shows this site is a "clean" site
- Once our educational narrative is wrapped up we will finalize submissions and await our hearing date and supplemental meetings with planning staff

LEASE AGREEMENT

This Lease Agreement ("***Lease***") is made and entered into this the_____ (the "***Effective Date***"), by and between **MOVEMENT RESOURCES, INC.**, a North Carolina nonprofit corporation (the "***Landlord***"), and **MOVEMENT CHARTER SCHOOL**, a Georgia nonprofit corporation (the "***Tenant***") (each a "***party***" and collectively, the "***parties***").

RECITALS:

WHEREAS, Landlord is the record owner of certain real property (the "***Property***") located at _____ upon which an approximately _____ square foot building (the "***Building***") is located;

WHEREAS, Tenant is a nonprofit corporation which is engaged in operating a public charter school (the "***Business***"); and

WHEREAS, Landlord and Tenant desire to enter into this Lease for the lease of space in the Building to Tenant to operate the Business.

WITNESSETH:

NOW THEREFORE, in consideration of the mutual promises contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the undersigned Landlord and Tenant hereby covenant and agree as follows:

1. LEASED PREMISES.

1.1 Leased Premises. Landlord hereby demises and leases unto Tenant and Tenant hereby leases and accepts from Landlord subject to the terms and conditions of this Lease the following portions of the Property and Building (collectively, the "***Leased Premises***"), as more particularly described as follows:

> Approximately _____ useable square feet of space located within the Building, together with the right, in common with Landlord and other tenants of the Building to use all Common Areas (as defined in this Lease), lobbies, hallways, restrooms, and conference and meeting facilities within the Building and the parking areas, open space and common elements located upon the Property.

1.2 Parking. Landlord warrants that it shall provide at least _____ parking spaces for Tenant's exclusive use, either on site or an adjacent lot, as secured by a purchase, lease, or other agreement between Landlord and an adjacent property owner; and that all parking for Tenant, Tenant's employees, invitees, guests, and contractors, while not guaranteed, shall be free of charge.

2. LEASE TERM.

2.1 Initial Term. The initial term of this Lease shall be for a period of five (5) years (the "***Initial Term***") commencing on _____ (the "***Commencement Date***") and shall end on

the date that follows the remainder of the month in which the Commencement Date occurs plus the number of years in the Initial Term. The parties hereby agree that the Commencement Date shall occur on or within thirty (30) days after the issuance of the certificate of occupancy.

2.2 Option to Renew. Tenant shall have three (3) options to extend each Term of the Lease for consecutive terms of five (5) years each by giving to Landlord written notice of the exercise of such extension option not less than six (6) months prior to the end of the then-existing term of the Lease (each individually, a "***Renewal Term***" and collectively, the "***Renewal Terms***", and together with the Initial Term, the "***Term***"). All of the terms of this Lease shall apply during each Renewal Term, including the Rent, as defined in Section 3 of this Lease.

3. RENT. Landlord and Tenant agree that during the Term, Tenant shall pay to Landlord annual rent ("***Rent***") as set forth in the table below, to be paid in equal monthly installments due on the first day of each calendar month, in advance, in legal tender of the United States of America, without abatement, demand, deduction or offset whatsoever. Rent shall be paid as set forth herein beginning on the Commencement Date and each subsequent anniversary of the Commencement Date. Rent shall be paid at Landlord's Notice Address.

Lease Year	Per USF	Total Per Month	Total Per Year
1*	$0.00	$0.00	$0.00
2	$2.00	$14,666.67	$176,000.00
3	$4.00	$29,333.33	$352,000.00
4	$6.50	$47,666.67	$572,000.00
5	$7.50	$47,666.67	$650,000.00

*Landlord agrees abate Rent for the first one (1) year of the Initial Term, as shown above, beginning on the Commencement Date.

4. UTILITIES. For those utilities or services that serve only the Leased Premises and that are separately metered from the rest of the Building, Tenant shall be solely and directly responsible for any and all costs associated with such services and any maintenance charges for any such utility services during the Term. For any and all utilities or services that serve both the Leased Premises and other portions of the Building, and are not separately metered from the rest of the Building, Tenant shall pay, as part of Tenant's Proportionate Share pursuant to Section 5.2 of this Lease, Tenant's Proportionate Share of the costs for all such utilities and any maintenance charges for said utility services. Tenant shall have the right to choose its phone/data service provider.

5. COMMON AREAS AND COMMON AREA MAINTENANCE.

5.1 Common Areas. The common areas shall mean the common areas, lobbies, hallways, restrooms, and conference and meeting facilities in the Building and the driveways,

parking areas, exterior sidewalks, and landscaped areas located on the Property (the "***Common Areas***"). Landlord shall maintain the Common Areas in good order, condition and repair.

5.2 Common Areas Maintenance. Beginning on the Commencement Date, Tenant shall reimburse Landlord for Tenant's Proportionate Share (as defined below) of direct costs paid by Landlord in connection with the maintenance and repair of the Common Areas which include, without limitation, the following: the cost of utilities serving the Common Areas within the Building and shared utilities pursuant to Section 4 of this Lease; the cost of janitorial services serving the Common Areas in the Building; the cost of insuring the Property as set forth in Section 6 of this Lease; maintenance of existing landscaping including mowing; utility charges for lighting the parking, service and access areas; sweeping, snow removal (plowing, salting and sanding) and re-striping the parking, service and access areas; and repairs of the parking area lights and light standards. All of said costs shall be reasonable and at competitive rates. Tenant shall have no responsibility for other charges and costs incurred by Landlord in connection with the maintenance and repair of the Common Areas. Tenant's Proportionate Share shall be equal to a fraction, the numerator of which shall be the number of Useable Square Feet (45,000), and the denominator of which shall be the total number of square feet of floor area in the Building (45,000) totaling 100% (the "***Proportionate Share***"). The amount of Tenant's payment for common area maintenance costs in any lease year shall not exceed, in the first year, $3.00 per usable square feet, and shall not exceed, in future years, five percent (5%) of Tenant's payment for such costs in the prior lease year. The amount of such costs to be reimbursed by Tenant and the limit on such costs shall be reduced on a per diem basis for partial lease years during the Term. Landlord shall furnish Tenant with a detailed statement annually after the end of each lease year or partial lease year setting forth the actual amount of Tenant's Proportionate Share of the common area maintenance costs for the prior lease year or partial lease year. If requested in writing, Landlord shall provide documentation to support Landlord's request for reimbursement, including copies of paid invoices for all costs incurred. In no event shall Tenant be responsible for reimbursing Landlord for any common area maintenance costs unless Tenant has received such statement and written request for reimbursement from Landlord within ninety (90) days after the end of the lease year in which such costs were incurred by Landlord. Any payments made by Tenant for common area maintenance costs over the amount paid by Tenant during the first full lease year will be deducted from any Rent then payable by Tenant or which thereafter becomes payable. Tenant shall not be obligated to participate in the payment of any expenditures of a capital nature which pertain to the Common Areas, any ad valorem real estate or personal property taxes payable on the Property, any expenditures in connection with the construction of the Common Areas or correcting defects in construction, any expenditures for which Landlord is reimbursed through insurance or any costs not set forth above.

6. INSURANCE.

6.1 Landlord's Insurance. Landlord shall, at Landlord's sole cost and expense, obtain and keep in force during the Term the following insurance policies:

(a) a policy or policies of "All Risk" property insurance at not less than ninety percent (90%) replacement cost on the Building as improved pursuant to Section 10 of this Lease;

(b) comprehensive commercial general liability insurance insuring against all claims arising out of possession, use, leasing, operation, construction or conditions of the Leased Premises, including coverage for contractual liability/indemnity, all of such liability insurance to be on an "occurrence basis" against claims for personal injury including bodily injury, broad form death and property damage occurring on, in or about the Leased Premises and the adjoining streets, sidewalks, passageways, and appurtenances, and all court costs and reasonable attorneys' fees, such insurance to afford immediate minimum protection to a combined single limit of not less than $2,000,000 per occurrence, to continue at not less than such limits to be changed when Landlord determines that changed economic conditions make such protection inadequate.

The company or companies writing any insurance which Landlord is required to maintain under this Lease shall at all times have an A.M. Best rating of A- or better, and any such company shall be licensed to do business in the state in which the Leased Premises are located. Upon request, Landlord shall provide Tenant with a copy of a Certificate of Insurance evidencing insurance listed in this Section.

6.2 Tenant's Insurance. Tenant shall, at Tenant's sole cost and expense, obtain and keep in force during the Term of the Lease the following insurance policies:

(a) a policy of personal property insurance against loss or damage to the personal property of Tenant;

(b) comprehensive commercial general liability insurance insuring against all claims arising out of possession, use, leasing, operation, construction or conditions of the Leased Premises, including coverage for contractual liability/indemnity, all of such liability insurance to be on an "occurrence basis" against claims for personal injury including bodily injury, broad form death and property damage occurring on, in or about the Leased Premises and the adjoining streets, sidewalks, passageways, and appurtenances, and all court costs and reasonable attorneys' fees, such insurance to afford immediate minimum protection to a combined single limit of not less than $2,000,000 per occurrence, to continue at not less than such limits to be changed when Tenant determines that changed economic conditions make such protection inadequate.

The company or companies writing any insurance which Tenant is required to maintain under this Lease shall at all times have an A.M. Best rating of A- or better, and any such company shall be licensed to do business in the state in which the Leased Premises are located. Tenant shall require any contractor of Tenant performing work on the Leased Premises to maintain insurance with terms, coverages and insurers, as similar to Tenant's requirements. Tenant shall name Landlord as an additional insured on any and all insurance policies required by this Lease.

6.3. Subrogation. Neither Tenant nor Landlord shall be liable for loss or damage caused by fire or other perils covered or normally covered by insurance policies maintained or required to be maintained by this Lease by the other party with respect to the Leased Premises or any personal property of Landlord or Tenant contained in the same, and each party on behalf of itself (including all respective partners, stockholders, officers, directors, employees and agents thereof), respective successors and assigns, and any insurer, with respect to any such insurance policies required herein, waives all claims and rights of subrogation against the other with respect to any such loss or damage. For purposes of this provision, insurance proceeds paid to either party

shall be deemed to include any deductible or self-insurance retention amount for which that party is responsible. A party's failure to obtain or maintain any insurance coverage required to be carried pursuant to the terms of this Lease shall not negate the waivers and releases set forth herein as long as the insurance that the party failed to obtain or maintain would have covered the loss or damage for which the party is waiving its claims. Nothing in this provision shall be deemed a waiver or release by Landlord of its right to claim, demand and collect insurance proceeds directly from Tenant's insurer pursuant to Landlord's status as an additional insured under any insurance policy Tenant is required to carry pursuant to the terms of this Lease. This waiver of liability and subrogation shall apply regardless of the negligence of either party and shall not be limited by the amount of insurance coverage carried by either party. The provisions of this Section shall survive the expiration or earlier termination of this Lease.

7. INDEMNITY. Subject to the insurance requirements, releases and mutual waivers of subrogation set forth in this Lease, and except to the extent caused by Landlord's gross negligence or willful misconduct, Tenant shall indemnify, defend and hold Landlord harmless from and against any and all claims, damages, losses, liabilities, lawsuits, costs and expenses (including reasonable attorneys' fees at all tribunal levels) arising out of or related to (i) any activity, work, or other thing done, permitted or suffered by Tenant in or about the Leased Premises, Building or the Property, (ii) any breach or default by Tenant in the performance of any of its obligations under this Lease, or (iii) any willful misconduct or gross negligence of Tenant, or any officer, agent, employee, contractor, servant, invitee or guest of Tenant. Subject to the insurance requirements, releases and mutual waivers of subrogation set forth in this Lease, and except to the extent caused by Tenant's gross negligence or willful misconduct, Landlord shall indemnify, defend and hold Tenant harmless from and against any and all claims, damages, losses, liabilities, lawsuits, costs and expenses (including reasonable attorneys' fees at all tribunal levels) arising out of or related to (a) any activity, work, or other thing done, permitted or suffered by Landlord in or about the Common Areas, Building or the Property, (b) any breach or default by Landlord in the performance of any of its obligations under this Lease, or (c) any willful misconduct or gross negligence of Landlord, or any officer, agent, employee, contractor, servant, invitee, or guest of Landlord.

8. COMPLIANCE WITH LAWS.

8.1 Landlord represents and warrants to Tenant that, as of the Commencement Date, the Property, Building, and Leased Premises are/will be in compliance with all applicable federal, state and local laws, codes, ordinances, regulations, orders, or other legal requirements, including but not limited to the Americans with Disabilities Act and any other laws concerning public accommodations, access and facilities for handicapped or disabled persons and all environmental, health and safety laws (including common laws relating to the presence of or exposure to Hazardous Substances, as defined below) (collectively, the "***Laws***"). If it is discovered that the Leased Premises violate any of the Laws during the Term and such violation is caused by the Landlord, due to the act(s) or omission(s) of Landlord or other tenant, Landlord, at Landlord's sole cost and expense, shall correct such violations within a reasonable time after discovery of the violations and Landlord shall defend, indemnify, and hold harmless Tenant and its representatives and agents from and against all claims, demands, liabilities, causes of action, suits, judgments, damages, and expenses (including reasonable attorneys' fees) arising from such Laws violations.

8.2 Notwithstanding anything in this Lease to the contrary, due to the nature of Tenant's Business, Landlord and Tenant hereby agree that no indebtedness of any kind incurred or created by Tenant shall constitute an indebtedness of the State of North Carolina or its political subdivisions, and no indebtedness of Tenant shall involve or be secured by the faith, credit, or taxing power of the State of North Carolina or its political subdivisions.

8.3 During the Term, Tenant shall, at Tenant's sole cost and expense, be responsible for complying with all Laws related to the manner in which Tenant operates the Business from the Leased Premises or related to any alterations, additions or improvements constructed by Tenant on or within the Leased Premises in accordance with the terms of this Lease. Otherwise, Landlord shall, at Landlord's sole cost and expense, be responsible for complying with all Laws related to the Leased Premises, Building and Property.

9. MAINTENANCE AND REPAIRS.

9.1 Landlord Maintenance and Repairs. Landlord shall, at Landlord's sole cost and expense, keep in good order, condition and repair the (i) structural components of the Building and every part thereof, including without limitation, walls (interior and exterior), doors, ceilings, floors, columns, foundations and roofs, (ii) mechanical and utility systems of the Building, including but not limited to gas, electrical, plumbing, heating, ventilation, air conditioning, telecom, security, water and sewer (collectively, the "***Systems***"), (iii) any fixtures and equipment provided by Landlord, (iv) any capital items, and (v) all driveways, parking lots, fences, signs and boilers located on the Property, sidewalks and parkways adjacent to the Property and the Common Areas. Any and all repairs shall be accomplished with Building standard materials, in a good and workmanlike manner, in compliance with all applicable laws of all governmental authorities, and in a style, character and quality conforming to the existing construction.

9.2 Tenant Maintenance and Repairs. Except for Landlord's repair obligations set forth in Section 9.1 above, Tenant shall, at Tenant's expense, perform all repairs and maintenance to keep in good order, condition and repair, all portions of the Leased Premises within the Building, subject, however, to ordinary wear and tear, fire or governmental takings being excepted.

9.3 Surrender. Tenant shall surrender the Leased Premises to Landlord at the expiration or sooner termination of this Lease in the same order and condition as the Leased Premises currently are improved or as subsequently improved in accordance with the terms of this Lease, reasonable wear and tear, damage by fire, the elements and other causes beyond Tenant's control and permitted repairs and alterations excepted.

9.4 Tenant's Right to Perform Landlord's Obligations. If Landlord fails to perform Landlord's obligations under this Section 9 of this Lease, Tenant may, after seven (7) business days prior written notice to Landlord, perform such obligations on Landlord's behalf to put the Leased Premises in good order, condition and repair, and Tenant shall be entitled to an abatement in future installments of Rent payable to Landlord equal to the cost thereof.

9.5 Personal Property. Tenant shall have the right at any time to remove any and all of the trade fixtures, equipment and personal property placed or installed by Tenant on the Property, regardless of the manner of attachment, provided that Tenant shall repair any damage

caused by such removal. Landlord shall not record and hereby waives and releases any lien, statutory, constitutional or otherwise, on any trade fixtures, equipment and personal property of Tenant. All personal property of the Tenant shall remain property of Tenant after the termination of this Lease.

10. CONDITION OF THE PROPERTY. Landlord shall obtain all necessary permits and approvals for the Building and Property to allow for the occupancy of and access to the Leased Premises by Tenant, its guests and invitees, on the Commencement Date. Subject to the Tenant's Improvements and Punch List items referenced in the Section above, upon the Commencement Date, Tenant shall have and hold the Leased Premises "as-is". Except as expressly provided otherwise in this Lease, Tenant's occupancy of the Leased Premises is Tenant's representation to Landlord that (i) Tenant has examined and inspected the Leased Premises, (ii) finds the Leased Premises to be as represented by Landlord and satisfactory for Tenant's intended use, and (iii) constitutes Tenant's acceptance of the Leased Premises "as is". Landlord makes no representation or warranty as to the condition of the Leased Premises except as specifically set forth elsewhere in this Lease.

11. USE OF LEASED PREMISES.

11.1 Tenant's Use. Landlord and Tenant agree that the Leased Premises may be used by Tenant for the purpose of operating the Business and any ancillary use thereto permitted by Law and this Lease. Landlord shall make the Leased Premises available for use by Tenant and Tenant's guests, invitees, contractors, and employees on the following days and respective time periods only during the Term of the Lease:

Monday − Friday: 7:45 a.m. to 3:30 p.m. (local time)

11.2 Alterations. Tenant shall not make any alterations to the Leased Premises exceeding Seven Thousand Five Hundred and 00/100 Dollars in value ($7,500.00) without first obtaining the written consent of Landlord. Notwithstanding the foregoing, Tenant shall not make any alterations, regardless of the cost thereof, which would materially affect any structural portion(s) of the Leased Premises or Building and/or would materially alter any of the Building systems without the prior written approval of Landlord, which such approval may be granted or denied in Landlord's sole and absolute discretion. If Tenant requests alterations requiring Landlord's consent or approval, Tenant shall provide Landlord with a complete set of construction drawings. If requested alterations materially affect any structural portions of the Leased Premises or Building and/or materially alter any of the Building systems and are approved by Landlord, then Landlord shall determine the actual cost of the work to be done and Tenant may then either agree to pay Landlord to have the work done or withdraw its request for such proposed alterations.

12. ASSIGNMENT AND SUBLETTING. Tenant may not, without Landlord's prior consent, which consent Landlord agrees it will not unreasonably withhold or delay, assign or sublease all or any portion of this Lease or any portion of the Leased Premises, or any interest hereunder.

13. QUIET ENJOYMENT. Tenant shall, subject to the provisions hereof, peaceably and quietly hold and enjoy the Leased Premises during the Term without hindrance or interruption so

long as Tenant performs and observes all of the terms, covenants, and conditions to be performed and observed by Tenant hereunder and pays all sums due from Tenant hereunder in accordance with the provisions of this Lease.

14. LANDLORD REPRESENTATIONS. Landlord hereby represents and warrants that (i) Landlord owns good, marketable, insurable indefeasible fee simple title to the Property, free and clear of all conditions, exceptions, reservations and encumbrances, which would or might have an adverse effect on Tenant's ability to utilize the Leased Premises for the use and purposes set forth in this Lease or Landlord's ability to complete Landlord's Work; (ii) Landlord has the full right, power and authority to lease the Leased Premises to Tenant as provided in this Lease and to carry out Landlord's obligations hereunder; (iii) all requisite actions necessary to authorize Landlord to enter into the Lease and to perform the obligations hereunder have been taken; and (iv) the execution and delivery of the Lease will not conflict with or result in a breach of any terms or provisions of or constitute a default under any agreement or instrument to which Landlord is a party or by which Landlord or the Property is bound.

Landlord and Landlord's agents and representatives have made no representation or promises with respect to the Building, the Property or the Leased Premises except as herein expressly set forth, and no rights, easements, or licenses are acquired by Tenant by implication or otherwise except as expressly set forth herein. Tenant shall accept possession of the Premises in the condition which shall exist on the Commencement Date "as is" (subject to the provisions of Section 10) and Landlord shall have no obligation to perform any work or make any installations in order to prepare the Premises for Tenant's occupancy, except for Landlord's Work as described herein.

15. DAMAGE OR DESTRUCTION.

15.1 Damage to the Leased Premises. (a) If at any time during the Term, any of the Building or any part thereof shall be damaged or destroyed by fire or other casualty and in the reasonable judgment of the Landlord the damaged portion of the Leased Premises can be rebuilt to operate the Business within the Leased Premises within one hundred twenty (120) days from the date of damage or destruction, Landlord shall, repair or restore the same to a state equal to or better than the condition of such Building, including the Landlord's Work, immediately prior to the casualty on or before the one hundred twentieth (120^{th}) day after the date of destruction. Should Landlord fail to complete the restoration on or before the one hundred twentieth (120^{th}) day after the date of destruction, Tenant may elect, by written notice to Landlord on or before the one hundred twenty-fifth (125^{th}) day after the date of destruction, either to terminate the Lease in its entirety or to seek an adjustment to the Lease pursuant to Section 15.2. If the parties elect for the Landlord to rebuild, any Rent payable during the period of damage or destruction shall be proportionately reduced according to the degree of damage. All insurance proceeds collected for such damage or destruction shall be applied by the holder thereof to the cost of such repairs or restoration.

(b) Notwithstanding the foregoing, if in the reasonable judgment of the Landlord, the damaged portion of the Leased Premises cannot be rebuilt to operate the Business on such portion of the Leased Premises within one hundred twenty (120) days from the date of such damage or destruction, the Landlord or Tenant may elect either to terminate the Lease as of the date the

destruction or damage occurred or seek an adjustment to the Lease pursuant to Section 15.2 by providing written notice of such intent to the other party within one hundred twenty-five (125) days from the date of such damage or destruction. If Tenant terminates this Lease, Landlord shall refund to Tenant any prepaid Rent.

(c) It is expressly understood that if Landlord shall be delayed from substantially completing the repairs due to any acts of Tenant, its agents, servants, employees or contractors, including, without limitation, by reason of Tenant's failure or refusal to comply with any of Tenant's obligations described or referred to in this Lease, then such repairs shall be deemed substantially complete on the date when the repairs would have been substantially complete but for such delay and the expiration of the abatement of the Tenant's obligations hereunder shall not be postponed by reason of such delay.

(d) Anything contained in Section 15 hereof to the contrary notwithstanding, if the Building shall be so damaged by fire or other casualty that, in Landlord's opinion, substantial alteration, demolition, or reconstruction of the Building shall be required (whether or not the Premises shall have been damaged or rendered untenantable), then Landlord, at Landlord's sole option, may, not later than thirty (30) days following the damage, give Tenant a notice in writing terminating this Lease. If Landlord elects to terminate this Lease, the Term shall expire upon a date set by Landlord, but not sooner than the thirty (30) day after such notice is given, and Tenant shall vacate the Premises and surrender the same to Landlord in accordance with the provisions of Section 9.3 hereof. Upon the termination of this Lease under the conditions provided for in this Section 15, the Rent shall be apportioned and any prepaid portion of Rent for any period after such date shall be refunded by Landlord to Tenant.

15.2 Partial Destruction. If the destruction or damage of the Leased Premises is only partial and only affects one or more, but less than all, of the Property, and, in the reasonable judgment of Landlord, the remaining portions of the Leased Premises may be used to operate the Business, then this Lease shall not terminate, but the Rent shall be reduced proportionately, and Landlord shall, as soon as reasonably possible, make any repairs needed to render the remainder of the Leased Premises reasonably suitable for Tenant's purposes.

16. CONDEMNATION.

16.1 Condemnation of the Whole. If the Leased Premises are condemned by any legally constituted authority for any public use or purpose so as to render the Leased Premises wholly unusable for purposes herein leased, the Lease shall cease from the time when possession is taken by the public authorities, and Rent shall be prorated as of that date.

16.2 Partial Condemnation. If the condemnation of the Leased Premises is only partial or only affects one or more, but less than all, of the Property, then this Lease shall continue in force and effect, then the Rent shall be reduced proportionately, and Landlord shall, as soon as reasonably possible, make any repairs needed to render the remainder of the Leased Premises reasonably suitable for Tenant's purposes.

16.3 Award. In the event of such acquisition or condemnation of all or any part of the Property, Landlord shall be entitled to receive the entire award for any such acquisition or

condemnation, Tenant shall have no claim against Landlord or the condemning authority for the value of any unexpired portion of the Initial Term or Renewal Term and Tenant hereby expressly assigns to Landlord all of its right in and to any such award. Nothing contained in this Section 16.3 shall be deemed to prevent Tenant from making a separate claim in any condemnation proceedings for the then value of any Tenant's property including in such taking, and for any moving expenses.

17. DEFAULT.

17.1 Tenant Default. Tenant agrees that it shall be in default if:

(a) Tenant fails to pay any installments of Rent due and payable to Landlord under this Lease within ten (10) days subsequent to the due date or within thirty (30) days for other amounts due and payable to Landlord under this Lease and not otherwise waived by the Landlord in writing;

(b) the Premises shall become vacant, deserted or abandoned by Tenant;

(c) Tenant shall commence or institute any case, proceeding or other action (A) seeking relief on its behalf as debtor, or to adjudicate it a bankrupt or insolvent, or seeking reorganization, arrangement, adjustment, winding up, liquidation, dissolution, composition or other relief with respect to it or its debts under any existing or future law of any jurisdiction, domestic or foreign, relating to bankruptcy, insolvency, reorganization or relief of debtors; or (B) seeking appointment of a receiver, trustee, custodian or other similar official for it or for all or any substantial part of its property;

(d) Tenant shall make a general assignment for the benefit of creditors; or

(e) Tenant fails to comply with any non-monetary covenant of this Lease and such failure is not cured within thirty (30) days after Tenant's receipt of written notice of such non-compliance, then Tenant shall be in default under this Lease; provided, however, as to an event of non-monetary default not reasonably capable of being cured within the thirty (30) days, no default shall occur if Tenant commences to cure within the thirty (30) days after notice and thereafter diligently pursues such cure to completion.

17.2 Landlord Default. Landlord agrees that if Landlord fails to comply with any Landlord covenant or obligation under this Lease and such failure continues a period of thirty (30) days after Landlord's receipt of written notice from Tenant of such non-compliance, then Landlord shall be in default under this Lease; provided, however, as to an event of non-monetary default not reasonably capable of being cured within the thirty (30) days after notice, no default shall occur if Landlord commences to cure within the thirty (30) days and thereafter diligently pursues such cure to completion.

18. REMEDIES.

18.1. Landlord's Remedies. In the event of a Tenant default, Landlord, at its option, may do one or more of the following:

(a) Terminate this Lease and recover all damages caused by Tenant's breach;

(b) Repossess the Leased Premises, with or without terminating the Lease, and relet the Leased Premises at such amount as Landlord deems reasonable;

(c) Declare the entire remaining Rent immediately due and payable, such amount to be discounted to its present value at a discount rate equal to the U.S. Treasury Bill or Note rate with the closest maturity to the remaining Term, or renewal thereof, of the Lease as selected by Landlord; provided, however, after receiving payment of the accelerated Rent from Tenant, Landlord shall be obligated to turn over to Tenant any proceeds actually received by Landlord for reletting the Leased Premises during the remainder of the Term less any Reletting Costs, as defined below, up to the amount of accelerated Rent received from Tenant pursuant to this provision.

(d) Bring action for recovery of all amounts due from Tenant;

(e) Lock the Leased Premises and deny Tenant access thereto without obtaining any court authorization; or

(f) Pursue any other remedy available in law or equity.

18.2. Mitigation. Notwithstanding the foregoing, upon the occurrence of an event of default, Landlord and Tenant agree that if Landlord sues Tenant to enforce the Lease and collect Rent that has accrued and Landlord has a duty to mitigate under applicable law, unless contrary to applicable law, Landlord shall have used objectively reasonable efforts to mitigate and relet the Leased Premises if Landlord does the following within ninety (90) days after the occurrence of the event of default: (1) make the Leased Premises available to area brokers; and (2) show the Leased Premises to prospective tenants who request to see it.

18.3. Landlord's Expenses. If the Lease or Tenant's right of possession to the Leased Premises is terminated due to Tenant's default, then all reasonable expenses of Landlord in repairing, restoring, or altering the Leased Premises for reletting, together with leasing fees and all other expenses in seeking and obtaining a new tenant (collectively "Reletting Costs"), shall be charged to and be a liability of Tenant.

18.4. Remedies Cumulative. All rights and remedies of Landlord are cumulative, and the exercise of any one shall not exclude Landlord at any other time from exercising a different or inconsistent remedy. No exercise by Landlord of any right or remedy granted herein shall constitute or effect a termination of this Lease unless Landlord shall so elect by written notice delivered to Tenant. The failure of Landlord to exercise its rights in connection with this Lease or any breach or violation of any term, or any subsequent breach of the same or any other term, covenant or condition herein contained shall not be a waiver of such term, covenant or condition or any subsequent breach of the same or any other covenant or condition herein contained.

18.5. No Accord and Satisfaction. No acceptance by Landlord of a lesser sum than the Rent and other sums then due shall be deemed to be other than on account of the earliest installment of such payments due, nor shall any endorsement or statement on any check or any letter accompanying any check or payment be deemed as accord and satisfaction, and Landlord may accept such check or payment without prejudice to Landlord's right to recover the balance of such installment or pursue any other remedy provided in this Lease.

18.6. No Reinstatement. No payment of money by Tenant to Landlord after the expiration or termination of this Lease shall reinstate or extend the Term, or make ineffective any notice of termination given to Tenant prior to the payment of such money. After the service of

notice or the commencement of a suit, or after final judgment granting Landlord possession of the Leased Premises, Landlord may receive and collect any sums due under this Lease, and the payment thereof shall not make ineffective any notice or in any manner affect any pending suit or any judgment previously obtained.

18.7. Unlawful Detainer. Tenant agrees that in addition to all other rights and remedies Landlord may obtain, through the appropriate legal process, an order for unlawful detainer from any court of competent jurisdiction without prejudice to Landlord's rights to otherwise collect rents or breach of contract damages from Tenant.

18.8. Mediation. If either Landlord or Tenant shall be in default under this Lease, the non-defaulting party shall provide a written notice to the defaulting party requesting a binding mediation of the default setting forth (1) the non-defaulting party's desire to mediate the dispute and (2) the non-defaulting party's selected mediator. Within thirty (30) business days after the non-defaulting party's notice, the defaulting party shall provide the non-defaulting party with written notice of its selected mediator. Failure by the defaulting party to select and notify the non-defaulting party of its mediator within thirty (30) business days shall entitle the non-defaulting party to proceed with the binding mediation with its selected mediator alone. The mediators selected by the non-defaulting and defaulting parties shall select a third mediator within ten (10) business days after the parties' selections. The parties and mediators shall schedule a time and place for the binding mediation as soon as practicably possible after the selection of the third mediator. At the mediation, the mediators shall determine (1) whether the defaulting party is in default under Section 16 of this Lease and (2) if in default, what monetary or non-monetary remedy is appropriate to cure the default. Decisions on (1) the existence of default and (2) the appropriate remedy shall be decided by a majority decision of the mediators. Landlord and Tenant hereby agree that the final decision of the majority of the mediators shall be binding upon the parties, and the parties hereby waive any further rights available in law or in equity to the extent that such rights are waivable in North Carolina. The non-defaulting and defaulting party shall each be responsible for the fees of its selected mediator, and the defaulting and non-defaulting party shall share equally the fees of the third mediator.

19. SUBORDINATION. Within fifteen (15) business days after Tenant's receipt of a written request from Landlord, Tenant agrees to subordinate its interest under this Lease to any mortgage or deed of trust lien hereafter placed on the Leased Premises, and to attorn to the purchaser at any foreclosure sale in connection therewith, in a written document in recordable form signed by the mortgagee providing that, so long as Tenant is not in default under this Lease beyond any applicable cure period, this Lease shall remain in full force and effect and the holder of the mortgage or deed of trust lien and any purchaser at foreclosure shall not disturb Tenant's rights under this Lease. Tenant shall have the right to record any such document obtained pursuant to this Section in the local public registry at Tenant's expense.

20. INTERPRETATION.

20.1 Entire Agreement. This Lease contains the entire lease agreement of the parties, and no other agreements are effective as to the lease of the Leased Premises. All amendments to this Lease shall be in writing and signed by all parties.

20.2 Time. Time is of the essence in this Lease.

20.3 Captions. The captions of this Lease are to assist in the reading of the Lease, and are not a part of the terms of this Lease.

20.4 Severability. A determination by a court of competent jurisdiction that any provision of this Lease is unenforceable shall not invalidate the remainder of the Lease.

20.5 Waiver. All waivers must be in writing and signed by the waiving party. Either party's failure to enforce any provision of this Lease does not constitute a waiver.

20.6 Binding Effect: Choice of Law. This Lease binds any party who legally acquires any rights or interest in this Lease, and shall bind and inure to the benefit of the parties hereto and their permitted successors and assigns. The laws of the State of North Carolina shall govern this Lease and the interpretation thereof.

20.7 Counterparts. This Lease may be executed in any number of counterparts, each of which shall be deemed to be an original and all of which together shall comprise but one and the same instrument.

21. HOLDOVER. Any holding over beyond the expiration of the Term shall be construed as a tenancy at will for a month to month period at one hundred ten percent (110%) of the monthly Rent that was paid during the last month of the Term of the Lease, and Tenant shall continue to be bound by all of the terms and conditions of this Lease. The increased Rent during such holding over is intended to compensate Landlord partially for losses, damages and expenses, including frustrating and delaying Landlord's ability to secure a replacement tenant.

22. NOTICES.

22.1 Any notice, election, or other communication required or permitted hereunder shall be in writing and shall be either: (i) delivered in person to the following named parties; (ii) sent by same day or overnight courier service; or (iii) sent by certified or registered United States mail, return receipt requested, postage and charges prepaid, to the following addresses:

To Landlord: Movement Resources, Inc.
8024 Calvin Hall Rd
Indian Land, SC 29707
Attention: Casey Crawford, Director

To Tenant: Movement Charter School
_____
_____
Attention: _____, School Director

22.2 The parties to this Lease agree that (i) any notice, election, or other communication delivered or mailed as aforesaid shall, if delivered in person, be effective upon date of delivery, (ii) if couriered by same day or overnight delivery, service shall be effective on the date of delivery to such address or addresses regardless of whether delivery is accepted, and (iii) if mailed, such

notice shall be effective upon date of actual receipt, or on the third (3rd) calendar day subsequent to date of postmark, whichever is earlier.

22.3 Each party hereto may change its address and addressee for notice, election, and other communication from time to time by notifying the other parties hereto of the new address and addressee in the manner provided for giving notice herein.

23. BROKERS. Landlord and Tenant agree that no brokerage commission or similar compensation is due in connection with this transaction. Each party agrees to indemnify the other against all claims for brokerage commission or other compensation for services rendered at its instance in connection with this transaction.

24. AUTHORITY. Landlord and Tenant agree that each individual executing this Lease on behalf of its respective entity represents and warrants that he or she is duly authorized to execute and deliver this Lease on behalf of said entity.

25. ENVIRONMENTAL. Tenant shall not cause or permit the escape, disposal or release of any Hazardous Substances on the Property or in the Building or Leased Premises. For the purposes of this Section 25, the term "Property" shall include the Leased Premises, Building, all Common Areas, the real estate upon which the Building and Common Areas are located; all personal property (including that owned by Tenant); and the soil, ground water, and surface water of the real estate upon which the Building is located. Tenant shall not allow the storage or use of such Hazardous Substances in any manner not sanctioned by law or in compliance with industry standards for the storage and use of such Hazardous Substances, nor allow to be brought onto the Property or in the Building or Leased Premises any such Hazardous Substances except to use in the ordinary course of Tenant's business, and then only after notice is given to Landlord of the identity of such Hazardous Substances. No such notice shall be required, however, for commercially reasonable amounts of ordinary office supplies and janitorial supplies. Tenant shall indemnify and hold Landlord harmless for any failure to comply with this Section 25.

[SIGNATURES ON NEXT PAGE]

PIEDMONT PROPERTIES
CORFAC INTERNATIONAL

115 E. Park Ave.
Suite B
Charlotte, NC 28203
M 704-560-8000
P 980-265-5361

DATE

NAME
ORGANIZATION
ADDRESS 1
ADDRESS 2

RE: LOI – Movement School

Dear Rob,

The following represents a LETTER OF INTENT ("LOI") along with the specifications and terms important to our client ("Tenant"). Please send us your written proposal no later than ten (10) days following receipt. Please address each item within the RFP with all questions regarding the project directed to our office as listed above. At the request of our client, all questions shall be directed through the undersigned.

The elements of your proposal should address all of the following areas.

LANDLORD:	Please provide ownership name and financial entity on Lease
TENANT:	Movement Charter School
PREMISES:	Approximately _____ SF
PARKING:	Please indicate the number of designated parking for Tenant for auto parking and bus parking
USE:	General office, assembly, meal preparation, and educational
LEASE COMMENCEMENT:	The target lease commencement ("**Commencement Date**") shall be the _____
LEASE TERM:	Please provide both a seven (5) & ten (7) year lease term option ("**Term**").
BASE RENT & ANNUAL INCREASES:	Specify the proposed initial rent per rentable square foot ("**Base Rent**")

ESTIMATED OPERATING EXPENSES:	Provide an itemized estimate of your 2022 operating expenses ("**Operating Expenses**"); which shall generally include property taxes, insurance (please note if earthquake insurance is required), project/building maintenance obligations and management fees, if any. All controllable Operating Expenses shall have annual increases of no greater than five percent (5.0%).
RENT ABATEMENT:	Please specify any rent abatement that landlord will provide to secure tenancy.
SECURITY DEPOSIT:	One (1) month base rent
OPTION TO RENEW:	Tenant shall have two (2), five (5) year options to renew the lease ("**Option to Renew**"). The Base Rent for the Option to Renew shall be at ninety-five percent (95%) of the then current fair market value ("**FMV**") for buildings similar in nature and geographic region to the Premises. Said Option to Renew must be exercised by Tenant, and notice shall be delivered, in writing, to landlord no more than nine (9) months nor less than six (6) months prior to the expiration of the initial Term.
BASE BUILDING SPECIFICATIONS:	As part of a response to this LOI, please outline the base building specifications that are outside of the Tenant Improvements, including the sprinkler system, existing power, clear height, existing dock & drive in specifications and any other important items for Tenant to consider.
TENANT IMPROVEMENTS:	Landlord, at Landlord's sole cost, shall make the alterations and improvements as detailed in Exhibit A ("**Tenant Improvements**") prior to the Commencement Date.
SPACE PLANNING & CONSTRUCTION DRAWINGS:	Landlord shall complete all preliminary space plans, engineering and construction drawings at Landlord's cost exclusive of the tenant improvement allowances.

EARLY OCCUPANCY:	Upon mutual execution of lease documents, Tenant shall be granted early occupancy ("Early Occupancy") of the entire Premises, which shall be no later than sixty (60) days prior to the Commencement Date. Said Early Occupancy shall be contingent upon Tenant not interfering with Landlord's work and delivery of COI. Early Occupancy shall be free of Base Rent and Operating Expenses and for the purposes of planning, architectural review, installing Tenant's equipment, furniture, fixtures, communications equipment, receiving product, etc.
LANDLORD DELIVERY OF PREMISES:	On the Commencement Date, the landlord shall deliver the Premises in broom-swept condition, clean and free of debris with all building systems (electrical, water, plumbing, HVAC, warehouse heating, loading doors, dock equipment, roof, etc.) in good working condition. Landlord shall warrant all building systems during the initial twelve (12) months of the Term. Upon the expiration or early termination of the Term, the Tenant shall surrender the Premises in similar condition as it was delivered by the landlord upon the Commencement Date, ordinary wear and tear accepted.
MAINTENANCE RESPONSIBILITIES:	Landlord, at its sole cost and expense, shall maintain and repair the foundation, floor slab, roof, and exterior walls of the Premises during the Term. However, if any maintenance or repair work is required as a direct result of any negligence or willful misconduct of Tenant or any of Tenant's agents, such work shall be at Tenant's sole cost and expense.
ASSIGNMENT & SUBLETTING:	Tenant shall have the right to assign or sublease the Premises to a designated affiliate of Tenant at no additional cost. Tenant shall also have the right to assign or sublease the Premises to an unrelated entity with landlord's consent, not be unreasonably withheld.
HOLDOVER:	Tenant shall have the right to holdover for a period of up to six (6) months following the expiration of the Lease Term at no more than one hundred twenty percent (120%) of the last month's rental obligation. Tenant will not be subject to any associated consequential damages during the first 6 months.
ENVIRONMENTAL:	Landlord shall represent and warrant in writing to Tenant that the site is free of any hazardous material or contamination and if requested, shall provide Tenant with a Phase I environmental report (and Phase II and III reports if applicable). Unless due to the negligence of Tenant, Landlord shall be responsible for all hazardous materials and environmental issues that affect the property, including those caused by a third-party. Landlord and Premises must be in compliance with all laws and codes.

BROKERAGE COMMISSION & DISCLOSURES:	Tenant and landlord acknowledge that Tenant is represented by Piedmont Properties ("**Tenant's Broker**") in the proposed transaction. In the event of a fully consummated lease agreement, Landlord shall be solely responsible for payment of all real estate commission, per the terms of a separate agreement.

Landlord and Tenant acknowledge that this proposal is not a lease and that it is intended as the basis for the preparation of a new Agreement by Landlord. The Lease shall be subject to Landlord and Tenant's approval and only a fully executed lease shall constitute a lease for the Property. Piedmont Properties makes no warranty or representation to the Landlord or Tenant that acceptance of this proposal will guarantee the execution of a lease for the Property.

Please accompany your response with any available renderings, photographs, site and building plans or other marketing materials which would be helpful in evaluating your proposal. Thank you in advance for your effort and please contact us with any questions.

Sincerely,



Stewart Hasty
Piedmont Properties
704-560-8000
shasty@piedmontproperties.com

Exhibit A
"Premises"

Exhibit B
"Tenant Improvements"

Office Area:

- ±3,500 SF of main office space
    - 4-6, 150 sf private offices
    - 400 sf breakroom
    - 800 sf conference/training room
    - 800 sf foyer at main entry
    - Separate office and WH restrooms

- Classrooms± 20,000 SF
    - 30-35 classrooms
    - Conditioned
    - Average size 750sf

- Gymnasium ± 3,500 SF
    - 16 'clear
    - Conditioned
    - Roll up door
    - 3 additional storage rooms

- Commercial Kitchen ±3,500 SF
    - Warming ovens, walk-in cooler and refrigerator
    - 2 3-basin sinks
    - Commercial dishwasher assembly
    - Serving line

MOVEMENT SCHOOL

MOVEMENT SCHOOL VIRTUES

At Movement School, we lead with character and believe in building character through teaching virtues. Below is a list of the virtues we teach.[1]

<table>
<tr><th>VIRTUE</th><th colspan="3">DEFINITION</th></tr>
<tr><td>Dignity</td><td colspan="3">The special value of every human person.</td></tr>
<tr><td>Empathy</td><td colspan="3">Standing in another’s shoes. Trying to understand another’s thoughts and feelings.</td></tr>
<tr><td>Gratitude</td><td colspan="3">Thankfulness for the gift of life and gifts in life.</td></tr>
<tr><td>Perseverance</td><td colspan="3">Sticking to it, even when you’d rather give up.</td></tr>
<tr><td rowspan="2">Justice</td><td>Grades K - 1</td><td>Grades 2 - 3</td><td>Grades 4+</td></tr>
<tr><td>Fairness</td><td>Giving to all what is owed to all</td><td>Giving to all what is owed to all consistent with one’s dignity</td></tr>
</table>

[1] Adapted from Brilla Public Charter Schools and used with permission

Close Reading for Meaning™ Instructional Leadership & Management

May 2021



LAVINIA GROUP™

Close Reading for Meaning™ Instructional Leadership & Management

May 2021

When you leave today, you will have:

- A clear vision for how to manage Close Reading for Meaning™ across the year, including how to craft *Strategic Leading Plans* to create change in your school
- An understanding of how to leverage *Intellectual Prep Meetings* to meet specific goals
- Strategies for using data to drive rapid improvement of teacher practice
- Strategies for effectively managing your own time to ensure quality Close Reading for Meaning™ across classrooms and schools

Time	Topic
10:00am – 10:30am	**Welcome and Framing the Day**
9:25am – 1:00pm **Includes a 15 min. break*	**Crafting Strategic Leading Plans: Session 1** • Step #1: Set the Vision & Goals • Step #2: Measure Progress
1:00pm – 1:45pm	**Lunch**
1:45pm – 3:45pm **Includes a 15 min. break*	**Crafting Strategic Leading Plans: Session 2** • Step #3: Develop Your Team & Manage Your Time • Step #4: Revise and Adjust
3:45pm - 4;00pm	**Closing**

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Observation Tool: Elements of an Excellent Close Reading Lesson

Prior to the Lesson		Notes
Intellectual Prep	It is evident that the teacher deeply understands the text and has planned a roadmap of questions and anticipated student responses.	
Targeted Coaching Plan	Teacher has a plan for coaching a targeted set of 5-7 students. This plan includes individual student goals and coaching prompts.	
Set Up	□ Text is projected large enough for all students to clearly see. □ Texts, short response paper, and student friendly rubrics are on desks before students go to the rug (K-5) / before lesson begins (6-8). □ Teacher makes strategic decisions about whether or not students have copies of the text during guided practice.	
Lesson Structure		
Preview	Teacher quickly previews the text (30 seconds), and when applicable, engages students in a fluency read.	
Shared Main Idea Analysis (Day 1)	Teacher stops at appropriate points to ask transferable questions related to the main idea. Teacher facilitates student mastery of the main idea.	
Shared Craft & Structure Analysis (Day 2)	Teacher stops at key points to ask transferable questions related to 1-2 key craft and structure moves. The teacher connects the author's craft and structure choices to the main idea.	

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Main Idea and/or Short Response Writing	As students write, the teacher coaches in the moment and students revise until they reach a level 2. Teacher uses the student friendly rubric to guide the feedback.	
Student Work Discourse	Teacher shares 1-2 pieces of student work on the document camera to highlight a specific class-wide trend.	
Revision	Students have an opportunity to revise based on individual coaching and whole class feedback.	
Throughout the Lesson		
Engagement and Lesson Pace	The lesson moves at a rigorous pace (a visible timer is set up any time students are working independently) and students are highly engaged throughout. Teacher conveys a passion for reading and ideas!	
Authentic Delivery	The teacher authentically engages students in the text by listening to responses and adjusting questions as needed. She grounds the discussion in ideas, rather than procedures. She is not robotic in her delivery.	
Students do the Bulk of the Thinking and Talking	Teacher requires students to engage in a thoughtful analysis of the text. She does not do the thinking for them, but rather, requires students to debate and grapple with the big ideas as they discuss peer-to-peer. She also pushes students to evaluate one another's ideas. The student voices are most prominent in the discussion, not the teacher's.	
Evidence Based Discussion	During the discussion, students ground their ideas in the text. When they don't, the teacher or peers intervene and require students to support their ideas with evidence.	

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Teaching the Reader, Not the Text	Teacher asks transferable questions throughout and clearly names transferable takeaways so students can apply the thinking work to other texts.	

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Teacher Development Structures – Week At a Glance

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Observations & Coaching Teacher Debrief Progress Check - Main Idea Data		Observations & Coaching Teacher Debrief Progress Check - Main Idea Data	Intellect. Prep Mtg.	Lab-Site
Week 2	Observations & Coaching Teacher Debrief Progress Check - Main Idea Data		Observations & Coaching Teacher Debrief Progress Check - Main Idea Data	Intellect. Prep Mtg.	Lab-Site
Week 3	Progressive Lab-Site Teacher Debrief Progress Check - Main Idea Data		Observations & Coaching Teacher Debrief Progress Check - Main Idea Data	Intellect. Prep Mtg.	
	Final Progress Check: Observations & Main Idea Data				

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Sample Leader Schedule

7:15am – 8:00am	Arrival
8:00am – 8:45am	Math Observations and Coaching (Julia, Max, Bobby)
8:45am - 9:00am	Compile Notes from Math Observations
9:00am – 10:30am	Close Reading Observations and Coaching (3rd Grade Team)
10:30am – 11:00am	Flex / Email / Phone Calls
11:00am – 11:15am	Work Time: Prep for Close Reading Teacher Debrief / Review Student Work
11:15am – 11:45am	Close Reading Teacher Debrief
11:45am – 1:00pm	Flex / Lunch Duty
1:00pm – 1:40pm	Math Team Meeting (includes feedback from observations)
1:40pm – 2:00pm	Flex / Email / Phone Calls
2:00pm – 3:00pm	1:1 Teacher Meetings
3:00pm – 4:00pm	Work Time: Prep for Thursday's Intellectual Prep Meeting & Friday's Lab-Site (includes studying student work and main idea data)
4:00pm – 5:00pm	Dismissal / Parent Meetings

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Close Reading for Meaning™ 101: Transferable Questions by Genre

FICTION

What do we know about the author? How might our understanding of who the author is shape our understanding of this text?
Based on this title, what do you expect this story to be about?
Who are the characters and what have we learned about them?
What are you noticing about the relationship between these characters?
Who is the main character and what does she want?
What problem is emerging in this story?
How is our understanding of the problem deepening/developing?
What's the **main** problem in this story?
What role do the characters play in the problem?
Did the problem get solved?
How do the characters attempt to solve the problem?
How did the problem get solved?
What role do the characters play in the solution?
What lesson do the characters learn?
Based on the problem and how it gets solved, what lesson can we take away?
Even though the problem was not solved, does the character learn a lesson? Do we?
What point of view or perspective about this character / problem might you expect from this author? Why?

INFORMATIONAL

What do we know about the author? How might our understanding of who the author is shape our understanding of this text?
What is the big topic of this article?
Use the title and the first paragraph(s) to identify the big topic.
Based on this section heading, what kind of information do you expect to learn about the big topic?
What's the most important idea about our big topic in this paragraph/section?
How does x (text feature) support or add to the information we are learning from the text?
How does what we're learning here connect to our thinking in the previous section(s)?
How does this connect to what we've read so far?
What can you learn about the author's point of view from this section?
How does this new information help us to revise our thinking?
Why did the author title this article_____?
How does the title develop the author's point of view?
Based on everything we've read, what's the author's point of view?
Why did the author include this paragraph/section/phrase?

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Does the author have a bias or perspective about the topic that is being communicated through their tone or word choices?
What point of view or perspective about this topic might you expect from this author? Why?
What claims or central argument does the author make?
How does the author support their central idea (or argument)? What evidence does the author use?
Is the author's evidence convincing?
Does the author omit any facts or information? What does this tell us about the author's point of view?
Are there other sources of information on this topic? Which authors (or sources) are most reliable? Why?
What do other authors (or sources) say about this topic? Do they agree or disagree with this author, and why?

POETRY

What do we know about the author? How might our understanding of who the author is shape our understanding of this text?
Based on this title, what do you expect the poem to be about?
Who is the speaker in the poem?
What's happening in the stanza/section?
What's literally happening in this stanza/section/poem?
What's the tone of this stanza/section?
What's the speaker's perspective?
What does the speaker want?
What's the relationship between this stanza/section and the previous stanza/section?
Where do you notice a shift in the poem?
Where do you notice a shift in the speaker's perspective?
What image does the poet include in this stanza/section?
What comparison is the poet making?
What is the significance of the stanza/comparison?
How does this stanza/section help us deepen or revise our thinking from the previous stanza/section?
What is the deeper meaning of this poem?
What point is the poet trying to make?
What does the poet want us to understand about x?
What message can we take away from this poem?

Questions that transcend genre: Transferable questions for *any* text

Why did the author write this?
Who is the audience?
What tone does the author convey?
Why did the author choose to structure the text this way?
How did the structure help us understand the main idea?

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Going Deeper

What connections can you make between this poem / text and your own life?
What bias or perspective does this author have and how can you tell?
Do you agree or disagree with the author's perspective? How would you challenge the author?
How does this poem / text make you feel?
How does this poem / text inspire you?

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Main Idea Rubric

Level	Criteria
2	• Includes the deepest meaning that is supported by the text • Places the idea in context • Is accurate
1	• Includes a deeper meaning that is mostly supported by the text – may be cliché • Includes literal meaning only • Includes some minor misconceptions
0	• Inaccurate – includes a literal and/or deeper meaning that reveals major misconceptions about the text

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2022-2023 School Year

LAVINIA GROUP

Services & Offerings

SOLUTIONS FOR ALL

Partnering with schools to deliver world-class education



2022-2023 SCHOOL YEAR

INTRODUCTION

WHO WE ARE

Lavinia Group provides world-class professional development for K-8 teachers and school leaders to ensure joyful, student-centered, and meaning-based literacy and math instruction that drives real results. Since 2015, we've partnered with hundreds of schools to deliver transformative outcomes for over 250,000 students.



WHAT'S INSIDE:

INTRODUCTION
PAGE 01

OUR APPROACH
PAGE 02

OUR SERVICES
PAGES 03-05

OUR RESULTS
PAGE 06-07

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2022-2023 SCHOOL YEAR

OUR APPROACH

WHAT SETS US APART

We Have Exceptional People
Every Lavinia Group instructional consultant has achieved extraordinary results for children in urban schools, doing so as superintendents, principals, network leaders, and lab-site teachers. As a result, we are uniquely equipped to drive systems and instructional management within Lavinia Group partner schools, as well as to roll up our sleeves in classrooms and provide targeted teacher coaching and phenomenal model lessons.

We Hold Relentlessly High Standards
Lavinia Group team members are acutely focused on the quality of instruction and student achievement. We believe in the potential of every student to achieve at extraordinary levels. Our high bar compels rapid leader and teacher improvement.

We are Accountable Partners
At Lavinia Group, we consider ourselves partners, not consultants. Too often, in a traditional consulting model, consultants parachute into schools, espouse wisdom and advice, and leave their clients overwhelmed and unsure of how to execute. This is the antithesis of our approach: As accountable partners, we drive urgency, support, troubleshoot, and dig into the work at every turn. We view the results of our partner networks as our results.

We Make an Impact
Lavinia Group's professional development, teaching methodologies, and curricula have delivered strong results across our partner networks and districts, demonstrated by above-average state test results and significant growth in student outcomes nationwide.

THE NUMBERS

20 20+ STATES SERVED

75 75+ NETWORK PARTNERS

250 250,000+ KIDS SUPPORTED

> "Lavinia has provided our schools with game-changing instructional strategies as well as comprehensive instructional management systems. Even more important than the instructional systems, they have demonstrated a "whatever it takes attitude" to help catapult our schools towards success. In my over 30 years as an educational leader, my decision to partner with the Lavinia Group will prove to be the most consequential and impactful decision I've ever made."
>
> Eric Mahmoud,
> Founder and CEO, Harvest Best

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2022-2023 SCHOOL YEAR

OUR SERVICES

CURRICULUM

Close Reading for Meaning™ (Gr 2-8):
Using genre as an inroad, Lavinia Group's Close Reading for Meaning™ method teaches students to use a symphony of strategies to unpack complex texts that are at or above grade level. Through a carefully designed Roadmap of Questions™, Lavinia Group's curriculum prepares students to attend to both the essential meaning as well as author's craft. After engaging in a shared experience with their teachers, students are given the opportunity to apply the Close Reading for Meaning™ method to a new text, honing their ability to tackle any text confidently and independently.

Insight Humanities™ (GrK-5):
Insight Humanities™ is Lavinia Group's multicultural, project-based, and integrated reading, writing, and social studies curriculum. We provide teachers with everything they need to successfully teach—a comprehensive unit overview, writing exemplars, scripted daily lesson plans, project samples, and booklists. All units are thematically linked to the content focus throughout the year and work backward from inquiry-based essential questions

Insight Social Studies™ (GrK-5):
Insight Social Studies™ teaches content through high-quality literature, writing, and project work. Aligned to the National History Standards and an "expanding environments" approach, students begin with content close to home in kindergarten—studying their own communities and families—and build all the way to World History by the time they leave 5th grade.

Insight Middle Courses™ (Gr6-8):
Insight Middle Courses™ is a core reading and writing curriculum that closes the knowledge gap and dramatically improves literacy achievement in middle schools through a global, thematic, and project-based approach. Students develop content knowledge as they engage with diverse and rigorous texts, themes, and topics. They apply their learning through authentic and integrated literacy and project work to develop as independent readers, writers, thinkers, and doers.

Math for Meaning Story Problems (GrK-8):
Grounded in the belief that all students are mathematicians, Lavinia Group's Story Problems curriculum and method engages students to develop multiple approaches for solving on and above-grade-level problems through hands-on learning and rich mathematical discourse. As students persevere through problem-solving and share their mathematical reasoning, they develop the confidence and precision necessary to tackle any mathematical task independently while building their mastery of grade-level standards.

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Insight Humanities K-5 Scope and Sequence

Each grade is oriented around a yearlong "content focus" that guides historical topic selection. Units listed in blue are generally literature-driven, while those in orange are history-driven.

All units integrate reading, writing, and project work, with the specific writing focus in each unit listed in gray beneath the unit title.

GRADE	CONTENT FOCUS	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
K	**Empathy & Identity**	*Building A Community of Readers and Writers Through Emergent Storybook Reading and Storytelling*	*Who Am I? Understanding Myself and My Community*	*Author Study: Ezra Jack Keats*	*We're Different, We're the Same: My Family and Families Around the World*	*Reading and Writing with a Poet's Eye: A Poetry Study*	*My Community: Schools Through Time and Place*
		Oral Stories & Personal Narratives	List Books	Small Moment Stories	Nonfiction All About Books	Poems	Persuasive Letters
1	**Communities, Now & Long Ago**	*Author Study: Alma Flor Ada*	*More Than Just a Fairy Tale: Medieval Communities*	*Multicultural Fairy Tales from Around the World*	*This Land Is Their Land: North and Central American Indian Communities*	*Big Ideas, Small Packages: A Poetry Study*	*Anahuac, New Spain, Revolution: Mexican Communities Past and Present*
		Small Moments	Nonfiction All About Books	Fairy Tale Adaptations	Nonfiction Question & Answer Books	Poems	Persuasive Visitor Guides
2	**Diversity & Cultural Heritage**	*A Study of Character Perspective Through Series Books*	*The Great Encounter: Northeast Indians and the Early Colonies*	*Tales as Old as Time: African Folklore and the Oral Tradition*	*"Yearning to Breathe Free": Immigration in the East and West*	*Studying Character Development in Chapter Books*	*"I, Too, Sing America": The Harlem Renaissance and Its Legacy*
		Realistic Fiction	Research Clubs & Nonfiction Expert Books	Original Folktales	Persuasive Letters	Focused Stories	Biographies

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GRADE	CONTENT FOCUS	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
3	**Equality & Justice**	*Understanding Characters Through the Lens of Social Justice*	*"We, the People:" The American Revolution and U.S. Constitution*	*"We Hold These Truths to Be Self-Evident": Abolition, Suffrage, and Citizenship*	*Thinking Like an Author: Reading and Writing About Fiction Through One Crazy Summer*	*Diving Deeper into Poetry: A Study of Poets' Perspectives and Works*	*"Till Victory Is Won": The Civil Rights Movement*
		Character-Driven Vignettes	Persuasive Editorials	Research Clubs & Reports	Literary Analysis	Poetry Books	Persuasive Speeches
4	**Humanity & Multiculturalism**	*Author Study: Kadir Nelson*	*The Gift of the Nile: Ancient Egypt*	*A Study of Character Perspective: The Tiger Rising*	*"Equal Justice to All": Ancient Greece and the Classical World*	*Mythology from Ancient Egypt and Around the World*	*The Celestial Empire: The Rise of Imperial China*
		Persuasive Essays	Research Reports	Literary Analysis Essays	Dramatic Scenes	Original Myths	Compare & Contrast Essays
5	**Humanity & Multiculturalism**	*A Shared Novel™ Study of Story Development and Theme: Where the Mountain Meets the Moon*	*Houses of Wisdom: The Islamic Golden Age*	*A Historical Fiction Shared Novel™ Study: The Night Diary*	*Lands of Salt and Gold: Empires of Medieval Africa*	*Shared Memoir and Autobiography Study: The Boy Who Harnessed The Wind*	*The Silk Road, the Crusades, and the Plague: The Origins of Globalization*
		Literary Analysis	Research Reports	Historical Fiction	Narrative Nonfiction	Memoirs	Argumentative Thematic Essays

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Elementary Curriculum

Grade K

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

Grade 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

Grade 2

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

Grade 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

Grade 4

- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

Grade 5

- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

AmplifyScience

authored by THE LAWRENCE HALL OF SCIENCE UNIVERSITY OF CALIFORNIA, BERKELEY

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Year at a glance

Units per year

K–2 **3**

3–5 **4**

Unit types

Although every Amplify Science unit provides a three-dimensional learning experience, each unit emphasizes one of the following specific science and engineering practices.

Investigation

Investigation units focus on the process of strategically developing investigations and gathering data to answer questions. Students are first asked to consider questions about what happens in the natural world and why, and are then involved in designing and conducting investigations that produce data to help answer those questions.

Modeling

These Amplify Science units provide extra support to students engaging in the practice of modeling. Students use physical models, investigate with computer models, and create their own diagrams to help them visualize what might be happening on the nanoscale.

Engineering design

Engineering design solves complex problems by applying science principles to the design of functional solutions, and iteratively testing those solutions to determine how well they meet pre-set criteria. All Amplify Science engineering design units are structured to make the development of such solutions the central focus.

Argumentation (grades 3–5)

These Amplify Science units provide extra support to students engaging in the practice of argumentation. As students move up the K–5 grades, they focus on important aspects of argumentation in an intentional sequence.

Course structure

Key

- (A) Argumentation
- (E) Engineering design
- (I) Investigation
- (M) Modeling

Kindergarten (66 lessons)

- *Needs of Plants and Animals* **22 lessons** (I)
- *Pushes and Pulls* **22 lessons** (E)
- *Sunlight and Weather* **22 lessons** (M)

Grade 1 (66 lessons)

- *Animal and Plant Defenses* **22 lessons** (M)
- *Light and Sound* **22 lessons** (E)
- *Spinning Earth* **22 lessons** (I)

Grade 2 (66 lessons)

- *Plant and Animal Relationships* **22 lessons** (I)
- *Properties of Materials* **22 lessons** (E)
- *Changing Landforms* **22 lessons** (M)

Grade 3 (88 lessons)

- *Balancing Forces* **22 lessons** (M)
- *Inheritance and Traits* **22 lessons** (I)
- *Environments and Survival* **22 lessons** (E)
- *Weather and Climate* **22 lessons** (A)

Grade 4 (88 lessons)

- *Energy Conversions* **22 lessons** (E)
- *Vision and Light* **22 lessons** (I)
- *Earth's Features* **22 lessons** (A)
- *Waves, Energy, and Information* **22 lessons** (M)

Grade 5 (88 lessons)

- *Patterns of Earth and Sky* **22 lessons** (I)
- *Modeling Matter* **22 lessons** (M)
- *The Earth System* **26 lessons** (E)
- *Ecosystem Restoration* **22 lessons** (A)

Unit at a glance

Lessons per unit

20 plus two assessment days

Lessons organized around 3–5 chapters per unit.

Lesson length

K–1 **45** minutes

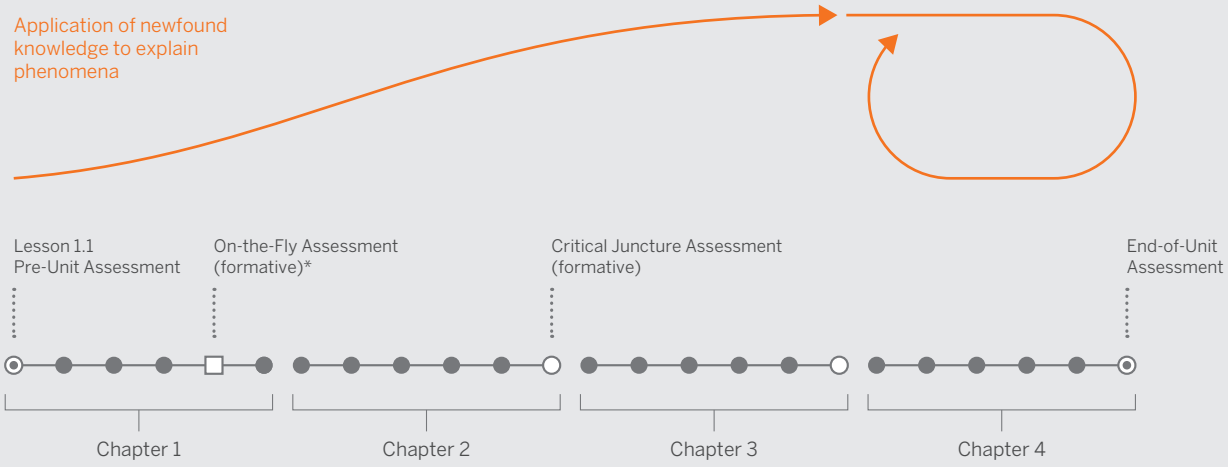
2–5 **60** minutes

Our phenomena-based approach

In each Amplify Science unit, students are asked to inhabit the role of a scientist or engineer in order to investigate a real-world problem. These real-world problems provide relevant, 21st-century contexts through which students will investigate different scientific phenomena. Students work to define the problem and collect and make sense of evidence from multiple sources and through a variety of modalities. At the end of the unit, students are presented with a brand new problem, giving them an opportunity to apply what they've learned over the course of the unit to a new context. This represents a shift from asking students to *learn about* science to supporting students in *figuring out* the science.

Unit stages

1. Students are introduced to a real-world problem.
2. Students collect evidence from multiple sources and build increasingly complex explanations.
3. Students apply what they've learned to a different problem.



*On-the-Fly and Critical Juncture Assessments appear throughout each unit.

Lessons at a glance

Amplify Science is rooted in the research-based **Do, Talk, Read, Write, Visualize** model of learning. Students engage with science and engineering practices, figure out disciplinary core ideas, and utilize and apply crosscutting concepts in multiple modalities across thoughtful, structured lessons, all centered around engaging anchor phenomena. Each lesson features a unique mix of activities that provide students with multiple points of entry into the instruction.

Do

First-hand investigations are an important part of any science classroom, and Amplify Science has students getting hands-on in every unit—from exploring collision forces to experimenting with electrical systems.

Talk

Student-to-student discourse and full-class discussions are integral parts of the program. The program fosters a collaborative classroom environment by providing students with numerous opportunities to engage in meaningful oral scientific argumentation, both one-on-one and in full-class discussions.

Read

Students learn how to read like scientists using student books developed by the Lawrence Hall of Science specifically for Amplify Science. These books engage students in close reading strategies, and in learning to read for a purpose—for example, finding evidence to support a claim.

Write

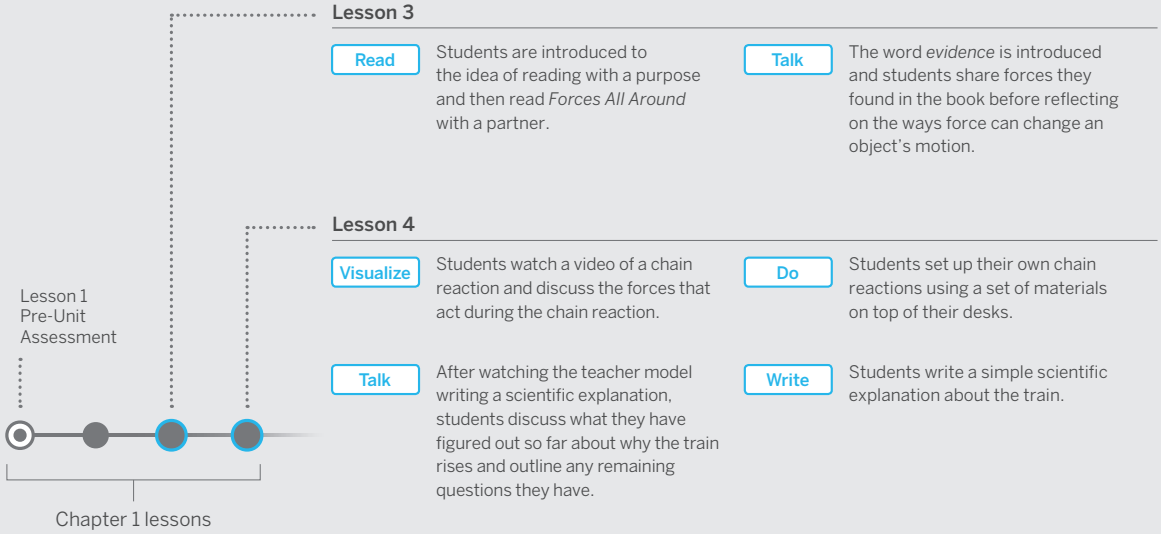
Students write like scientists, generating scientific explanations of the phenomena they investigate, and using evidence to construct scientific arguments. Students learn to articulate their reasoning in order to show how their evidence is connected to a claim.

Visualize

By engaging with simulations, media, and modeling tools, students are empowered to visualize scientific phenomena in ways never possible before.

Example from a unit: *Balancing Forces* (grade 3)

In *Balancing Forces*, the town of Faraday is getting a new train that floats above its tracks and students investigate how that might be possible. Over the course of two lessons, you can see that students engage in multiple modalities, though not in any fixed order.









RULER

An Evidence-Based Approach to Social and Emotional Learning

Yale *Center for Emotional Intelligence*

WHAT IS RULER?



RULER is an evidence-based approach to social and emotional learning (SEL) that supports the entire school community in:

- Understanding the value of emotions
- Building the skills of emotional intelligence
- Creating and maintaining a positive school climate

EMOTIONS MATTER



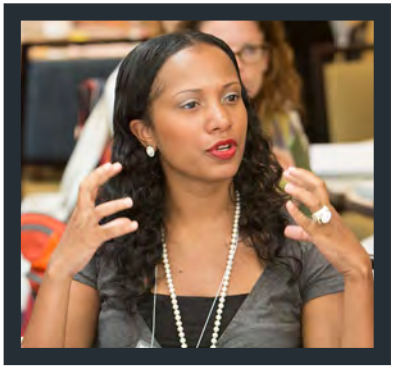
RESEARCH SHOWS THAT EMOTIONS INFLUENCE:

- Attention, memory, and learning
- Decision making
- Creativity
- Mental and physical wellbeing
- Ability to form and maintain healthy relationships
- Academic and workplace performance

HOW DO YOU FEEL AT SCHOOL EACH DAY?

Tired, bored, and *stressed* were the top three responses for over 22,000 high school students nationwide. *Frustrated, overwhelmed,* and *stressed* were the top responses from 6,000 educators and school leaders.

If this is how our school communities feel, what impact might that have on how leaders lead, teachers teach, and students learn and grow?



RULER helps students and educators spend more time feeling how they want to feel: *valued, connected,* and *inspired.* **RULER** teaches the skills of emotional intelligence—so people of all ages can thrive and build healthier, more equitable, innovative, and compassionate communities.

"RULER is as much about student wellbeing as it is about academic achievement...because one thing usually leads to the other."

- Middle School Principal





"We want to ensure our graduates are not just the best students but also the best people they can be. RULER provides specific language and strategies around that process, positioning students for success in college and in life."

- High School Principal

THE SKILLS OF EMOTIONAL INTELLIGENCE

R **RECOGNIZING** emotions in oneself and others

U **UNDERSTANDING** the causes and consequences of emotions

L **LABELING** emotions with a nuanced vocabulary

E **EXPRESSING** emotions in accordance with cultural norms and social context

R **REGULATING** emotions with helpful strategies

Research shows that **RULER** skills help people of all ages to use emotions wisely, opening opportunities for us to succeed in school, at work, and in life. These skills are both personal and social, such that a network emerges with positive changes reinforced.

THE RULER TOOLS



CHARTER

Builds and sustains positive emotional climates by creating agreed-upon norms for how people want to feel and how they can help each other to experience those feelings.

MOOD METER

Enhances self- and social awareness and supports the development of a nuanced emotion vocabulary and a range of strategies for regulating emotion.

META-MOMENT

Provides a process for responding to emotional situations with strategies that align with one's "best self" and that support healthy relationships and personal wellbeing.

BLUEPRINT

Supports the development of empathy and conflict resolution skills by serving as a guide for reflecting on conflict and restoring affected communities.

HOW RULER CREATES CHANGE

STRATEGY

Adult personal & professional learning

Schoolwide tools & preK to 12 classroom content & OST resources

Online platform & coaching support

Monitoring & evaluation tools

STAKEHOLDERS

Administration & school board

Educators & staff

Families

Students

AIMS

Enhanced mindset ("emotions matter")

Deepened social & emotional skills

Healthier emotional climates in schools & homes

SEL-infused pedagogy, practices & schoolwide policies

IMPACT

Improved leader & teacher effectiveness & retention

Increased student engagement, attendance, & academic performance

Better quality relationships

Enhanced decision making; reduced drug, alcohol, discipline, & bullying problems

Less stress & anxiety; greater health & wellbeing

HOW RULER WORKS

STAFF PERSONAL & PROFESSIONAL LEARNING

RULER adoption begins when a small team from a school attends a training institute on the principles and tools of emotional intelligence. Over time, with coaching support and online resources, all school staff participate in **RULER** skill-building activities so they can be role models and knowledgeable implementers of **RULER** for students and families.

CLASSROOM INSTRUCTION

RULER continues with student learning content, which follows the Understanding by Design framework and aligns with both social and emotional learning and academic standards. In early childhood and elementary school, **RULER** embeds into existing academic curricula. Middle and high school courses focus on the intersection of social, emotional, and cognitive aspects of early and late adolescence.

FAMILY ENGAGEMENT & EDUCATION

Content for families supports what students learn in school, using everyday and culturally responsive language for accessibility. School leaders, parent leaders, teachers, and students work to engage families.



"When all people in a school community embrace the idea that 'emotions matter,' when they become more skilled with their emotions and in their interactions, and when schools and homes become warmer, safer, and more supportive spaces—this is when educators, students, and their families thrive."

- Marc Brackett, Ph.D.
Founding Director of the Yale Center for Emotional Intelligence &
Professor in the Child Study Center at Yale University



RULER

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An experienced executive with a proven, unique skillset in school finance, management and operations oversight.

EDUCATION:

Marietta College, Marietta, OH – BA, Public Accounting (1994)
Gardner Webb University, Boiling Springs, NC – Master's Degree, Business Administration (2006)

PROFESSIONAL LICENSES AND CERTIFICATIONS:

Certified Public Accountant (CPA), North Carolina Board of CPA Examiners, #34513
Certified Forensic Accountant (CrFA), American College of Forensic Examiners, #21897
Chartered Global Management Accountant (CGMA), AICPA #110056273

RELEVANT EXPERIENCE:

2001 – Present, Managing Partner
Acadia NorthStar, L.L.C. (Founded 2001, Sold 2012) and
Prestige School Solutions, L.L.C. (Founded 2013)

Leading a successful outsourced CFO service organization focused on partnering with charter school and private school non-profit boards of trustees to open and operate mission-driven, high-performing charter and private schools throughout the southeastern United States.

- Forge trusting, credible, working relationships with the trustees of nearly 100 school boards
- Interface daily with client schools' principals, headmasters, heads of school and executive directors as their "go-to" expert for candid feedback, insight and experience-based solutions.
- Direct the work of 63 controllers, business managers and accounting clerks who conduct purchasing, accounts payable, accounts receivable, payroll and other accounting and general ledger functions to 94 schools in 3 states.
- Oversee the issuance of timely and accurate financial reports to school department heads, chief executives and boards of trustees
- Develop and monitor operating and capital budgets and forecasts
- Establish, implement and evaluate human resource policies and procedures for screening, hiring, due process and termination
- Design strategies for packaging compensation and employee benefits in a manner that balances available resources with attracting and retaining a high-quality instructional and operational team
- Analyze and recommend solutions for short-term and long-term financing solutions including marshalling nearly 30 school boards through the process of tax-exempt bond issuances
- Utilize data-driven financial ratios and operational metrics to forecast short and long term liquidity, competitiveness, performance-in-relation-to-goals and credit worthiness
- Collaborat on the development of long-term, strategic plans with the trustees and executive leaders of over 20 schools
- Work alongside independent auditors and school board audit committees to coordinate the timely annual audits of the financial statements and 403(b) ERISA plans for client schools

- Draft and supervise the implementation of organizational and functional-level internal controls
- Create planned giving and endowment policies for schools specifying standards of acceptance and administration of gifts of cash, assets, split gifts, donor-restricted gifts and deferred interests
- Evaluate investment portfolio performance for assets held by foundations and other support organizations of schools as defined under IRC Sec 509(a)(2) and IRC Sec 501(c)(3), respectively
- Manage fixed asset policy and asset lifecycle planning for property, physical plants and equipment
- Monitor maintenance of fiscal effort compliance reporting for federal and state programs in accordance with established timelines
- Conduct RFP issuance, contract negotiation and awarding of contracts for school-related service vendors and contractors for physical plant maintenance, insurance, school nutrition, transportation, facilities development and financing
- Prepare annual Form 990 and related schedules

1999-2001, Dean of Finance
Thomas Jefferson Classical Academy

Served as Dean of Finance for the school, managing budgetary, personnel, cash management, compliance and audit matters. Responsible for conducting strategic planning and developing growth management plans. Drafted fiscal policy and procedure. Provided oversight of accounting department functions including payroll, accounts payable and purchasing. As part of a dual assignment, taught high school advanced mathematics and literature.

PROFESSIONAL MEMBERSHIPS, AFFILIATIONS AND COMMUNITY ENGAGEMENT:

- American Institute of Certified Public Accountants, Member
- North Carolina Association of Certified Public Accountants, Member
- South Carolina Association of Certified Public Accountants, Member
- AICPA Forensics and Valuation Section, Member
- American College of Forensic Examiners, Member
- NC Association of School Business Officers, Member
- Thomas Jefferson Classical Academy Board of Directors (2001-2011)
- Lake Lure Classical Academy Board of Directors (2009-2011)
- Challenge Foundation Academies Board of Trustees (2007-2011)
- North Carolina Education Alliance – Education Funding Task Force (2009-2012)
- Guest Lecturer, Marietta College (McDonough Center for Leadership and Business)

REFERENCES AND TRANSCRIPTS:

- A available upon request

THIS AGREEMENT IS SUBJECT TO BINDING ARBITRATION PURSUANT TO THE GEORGIA UNIFORM ARBITRATION CODE O.C.G.A. § 9-9-1, ET. SEQ. AS AMENDED

EXHIBIT #24

PRESTIGE SCHOOL SOLUTIONS, LLC

Letter of Engagement

To the Board of Directors of Movement Charter School (hereinafter "Client", "the School", "You", "Your" and "Yours"):

This letter shall serve to confirm our understanding of the terms and objectives of our engagement and the nature and limitations of the services that Prestige School Solutions, LLC (hereinafter "We", "Us", "Our" and "Ours") will provide to Client.

We will perform the services noted herein under "Detail of Services and Fees". Our engagement specifically excludes any services not explicitly stated therein which will be billed at prevailing rates. You and we may modify the services by mutual agreement from time-to-time.

There is no fee for terminating this agreement prior to expiration. This engagement shall begin on July 1, 2022 and shall extend through June 30, 2024 and renew automatically for subsequent 180-day terms. Upon termination or expiration of this engagement, you will be provided with electronic copies of all documents on file with us relating to you or your school. You and we have agreed that this engagement may be terminated prior to June 30, 2024 by one party providing 30-days notice to the other. Upon termination or expiration of this engagement, you will be provided with electronic copies of all documents on file with us relating to you or your school.

We will invoice you monthly, in writing, for services rendered in advance of the upcoming term. Payment for invoices is due on or before the 5th calendar day of the month following the invoice date. You agree to review all invoices for services and to submit, in writing, any fees or charges that you dispute within twenty-five (25) calendar days of the invoice date (the "dispute period"). You agree that your failure to dispute a charge within the dispute period constitutes your acceptance and agreement of the invoiced charges and fees. The dispute period does not constitute an extension of payment terms.

This Letter of Engagement and the terms, conditions, obligations and benefits herein shall endure and pass on to any company, corporation, partnership, foundation, tax-exempt organization or other entity that succeeds us or you during the term of this engagement. Neither party may assign this Letter of Engagement without the prior, written consent of the other party.

The scope of this engagement will be limited to presenting information that is the representation of management. We are not being engaged to express an opinion or any other assurances on financial statements or reports, limited or otherwise. We are not independent with respect to Client.

We are not an education management organization or a management company. We are not a registered certified public accounting firm nor are we a registered attorney/law firm. At no time shall our services be construed as managerial in nature, nor are we serving in the capacity of an employee, executive, manager, officer or director, attorney or board member. This engagement is not an attest, compilation, review or assurance engagement.

The laws of the State of Georgia shall govern this Letter of Engagement. Jurisdiction of any dispute related to the subject matter of this Letter of Engagement shall be vested in the courts of Georgia. Should a dispute arise relating to any term(s) and/or condition(s) and/or obligation(s) herein you and us will hereto endeavor to resolve through a process of non-binding mediation any controversy, disagreement or claim, whether as to the interpretation, performance, duty or operation of this Letter of Engagement or any rights or obligations hereunder. In the event that resolution by non-binding mediation is unsuccessful, any such controversy, disagreement or claim will be submitted, for final resolution without appeal, to binding arbitration, by either you or us giving written notice to the other of the existence of a dispute which it desires to have arbitrated. The place of arbitration will be in Georgia. The arbitration will be conducted by a single arbitrator and will be held in accordance with the rules of the American Arbitration Association ("AAA"). If either you or we elect, the other party will agree to expedite arbitration under the AAA rules. In the event that you or we are unable to agree on the arbitrator within 45 days on the date of such written notice, the AAA will select the arbitrator. The decision and award (if any) of the arbitrator will be final and binding and barred from appeal, and it is mutually agreed that any such determination will have the same effect as an arbitration pursuant to any and all applicable sections of the Federal Arbitration Act, and that a judgment upon the award may be entered in any court having jurisdiction thereof or application may be made to such court for a judicial acceptance of the award and an order of enforcement, as the case may be. It is mutually agreed that you and we will bear your and our own respective costs of arbitration and shall split evenly all mutual costs of arbitration including, but not limited to, arbitrator fees and expenses, rent or lease of a locale and applicable filing fees. Pending the decision by the arbitrator with respect to the dispute or difference undergoing arbitration, all other obligations hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due, with the disputed amount to be paid into an escrow fund under the control of the arbitrator. The arbitrator will make its decision in accordance with the Federal Arbitration Act and/or any other applicable federal or state laws as may be appropriate. Notwithstanding the foregoing, we or you will have the option, in lieu of

arbitration pursuant to this Article, to go into any court of competent jurisdiction (i) to seek injunctive or other equitable relief whether

in respect of this Agreement or otherwise, ii) to collect fees owed or (iii) to enforce its rights with respect to any other agreement or instrument entered into between you and us.

You have been advised, understand and agree that some of the services being offered herein are provided by us but may be performed by a third-party contractor.

DETAIL OF SERVICES AND FEES

The services and fees stated below will be in effect beginning July 1, 2022 for transactions beginning on the same date unless otherwise stated.

Startup Support

- Work in collaboration with your founding governing board to establish sound fiscal policy
- Provide support to establish and periodically review operating budgets to reflect enrollment and anticipated hiring trends
- Assist in drafting and/or executing agreements and contracts
- Track pre-opening revenues, expenditures and other sources and uses of funds
- Assist in the development of the financial modeling necessary for grants (including CSP) and other requests for support
- Setup all accounting and reporting systems and provide training to local personnel
- Provide regular input to the founding governing board related to startup matters, recruiting, facilities and other relevant issues

General Ledger, Cloud Based Accounting and Reporting and Budget Services

- Cloud-Based accounting, reporting and bookkeeping for operating funds, enterprise funds, before-and-after school care programs and funds issued through federal and state grant programs
- Real-time financial dashboard access with all accounts reconciled through the prior business day
- Multi-Dimensional financial reporting including tracking of funds related to grants, departments and other spending
- General ledger management and daily account reconciliation
- Systems and procedural training for on-site clerical and financial personnel integral to this engagement
- Compliance and reporting functions to authorizers directly related to the accounting function of the school
- Provide data for you to fulfill annual financial and budget reporting obligations via DE046 (if required)
- Development and delivery of monthly internally-generated financial and budget reports to governing board no fewer than 24-hours prior to the finance committee unless an alternative schedule is agreed upon by you and us
- Annual budget planning in coordination with the finance committee
- Budget performance tracking, monitoring, reporting and feedback including providing proposed budget revisions and adjustments when applicable
- Assistance in developing operating and capital budgets
- Virtual attendance at regularly-scheduled governing board meetings
- Virtual/telephonic coordination, attendance and facilitation of monthly finance committee meetings in advance of monthly governing board meetings

Accounts Payable Management

- Accounts payable management including coding, cloud-based management of invoices and electronic payment of vendors.
- Online accounts payable workflow and approval of invoices for payment
- Online tracking of payments and invoices including confirmation of payment delivery
- Expedited audit testing and sampling through online accounts payable portal
- Integrated posting of accounts payable to cloud-based general ledger and accounting system
- Online storage of all invoices, payments (including canceled check images) and associated documents
- Overnight payments when required (Overnight payments are subject to **a fee of $24.50 per payment**)

Payroll Administration and Management

- Cloud-Based payroll calculation and administration including payroll processing, payroll tax reporting, processing of deferrals and garnishments and remittance of payroll tax liabilities using a payroll vendor of your choosing

- Direct deposit (there is **no charge** for this service) of employee payroll checks or issuance of paper checks when applicable
- Access to site-based automated employee onboarding including enabling e-Verify capabilities for new employees**
- Qualified retirement plan reporting (including state retirement if applicable) and remittance of deferrals (excludes Form 5500 Preparation, if applicable)
- Assistance with preparation of annual workers compensation audit
- Form W-2 Annual Reporting validation and reconciliation
- Enable and configure online employee access to personal payroll and HR dashboard virtual management as well as time and attendance, including online personal leave time requests, approvals and tracking of accrued time**
- Reconciliation of payroll withholding for TRS, major medical and section 125 to billing/invoicing.

**Presumes said features are available as part of the payroll platform that you select

Audit Assistance, Consulting and Board Training

- Upon request, provide annual financial training to the Board of Directors regarding reading financial reports, approaches to budgeting and other topics relevant to a board members fiduciary responsibility.
- Always Auditable® financial records maintenance (There is **no charge** for this service)
- Annual audit coordination including RFP issuance, field work assistance and audit draft analysis
- Submission of required items, ledgers and reports to the auditor no later than August 15th for the prior fiscal year

The above services will be billed at the following fees:

- For services beginning July 1, 2023: You will be invoiced $3,050 per month for the services outlined herein ("Monthly Fee"). There is no additional fee for services provided within the startup support scope of this engagement.

Other Services, Fees, Conditions and Terms

- Services provided outside of the scope of this agreement, including transactions, reporting and matters preceding the beginning date of this engagement as noted above, will be billed at prevailing rates.
- Pricing and fees are based upon payroll issued semi-monthly. Pricing may vary, including increasing, in the event that the payroll issuance schedule is modified to include more frequent payroll issuance.
- Fees include on-demand, phone-based consulting regarding the financial and payroll affairs of the school.
- You agree to directly engage and negotiate terms with a payroll platform provider that utilizes a SAS70 compliant system with cloud-based management and to enable user access to us sufficient to carry out our obligations under this engagement. You agree to timely pay fees to the platform provider in order to ensure ongoing, uninterrupted access.
- You agree to grant us read only online access to all bank accounts or to accept delivery of financial statements and budget reports on or after the 20th day of the month following the close of the prior month. You understand that real-time, cloud-based access to financial statements is not available without granting read only online access to bank accounts.
- All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, facsimile, or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing. Notices are to be mailed to:

  Prestige School Solutions at 230 Spindale Street, Spindale, North Carolina 28160
- The Parties to this Agreement agree that in the performance of the services contemplated herein, Prestige School Solutions shall be, and is, an independent contractor, and is not an agent or employee of the Client and shall have no authority to bind the Client without prior written authorization from the Client. Prestige School Solutions has and shall retain the right to exercise full control over the employment, direction, compensation and discharge of all persons assisting Prestige School Solutions. Prestige School Solutions shall be solely responsible for, and shall hold the Client harmless from, all matters relating to the payment of Prestige School Solutions' employees, including but not limited to compliance with F.I.C.A. and unemployment requirements.
- At no time will we act as an agent to negotiate settlements, agreements, instruments, terms or liabilities related to debt obligations or employment on your behalf. Although we may provide advice and guidance regarding such negotiations,

you agree to make an authorized representative of the board available to negotiate any such obligations or employment matters.

By signing below, you indicate your accordance and understanding with the terms of this engagement and authorize us to commence work immediately.

Sincerely,

DAVID M. RUTTER FAUNCE, SENIOR PARTNER
PRESTIGE SCHOOL SOLUTIONS, LLC

ACCEPTED AND AGREED TO:
Movement Charter School

BY:

DATE:

THIS AGREEMENT IS SUBJECT TO BINDING ARBITRATION PURSUANT TO THE GEORGIA UNIFORM ARBITRATION CODE

O.C.G.A. § 9-9-1, ET. SEQ. AS AMENDED

Authority to Designate Bank Account and Initiate Electronic Payment of Approved Transactions

As an authorized agent of Movement Charter School (hereinafter "School") I hereby authorize Prestige School Solutions, LLC to designate by routing and account number a primary and, if applicable, a secondary checking account within the bill.com® accounts payable management system for payment of accounts payable transactions. I further authorize Prestige School Solutions, LLC to initiate electronic payment of vendor invoices for payments ***that have been designated "Approved"*** within bill.com® by an authorized member of the School's Board of Directors or management. This authorization does not authorize Prestige School Solutions, LLC to initiate entries without the consent or approval of the Board of Directors or management of the School. The authorization contained herein may be canceled or revoked by a member of the Board of Directors or management of the School by providing ten (10) days written notice to Prestige School Solutions.

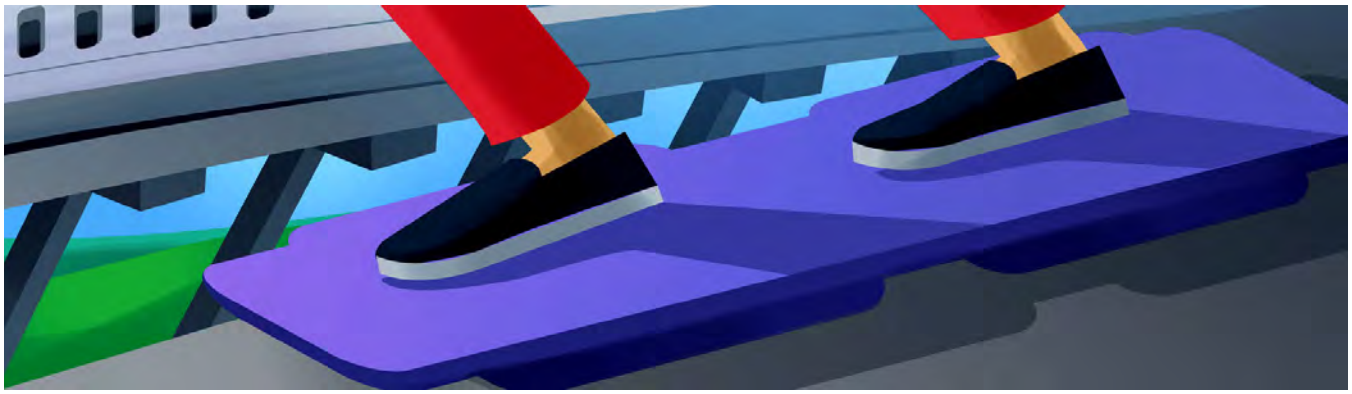
Authorized Signature

BY:
For Movement Charter School, Inc.

ITS:

Date

AmplifyScience



Balancing Forces:

Investigating Floating Trains

Copymaster Compilation

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Developed by the Learning Design Group at the University of California, Berkeley's Lawrence Hall of Science.

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www.amplify.com

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Name: _____ Date: _____

Pre-Unit Writing: Explaining the Floating Train

Why does the train rise? Explain what you think could have made this happen.

_____

_____

_____

_____

_____

_____

_____

_____

Make a drawing if it helps you explain your thinking. Label your drawing.

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Name: _____ Date: _____

Pre-Unit Writing: Explaining the Floating Train (continued)

Why does the train float? Explain what you think could have made this happen.

_____

_____

_____

_____

_____

_____

_____

_____

Make a drawing if it helps you explain your thinking. Label your drawing.

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Name: _____ Date: _____

Pre-Unit Writing: Explaining the Floating Train (continued)

Why does the train fall? Explain what you think could have made this happen.

_____

_____

_____

_____

_____

_____

_____

_____

Make a drawing if it helps you explain your thinking. Label your drawing.

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Name: _____ Date: _____

Chapter 1 Home Investigation: Forces Around the Home

Directions:

1. Find evidence of three forces around your home.
2. Fill in the table below about the forces.
3. Show someone in your family your work and explain your evidence to him.

Observation (describe what you saw)	**Object 1**	**Object 2**	**What kind of evidence?** (circle one)
			Started moving or Stopped moving
			Started moving or Stopped moving
			Started moving or Stopped moving

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Name: _____ Date: _____

Scientific Explanation of Why the Train Rises

Directions:

1. Write a scientific explanation that answers the question below.
2. Your audience is the people of Faraday.
3. Your explanation should include:
    - a topic sentence that answers the question.
    - supporting sentences that tell what happens and why.

Why does the train rise?

The train rises because _____

_____

_____

_____

_____

I know this because _____

_____

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Scientific Explanation of Why the Train Rises Without Anything Touching It

Directions:

1. Write a scientific explanation that answers the question below.
2. Your audience is the people of Faraday.
3. Your explanation should include:
    - a topic sentence that answers the question.
    - supporting sentences that tell what happens and why.

Why does the train rise without anything touching it?

The train rises without anything touching it because _____

_____

_____

_____

_____

I know this because _____

_____

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Scientific Explanation of Why the Train Falls

Directions:

1. Write a scientific explanation that answers the question below.
2. Your audience is the people of Faraday.
3. Your explanation should include:
    - a topic sentence that answers the question.
    - supporting sentences that tell what happens and why.

Why does the train fall?

The train falls because _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Chapter 3 Home Investigation: Forces Quiz

Directions:

1. Create a quiz about forces. Write five statements about forces, magnetic force, or gravity. Some statements should be true, and some statements should be false.
2. Have someone in your family group take the quiz. Have that person read each statement and circle whether they think each one is true or false.
3. Talk about the answers with the person who took the quiz. You might teach them something!

1.	true	false
2.	true	false
3.	true	false
4.	true	false
5.	true	false

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Name: _____ Date: _____

Scientific Explanation of Why the Train Floats

Directions:

1. Write a scientific explanation that answers the question below.
2. Your audience is the people of Faraday.
3. Your explanation should include:
    - a topic sentence that answers the question.
    - supporting sentences that tell what happens and why.

Why does the train float, even though gravity is acting on it?

The train floats because _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

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Name: _____ Date: _____

Chapter 4 Home Investigation: Floating Paper Clip

Directions:

1. Use the paper clip on a string and the magnet to make the paper clip float at the end of the string.
2. Show a member of your family and explain to them about the forces acting on the paperclip.
3. Draw how you made the paper clip float.
4. Add labels showing the forces acting on the paper clip.
5. Record at least one question your family member has about forces or the floating paper clip.

Diagram of the floating paper clip:

Family member's questions: _____

_____

_____

_____

_____

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Name: _____ Date: _____

End-of-Unit Writing: Scientific Explanation of Why the Train Changes from Floating to Falling

Directions:

1. Write an explanation that answers the question below. Make sure you explain:
   - why the train was floating.
   - why the train falls.
   - why the train is stable sometimes and changes its motion sometimes.
2. Your audience is the people of Faraday.

Why does the train change from floating to falling?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____.

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Name: _____ Date: _____

End-of-Unit Writing: Scientific Explanation of Why the Train Changes from Floating to Falling

Directions:

1. Write an explanation that answers the question below. Make sure you explain:
    - why the train was floating.
    - why the train falls.
    - why the train is sometimes stable and changes its motion sometimes.
2. Your audience is the people of Faraday.
3. Your explanation should include:
    - a topic sentence that answers the question.
    - supporting sentences that tell what happens and why.

Why does the train change from floating to falling?

The train changes from floating to falling because _____

_____

_____.

The train floats when _____

_____.

When the train is floating _____

_____.

The train starts to fall when _____

_____.

When the train is falling _____

_____.

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Name: _____ Date: _____

Chapter 5 Home Investigation: Sharing Your Train Explanation

Directions:

1. Share your explanation of why the train rises, floats, and changes from floating to falling with a member of your family.
2. Use the diagrams you made to help you explain.
3. Have your family member write at least one question they have about the train.
4. Write ideas you have about an answer to their question.

Family member's questions: _____

_____

_____

_____

_____

Your ideas about their questions: _____

_____

_____

_____

_____

_____

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Overview

An important element of promoting learning and equity in the science classroom is to elicit and build upon students' prior knowledge, personal experiences, and cultural and social backgrounds. This practice fosters more robust and durable conceptual understanding and higher engagement, helping students to:

- feel that science learning is purposeful and useful.
- know that their personal experiences and expertise, and experiences and expertise from their families and communities, are valued in the classroom.
- embrace the idea that their personal experiences and expertise are assets to be used in their scientific investigations.
- feel confident in their identity as science learners and their ability to contribute in the science classroom.

Eliciting these connections from students helps teachers to:

- leverage students' experiences and ideas as resources during teaching.
- formatively assess students' understanding of concepts and familiarity with contexts.

When students engage with new questions and with new evidence sources such as physical materials and texts, their prior knowledge and experiences (both in life and in the classroom) are important resources they can leverage to help construct their initial scientific explanations, arguments, and models. As students build on and refine their ideas, they can continue to leverage their knowledge and experiences to provide additional evidence for key concepts, generalize and apply the concepts, revise their own alternate conceptions, apply science ideas to their own lives, and generate new questions.

How to Use This Guide

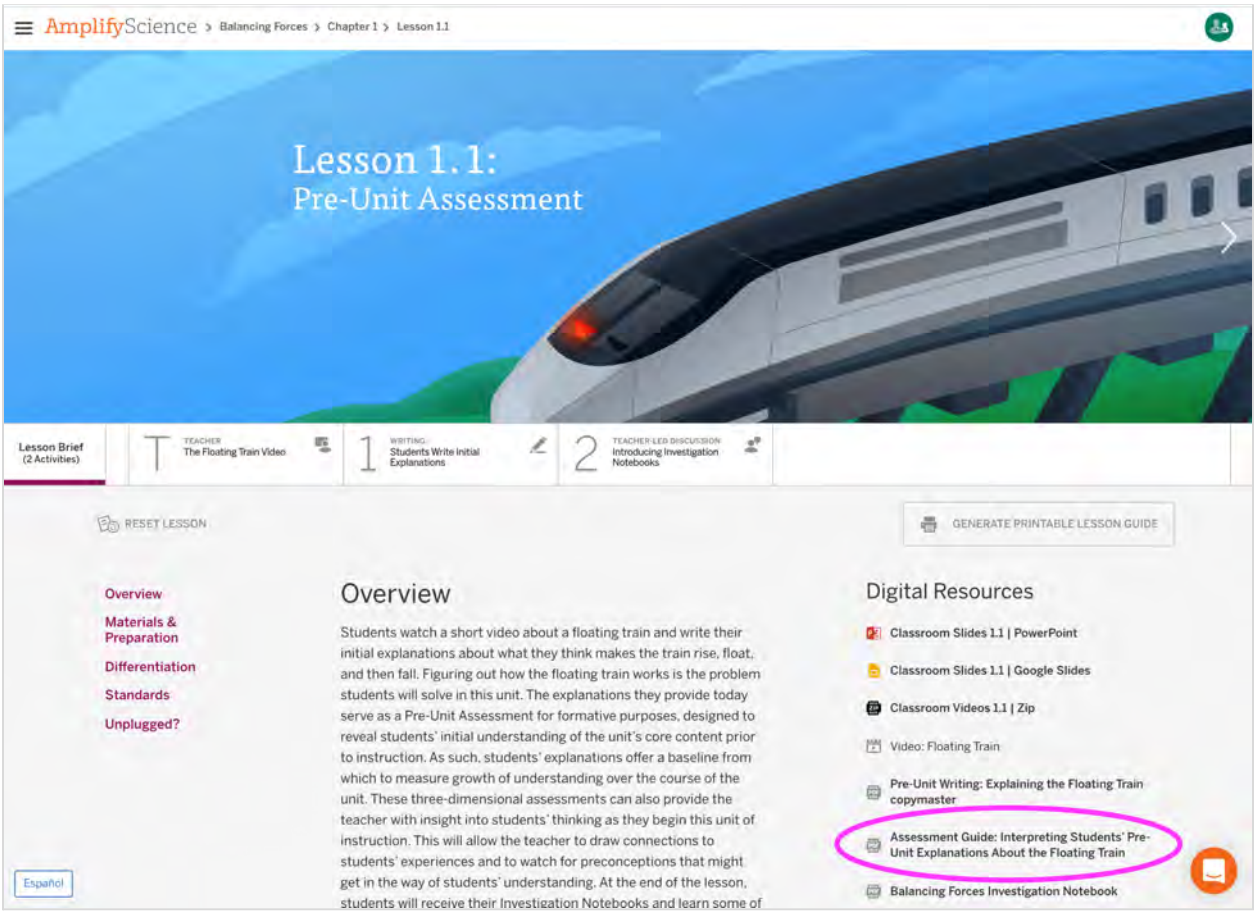
This guide and the Amplify Science lessons themselves provide the support needed to effectively elicit and leverage students' prior knowledge, experiences, and backgrounds over the course of this unit. This guide is divided into two sections:

- **Part 1: Eliciting Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds**. This section describes where in this unit there are opportunities to *elicit* students' prior knowledge and experiences, how this information is recorded, prompts to use during these discussions, and examples of what students might say.
- **Part 2: Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds**. This section describes where in this unit there are opportunities to *leverage* students' prior knowledge and experiences, prompts to use during these discussions, and examples of how to leverage funds of knowledge students may have shared.

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Part 1: Eliciting Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds

Pre-Unit Assessment. Each unit includes a formative pre-unit assessment designed to invite students' initial ideas and experiences about the phenomenon, plus an Assessment Guide to support review and interpretation of responses. The Assessment Guide describes key aspects of students' responses that could provide resources or challenges for learning later in the unit. This includes relevant experiences that students might have had, foundational ideas to build on, and common preconceptions that have been identified in the research literature and should be transformed or repurposed.



Creating the Our Experiences and What We Think We Know charts. After the pre-unit assessment, students are invited through a series of discussion prompts to share their ideas and experiences related to the unit phenomenon or problem that they will be seeking to explain or solve. The teacher documents their thinking on the Our Experiences and What We Think We Know charts, which are posted on the classroom wall. These charts are revisited throughout the unit, for the purposes of leveraging these funds of knowledge (see Part 2 below).

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For quick access to the moments in the unit where these chart routines appear, click on the links below:

Unit Name	Pre-Unit Assessment Guide	Create Charts	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5
Balancing Forces	Link	Lesson 1.1 Activity 1	Lesson 1.2 Activity 1 Lesson 1.3 Activity 3	Lesson 2.1 Activity 1 Lesson 2.4 Activity 3	Lesson 3.1 Activity 1 Lesson 3.2 Activity 3	Lesson 4.1 Activity 1 Lesson 4.3 Activity 2	Lesson 5.1 Activity 1 Lesson 5.2 Activity 2

Family Connections Homework. Before the start of the unit, teachers send home with students a copy of the *Balancing Forces* Family Connections Homework (copymaster found in Digital Resources for Lesson 1.1). This homework provides questions for students to discuss with family members intended to draw out family experiences and ideas related to the unit. During the class discussion to create the Our Experiences and What We Think We Know charts in Lesson 1.1, students are invited to share ideas from their family that they recorded. This is a valuable opportunity to highlight the ways that cultural and social backgrounds connect to and enhance science learning.

Prompts for eliciting students' funds of knowledge. While leading discussions, the following prompts may be helpful in eliciting contributions from students:

- What does… remind you of from your own life?
- When have you had an experience related to…?
- When have you observed something similar to…?
- Can you connect… to something in your family or neighborhood?
- What have you heard from your family about…?
- Is there another word you would use for…?
- What words do you know in another language about this topic?
- Have you ever visited somewhere that reminds you of…?
- Have you ever seen a TV show or read a book that's similar to…?
- Is there anything in our city/town that reminds you of…?

Examples of funds of knowledge students may share in this unit. In this unit, which focuses on how forces can cause stability or change in an object's motion, students will bring valuable prior knowledge, life experiences, and aspects of their social and cultural backgrounds that they can leverage to aid in their investigations. Some examples may include:

Chapter 1: *Why does the train rise?*
Experience: Playing soccer with their mother
Prior knowledge: Striking an object can make it start moving
Background: High interest in soccer in mother's country of birth

Experience: Pushing a friend on a swing to get the swing moving

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Prior knowledge: Pushing an object can make it start moving

Experience: Catching a cousin or sibling at the bottom of a slide
Prior knowledge: It takes force to stop something that is moving
Background: Family culture of caring for extended family

Experience: Building a pinball machine in kindergarten science class (Amplify Science *Pushes and Pulls*)
Prior knowledge: Forces can make an object start or stop moving

Experience: In kindergarten science class, reading a book about forces involved in building a house (Amplify Science *Pushes and Pulls*)
Prior knowledge: Forces can make an object move in different ways

Chapter 2: *Why does the train rise without anything touching it?*
Experience: Playing with magnetic toy trains
Prior knowledge: Magnets can make objects move without the objects touching each other

Experience: Sticking magnets to the refrigerator
Prior knowledge: Magnets can exert a pull

Experience: Watching a cartoon in which a character uses a magnet to pull a car
Prior knowledge: Magnets can make objects move without the objects touching each other

Chapter 3: *Why does the train fall?*
Experience: Dropping objects and watching them fall
Prior knowledge: There is a "downward" force that makes things fall

Experience: Helping their father carry bags of groceries
Prior knowledge: Lifting or holding a heavy object requires a force

Experience: Helping their family carry boxes when moving to a new house
Prior knowledge: Lifting or holding a heavy object requires a force

Chapter 4: *Why does the train float?*
Experience: Playing tug with the family dog
Prior knowledge: If an object is pulled equally in opposite directions, it won't move

Experience: Dancing Mexican folkloric partner dances and noticing that partners can pull each other to keep balanced
Prior knowledge: Multiple forces can achieve balance
Background: Mexican heritage

Experience: Working together with a group of children to move a heavy wagon by pushing and pulling
Prior knowledge: More than one force can be exerted on an object at the same time
Background: Living in an urban apartment building where many children gather in a central courtyard to play

Chapter 5: *Why does the train change from floating to falling?*

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Experience: Stacking blocks into a tower, and having the tower tip over
Prior knowledge: Something that is balanced can become unbalanced

Experience: Playing tug of war
Prior knowledge: Something that is balanced can become unbalanced

Experience: Pulling a rubber band back, then letting go to shoot it off their finger
Prior knowledge: Sometimes when you stop exerting a force, an object moves

Part 2: Leveraging Students' Prior Knowledge, Personal Experiences, and Cultural Backgrounds

Using the Our Experiences and What We Think We Know charts

- **Introduction of Chapter Questions.** At the beginning of each chapter, students focus on a new question about the chapter-level phenomenon or problem. At this point, the teacher invites them to look back at their collective ideas and experiences and decide if any might help them propose answers or make predictions. Through this routine, students explicitly apply their ideas and experiences to new situations and investigations. This routine is found in Lessons 1.2, 2.1, 3.1, 4.1, and 5.1.
- **Reflecting on learning.** Throughout each chapter, many activities provide students with the opportunity to build on their prior knowledge and experiences. Toward the end of each chapter, as students engage in discussions to synthesize new learning and draw conclusions, the teacher calls their attention back to the charts, inviting them to include their initial knowledge and experiences in their sense-making. Students may identify any of their ideas that were accurate, that were partial but helpful, or that turned out to be inaccurate. They may also explain or make connections to prior experiences. This routine is found in Lessons 1.3, 2.4, 3.2, 4.3, and 5.2.

Additional uses of the Our Experiences and What We Think We Know charts. Depending on what has been shared by the class, teachers may find it valuable to leverage students' funds of knowledge at other times as well. For example, when engaging with a new book or hands-on material, the class can return to the charts as an anticipatory exercise. Students can see if there is any documented prior knowledge/experience that can help in the investigation, or if there is new knowledge/experience to record before beginning.

Prompts for leveraging students' funds of knowledge. While leading discussions, the following prompts may help students make use of what has been shared:

- Before we… think back on your experience with…
- As we… think about what you shared about…
- Does what we shared give you an idea about the question…?
- What is the same or different about your experience with… and the example…?
- How does what we have learned change how you think about…?
- How can you use what we've learned about… to think about your own experience with…?

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Possible examples from this unit. The connections a teacher highlights for particular activities will depend on what students have shared during class discussion, but this table presents some possible examples:

Prior knowledge, experiences, or background students may have shared	**Example of how this can be leveraged**
Experience: Pushing a friend on a swing to get the swing moving Prior knowledge: Pushing an object can make it start moving	Introduction to the Chapter Question: In Lesson 1.2, Activity 1, students are asked to use their prior knowledge and experiences to come up with ideas about how the floating train might work. A student might leverage their experience pushing a friend on a swing to propose that something must be pushing the train to make it rise.
Experience: Sticking magnets to the refrigerator Prior knowledge: Magnets can exert a pull	Reflecting on Learning: In Lesson 2.4, Activity 3, students discuss a question—*In what ways can magnetic forces make an object move?*—and are prompted to connect their prior knowledge and experiences to answer it. A student might leverage their experience sticking magnets to the refrigerator to propose that a magnet can make something stick, or not move, as well as making something move. This may lead students to pose questions such as "Can a force make something *not* move?," which previews what they will investigate in Chapter 4.
Experience: Dropping objects and watching them fall Prior knowledge: There is a "downward" force that makes things fall	Introduction to the Chapter Question: In Lesson 3.1, Activity 1, students are asked to use their prior knowledge and experiences to discuss the new Chapter Question—*Why does the train fall?* A student might leverage their experience dropping objects and watching them fall to propose that there is a "downward" force that makes things fall. As students gather more evidence over the course of the chapter, they will revise this idea.

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DAILY LESSON PLANS

Lesson 1

PART 1 ESSENTIAL QUESTION

What was everyday life like for Egyptian men, women, and children? What role did social hierarchy play in daily life and society?

Social Studies

Content Focus: Human civilizations all share core characteristics, such as a government, cities, social roles, technology, and a common culture. Ancient Egypt emerged as one of the first civilizations in the world, an achievement made possible only because of the vast resources provided by the Nile River.

Materials: Mummies and Pyramids; "Daily Life in Ancient Egypt" anchor chart; Research Notebooks; class set of "Craft and Structure" anchor charts

LAUNCH

In the first lesson of this unit, you will set the stage for your study of world history and the development of human civilization. You will introduce students to the core characteristics of civilization: a central organizing political authority (government); large, settled population centers (cities); a complex and specialized division of labor organized into distinct social and economic classes that often perpetuate hierarchies (social structure); advanced technology and record keeping, including written language (technology); and the development of a unique and unifying culture, including religion, ideologies, art, and architecture (common culture). Then, you will launch your study of one of the most consequential civilizations in all of human history, ancient Egypt. Throughout this unit, you will use Egypt as the vehicle for helping students develop their understanding of these core characteristics of civilization, a conceptual framework you will continue to refer to in future world history units.

Prior to this lesson, create two anchor charts: one titled "Characteristics of Civilization," which will introduce each characteristic to your students, and another titled "Daily Life in Ancient Egypt," which you will use to capture the essential ideas that surface as you answer the Part 1 Essential Question.

Friends, today we are going to start an exciting journey through world history, traveling back thousands of years ago and beyond the boundaries of our own country to explore the history of people living around the globe. Have you ever wondered what life was like for the people who lived in the very first cities in the world? Or even before there

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were cities at all? Perhaps you've been curious about where the very first people lived and how our own world came to be. In this unit, we are going to start our adventure through world history by studying the growth of the very first civilizations in human history.

Share your "Characteristics of Civilization" anchor chart and briefly discuss each characteristic with students. Then, ask students to discuss the following question with a partner: *What evidence of each of these characteristics do you see in our own civilization today?*

As students discuss, choose 1–2 students with compelling present-day examples to share. Examples could include the existence of large cities like their own, 21st-century technology and advanced communication, and popular art and music from students' own lives.

Just as you all discussed, these characteristics of civilization have been shared by all human civilizations, from the very first examples thousands of years ago to our own American civilization today.

Now, this prompts the question: How and why did the first civilizations emerge? It's hard to be certain about who the very first humans were and where and how they lived because there are no written records of life so long ago, a period we call "pre-history." But archaeologists, the historians who study artifacts that have survived from these time periods, generally agree that ALL humans first came from Africa, the shared home to humanity. These people lived in small groups that traveled all around hunting animals and gathering plants for food to survive. Can you imagine how different their lives would have been from our own?

Over time, these early hunter-gatherers made an important discovery that would prove crucial to the development of the world's very first civilizations. Let's watch a brief video to learn more about what they learned and why it was so important to the rest of human history.

Watch the three-minute video clip, "Mankind: The Story of All of Us - Farming," by the History Channel.

Wow! I had no idea that the simple act of growing and raising our own food could be so significant in the course of world history! Without farming, we would still be roaming the world in search of our food, unable to settle down in one place and develop the advanced civilization that we enjoy today.

Now, we are going to embark on our study of one of the first civilizations in all of history, one that you will likely recognize even though this civilization existed some 5,000 years ago: ancient Egypt! Today, and throughout this unit, we will be investigating how this great civilization came to be!

Students will use their Research Notebooks to collect and gather information and ideas during Shared Content Reading, Reading Lessons, and some Writing Lessons. Show students how to set up their Research Notebooks for Shared Content Reading.

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Notes for stop and jots during Shared Content Reading (first half of the Research Notebook), should have the following on the front page:

[Date]		
Page	Book	Discussion Notes

Back page (setup will vary depending on the Reading Mini-Lesson):

[Date]	Big Topic:			
Page	Book	What I Learned	Key Ideas	How the Author Conveys It

Students will also need a blank copy of the "Craft and Structure" anchor chart glued onto the first page of their Research Notebooks:

Nonfiction Craft and Structure Moves	
What We Notice	Why the Author Does It

SHARED CONTENT READING AND DISCUSS

Read <u>Mummies and Pyramids</u> by Will Osborne and Mary Pope Osborne, pages 13–23. First, preview the title, front and back covers, and table of contents to determine the big topic.
Hmm, the title makes me think I'm going to learn all about mummies and pyramids and their cultural significance, but when I look at the back cover, the question in the speech bubble tells me that I'll also get a glimpse into the daily lives of ancient Egyptians, another element of a civilization's culture. And when I look at the table of contents, I'm seeing that this book will also teach us about religion! So, I'm beginning to see that the big topic of this book is actually about ancient Egyptian culture and religion.

Read to page 15, "Most historians think the answer is simple: the Nile River."
What is the main topic of this chapter?

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Choose 1–2 students to share their ideas. Students should state that the main topic is the Nile River and describe its influence on the development of ancient Egyptian civilization.

Hmm, how could a single river lead to the development of an entire civilization? Let's read on to find out!

Read to page 18, "It was mud!"
How does the author develop the idea that the Nile River allowed Egypt to flourish as a civilization? Discuss with a partner.

As students discuss, choose 1–2 students to share ideas, including that the author provides details of the many ways the river aided Egyptians.

Students should read to the top of page 21 independently.
As you read independently, think about the following and jot your ideas down in your Research Notebooks: Describe the process of flooding and farming. Why was this process important?

Post this question for all students to see so they can refer back to it while reading. Before students share their ideas as a whole class, give them time to talk in partnerships about their Independent Reading of the book and the ideas they developed.

As students discuss, choose 1–2 students to share with the class to explain the process of flooding, planting, and harvesting but also explain the significance of this annual process: This cycle allowed Egyptians to harvest enough crops on fertile lands to sustain a large population.

Read to page 25.

WHOLE-CLASS DISCUSSION

Final Question: What role did the Nile River play in the development of ancient Egyptian civilization?

Give students about a minute to jot their ideas down in their Research Notebooks before discussing them as a class.

KEY IDEAS

Facilitate a whole-class discussion by choosing 1–2 students to kick off the discussion. Encourage students to evaluate the ideas being discussed. An essential idea that should surface is that the Nile River provided Egyptians with essential resources that allowed them to emerge as a flourishing civilization despite living in an otherwise inhospitable desert environment. Capture this idea on the anchor chart.

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BACK-POCKET QUESTIONS

Students may list details (e.g., allowed people to fish, provided people with drinking water) rather than name the key idea listed above. If so, you may choose to ask the following:

- What do the various contributions of the Nile have in common?
- How did these contributions support the development of Egyptian civilization? Think back to the characteristics we discussed and how the Nile River might support these aspects of Egyptian society.
- How would life in Egypt have been different if there was no Nile River?

Friends, how interesting! You mentioned that we've taken for granted the importance of bodies of water, such as rivers, on Earth. Like the development of farming, we learned that there are many things we take for granted today that were essential thousands of years ago. I'm looking forward to gaining more insight into the Nile River and ancient Egyptian civilization in the coming weeks!

Reading

Reading Focus: Nonfiction readers determine the topic of their book by using the title, the front and back covers, and the table of contents. Then, they ask, "What am I learning about my big topic in this section?"

Materials: Mummies and Pyramids; Research Notebooks

LAUNCH

Readers, turn and talk with a partner about what you found to be MOST interesting from our reading today.

Choose 1–2 students to share.

I'm so eager to continue learning about this fascinating civilization! Along with building our content knowledge about ancient Egypt, we're going to develop as readers by reading more complex nonfiction texts. We will also improve as writers of nonfiction by emulating the moves that published authors make and then writing your very own Research Reports about ancient Egypt! Finally, you will showcase your passion and understanding of ancient Egypt through a variety of projects. Let's begin!

In order to produce quality projects and write compelling Research Reports, we need to become experts about the topic. We become experts by conducting research on the topic. You will spend the next few days gathering research on ancient Egypt. Research skills are so important—you will carry these skills with you through college! And you know what? You're incredibly lucky because you're going to start developing these skills in fourth grade!

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Watch as I show you how to collect research. One way nonfiction readers gather research is by determining the topic of their book by using the title, the front and back covers, and the table of contents. Then, they ask, "What am I learning about my big topic in this section?"

READING MINI-LESSON

When we read nonfiction, it can feel overwhelming because we are immersed in facts and details. One way to help us discern what the most important details are is to identify the big topic. As our books become more complex, the title alone may not reveal the big topic of the book. Therefore, we preview the book by also looking at the front and back covers and the table of contents.

Readers, we did this earlier during our Shared Content Reading and determined that the big topic of the book was about ancient Egyptian culture and religion. Because we've already identified the big topic, we know what to hold on to, so we can now ask ourselves, "What am I learning about my big topic in this section?"

MODEL

Reread page 13.
Well, in the first paragraph, the authors asked the reader questions to spark the reader's curiosity, and in the second paragraph, the authors wrote that scientists have learned a lot about ancient Egyptians. However, they didn't actually explain what scientists learned. So, we haven't learned anything important yet about the big topic. But, in paragraph 3, the authors begin to describe ancient Egyptian culture when they say that the Egyptians were "hardworking people who enjoyed life…[and] loved science and music." This is important because it gives us more information about the big topic. Let's jot this down!

[Date]	Big Topic:			
Page	Book	What I Learned	Key Ideas	How the Author Conveys It
13	Mummies and Pyramids (Osborne, Will)	AE = hardworking, enjoyed life, loved science and music		

Let's keep going. Okay, I'm going to read to the middle of page 14 and then ask myself, "What am I learning about my big topic in this section?"

Reread page 14 in Mummies and Pyramids, continuing to model how students should jot important ideas they learn about the big topic.

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[Date]	Big Topic:			
Page	Book	What I Learned	Key Ideas	How the Author Conveys It
13	Mummies and Pyramids (Osborne, Will)	AE = hardworking, enjoyed life, loved science and music		
14	" "	Believed in sun god and cat goddess		
14	" "	Egypt = one of the oldest civilizations		
14	" "	Invented writing, made paper, invented calendar		

Readers, see how I determined the topic by using the title, the front and back covers, and the table of contents? Then I asked, "What am I learning about my big topic in this section?" Now I want you to try.

TRY

Work with a partner to reread pages 14 and 15 and ask, "What am I learning about my big topic in this section?"

As students discuss, strategically select students to share who will identify the following pieces of information:

- Ancient Egyptians were brilliant architects, artists, and intellectuals.
- The Nile River is the reason for the development of this great civilization in Egypt.

LINK

Readers, Remember that any time you read nonfiction, you can determine the topic of the book by using the title, the front and back covers, and the table of contents. Then, ask yourself, "What am I learning about my big topic in this section?"

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INDEPENDENT READING

As students read from their Independent Reading books about ancient Egypt, encourage them to continue to determine the big topic of the book by using the title, the front and back covers, and the table of contents and asking, "What am I learning about my big topic in this section?"

As students read independently, talk with them about their reading and what they are learning. You may find the following questions helpful as you do so:

- What is the big topic of this text (or section)? How did you figure that out?
- What ideas are you developing about the big topic? What's your evidence?
- How do the ideas in this section connect to what you learned in the previous section?
- What are you visualizing in this part?
- What ideas are you developing about the author's perspective or bias? What's your evidence?

PARTNERSHIP WORK

Readers, you pulled out such interesting and important facts about ancient Egyptian culture and religion from your research!

In your Discourse Clubs, share out some of these important facts and the ideas you are beginning to develop about your big topic.

DISCOURSE

Share student work that you identified during Discourse Clubs to highlight strong reading and thinking work or to address misconceptions (e.g., focusing on minor details vs. important details). Display student notebooks for the class to see.

Remember that any time you read nonfiction, you can determine the topic of the book by using the title, the front and back cover, and the table of contents. Then, ask yourself, "What am I learning about my big topic in this section?" This helped us learn more about life in ancient Egypt today.

Turn and talk with your partner: Based on what you read, what key ideas could we add to our anchor chart about life in ancient Egypt?

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MOVEMENT SCHOOL

MOVEMENT SCHOOLS DAILY AND WEEKLY SCHEDULE

EXHIBIT 27

K	*Class A*	*Class B*	*Class C*	*Class D*	*Class E*	1	Class A	Class B	Class C	Class D	2	Class A	Class B	Class C	Class D
Arrival & Breakfast, 07:30 - 07:40 AM															
Morning Meeting and Transition 07:40 - 08:00															
	WRITING 08:05 - 09:05	**WRITING 08:05 - 09:05**	**WRITING 08:05 - 09:05**	**WRITING 08:05 - 09:05**	**WRITING 08:05 - 09:05**		**Guided Reading / Phonics 09:10 - 10:40**	**Guided Reading / Phonics 09:10 - 10:40**	**Guided Reading / Phonics 09:10 - 10:40**	**Guided Reading / Phonics 09:10 - 10:40**		**Math Stories 08:00 - 08:50**	**Math Stories 08:00 - 08:50**	**Math Stories 08:00 - 08:50**	**Math Stories 08:00 - 08:50**
	Instruct. Assistant Prep 8:05 - 8:35	**Instruct. Assistant Prep 8:05 - 8:35**	**Instruct. Assistant Prep 8:05 - 8:35**	**Instruct. Assistant Prep 8:05 - 8:35**	**Instruct. Assistant Prep 8:05 - 8:35**										
	Guided Reading / Phonics 09:10 - 10:40	**Guided Reading / Phonics 09:10 - 10:40**	**Guided Reading / Phonics 09:10 - 10:40**	**Guided Reading / Phonics 09:10 - 10:40**	**Guided Reading / Phonics 09:10 - 10:40**		**WRITING 09:30 - 10:35**	**WRITING 09:30 - 10:35**	**WRITING 09:30 - 10:35**	**WRITING 09:30 - 10:35**		**Specials 08:55 - 09:40 Art**	**Specials 08:55 - 09:40 SEL**	**Specials 08:55 - 09:40 PE**	**Specials 08:55 - 09:40 Theatre**
							Instruct. Assistant Prep 9:30 - 10:00	**Instruct. Assistant Prep 9:30 - 10:00**	**Instruct. Assistant Prep 9:30 - 10:00**	**Instruct. Assistant Prep 9:30 - 10:00**					
	Math 10:45 - 11:35 (Math Core)	**Math 10:45 - 11:35** (Math Core)	**Math 10:45 - 11:35** (Math Core)	**Math 10:45 - 11:35** (Math Core)	**Math 10:45 - 11:35** (Math Core)		**Math 10:40 - 11:40** (Math Core)	**Math 10:40 - 11:40** (Math Core)	**Math 10:40 - 11:40** (Math Core)	**Math 10:40 - 11:40** (Math Core)		**WRITING 09:45 - 10:45**	**WRITING 09:45 - 10:45**	**WRITING 09:45 - 10:45**	**WRITING 09:45 - 10:45**
												Instruct. Assistant Prep 9:45 - 10:15	**Instruct. Assistant Prep 9:45 - 10:15**	**Instruct. Assistant Prep 9:45 - 10:15**	**Instruct. Assistant Prep 9:45 - 10:15**

									GR/Phonics 10:45 - 11:15	GR/Phonics 10:45 - 11:15	GR/Phonics 10:45 - 11:15	GR/Phonics 10:45 - 11:15
RECESS, 11:40 - 12:10 PM					LUNCH, 11:45 - 12:15 PM				LUNCH, 11:20 - 11:50			
LUNCH, 12:15 - 12:45					RECESS, 12:20 - 12:50 PM				RECESS, 11:55 - 12:25 PM			
Math 12:50 - 01:30 (# stories/ CGI/ math talk)	Math 12:50 - 01:30 (# stories/ CGI/ math talk)	Math 12:50 - 01:30 (# stories/ CGI/ math talk)	Math 12:50 - 01:30 (# stories/ CGI/ math talk)	Math 12:50 - 01:30 (# stories/ CGI/ math talk)	Math 12:55 - 01:35 (# stories/ CGI/ math talk)	Math 12:55 - 01:35 (# stories/ CGI/ math talk)	Math 12:55 - 01:35 (# stories/ CGI/ math talk)	Math 12:55 - 01:35 (# stories/ CGI/ math talk)	GR / Phonics 12:30 - 01:20	GR / Phonics 12:30 - 01:20	GR / Phonics 012:30 - 01:20	GR / Phonics 12:30 - 01:20
Specials (Teacher Intellectual Prep/Analyze Student Work) 01:25 - 02:10 Music	Specials (Teacher Intellectual Prep/Analyze Student Work) 01:25- 02:10 PE	Specials (Teacher Intellectual Prep/Analyze Student Work)) 01:25 - 02:10 Theater	Specials (Teacher Intellectual Prep/Analyze Student Work) 01:30 - 02:10 SEL	Specials (Teacher Intellectual Prep/Analyze Student Work) 01:30 - 02:10 Art	Science 01:35 - 02:15	Science 01:35 - 02:15	Science 01:35 - 02:15	Science 01:35 - 02:15				
					Teacher Prep 1:35 - 2:10	Teacher Prep 1:35 - 2:10	Teacher Prep 1:35 - 2:10	Teacher Prep 1:35 - 2:10	Math 1:20 - 2:20 (Math Core)	Math 1:20 - 2:20 (Math Core)	Math 1:20 - 2:20 (Math Core)	Math 1:20 - 2:20 (Math Core)
Science 02:15 - 03:00	Science 02:15 - 03:00	Science 02:15 - 03:00	Science 02:15 - 03:00	Science 02:15 - 03:00	Specials 02:15 - 03:00 Music	Specials 02:15 - 03:00 PE	Specials 02:15 - 03:00 SEL	Specials 02:15 - 03:00 Theater	Science 02:20 - 03:00	Science 02:20 - 03:00	Science 02:20 - 03:00	Science 02:20 - 03:00
Teacher Prep 2:15 - 2:55	Teacher Prep 2:15 - 2:55	Teacher Prep 2:15 - 2:55	Teacher Prep 2:15 - 2:55	Teacher Prep 2:15 - 2:55					Teacher Prep 2:20 - 3:00	Teacher Prep 2:20 - 3:00	Teacher Prep 2:20 - 3:00	Teacher Prep 2:20 - 3:00

Dismissal / Transition to Small Group Instruction, 03:00 - 03:10
(Dismissal for all students except those on 8-Week SGI Cycle)

Extended Day Small Group Instruction 03:10 - 03:50
(8-week cycles, Teacher Led, Prioritized by Assessment Date)

DISMISSAL 03:50- 04:00 PM											
3	Class A	Class B	Class C	4	Class A	Class B	Class C	5	Class A	Class B	Class C
Arrival & Breakfast, 07:30 - 07:40 AM											
Morning Meeting and Transition 07:40 - 08:00											
	Science/ Close Read. 08:00 - 09:30	ELA 08:00 - 09:30	Math 08:00 - 09:30		ELA 08:00 - 09:30	MATH 08:00 - 09:30	Science/ Close Read. 08:00 - 09:30		Science/ Close Read. 8:05-9:35	Math 8:05- 9:35	ELA 8:05- 9:35
	Grade Level Guided Reading 09:35 - 10:05				MATH 09:30 - 10:55	Science/ Close Read. 09:30 - 10:55	ELA 09:30 - 10:55		Math 9:40- 11:10	ELA 9:40- 11:10	Science/ Close Read. 9:40-11:10
	Specials (Teacher Intellectual Prep/Analyze Student Work) 10:05 - 10:50 SEL	Specials (Teacher Intellectual Prep/Analyze Student Work) 10:05 - 10:50 PE	Specials (Teacher Intellectual Prep/Analyze Student Work) 10:05 - 10:50 Tech		Specials (Teacher Intellectual Prep/Analyze Student Work) 10:55 - 11:40 SEL	Specials (Teacher Intellectual Prep/Analyze Student Work) 10:55 - 11:40 PE	Specials (Teacher Intellectual Prep/Analyze Student Work) 10:55 - 11:40 Tech		Grade Level Guided Reading 11:15-11:45		
	MATH 10:55 - 12:25	Science/ Close Read. 10:55 - 12:25	ELA 10:55 - 12:25		RECESS, 11:45 - 12:15 PM LUNCH, 12:15 - 12:45 PM				Specials (Teacher Intellectual Prep/Analyze Student Work) 11:45 - 12:30 SEL	Specials (Teacher Intellectual Prep/Analyze Student Work)) 11:45 - 12:30 PE	Specials (Teacher Intellectual Prep/Analyze Student Work)) 11:45 - 12:30 Tech
	LUNCH, 12:25 - 12:50 PM RECESS, 12:50 - 1:20				Grade Level Guided Reading 12:45 - 01:20				LUNCH, 12:35 - 01:00 RECESS, 01:00 - 1:30 PM		
	ELA 01:25 -	MATH 01:25 -	Science/ Close Read.		Science/ Close Read.	ELA 01:20 -	MATH 01:20 -		ELA 01:30 -	Science/ Close Read.	MATH 01:30 -

	03:00	03:00	01:25 - 03:00		01:20 - 03:00	03:00	03:00	03:00	01:30 - 03:00	03:00
Dismissal / Transition to SGI, 03:00 - 03:10										
Extended Day Small Group Instruction (8-week cycle) 03:15 - 03:45										
DISMISSAL 03:45- 04:00 PM										

WEDNESDAY SCHEDULE (HALF DAY)

Kindergarten - 2nd
Arrival & Breakfast, 07:30 - 07:40 AM
Community Circle 07:45 - 08:15
Reading 08:20 - 09:30
Math 09:35 - 10:35
Science 10:40 - 11:25
LUNCH 11:25 - 11:55
DISMISSAL 12:00 PM

Reading Block includes:

- Guided Reading
- Tech/IR and Book Shopping Day
- Close Reading

Math Block includes:

- Number Stories
- Math Lesson

HALF DAY SCHEDULE

3rd - 5th		
Arrival & Breakfast, 07:30 - 07:40 AM		
Community Circle 07:45 - 08:15		
Reading 08:20 - 09:20	Math 08:20 - 09:20	Science 08:20 - 09:20
Math 09:25 - 10:25	Science 09:25 - 10:25	Reading 09:25 - 10:25
Science 10:30 - 11:30	Reading 10:30 - 11:30	Math 10:30 - 11:30
LUNCH 11:30 - 11:55		
DISMISSAL 12:00 PM		

MOVEMENT SCHOOL

MOVEMENT SCHOOLS PROFESSIONAL DEVELOPMENT 2024-2025

The following is the proposed learning scope and sequence for 24-25. These events are subject to change depending upon data driven by student needs, teacher effectiveness, and community feedback.

JULY		
Wednesday Staff Meetings After School	**Grade Level Intellectual Preparation Meetings**	**Teacher Training Days**
None	None	-23-25 Goals and priorities -Guided Reading (Before Reading, During Reading, After Reading) -Reading Mastery -Implementing Achievement First Math -Math Stories -Student Experience: Taxonomy -Student Experience: Engaging Lessons -Mandated Reporting -Internalizing Lessons
AUGUST		
Wednesday Staff Meetings After School	**Grade Level Intellectual Preparation Meetings**	**Teacher Training Days**
-Emergency Management Protocols -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	-First Days Lesson Rehearsals -Family Communication -Classroom Set-up
SEPTEMBER		
Wednesday Staff Meetings After School	**Grade Level Intellectual Preparation Meetings**	**Teacher Training Days**
-Deescalation Training -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	None

OCTOBER		
Wednesday Staff Meetings After School	**Grade Level Intellectual Preparation Meetings**	**Teacher Training Days**
-STEP Testing administration -Effective Parent Teacher Conferencing -Report Card Comments and Grading -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	None
NOVEMBER		
Wednesday Staff Meetings After School	**Grade Level Intellectual Preparation Meetings**	**Teacher Training Days**
-Guided Reading Goal Cards -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	(TBD - responsive to data)
DECEMBER		
Wednesday Staff Meetings After School	**Grade Level Intellectual Preparation Meetings**	**Teacher Training Days**
-Guided Reading Effective Conferencing -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	None
JANUARY		
Wednesday Staff Meetings After School	**Grade Level Intellectual Preparation Meetings**	**Teacher Training Days**
-Culture Reboot -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	None
FEBRUARY		
Wednesday Staff Meetings After School	**Grade Level Intellectual Preparation Meetings**	**Teacher Training Days**
-Student-led Discourse -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	(TBD - responsive to data)
MARCH		
Wednesday Staff Meetings After School	**Grade Level Intellectual Preparation Meetings**	**Teacher Training Days**

-Data Analysis + Planning -State Test Prep -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	(TBD - responsive to data)
APRIL		
Wednesday Staff Meetings After School	**Grade Level Intellectual Preparation Meetings**	**Teacher Training Days**
-Data Driven Instruction -Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	(TBD - responsive to data)
MAY		
Wednesday Staff Meetings After School	**Grade Level Intellectual Preparation Meetings**	**Teacher Training Days**
-Grade Team Meeting	-Reading & Math Collaborative Planning -Practice Clinics	None
JUNE		
Wednesday Staff Meetings After School	**Grade Level Intellectual Preparation Meetings**	**Teacher Training Days**
-End of Year Close-out -EOG Testing	-Reading & Math Collaborative Planning -Practice Clinics	None

WEEKLY DATA MEETINGS

Leading Teacher Teams to Analyze Student Daily Work

EXHIBIT #29

Prepare **Before the meeting**	**Prepare** • **Materials ready:** ID student exemplar, teachers turn in student work, pull and categorize hi/med/lo student work (just a few of each), pull upcoming lesson plan(s) and pertinent prompting guides • **Prime the pump:** script the reteach plan and the gap in student understanding; unpack the standard • **Preview protocol with teachers**: assign roles, novice teachers speak first, veteran teachers add on and clarify, leader provides additional clarity at end, chart, preview the need for concision from more verbose team members, use of a timer, creation of note taking template
See It **12 mins**	**See Past Success, See the Exemplar, and See and Analyze the Gap** **See Past Success (1 min):** • "Last week we planned to reteach _____ and we went from ___ % proficient to ___%. Nice job!" • "What actions did you take to reach this goal?" **See the Exemplar (8 min):** • Narrow the focus: "Today, I want to dive into [specific standard] and the following assessment item." • Interpret the standard(s) o "Take 1 min: in your own words, what should a student know or be able to do to show mastery?" o Chart it o Go last: add anything that is missing • Unpack the teacher's written exemplar: o "Take 1-2 min to review the exemplar: What were the keys to an ideal answer?" o "How does this [part of the exemplar] align with the standard?" o "Is there anything you would add to our chart of the unpacked standard?" • Analyze the student exemplar: o "Take 1 min: How does your student exemplar compare to the teacher exemplar? Is there a gap?" o "Do students have different paths/evidence to demonstrate mastery of the standard?" o "Does the student exemplar offer something that your exemplar does not?" **See the Gap (5 min):** • Move to the sample of un-mastered student work (look only at representative sample): o "Take 2 minutes: What are the key gaps between the rest of our student work and the exemplar?" o "Look back at our chart: using the language of the standard and exemplar, what are the key misconceptions for our students?"
Name It **2 mins**	**State the Error and Conceptual Misunderstanding** **Punch it—Stamp the Error and Conceptual Understanding:** • "So our key area to reteach is: o Describe the conceptual understanding o (if needed) describe the procedural gap (e.g., memorize multiplication tables) and/or missing habits (e.g. annotating text, showing work) • Write down and/or chart the highest leverage action students will take to close the gap

	Plan the Reteach, Practice, and Follow Up
Do It **20-45 min**	**Plan the Reteach (8-10 mins):** • Select the re-teach structure: o "Should we use modeling or guided discourse?" "Why?" ▪ Discourse is recommended when at least 30 percent of students have the right answer. • Select the task & identify exemplar response: o Select materials: task, text, student work to show-call, what to chart o "What is the ideal answer we want to see that will show we've closed the gap?" o (If needed—follow-up question): "What is the 'why' that students should be able to articulate?" • Plan the re-teach: o "Take _____ min and write your script. I will do the same so we can spar." ▪ **If a model**: write the think aloud and questions ▪ **If guided discourse:** select student work for show-call, write prompts o "Let's compare our reteach plans. What do you notice? What can we pull from each to make the strongest plan?" (Revise the plan) • Plan the independent practice: o "What will you monitor to see if they are doing this correctly? What laps will you name?" **Practice the Gap (remaining time):** • "Let's practice." o **If a model:** practice modeling the thinking, precision of language, & change in tone/cadence o **If guided discourse:** practice Show-Call, prompting students, and stamping the understanding o **If monitoring:** practice the laps, annotations, prompts when students are stuck, or stop the show • (If a struggle) "I'm going to model the teaching for you first. [Teach.] What do you notice?" • Repeat until the practice is successful. CFU: "What made this more effective?" • Lock it in: "How did our practice meet or enhance what we planned for the reteach?" **Follow Up (last 2 min):** • Set the follow-up plan: when to teach, when to re-assess, when to revisit this data o Observe implementation within 24 hours; teacher sends re-assessment data to leader • Spiral: o Identify multiple moments when teacher can continue to assess and track mastery: Do Now questions, homework, modified independent practice • Move to the lowest scoring work: o "What students do we need to pull for tutoring? What do we need to remediate?" o "How can we adjust our monitoring plan to meet the needs of these students?"

RE-TEACHING STRUCTURES

	Guide Student Conversation
Option 1: Guided Discourse (some students struggle; trending error)	• Know the end game--what strategy/skill/thinking you want students to understand via the discourse • Start from student work (Show-Call) o Post/display/chart an exemplar student response AND/OR an incorrect student response • Call on students—ID the student thinking: o Exemplar: what did this student do? ▪ Push for clearer answers when they haven't precisely IDed the successful strategy o Incorrect response: do you agree/disagree with this answer? What is the error? • Stamp the understanding: o What are the key things to remember when solving problems like these? o Name the strategy/conceptual understanding; have students put it in their own words
	Show the Students How
Option 2: Modeling (Most students are struggling)	• Model precisely the thinking when moving through a specific task: o Narrow the focus to precisely the thinking students are struggling with: that frees their mind to focus only on that component o Model replicable thinking steps that students can follow o Model how to activate one's content knowledge/skills that have been learned in previous lessons • Vary in tone and cadence to sound different from a "teacher" voice. • Give students a clear listening/note-taking task that fosters active listening of the model • Debrief: What did I do in my model? o What are the key things to remember when you are doing the same in your own work?

MOVEMENT SCHOOL

MOVEMENT INSTRUCTIONAL EXPECTATIONS AND EVIDENCES

ENGAGEMENT	DISCUSSION	RATIO	PREPARATION
Teacher exudes enthusiasm for the content and learning Students exude urgency, enthusiasm, and curiosity There is a connection between the learning and the real world The teacher communicates high expectations for student work, celebrates risk taking, normalizes error, and conveys belief in scholars The teacher communicates high expectations and holds students accountable for focused learning environment (for ex: camera on, posture, mute etc) Aligns management moves to the situation (a combination of tone, economy of language, rationale, off-stage intentionality, focusing on the behavior not trait, expressing deep belief, narration etc) to address the behavior, maintain strong on task, and	Students exhibit strong habits of discussion (for ex: students build off of/respond to one another) Students talk to each other and build off ideas vs teacher to student ping pong Students argue from evidence to go beyond the surface (e.g., pull from the story problem to explain thinking). Students synthesize (orally and in writing) key ideas and thinking with clarity, depth and precision. Teacher maintains a “no tell” expression during discussion or student responses to keep the thinking on students Teacher utilizes show call and charting to drive a deep discussion around the focus of the lesson Teachers ask questions that push student thinking (e.g.,: how do you know? What do you notice? What	**Thinking** Students are doing the heavy lifting for at least 80% of the lesson Students engage in multiple forms of thinking (e.g., naming ideas and posing questions, synthesizing core ideas and evidence, evaluating ideas and evidence) to construct solutions to open-ended problems. Teacher-talk is overwhelmingly in service of facilitating scholar thinking. Directions and activities are framed in terms of developing thinking, not completing tasks. Students are giving a thinking job (or evaluating) while students are responding **Participation** Students can explain what they are learning and explain the importance of the lesson.	**Intellectual** There is a deep sense of content knowledge (knows not only the lesson inside and out but how it fits in the larger scope of the content and standards) The lesson is grounded in the conceptual understanding vs the procedural Teacher has identified the key points of the lesson and uses questions to derive the key point vs giving it away. Teacher then stamps the key point of the lesson Teacher is focused on the most rigorous tasks and questions during the lesson. Teacher anticipates and plans for misconceptions **Physical** Visual anchors are clear, legible, age appropriate, organized, visible Materials for lesson are easily available and cued for immediate use

maintain a strong scholar-teacher relationship Teacher uses a mix of engagement strategies (cold call, everybody writes, turn and talk, break out rooms, pepper, visible evaluation, etc.) Technology Teacher is able to see all students at all times Teacher utilizes the mute function when needed Teacher has the ability to project on the screen and use it simultaneously	makes you think that? Why does X work?) Teacher truly listens to student responses (not just for the right answer but to be able to facilitate the discussion and learning) Teacher understands that it is crucial to be patient to meet the end goal (patience with the process to facilitate the learning)	Students are authentically engaged, as evidenced by facial expressions, tone of voice, body language, note-taking during discourse, and an intense focus on the work and content of responses. Multiple students participate a majority of the time vs calling on one scholar then another one	Teacher exemplar lesson plan and student work is marked up and at high quality (do & show of standards, etc) Teacher has established explicitly clear and rigorous expectations for student thinking and work (e.g., posting an exemplar, clear CFS, resource guide etc) **Data** Teacher actively collects data in a clear and simple way Teacher has focused who to give feedback to and what to focus on through a combination of strong LASW from the previous day's work Teacher strategically aligns the mode of feedback (1x1, batched, peer review, mid-workshop interruption) to the purpose of the lesson & needs of students Students are able to revise their work and ideas

SCORING RANGE

1 - Attempting or Emerging
2 - Developing
3 - Proficient
4 - Advanced



2022-2023 School Year

LAVINIA GROUP

Services & Offerings

SOLUTIONS FOR ALL

Partnering with schools to deliver world-class education



2022-2023 SCHOOL YEAR

INTRODUCTION

WHO WE ARE

Lavinia Group provides world-class professional development for K-8 teachers and school leaders to ensure joyful, student-centered, and meaning-based literacy and math instruction that drives real results. Since 2015, we've partnered with hundreds of schools to deliver transformative outcomes for over 250,000 students.



WHAT'S INSIDE:

INTRODUCTION
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OUR APPROACH
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OUR RESULTS
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2022-2023 SCHOOL YEAR

OUR APPROACH

WHAT SETS US APART

We Have Exceptional People
Every Lavinia Group instructional consultant has achieved extraordinary results for children in urban schools, doing so as superintendents, principals, network leaders, and lab-site teachers. As a result, we are uniquely equipped to drive systems and instructional management within Lavinia Group partner schools, as well as to roll up our sleeves in classrooms and provide targeted teacher coaching and phenomenal model lessons.

We Hold Relentlessly High Standards
Lavinia Group team members are acutely focused on the quality of instruction and student achievement. We believe in the potential of every student to achieve at extraordinary levels. Our high bar compels rapid leader and teacher improvement.

We are Accountable Partners
At Lavinia Group, we consider ourselves partners, not consultants. Too often, in a traditional consulting model, consultants parachute into schools, espouse wisdom and advice, and leave their clients overwhelmed and unsure of how to execute. This is the antithesis of our approach: As accountable partners, we drive urgency, support, troubleshoot, and dig into the work at every turn. We view the results of our partner networks as our results.

We Make an Impact
Lavinia Group's professional development, teaching methodologies, and curricula have delivered strong results across our partner networks and districts, demonstrated by above-average state test results and significant growth in student outcomes nationwide.

THE NUMBERS

20 20+ STATES SERVED

75 75+ NETWORK PARTNERS

250 250,000+ KIDS SUPPORTED

> "Lavinia has provided our schools with game-changing instructional strategies as well as comprehensive instructional management systems. Even more important than the instructional systems, they have demonstrated a "whatever it takes attitude" to help catapult our schools towards success. In my over 30 years as an educational leader, my decision to partner with the Lavinia Group will prove to be the most consequential and impactful decision I've ever made."
>
> Eric Mahmoud,
> Founder and CEO, Harvest Best

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2022-2023 SCHOOL YEAR

OUR SERVICES

CURRICULUM

Close Reading for Meaning™ (Gr 2-8):
Using genre as an inroad, Lavinia Group's Close Reading for Meaning™ method teaches students to use a symphony of strategies to unpack complex texts that are at or above grade level. Through a carefully designed Roadmap of Questions™, Lavinia Group's curriculum prepares students to attend to both the essential meaning as well as author's craft. After engaging in a shared experience with their teachers, students are given the opportunity to apply the Close Reading for Meaning™ method to a new text, honing their ability to tackle any text confidently and independently.

Insight Humanities™ (GrK-5):
Insight Humanities™ is Lavinia Group's multicultural, project-based, and integrated reading, writing, and social studies curriculum. We provide teachers with everything they need to successfully teach—a comprehensive unit overview, writing exemplars, scripted daily lesson plans, project samples, and booklists. All units are thematically linked to the content focus throughout the year and work backward from inquiry-based essential questions

Insight Social Studies™ (GrK-5):
Insight Social Studies™ teaches content through high-quality literature, writing, and project work. Aligned to the National History Standards and an "expanding environments" approach, students begin with content close to home in kindergarten—studying their own communities and families—and build all the way to World History by the time they leave 5th grade.

Insight Middle Courses™ (Gr6-8):
Insight Middle Courses™ is a core reading and writing curriculum that closes the knowledge gap and dramatically improves literacy achievement in middle schools through a global, thematic, and project-based approach. Students develop content knowledge as they engage with diverse and rigorous texts, themes, and topics. They apply their learning through authentic and integrated literacy and project work to develop as independent readers, writers, thinkers, and doers.

Math for Meaning Story Problems (GrK-8):
Grounded in the belief that all students are mathematicians, Lavinia Group's Story Problems curriculum and method engages students to develop multiple approaches for solving on and above-grade-level problems through hands-on learning and rich mathematical discourse. As students persevere through problem-solving and share their mathematical reasoning, they develop the confidence and precision necessary to tackle any mathematical task independently while building their mastery of grade-level standards.

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Insight Humanities K-5
Scope and Sequence

Each grade is oriented around a yearlong "content focus" that guides historical topic selection. Units listed in blue are generally literature-driven, while those in orange are history-driven.

All units integrate reading, writing, and project work, with the specific writing focus in each unit listed in gray beneath the unit title.

GRADE	CONTENT FOCUS	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
K	**Empathy & Identity**	*Building A Community of Readers and Writers Through Emergent Storybook Reading and Storytelling*	*Who Am I? Understanding Myself and My Community*	*Author Study: Ezra Jack Keats*	*We're Different, We're the Same: My Family and Families Around the World*	*Reading and Writing with a Poet's Eye: A Poetry Study*	*My Community: Schools Through Time and Place*
		Oral Stories & Personal Narratives	List Books	Small Moment Stories	Nonfiction All About Books	Poems	Persuasive Letters
1	**Communities, Now & Long Ago**	*Author Study: Alma Flor Ada*	*More Than Just a Fairy Tale: Medieval Communities*	*Multicultural Fairy Tales from Around the World*	*This Land Is Their Land: North and Central American Indian Communities*	*Big Ideas, Small Packages: A Poetry Study*	*Anahuac, New Spain, Revolution: Mexican Communities Past and Present*
		Small Moments	Nonfiction All About Books	Fairy Tale Adaptations	Nonfiction Question & Answer Books	Poems	Persuasive Visitor Guides
2	**Diversity & Cultural Heritage**	*A Study of Character Perspective Through Series Books*	*The Great Encounter: Northeast Indians and the Early Colonies*	*Tales as Old as Time: African Folklore and the Oral Tradition*	*"Yearning to Breathe Free": Immigration in the East and West*	*Studying Character Development in Chapter Books*	*"I, Too, Sing America": The Harlem Renaissance and Its Legacy*
		Realistic Fiction	Research Clubs & Nonfiction Expert Books	Original Folktales	Persuasive Letters	Focused Stories	Biographies

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GRADE	CONTENT FOCUS	UNIT 1	UNIT 2	UNIT 3	UNIT 4	UNIT 5	UNIT 6
3	**Equality & Justice**	*Understanding Characters Through the Lens of Social Justice*	*"We, the People:" The American Revolution and U.S. Constitution*	*"We Hold These Truths to Be Self-Evident": Abolition, Suffrage, and Citizenship*	*Thinking Like an Author: Reading and Writing About Fiction Through <u>One Crazy Summer</u>*	*Diving Deeper into Poetry: A Study of Poets' Perspectives and Works*	*"Till Victory Is Won": The Civil Rights Movement*
		Character-Driven Vignettes	Persuasive Editorials	Research Clubs & Reports	Literary Analysis	Poetry Books	Persuasive Speeches
4	**Humanity & Multiculturalism**	*Author Study: Kadir Nelson*	*The Gift of the Nile: Ancient Egypt*	*A Study of Character Perspective: <u>The Tiger Rising</u>*	*"Equal Justice to All": Ancient Greece and the Classical World*	*Mythology from Ancient Egypt and Around the World*	*The Celestial Empire: The Rise of Imperial China*
		Persuasive Essays	Research Reports	Literary Analysis Essays	Dramatic Scenes	Original Myths	Compare & Contrast Essays
5	**Humanity & Multiculturalism**	*A Shared Novel™ Study of Story Development and Theme: <u>Where the Mountain Meets the Moon</u>*	*Houses of Wisdom: The Islamic Golden Age*	*A Historical Fiction Shared Novel™ Study: <u>The Night Diary</u>*	*Lands of Salt and Gold: Empires of Medieval Africa*	*Shared Memoir and Autobiography Study: <u>The Boy Who Harnessed The Wind</u>*	*The Silk Road, the Crusades, and the Plague: The Origins of Globalization*
		Literary Analysis	Research Reports	Historical Fiction	Narrative Nonfiction	Memoirs	Argumentative Thematic Essays

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Elementary Curriculum

Grade K

- Needs of Plants and Animals
- Pushes and Pulls
- Sunlight and Weather

Grade 1

- Animal and Plant Defenses
- Light and Sound
- Spinning Earth

Grade 2

- Plant and Animal Relationships
- Properties of Materials
- Changing Landforms

Grade 3

- Balancing Forces
- Inheritance and Traits
- Environments and Survival
- Weather and Climate

Grade 4

- Energy Conversions
- Vision and Light
- Earth's Features
- Waves, Energy, and Information

Grade 5

- Patterns of Earth and Sky
- Modeling Matter
- The Earth System
- Ecosystem Restoration

AmplifyScience

authored by THE LAWRENCE HALL OF SCIENCE UNIVERSITY OF CALIFORNIA, BERKELEY

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Year at a glance

Units per year

K–2 **3**

3–5 **4**

Unit types

Although every Amplify Science unit provides a three-dimensional learning experience, each unit emphasizes one of the following specific science and engineering practices.

Investigation

Investigation units focus on the process of strategically developing investigations and gathering data to answer questions. Students are first asked to consider questions about what happens in the natural world and why, and are then involved in designing and conducting investigations that produce data to help answer those questions.

Modeling

These Amplify Science units provide extra support to students engaging in the practice of modeling. Students use physical models, investigate with computer models, and create their own diagrams to help them visualize what might be happening on the nanoscale.

Engineering design

Engineering design solves complex problems by applying science principles to the design of functional solutions, and iteratively testing those solutions to determine how well they meet pre-set criteria. All Amplify Science engineering design units are structured to make the development of such solutions the central focus.

Argumentation (grades 3–5)

These Amplify Science units provide extra support to students engaging in the practice of argumentation. As students move up the K–5 grades, they focus on important aspects of argumentation in an intentional sequence.

Course structure

Key

- (A) Argumentation
- (E) Engineering design
- (I) Investigation
- (M) Modeling

Kindergarten (66 lessons)

- *Needs of Plants and Animals* **22 lessons** (I)
- *Pushes and Pulls* **22 lessons** (E)
- *Sunlight and Weather* **22 lessons** (M)

Grade 1 (66 lessons)

- *Animal and Plant Defenses* **22 lessons** (M)
- *Light and Sound* **22 lessons** (E)
- *Spinning Earth* **22 lessons** (I)

Grade 2 (66 lessons)

- *Plant and Animal Relationships* **22 lessons** (I)
- *Properties of Materials* **22 lessons** (E)
- *Changing Landforms* **22 lessons** (M)

Grade 3 (88 lessons)

- *Balancing Forces* **22 lessons** (M)
- *Inheritance and Traits* **22 lessons** (I)
- *Environments and Survival* **22 lessons** (E)
- *Weather and Climate* **22 lessons** (A)

Grade 4 (88 lessons)

- *Energy Conversions* **22 lessons** (E)
- *Vision and Light* **22 lessons** (I)
- *Earth's Features* **22 lessons** (A)
- *Waves, Energy, and Information* **22 lessons** (M)

Grade 5 (88 lessons)

- *Patterns of Earth and Sky* **22 lessons** (I)
- *Modeling Matter* **22 lessons** (M)
- *The Earth System* **26 lessons** (E)
- *Ecosystem Restoration* **22 lessons** (A)

Unit at a glance

Lessons per unit

20 plus two assessment days

Lessons organized around 3–5 chapters per unit.

Lesson length

K–1 **45** minutes

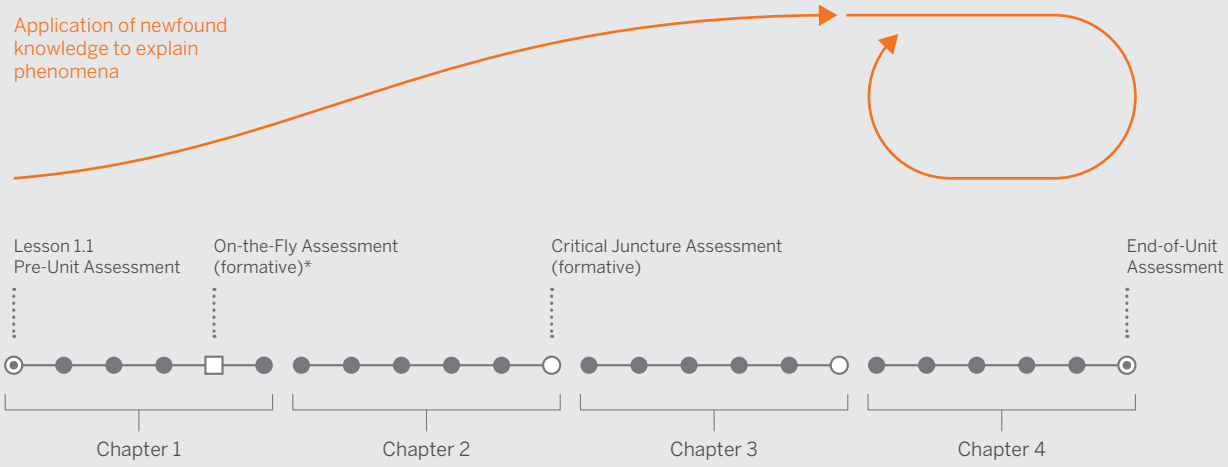
2–5 **60** minutes

Our phenomena-based approach

In each Amplify Science unit, students are asked to inhabit the role of a scientist or engineer in order to investigate a real-world problem. These real-world problems provide relevant, 21st-century contexts through which students will investigate different scientific phenomena. Students work to define the problem and collect and make sense of evidence from multiple sources and through a variety of modalities. At the end of the unit, students are presented with a brand new problem, giving them an opportunity to apply what they've learned over the course of the unit to a new context. This represents a shift from asking students to *learn about* science to supporting students in *figuring out* the science.

Unit stages

1. Students are introduced to a real-world problem.
2. Students collect evidence from multiple sources and build increasingly complex explanations.
3. Students apply what they've learned to a different problem.



*On-the-Fly and Critical Juncture Assessments appear throughout each unit.

Lessons at a glance

Amplify Science is rooted in the research-based **Do, Talk, Read, Write, Visualize** model of learning. Students engage with science and engineering practices, figure out disciplinary core ideas, and utilize and apply crosscutting concepts in multiple modalities across thoughtful, structured lessons, all centered around engaging anchor phenomena. Each lesson features a unique mix of activities that provide students with multiple points of entry into the instruction.

Do

First-hand investigations are an important part of any science classroom, and Amplify Science has students getting hands-on in every unit—from exploring collision forces to experimenting with electrical systems.

Talk

Student-to-student discourse and full-class discussions are integral parts of the program. The program fosters a collaborative classroom environment by providing students with numerous opportunities to engage in meaningful oral scientific argumentation, both one-on-one and in full-class discussions.

Read

Students learn how to read like scientists using student books developed by the Lawrence Hall of Science specifically for Amplify Science. These books engage students in close reading strategies, and in learning to read for a purpose—for example, finding evidence to support a claim.

Write

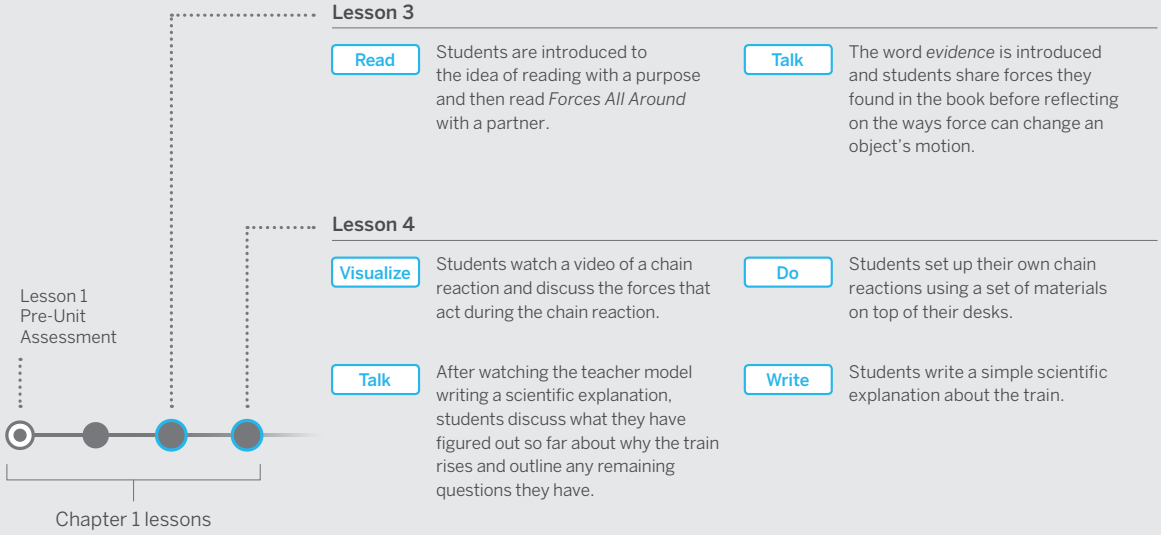
Students write like scientists, generating scientific explanations of the phenomena they investigate, and using evidence to construct scientific arguments. Students learn to articulate their reasoning in order to show how their evidence is connected to a claim.

Visualize

By engaging with simulations, media, and modeling tools, students are empowered to visualize scientific phenomena in ways never possible before.

Example from a unit: *Balancing Forces* (grade 3)

In *Balancing Forces*, the town of Faraday is getting a new train that floats above its tracks and students investigate how that might be possible. Over the course of two lessons, you can see that students engage in multiple modalities, though not in any fixed order.









RULER

An Evidence-Based Approach to Social and Emotional Learning

Yale *Center for Emotional Intelligence*

WHAT IS RULER?



RULER is an evidence-based approach to social and emotional learning (SEL) that supports the entire school community in:

- Understanding the value of emotions
- Building the skills of emotional intelligence
- Creating and maintaining a positive school climate

EMOTIONS MATTER



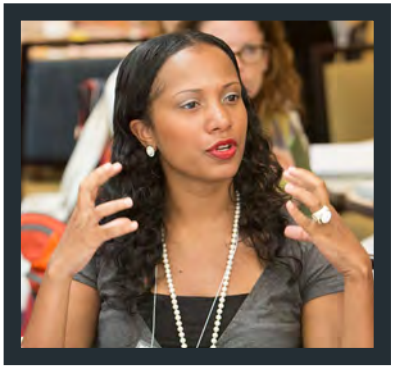
RESEARCH SHOWS THAT EMOTIONS INFLUENCE:

- Attention, memory, and learning
- Decision making
- Creativity
- Mental and physical wellbeing
- Ability to form and maintain healthy relationships
- Academic and workplace performance

HOW DO YOU FEEL AT SCHOOL EACH DAY?

Tired, bored, and *stressed* were the top three responses for over 22,000 high school students nationwide. *Frustrated, overwhelmed,* and *stressed* were the top responses from 6,000 educators and school leaders.

If this is how our school communities feel, what impact might that have on how leaders lead, teachers teach, and students learn and grow?



RULER helps students and educators spend more time feeling how they want to feel: *valued, connected,* and *inspired.* **RULER** teaches the skills of emotional intelligence—so people of all ages can thrive and build healthier, more equitable, innovative, and compassionate communities.

"RULER is as much about student wellbeing as it is about academic achievement...because one thing usually leads to the other."

- Middle School Principal





"We want to ensure our graduates are not just the best students but also the best people they can be. RULER provides specific language and strategies around that process, positioning students for success in college and in life."

- High School Principal

THE SKILLS OF EMOTIONAL INTELLIGENCE

R **RECOGNIZING** emotions in oneself and others

U **UNDERSTANDING** the causes and consequences of emotions

L **LABELING** emotions with a nuanced vocabulary

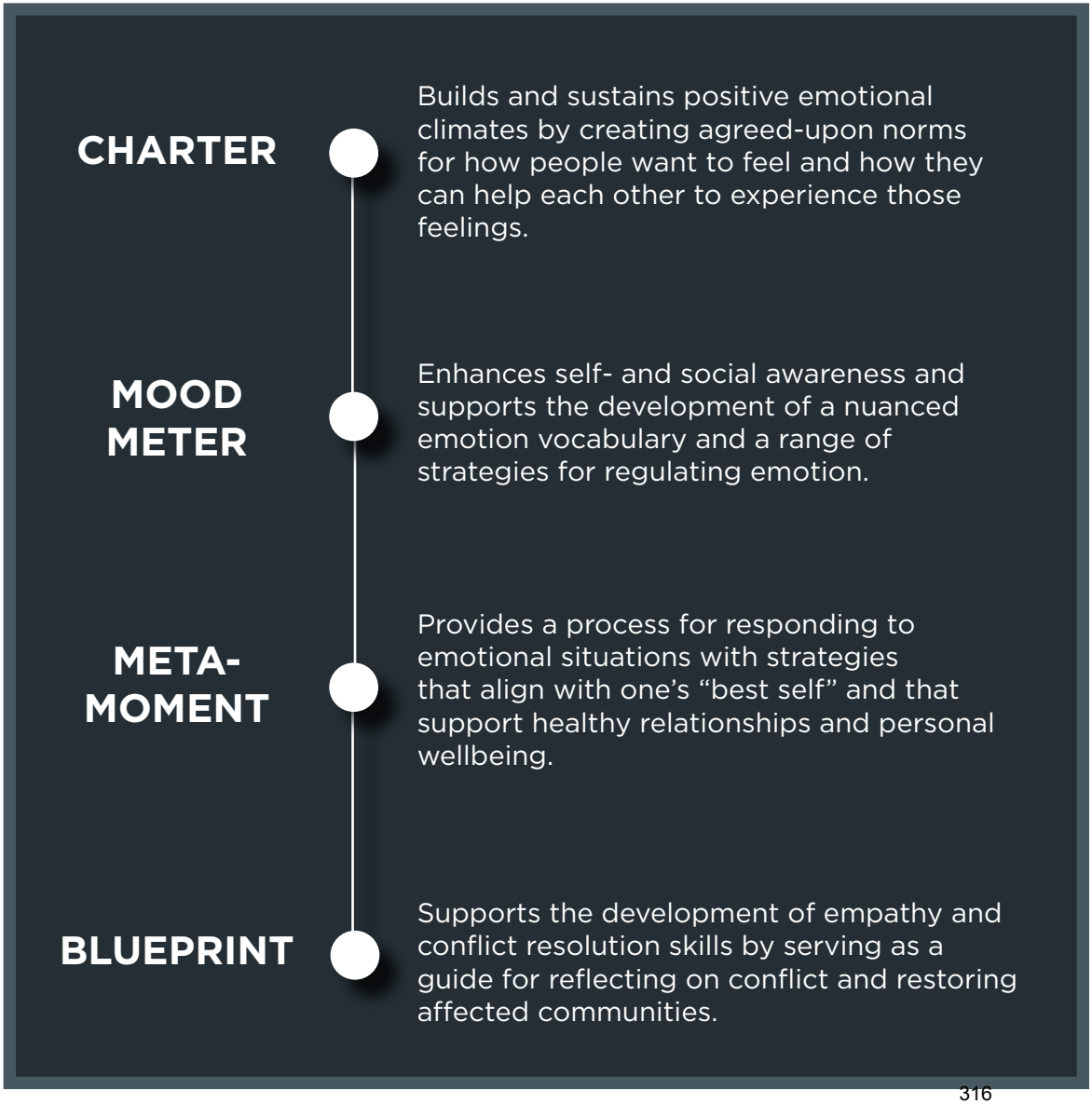
E **EXPRESSING** emotions in accordance with cultural norms and social context

R **REGULATING** emotions with helpful strategies

Research shows that **RULER** skills help people of all ages to use emotions wisely, opening opportunities for us to succeed in school, at work, and in life. These skills are both personal and social, such that a network emerges with positive changes reinforced.

THE RULER TOOLS




CHARTER
Builds and sustains positive emotional climates by creating agreed-upon norms for how people want to feel and how they can help each other to experience those feelings.
MOOD METER
Enhances self- and social awareness and supports the development of a nuanced emotion vocabulary and a range of strategies for regulating emotion.
META-MOMENT
Provides a process for responding to emotional situations with strategies that align with one's "best self" and that support healthy relationships and personal wellbeing.
BLUEPRINT
Supports the development of empathy and conflict resolution skills by serving as a guide for reflecting on conflict and restoring affected communities.

HOW RULER CREATES CHANGE

STRATEGY

Adult personal & professional learning

Schoolwide tools & preK to 12 classroom content & OST resources

Online platform & coaching support

Monitoring & evaluation tools

STAKEHOLDERS

Administration & school board

Educators & staff

Families

Students

AIMS

Enhanced mindset ("emotions matter")

Deepened social & emotional skills

Healthier emotional climates in schools & homes

SEL-infused pedagogy, practices & schoolwide policies

IMPACT

Improved leader & teacher effectiveness & retention

Increased student engagement, attendance, & academic performance

Better quality relationships

Enhanced decision making; reduced drug, alcohol, discipline, & bullying problems

Less stress & anxiety; greater health & wellbeing

HOW RULER WORKS

STAFF PERSONAL & PROFESSIONAL LEARNING

RULER adoption begins when a small team from a school attends a training institute on the principles and tools of emotional intelligence. Over time, with coaching support and online resources, all school staff participate in **RULER** skill-building activities so they can be role models and knowledgeable implementers of **RULER** for students and families.

CLASSROOM INSTRUCTION

RULER continues with student learning content, which follows the Understanding by Design framework and aligns with both social and emotional learning and academic standards. In early childhood and elementary school, **RULER** embeds into existing academic curricula. Middle and high school courses focus on the intersection of social, emotional, and cognitive aspects of early and late adolescence.

FAMILY ENGAGEMENT & EDUCATION

Content for families supports what students learn in school, using everyday and culturally responsive language for accessibility. School leaders, parent leaders, teachers, and students work to engage families.



"When all people in a school community embrace the idea that 'emotions matter,' when they become more skilled with their emotions and in their interactions, and when schools and homes become warmer, safer, and more supportive spaces—this is when educators, students, and their families thrive."

- Marc Brackett, Ph.D.
Founding Director of the Yale Center for Emotional Intelligence &
Professor in the Child Study Center at Yale University



RULER

CONTACT INFORMATION

WEBSITE	www.rulerapproach.org
EMAIL	rulertraining@yale.edu
FACEBOOK	www.facebook.com/rulerapproach/
TWITTER	www.twitter.com/rulerapproach

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MOVEMENT SCHOOL

A DAY IN A LIFE OF A MOVEMENT SCHOOL STUDENT

Below is a snapshot of what one of our students might experience during a typical school day.

ARRIVAL

As we pull up to the school, I see multiple staff members cheerfully greeting students and their families as they direct students and traffic to ensure safety, efficiency, and organization.

A staff member walks over to open my car door and assist with my exit. They offer an enthusiastic hello.

I enter the school and the Principal greets me by name with a high five. Other staff members also say hello as I walk to my classroom.

At my classroom door, my teacher greets me with a fist bump and an enthusiastic hello.

MORNING ROUTINE

I hang my backpack on the hook and take out the materials that I need for the day. Then, I get my breakfast and talk with my friends as we eat. Music is playing quietly in the background.

As more classmates arrive, our teacher gives a two-minute warning to let us know breakfast will end soon. We follow the breakfast clean-up procedure and transition to the rug for our Morning Meeting.

MORNING MEETING

My teacher reviews the goals for the day and the focus area for the day. Today, we are focusing on perseverance. They tell a story to illustrate that virtue in action.

At my teacher's instruction, I turn and talk to my neighbor about a time I persevered and then the class discusses ways we can exhibit that trait today at a school. Then, we collectively make commitments to our classroom community about how we are going to pursue that morning goal.

READING

Then, the class participates in our reading cheer. This gets us ready for reading time. As we chant, we transition to our line and from there I go to my designated reading room; this is my specific assigned small group.

With my reading teacher, I practice phonics and sight words. After phonics, I switch to independent reading where I get to pick out a book to read by myself. After that, I meet with my guided reading teacher and learn about character motivation by reading Cam Jansen as a group. We close out reading time with our reading cheer and head back to our homeroom.

MATH

Next up is math stories; here, we sit in a circle and the teacher reads a story that has a problem we have to solve. I try to solve it with my whiteboard and markers. I make sure to show my work. The teacher asks me to share with the class how I solved it. We hear from a few other students as well.

After that, we do core math. We use manipulatives and work with base ten blocks to practice specific problems. I first work with a partner, then independently. We finished this portion of the day with an exit ticket, which my teacher grades on the spot.

HUMANITIES

After that, we move into Humanities. We are learning about Ancient Egypt. We read a passage and discuss and share our perspectives and ideas related to that text. From there, we move into close reading where we read another passage on the same topic and identify the central idea of the text. We then line up to go to the cafeteria.

LUNCH / RECESS

The food at lunch is always really delicious. I enjoy talking to my friends while we eat. Once lunchtime is over, we have outdoor playtime. I get to play games with my friends on the playground.

READ ALOUD

When we come in from recess, our class has a calm-down period where our teacher reads a book out loud to our class. They pause and ask questions as they read. The teacher has us answer a variety of questions in a variety of different ways.

HUMANITIES / SCIENCE

Next we learn more about Humanities and then Science. We watch a video about Ancient Egypt and talk about what life was like in that civilization.

For Science, we have to solve a story problem. We watch an exciting video about electricity. Then, we have an activity where we have to pretend to fix a major electricity outage in our community.

CHOICE TIME / CLOSING MEETING

As we begin to wrap up with our school day, we get to do choice time. For this portion, we can choose which station we want to go to / which activity we want to do. I decide to play chess.

Next, we come back to the rug for our closing class meeting where we reflect on whether or not we met our goals that we had discussed in the morning. We have an opportunity to shout-out our classmates who demonstrated perseverance, our core virtue that we had talked about that morning. After that, we pack our items and prepare for dismissal.

DISMISSAL

I line up and join the other bus riders and say goodbye to my car-rider classmates. The teacher serving as the bus monitor takes me to my bus' area and they help me safely board my bus to head home.

MOVEMENT SCHOOLS ACADEMIC CALENDAR (2024-2025)

JULY 2024	AUGUST 2024	SEPTEMBER 2024	OCTOBER 2024
8-28 Summer School **15-19** Leaders return for Network training **22-26** New Teachers return for Network training **29-16** Returning Teachers return for Network training ***Instructional Days: 0***	**19-23** School-based training **23** Back to School Night **26** First Day of School for K, **27** First Day of School 1-5 ***Instructional Days: 5 (YTD: 5)*** ***Instructional Hours:***	**2** Labor Day (No school) ***Instructional Days: 20 (YTD: 25)***	**18** End of 1st quarter (38 instructional days) **23-24** Parent Teacher Conferences **28-11/1** Fall Break (No school) ***Instructional Days: 19 (YTD: 44)***
NOVEMBER 2024	**DECEMBER 2024**	**JANUARY 2025**	**FEBRUARY 2025**
11 Veteran's Day (No school) **27-29** Thanksgiving Break ***Instructional Days: 17 (YTD: 61)***	**2** Teacher workday (No school) **23-1/6** Winter Break ***Instructional Days: 14 (YTD: 75)***	**6** Teacher workday (No school) **10** End of 2nd quarter (37 instructional days) **20** MLK Jr. Day (No school) ***Instructional Days: 18 (YTD: 93)***	**14** Teacher workday (No school) **17** President's Day (No school) ***Instructional Days: 18 (YTD: 111)***
MARCH 2025	**APRIL 2025**	**MAY 2025**	**JUNE 2025**
20-21 Network Planning Day (No school) **21** End of 3rd quarter (47 instructional days) ***Instructional Days: 19 (YTD: 130)***	**2-3** Parent Teacher Conference **14-18** Spring Break (No school) ***Instructional Days: 15 (YTD: 145)***	**26** Memorial Day (No school) ***Instructional Days: 21 (YTD: 166)***	**6** End of 4th Quarter (47 instructional days) **13** Last day of school **17** Last day of school for staff ***Instructional Days: 10 (YTD: 176)***

Summary of Instructional Days and Minutes

Month	*Instructional Days*	*Instructional Minutes*	*# of Full Days (445 Instructional Minutes per day)*	*# of Half Days (260 Instructional Minutes per day)*
8/24	5	2040	4	1
9/24	20	8160	16	4
10/24	19	7715	15	4
11/24	17	7010	14	3
12/24	14	5675	11	3
1/25	18	7270	14	4
2/25	18	7270	14	4
3/25	19	7715	15	4
4/25	15	5935	11	4
5/25	21	8605	17	4
6/25	10	4080	8	2
Total	**176**	**71475 minutes (1,191 hours)**	139	37

2024

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Federal holidays 2024

Calendarpedia
Your source for calendars

Jan 1	New Year's Day	Jun 19	Juneteenth	Nov 11	Veterans Day
Jan 15	Martin Luther King Day	Jul 4	Independence Day	Nov 28	Thanksgiving Day
Feb 19	Presidents' Day	Sep 2	Labor Day	Dec 25	Christmas Day
May 27	Memorial Day	Oct 14	Columbus Day		

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2025

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December

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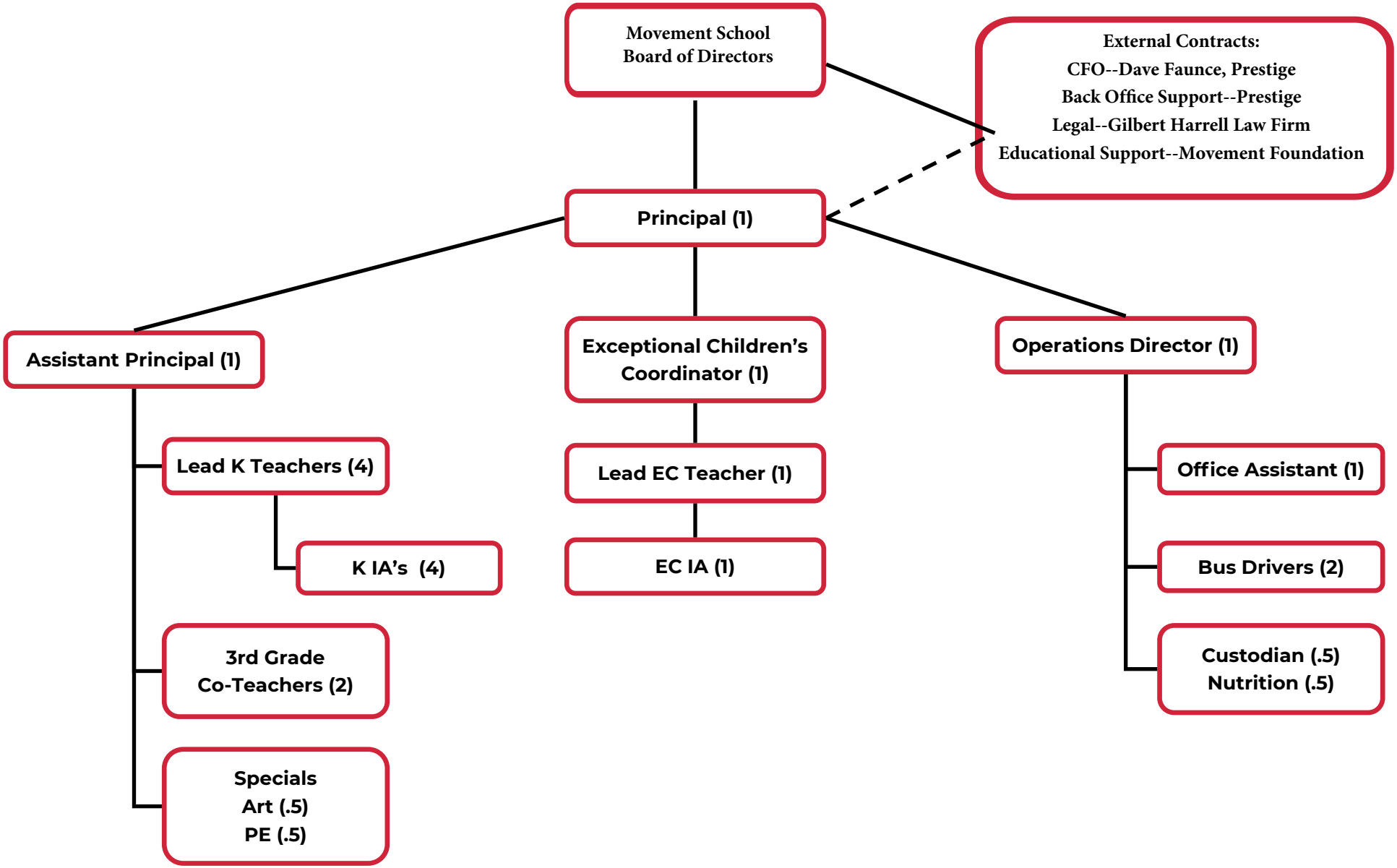
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May 26	Memorial Day	Oct 13	Columbus Day		

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Movement School Atlanta Organizational Chart (2024-25)



MOVEMENT SCHOOL

Name	Description
Executive Committee	**Purpose**: Ensures MSA fulfills its mission and vision while operating in strict compliance with state and federal laws regarding non-profits and charter schools. **Oversight** - Overall progress to mission and goals of MSA - Organization and management of sub-committees - Board member effectiveness - Board Training from GADOE, SCSC, and GCSA
Finance Committee	**Purpose**: Ensures MSA operates with strong fiscal policies and monitors progress towards annual and long-term budget goals. **Oversight** - Annual and long-term budgeting - Evaluation of the CFO -Monthly Board and School financials -Meeting with Auditors
Academic Committee	**Purpose**: Ensures MSA reaches educational goals in alignment with its mission and evaluates performance of school leader. **Oversight** - Evaluation of the school leader - Progress to Student Growth and Achievement Metrics - CCRPI Monitoring - Academic Policy Development (SpEd, Gifted, ESOL) - Annual Calendar
Nominating and Governance Committee	**Purpose**: Ensure MSA board operates effectively, efficiently, and in compliance with all Sunshine and Open Meetings laws. **Oversight** - Compliance with Sunshine Laws/Open Meetings Policies

STAFFING PLAN INSTRUCTIONS

For each LEA Function, please provide the title of the position that the school anticipates will assume responsibility for that function. One position may be responsible for multiple LEA functions. For example, an Assistant Principal may assume responsibility for both Personnel Functions and Student Health & Welfare. In the third column, provide the estimated annual salary for that position. In the last column, provide the line item on the budget template that includes the salary identified in this Staffing Plan which that salary is accounted for.

LEA Function	Title of Position Responsible for LEA Function	Estimated Annual Salary	Budget Line Item	Excel Row #
Student Enrollment and Admissions	Operations Director	$82,000	Operations Director	59
Student Data Collection and Submission (e.g. FTE, Student Record)	Operations Director	$82,000	Operations Director	59
Employee Data Collection and Submission (e.g. CPI)	Operations Director	$82,000	Operations Director	59
Coordinating Service and Compliance Related to English Learners	Assistant Principal	$82,000	Assistant Principal	58
Coordinating Service and Compliance Related to Students with Disabilities	EC Coordinator	$61,000	EC Coordinator	60
Coordinating Service and Compliance Related to Homeless Students	Assistant Principal	$82,000	Assistant Principal	58
Federal Program Administration (e.g. developing the CLIP, gathering stakeholder input, submitting required documents and reports)	Principal	$104,000	Principal	57
Federal Program Implementation (e. g. coordinating services to students and families)	Assistant Principal	$82,000	Assistant Principal	58
Ensuring Protection of Student Rights (e.g. FERPA, PPRA)	Assistant Principal	$82,000	Assistant Principal	58
Student Health and Welfare (e.g. nursing program, health screenings)	Operations Director	$82,000	Operations Director	59
Ensuring Transperancy in Governance (e.g. Open Meetings and Open Records)	Principal	$104,000	Principal	57
Human Resources (e.g. clearance certificates, FMLA)	Operations Director	$82,000	Operations Director	59
Fiscal Management (e.g. accounting, payroll)	Prestige Back Office Provide	$35,000	Bookkeeping and Pa	100

MOVEMENTFOUNDATION

February 20, 2023

Board of Education
Clayton County School District
1058 Fifth Ave.
Jonesboro, Ga. 30326

RE: Movement School North Charleston

Dear Board,

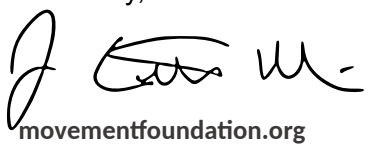
My name is Garrett McNeill and I work for Movement Foundation with all of our real estate acquisition and development. Over the last few years I have been able to work on 7 local charter schools in the pre-development and construction phases of their projects. I typically sit as a project manager to help the schools reduce costs and stay within their budget as well as manage the process and vendor relationships. I have had the opportunity to manage nearly 400,000 square feet of new construction and retrofits totaling over $70 million.

I am excited to partner and support Movement School in their expansion to Atlanta. I have great relationships with Choate (a large general contractor working in the Southeast) as well as LS3P (an architectural firm in Atlanta) that I hope to leverage on Movement's behalf. Through these relationships and many more as well as direct project oversight, I hope to help Movement School develop an amazing site for the benefit of the families and staff that will call that space home.

I love designing spaces that represent the community they are a part of and also spaces that can be utilized by that community when school is not in session. In other areas I have helped the school secure partnerships within the community that allows the space to be utilized throughout the week for the benefit of the local community. After talking with Movement School I am excited to see the partnerships that will flourish and the ways it will thrive and contribute within the local community.

Please see the attached article for an example of our recent work. We were one of four schools in the state of North Carolina selected for a national design award.

Sincerely,



movementfoundation.org

LEARNING BY DESIGN

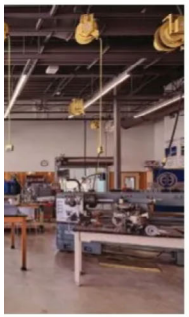
THE PREMIER SOURCE FOR EDUCATION DESIGN INNOVATION AND EXCELLENCE



HIGH SCHOOL | **NEW CONSTRUCTION/ADDITION** | STEM OR STEAM FACILITY

Alamo Heights High School STEM Building

San Antonio, TX



Alamo Heights High
pus included a
of the campus heart
ies: the STEM Building,
s and the Athletics

ilding casts a new
-old campus. The
pecialty rocketry lab,
orative areas, STEM
her prep areas. Easy
utdoor shaded spaces
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)+C, ALEP,

School District

ants: 112

11,118 gsf
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spaces or labs to meet the future needs of the program. The ability to adapt to new curriculum prolong the life and usefulness of the STEM Building.

The STEM program for the district was developed in partnership with the community. Teachers, business partners, and parents met for planning and visioning sessions to craft the STEM path at the district. Community partners invested in the process, supporting the programs by consulting on lab layout and donating equipment. STEM lab and collaborative areas open to the campus to show student collaboration and celebrate the STEM projects.



OTHER COMMUNITY CENTER / EDUCATION | **NEW CONS ADDITION** | MULTI-USE/JOINT-USE BUILDING/SPACE

Movement School/Ophelia Garmon-Brown Community

Charlotte, NC





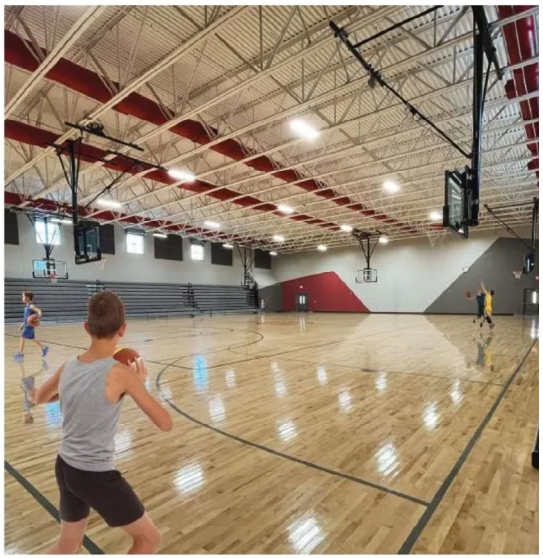
Boomerang Design
Suite 214, 1230 W. Morehead St.
Charlotte, NC 28208
thinkboomerang.com
Robert B. Johnson, Jr., AIA, Principal
704/731-7000

DESIGN TEAM
Choate Construction, Builder
Oak Engineering, Civil Engineering
Arp Engineering , Structural Engineering
MSWG, PME & FP Engineering

OWNER/CLIENT
Movement Foundation
Charlotte, NC
Garrett McNeill, Director at the Movement Foundation

KEY STATS
Grades Served: Grades 6–8, PreK & Joint-Use for all ages
Capacity of Students/Occupants: 600
Size of Site: 11.4 acres
Gross Area of Bldg./Space: 47,802 gsf
Space per Student: 78.4 sq. ft.
Cost per Student: $133
Square Foot Cost: $170
Project Cost: $8,103,699
Occupation Date: 3/22/2021

PHOTOGRAPHY: BOOMERANG DESIGN





The New Movement Middle School on Freedom Drive exemplifies organizations coming together to help communities take root and build on social capital. In this case, The Movement Foundation partners with the non-profit group, Rally Charlotte. Rally seeks to foster greater economic mobility and social equity. And with that in mind, the Movement Middle School includes the new Ophelia Garmon-Brown Community Center including a 1,100+ person gymnasium, community rooms, teaching kitchen, fitness center, with classes for students and programs for the greater community.

Boomerang Design wove the inter-related functions into a facility that could be easily managed, maintained, a
future. Equally exciting,
a former big-box retail st
and bridges neighboring
food establishments, an
interiors provide spaces
and a response to user
palette is based around
pops of color and graph

Project delivery was t
timeline with design ove
and construction start-t
Pre-cast concrete panel
the exterior walls afford
erection speed, and prec

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From the Charlotte Business Journal:
https://www.bizjournals.com/charlotte/news/2020/12/31/movement-foundation.html

Movement Foundation plans for 10 charter schools, multi-state expansion with $200M investment

Dec 31, 2020, 2:08pm EST **Updated: Dec 31, 2020, 7:19pm EST**

Movement Foundation, the nonprofit arm of Charlotte's Movement Mortgage, has big plans for a recent $200 million investment - plans that involve at least 10 new project sites potentially across three states.

The investment, the largest yet, is being paid as a year-end dividend from Movement Mortgage's profits. The retail lender funded more than $30 billion in mortgages this year for more than 100,000 families. It marked a 90% year-over-year jump in loan volume. Mortgages are booming in the historically low-rate environment.



MELISSA KEY

Movement Foundation, the nonprofit arm of Charlotte's Movement Mortgage, has big plans for a recent $200 million investment - plans that involve at least 10 new project sites potentially across three states.

Tim Hurley, executive director for the Movement Foundation, said the money will be used for at least 10 more charter schools, plus surrounding affordable housing and health care. Some will also go toward Central American Hope Centers, church-led hubs for underserved populations.

"It all starts with an amazing school that serves kids, but then as we're able to purchase this real estate, we also want to fill it up with things that are going to serve communities," Hurley said. "We try to use every square foot of space we can get."

Movement already operates two charter schools in Charlotte. The first Movement School opened in 2017 on Freedom Drive, followed by another at Eastland this year. Collectively, the schools serve nearly 800 students. They start out with lower grades and then add a grade every year through middle school.

There were more than 1,000 total applications for this past year, Hurley said. About 700 of those were for approximately 100 open spots at Freedom Drive. The demand shows that Movement needs to do more, he said.

The Freedom Drive site was once anchored by Kmart but had been vacant for years. Hurley said it left a hole in the community. Movement purchased that former shopping center for $4.3 million in 2016 to turn it into a school. A similar situation occurred at Eastland.

Movement uses the charter schools as an anchor, Hurley said. It then rents out the remaining space at below-market rates to local nonprofits. Rent can help cover maintenance.

Each school takes, in general, about $15 million to $20 million to stand up, from purchase to furniture, Hurley said. That's roughly 50% to 75% of what a traditional school would cost, he said. The schools are self-sustaining beyond that point - they operate as usual even if Movement Mortgage doesn't have a record-setting year. They receive state and federal funding as public charter schools.

Construction is almost finished on a new middle school at the Freedom Drive site. Crews broke ground on that $22 million project earlier this year. The expansion will give Movement School the capacity to hold more than 850 students in kindergarten through eighth grade. It will open in 2021.

Hurley likens the foundation's resources to a river, not a reservoir. The team wants to funnel the money back into communities as soon as possible.

Movement is still scouting for its next site in Charlotte, Hurley said, as it faces a challenging real estate market here.

He said the foundation wants to open schools in other North Carolina locations, South Carolina and Georgia. It looks for vacant and/or distressed properties. It targets underinvested neighborhoods where the public schools are not working for families and they need more options.

"I tell families, 'Look - you look around. You're their parent. You decide what's best,'" Hurley said. "That's the whole goal, is just giving you a choice as a parent to decide what's going to help your child thrive."

The schools are just one aspect, however. Movement has plans for a health clinic and local coffee shop at the Eastland site. The Freedom Drive project also includes the Ophelia Garmon-Brown Community Center, two basketball courts and other wellness resources.

Movement also donated nearby land for the Mezzanine at Freedom, an 185-unit affordable housing project. Charlotte's Housing Trust Fund, Covenant Presbyterian Church and Marsh Properties also made contributions.

Just down Freedom Drive is the Movement Center, a former industrial space remodeled to house nonprofits. It also has a family wellness center operated by Novant Health.

Movement Mortgage has paid $260 million in dividends to the foundation to date.

Caroline Hudson
Banking and Finance Editor
Charlotte Business Journal



FOR THE EXCLUSIVE USE OF TPHURLEY@GMAIL.COM

From the Charlotte Business Journal:
https://www.bizjournals.com/charlotte/news/2018/12/13/photos-novant-movement-mortgage-partner-to-open.html

PHOTOS: Novant, Movement Mortgage partner to open health clinic in west Charlotte

Dec 13, 2018, 2:46pm EST **Updated: Dec 13, 2018, 4:42pm EST**

Novant Health and Movement Mortgage's foundation partnered to open a 6,500-square-foot medical office in west Charlotte.



MELISSA KEY

The Movement Family Wellness Center includes six primary-care exam rooms, six pediatric exam rooms, a procedure room, consultation space and a lab.

The Movement Family Wellness Center includes six primary-care exam rooms, six pediatric exam rooms, a procedure room, consultation space and a lab. It is staffed with a family physician, a pediatrician, a clinical social worker and other support staff. The center has the capacity to serve up to 10,000 patients annually, according to the Movement Foundation, Movement Mortgage's nonprofit arm.

The medical office is at 2225 Freedom Drive in the 40,000-square-foot Movement Center. Other tenants include the Harvest Center, a ministry for the homeless; Urban Promise, a youth mentoring program; Missions Place, a coworking space for nonprofits; and Center City Church.

"Our vision has always been to use the resources God has blessed us with to bring life, light and hope to our communities by investing in and repurposing real estate," says Casey Crawford, Movement Mortgage founder and chief executive officer.

Movement says it invested about $4.6 million in purchasing the building, renovating it and then upfitting it for tenants. Movement bought the building in late 2014 and began renovations in 2015.

Dr. Bill Hammill, chairman and system service line leader for the department of pediatrics at Novant Health, says this is not the Winston-Salem-based system's first partnership of this kind. It opened a clinic last month in partnership with nonprofit Project

658, and two more clinics are slated to open in late 2019 and early 2020 through a partnership with Michael Jordan.

Each of the clinics is between 6,000 and 8,000 square feet, Hammill says.

Novant identified northwest Charlotte as an underserved area in a recent needs assessment. This assessment states that Freedom Drive and the surrounding area would be best served by 11 primary-care doctors and seven pediatricians. Prior to Movement Family Wellness, the area had four primary-care doctors and no pediatricians.

"We wanted to try to figure out a way to get into that community and provide the health care that we think everyone in Mecklenburg County and the surrounding counties deserve," Hammill says.

Novant also plans to provide screenings for social determinants at the new clinic, he says. Social determinants refer to economic and social conditions that affect a person's health status. Hammill says paying attention to those factors is part of investing in a person's holistic well-being.

Hammill estimates a cost of $400,000 per year to operate the clinic.

For Movement, the wellness center is part of a larger revitalization effort in the Freedom Drive area.

Besides its investment in the Movement Center, Movement also opened a tuition-free public charter school at 2701 Freedom Drive in the fall of 2017. It purchased the former retail center, once anchored by Kmart, at that site for $4.3 million. The Movement Foundation invested a total of $12 million in startup costs for the school.

Movement School East, a second charter school, is slated to open near the intersection of Central Avenue and Sharon Amity Road in the fall of 2020.

Adjacent to the Freedom Drive school property is Freedom Housing, a 185-unit affordable housing development slated for completion in 2019. The development is funded by investments from the Movement Foundation, the Charlotte-Mecklenburg Housing Partnership, Marsh Properties, Covenant Presbyterian Church and the city of Charlotte.

Providing better health care was the last piece of the puzzle, says Garrett McNeill, director of the Movement Foundation.

Hammill agrees: "What we bring to them is the opportunity to expand what they're already doing in the community so well, and we can provide that health-care piece of it."

McNeill says the revitalization stems from Crawford's strong, faith-based belief in giving back to the community. The Movement Foundation holds about half of Movement Mortgage's shares, so profits are gifted back into foundation, he notes.

"At the end of the day, our hope and the thing that we trust and that we know is that the only person who really transforms communities is the Lord. And so, we just kind of create space for relationships to happen," McNeill says.

Movement Family Wellness Center, powered by Novant Health, is open from 8 a.m. to 5 p.m. Monday through Friday.

Caroline Hudson
Banking and Finance Editor
Charlotte Business Journal



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Freedom Drive Project Hailed As New Model For Affordable Housing

WFAE | By David Boraks

Published December 11, 2018 at 6:05 PM EST

LISTEN • 1:30



CHARLOTTE MECKLENBURG HOUSING PARTNERSHIP I

The Mezzanine at Freedom will have 185 units at various price points, from $350 to $1450 a month.

Construction has begun on a 185-unit mixed-income apartment project in west Charlotte. Officials say it could be a model for how Charlotte might spend $50 million in affordable housing bond funds approved by voters in November.

WFAE
BBC World Service
339



Credit David Boraks I WFAE I

Charlotte Mecklenburg Housing Partnership broke ground Tuesday on The Mezzanine at Freedom apartments, with help from civic and business leaders.

Civic, religious and nonprofit leaders cheered as they unveiled the name of the $30 million project: The Mezzanine at Freedom. It's being built on 12.5 acres of land at Freedom Drive and Camp Green Street.

It's unusual for the number of public and private partners involved, which is nearly a dozen. Two companies donated the land - Marsh Properties and the Movement Foundation.

Covenant Presbyterian Church chipped in $2 million after the congregation prayed about how it could help solve the city's affordable housing shortage, according to church member Joe Taylor. The City of Charlotte is contributing $4.5 million from its Housing Trust Fund. Wall Street financial companies are also providing financing and buying in the bonds.

BBC-World Service

Many are new to affordable housing work in Charlotte, said Julie Porter, president of the Charlotte Mecklenburg Housing Partnership, which is developing the project.

"It sets an example for what other private companies [and] faith-based institutions can do to actually move momentum on affordable housing," Porter said.

That's the hope in Charlotte, where voters in November approved more than tripling the size of the city's housing trust fund to try and chip away at a 34,000-unit shortage of housing for people who make less than the area's median income.

The Mezzanine is unique in another way: It will have both affordable and market-rate units side-by-side. Monthly rents will range from about $350 for a one-bedroom subsidized unit to nearly $1,500 for a three-bedroom market-rate apartment.

City Council member Lawana Mayfield, who lives in and represents the area, said the apartments will be convenient to uptown.

"This location, and its proximity to uptown, to Bank of America Stadium, to jobs, is so important to our community as a whole," she said.

The project is expected to be finished in 2020.

ABOUT THE MEZZANINE

SITE: 12.5 acres at Freedom Drive and Camp Green Street in west Charlotte.

INCOME RANGES: 19 units reserved for families earning less than 30% of Area Median Income (AMI); 19 units for those earning less than 50% of AMI; 72 units for those earning less than 60% of AMI; 19 units for those earning less than 80% of AMI; 56 market-rate units.

MONTHLY RENTS: From $349 for a one-bedroom apartment for those earning less than 30% of AMI up to $1,450 for a three-bedroom market-rate unit.

COMPLETION: First half of 2020.

Tags Charlotte Area | Affordable Housing | Housing Trust Fund

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From the Charlotte Business Journal:
https://www.bizjournals.com/charlotte/news/2021/07/28/movement-found-charter-school-iverify-southwest.html

Movement Foundation to invest $10M-plus to add charter school in southwest Charlotte

Jul 28, 2021, 7:00am EDT

The Movement Foundation, the nonprofit arm of Movement Mortgage, has purchased property to build another charter school in Charlotte.

Plans call for an approximately 40,000-square-foot school at 150 Iverify Drive, just off Interstate 77 in southwest Charlotte. The Movement Foundation acquired the nearly 15.5-acre property for about $5.3 million as of June 30. The building on site once served as headquarters for security company Iverify.



MOVEMENT FOUNDATION

Movement School Southwest will be a 40,000-square-foot building at 150 Iverify Drive in Charlotte.

Movement School Southwest will open to pre-K, kindergarten and first-grade students starting in 2022. It will add on one grade per year up to fifth grade. Each grade level will have roughly 100 students, said Tim Hurley, executive director of education for Movement Foundation.

Hurley has been looking at potential locations for the past few years. He said this spot will allow Movement to reach low-income families. About 75% of Movement School students are from underserved areas.

"We try to find buildings that we can repurpose, maybe ones that are vacant, and put new life into them. We're also looking for a community that needs additional economic investment," Hurley said. "We want to build great schools one school at a time, and we're going to keep doing that."

He estimated renovations will be another $5 million investment.

This is the foundation's first major capital deployment since

Movement Mortgage contributed a $200 million dividend payment

in late 2020. That investment, its largest so far, is going toward at least 10 charter schools in multiple states. Hurley said the foundation is already looking for another location in Charlotte. It is also scouting for spots in Athens, with plans to open elementary schools starting in 2023.

Movement School Southwest is expected to create about 80 jobs. Hurley said the team is hiring administrators now and will start hiring teachers in November.

The application process for students will also start later this year. Students can apply from anywhere in North Carolina, although most tend to live a few miles from their school, he said.

Hurley said the additional acreage around the school will allow for expansion projects. Movement has coupled its educational efforts with nearby affordable-housing projects and health-care partnerships. Its first campus at Freedom Drive opened in 2017 and now has more than 500 students in kindergarten through fifth grade.

More than 750 applications came in this year for the Freedom Drive school, Hurley said, despite only 130 open spots available.

Movement's other investments into that area include an 185-unit affordable-housing project, space for nonprofits, a wellness center operated by Novant Health and the Ophelia Garmon-Brown Community Center.

"We have the land. We want to steward it as well as we can to benefit the community," Hurley said.

A middle school is also opening to students on that site in August. The school, part of a $22 million investment, will house sixth-graders at first and grow each year up to the eighth grade.

In 2020, Movement launched an Eastland campus on Central Avenue. It houses kindergarten through second grade and will grow up to fifth grade.

The Movement Foundation owns the schools and related properties and handles renovations. It leases the facilities at a reduced cost and draws from state funding to cover operations. Indian Land-based Movement Mortgage has paid $260 million in dividends to date to its foundation.

Caroline Hudson
Banking and Finance Editor
Charlotte Business Journal



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From the Charlotte Business Journal:
https://www.bizjournals.com/char1otte/news/2018/08/20/movement-mortgages-foundation-nabs-2-3m-site-for.htm1

Movement Mortgage's foundation nabs $2.3M site for second charter school campus

Aug 20, 2018, 2:56pm EDT

Movement School, a nonprofit charter-school initiative by Movement Mortgage, is planning to open a second campus in east Charlotte in the fall of 2020.

Movement School East will be located close to the former Eastland Mall site, near the intersection of Central Avenue and Sharon Amity Road. Indian Land-based Movement Mortgage's nonprofit affiliate, The Movement Foundation Inc., purchased the 1-acre site at 5247 Central Ave. for $2.3 million on July 2. The transaction includes the building formerly occupied by Harris Teeter.



MOVEMENT FOUNDATION

Movement School East will be located close to the former Eastland Mall site, near the intersection of Central Avenue and Sharon Amity Road. Movement Mortgage's nonprofit division, Movement Foundation, purchased the 1-acre site at 5247 Central Ave. for $2.3 million on July 2.

The Movement Foundation plans to renovate the space to house the school. Officials at Movement are still finalizing an estimated cost on those renovations. The two campuses will offer similar amenities, such as transportation and an on-site cafeteria.

"We believe opening a second campus will help the unique gifts, talents and abilities of even more children across Charlotte become fully realized," says Casey Crawford, founder and CEO of Movement Mortgage and chairman of The Movement Foundation.

Movement opened its first charter-school campus in August 2017 at the former Kmart site at 2701-B Freedom Drive. The 65,000-square-foot facility enrolled 305 students in kindergarten through second grade in its first year. Third grade was added this year. The project came with a $12 million price tag in startup costs.

The Movement Foundation owns both properties and covers the cost of renovations, while also leasing to Movement School at a reduced price. It uses state funding to cover any operating costs.

The foundation plans to expand its original campus next year to make room for upcoming middle-school grades, according to a press release. Movement School's inaugural classes of students will reach those grades between 2021 and 2023, depending on age.

Movement School aligns its curriculum with that of Sugar Creek Charter School in north Charlotte. About 75% of the 435 students enrolled in the 2018-19 school year are from underserved areas.

Crawford previously told the *Charlotte Business Journal* his idea for Movement School grew out of his own childhood experiences working at his father's hardware store in a lower-income area of Washington, D.C.

"That's when I really began to understand the power of an education," Crawford said in that interview. Movement School's flagship location on Freedom Drive was selected because of its proximity to lower-income neighborhoods in Charlotte.

Movement says it has acquired approval from the state - a process that began at least a year ago. "Movement School East believes that every child deserves a free, world-class education. We provide this by building schools with academic and social programs focused on culturally-relevant pedagogy, character development, and socio-emotional support," reads the application, dated Sept. 21, 2017.

Organizers expect Movement School East to employ 41 staff members, 13 of whom will be classroom teachers, according to the application. It lists the teacher salary range as $35,000 to $80,000 a year, while the head of school is expected to earn between $75,000 and $120,000 a year.

"Our first year (at Freedom Drive) exceeded expectations in almost every way," says Tim Hurley, executive director of education for The Movement Foundation.

The overall goal is to house up to 900 students in kindergarten through eighth grade at each campus.

Caroline Hudson
Banking and Finance Editor
Charlotte Business Journal



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From the Charlotte Business Journal:
https://www.bizjournals.com/charlotte/news/2017/08/08/12-miilion-charter-kicks-off-first-day-of-school.html

$12 million charter kicks off first day of school this week (PHOTOS)

Aug 8, 2017, 1:31pm EDT



MELISSA KEY

Movement School, the $12 million public charter school backed by Movement Mortgage's nonprofit arm, will open Wednesday for the 2017-2018 school year.

The goal of the collaborative project between Movement Foundation, Sugar Creek Charter School and the state of North Carolina is to "end poverty through education," according to a press release.

As previously reported by the *CBJ,* the newly built charter school used to be home to a Kmart. Movement Foundation purchased the space for $4.3 million last year and invested $12 million into the school. The foundation also invested $3 million in the 40,000-square-foot Movement Center in 2015, which serves local nonprofits and ministries. The projects totaled $15 million combined.

The charter school, at 2701 Freedom Drive, exceeded its goal to enroll at least 300 students from kindergarten through second grade with 305 students enrolled for this year. Any student in North Carolina is allowed to attend the school but most of the students enrolled live in west Charlotte.

Raheem Roberts, a first grade teacher at Movement School, wasn't shy to withhold his excitement during the tour. The school held a vibrant appearance, with bright colors and pictures of soon-to-be students and their parents hanging across the walls. Each classroom was built to house an average of 23-25 students, covered with posters for learning and jigsaw puzzle tabletops for

collaborative work. The school also has a built-in library, cafeteria, gym and technology center.

"We do a lot of small group instruction," Roberts said. "That way we can really meet the needs of all our students."

The charter school has 36 staff and 19 teachers, a total of 55 employees for this school year. The 65,000-square-foot facility has space for growth. The long-term plan is to attach a grade level each year up to eighth grade, adding around 100 students and four teachers along with assistants per grade.

Casey Crawford, CEO of Movement Mortgage and Movement Foundation chairman, said the future grade levels are already allocated in the school's budget. Crawford wants Movement School to serve as a model for communities and hopes to replicate it across the U.S. in the next five years.

"We're actually working with some other synergetic partners to try to think about other services that are needed in urban context - how you think about affordable housing, how you think about healthcare and education - and see if we can think of a synergetic offering that's state-sponsored to bring into these communities," Crawford said.

Alex Gailey
Intern Staff Writer
Charlotte Business Journal



	Assessment	Year 1 Baseline	Year 2 Target	Year 3 Target	Year 4 Target	Year 5 Target
Organizational Goal #1: *MSA shall have a three-month operating reserve by year 5.*						
Measure 1: *Write in*	Days cash on hand	0	30	45	45	45
Measure 2: *Write in*	Reserve cash	0	5	15	30	45
Measure 3: *Write in*	Audit Outcome	0	35	60	75	90
Organizational Goal #2: *Student behavior referrals rate 5% by year 5.*						
Measure 1: *Write in*	Teacher referral	10%	7%	3%	3%	3%
Measure 2: *Write in*	Administrative referral	5%	3%	2%	2%	2%
Measure 3: *Write in*						
Organizational Goal #3: *Teaching staff satisfied and retained*						
Measure 1: *Write in*	Teacher satisfaction survey	75%	80%	85%	85%	85%
Measure 2: *Write in*	Teacher retention	70%	80%	85%	85%	85%
Measure 3: *Write in*						

STAFFING PLAN INSTRUCTIONS

LEA Function	Title of Position Responsible for LEA Function	Estimated Annual Salary	Budget Line Item	Excel Row #
Student Enrollment and Admissions	Operations Director	$82,000	Operations Director	59
Student Data Collection and Submission (e.g. FTE, Student Record)	Operations Director	$82,000	Operations Director	59
Employee Data Collection and Submission (e.g. CPI)	Operations Director	$82,000	Operations Director	59
Coordinating Service and Compliance Related to English Learners	Assistant Principal	$82,000	Assistant Principal	58
Coordinating Service and Compliance Related to Students with Disabilities	EC Coordinator	$61,000	EC Coordinator	60
Coordinating Service and Compliance Related to Homeless Students	Assistant Principal	$82,000	Assistant Principal	58
Federal Program Administration (e.g. developing the CLIP, gathering stakeholder input, submitting required documents and reports)	Principal	$104,000	Principal	57
Federal Program Implementation (e. g. coordinating services to students and families)	Assistant Principal	$82,000	Assistant Principal	58
Ensuring Protection of Student Rights (e.g. FERPA, PPRA)	Assistant Principal	$82,000	Assistant Principal	58
Student Health and Welfare (e.g. nursing program, health screenings)	Operations Director	$82,000	Operations Director	59
Ensuring Transperancy in Governance (e.g. Open Meetings and Open Records)	Principal	$104,000	Principal	57
Human Resources (e.g. clearance certificates, FMLA)	Operations Director	$82,000	Operations Director	59
Fiscal Management (e.g. accounting, payroll)	Prestige Back Office Provide	$35,000	Bookkeeping and Pa	100

MOVEMENT SCHOOL

Atlanta

Start-Up Plan
School Opening: 2024-2025

Exhibit 39

STUDENT RECRUITMENT AND GENERAL MARKETING

July - October 2023
Brand building and initial community outreach

• Press/media announcements regarding launch, site and network expansion
• Brand identity establishment and asset creation including logos, graphics, website pages, social accounts
• Begin school promotion across all digital platforms, starting with interest survey
• Collect parent interest information for future recruiting and promotional use
• Fall groundbreaking ceremony for board members, media and community
• Release timely building progress updates across all platforms to keep momentum

November - December 2023
Launch Recruitment Campaign

• Begin targeted digital marketing toward Fall 2024 enrollment, including
• Collect parent interest information for future recruiting and promotional use
• Release timely building progress updates across all platforms to keep momentum
• Press release/media announcement of school principal + addition of pre-K to all elementary locations

January - March 2024
Aggressive Fall Enrollment Recruitment

• Continue targeted digital marketing toward Fall 2024 enrollment
• Utilize interest lists for targeted communication
• Radio advertising
• Begin networking with local daycare centers



Atlanta

• Release timely building progress updates across all platforms to keep momentum

April - June 2024
Continue Fall Enrollment Recruitment, Reach application goals

• Continue targeted digital marketing toward Fall 2024 enrollment
• Utilize interest lists for targeted communication
• Radio advertising as needed
• Open House for Founding Family and local leadership tours
• Spring community event either onsite or nearby
• Release timely building progress updates across all platforms to keep momentum

July - August 2024
Celebrate site completion, reach remaining enrollment goals

• Continue targeted digital marketing toward Fall 2024 enrollment
• Ribbon cutting ceremony
• Create media assets including photography and video
• Press release of ribbon cutting/site opening

STAFF RECRUITMENT

July - October 2023
Brand building and initial community outreach

• Press/media announcements regarding launch, site and network expansion
• Highlight school staff needs in early communications
• Hire principal

November - February 2024
Launch Early Sta! Application Window

Target: 25% of roles filled

MOVEMENT SCHOOL

Atlanta

• Post all job positions to website by Thanksgiving break
• Market roles via Facebook, Google ad words, LinkedIn, and email list.
• Prioritize interviews for Director of Operations.
• Build applicant pool November to February.
• Complete initial round of interview and hiring in February.

February - May 2024
Spring Hiring Window

Target: 70% of roles filled

• Continue to promote job postings via digital channel
• Reach out to current and newly hired teachers for referrals. Consider referral bonus at this time.
• Build an applicant pool through March. Begin rolling interviews and hiring in March.

June- August 2024
Summer Hiring Window

Targets: May 31: 70% of roles filled, June 31: 90% of roles filled, July 31: 100% of roles filled

• Continue to promote job postings via digital channel
• Reach out to current and newly hired teachers for referrals. Consider referral bonus at this time.
• Rolling hires through August until all positions are filled.

VENDOR SELECTION

August-September 2024
Secure Marketing Partners



Atlanta

• Review scope of marketing and outreach needs. Costs to be covered by the Movement Foundation.
• Contract with:
◦ Marketing partner
◦ Social Media partner
• Build initial photography and video production schedule with Movement Mortgage Marketing Team

September- January 2024

Early Outreach and Bids

• Reach out to existing Movement School partners. Get preliminary price quotes for adding an additional Movement School.
• Priority partners:
◦ Catering
◦ Transportation
◦ Janitorial
◦ PT/OT/Speech/Psych
◦ Tech Support
◦ Accounting
◦ Payroll
◦ Insurance
• BEGIN WORKING ON CATERING CONTRACT AND USDA CERTIFICATION IMMEDIATELY

February-May 2024

Finalize Partners

• Once approved for charter, post RFPs and solicit bids.
• Board review and select contracts.
• Sign contract and update budget to reflect contract actuals.

FACILITIES

June 2023

Atlanta

Purchase, Design, Permitting

• Site secured by June 2023

•Contact community's planning and zoning departments for land-use permits and requirements

• Choate and LS3P contracted for design and construction work.

• Concept designs completed July 2023

• Building permits secured from SCDE's Office of School Facilities (OSF) by October 2023

• Traffic study with SC Department of Transportation (SCDOT) School Traffic Engineering Site Visit

October 2023-May 2024

Upfit and final inspection

• Complete interior upfit of building to optimize for school use

• Complete final inspect for certificate of occupancy for educational use and USDA approval

• Tra

May-June 2024

Move In

• Staff moves in and set up for school launch

MOVEMENT SCHOOL

NETWORK IA TESTING GUIDELINES AND POLICY

TESTING SCHEDULE AND DATES

- Testing will happen in the morning. No later than an hour after arrival ends.
- IA's happen over multiple days but should not exceed 3 days.
- IA's will happen on the same day for schools in the same region and state (follow the network testing calendar)
- Teachers need to plan "light curriculum" lessons for testing days (e.g., read aloud, hands-on project, computer program). This will allow for brain breaks and teacher grading time.

GENERAL

- All classrooms and virtual space must be cleared or covered up from any content specific resources (for ex: hundreds chart, visual anchors etc)
- The test is not timed however may not exceed 3 days per student
- Students must take each portion of the exam in one sitting (straight), unless there is a lunch break or recess break in between testing.

*K/1 Math Specific Note: the math IA will be read out loud in grades K and 1 because we do not want any potential reading gaps impact our ability to access our scholars mathematical understanding

MATERIALS

- IA's will be provided the day of the assessment
- Sharpened no. 2 pencils will be provided the day of the assessment
- IA's will have each student name and ID number attached. There will be no additional IA's given
- AP's will pick up completed IA's by the end of the day
- Materials for the assessment should be prepped at least 24 hours before the first day of the exam (for ex: manipulatives in baggies, rulers, etc)

SPECIAL EDUCATION

- All IEPs must be followed to the fullest extent (for ex: small group testing setting etc)
- If there is no special education document in place for a student we cannot provide additional accommodations

GRADING UPLOAD

We want all of our teachers and school leaders to have the most complete, accurate, and timely scholar data prior to Data Day and data meetings with coaches. We administer IAs to give us meaningful information about student learning in order to make decisions about instruction and develop a plan. If your data is incomplete, then your planning will be incomplete. For the data to have comparative and longitudinal value, all schools need to follow common timelines on administration and upload. Finally, in order to provide efficient and effective network support to all schools, we need to maintain common network expectations and timelines. We want to make sure that any logistical or systems problems that may arise can be resolved quickly.

- Grading Upload is due no later than the Monday following the last day of testing.
- Grading is due EOD (4pm) the Monday following the last day of testing
- If there are system issues during upload and schools are unable to upload the CAO must be notified via email
- Multiple choice is scored immediately in our grading system, however open response and oral needs to be scored by teacher
- Norming for open ended responses will occur across the network. It is more than possible that another Movement school or teacher grades your open response for your class.

We count all currently enrolled students in the IA Upload Percentage, regardless of the scholars' start date, and the target is 98% data upload by each data upload deadline. The following students are included in the IA upload percentages:

- Suspended scholars
- Scholars that have had frequent suspensions
- Scholars with behavior issues
- All SPED scholars taking regular state exams (even those that may receive accommodations such as additional time)
- Scholars who are out sick/hospitalized for less than 3 months

Scholar Exemptions

- The only students the assessment team can remove from the IA Upload Percentage are:
- Scholars who withdraw from the school before the IA cycle

- SPED students whose IEPs dictate that they take an alternative assessment at the end of the year rather than the state test that most students take
- Scholars who are out sick/hospitalized for 3 months or more
- Scholars taking another grade's IA

If you are unsure if a student qualifies for an exemption, or you need to request an exemption, please reach out to CAO

IA Exam Question	Teachers CANNOT use questions like the below:	Teachers CAN use questions like the below:
Kelly baked a batch of 24 cookies. Cristina baked 13 cookies. How many more cookies did Kelly bake than Cristina?	X Sam has 24 baseball cards. Rachael has 13 baseball cards. How many more baseball cards does Sam have than Rachael? (Matches IA Question numbers) X Nasir baked 34 cookies. Jasmine baked 21 cookies. How many more cookies did Nasir bake than Jasmine? (Matches IA Question context)	√ A truck delivered 49 cases of water to one house and 37 cases to a second house. How many more cases did the truck deliver to the first house? (Assesses the same standard but uses different numbers and context than IA Q)
Essay Prompt: Analyze change and continuity in labor systems in the Atlantic World between 1490 and 1900.	X Analyze change and continuity in labor systems in the Atlantic World between 1490 and 1900. (Matches IA content and question type)	√ Analyze change and continuity in social structures in the Atlantic World between 1490 and 1900. (Assesses the same SKILL/QUESTION TYPE with different CONTENT STANDARD) √ Compare and contrast labor systems in North and South America between 1490 and 1900. (Assesses different SKILL/QUESTION TYPE with same CONTENT STANDARD.

ROLES & RESPONSIBILITIES

- **Network** turns off access to blind IAs in Illuminate 2 weeks after the Data Day associated with the IA
- **AP's** should ensure that LASW related to the test is done prior to this date.
- **Teachers** should not give IAs to scholars to take home.
- **Teachers** should not use IA materials in the classroom:
    - **Teachers** should not build IA questions into lessons or into instructional review for upcoming IAs
    - **Teachers** should not use questions from old IAs unless those questions have been published and shared with teachers in another way.

- **Teachers** should not develop materials that match IA materials in either the specific numbers/content or context of an IA question. Please see examples below:

- **For literature and writing courses**, the IA is intended to give teachers a sense of how students will perform on a cold text with a variety of questions that students may not have seen before. This is most closely matched to the conditions of the state tests. **Teachers** should focus on preparing students to successfully answer all questions without narrowly focusing preparation on the types of questions that teachers may remember from the previous year's IAs. **Teachers** should not use passages or excerpts of passages from past IAs in instruction or try to target the topic or vocabulary from an IA. Any attempts to shift instruction in this way will actually lead to misleading data about students' ability to understand cold passages and respond to questions about that passage.

- **School leaders** who notice teachers specifically targeting instruction to passages or questions from previous IA exams should follow up with that teacher to both explain why that method of instruction is not best for scholars' learning in the long run and to direct that teacher to more appropriate instructional resources. Recommended instructional resources to understand the rigor of the exam are articulated in the IA blueprint for each course. This must also be reported to the CAO

ADMINISTRATION

- Teachers cannot provide assistance before, during or after the exam
- Teachers cannot review the answers to the assessment (even after it has been collected)
- Teachers cannot rephrase the question. Must read the question word for word.
- Teachers should not explain the definition of a word etc
- Teachers must read the prompt with a neutral tone. Teachers cannot emphasize certain phrases or words while reading it to scholars. (For ex: increase voice on the word "more")

MAKE UPS

- If students are absent the day of testing they can make up the exam. The student should pick up on the current days assessment and make up the missed portion at a different time. This does mean that a student will be trying to complete 2 portions in one day. While this is not ideal, this will be the policy to ensure our students and families understand the importance of attendance especially on testing days.

- All make ups should happen before the network upload due date. If this is not possible, a written documentation to the family needs to be sent home explaining the significance (for ex: missed assessment can impact report card grade, which impacts promotion criteria etc)

VIRTUAL TESTING

As we know this is an unprecedented time for schools. At least 50% of our students are virtual therefore they must complete their assessment virtually. While this is not ideal for testing there are guardrails we can put in place to try to ensure testing integrity

- There should be a separate teacher designated for testing students virtually. Teachers cannot run in person and virtual at the same time for testing.
- Virtual teachers should be provided resources to access materials virtually (for ex: virtual manipulatives, rulers etc) OR mail manipulatives home in time for the IA
- Virtual teachers should ensure that the scholar is in a space in their home solo. They can do this by:
    - Panning the room to ensure scholars are alone
    - Letting families know in advance scholar must be alone and at the sign of anyone present or supporting in any way results in an automatic null and void of test
    - Paying attention to the scholars eyes (are they constantly looking up or around their room etc)

CULTURE OF TESTING

At Movement we want to ensure our scholars get excited about testing because they are excited to show off what they know and learned so far. We know that testing naturally creates anxiety therefore we need to be intentional about creating an environment in which it does the opposite. Across the network we will embed “Testing Hype.” Testing Hype are intentional methods to get scholars pumped about taking assessments. Testing Hype includes but not limited to:

- At least 2 weeks countdown to upcoming IA (for ex: 8 days until IA 2)
- Morning message aligned positive mindset around testing and difficult task (for ex: Lebron James talking about never giving up)
- Pump up music (for ex: “we ready” anthem)
- Testing environment shout outs and recognition (for ex: shout out to Shawn for his focus on the IA day 1, he doubled check his math problem by solving it another way)
- After Testing: Honor Roll and Principal List Ceremony - absolute and growth

BYLAWS OF Movement School

I. OBJECTIVES AND PURPOSES

I.1. PURPOSES. The purposes for which the corporation is organized are exclusively educational and cultural within the meaning of §501(c)(3) of the Internal Revenue Code of 1986, as amended or the corresponding provision of any future United States Internal Revenue Law ("Internal Revenue Code"). More specifically, the corporation is formed to enrich the lives of young people of all cultural, racial and economic backgrounds, through educational experiences of the highest quality. The corporation shall carry on only those activities permitted to be carried on by an organization which is exempt from taxation under the provisions of §501(c)(3) of the Internal Revenue Code.

I.2. BROAD AUTHORITY. In carrying out the objects enumerated in Section I. 1, the board of directors of the corporation from time to time shall have broad authority and discretion to use the funds and property belonging to the corporation in such manner as shall to them seem most conducive to those ends.

I.3. PROHIBITIONS ON ACTIVITIES. Notwithstanding any other provision of these Bylaws, of the Articles of Incorporation of the corporation, or of any action taken by the board of directors, no part of the net earnings or funds of the corporation shall inure to the benefit of any private shareholder, member or individual, and no part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, except as is otherwise expressly permitted by the Internal Revenue Code and by law; nor shall the corporation intervene in any political campaign on behalf of any candidate for public office. The corporation shall act in such manner as to maintain its status as a tax exempt educational and cultural corporation under the provisions of §501(c)(3) the Internal Revenue Code with specific reference to the requirements and prohibitions of its Articles of Incorporation.

II. STOCKHOLDERS

II.1. NO STOCKHOLDERS. The corporation shall not have stockholders.

III. MEMBERSHIP

III.1. NO MEMBERS. The corporation shall not have members.

IV. BOARD OF DIRECTORS

IV.1. GENERAL POWERS. The affairs of the corporation shall be managed by or under the direction of its board of directors.

IV.2. NUMBER, TENURE AND QUALIFICATIONS. The number of directors shall be at least five (5), but not more than fifteen (15), excluding ex-officio and emeritus members of the board of directors. The right to elect, select, or remove directors shall be vested in the board of directors of the corporation, as hereinafter provided. The directors of the corporation shall serve for a term of three (3) years with terms of approximately one-third (1/3) of the directors constituting the board of directors to expire each year. Directors shall be elected as the need arises. Except as otherwise specifically determined by the board of directors of the corporation, a director shall be eligible to serve on the board of directors for up to two (2) consecutive three (3) year terms. After the maximum service period has expired, such director must cease to serve for at least one (1) year before becoming eligible for reelection to the board of directors of the corporation.

IV.3. EX-OFFICIO DIRECTORS. The School Director and Chief Operating Officer shall be ex-officio members of the board of directors of the corporation. Additionally, the board of directors of the corporation may also, from time to time, by a majority vote, appoint to the board of

directors as an ex-officio director any person who it may deem desirable to be a member of the board of directors in their capacity as a representative of another organization or by reason of holding a particular position in the community. Any ex-officio director shall have all rights, excluding the right to vote, of directors elected in accordance with the provisions of these Bylaws; provided, however, that the term of an ex-officio member of the board of directors shall not exceed one (1) year from the time of his or her appointment, subject to reappointment by the board of directors as provided for herein.

IV.4. EMERITUS DIRECTORS. Upon recommendation from the Nominating and Governance Committee, the board of directors may confer by majority vote the status of Emeritus Board Member on persons who have demonstrated unique and extraordinary commitment and service to the corporation. Emeritus Board Members may but are not required to attend meetings of the board of directors. Emeritus Board Members do not have voting rights, do not count toward a quorum or for attendance at meetings, and do not count toward the minimum or maximum number of directors on the board. The status of Emeritus Board Member may be removed with or without cause by the affirmative vote of two thirds of the board of directors of the corporation then in office.

IV.5. ELECTION OF DIRECTORS. Members of the board of directors of the corporation shall be elected as required. The board of directors of the corporation shall determine on a recurring basis by majority vote the number of directors to be elected in addition to the ones specified. When the number has been determined, nominations shall be received from the Nominating and Governance Committee and those persons receiving the highest number of votes shall be elected.

IV.6. MEETINGS. At the beginning of each fiscal year the board of directors of the corporation shall establish a calendar of its regularly scheduled board meetings for that year, and set forth the time and place of each such meetings. A copy of that calendar shall be maintained by the School Director in the school office, and notice thereof shall be published on the school website. An annual meeting of the board of directors of the corporation shall be held in the month of June of each calendar year to approve the budget and elect officers. The board of directors shall meet at least 8 times during the fiscal year.

IV.7. SPECIAL MEETINGS. Special and emergency meetings of the board of directors may be called by or at the written request of the Chair or at least three (3) directors of the corporation. The person or persons authorized to call special or emergency meetings of the board may fix any convenient location as the place for holding such special or emergency meetings of the board called by them. A calendar of all special meetings and their locations shall be maintained by the School Director in the school office, and notice thereof shall be published on the school's website at least 48 hours prior to such special meetings. In addition, notice of all emergency meetings shall be emailed of faxed to all media who may have requested such notice in advance of those meetings.

IV.8. NOTICE. Notice of any meeting of the board of directors of the corporation shall be given at least three (3) days prior thereto by written notice to each director at his or her address as shown by the records of the corporation, except that no meeting of directors to remove a director, to dismiss the School Director, or to amend the Articles of Incorporation or these Bylaws of the corporation may be held unless written notice of the proposed action is delivered to all directors then in office of the corporation at least fourteen (14) days prior to such meeting. If mailed, any notice under this Section 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 is given by telegram or by facsimile, such notice shall be deemed to be delivered when the telegram is delivered to the telegram company or when the facsimile is

received at the number furnished by the director. Notice of any meeting of the board of directors may be waived in writing signed by each person entitled to the notice either before or after the time of the 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 need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these Bylaws.

IV.9. QUORUM. A majority of the directors of the corporation 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 the directors are present at said meeting, a majority of the directors present may adjourn the meeting to another time without further notice.

IV.10. 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 of the corporation, unless the act of a greater number is required by statute, these Bylaws or by the Articles of Incorporation.

IV.11. DIRECTOR PARTICIPATION IN MEETING BY TELECOMMUNICAITONS. Directors may participate in and act at any additional regular or special board meeting by conference telephone or other communication equipment by means of which all persons participating in the meeting can communicate with each other, and participation in a meeting pursuant to this section shall constitute presence in person at such meeting.

IV.12. VOTING. Each member of the board of directors shall be entitled to one (1) vote; excluding emeritus and ex officio members.

IV.13. VACANCIES. Any vacancy occurring in the board of directors of the corporation to be filled by reason of an increase in the number of directors or because of a vacancy on the board shall be filled by the board of directors of the corporation at any regular or special meeting of the board of directors upon recommendation of the Nominating and Governance Committee or upon nomination by any director, unless the Articles of Incorporation, a statute, or these Bylaws provide that a vacancy or a directorship so created shall be filled in some other manner, in which case such provision shall control. A director elected or appointed, as the case may be, to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

IV.14. RESIGNAITON AND REMOVAL OF DIRECTORS. A director may resign at any time or may be removed with or without cause by the affirmative vote of the majority of the directors of the corporation then in office.

IV.15. LOSS OF MEMBERSHIP ON THE BOARD OF DIRECTORS. A director who is absent from three (3) consecutive regular meetings of the board of directors without having been excused by the Chair MAY lose his or her membership on the board of directors, provided that such director shall first have been notified in writing by the Secretary that he or she has been absent from two (2) consecutive regular meetings of the board of directors and such notice shall refer to this Section IV.14 of the Bylaws.

IV.16. PRESUMPTION OF ASSENT. A director of the corporation who is present at a meeting of the board of directors of the corporation at which action on any matter of the corporation is taken shall be conclusively presumed to have assented to the action taken unless his or her dissent shall be entered in the minutes of the meeting or unless he or she shall file his or her written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered or certified mail to the Secretary of the corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a director who voted in favor of such action.

IV.17. CONFLICT OF INTEREST. The Board shall adopt, and periodically review and revise as may be necessary, an appropriate “Conflict of Interest” policy, which shall apply to the actions of the directors, officers and employees of the corporation. Such policy shall require that any person with a financial or other material interest in any proposed or existing relationship or transaction with the corporation (a) disclose such interest and (b) refrain from participation in any decisions relating to such relationship or transaction. In addition, all members of the Board shall, at least annually, complete and execute a Conflict of Interest Disclosure Statement in which they acknowledge their familiarity, and commitment to comply, with that policy. Additionally, no voting member of the Board of Directors shall be an employee of a for-profit company that provides substantial services to the Corporation for a fee.

Before any immediate family, as defined O.C.G.A. Section 20-2-58.1, of any member of the board of directors or a charter school employee with supervisory authority shall be employed or engaged as an employee, independent contractor, or otherwise by the board of directors in any capacity, such proposed employment or engagement shall be (i) disclosed to the board of directors and (ii) approved by the board of directors in a duly called open-session meeting. The burden of disclosure of such a conflict of interest shall be on the applicable board member or employee with supervisory authority. If the requirements of this subsection are complied with, the charter school may employ immediate family of any member of the board of directors or a charter school employee with supervisory authority.

A person shall not be disqualified from serving as a member of a charter school's board of directors because of the existence of a conflict of interest, so long as the person's actions comply with the school's conflict of interest policy established as provided in this subsection and applicable law.

The members of the governing board of the nonprofit shall receive no compensation other than reimbursement of reasonable expenses incurred while fulfilling duties as a member of the board.

V. OFFICERS

V.1. OFFICERS. The officers of the corporation shall be a Chair, a Vice Chair, a Secretary and a Treasurer and such other officers as may be elected or appointed by the board of directors. Officers whose authority and duties are not described in these Bylaws shall have the authority and perform the duties prescribed, from time to time, by the board of directors of the corporation. The same person may hold any two (2) offices except those Chair and Secretary. All officers must be members of the board of directors of the corporation.

V.2. ELECTION AND TERM OF OFFICE. The officers of the corporation shall be elected annually by the board of directors of the corporation at the annual meeting of the board of directors upon nomination from the Nominating and Governance Committee or from any member of the board of directors of the corporation. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be possible. Vacancies may be filled or new offices created and filled at any meeting of the board of directors of the corporation. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified or until his or her death or until he or she shall resign or shall have been removed in the manner hereinafter provided.

V.3. REMOVAL. Any officer elected or appointed by the board of directors of the corporation may be removed by the affirmative vote of a majority of the board of directors of the corporation

then in office whenever in its judgment the best interests of the corporation would be served thereby.

V.4. CHAIR. The Chair shall be the principal officer of the corporation. Subject to the direction and control of the board of directors, he or she shall, when present, preside at all meetings of the board of directors and, with the assistance of the board of directors, establish the agenda for all meetings. The Chair shall appoint and be an exofacial member of all committees and other boards. The Chair shall, with the Secretary or any other officer of the corporation authorized by the board of directors, execute any deed, mortgage, lease, bond or other instrument which the board of directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the board of directors or by these Bylaws to some other officer or agent of the corporation, or shall be required by law to be otherwise signed or executed. The Chair shall perform all duties incident to the office of Chair and such other duties as may be prescribed by the board of directors of the corporation.

V.5. VICE CHAIR. The Vice Chair shall perform such duties which may be specified by the board of directors of the corporation and/or by the Chair.

V.6. SECRETARY. The Secretary shall (a) record the minutes, or provide for the recording, of the minutes of all meetings of the board of directors of the corporation in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be a custodian of the corporate records and of the seal of the corporation; (d) chair the Nominating and Governance Committee; and (e) perform all the duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Chair or by the board of directors of the corporation.

V.7. TREASURER. The Treasurer shall (a) shall oversee and supervise the corporation's accounting practices and financial operations employees; (b) shall be responsible for the maintenance of adequate books of account for the corporation; (c) have charge over all funds and securities of the corporation, and be responsible therefore, and for the receipt and disbursement thereof; (d) chair the Finance Committee; (e) present reports of the corporation's financial information to the board of directors on a regular and timely basis; and (f) perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Chair or by the board of directors of the corporation.

VI. SCHOOL DIRECTOR AND CHIEF OPERATING OFFICER

VI.1. The School Director shall be the principal professional employee of the corporation, and shall have plenary oversight and authority over all employees of the corporation, including, but not limited to, the authority to employ and discharge any and all of the employees of the corporation. The Chief Operating Officer shall have oversight and authority as may be assigned to that position by the School Director. Additionally, these officers shall perform such duties as from time to time may be assigned to them by the Chair or the board of directors of the corporation.

VII. COMMITTEES

VII.1. EXECUTIVE COMMITTEE. The Executive Committee shall be a standing committee of the corporation. The Executive Committee shall consist of the officers of the corporation, and such members-at-large as selected by the Chair. The number of members of the Executive Committee shall not, in any event, exceed seven (7) in number. The Executive Committee shall manage the affairs of the corporation between meetings of the board of directors. It shall do so in accordance with the policies of the corporation as established by the board of directors.

The Executive Committee shall have and exercise the authority of the board of directors of the corporation in the management of the corporation; provided, however, the board of directors may by resolution limit the authority of the Executive Committee and all actions of the Executive Committee shall be reported to the board of directors of the corporation. The Chair or, in his or her absence, the Vice Chair or any other appointed Executive Committee member shall preside at the meetings of the Executive Committee.

VII.2. NOMINATING AND GOVERNANCE COMMITTEE. The Nominating and Governance Committee shall be a standing committee of the corporation. This Committee shall be chaired by the Secretary of the board, consist of not less than two (2), nor more than five (5), members of the board of directors of the corporation and/or such other persons as the Chair may designate, as appointed by the Chair. The Nominating and Governance Committee shall have the responsibility and authority to nominate members of the board of directors, recommend to the board of directors of the corporation a slate of officers of the corporation and the responsibility and authority to propose changes to the bylaws, policies and practices to ensure compliance with current Georgia statutes and regulations.

VII.3. FINANCE COMMITTEE. The Finance Committee shall be a standing committee of the corporation. It shall be chaired by the Treasurer of the board, consist of not less than two (2), nor more than five (5), members of the board of directors of the corporation and/or such other persons as the Chair may designate, as appointed by the Chair. The Finance Committee shall assist in the preparation of the annual budget of the corporation and shall have such other responsibilities with respect to the financial affairs of the corporation as are conferred upon it from time to time by the board of directors of the corporation.

VII.4. OTHER COMMITTEES. In addition to the Executive Committee, the Nominating and Governance Committee and the Finance Committee provided for in Sections VII.1, VII.2, and VII.3 above, which shall be standing committees, the board of directors of the corporation, by resolution adopted by a majority of the directors of the corporation then in office, may designate one or more liaison persons or special committees, each of which will consist of one (1) or more directors of the corporation and/or such other persons as the Chair designates. All such committee members shall be appointed by the Chair and shall serve at the pleasure of the board of directors of the corporation.

VII.5. TERM OF OFFICE. Each member of a committee shall serve as such until his or her successor is appointed, unless the committee shall be sooner terminated, or unless such member is removed from such committee by the board of directors of the corporation by the affirmative vote of a majority of directors then in office.

VII.6. CHAIR. One (1) member of each committee shall be appointed chair of the committee; provided, however, that the Chair shall serve as the chair of the Executive Committee.

VII.7. VACANCIES. Vacancies in the membership of any committee may be filled by appointment by the Chair, and as approved by the chair of the Committee.

VII.8. QUORUM. Unless otherwise provided in the resolution of the board of directors of the corporation designating the committee, a majority of the committee members present 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.

VII.9. RULES. Each committee may adopt rules for its own government not inconsistent with these Bylaws or with rules adopted by the board of directors of the corporation.

VII.10. INFORMAL ACTION. The authority of a committee may be exercised without a meeting if consent in writing setting forth the action taken is signed by all the members entitled to vote.

VIII. BOARD OF ADVISORS

VIII.1. The board of directors of the corporation shall, by resolution adopted by a majority of the directors of the corporation, appoint a Board of Advisors to the corporation. The Board of Advisors shall consist of those Directors Emeritus, or prominent persons determined by the board of directors to be in a position to further the purposes of the corporation. The Board of Advisors shall serve at the pleasure of the board of directors of the corporation. The board of directors may consult with the Board of Advisors from time to time on matters of importance to the corporation.

IX. CONTRACTS, CHECKS, DEPOSITS AND FUNDS

IX.1. CONTRACTS. The board of directors of the corporation 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.

IX.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 other 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 of the corporation. In the absence of such determination by the board of directors of the corporation, such instruments shall be signed by the Treasurer and countersigned by the Chair or Vice-Chair of the corporation.

IX.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 of the corporation may select.

IX.4. GIFTS. The board of directors of the corporation or the Chair of the corporation 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.

X. BOOKS AND RECORDS

X.1. The corporation shall keep correct and complete financial books and records of account and shall also keep minutes of the proceedings of its board of directors and all committees. All books and records of the corporation may be inspected by any member of the board of directors of the corporation or by any officer of the corporation for any proper purpose at any reasonable time. A complete audit of all financial records of the corporation shall be made within a reasonable time of the end of the fiscal year of the corporation by an auditor selected by the board of directors of the corporation.

XI. FISCAL YEAR

XI.1. The fiscal year of the corporation shall be July 1st to June 30th of the succeeding year.

XII. SEAL

XII.1. The corporate seal shall have inscribed thereon at least the name of the corporation. The seal may be used by causing it or a facsimile thereof to be impressed or affixed or in any other manner reproduced, provided that the affixing of the corporate seal to an instrument shall not give the instrument additional force or effect, or change the construction thereof, and the use of the corporate seal is not mandatory.

XIII. WAIVER OF NOTICE

XIII.1. Whenever any notice is required to be given under the provisions of Chapter 3 of the Official Code of Georgia Annotated or under the provisions of the Articles of Incorporation or these 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 herein, shall be deemed equivalent to the giving of such notice. Attendance at any meeting shall constitute waiver of notice thereof unless the person at the meeting objects to the holding of the meeting because proper notice

was not given.

XIV. INDEMNIFICATION

XIV.1. DIRECTORS, OFFICERS, EMPLOYEES OR AGENTS. The corporation shall indemnify any director, officer, employee or agent to the maximum extent permitted by the provisions of O.C.G.A. Section 14-3-850 and 14-3-858, inclusive, the terms of which are hereby incorporated by reference.

XIV.2. INDEMNIFICATION NOT EXCLUSIVE. The indemnification provided by this Article shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any bylaw, agreement, vote of disinterested directors, or otherwise, both as to action in his or her 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, officer, employee or agent, and shall inure to the benefit of the heirs, executors and administrators of such a person.

XIV.3. INSURANCE. The corporation may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the corporation, or who is or was serving at the request of the corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust of other enterprise, against any liability asserted against such person and incurred by such person in any such capacity, or arising out of his or her status as such, whether or not the corporation would have the power to indemnify such person against such liability under the provisions of this Article.

XIV.4. INDEBTEDNESS. No indebtedness of any kind incurred or created by the state charter schoolshall constitute an indebtedness of the State or its political subdivisions, and no indebtedness of the state charter school shall involve or be secured by the faith, credit, or taxing power of the State or its political subdivisions. The corporation shall clearly indicate to vendors and other entities and individuals that the obligations of the corporation under agreement or contract are solely the responsibility of the corporation and are not the responsibility of the SBE or the State.

XV. AMENDMENTS

XV.1. The power to alter, amend, or repeal these Bylaws or adopt new Bylaws shall be vested in the board of directors of the corporation, unless otherwise provided in the Articles of Incorporation or the Bylaws. Such action may be taken at a regular or special meeting for which written notice of the purpose shall be given at least fourteen (14) days in advance and shall only be taken upon an affirmative vote of at least two thirds of the board of directors of the corporation then in office. The Bylaws may contain any provisions for the regulation and management of the affairs of the corporation not inconsistent with law or the Articles of Incorporation.

XV.2. Amendments will not be implemented until approved by the Georgia Office of Charter Schools and State Board of Education.

XVI. Dissolution

XVI.1 Prior to dissolution, the finance committee shall prepare a plan to ensure the corporations liabilities and obligations are paid and discharged, or otherwise adequately provided for. The plan shall also provide for the proper distribution of any remaining assets.

XVI.2 The dissolution plan must be approved by a majority of the directors. Directors shall be given at least five days' notice prior to the meeting to review the dissolution plan and the notice must include a copy or summary of the plan of dissolution.

* Movement School and its Board of Directors is committed to upholding all applicable state and federal laws. Specifically, Movement School and its Board of Directors is committed to recognizing Open Meetings Law O.C.G.A. Section 50-14-1 et. seq. and abiding by this statute in accordance with all other by-laws as stipulated above.

The Movement School's Code of Conduct has been designed to guide the efforts of teachers and staff in creating a safe, orderly environment and to reinforce that mission of our school: "We exist to love and nurture scholars by leading a movement of change in education through academic excellence, character development, and preparation for success in life."

CODE OF CONDUCT

The Code of Conduct states clearly all school-wide rules governing student behavior as well as the consequences for breaking the rules, will serve as a breach of contract among parents, students, and staff. Embracing the principles outlined here is a first and vital step toward creating the type of environment in which our students can thrive. Adhering to the Code of Conduct will not only minimize physical harm and disruption among students, but it will help establish among all members of the School community the habits that characterize a civil society.

SCHOOL DISCIPLINE POLICY

Our staff desires to create a safe, positive environment to ensure that students can learn. We have developed a discipline plan that will allow students to be rewarded for appropriate behavior and appropriate consequences for inappropriate behavior. The following policy has been established to help all students achieve self-discipline.

The school rules are posted and explained to students.

Students are expected to be:

1. RESPECTFUL
2. RESPONSIBLE
3. READY TO LEARN

When students follow the rules, they EARN positive incentives to encourage appropriate student conduct. Such programs include but are not limited to the positive office referrals, uniform-free days, field trips, homework passes, a trip to the school store, et al.

If a student breaks a rule, the following hierarchy of consequences are generally followed:

<table>
<tr><th colspan="5">MOVEMENT BEHAVIOR MATRIX</th></tr>
<tr><th colspan="5">Minor
(Teacher-managed unless multiple documented incidents)</th></tr>
<tr><th>Violation</th><th>Consequence 1</th><th>Consequence 2</th><th>Consequence 3</th><th>Consequence 4</th></tr>
<tr><td>Inappropriate Language

Physical Contact/Physical Aggression</td><td>Verbal Warning/ Redirection

Recorded on</td><td>Verbal Warning/ Redirection with OWN/reflection conversation with</td><td>BMT comes and picks up student

Phone call home</td><td>Major Behavior Referral (educators handbook)</td></tr>
<tr><td>Defiance/Disrespect/Non-Compliance</td><td>behavior log</td><td>teacher</td><td>OWN/reflection convo</td><td>Contact to parent by BMT /Administrator</td></tr>
</table>

Property Misuse	Loss of Dojo points	Phone call home Recorded on behavior log Loss of Dojo points	with BMT Loss of Dojo points	* 1 Day of ISS/OSS depending on severity
Dress Code Violation				
Technology Violation (minor)				
Personal Electronic Device Use Violation		Devices will be confiscated and returned to the student at the end of the day.	Devices will be confiscated and only returned to the parent/guardian.	Major Behavior Referral Contact to parent by BMT /Administrator *1 Day of ISS/OSS depending on severity
Major (Office Managed)				
Violation	**Consequence 1**	**Consequence 2**	**Consequence 3**	**Consequence 4**
Abusive Language/ Inappropriate language/ Profanity	Major Office Referral Parent will be contacted by BMT/Administrator 1-3 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator 3-5 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator 5-10 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator OSS, Recommended to board for possible exclusion/expulsion Depending on decision, could require re-entry meeting or board hearing
Disruption				
Defiance/Disrespect/ insubordination/ non-compliance				
Theft				
Property damage/vandalism				
Technology violation				
Inappropriate location/out of bounds area				
Harassment/Bullying	Major Office Referral Parent will be contacted by BMT/ Administrator *3 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator *5 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator *10 Days of OSS Re-Entry Meeting	Major Office Referral Parent will be contacted by BMT/Administrator OSS, Recommended to board for possible exclusion/expulsion Depending on decision, could require re-entry meeting or board hearing
Fighting/Physical Aggression				
Use/possession of	Major Office Referral			

combustibles	• parent will be contacted by BMT/Administrator • OSS, Recommended to board for possible exclusion/expulsion • depending on decision, could require Re-Entry Meeting or board hearing
Use/Possession of Weapons	

(*) at administrator's discretion upon consideration of all other variables

In the event of long-term suspension (10 or more days), only the principal can make a decision to pursue long-term suspensions or expulsions. If so, the student is immediately removed from the class or the school. Students are informed of charges and the evidence for those charges via written notice. Principal immediately notifies a guardian of the child, in person or by phone, and sends written confirmation by personal delivery or express mail within 24 hours of the decision to suspend or expel; the Principal sets a date for a formal hearing within the first 10 days of suspension and notifies guardians in writing of date, time and place of hearing, and (a) charges against the students, (b) summary of supporting evidence, and (c) their right to be represented at the hearing (at their own expense) within 10 days of suspension by an attorney, present evidence, and question witnesses; after the hearing, the hearing officer presiding at the hearing issues a written decision, which is sent to the student's guardians and the Board and placed in the student's permanent file. If the Principal finds that long-term suspension or expulsion is approved, the guardians of the student may appeal the decision to the Board within 10 days of the decision to suspend or expel; such appeal is then heard; in such cases, the Board reviews the hearing and all evidence to make a determination of whether to uphold the underlying decision. The grievant has the right to appeal any decision receiving by the Board to the State Board of Education pursuant to O.C.G.A. 20-2-1160.

In the case of either a special education or 504 student, MSA complies with the mandates of Georgia and federal laws, including IDEA and Section 504, regarding the discipline of students with disabilities. Prior to recommending expulsion or suspension of ten days or more (cumulatively over the course of a school year) for a Section 504 student or special education student, the Principal convenes an IEP team including the parent and anyone the parent requests to determine whether the misconduct was a manifestation related to the student's disability or whether the behavior was a result of the school's failure to implement the student's IEP or 504 plan. If it is found to be a manifestation, then the student will not be suspended or expelled. If the answer is no, then the student proceeds through the discipline process outlined above.

GRIEVANCE / APPEAL PROCESS

Differences of opinion may arise between individuals regarding what constitutes equitable treatment. We have established a problem resolution procedure whereby general complaints, complaints of harassment or discrimination, or differences of opinion, or dissatisfaction can be resolved as follows:

1. Written statement of concern given to the assistant principal (AP)

(could be immediately resolved with AP or may move up the ladder for decision making)

2. If the concern isn't resolved in step one then a written statement is submitted to the school principal (could be immediately resolved or may move up the ladder for decision making)
3. If the concern isn't resolved in step one or two then a written statement needs to be submitted to the MSA Board of Grievances Committee.

MTSS-BEHAVIOR SUPPORT TEAM

The purpose of the Behavior Student Support Team is to influence positive behavior through teaching, modeling, and cultivating positive behavior through skill building. The Behavior Student Support Team assists school staff who have a concern about a student's behavior and need to consult with professionals who deal with behavioral challenges frequently.

The Behavior Student Support Team provides an organized and coordinated method of assessment, to determine the severity of an incident or situation affecting the school community. The Behavior Student Support Team determines the necessary intervention, identification, and activation of appropriate responses. They will monitor and evaluate student responses and outcomes to reach the goal of consistent positive student behavior. For information or to refer a student please contact [insert name and contact information].

KICKBOARD

The Kickboard app helps us create an open communication channel and maintain a positive learning environment. Teachers can reward points for good behavior and hard work, as well as document negative behavior and comments. By working hard on a regular basis, your child will be able to earn money towards their paychecks and participate in fun events and activities. Some rewards include but are not limited to: in-class incentives decided by the classroom teacher and an opportunity to use points to shop at our school store, the "Maverick Cart '' monthly, where they may purchase toys, treats, coloring books, pencils, etc. Contact your child's teacher for more details.

TECHNOLOGY GUIDELINES

Parents and students should read these rules carefully and acknowledge receipt of these rules by signing the form with your student(s) and returning it to the school.

By signing the form at the end of the parent/student handbook, you and your child agree to abide by the following rules:

- If assigned a hotspot, the hotspot assigned to your student belongs to **Movement Charter School** and is provided free of charge. Students are expected to take excellent care of the equipment. Physical damages to the hotspot will be charged back to the student based on the below schedule and students may also have to perform community service work at the school if

the damage was caused by gross negligence. Lost, damaged or stolen hotspot: $50

- Students or parents should not load or upgrade any software applications without express permission of a member of our staff. Students should also refrain from deleting or removing any software applications without express permission of a staff member.

- Internet sites containing pornographic, violent, or other unacceptable content may not be visited either **at home or on school property**. Accessing, producing, posting, displaying or sending offensive messages, music, or images, including images of exposed private body parts is prohibited. Offensive material includes but is not limited to obscene, profane, lewd, vulgar, rude, or sexually suggestive language or images.

- Sending false or defamatory information about a person or organization is prohibited. Harassing, threatening, insulting or attacking others is prohibited. Computers will not be used for electronic intimidation via Facebook, YouTube, Twitter, TikTok, Snapchat, Instagram, or any other social networking site.

- If assigned, a computer or tablet assigned to your student belongs to **Movement Charter School** and is provided free of charge. Students are expected to take excellent care of the equipment. Physical damages to the tablet will be charged back to the student based on the below schedule and students may also have to perform community service work at the school if the damage was caused by gross negligence.

    - Any fixable damages (missing keys, broken screen/charger port/casing): $20-$100
    - Lost or missing chargers: $20
    - Damage beyond repair (water damage, drop damage, etc): $200
    - Lost or stolen tablet: $200

- We use internet content filters and software in place to track violations of this policy and we have the ability to monitor software and student activities on the computer in real-time. These reports will be reviewed on a regular basis to ensure compliance with the acceptable use policy.
- Parents should monitor student computer use at home to ensure compliance with Movement School Atlanta (MSA) rules and regulations.
- Students are reminded not to share their password with anyone except a parent or guardian. Students should not use login ID's and passwords belonging to other students or faculty and staff members.
- Email correspondence on the MSA system, the laptop, or making use of the student's assigned email account is the property of MSA. Documents and other files created by the students and located on the laptops or the MSA computer system are also property of MSA.
- Teachers will be using our technology to communicate with students. Students should check email, tasks, and calendars frequently throughout

the day and respond to MSA teachers/staff as appropriate.

- Students should not send spam (e.g. funny jokes and cute sayings found on the internet) and should not sign up for subscription services using the MSA email account without permission of the MSA staff.
- Hacking or attempting to gain unauthorized access to the MSA's network for the purpose of stealing and/or corrupting data is prohibited.
- Any other use in violation of MSA's policies or federal or state law is prohibited.

The following consequences may apply if a student violates this policy. Any of the below consequences may be enforced alone or in conjunction with one another by the school against the violating student.

- Revocation or limitation of computer access privileges.
- Temporary or permanent confiscation of the student computer,
- Disciplinary action as provided for in the student handbook,
- Any other sanctions or remedies provided by law.







RULER

An Evidence-Based Approach to Social and Emotional Learning

Yale *Center for Emotional Intelligence*

WHAT IS RULER?



RULER is an evidence-based approach to social and emotional learning (SEL) that supports the entire school community in:

- Understanding the value of emotions
- Building the skills of emotional intelligence
- Creating and maintaining a positive school climate

EMOTIONS MATTER



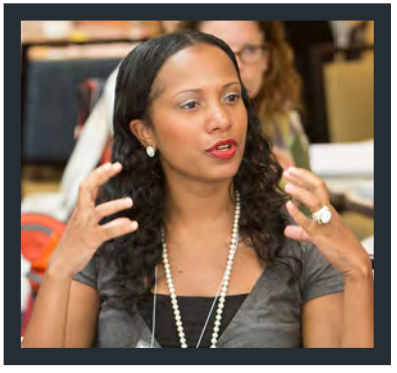
RESEARCH SHOWS THAT EMOTIONS INFLUENCE:

- Attention, memory, and learning
- Decision making
- Creativity
- Mental and physical wellbeing
- Ability to form and maintain healthy relationships
- Academic and workplace performance

HOW DO YOU FEEL AT SCHOOL EACH DAY?

Tired, bored, and *stressed* were the top three responses for over 22,000 high school students nationwide. *Frustrated, overwhelmed,* and *stressed* were the top responses from 6,000 educators and school leaders.

If this is how our school communities feel, what impact might that have on how leaders lead, teachers teach, and students learn and grow?



RULER helps students and educators spend more time feeling how they want to feel: *valued, connected,* and *inspired.* **RULER** teaches the skills of emotional intelligence—so people of all ages can thrive and build healthier, more equitable, innovative, and compassionate communities.

"RULER is as much about student wellbeing as it is about academic achievement...because one thing usually leads to the other."

- Middle School Principal





"We want to ensure our graduates are not just the best students but also the best people they can be. RULER provides specific language and strategies around that process, positioning students for success in college and in life."

- High School Principal

THE SKILLS OF EMOTIONAL INTELLIGENCE

R **RECOGNIZING** emotions in oneself and others

U **UNDERSTANDING** the causes and consequences of emotions

L **LABELING** emotions with a nuanced vocabulary

E **EXPRESSING** emotions in accordance with cultural norms and social context

R **REGULATING** emotions with helpful strategies

Research shows that **RULER** skills help people of all ages to use emotions wisely, opening opportunities for us to succeed in school, at work, and in life. These skills are both personal and social, such that a network emerges with positive changes reinforced.

THE RULER TOOLS



CHARTER

Builds and sustains positive emotional climates by creating agreed-upon norms for how people want to feel and how they can help each other to experience those feelings.

MOOD METER

Enhances self- and social awareness and supports the development of a nuanced emotion vocabulary and a range of strategies for regulating emotion.

META-MOMENT

Provides a process for responding to emotional situations with strategies that align with one's "best self" and that support healthy relationships and personal wellbeing.

BLUEPRINT

Supports the development of empathy and conflict resolution skills by serving as a guide for reflecting on conflict and restoring affected communities.

HOW RULER CREATES CHANGE

STRATEGY

Adult personal & professional learning

Schoolwide tools & preK to 12 classroom content & OST resources

Online platform & coaching support

Monitoring & evaluation tools

STAKEHOLDERS

Administration & school board

Educators & staff

Families

Students

AIMS

Enhanced mindset ("emotions matter")

Deepened social & emotional skills

Healthier emotional climates in schools & homes

SEL-infused pedagogy, practices & schoolwide policies

IMPACT

Improved leader & teacher effectiveness & retention

Increased student engagement, attendance, & academic performance

Better quality relationships

Enhanced decision making; reduced drug, alcohol, discipline, & bullying problems

Less stress & anxiety; greater health & wellbeing

HOW RULER WORKS

STAFF PERSONAL & PROFESSIONAL LEARNING

RULER adoption begins when a small team from a school attends a training institute on the principles and tools of emotional intelligence. Over time, with coaching support and online resources, all school staff participate in **RULER** skill-building activities so they can be role models and knowledgeable implementers of **RULER** for students and families.

CLASSROOM INSTRUCTION

RULER continues with student learning content, which follows the Understanding by Design framework and aligns with both social and emotional learning and academic standards. In early childhood and elementary school, **RULER** embeds into existing academic curricula. Middle and high school courses focus on the intersection of social, emotional, and cognitive aspects of early and late adolescence.

FAMILY ENGAGEMENT & EDUCATION

Content for families supports what students learn in school, using everyday and culturally responsive language for accessibility. School leaders, parent leaders, teachers, and students work to engage families.



"When all people in a school community embrace the idea that 'emotions matter,' when they become more skilled with their emotions and in their interactions, and when schools and homes become warmer, safer, and more supportive spaces—this is when educators, students, and their families thrive."

- Marc Brackett, Ph.D.
Founding Director of the Yale Center for Emotional Intelligence &
Professor in the Child Study Center at Yale University



RULER

CONTACT INFORMATION

WEBSITE	www.rulerapproach.org
EMAIL	rulertraining@yale.edu
FACEBOOK	www.facebook.com/rulerapproach/
TWITTER	www.twitter.com/rulerapproach

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EXHIBIT #44

CHRIST CENTERED COMMUNITY COUNSELING PLLC

To whom it may concern:

My name is Melinda Bell and I am the co-founder of Christ Centered Community Counseling, also known as C4. Our mission is to provide trauma care that honors culture, restores dignity and redeems culture. We do that in a number of ways.

Through our work in the community we began to work hand in hand with the Movement School. They reached out to us when they noticed the prevalence of students with trauma entering their school building everyday. Science tells us that when we are triggered from past or current trauma, the parts of our brain that can learn and take in new information actually begin to shut down. Movement School recognized right away that if they were going to provide quality education to their students, they needed to address trauma. Movement School reached out to C4 and we now provide professional development so teachers and other staff can understand how to recognize trauma and what to do when it shows up in the classroom. Movement School has also brought us in to teach Social Emotional Learning in 4 schools in Charlotte, NC so students can learn coping strategies and how to put words to their stressors.

We know without a doubt that a Movement School in the Atlanta area will engage in the local community and empower the students and families they come in contact with. We look forward to working alongside them as they continue to provide access to quality education to students across the city.

Melinda Bell, NCPSS, CADCI
Co Founder of Christ Centered Community Counseling

CHRIST CENTERED COMMUNITY COUNSELING PLLC

Description of C4's Partnership with Movement Schools

C4's mission is to provide trauma care that honors culture, restores dignity and redeems story. Our relationship with the Movement School network allows us to do just that. We currently provide trauma oriented Social Emotional Learning for students across grade levels in Charlotte, NC. We push into each classroom for 30 minutes of interactive instruction. The curriculum we use is evidenced based and known nationwide for reducing rates of both suspensions and referrals in schools around the country. This program works because it is designed to build resilience to minimize the impact Adverse Childhood Experiences. By working alongside EC team members, C4 is able to teach tiered level interventions to support students with IEPs, 504 plans and other unique needs. C4 provides professional development across Movement Schools to ensure trauma responsive environments are embedded within the school culture.

Another part of what we do in our partnership with Movement Schools is help develop effective protocols and create collaborative crisis response teams made up of C4 staff, teachers, administrators and parents. These teams are equipped by C4 with the tools they need to be ready for anything from the discovery of sexual abuse of a first grader to the intentions of a young middle school student to take her own life. C4 partners with local community partners to provide support with social resources such as nutritious food, past due rent/utilities and other needs that may raise. C4 leverages relationships such as non-profit, social programs and local businesses to empower Movement Schools operations at a grass root level. Above all, C4 embraces a Community Schools Model to help tailor the work we do with the Movement School Network to reflect the needs of each individual community.

CHRIST CENTERED COMMUNITY COUNSELING PLLC



WHAT WE DO...



Click here to start the video!

Our Services

WHAT WE HAVE TO OFFER



PTSD COUNSELING

We offer Christ centered trauma counseling



Restorative School practices

We offer trauma oriented SEL and restorative discipline



TRAUMA TRAINING

We offer professional development



SOCIAL RESOURCES

We support people with food, past due rent and utilities.

Trauma Care in Schools

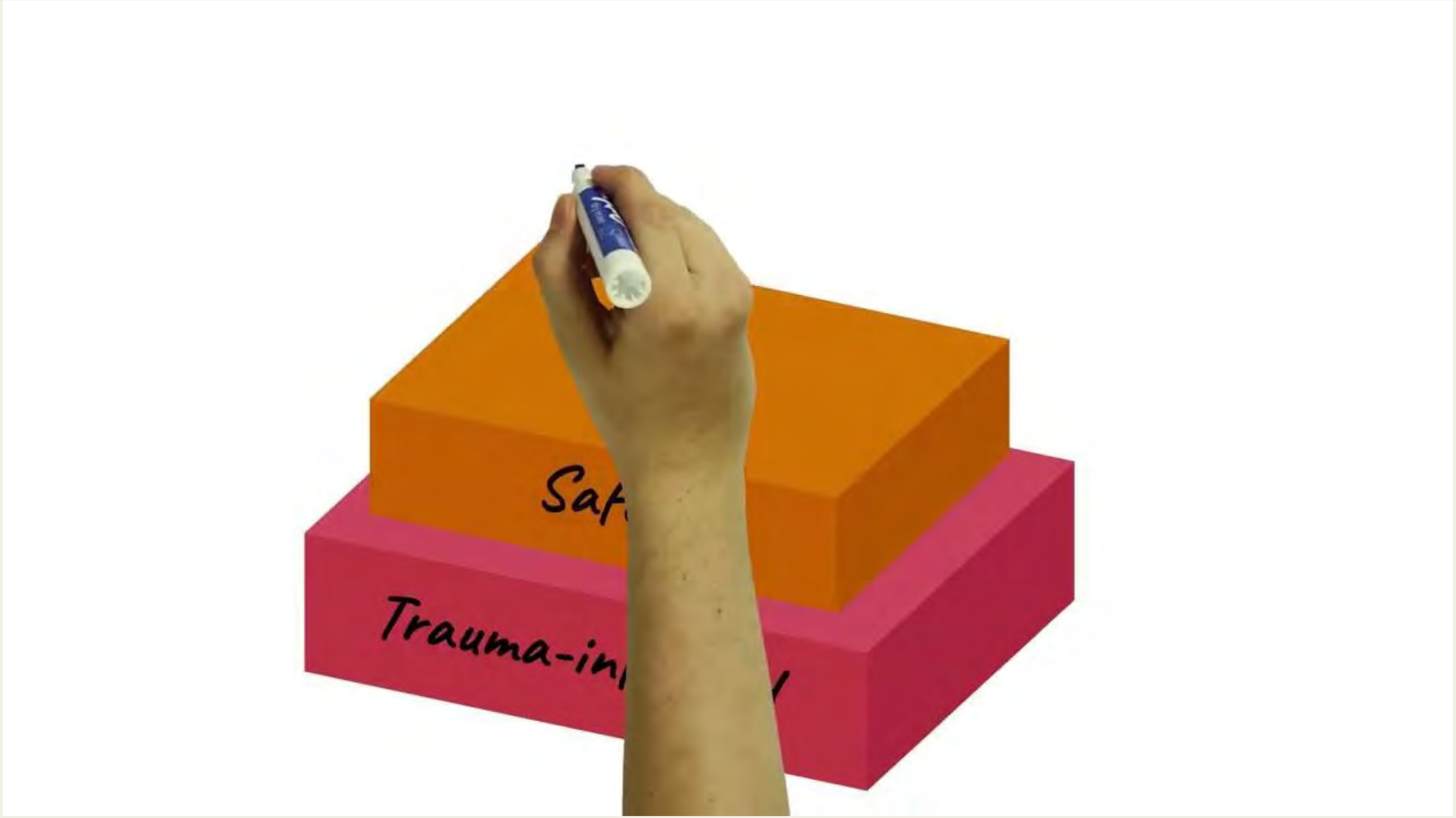
OUR SERVICES ARE EVIDENCE-BASED AND TRAUMA-INFORMED

We provide...

- **Trauma Oriented SEL in the classrooms**
- **Restorative discipline with one on one pull-outs**
- **Development of a Crisis Response Process**
- **Trauma-Informed Professional Development**

Why is Trauma Oriented Social Emotional Learning Different?

Check out the video below!





Miss Kendra Programs

Addressing Trauma Proactively

Miss Kendra

The Current Cycle

- Large numbers of students come to school everyday who have been exposed to toxic stresses in their everyday lives and these stresses impact the student's behavior and academic performance.
- The current practice inside classrooms everywhere is to wait until the child "acts out" leading to disciplinary actions and/or expensive interventions that remove the child from the classroom for periods of the school day further impacting the child's behavior and academic performance and adding to their stress.
- This approach leads to interventions that are:
  - Too late
  - Too expensive
  - Unnecessarily pathologize the student



Miss Kendra

About Miss Kendra Programs

- Part of a national movement to transform education, and particularly the teacher-student relationship, toward a whole child approach.
  - Socioemotional Learning
  - Restorative Practices
  - Emotional Intelligence
  - Trauma-informed Practices
  - Social Justice
- Teacher-conducted programs for K-12th grades.

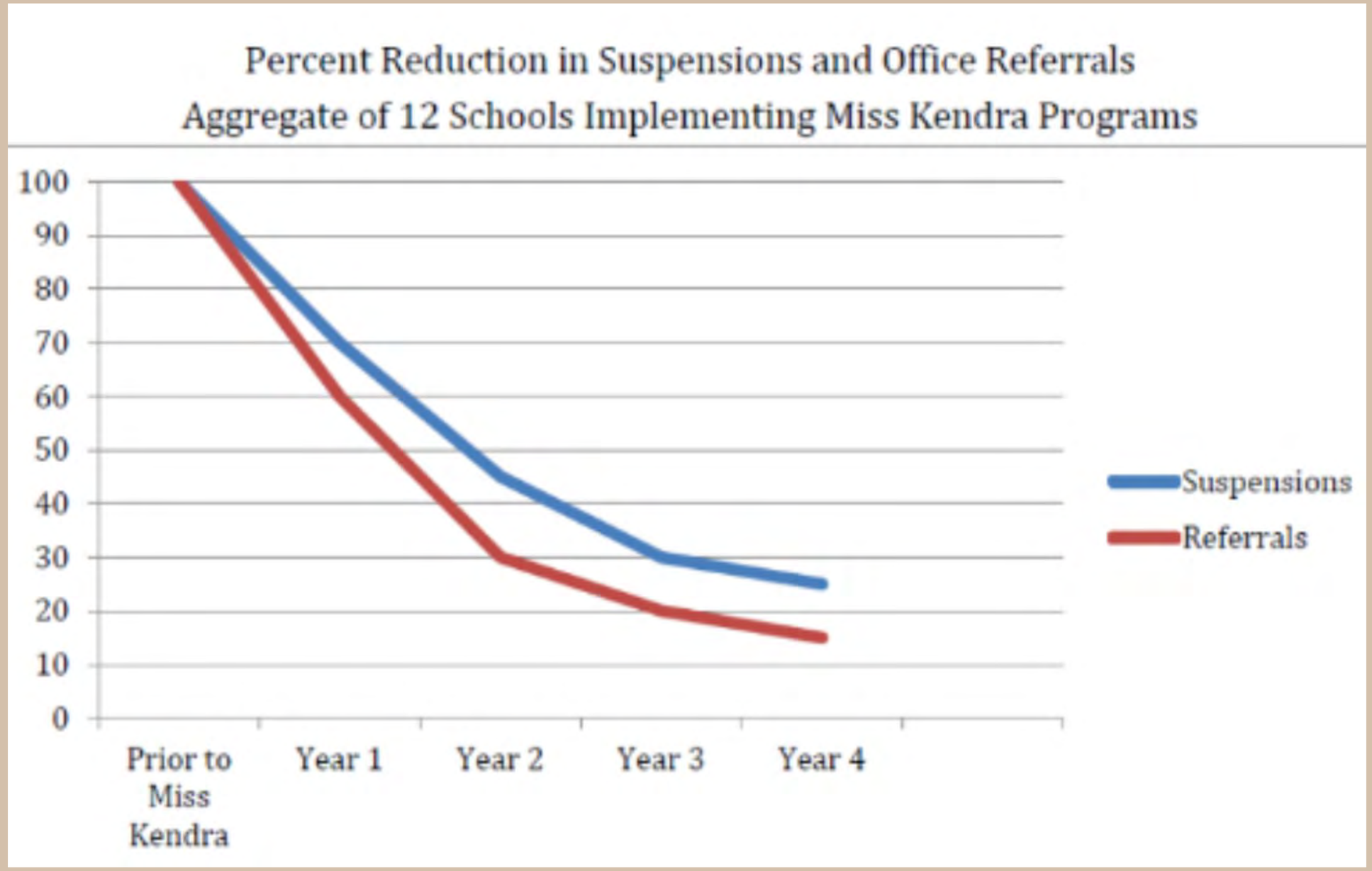


Components

- "The Legend of Miss Kendra" as a guiding story for the program.
- "Miss Kendra's List" of the core topics of the program
- Half hour classroom sessions once a week, conducted by teacher
    - Curriculum driven discussions and fun exercises on each topic.
- Letters written to Miss Kendra by students once a month
- "Worry Board" where students indicate their level of stress, daily.



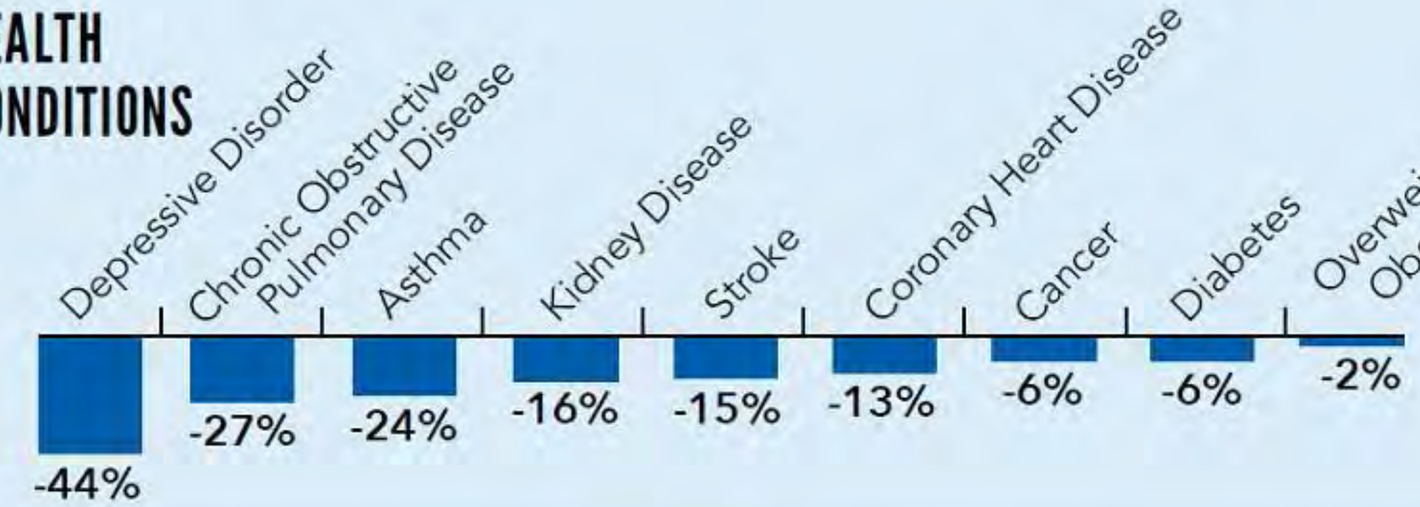
Here are the outcomes!



We can make a difference...



HEALTH CONDITIONS



HEALTH RISK BEHAVIORS



SOCIOECONOMIC CHALLENGES





FOLLOW US

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MOVEMENT SCHOOL HIRING NON-NEGOTIABLES

TEACHING ROLES

COMPETENCY	NON-NEGOTIABLE	DESCRIPTION	LOOKS LIKE / DOES NOT LOOK LIKE	HOW TO LOOK FOR THIS IN HIRING
Movement School Fit	Alignment with Movement School Vision	Candidate can clearly communicate why they want to work with Movement School, and the Movement community. Can explain why this work matters on a larger scale and within our specific local community.	Understanding and passionate about the work. **Looks like**: "I know that the population that Mvmt School is serving experiences an achievement/opportunity gap before they even get to K. I want to support in changing these outcomes." **Doesn't look like**: "I love little kids. And I hear good things about Movement."	**Ask:** • Why Mvmt School and not another Elementary program? • What draws you to this work? **Evidence:** know mission/values of Movement network, understand the role, passionate and agree with the work and the population we serve.
	Community Culture Fit	Candidates should have compelling reasons to do this work. The work is too hard to not be invested in the mission and the families that we work with.	Kids and community focus. **Looks like**: "I want to join a community that will support me in being the best teacher that I can be, so that I can increase educational opportunities for students that look like me/to students here in our community in charlotte." **Doesn't look like:** "I just really love being around kids. They're so fun, and I want to help them."	**Ask:** • What are you looking for in a school community? • What would make you love coming to work every day? • Why did you want to become a teacher? **Evidence:** What we do here is about the kids, so all answers should focus on the kids or the community.
	Better Together & Collaboration	Candidates speak about the importance of teamwork, ownership of our whole community, and learning from and supporting others to increase student outcomes.	We are better together. We can learn from and support others. Collaboration is key to our success. **Looks like:** "I have learned so much from those that I work with, and collaborate regularly to make sure that we're all aligned, and that all of our students are getting the best." **Doesn't look like**: "My school doesn't really	**Ask:** • Collaboration is essential at Mvmt School. Tell me about a time where you were successful on a team? What made it successful? • Can you describe a challenging moment with a teammate? How did you handle it? • How do you build relationships with: ○ Students ○ Parents ○ Colleagues

			provide time for collaboration, so I haven't gotten to work with the other teachers that much."	• What are ways you get to know your students and families, as individuals? • Can you tell me about a time when you had challenges building relations with a student or parent? What did you do and what did you learn? • How would you describe the kinds of relationships that you have developed with key stakeholders in the past (students, families, colleagues)? • Please give an example of ways that you have supported a teammate previously. • What's your strongest professional relationship at your school? What makes it so strong? ○ What practice did that person help you strengthen as an educator? • Tell me about a time when you disagreed with a colleague or peer about a goal or stance. How was the issue resolved and what did you learn from the disagreement? • How would you contribute to our community/teaching team? Brag on yourself. ○ Who are you on a team? ○ How would your colleagues describe you? • Scenario: It's October, and your School team is analyzing Small group math data and noticed only 15% of students have transitioned from matching groups of 5 or less to matching groups of 10 or less. How do you work together to figure out next steps? • Scenario: The second teacher in your classroom consistently has trouble with management - students aren't meeting their expectations, and two students in particular seem to struggle with listening to the teacher every day. What do you think is the problem? What is a solution? What is your role in supporting the solution? • Scenario: A parent is upset, and says that you didn't communicate clearly about a minor scratch their child got at school that day. What do you do? **Evidence:** Assisting others, member of community, able to name a time when collaboration was effective,

				able to name reciprocal examples (how they were supported/supported others)
	Believes in and Practices Anti-Racist ideology	Candidate recognizes systemic and personal practices of racism and works with the team to dismantle; has an understanding of the negative effects of those practices ● Self-reflects on their own actions, and beliefs in relation to anti-racist work.	It is our responsibility to recognize, and challenge systemic and personal racist practices that need to be dismantled within schooling, and within each and every classroom. **Looks like:** "I believe it's important to look at school wide, and classroom policies, and consider the why behind each. Is this practice equitable? Is it an expectation that stems from the need to control others? These are just some of the questions I ask myself, and ask my leaders when we make decisions for our school community." **Doesn't look like**: "I got to DEI training at the beginning of each year."	**Ask:** ● What do you think anti-racism work looks like for you as a teacher in the classroom? ● How would you handle a situation where you felt a colleague was being culturally insensitive, sexist, or racially biased? ● What experiences have you had that have helped you understand the impact of race, culture and ethnicity in your personal life? ○ In teaching and learning? ● How has your teaching practice been shaped by your understanding of your identity? ● What are your greatest successes and challenges teaching in a homogenous (racial) classroom? **Evidence:** Is able to name examples of WSP/racist practices from their own experience. Is able to name actionable steps that they take as educators to move towards the anti-racist end of the spectrum every day.

COMPETENCY	NON-NEGOTIABLE	DESCRIPTION	LOOKS LIKE / DOES NOT LOOK LIKE	HOW TO LOOK FOR THIS IN HIRING
Instructional Knowledge	Alignment with Approach at Movement School	Candidate can articulate their experience and/or alignment with Movement School's approach to educating and caring for students for kindergarten readiness through a focus on developmentally appropriate, differentiated, and culturally responsive academic and social-emotional learning.	Understanding and belief in an academic and social-emotional educational experience where rigor, and high expectations are balanced with developmentally appropriate and equitable lenses.	**Ask:** ● What is your philosophy on how to best educate kindergarten students? What's an ideal day in your mind? ● How do you approach preparing for and implementing lesson plans for students? ● What are some steps you would take to prepare for and internalize lessons? Evidence: There is evidence of experience/clear plans for consistent and high quality preparation (strategies). They share their own beliefs that align to our vision.
	Critical Thinking & Responsiveness	Candidate can clearly communicate a process from	Can process information, make a plan, and communicate that plan	A**sk:** ● Tell me about a time that you planned for a

		beginning to end succinctly, and demonstrates the ability to lesson plan for multiple possible outcomes, and can adjust in the moment when necessary.	of action clearly. **Looks like**: Clear a logical walk through of a lesson- "The objective was… To prepare I started with the intended outcome/goal, and backwards planned from there for differentiation based on my student's data. I planned out expectations, etc. And internalized my plans by…" **Doesn't look like:** "I read over the lesson plan/routine, and then follow that."	lesson, but it did not go as planned. What happened? And what did you do in the moment? ● What would you do if a student repeatedly wasn't understanding or retaining their instruction? How would you support them? ● Scenario: You are transitioning from small group to the carpet, and independent activities were not properly cleaned up by students, and 3 students didn't make it to the carpet by the end of the transition time. What do you do? ● When given a scripted lesson plan, what do you do to make sure you're meeting the needs of your students/ALL students?
	Every moment counts.	Candidate expresses an understanding of the purpose behind each part of the school day.	EVERY minute counts. We recognize that all moments are learning moments, so we must use our time with purpose, and effectively. **Looks like**: "I write daily plans that cover each structured block, transitions, meals, etc. So that I have clear routines, and goals for every part of the day. I am always fully prepared before the start of the day, so that no time is lost getting materials." **Doesn't look like**: "I love being around the little kids. They bring me so much joy, and I love just getting to watch them play all day. Sometimes we'll skip read aloud so that they can keep playing."	**Ask:** ● Teaching is a hard career. How do you manage teaching a full day, staff meetings, and planning and preparation? ○ What systems do you use to stay organized? ● Outside of traditional academic blocks like read aloud, or math small group, how do you embed learning throughout your day?

COMPETENCY	NON-NEGOTIABLE	DESCRIPTION	LOOKS LIKE / DOES NOT LOOK LIKE	HOW TO LOOK FOR THIS IN HIRING
Classroom Culture	Strong Classroom Management	Candidate can name specific strategies and beliefs around managing an elementary classroom and holding students to high expectations.	Students in the classroom know the expectations, the why behind them, and feel a role in creating them. **Looks like**: "Students know that we have expectations to keep everyone safe, so we can have fun, and so we can all learn. Our expectations are tied to our values. They know if expectations are not met, we will do it again. And if they're met or exceeded we will celebrate." **Doesn't look like:** "The teacher does not proactively state expectations, or hold expectations."	**Ask:** • In summary, explain what does classroom/behavior management look like in your classroom? • How would you explain your classroom management philosophy/beliefs? • How do you set up clear expectations at the start of a school year? What factors are most important? • How do you build self-regulation in students? • Scenario: You begin a read aloud. A student says that book is boring, I don't want to read. What do you do? **Evidence:** Speaks to specific strategies and aligned beliefs they use to establish, communicate, and hold expectations in their classroom. The system is developmentally appropriate, equitable, and grounded in best practices.
	Accountability & Ownership	Candidate describes themselves as being responsible for student outcomes, and makes adjustments based on data to their instruction and management. Recognizes mistakes or areas of growth, and works to improve.	Teacher takes accountability for missteps, failures, and successes in their classroom. **Looks like:** "First quarter my students did not make the growth that I wanted them to. I recognized I was not using my transition times effectively enough, and decided I needed to embed more content, and add an intervention group during free choice before dismissal. I was really upset with myself, but decided I needed to make a plan so that they would meet our goals next quarter." **Doesn't look like:** "My students didn't make their quarter 1 goals, they need more support. Their parents	**Ask:** • When was the last time you missed a deadline? What were the circumstances? How would you prevent that from happening in the future? • Tell me about a recent time you failed at something or didn't meet a goal. What were you trying to do? Why weren't you successful? What would you do differently if given the opportunity again? **Evidence:** Admits mistakes or teachable moments, and doesn't make excuses. Talks about how they learned from them, and how they will prevent those mistakes in the future.

			aren't completing their homework. So I'm doing it alone, and they're just not getting it. Their parents need to be more involved."	
	Strong & Predictable Routines and Procedures	Candidate sets all students up for success through strong tier 1 routines and procedures. They establish, and maintain predictable routines and procedures through proactive expectation setting, modeling, and follow through on expectations.	Students know the routines in the classroom, and learn to navigate the day with less and less teacher prompting. Runs like "a well-oiled machine." **Looks like:** "Before we transition to a new activity, I state both the activity expectations, and the transition expectations, and cue students for what to listen for. I use consistent transitions so that students know how to move safely even when new activities are introduced." **Doesn't look like:** "When kids move from one activity to another, I just call them one at a time or everyone at once, and they just go over. Depends on what's happening."	**Ask:** ● If I were to observe in your classroom, what is one routine I would see and what would it look like, and sound like? ● How do you introduce new routines at the beginning of the year or throughout the year? ● What do you do when a routine is not efficient and does not go as planned? ● What planning do you do around routines and procedures? **Evidence:** Talks about routines as an essential part of their classroom. Is able to clearly walk through common routines, and the aligned expectations. Explains how they clearly model, and teach routines to students. It is clear that students know what is expected of them, and can hold themselves and their peers accountable.
	Emotional Constancy	Candidates should demonstrate understanding that this role is emotionally challenging, and that emotionally constancy is required when responding to tough situations.	There is more to teaching than supervising, and instruction. We are there to support students in good and challenging moments. **Looks like**: "It is my job to create a calm, positive climate in my classroom. My classroom is a reflection of me. So when things get chaotic, I must stay calm. When students have big emotions, I must stay calm." **Doesn't look like:** "I'm really calm, so nothing really bothers me./I think sometimes the hours can be challenging."	**Ask:** ● Scenario: Working with young students can be really challenging at times. Say you have a student who gets upset, and hits you. What do you do in the moment? ○ What do you do the next day to reset? ● How will I know if you need help? What do you do when you are overwhelmed? ● Name a time when you were emotionally drained, frustrated or challenged at work? What caused those feelings? And what did you do in response? ● How do you respond to student emotions or behaviors in your classroom? ● When you're having a hard day or moment, what moves do you make to stay emotionally constant? ○ How will our team know that you need help?

				○ How do you ask for help? **Evidence**: Able to name what stressors push them to a breaking point. Able to articulate what emotional constancy means to them, how they re-regulate themselves, and how they seek out help, and reset.
	Positive and Joyful Classroom Environment	Candidate has a positive and energetic outlook on teaching and enthusiasm for their work. Recognizes the role of joy in the classroom, and can name specifically what that looks like in their own room.	Joy must be one of the foundations of our community. Students should look forward to coming to school each day to a positive environment where they are loved, cared for, and where joy is palpable.	**Ask:** ● Give me three examples of ways students have voice in your classroom. ● What does joy look like in your classroom? ● If I were to speak to your students, what would they say about how they feel in your classroom? ○ What examples would they share with me of "joyful/fun times"? ● How would you describe your teaching style/personality? ● What would I see YOU doing if I observed your classroom? ● Tell me about a student you are really proud of. What made you proud? How did they know you were proud? ○ OR Tell me about your best day as an educator, what made it special? ● What do you love to teach? Why? **Evidence**: Big and small, day to day/in the moment examples that demonstrate consistency and relationships. Names how they use their personal teaching style to make learning fun.

COMPETENCY	NON-NEGOTIABLE	DESCRIPTION	LOOKS LIKE / DOES NOT LOOK LIKE	HOW TO LOOK FOR THIS IN HIRING
Self & Others	Flexibility	Candidates show that they understand that school environments can be unpredictable, and that needs change throughout the year and school day. They demonstrate a willingness to jump in where needed.	Things happen, and as a teammate I am part of the solution. Looks like: "One day, there were multiple teachers out, so I worked with my coach to split up students, so that everyone could have a normal school day." Doesn't look like: "My coach asked me to assist in another classroom when the teacher was out, and I did it, but I was really stressed because I didn't know the kids, and wanted to be with my class."	Ask: • Give me a time when you were asked to do something that was outside of the scope of your role. Or wasn't your usual responsibility. What was the situation and what was your response? Evidence: States the importance of readjusting to new priorities, work styles, and solutions. Examples of adapting quickly and willingly.
	Growth Mindset & Receptiveness to Feedback	Candidates should name that they want to be pushed to be their best every day. They should value coaching and learning opportunities and demonstrate self-awareness about their openness to coaching, and their preferences. Candidate is coachable.	Everyday is a new opportunity to learn and grow. We are all working to be better every day. Feedback is essential, and goes in all directions. **Looks like:** "I am open to feedback, and want my admin/coach in my room giving me feedback regularly. I love hearing what I did well, and what I can improve on." **Doesn't look like:** "So how often will you be in my room? I'm happy to hear other ideas, but I'm used to just doing it on my own. I've been really successful without coaching in the past."	**Ask:** • Have you ever received feedback that you disagreed with? How did you respond? • What is the toughest piece of feedback you have received? What did you do? • Our job is to make sure you are becoming the best teacher you can be for our kids. We are in classrooms every day. What do you anticipate being challenging with that? • What is an area you have self-identified as an area of growth? What steps have you taken toward growing in that area? • How do you like to be supported? ○ Describe how you like to receive feedback. • What are you working on in coaching right now? ○ How have you grown in this, and how will you continue to work on it? • What does "supporting you" look like to you? • Tell me about a time when you changed your mind or adopted a new practice based on something you learned from a colleague. • Scenario: A coach comes into your classroom to observe, and they give you the feedback that you need to do XYZ. How do you respond in the moment? What do you do next?

				Evidence: Active participation in their own growth, can name areas of weakness and strength. Can name examples of feedback and their responses to that feedback.
	Professionalism	Candidate demonstrates that they understand the importance of timeliness, organization, and respectful communication.	Teacher conducts themselves in a manner that is appropriate and respectful. They understand why each professionalism policy is in place, and demonstrate how they have met those expectations in the past. **Looks like:** "I know I have a lot of tasks on my plate, so I make sure to have consistent systems to help me manage everything. I use a planner to schedule things, and to make note of deadlines. I have a consistent alarm set so that I'm up in time and on time for work." **Doesn't look like:** "I just remember everything I have to do in my mind. I get things done whenever I think of them. I get to work on time most of the time, but I let my AT know if I'm running late."	**Ask:** ● Can you tell me about a time you encountered a challenging situation with an adult in the workplace? How did you work to solve it? ● What systems do you have in place to stay organized and on top of tasks? Evidence: Talks about concrete systems/strategies for how they stay organized with the work. Handle tough situations through problem solving.
	Self-Awareness and Reflection	Candidates should demonstrate an understanding of their own capabilities, and should show the ability to self-reflect.	Self-reflection is essential in growth, and therefore essential for staff members at Movement PreK. **Looks like:** "I am someone who is very well planned, but also because of that I struggle with being flexible. Because I'm aware of this, I push myself to be prepared for multiple options, and remember to take on new opportunities when they arise." **Doesn't look like:** "I'm not really sure what my areas of growth are. I feel like I can do what is asked of me pretty well."	**Ask:** ● What do you think will be the most challenging part of teaching at Movement PreK? ● Tell me about a recent success, and a recent failure? ● What is something you are working on improving right now? ● What are your top 3 strengths that you bring to a team? What are two areas of growth you are working on? ● How do you think you are perceived? How does the way you are perceived differ from how you envision yourself? **Evidence**: Admits areas of growth, and can name how they're working on improving those lagging skills.

ADDITIONAL QUESTIONS

Introduction:

- What's your story?
    - Why education?
    - Why do you stay?

Reflections/Feedback:

- What reflections do you have on your lesson you just taught/submitted?
    - What went well?
    - What would you change?
- How did you internalize/prepare for your lesson?
- How did the feedback you just received feel? How is it similar or different from your past experiences?

- When was there a time that someone gave you feedback that challenged you to adjust your mindset or perspective?
    - F-U: That sounds like a change in an action or deliverable.. Is there some feedback you have received that has required you to change your steps or mindset?
    - F-U: What was your role in this convo?

Challenges:

- Tell me about a time when you felt like you were failing. What did you do in that situation?

Management, Classroom Organization, Emotional Support:

- Scenario: It's the first six weeks of school, you're setting up the culture of the classroom. What are you prioritizing? What would your management systems look like?

- When planning for a classroom routine/procedure, what do you consider?
    - Explain a current procedure in your classroom- what it looks like, and how you thought the procedure to students.

- Scenario: You are supporting and circulating while students are working at tables and a student gets upset and throws a chair. What do you do? He/She continues to throw more-what do you do?

Support:

- Tell us about a time in which you felt supported at work that really worked for you? What specifically made you feel so supported?
    - Tell us about a time where it didn't? What was triggering for you? What led you to feel that way?
- What is your idea of an effective admin member (SL, Principal, Site Director, Network Director)?

Closing:

- We want this to be a good fit for you too, so what questions do you have, what are the things you're looking for in this role, from this team?

EXHIBIT #46

MOVEMENT SCHOOL

TEACHER PHONE SCREEN RUBRIC

Candidate: _____

Interviewer: _____

SCORING RANGE
1 - below emergent 2 - emergent 3 - solid 4 - exemplar

CATEGORY	DESCRIPTION	NOTES	SCORE (1-4)
Strong Why	• Candidate did their HW about Movement • Community awareness • Understands mission/or similar missions • Reason for leaving previous job		
Diversity Equity & Inclusion	• Mindful of language when referring to our scholars and families • Worked in similar communities		
Passion/Energy about the work	• Connects to previous experience • Loves kids • Works the perceive Movement to do • Professional		

TEACHER IN-PERSON RUBRIC

CATEGORY	DESCRIPTION	NOTES	SCORE (1-4)
Teacher Rubric	see rubric here		
Exemplifies Virtues	• Dignity • Responsibility • Gratitude • Perseverance • Empathy **adult and student culture*		
Demo Lesson	• Uptake to real time coaching feedback • Planning • Preparation (internal and physical)		
DEI	• Same as above • Differentiates lesson		

Movement School Atlanta Board of Directors Structure

Executive Committee

Nick Stonestreet (Chair)
Ashlei Seals (Vice Chair)
Jason Terrell (Secretary)
John Coleman (Treasurer)

Finance

John Coleman (Committee Chair)
Ashlei Seals
Jason Terrell
KTT

Nominating and Governance

Ashlei Seals (Committee Chair)
John Coleman
Jason Crain

Academic

KTT (Committee Chair)
Jason Crain
Jason Terrell

The structure and membership may change based on need.

Overview of Movement School Atlanta (MSA) Committees

Name	Description
Executive Committee	**Purpose**: Ensures MSA fulfills its mission and vision while operating in strict compliance with state and federal laws regarding non-profits and charter schools. **Oversight** - Overall progress to mission and goals of MSA - Organization and management of sub-committees - Board member effectiveness - Board Training from GADOE, SCSC, and GCSA
Finance Committee	**Purpose**: Ensures MSA operates with strong fiscal policies and monitors progress towards annual and long-term budget goals. **Oversight** - Annual and long-term budgeting - Evaluation of the CFO -Monthly Board and School financials -Meeting with Auditors
Academic Committee	**Purpose**: Ensures MSA reaches educational goals in alignment with its mission and evaluates performance of school leader. **Oversight** - Evaluation of the school leader - Progress to Student Growth and Achievement Metrics - CCRPI Monitoring - Academic Policy Development (SpEd, Gifted, ESOL) - Annual Calendar
Nominating and Governance Committee	**Purpose**: Ensure MSA board operates effectively, efficiently, and in compliance with all Sunshine and Open Meetings laws. **Oversight** - Compliance with Sunshine Laws/Open Meetings Policies - Board member nomination and succession planning - Update and review of bylaws, policies, and procedures

Movement Foundation
8024 Calvin Hall Road
Indian Land, SC 29707

Clayton County Board of Education
1058 Fifth Avenue
Jonesboro, GA 30236

February 15, 2023

RE: Movement Foundation Letter of Support and Financial Commitment

It is an honor to write this letter of commitment and support for Movement School Atlanta on behalf of the Movement Foundation. The Movement Foundation is a non-profit organization, created to support the growth of high-quality charter schools that expand educational opportunities in economically marginalized communities.

Movement Foundation uses its funds to provide start-up funding grants to Movement Schools. Movement Foundation also uses its funds to acquire properties and develop them into school sites. We then offer Movement Schools the opportunity to lease these sites at heavily subsidized rates. Our goal is to provide exceptional school sites at minimal cost to the schools. We have also partnered to build affordable housing and related projects to support community stability through homeownership. To date, more than $300 million of mortgage profits have been received by the Movement Foundation to invest in developing exceptional schools.

We have been incredibly encouraged by the progress and partnership with Movement Schools in South Carolina and North Carolina, and we are eager to invest in Movement School Atlanta.

We recognize the tremendous financial strain that new charter schools face as they work to grow to a sustainable size. We also recognize the challenge many charters face in finding suitable facilities. Finally, we appreciate the tremendous benefit of allowing charter schools to grow gradually over time. The goal of our grants to Movement School Atlanta is to alleviate these burdens and position Movement School Atlanta to excel in serving students.

On behalf of the Movement Foundation, we have extended the following offer to Movement School Atlanta. This offer relies on the same structure we have successfully used with schools in North and South Carolina.

- Facility: We will purchase land and build a new structure or renovate an existing structure to meet the needs of Movement School Atlanta. We will cover all costs associated with acquisition and construction.

- FF&E: We will purchase initial furniture, fixtures and equipment up to a limit of $1.5 million to enable the school to operate grades K-5 inclusive, but not limited to:

    - phone system
    - furniture
    - technology needs
    - school supplies

- Planning Year Expenses: We will donate up to $500,000 to offset start-up year expenses for Movement School Atlanta. These funds will be available immediately.

- Year 1 Operating Expenses: We will donate up to $500,000 to offset year 1 operating expenses for Movement School Atlanta. The funds will be available August 2024.

- Rent: We will charge no rent during the first year of the schools operation, and we will always heavily discount rent. Our projected facility rental cost is:
    - Year 1 $0
    - Year 2 $175,000
    - Year 3 $352,000
    - Year 4 $572,000
    - Year 5 $650,000

- Marketing and Recruit Support: We know that successful recruiting is crucial to launching a new charter school. With the combined experience of our Foundation and Movement Mortgage staff, we are prepared to offer our expertise in designing and executing an effective marketing campaign free of charge.

I have attached some additional information about our work that I hope will be useful. Thank you for your hard work in service to the students of Clayton County. We would be honored to be able to work alongside you in the future.

If I or Casey Crawford, the founder of Movement Mortgage, can offer any more details or information, please do not hesitate to reach out. I can be reached at tim.hurley@movementfoundation.org

Sincerely,



Tim Hurley, JD
Executive Director, Movement Foundation

tim.hurley@movementfoundation.org

From the Charlotte Business Journal:
https://www.bizjournals.com/charlotte/news/2020/12/31/movement-foundation.html

Movement Foundation plans for 10 charter schools, multi-state expansion with $200M investment

Dec 31, 2020, 2:08pm EST **Updated: Dec 31, 2020, 7:19pm EST**

Movement Foundation, the nonprofit arm of Charlotte's Movement Mortgage, has big plans for a recent $200 million investment - plans that involve at least 10 new project sites potentially across three states.

The investment, the largest yet, is being paid as a year-end dividend from Movement Mortgage's profits. The retail lender funded more than $30 billion in mortgages this year for more than 100,000 families. It marked a 90% year-over-year jump in loan volume. Mortgages are booming in the historically low-rate environment.



MELISSA KEY

Movement Foundation, the nonprofit arm of Charlotte's Movement Mortgage, has big plans for a recent $200 million investment - plans that involve at least 10 new project sites potentially across three states.

Tim Hurley, executive director for the Movement Foundation, said the money will be used for at least 10 more charter schools, plus surrounding affordable housing and health care. Some will also go toward Central American Hope Centers, church-led hubs for underserved populations.

"It all starts with an amazing school that serves kids, but then as we're able to purchase this real estate, we also want to fill it up with things that are going to serve communities," Hurley said. "We try to use every square foot of space we can get."

Movement already operates two charter schools in Charlotte. The first Movement School opened in 2017 on Freedom Drive, followed by another at Eastland this year. Collectively, the schools serve nearly 800 students. They start out with lower grades and then add a grade every year through middle school.

There were more than 1,000 total applications for this past year, Hurley said. About 700 of those were for approximately 100 open spots at Freedom Drive. The demand shows that Movement needs to do more, he said.

The Freedom Drive site was once anchored by Kmart but had been vacant for years. Hurley said it left a hole in the community. Movement purchased that former shopping center for $4.3 million in 2016 to turn it into a school. A similar situation occurred at Eastland.

Movement uses the charter schools as an anchor, Hurley said. It then rents out the remaining space at below-market rates to local nonprofits. Rent can help cover maintenance.

Each school takes, in general, about $15 million to $20 million to stand up, from purchase to furniture, Hurley said. That's roughly 50% to 75% of what a traditional school would cost, he said. The schools are self-sustaining beyond that point - they operate as usual even if Movement Mortgage doesn't have a record-setting year. They receive state and federal funding as public charter schools.

Construction is almost finished on a new middle school at the Freedom Drive site. Crews broke ground on that $22 million project earlier this year. The expansion will give Movement School the capacity to hold more than 850 students in kindergarten through eighth grade. It will open in 2021.

Hurley likens the foundation's resources to a river, not a reservoir. The team wants to funnel the money back into communities as soon as possible.

Movement is still scouting for its next site in Charlotte, Hurley said, as it faces a challenging real estate market here.

He said the foundation wants to open schools in other North Carolina locations, South Carolina and Georgia. It looks for vacant and/or distressed properties. It targets underinvested neighborhoods where the public schools are not working for families and they need more options.

"I tell families, 'Look - you look around. You're their parent. You decide what's best,'" Hurley said. "That's the whole goal, is just giving you a choice as a parent to decide what's going to help your child thrive."

The schools are just one aspect, however. Movement has plans for a health clinic and local coffee shop at the Eastland site. The Freedom Drive project also includes the Ophelia Garmon-Brown Community Center, two basketball courts and other wellness resources.

Movement also donated nearby land for the Mezzanine at Freedom, an 185-unit affordable housing project. Charlotte's Housing Trust Fund, Covenant Presbyterian Church and Marsh Properties also made contributions.

Just down Freedom Drive is the Movement Center, a former industrial space remodeled to house nonprofits. It also has a family wellness center operated by Novant Health.

Movement Mortgage has paid $260 million in dividends to the foundation to date.

Caroline Hudson
Banking and Finance Editor
Charlotte Business Journal



FOR THE EXCLUSIVE USE OF TPHURLEY@GMAIL.COM

From the Charlotte Business Journal:
https://www.bizjournals.com/charlotte/news/2018/12/13/photos-novant-movement-mortgage-partner-to-open.html

PHOTOS: Novant, Movement Mortgage partner to open health clinic in west Charlotte

Dec 13, 2018, 2:46pm EST **Updated: Dec 13, 2018, 4:42pm EST**

Novant Health and Movement Mortgage's foundation partnered to open a 6,500-square-foot medical office in west Charlotte.



MELISSA KEY

The Movement Family Wellness Center includes six primary-care exam rooms, six pediatric exam rooms, a procedure room, consultation space and a lab.

The Movement Family Wellness Center includes six primary-care exam rooms, six pediatric exam rooms, a procedure room, consultation space and a lab. It is staffed with a family physician, a pediatrician, a clinical social worker and other support staff. The center has the capacity to serve up to 10,000 patients annually, according to the Movement Foundation, Movement Mortgage's nonprofit arm.

The medical office is at 2225 Freedom Drive in the 40,000-square-foot Movement Center. Other tenants include the Harvest Center, a ministry for the homeless; Urban Promise, a youth mentoring program; Missions Place, a coworking space for nonprofits; and Center City Church.

"Our vision has always been to use the resources God has blessed us with to bring life, light and hope to our communities by investing in and repurposing real estate," says Casey Crawford, Movement Mortgage founder and chief executive officer.

Movement says it invested about $4.6 million in purchasing the building, renovating it and then upfitting it for tenants. Movement bought the building in late 2014 and began renovations in 2015.

Dr. Bill Hammill, chairman and system service line leader for the department of pediatrics at Novant Health, says this is not the Winston-Salem-based system's first partnership of this kind. It opened a clinic last month in partnership with nonprofit Project

658, and two more clinics are slated to open in late 2019 and early 2020 through a partnership with Michael Jordan.

Each of the clinics is between 6,000 and 8,000 square feet, Hammill says.

Novant identified northwest Charlotte as an underserved area in a recent needs assessment. This assessment states that Freedom Drive and the surrounding area would be best served by 11 primary-care doctors and seven pediatricians. Prior to Movement Family Wellness, the area had four primary-care doctors and no pediatricians.

"We wanted to try to figure out a way to get into that community and provide the health care that we think everyone in Mecklenburg County and the surrounding counties deserve," Hammill says.

Novant also plans to provide screenings for social determinants at the new clinic, he says. Social determinants refer to economic and social conditions that affect a person's health status. Hammill says paying attention to those factors is part of investing in a person's holistic well-being.

Hammill estimates a cost of $400,000 per year to operate the clinic.

For Movement, the wellness center is part of a larger revitalization effort in the Freedom Drive area.

Besides its investment in the Movement Center, Movement also opened a tuition-free public charter school at 2701 Freedom Drive in the fall of 2017. It purchased the former retail center, once anchored by Kmart, at that site for $4.3 million. The Movement Foundation invested a total of $12 million in startup costs for the school.

Movement School East, a second charter school, is slated to open near the intersection of Central Avenue and Sharon Amity Road in the fall of 2020.

Adjacent to the Freedom Drive school property is Freedom Housing, a 185-unit affordable housing development slated for completion in 2019. The development is funded by investments from the Movement Foundation, the Charlotte-Mecklenburg Housing Partnership, Marsh Properties, Covenant Presbyterian Church and the city of Charlotte.

Providing better health care was the last piece of the puzzle, says Garrett McNeill, director of the Movement Foundation.

Hammill agrees: "What we bring to them is the opportunity to expand what they're already doing in the community so well, and we can provide that health-care piece of it."

McNeill says the revitalization stems from Crawford's strong, faith-based belief in giving back to the community. The Movement Foundation holds about half of Movement Mortgage's shares, so profits are gifted back into foundation, he notes.

"At the end of the day, our hope and the thing that we trust and that we know is that the only person who really transforms communities is the Lord. And so, we just kind of create space for relationships to happen," McNeill says.

Movement Family Wellness Center, powered by Novant Health, is open from 8 a.m. to 5 p.m. Monday through Friday.

Caroline Hudson
Banking and Finance Editor
Charlotte Business Journal



WFAE 90.7
CHARLOTTE'S NPR NEWS SOURCE
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Freedom Drive Project Hailed As New Model For Affordable Housing

WFAE | By David Boraks

Published December 11, 2018 at 6:05 PM EST

LISTEN • 1:30



CHARLOTTE MECKLENBURG HOUSING PARTNERSHIP I

The Mezzanine at Freedom will have 185 units at various price points, from $350 to $1450 a month.

Construction has begun on a 185-unit mixed-income apartment project in west Charlotte. Officials say it could be a model for how Charlotte might spend $50 million in affordable housing bond funds approved by voters in November.

WFAE
BBC World Service
423



Credit David Boraks I WFAE I

Charlotte Mecklenburg Housing Partnership broke ground Tuesday on The Mezzanine at Freedom apartments, with help from civic and business leaders.

Civic, religious and nonprofit leaders cheered as they unveiled the name of the $30 million project: The Mezzanine at Freedom. It's being built on 12.5 acres of land at Freedom Drive and Camp Green Street.

It's unusual for the number of public and private partners involved, which is nearly a dozen. Two companies donated the land - Marsh Properties and the Movement Foundation.

Covenant Presbyterian Church chipped in $2 million after the congregation prayed about how it could help solve the city's affordable housing shortage, according to church member Joe Taylor. The City of Charlotte is contributing $4.5 million from its Housing Trust Fund. Wall Street financial companies are also providing financing and buying in the bonds.

BBC-World Service

Many are new to affordable housing work in Charlotte, said Julie Porter, president of the Charlotte Mecklenburg Housing Partnership, which is developing the project.

"It sets an example for what other private companies [and] faith-based institutions can do to actually move momentum on affordable housing," Porter said.

That's the hope in Charlotte, where voters in November approved more than tripling the size of the city's housing trust fund to try and chip away at a 34,000-unit shortage of housing for people who make less than the area's median income.

The Mezzanine is unique in another way: It will have both affordable and market-rate units side-by-side. Monthly rents will range from about $350 for a one-bedroom subsidized unit to nearly $1,500 for a three-bedroom market-rate apartment.

City Council member Lawana Mayfield, who lives in and represents the area, said the apartments will be convenient to uptown.

"This location, and its proximity to uptown, to Bank of America Stadium, to jobs, is so important to our community as a whole," she said.

The project is expected to be finished in 2020.

ABOUT THE MEZZANINE

SITE: 12.5 acres at Freedom Drive and Camp Green Street in west Charlotte.

INCOME RANGES: 19 units reserved for families earning less than 30% of Area Median Income (AMI); 19 units for those earning less than 50% of AMI; 72 units for those earning less than 60% of AMI; 19 units for those earning less than 80% of AMI; 56 market-rate units.

MONTHLY RENTS: From $349 for a one-bedroom apartment for those earning less than 30% of AMI up to $1,450 for a three-bedroom market-rate unit.

COMPLETION: First half of 2020.

Tags Charlotte Area | Affordable Housing | Housing Trust Fund

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From the Charlotte Business Journal:
https://www.bizjournals.com/charlotte/news/2021/07/28/movement-found-charter-school-iverify-southwest.html

Movement Foundation to invest $10M-plus to add charter school in southwest Charlotte

Jul 28, 2021, 7:00am EDT

The Movement Foundation, the nonprofit arm of Movement Mortgage, has purchased property to build another charter school in Charlotte.

Plans call for an approximately 40,000-square-foot school at 150 Iverify Drive, just off Interstate 77 in southwest Charlotte. The Movement Foundation acquired the nearly 15.5-acre property for about $5.3 million as of June 30. The building on site once served as headquarters for security company Iverify.



MOVEMENT FOUNDATION

Movement School Southwest will be a 40,000-square-foot building at 150 Iverify Drive in Charlotte.

Movement School Southwest will open to pre-K, kindergarten and first-grade students starting in 2022. It will add on one grade per year up to fifth grade. Each grade level will have roughly 100 students, said Tim Hurley, executive director of education for Movement Foundation.

Hurley has been looking at potential locations for the past few years. He said this spot will allow Movement to reach low-income families. About 75% of Movement School students are from underserved areas.

"We try to find buildings that we can repurpose, maybe ones that are vacant, and put new life into them. We're also looking for a community that needs additional economic investment," Hurley said. "We want to build great schools one school at a time, and we're going to keep doing that."

He estimated renovations will be another $5 million investment.

This is the foundation's first major capital deployment since

Movement Mortgage contributed a $200 million dividend payment

in late 2020. That investment, its largest so far, is going toward at least 10 charter schools in multiple states. Hurley said the foundation is already looking for another location in Charlotte. It is also scouting for spots in Athens, with plans to open elementary schools starting in 2023.

Movement School Southwest is expected to create about 80 jobs. Hurley said the team is hiring administrators now and will start hiring teachers in November.

The application process for students will also start later this year. Students can apply from anywhere in North Carolina, although most tend to live a few miles from their school, he said.

Hurley said the additional acreage around the school will allow for expansion projects. Movement has coupled its educational efforts with nearby affordable-housing projects and health-care partnerships. Its first campus at Freedom Drive opened in 2017 and now has more than 500 students in kindergarten through fifth grade.

More than 750 applications came in this year for the Freedom Drive school, Hurley said, despite only 130 open spots available.

Movement's other investments into that area include an 185-unit affordable-housing project, space for nonprofits, a wellness center operated by Novant Health and the Ophelia Garmon-Brown Community Center.

"We have the land. We want to steward it as well as we can to benefit the community," Hurley said.

A middle school is also opening to students on that site in August. The school, part of a $22 million investment, will house sixth-graders at first and grow each year up to the eighth grade.

In 2020, Movement launched an Eastland campus on Central Avenue. It houses kindergarten through second grade and will grow up to fifth grade.

The Movement Foundation owns the schools and related properties and handles renovations. It leases the facilities at a reduced cost and draws from state funding to cover operations. Indian Land-based Movement Mortgage has paid $260 million in dividends to date to its foundation.

Caroline Hudson
Banking and Finance Editor
Charlotte Business Journal



FOR THE EXCLUSIVE USE OF TPHURLEY@GMAIL.COM

From the Charlotte Business Journal:
https://www.bizjournals.com/char1otte/news/2018/08/20/movement-mortgages-foundation-nabs-2-3m-site-for.htm1

Movement Mortgage's foundation nabs $2.3M site for second charter school campus

Aug 20, 2018, 2:56pm EDT

Movement School, a nonprofit charter-school initiative by Movement Mortgage, is planning to open a second campus in east Charlotte in the fall of 2020.

Movement School East will be located close to the former Eastland Mall site, near the intersection of Central Avenue and Sharon Amity Road. Indian Land-based Movement Mortgage's nonprofit affiliate, The Movement Foundation Inc., purchased the 1-acre site at 5247 Central Ave. for $2.3 million on July 2. The transaction includes the building formerly occupied by Harris Teeter.



MOVEMENT FOUNDATION

Movement School East will be located close to the former Eastland Mall site, near the intersection of Central Avenue and Sharon Amity Road. Movement Mortgage's nonprofit division, Movement Foundation, purchased the 1-acre site at 5247 Central Ave. for $2.3 million on July 2.

The Movement Foundation plans to renovate the space to house the school. Officials at Movement are still finalizing an estimated cost on those renovations. The two campuses will offer similar amenities, such as transportation and an on-site cafeteria.

"We believe opening a second campus will help the unique gifts, talents and abilities of even more children across Charlotte become fully realized," says Casey Crawford, founder and CEO of Movement Mortgage and chairman of The Movement Foundation.

Movement opened its first charter-school campus in August 2017 at the former Kmart site at 2701-B Freedom Drive. The 65,000-square-foot facility enrolled 305 students in kindergarten through second grade in its first year. Third grade was added this year. The project came with a $12 million price tag in startup costs.

The Movement Foundation owns both properties and covers the cost of renovations, while also leasing to Movement School at a reduced price. It uses state funding to cover any operating costs.

The foundation plans to expand its original campus next year to make room for upcoming middle-school grades, according to a press release. Movement School's inaugural classes of students will reach those grades between 2021 and 2023, depending on age.

Movement School aligns its curriculum with that of Sugar Creek Charter School in north Charlotte. About 75% of the 435 students enrolled in the 2018-19 school year are from underserved areas.

Crawford previously told the *Charlotte Business Journal* his idea for Movement School grew out of his own childhood experiences working at his father's hardware store in a lower-income area of Washington, D.C.

"That's when I really began to understand the power of an education," Crawford said in that interview. Movement School's flagship location on Freedom Drive was selected because of its proximity to lower-income neighborhoods in Charlotte.

Movement says it has acquired approval from the state - a process that began at least a year ago. "Movement School East believes that every child deserves a free, world-class education. We provide this by building schools with academic and social programs focused on culturally-relevant pedagogy, character development, and socio-emotional support," reads the application, dated Sept. 21, 2017.

Organizers expect Movement School East to employ 41 staff members, 13 of whom will be classroom teachers, according to the application. It lists the teacher salary range as $35,000 to $80,000 a year, while the head of school is expected to earn between $75,000 and $120,000 a year.

"Our first year (at Freedom Drive) exceeded expectations in almost every way," says Tim Hurley, executive director of education for The Movement Foundation.

The overall goal is to house up to 900 students in kindergarten through eighth grade at each campus.

Caroline Hudson
Banking and Finance Editor
Charlotte Business Journal



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From the Charlotte Business Journal:
https://www.bizjournals.com/charlotte/news/2017/08/08/12-miilion-charter-kicks-off-first-day-of-school.html

$12 million charter kicks off first day of school this week (PHOTOS)

Aug 8, 2017, 1:31pm EDT



MELISSA KEY

Movement School, the $12 million public charter school backed by Movement Mortgage's nonprofit arm, will open Wednesday for the 2017-2018 school year.

The goal of the collaborative project between Movement Foundation, Sugar Creek Charter School and the state of North Carolina is to "end poverty through education," according to a press release.

As previously reported by the *CBJ,* the newly built charter school used to be home to a Kmart. Movement Foundation purchased the space for $4.3 million last year and invested $12 million into the school. The foundation also invested $3 million in the 40,000-square-foot Movement Center in 2015, which serves local nonprofits and ministries. The projects totaled $15 million combined.

The charter school, at 2701 Freedom Drive, exceeded its goal to enroll at least 300 students from kindergarten through second grade with 305 students enrolled for this year. Any student in North Carolina is allowed to attend the school but most of the students enrolled live in west Charlotte.

Raheem Roberts, a first grade teacher at Movement School, wasn't shy to withhold his excitement during the tour. The school held a vibrant appearance, with bright colors and pictures of soon-to-be students and their parents hanging across the walls. Each classroom was built to house an average of 23-25 students, covered with posters for learning and jigsaw puzzle tabletops for

collaborative work. The school also has a built-in library, cafeteria, gym and technology center.

"We do a lot of small group instruction," Roberts said. "That way we can really meet the needs of all our students."

The charter school has 36 staff and 19 teachers, a total of 55 employees for this school year. The 65,000-square-foot facility has space for growth. The long-term plan is to attach a grade level each year up to eighth grade, adding around 100 students and four teachers along with assistants per grade.

Casey Crawford, CEO of Movement Mortgage and Movement Foundation chairman, said the future grade levels are already allocated in the school's budget. Crawford wants Movement School to serve as a model for communities and hopes to replicate it across the U.S. in the next five years.

"We're actually working with some other synergetic partners to try to think about other services that are needed in urban context - how you think about affordable housing, how you think about healthcare and education - and see if we can think of a synergetic offering that's state-sponsored to bring into these communities," Crawford said.

Alex Gailey
Intern Staff Writer
Charlotte Business Journal



Exhibit 49

Control Number : 22026169

STATE OF GEORGIA

Secretary of State

Corporations Division
313 West Tower
2 Martin Luther King, Jr. Dr.
Atlanta, Georgia 30334-1530

CERTIFICATE OF INCORPORATION

I, **Brad Raffensperger**, the Secretary of State and the Corporation Commissioner of the State of Georgia, hereby certify under the seal of my office that

Movement Charter School, Inc.
a **Domestic Nonprofit Corporation**

has been duly incorporated under the laws of the State of Georgia on **02/02/2022** by the filing of articles of incorporation in the Office of the Secretary of State and by the paying of fees as provided by Title 14 of the Official Code of Georgia Annotated.

WITNESS my hand and official seal in the City of Atlanta and the State of Georgia on **02/04/2022**.

Brad Raffensperger

Brad Raffensperger
Secretary of State

ARTICLES OF INCORPORATION

OF

Movement Charter School, Inc.

ARTICLE I.

The name of the corporation is Movement Charter School, Inc. (the "Corporation").

ARTICLE II.

The Corporation shall be a nonprofit corporation under the provisions of the Georgia Nonprofit Corporation Code. It shall be organized and operated exclusively for charitable, scientific, or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, (the "Code"), including but not limited to, operating one or more charter schools in the State of Georgia pursuant to the Charter Schools Act of 1998, O.C.G.A Section 20-2-2060 et seq.

In addition, the Corporation shall have all those general powers specified in Sections 14-3-302 and 304 of the Georgia Nonprofit Corporation Code, including the power to do everything necessary, proper, advisable or convenient for the accomplishment of any of the purposes set forth herein, provided the same are not forbidden by the laws of the State of Georgia. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations set forth in Section 501(c)(3) of the Code and the Regulations thereunder under as the same now exist or as they may be hereafter amended from time to time.

ARTICLE III.

The Corporation is not organized and shall not be operated for pecuniary gain or profit. No part of the property or net earnings of the Corporation shall inure to the benefit of or be distributable to its directors, officers, or other private persons; provided, however, the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof.

No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office or advocate passage or defeat of any referendum or ballot question. Notwithstanding any other provision of this document, the Corporation shall not carry on any other activities not permitted to be carried on by (a) an organization exempt from federal income tax under Section 501(c)(3) of the Code, or corresponding section of any future federal tax code; or (b) an organization, contributions to which are deductible under Section 170(c)(2) of the Code, or corresponding section of any future federal tax code.

It is intended that the Corporation shall have, and continue to have, the status of an organization which is exempt from federal income taxation under Code Section 501(c)(3). All terms and provisions of these Articles of Incorporation and the Bylaws of the Corporation, and all authority and operations of the Corporation, shall be construed, applied and carried out in accordance with such intent.

ARTICLE IV.

The Corporation shall not have members.

ARTICLE V.

The address of the initial registered office of the Corporation shall be 2 Sun Court, Suite 400, Peachtree Corners, Gwinnett County, GA 30092. The initial registered agent at such address is Corporation Service Company.

ARTICLE VI.

The mailing address of the Corporation is 8024 Calvin Hall Road, Indian Land, SC 29707.

ARTICLE VII.

(a) The affairs of the Corporation shall be managed under the direction and authority of a Board of Directors. The Board of Directors shall exercise all of the powers of the Corporation, including the adoption and amendment of the Bylaws of the Corporation. The number, qualifications, term of office and manner of selection of members of the Board of Directors shall be as set forth in the Bylaws of the Corporation.

(b) No person who is serving or has served as a member of the Board of Directors shall have any liability to the Corporation for monetary damages for any action taken, or any failure to take any action, as a member of the Board of Directors, except liability:

(i) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of law;

(ii) for the types of liability set forth in Sections 14-3-860 through 14-3-865 of the Georgia Nonprofit Corporation Code; or

(iii) for any transaction from which such person derived an improper personal benefit.

The limitation of liability conferred in this Article shall be in addition to and not in lieu of all other limitations, immunities, and indemnities conferred by law, these Articles and the Bylaws of the Corporation.

ARTICLE VIII.

Upon dissolution of the Corporation's affairs, the Board of Directors shall, after paying or making provision for the payment of all liabilities of the Corporation, distribute, transfer, convey, deliver and pay over any of the assets of the Corporation received and held by the Corporation subject to limitations permitting their use only for charitable, scientific, educational and similar purposes to any other organization which qualifies to preserve the Corporation's nonprofit tax exempt status under Section 501(c)(3) of the Code and the Georgia Nonprofit Corporation Code. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction for the county in which the principal office of the Corporation is located, exclusively for such purposes or to such organization or organizations as said Court shall determine which are organized and operated for such purposes.

ARTICLE IX.

The name and address of the Incorporator of the Corporation are David F. Golden, Esq., 600 Peachtree St. NE, Suite 3000, Atlanta, Georgia 30308.



David F. Golden, Incorporator

Secretary of State

OFFICE OF SECRETARY OF STATE
CORPORATIONS DIVISION
2 Martin Luther King Jr. Dr. SE
Suite 313 West Tower
Atlanta, Georgia 30334
(404) 656-2817
sos.ga.gov

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Secretary of State
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TRANSMITTAL INFORMATION FORM
GEORGIA PROFIT, NONPROFIT OR PROFESSIONAL CORPORATION

Primary Email Address: **david.golden@troutman.com**

1. Entity Type (check one only) ☐ Profit Corporation ☑ Nonprofit Corporation ☐ Professional Corporation ☐ Benefit Corporation

Corporate Name Reservation Number (if one has been obtained; if articles are being filed without prior reservation, leave this line blank)

Movement Charter School, Inc.
Corporate Name (List exactly as it appears in articles.)

2. **Cynthia French**
Name of Person Filing Articles of Incorporation

600 Peachtree Street NE , Suite 3000	**Atlanta**	**GA**	**30308**
Address	City	State	Zip Code

3. **8024 Calvin Hall Road**
Principal Office Mailing Address of Profit/Non Profit Corporation (Unlike registered office address, this may be a post office box.)

Indian Land	**SC**	**29707**
City	State	Zip Code

4. **Corporation Service Company**
Name of Registered Agent in Georgia

2 Sun Court , Suite 400
Registered Office Street Address in Georgia (Post office box or mail drop not acceptable for registered office address.)

Peachtree Corners	**Gwinnett**	**GA**	**30092**
City	County	State	Zip Code

compliancemail@cscglobal.com
Registered Agent's Email Address

5. Name and Address of Each Incorporator

David F. Golden	**600 Peachtree St. NE , Suite 3000**	**Atlanta**	**GA**	**30308**
Incorporator	Address	City	State	Zip Code

6. ANNUAL REGISTRATION AGREEMENT
   - Georgia corporations incorporated between January 1 – October 1 must file its annual registration with the Secretary of State within 90 days after the date its articles of incorporation are filed with the Secretary of State.
   - Georgia corporations incorporated between October 2 – December 31 must file its annual registration with the Secretary of State between January 1 and April 1 of the next year succeeding the calendar year of its incorporation.

7. Submitted with this filing is a filing fee of $100.00 payable to "Secretary of State". Filing fees are non-refundable.
I certify that a Notice of Incorporation or Notice of Intent to Incorporate with a publication fee of $40.00 has been or will be mailed or delivered to the official organ of the county where the initial registered office of the corporation is to be located. (The clerk of superior court can advise you of the official organ in a particular county.) I understand that this Transmittal Information Form is included as part of my filing, and the information on this form will be entered in the Secretary of State business entity database. I certify that the above information is true and correct to the best of my knowledge.

Cynthia French
Signature of Authorized Person

Our emergency management and safety plans shall also address security and safety issues involving the transportation of students to and from school as well as school functions when such transportation is furnished by MSA and functions are held during non-instructional hours. Due to the number of field trips and celebrations we plan to have, a comprehensive safety plan composed of these scenarios is critical. These trainings would include training all bus personnel, bus riders, and operations staff on bus emergency exiting procedures, communication trees, and notifications in the event of an accident or emergency stop.

The Georgia Emergency Management Agency (GEMA) can support us in these efforts as we develop plans as well. GEMA can be commissioned to provide training and technical assistance to MSA in the area of emergency management and safe school operations. This training and technical assistance shall include, but not be limited to, crisis response team development, site surveys and safety audits, crisis management planning, exercise design, safe school planning, emergency operations planning, search and seizure, bomb threat management, and model school safety plans.

If during our design of these plans MSA finds additional security or safety measures are needed, MSA may request funding assistance from the state (according to O.C.G.A. 20-2- 1185) for the installation of safety equipment including, but not limited to, video surveillance cameras, metal detectors, and other similar security devices. Funding may be provided to a public school in accordance with a school safety plan prepared by the school and approved by GADOE and GEMA.

As we work to draft these plans, our goals would be to operate in compliance with the charter school application requirements, an emergency management and school safety plan will be in place by May 1, 2024.