East Atlanta Charter School Petition

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Executive Summary

Charter School Name: East Atlanta Charter School

Check one: _X_ New Start-Up ____ New Conversion
____ Start-up renewal ____ Conversion Renewal
____ College & Career Academy

If renewal, when was the original charter term start date? N/A
If renewal, for how many charter terms has the school been in existence? N/A

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

East Atlanta Charter School Foundation

Contact person: Loren Locke, Chair of the Board of Directors

Contact address: _____

Telephone number of contact: _____

E-mail address of contact: _____

Grade Levels Served: Kindergarten – 5th

Ages Served: 5-11

Proposed Opening/Renewal Date: August 2016

Proposed Charter Term: 5 years

During the first charter term we propose to serve students as follows:

Year/Grade	K	1	2	3	4	5	Total
2016-2017	88	88	0 0	0 0			176
2017-2018	88	88	88	0 0	0		264
2018-2019	88	88	88	88	0	0	352
2019-2020	88	88	88	88	88	0	440
2020-2021	88	88	88	88	88	88	528

i.

I. THE CASE

1. **Why do you want a charter?**

a. What is your motivation for applying to be a charter school?

The vision of East Atlanta Charter School ("EACS") is to create an exceptional educational experience for elementary students that will foster each child's curiosity, confidence, creativity, and communication skills in two languages. Our student body will reflect and embrace our community's racial, ethnic, cultural, and socioeconomic diversity. Our teachers will cultivate confident, bilingual learners who can think critically and creatively, express themselves elegantly in writing and in speech, solve complex problems, and work collaboratively.

b. What will you be able to do with a charter that you cannot do without a charter?

No other public school in DeKalb County has a whole-school dual language immersion program, and no other school follows Common Core language arts standards in the second language. At East Atlanta Charter School, every child will learn Spanish. Having every student and classroom working toward the same goal of advanced Spanish proficiency will foster extensive opportunities to reinforce and expand on each individual class's lessons, and more time to provide both structured and unstructured opportunities for each student to communicate in Spanish. Further, a school-wide dual immersion program creates a unity of purpose across the faculty and staff that will result in increased achievement of the student body across all subject areas.

At East Atlanta Charter School, our goal is to educate students to be truly at ease beyond their borders. Second language instruction is integral to achieving this goal. Guided by the most current research on language acquisition and evidence showing the significant social and cognitive benefits of learning a second language, we have created a Spanish immersion curriculum designed to educate students who can converse comfortably on subjects ranging from the everyday to the academic, with a focus on global awareness.

At East Atlanta Charter School, all students will spend 50 percent of their time learning in English and 50 percent learning in Spanish. All content subjects (language arts, math, social studies, and science) will be taught in both English and Spanish.

In addition to the social and personal benefits of bilingualism, current research shows that second language acquisition is highly beneficial to the development of brain functions and cognitive skills. Our coordinated curriculum in both English and Spanish leads to a high level of academic rigor and an opportunity for interdisciplinary learning that is engaging and meaningful.

EACS will hire teachers who are extremely well qualified, with extensive training in subject content and in second language instruction. English and Spanish teachers will collaborate to create and nurture the social, emotional and academic growth of their students. Partner teachers will share the responsibility for teaching the content and curriculum and will communicate with each other daily about student progress and concerns.

Spanish teachers will use Spanish 100 percent of the time for both instructional and procedural interactions, providing all students with sufficient input for consistent incremental assimilation of the language. Through formal and informal assessments, teachers will monitor students'

progress and offer opportunities to strengthen their language skills through dynamic and differentiated groupings.

Dual language immersion will not produce functionally bilingual students if they are not given enough opportunity and impetus to produce coherent, accurate, and sociolinguistically appropriate speech and writing. A dual language immersion program that provides inadequate opportunity for expressive language produces children who can listen or read in Spanish extremely well, but who are nonetheless "passive bilinguals" lacking the confidence and skill to speak and write in their second language. Because of the freedoms allowed by the charter, East Atlanta Charter School will cultivate the precise environment needed to maximize the success of the students. Our entire educational model is designed to foster each child's curiosity, confidence, creativity, and communication skills. Pursuing these goals for each child is completely intrinsic and inseparable from our whole-school dual language immersion program.

c. Describe how parents, community members, and other interested parties were involved in developing the petition and will be involved with the school.

    i. Describe in detail the community support for this school and the need for this particular school in the community it will serve. Support may be evidenced through additional documentation.

When the plan to create East Atlanta Charter School was first widely announced, the community response was immediate and enthusiastic. An online petition of support garnered 100 signatures in the first 24 hours and exceeded 500 signatures within the first month. Similarly, East Atlanta Charter School launched a Facebook page that as of early May, 2015 had received 155 "likes" and continues to be an active hub of DeKalb County parents. Our website, www.EastAtlantaCharterSchool.com, continues to draw dozens of unique visitors per day. Our supporters are passionate and vocal, citing myriad reasons that they would be eager to enroll their own children in East Atlanta Charter School.

We have held well-attended public meetings at the Gresham Park public library and by invitation at local homeowners' association events and neighborhood meetings hosted by members of the Friends of South DeKalb Schools group.

According to our supporters, the need for East Atlanta Charter School is clear:

- "We would love to support a charter school in our neighborhood. We've been residents of East Atlanta since 2003, and we've just added a child to our family this year. Our wonderfully diverse area needs a school as unique and special as its residents. We have a lot to share and are eager to learn." – M. Rose of Atlanta.
- "Every child deserves a good, local, tuition-free school option, and there currently isn't one. A charter school would be good for everyone in the area and would keep some families with school-age children, including mine, from moving to another school district." – A. Blackstock of Atlanta.
- "Our daughters are currently in a Spanish immersion preschool in East Atlanta where we live. We would love to send them to a dual language charter in the area for K-5." – N. Talero of Atlanta.
- "There should be no such thing as a "bad" school in any neighborhood. Here's a great opportunity to begin to correct our educational shortcomings, to invest in our neighborhood, our children and America's future." – M. Rials of Atlanta.

- "I believe in multilingual education and would like more options for my children closer to where we live." – L. Campbell of Atlanta.
- "I need to be sure that my children are able to get the best possible education while remaining in DeKalb County." – Natalie Fernandez of Atlanta.

ii. As part of your evidence of community engagement, you must provide a letter or a petition signed by parents/guardians of school-age children eligible to attend the charter that demonstrates that they would consider enrolling their child in the proposed school. These items may be placed in the Appendix.

Please see **Exhibit 7**.

iii. Describe the steps you have taken to develop any partnerships and your plans to further develop additional community partnerships.

We have networked intensively to ensure that East Atlanta Charter School will have productive and useful partnerships with organizations across the metropolitan area and around the country.

Most notably, we have partnered with Georgia State University's Center for Urban Language Teaching and Research (CULTR). CULTR is a Title VI Language Resource Center of the U.S. Department of Education. A U.S. Department of Education Language Resource Centers ("LRCs"), CULTR is one of only 16 university-based centers in the country supported by federal grants under Title VI of the Higher Education Act. Together, these 16 LRCs make up a national network of resources to promote the teaching and learning of foreign languages by creating language learning and teaching materials, offering professional development opportunities for teachers and instructors, and conducting research on foreign language learning. (See **Exhibit 8**.)

Founded in 2014 and based at Georgia State University, CULTR is a partnership of the Departments of Modern and Classical Languages and the Department of Applied Linguistics/ESL in the College of Arts and Sciences and the Division of Learning Technologies in the College of Education, in collaboration with the Center for Instructional Innovation.

CULTR endeavors to enhance the opportunities of urban and underrepresented students to achieve the language proficiency and cultural competence required for success in the modern global marketplace. Through a variety of initiatives that support research into world language teaching and learning, the development and dissemination of innovative language methodologies and technologies, and through the provision of professional support for language instructors, the mission of CULTR is to promote and improve access to language learning opportunities and global awareness for all learners, opening opportunities for urban students to explore and envision global careers in cultural diplomacy, national security, international business, public health, or the sciences.

While education offers individual opportunities alongside wider social benefits, access to education has become increasingly unequal, diverging along social class and, consequently racial, ethnic, and gender lines. Schools in urban areas are frequently under-resourced and accountability concerns in areas such as reading and math sometimes lead to reductions in offerings of courses not deemed "essential," including foreign languages. These students, many already under-represented, are further marginalized and barred from participation in the opportunities presented by globalization.

Dr. William Nichols, one of three Co-Directors of CULTR, has submitted a letter of support, stating in part:

> "Given our purpose of enhancing opportunities for urban and under--represented students, CULTR recognizes the potential for a powerful, longstanding partnership with East Atlanta Charter School, which will serve a predominately minority and socioeconomically disadvantaged student population. **Given its proximity to GSU and the fact that we can be involved from the very inception of the school, we are particularly well positioned to establish this important collaboration.**"

Further, CULTR has identified specific areas in which it plans to provide ongoing support to EACS, including:

- CULTR will assist in identifying and pursuing appropriate grant opportunities, such as the Foreign Language Assistance Program (LEAS) which provides grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students.
- CULTR proposes to offer workshops for all East Atlanta language teachers. Topics will include technology for language teaching, assessment in the language classroom, and teaching heritage language students.
- CULTR will invite East Atlanta Language Teachers to participate in CULTR's Language Teacher Retention Institute that will serve to develop communication and professional mentoring networks that work to establish the base of a multi-layered mentoring/enrichment program to reduce burnout and attrition in language teachers.
- CULTR will provide programming and curricular enhancement and evaluation related to foreign language teaching.
- CULTR agrees that one of the three CULTR Co-Directors will reside on the governing board of East Atlanta Charter School on a rotating basis allowing CULTR to provide ongoing professional advice and mentorship to the governing

Additionally, we have received pledges of support from other institutions, such as other schools (including The Language Garden, a Spanish immersion preschool that serves many families who reside within the McNair Cluster and the Atlanta International School, the metropolitan area's oldest, largest, and most highly regarded school offering language immersion to all students). We have also received letters of support from several private businesses and the State Bar of Georgia, the organization to which all licensed Georgia lawyers belong, which exists to foster among Georgia lawyers the principles of duty and service to the public; to improve the administration of justice; and to advance the science of law.

iv. Provide a list of organizations that have committed to partner with your school and the potential nature of the partnerships. Provide evidence of support from the partners in the Appendix.

Please see the Appendix, in particular **Exhibits 8 and 20**.

d. What is the Charter School's Mission? How does it support the legislative intent of the school's program to "increase student achievement through academic and organizational innovation?"

The mission of East Atlanta Charter School is to nurture a community of young scholars who will not only achieve very high standardized test scores, but who will also be uncommonly adept at expressing themselves effectively in myriad settings. Our curriculum will focus on the liberal arts, and we will utilize evidence-based best practices in education and classroom management. East Atlanta Charter School teachers will engage and inspire children through highly interactive and student-centered lessons that harness the intense curiosity innate to children.

Few Georgia public elementary schools offer second language learning opportunities, and even fewer provide the sustained, wide-ranging instruction and exposure that leads to advanced second language proficiency. East Atlanta Charter School will incorporate Spanish language learning extensively--both throughout the curriculum and across all grade levels-- so that our students obtain the demonstrable benefits of becoming bilingual and biliterate. Namely, each student will develop high proficiency in Spanish; improved performance on standardized tests of English and math; enhanced cognitive skills in areas such as memory, cognitive flexibility, attention control, and problem solving skills, as well as an enhanced understanding of English; increased cultural sensitivity; and the long-term benefits of being better prepared for the global community and job markets where a second language is an asset. Spanish is a natural choice for our school's second language. Spanish is the second-most spoken language in Georgia, and the primary language of about half a million people in the Atlanta metropolitan area. (See **Exhibit 3**.)

In addition to Georgia State University's Center for Urban Language Teaching and Research (CULTR), East Atlanta Charter School has also gained the support of a notable national leader on bilingual education, Dr. Rebecca Callahan. (See **Exhibit 4**.) Dr. Callahan is a University of Texas professor in the Department of Curriculum & Instruction and Population Research Center and the author of *The Bilingual Advantage: Language, Literacy and the US Labor Market*. In her letter of support for EACS, Dr. Callahan states:

> "[R]ecent research has found an economic advantage to maintaining bilingualism and developing biliteracy as the EACS model proposes to do. In fact, among young adults today, researchers have found a significant advantage in college-going, but also in the likelihood of being hired, and once employed, in the wages earned. Employers report that they are more likely to choose a bilingual employee, all else equal, and more likely to retain bilingual and biliterate employees when facing layoffs and other difficult decisions. **The EACS proposal offers not only to address a gap in the educational offerings of the region, but also to provide rich educational, and linguistic, support to a traditionally marginalized student population.** I look forward to seeing the EACS community of students in action in the future!"

Our mission is closely aligned to the mission of the DeKalb County School System: "to form a collaborative effort between home and school that maximizes students' social and academic potential preparing them to compete in a global society."

e. Please provide specific examples of and documentation regarding programs that would be offered by your school that are not offered in any existing schools in DCSD. Please see Board Policy IBB.

"*Based on what global companies in Georgia tell us, we have set a goal for Georgia to have twenty dual-immersion programs in place by 2020. These programs will help ensure a Georgia workforce that is fluent in languages and skilled at cultural interactions that are*

necessary for the economic development of our state and region." -- State School Superintendent Dr. John Barge. (See **Exhibit 1**.)

In 2014 in the DeKalb School District, only 1,960 children (less than 2% of students in the district) were attending a school that offered dual language immersion instruction. **Approximately one half of one percent of DeKalb students were actually participating in a dual language immersion program in any language.**

Dual language immersion is not a concept invented by the founders of East Atlanta Charter School. Rather, it is a relatively recent breakthrough in elementary education that has lately been gaining greater attention throughout the United States. The Georgia Department of Education set a goal for there to be at least 20 dual language immersion programs in public schools in Georgia by 2020. Thus far, there are 14 programs in Georgia that offer at least a kindergarten immersion program (including 10 traditional public schools and 4 public charter schools). There is no whole-school dual immersion program in DeKalb where every student is learning the same second language.

Further, the students of South DeKalb do not yet have meaningful access to dual language immersion education at all. Of the four existing programs in the DeKalb School District, three programs operate within traditional public schools and limit participation to students residing in the local elementary attendance zone (Ashford Park Elementary offers a German-English program; Evansdale Elementary offers a French-English program; and Rockbridge Elementary offers a French-English program).

There is only one public dual language immersion program for which children from South DeKalb may apply, which is the Globe Academy Charter School. While the Globe Academy differs from East Atlanta Charter School in many significant ways, perhaps the most fundamental concern regarding how it is not meeting the needs of South DeKalb's children is that it is located near the opposite end of the school district and does not provide student transportation. Thus, parents who wanted to drive their children from the McNair cluster geographic area would need to drive up to 20 miles each way. Making two round trips per day in standard traffic conditions would take approximately 3 hours per day. Many South DeKalb families have neither the time nor the financial resources to dedicate 15 hours per week to driving a child to and from school.

Georgia Department of Education cites the following benefits of Dual Language Immersion ("DLI"):

- **Second Language Skills:** DLI students achieve higher proficiency in the second language than with traditional Foreign Language instruction.
- **Cognitive Skills:** DLI students typically develop greater cognitive flexibility, demonstrating increased attention and memory, superior problem-solving skills as well as an enhanced understanding of their primary language.
- **Performance on Standardized Tests**: DLI students perform as well as or better than English-only students on standardized tests in English, including students from a range of socioeconomic and ethnic backgrounds, as well as with diverse cognitive and linguistic abilities.
- **Intercultural Competency**: DLI students are more aware of and generally show more positive attitudes towards other cultures and an appreciation of other people.

- **Long-Term Benefits**: DLI students are better prepared for the global community and job markets in the 21st century.
- **Higher Attendance-Rates and Fewer Drop-Outs**: Students from DLI programs have higher attendance rates and lower drop-out rates compared to regular programs. (See **Exhibit 1**.)

The DeKalb County School District cites the following goals for its dual-language immersion programs:

- Improve literacy skills;
- Increase academic achievement in all content areas;
- Increase achievement in reading and mathematics significantly;
- Instill cultural competence; prepare students to be sensitive and skilled in working with others across cultures;
- Prepare students to be collaborators; and
- Prepare students to enter the global workforce.
  (See **Exhibit 2**.)

In order to meet the objectives of the Georgia Department of Education and of the DeKalb County School District that a critical mass of children become proficient in a world language through dual language immersion education, and in order to open that opportunity to the children of South DeKalb, there must be another option which is geographically suitable and tailored to the needs and desires of the families of South DeKalb. Dual language immersion education should not be restricted to more socioeconomically privileged students in the north part of the county, but rather should be accessible to South DeKalb's children.

In addition to providing the only whole-school Spanish immersion program, East Atlanta Charter School will also be the only dual language immersion program serving diverse and predominantly low-income families. It will provide cultural and pre-professional opportunities to a population of students who historically have had a very low rate of high school graduation. Toward the goal of helping its student population close the achievement gap, it will provide extensive support services for families, most of whom will not be refugees or immigrants, but who have nonetheless struggled to gain economic traction for various reasons. East Atlanta Charter School will be the only program in DeKalb County School District where 100% of fifth graders will speak Spanish proficiently.

East Atlanta Charter School has a pragmatic mission aligned with the needs of the families of South DeKalb. Spanish was chosen as the school's second language not only because of the availability of Spanish-speaking teachers and high-quality instructional materials aligned perfectly with the Georgia Common Core standards, but also because Spanish language proficiency, more than French, German, Mandarin, or any other language, is a valuable asset in the workforce in Georgia. While there is value and worth in studying a dead language or a language that very few Americans will ever encounter, Spanish holds the same advantages, plus it is extremely practical.

East Atlanta Charter School will provide very rigorous academic training that will ideally situate its 11 year old fifth graders to continue on the road toward university education, but which will also prepare them for their eventual entry into the workforce. Students who complete 6 years at East Atlanta Charter School will have received a strong academic foundation for success in middle school, high school, and college, but with their fluency in Spanish, they will also have a

lasting, valuable, marketable, and practical skill. For a student who does not pursue higher education or even necessarily complete high school, his Spanish bilingual ability could be one of the few marketable skills he may have to put on his resume.

Every student who completes his or her studies at the East Atlanta Charter School will benefit from all of the research-proven benefits of bilingual education and will be prepared to succeed in middle school. Some will undoubtedly go on to excel in high school, attend prestigious universities, and enter elite fields such as medicine and law. But while many will follow this time-tested yet lengthy path to professional and economic success, others will be prepared to seize more immediate opportunities that exist because of their Spanish bilingualism. One classmate could start his own contracting business, in which he hires and manages Spanish-speaking laborers. Another student could open her own restaurant. Another could work as a diplomat or as a border patrol officer. Another could become a certified court translator or Spanish-language customer service representative, and still another could go into the burgeoning tourism industry of DeKalb County. All of these students will be able to communicate with the substantial minority of people living in the U.S. who speak Spanish as their first, and often only, language. And all of these students will be able to command a higher income and have more professional opportunities because of their bilingual proficiency. Please see **Exhibit 6** for a sampling of metropolitan Atlanta employers seeking Spanish speakers for positions across all industries today.

The students' Spanish-language instruction detracts nothing from their subject-matter learning in all of the standard academic areas. Just as one East Atlanta Charter School alumna may one day use her Spanish skills as an interpreter or teacher, another may go in a direction where speaking Spanish is not part of her career. She, too, will reap academic and social benefits from East Atlanta Charter School, where becoming bilingual in Spanish will happen together with learning the full slate of traditional school subjects.

The DeKalb County School District and the Georgia Department of Education agree that dual language immersion is proven to lead to advanced second language proficiency while augmenting core academic skills. Yet, nowhere in the district is there a program tailored for a population of low-income students who historically have entered the workforce without attending college. Bilingualism in Spanish is probably the most sought-after, discrete marketable skill that an elementary school could instill in its students. Elementary school is the perfect age to develop second-language proficiency, and one's ability to do so drops precipitously with age, becoming dramatically weaker by high school when Georgia's students typically first encounter second-language instruction.

By high school, having lost the cognitive ability to learn a foreign language easily, most students learn and retain very little and do not become functionally bilingual. It is a running joke in America to laugh about how many years of foreign language classes you took in high school, and on vacation you couldn't even remember how to ask for directions on the street in that foreign language. This is profoundly different than the experience of dual language immersion in elementary school and the results one achieves through long-term participation in such a program.

Unlike other DeKalb charter schools serving overwhelming economically disadvantaged and racially homogenous minority student populations, such as the student population attending schools in the McNair cluster, East Atlanta Charter School offers a carrot and not a stick. Instead of cultivating a rigid school environment and stressful obsession with standardized tests, East Atlanta Charter School will uplift disadvantaged students with Spanish bilingualism -

a meaningful, marketable skill that enhances academic learning - while increasing opportunities to succeed for all students, whether headed toward elite universities or straight into the workforce.

II. ACADEMIC OBJECTIVES, PLANS, AND WAIVERS

2. What are your school's performance objectives for the proposed charter term?

a. As background for your answer to this question, please see the CCRPI and Beating the Odds goals (Attachments A and B) and review the PowerPoint found on the GADOE's Charter Schools Division's website. These goals will be included in your charter contract.

The Attachments A and B were reviewed and have informed the goals outlined below.

b. In your answer to this question, you will list the specific areas you will target to achieve your CCRPI and Beating the Odds goals.

In order to achieve our CCRPI and Beating the Odds goals, we will target our Reading, ELA, and Math scores. In order to achieve our targets, we will increase the minutes of Literacy and Math instruction students receive each day. Please see the attached copy of our proposed school schedule for further details. Furthermore, research indicates that dual-language instruction leads to equivalent or increased scores in Math and Reading. According to "What the Research Says About Immersion," by Tara Williams Fortune of the Center for Advanced Research on Language Acquisition at the University of Minnesota, based on the research of Lindholm-Leary and Turnbull, Lapkin, and Hart, "English proficient immersion students are capable of achieving as well as, and in some cases better than, non-immersion peers on standardized measures of reading and math." This research indicates that dual-language immersion, in and of itself, will potentially benefit students' standardized test scores. (See **Exhibit 5**.)

c. For example, you may choose to target Math or ELA to raise your overall CCRPI score – because your current Math or ELA scores are dragging your CCRPI score down.

Please see the answer listed above, which states that we will be targeting Reading, ELA, and Math, as well as how we will raise student achievement in these three critical subjects.

d. As a way to be competitive on Beating the Odds, you may also choose to focus on closing the gap in your school between educationally advantaged and educationally disadvantaged students – or you may choose to ensure gifted students are well-served, since average-performing gifted students will lower your Beating the Odds ranking compared to schools and districts with high-performing gifted students.

Because our target geographic regions will pull students of a variety of socioeconomic backgrounds, we seek to level the playing field through bilingual education. East Atlanta Charter School values dual-language immersion because research proves that dual-language immersion levels the academic playing field between middle-class and low-income students. In their article "Foreign Languages and the Achievement Gap," the Joint National Committee For Languages (JNCL) and the National Council For Languages And International Studies (NCLIS) state, "Dual Language Immersion, where students learn academic subjects in English and

another language, offers a positive and powerful approach to closing achievement gaps for African-Americans and students of low socioeconomic status." The JNCL and NCLIS also write that the state of North Carolina has seen dramatic achievement gains from low socioeconomic students through their implementation of dual immersion instruction. (See **Exhibit 5**.)

North Carolina's data specifically show that:

- 3 rd and 4th grade African American students in immersion score between ½ and 1 full year ahead of other African American students, in English reading;
- 5 th through 8th graders score between ¾ and 2 years ahead of their peers in English reading.
- When compared to the overall statewide scores, African American children in immersion close the achievement gap (compared to the overall performance statewide) by the 8th grade.

"The Effects of Bilingualism on Cognitive Development" by Y.G. Rodriguez states that "the evidence seems to suggest that bilingualism may scaffold concept formation and general mental flexibility." This evidence shows that **through bilingual education, children can obtain the ability to grasp concepts and engage in flexible thinking, which will help children from low-performing areas achieve at higher levels.** Furthermore, "Positive effects of bilingualism were found on both episodic memory and semantic memory at all age levels," according to to R.Kormi-Nouri, S. Moniri, and L Nilsson in their article, "Episodic and Semantic Memory in Bilingual and Monolingual Children." This indicates that children receiving bilingual education will have stronger memory function than they would in an equivalent monolingual setting, which will further their academic achievement and ability to compete with same-age peers.

e. Indicate the expected rate of student performance growth in each year of the proposed charter term.

As indicated below in the chart outlining projected student growth for our founding first grade cohort, the percentage of students achieving on or above grade level is expected to grow 5% for each year that a student attends our school.

On an individual student level, students will be pushed to meet aggressive growth targets on the MAP test, as outlined by the following chart.

MAP Percentile	**Expected Growth In One Year**
75th percentile or above	103% of projected growth goal (according to NWEA)
50th percentile to 74th percentile	108% of projected growth goal (according to NWEA)
25th percentile to 49th percentile	113% of projected growth goal (according to NWEA)
1st percentile to 24th percentile	118% of projected growth goal (according to NWEA)

By setting tiered growth targets according to what quartile in which a student scores in, students will move through the quartiles the longer they are with us. For example, if we were merely to expect a student scoring in the 24th percentile to make one year's growth, then at the end of the year, that student would still score in the 24th percentile. However, a student who makes 118% of one year's growth would move to the next quartile. Over multiple years, this growth will move the student so that he/she is achieving on or above grade level.

However, at East Atlanta Charter School, we expect all of our students to make higher than projected growth in a year. Therefore, even the highest performing students will be pushed to beat their projected growth goal by 3% (or, in other words, to grow at a rate 3% higher than projected).

f. You are encouraged to include all or some of the components of the current draft of the Georgia Department of Education's College and Career Ready Performance Index (CCRPI).

All Georgia Milestones performance objectives are informed by the current draft of the Georgia Department of Education's College and Career Ready Performance Index.

g. You are urged to include cohort measures that show the progress over time of a single cohort of students.

Please see chart below regarding specific goals for the founding first-grade cohort.

h. You are also urged to include national norm-referenced test results among your performance measures.

Common Core MAP (Measures of Academic Progress) will be used in each of our subject-area academic performance objectives (except those for Spanish Language Acquisition). MAP is a norm-referenced test created by the NWEA and used across the United States.

i. Be specific, measurable, attainable, relevant, and time-based (SMART).

East Atlanta Charter School sets the following rigorous academic performance objectives. (Note that all MAP scores will be the Common Core versions of the MAP.)

Reading

Subject	MAP	GA Milestones	Other Measure
Reading	70% of students will meet their RIT growth goals for the year.	92% of students will meet on the Georgia Milestones EOG test. 12% of students will exceed on the Georgia Milestones EOG test.	
Language Arts	70% of students will meet their RIT growth goals for the year.	85% of students will meet on the Georgia Milestones EOG tests. 12% of students will exceed on the Georgia Milestones EOG test.	
Math	70% of students will meet their RIT growth goals for the year.	77% of students will meet on the Georgia Milestones EOG tests. 8% of students will exceed on the Georgia Milestones EOG test.	
Science	65% of students will meet their	70% of students will meet on the Georgia Milestones	

	RIT growth goals for the year.	EOG tests. 5% of students will exceed on the Georgia Milestones EOG tests.	
Social Studies	65% of students will meet their RIT growth goals for the year.	73% of students will meet on the Georgia Milestones EOG tests. 5% of students will exceed on the Georgia Milestones EOG tests.	
Oral Reading Fluency			75% of students will meet the following Words Correct Per Minute Goals using DIBELS Oral Reading Fluency: K: N/A 1: 47 2: 96 3: 110 4: 114 5: 127
Word Use Fluency			75% of students will meet the following Word Use Fluency Goals using the DIBELS Word Use Fluency indicator: K: 37 1: 47 2: 50 3: N/A 4: N/A 5: N/A
Reading Comprehension			75% of students will meet the following Reading Comprehension Goals using the Fountas and Pinnell Benchmark Assessment: K: D 1: J 2: M 3: P 4: S 5: V
Spanish Oral Language Fluency			80% of students will achieve at the following levels: K: Novice-High oral fluency rate 1: Novice-High oral fluency rate (year one); Intermediate-Low oral fluency rate (years two through five) 2: Intermediate-Mid oral fluency rate 3: Intermediate-

			High oral fluency rate 4: Advanced-Low oral fluency rate 5: Advanced-Mid oral fluency rate
Spanish Written Composition			80% of students will achieve at the following levels: K: Novice-High writing/ composition rating 1: Novice-High writing/composition fluency rate (year one); Intermediate-Low writing/composition rate (years two through five) 2: Intermediate-Mid writing/composition rate 3: Intermediate-High writing/composition rate 4: Advanced-Low writing/composition rate5: Advanced-Mid writing/composition rate

Our Spanish proficiency objectives are reflective of students' progressive mastery toward oral and written fluency in Spanish. Objectives are written from a standpoint of considering students' first age of exposure to second language exposure (assuming that second language acquisition beginning in elementary school usually takes approximately 5 years to reach proficiency), as well as individual variability in the overall population in terms of ability to acquire second language fluency in childhood.

School-Wide Objectives for Year 1 and Year 5:

Year 1	Oral Fluency	By the end of Year 1, 80% of all students will achieve at least a Novice-High oral fluency rate in Spanish, as measured by the American Council on the Teaching of Foreign Language (ACTFL) Proficiency Rubric.
	Written Fluency	By the end of Year 1, 80% of all students will achieve at a Novice-Mid written fluency rate in Spanish, as measured by the ACTFL Proficiency Rubric.
Year 5	Oral Fluency	By the end of Year 5, 90% of 4th and 100% of 5th grade students will achieve at least an Intermediate-High fluency rate in Spanish, as measured by the ACTFL Proficiency Rubric.

	Written Fluency	By the end of Year 5, 90% of 4th and 100% of 5th grade students will achieve at least an Intermediate-High written fluency rate in Spanish, as measured by the ACTFL Proficiency Rubric.

Please see the definition of these standards at **Exhibit 12**, The American Council on the Teach of Foreign Languages Performance Descriptors for Language Learners.

Cohort Measures: East Atlanta Charter School projects the following performance standards for the founding first-grade cohort.

	Year 1 (Spring)	Year 2 (Spring)	Year 3 (Spring)	Year 4 (Spring)	Year 5 (Spring)
Reading MAP	60% of incoming first graders will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	65% of second graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	70% of third graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	75% of fourth graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	80% of fifth graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test
ELA MAP	60% of incoming first graders will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	65% of second graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	70% of third graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	75% of fourth graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	80% of fifth graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test
Math MAP	60% of incoming first graders will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic	65% of second graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic	70% of third graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic	75% of fourth graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic	80% of fifth graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic

	Progress), a norm-referenced test	Progress), a norm-referenced test	Progress), a norm-referenced test	Progress), a norm-referenced test	Progress), a norm-referenced test
Science MAP	55% of incoming first graders will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	60% of second graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	65% of third graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	70% of fourth graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	75% of fifth graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test
Social Studies MAP	55% of incoming first graders will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	60% of second graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	65% of third graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	65% of fourth graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test	70% of fifth graders from the original cohort will score in the 50th percentile or higher according to the NWEA's MAP (Measures of Academic Progress), a norm-referenced test

3. How will the charter school governing board, management, instructional leadership, faculty and staff know that students are on track to meet these academic goals?

a. What assessments will the school administer to obtain performance data for each student?

Please refer below to the answer to Question 2, sub-part b.

b. Describe how the school will obtain baseline achievement data.

In August of each academic year, faculty will administer the following screening assessments in order to obtain baseline achievement data in the areas of Reading, Language Arts, Math, Science, and Social Studies. (See DIBELS information at Appendix-286.)

Subject	**Assessment**
Oral Reading Fluency	DIBELS assessment for grades 1 through 5
Word Use Fluency	DIBELS assessment for grades k through 2
Reading Comprehension	Fountas and Pinnell Benchmark Assessment System
Reading (General)	Common Core MAP Reading Assessment

English Language Arts	Common Core MAP Language Arts Assessment
Math	Common Core MAP Math Assessment
Social Studies	MAP Social Studies Assessment
Science	MAP Science Assessment

c. Describe how the school will benchmark student growth.

East Atlanta Charter School will benchmark student growth through the following measures:

	MAP EOY Benchmark Measure	Milestones Measure
Reading	Students will take the MAP test in the winter of each year to determine if they are on track to meet their EOY goal.	Common Core aligned benchmarks will be administered in October and February of each year to determine students' mastery of grade level standards. School will use a variety of resources to create benchmarks, including those produced by the Georgia DOE
Language Arts	Students will take the MAP test in the winter of each year to determine if they are on track to meet their EOY goal.	Common Core aligned benchmarks will be administered in October and February of each year to determine students' mastery of grade level standards. School will use a variety of resources to create benchmarks, including those produced by the Georgia DOE
Math	Students will take the MAP test in the winter of each year to determine if they are on track to meet their EOY goal.	Common Core aligned benchmarks will be administered in October and February of each year to determine students' mastery of grade level standards. School will use a variety of resources to create benchmarks, including those produced by the Georgia DOE
Science	Students will take the MAP test in the winter of each year to determine if they are on track to meet their EOY goal.	Benchmarks will be administered in October and February of each year. Benchmarks will be aligned with state standards and will be created using resources from the Georgia DOE.
Social Studies	Students will take the MAP test in the winter of each year to determine if they are on track to meet their EOY goal.	Benchmarks will be administered in October and February of each year. Benchmarks will be aligned with state standards and be created using resources from the Georgia DOE.

d. Describe plans to formally and informally assess student performance in the core academic areas.

Throughout the school year, students will be formally assessed in core academic subjects (defined as Reading, Language Arts, Math, Science, Social Studies, and Spanish Language Acquisition) through weekly formative assessments, unit-based summative assessments, term-based benchmarks, term-based ACTFL (American Council for the Teaching of Foreign Language--used for assessing Spanish Oral Fluency and Spanish Written Fluency) assessments

and the MAP test administered in the fall, winter, and spring. Furthermore, teachers will be required to implement daily Checks for Understanding (CFUs) and administer a daily formative assessment--which may be an exit slip, an independent practice, a CFU, or any other authentic data collection materials. During their daily after school planning time, teachers will be required to analyze daily formative assessments and use that data to inform and adjust (as needed) their future lesson plans. Students will also be measured using the Fountas and Pinnell Benchmark Assessment System, administered four times per year, and DIBELS Word Use Fluency, administered four times per year (K through 2) and Oral Reading Fluency, administered four times per year (1 through 5). (See Appendix-285.)

e. Explain how the charter school will work with the local school system to participate in all state-mandated assessments. Provide a statement that the charter school will administer all state assessments in accordance with the DCSD testing calendar.

East Atlanta Charter School will coordinate with DeKalb County Schools by sending an assigned Testing Coordinator to all training meetings regarding state-mandated assessments. East Atlanta Charter School will administer all state assessments in accordance with the DCSD testing calendar.

f. Describe plans to diagnose educational strengths and needs of students and plans on how this data will be used for instructional planning.

Educational strengths and needs of students will be assessed through a rigorous cycle of diagnostic assessment, progress monitoring, and daily formative assessments from the classroom. Each day, teachers will have forty-five minutes of mandatory co-planning between grade level teams (one English teacher and one Spanish teacher per team) in order to review the daily formative assessment, group students, form plans for re-teaching and spiral review, and modify the next day's lesson plans if necessary. Furthermore, teachers will be required to attend professional development sessions in which they review formative and summative assessment data in grade level and/or content teams at least once every four weeks and to modify lesson plans accordingly. Teachers will be expected to differentiate within their classes in order to meet the individual needs of their students and to ensure that each child is being taught at his/her instructional level.

g. Describe the school's plan for using assessment data to monitor and improve achievement for all students over a set period of time.

East Atlanta Charter School will use the MAP assessment to monitor growth over time. The MAP assessment system automatically produces growth goals for each student. The MAP will be administered in the fall, winter, and spring of each year in order to determine if students are on track to meet their growth target (winter) and to determine if students have met their growth target (spring).

Furthermore, as described above in Question 2, sub-point f, teachers will meet daily to review formative assessment data. Data will also be reviewed at professional developments sessions at least once every four weeks and used to inform lesson planning in order to drive student achievement. During these professional development sessions, teachers will also review relevant benchmark data, create action plans, and use these action plans to guide their instruction. Through consistent assessment, analysis, and data-driven instruction, students will be able to meet the school's performance objectives.

h. Describe how the charter school shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements.

East Atlanta Charter School acknowledges it is subject to the accountability provisions of O.C.G.A. §§ 20-14-30 through 20-14-41, and will participate in all state-required testing as stated in SBOE Rule 160-3-1-.07, as well as any federal accountability requirements. This includes alignment to all guidelines around how and when assessments are administered and by whom. A designated staff member will be responsible for coordinating assessment administration and will participate in applicable training made available, as well as serving as primary point of contact for all assessment matters.

i. Describe how the charter will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual and other state and local guidance on assessment.

East Atlanta Charter School will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook and the State Accommodations Manual. East Atlanta Charter School will send a staff member delegate to all required test administration training. The staff member delegated will then train all staff members on the State Assessment Handbook, and further will train all staff members who are testing students who receive accommodations on the State Accommodation Manual. Staff members will be trained in all state and local requirements for testing administration, security, and check-in and check-out procedures. Staff members will follow all required protocol pertaining to testing examiners, testing proctors, and hall monitors. Staff members will be required to attend testing trainings and documentation of attendance will be obtained through staff signatures on a sign-in log.

j. Describe how staff from the charter school will attend required test administration training held by DCSD.

Each year, a staff member from East Atlanta Charter School will attend all district required test administration training for DeKalb County School District. The first year, the testing coordinator will be a member of leadership team (probably the SELT). After a Vice Principal is hired, the testing coordinator will be the Vice Principal. However, the Principal of the school will be ultimately responsible for all testing regulations and proper administration.

4. What specific actions will the school's management, instructional leadership; faculty and staff take to ensure student performance objectives are met during the proposed charter term?

The school management, instructional leadership, faculty, and staff will take the following steps in order to ensure that student performance objectives are met during the five-year proposed charter term:

1. During teacher pre-planning each fall, teachers will work with their instructional manager to set clear performance objectives based on the Georgia TKES standard.
2. Teachers will be observed by their instructional manager three times each nine weeks and have a formal performance review at the end of each nine weeks using their performance objectives and the Georgia TKES standard.
3. Teachers will participate in regularly scheduled (defined as once every four weeks) professional development sessions in which teachers are required to review MAP data,

formative and summative assessment data, and benchmark data. Teachers will use this data to drive their instruction.

a. Describe the focus of the curriculum. This statement should also discuss any distinctive or unique instructional methods to be used that are research-based and standards driven.

East Atlanta Charter School will have a fully dual-language immersion curriculum. The instruction will occur fifty percent in English and fifty percent in Spanish. Students will have two teachers each year--one English teacher who only teaches content in English, and one Spanish teacher who only teaches content in Spanish.

b. A full and complete curriculum, aligned, for all grade levels to be served during the proposed charter term is required to be submitted as an Appendix item. This information must be aligned with Common Core and Georgia Performance Standards (where applicable).

While East Atlanta Charter School will closely follow the Common Core standards in all grade levels and will rely on the curricular framework developed by Great Minds/Engage NY, we will also give wide latitude to our teachers to select texts, create interesting and engaging lesson plans, and collaborate with other teachers to generate new materials. Please see our full curriculum with alignment to Georgia Performance Standards at **Exhibit 10**.

Our academic goals will be well served within the framework of Common Core. The Common Core framework will allow our teachers to have a great deal of flexibility in delivery of instruction. Thus, we will not require teachers to use (or not use) any particular style of teaching, or any particular textbook. East Atlanta Charter School's educators will come from myriad backgrounds, very likely including teachers who have been educated abroad or who have taught in other countries; we expect each teacher to rely on a wide variety of tools and skills to teach effectively. While all EACS teachers will participate in ongoing training and workshops in the United States, delivered by our partner Georgia State University Center for Urban Language Teaching and Research and other reputable, accredited institutions, we also expect our teachers to rely on their experience to inform their teaching style. Our teachers will work in partnership with each other. Each class will receive instruction in Spanish for half of the day and English the second half of the day. Thus, each teacher will set up the arrangement of his or her own classroom, will decide when and how to break the class into smaller groups for differentiated instruction, and will collaborate intensively with his or her partner teacher. One way that EACS will attract and retain top teachers will be to treat them as professionals and trust them to use their professional skills and judgment to teach effectively, while closely supervising their performance and providing frequent, meaningful feedback.

COMMON CORE STANDARDS ACROSS ALL SUBJECTS, IN BOTH LANGUAGES

The San Diego Country Office of Education maintains the "COMMON CORE en Español State Standards Initiative Translation Project" website at http://commoncore-espanol.com/. There, permanently and free of charge, any school can access a version the California Common Core Language Arts and Literacy in History-Social Studies, Science and Technical Subjects Standards Standards (Common Core ELA/Literacy) and the Mathematics standards into Spanish. This is not just a mere word-for-word translation, but instead has been both translated and linguistically augmented to meet both the Common Core principles, but also the unique attributes of the Spanish language.

The translation and linguistic augmentation of the Common Core Standards in Spanish affords us the opportunity to re-conceptualize classroom practices by acknowledging the ways that students authentically use a primary and second language to organize higher mental processes, mediate cognition, and develop autonomy as they become proficiently biliterate.

The Spanish translation of the California Common Core State Standards for Language Arts, Literacy in History and Social Studies, Science and Technical Subjects, also presents a new opportunity for the leadership of students, parents, teachers, and school administrators to recognize the link between cognitive development and language, and embrace the responsibility for the continuous improvement of our educational system.

Standards-based instruction is at the forefront of education reform because it presents a framework to ensure that all students are engaged in rigorous curricula and prepared to contribute positively to an increasingly complex world.

The translated versions of the Common Core Standards establish a guide for equitable assessment and curricular development, resulting in high levels of biliteracy. The primary drafters include four language experts:

Teresa Ibarra, Consultant
F. Isabel Campoy, Transformative Education Institute;
Pía Castilleja, Stanford University
Silvia Dorta-Duque de Reyes, San Diego County Office of Education

The Advisory Committee overseeing the entire project included:

Carrie Heath Phillips, Council of Chief State School Officers
Alma Flor Ada, University of San Francisco
F. Isabel Campoy, Transformative Education Institute
Tom Adams, California Department of Education
Cliff Rudnick, California Department of Education
Lillian Perez, California Department of Education
Verónica Aguila, Butte County Office of Education
Mónica Nava, San Diego County Office of Education
Silvia Dorta-Duque de Reyes, San Diego County Office of Education

Every effort was made during the creation of COMMON CORE en Español to maintain a parallel, aligned, and equitable architecture between the Spanish translation and linguistic augmentation of the California Common Core ELA/Literacy Standards. The purpose of the linguistic augmentation is to address points of learning, skills and concepts that are specific to Spanish language and literacy, as well as transferable language learnings between English and Spanish as provided in educational settings where students are instructed in both languages. This perfectly fulfills the needs of EACS, where students will study both English Language Arts and Spanish Language Arts daily in a 50/50 dual immersion model.
The COMMON CORE en Español's linguistic augmentation was based on the conventions for oral and written Spanish from the Real Academia de la Lengua Española (RAE) promulgated in 2010. The intent is to promote the same expectations and level of rigor for Spanish usage as educators expect for English usage through quality curriculum and instruction.
The linguistic augmentation also provides a structure and specific detail for the development of instructional materials that address the specific features of Spanish in support of students'

academic language learning on par with English in dual language programs. The linguistics experts who held primary responsibility for linguistic augmentation include:

Jill Kerper Mora, San Diego State University
Silvia Dorta-Duque de Reyes, San Diego County Office of Education
Sandra Ceja, San Diego County Office of Education

Before it was widely adopted in California and across the country, the COMMON CORE en Español was piloted in the Chukla Vista Elementary School District under the supervision of Dr. Francisco Escobedo, District Superintendent; Emma Sanchez, Executive Director; and the school district's dual language faculty.

The COMMON CORE en Español project is a worthy model for EACS. It has been peer reviewed and is already in wide use in California and in immersion programs across the nation (though none yet in the state of Georgia).

A Peer Review is a process of self-regulation used to provide credibility and determine the suitability of an academic document for publication. The peer review for the translation and linguistic augmentation of the Common Core Standards en Español was conducted in 2012 at the CABE Summer Institute in Long Beach, California. The esteemed panel of peer reviewers included:

Ana M. Applegate, San Bernardino City Unified School District
Daniel Arellano, San Bernardino City Unified School District
Fausto E. Baltazar, Cajon Valley Union School District
Gilberto D. Barrios, Vista Unified School District
Gonzalo de Alba, Fresno Unified School District
Ana María Flores, Latino Coalition for Education
Charlotte Ford, Contra Costa County Office of Education
Carmen Garces, Mount Diablo Unified School District
Ana Celia García, San Diego State University
Claudia Garcia, Sweetwater Union High School District
Norma Gomez-Michel, San Diego County Office of Education
Olga Gonzáles, Mexican-American Legal Defense and Education Fund
María Heredia, North Monterey Unified School District
Ana Hernandez, San Bernardino City Unified School District
Izela Jacobo, Cajon Valley Union School District
Jill Kerper-Mora, San Diego State University
Olivia Leschick, Valley Center-Pauma Unified School District
Sandra Lineros, Oak Grove Elementary School District
Roy López, Lennox School District
Martín Macías, Stanislaus County Office of Education
Edna Mikulanis, San Diego Unified School District
Antonio Mora, San Diego County Office of Education
Karem Morales, Oak Grove Elementary School District
Kris Nicholls, Riverside County Office of Education
Nilda Ocasio, Mount Vernon Community School
Cynthia Ortiz, Hayward Unified School District
Sylvia Padilla, Long Beach Unified School District
Margarita Palacios, North Monterey Unified School District
Janette Perez, Santa Ana Unified School District

Lillian Perez, California Department of Education
Arlene Quintana-Rangel, San Bernardino Unified School District
Veronica Rodriguez, Fresno Unified School District
Fernando Rodriguez-Valls, San Diego State University
Luz Elena Rosales, San Bernardino Unified School District
Silvina Rubinstein, Los Angeles County Office of Education
Magdalena Ruz Gonzalez, Los Angeles County Office of Education
Martha Servin, San Bernardino City Unified School District
Araceli Simeón-Luna, Mexican-American Legal Defense and Education Fund
Olivia Yahya, Saddleback Valley Unified School District
Nieves Vera de Torres, Girls Preparatory Bronx Community School

GREAT MINDS CURRICULUM- GEORGIA COMMON CORE

Given our need to prepare EACS students to achieve high scores on the Georgia Milestones assessments, we have identified curricula which comply wholly with Georgia Common Core, or in the case of our Spanish-language curricula, which adhere to national Common Core. Georgia does not have its own Spanish-language Common Core. Instead, for Spanish-language instruction, EACS will follow the Spanish-language California Common Core Standards (CCSS).

We have selected a Math and English Language Arts curriculum which has been designed specifically for Common Core (not retrofitted after Common Core was developed). EACS will use the Eureka Math and Wheatley Portfolio developed by Great Minds, a Washington, D.C. based non-profit 501(c)3 organization that seeks to ensure that all students, regardless of their circumstance, receive a content-rich education in the full range of the liberal arts and sciences, including English, mathematics, history, the arts, science, and foreign languages. Since 2007, Great Minds has worked with teachers and scholars to create instructional materials, conduct research, and promote policies that support a comprehensive and high-quality education in America's public schools.

Great Minds developed the Eureka Math curriculum and Wheatley Portfolio in partnership with the New York State Education Department. Thus, the curricular maps in the Appendix are branded as Engage NY - New York State Common Core. In fact, these free materials are extremely similar to the subscription-based Great Minds curricula not specifically branded for New York, because they were developed in tandem based on the Common Core. East Atlanta Charter School will continue to evaluate whether the minimal differences between the Engage NY and Great Minds version justify the expense of subscribing to Great Minds rather than using the publically available EngageNY-branded materials. We have used the Engage NY materials as examples for reference.

The Great Minds trustees are Barbara Byrd-Bennett, Chief Executive Officer for Chicago Public Schools; Nell McAnelly, Co-Director Emeritus of the Gordon A. Cain Center for STEM Literacy at Louisiana State University; Carol Jago, Associate Director of the California Reading and Literature Project at UCLA. Dan Cookson, Founder at BansheeBox, LLC; Pascal Forgione, Jr., Executive Director of the Center on K-12 Assessment and Performance Management at ETS; Lorraine Griffith, a Title I Reading Specialist at West Buncombe Elementary in Asheville, North Carolina; Jason Griffiths, Director of Programs at the National Academy of Advanced Teacher Education; Bill Honig, President of the Consortium on Reading Excellence; William Kelly, Co-founder and CEO at ReelDx; Richard Kessler, Executive Dean of Mannes College and the New School for Music; Lynne Munson, President and Executive Director of Great Minds; and Maria Neira, former Vice President of New York State United Teachers.

Eureka Math/EngageNY connects math to the real world in ways that take the fear out of math and build student confidence—while helping students achieve true understanding lesson by lesson and year after year. Eureka Math serves teachers, administrators, parents, and students with a comprehensive suite of innovative curriculum, in-depth professional development, books, and support materials for everyone involved.

The team of teachers and mathematicians who wrote Eureka Math took great care to present mathematics in a logical progression from PK through Grade 12. This coherent approach allows teachers to know what incoming students already have learned and ensures that students are prepared for what comes next. When implemented faithfully, Eureka Math will dramatically reduce gaps in student learning, instill persistence in problem solving, and prepare students to understand advanced math.

What Eureka Math ***is*** and ***is not***:

Using real-world problems	Not endless exercises without context
Understanding why	Not isolated memorization
Explaining your reasoning	Not working alone
Doing math in your head	Not relying on a calculator

While many curricula and textbooks on the market today describe themselves as being "aligned" with the new standards, the content is virtually unchanged from the past. Publishers have merely associated elements of the outdated content with various new standards. Eureka Math was developed specifically to meet the new standards.

Eureka Math offers a comprehensive suite of curriculum, in-depth professional development, texts, tools, and support materials that work together to provide teachers, parents, and students with a cohesive approach to the ultimate goal: students who are not merely literate, but fluent, in mathematics.

It's not enough for students to know the process for solving a problem; they need to understand why that process works so they can use it anytime. Teaching mathematics as a story, Eureka Math builds students' knowledge logically and thoroughly to help them achieve deep understanding. While this approach is unfamiliar to those of us who grew up memorizing mathematical facts and formulas, it has been tested and proven to be the most successful method in the world.

Early on during the development of the Common Core State Standards (CCSS), Great Minds recognized that these influential standards would have the potential to raise student achievement if the standards were implemented with first-rate curriculum materials. Great Minds therefore set out to create tools that teachers could use to develop strong, CCSS-aligned curricula. The first tool it created is the Great Minds Curriculum for English. The curriculum provides a coherent sequence of thematic curriculum units, roughly six per grade level, K–12. The units connect the skills delineated in the CCSS in ELA with suggested works of literature and informational texts and provide sample activities that teachers can use in their classrooms.

The Common Core State Standards call for the new standards to be taught within the context of a "content-rich curriculum." But the CCSS do not specify what content students need to master, as this fell outside the scope of the standards-setting project. Here is how this is explained in the introduction to the CCSS:

> "While the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document."

Responsibility for developing such a curriculum falls to schools, districts, and states. The Great Minds Curriculum for English is designed to meet the needs of the teacher, principal, curriculum director, superintendent, or state official who is striving to develop, or to help teachers to develop, new ELA curricula aligned with the CCSS. The curriculum can also serve as a resource for those endeavoring to conduct professional development related to the standards.

The development of the Great Minds Wheatley Portfolio was initially funded by the Bill & Melinda Gates Foundation. Currently, membership fees are the key source of support for maintaining the portfolio and for creating new curriculum-related tools and services. Engage NY offers a free version of both Eureka Math and the Wheatley Portfolio which are further tailored to specifically address New York's version of Common Core.

Wheatley Portfolio is intended to serve as a "road map" for the school year, as an aid for jumpstarting the lesson planning process. Our Portfolio does not comprise a complete curriculum, nor does it prescribe how teachers are to teach the material included in the Portfolio. As a common planning tool, the Portfolio can facilitate school and district-wide collaboration. It also can become the backbone of rich, content-based professional development as teachers work together to create and then refine curricula for their particular schools and classrooms.

All standards in the CCSS K-12 standards are addressed at least once, if not a number of times. Each grade includes a "standards checklist" showing which standards are covered in which unit. The curriculum writers worked carefully to ensure that the content and skills in each unit would build on one another so that in the aggregate, all standards would be addressed in a coherent, logical way. The standards are grouped so that they could envision fitting together in one unit. For example, if a unit was focused on asking and answering questions in informational text, then standards for shared research and expository writing were included in that unit as well.

Great Minds has envisioned a "complete curriculum" to be a working set of documents and practices for daily instruction and assessments that teachers collaboratively develop and refine using the content and skills delineated in the Wheatley Portfolio. A "complete curriculum" would not only include the components of our portfolios as they are now, but also provide further guidance about differentiating instruction to suit advanced and struggling students (for example, those who are reading above or below grade level, English language learners, and students with disabilities). A full curriculum would also include a scope and sequence, samples of student work, more scoring rubrics, and—ultimately—more suggested lesson plans. It could also include pacing suggestions to guide instruction of the content and skills in ways that address specific student objectives and link them to the standards, much like our sample lesson plans do. Other levels of detail might be included, such as lists of important vocabulary words for each text, assessment blueprints, detailed pacing of grammar instruction that is integrated with the work (i.e., sentence structure and usage conventions are studied in the context of what students are reading).

East Atlanta Charter School teachers will use the Wheatley Portfolio curriculum as a "road map" for the school year, using it to jumpstart the lesson planning process. As a common planning tool, the portfolio also can become the backbone of rich, content-based professional development as teachers collaborate to refine the curricula for their particular schools and classrooms.

The Great Minds Wheatley Portfolio reflects the input of the many dozens of teachers who have reviewed the curriculum. In the fall of 2010 the portfolio was made available for public comment. Hundreds of teachers, superintendents, principals, curriculum directors, and many others have provided further feedback, and the curriculum has been enriched by their input. The American Federation of Teachers convened the same panel of AFT teachers that reviewed the Common Core State Standards to review the first edition of the Great Minds curriculum. The Milken Family Foundation and the National Alliance of Black School Educators assisted further in connecting Great Minds to superintendents, teachers, and content area specialists from across the country to review our curriculum as well.

Wheatley Portfolio is based on the Common Core State Standards. The CCSS dictated both the goals and contours of the curriculum. In addition to the CCSS, Great Minds has consulted a wide range of model curricula and other content materials, including the International Baccalaureate course outlines, curriculum maps and scoring rubrics used by the Brooklyn Latin School, and the Massachusetts English Language Arts Curriculum Frameworks. Great Minds has incorporated the best aspects of these successful programs and materials into its curriculum, such as a focus on a sequence of specific content, the inclusion of both oral and written expressions of student proficiency, and attention to the detailed aspects of genres, subgenres, and characteristics of various kinds of literary and informational texts.

Each Great Minds curricular unit includes the following components:

Overview. This is a brief description of the unit. It explains the unit's theme and provides a summary of what students will learn. It explains the structure, progression, and various components of the unit. It may offer some guidance regarding the selection of texts. The unit descriptions illuminate the connections between the skills identified in the standards and the content of the suggested works.

Essential question. The "essential question" highlights the usefulness, the relevance, and the greater benefit of a unit. It is often the "so what?" question about material covered. It should be answerable, at least to some degree, by the end of the unit, but it should also have more than one possible answer. It should prompt intellectual exploration by generating other questions. Here's an example from eighth grade: "How does learning history through literature differ from learning through informational text?"

Focus standards. These standards are taken directly from the CCSS and have been identified as especially important for the unit. Other standards are covered in each unit as well, but the focus standards are the ones that the unit has been designed to address specifically.

Suggested student objectives. These are the specific student outcomes for each unit. They describe the transferable ELA content and skills that students should possess when the unit is completed. The objectives are often components of more broadly-worded standards and sometimes address content and skills necessarily related to the standards. The lists are not exhaustive, and the objectives should not supplant the standards themselves. Rather, they are

designed to help teachers "drill down" from the standards and augment as necessary, providing added focus and clarity for lesson planning purposes.

Suggested works. These are substantial lists of suggested literary and informational texts. In most cases (particularly in the middle and high school grades), this list contains more texts than a unit could cover; it is meant to offer a range of options to teachers. Several permutations of the list could meet the goals of the unit. The suggested texts draw heavily from the "exemplar texts" listed in the CCSS. Exemplars are works the CCSS identified as meeting the levels of complexity and rigor described in the standards. These texts are identified with an (E) after the title of an exemplar text. An (EA) indicates a work by an author who has another work cited as an exemplar text.

Art, music, and media. These sections list works of visual art, music, film, and other media that reflect the theme of the unit and that a teacher can use to extend students' knowledge in these areas. Each unit includes at least one sample activity involving the works listed under this heading. In some cases, a prompt also has been provided. ELA teachers who choose to use this material may do so on their own, by team teaching with an art or music teacher, or perhaps by sharing the material with the art or music teacher, who could reinforce what students are learning during the ELA block in their classroom. The inclusion of these works in our curriculum is not intended to substitute for or infringe in any way upon instruction students should receive in separate art and music classes.

Sample activities and assessments. These items have been written particularly for the unit, with specific standards and often with specific texts in mind. Each activity addresses at least one standard in the CCSS; the applicable standard(s) are cited in parentheses following the description of each activity. The suggested activities or assessments are not intended to be prescriptive, exhaustive, or sequential; they simply demonstrate how specific content can be used to help students learn the skills described in the standards. They are designed to generate evidence of student understanding and give teachers ideas for developing their own activities and assessments. Teachers should use, refine, and/or augment these activities, as desired, in order to ensure that they will have addressed all the standards intended for the unit and, in the aggregate, for the year.

Reading foundations. To help kindergarten through second-grade students master the skills necessary to become strong readers, Great Minds offers a consolidated pacing guide of instructional goals for the teaching of the CCSS reading Foundational Skills.

Additional resources. These are links to lesson plans, activities, related background information, author interviews, and other instructional materials for teachers from a variety of resources, including the National Endowment for the Humanities and ReadWriteThink. The standards that could be addressed by each additional resource are cited at the end of each description.

Terminology. These are concepts and terms that students will encounter—often for the first time—over the course of the unit. The list is not comprehensive; it is meant to highlight terms that either are particular to the unit, are introduced there, or that play a large role in the work or content of the unit. These terms and concepts are usually implied by the standards, but not always made explicit in them.

Interdisciplinary connections. This is a section included only in our curriculum for the elementary grades. Here we very broadly list the content areas the unit covers and then suggest

opportunities for "making interdisciplinary connections" from the curriculum to other subjects, including history, civics, geography, and the arts. This section may be particularly helpful EACS teachers, who will each teach multiple subjects.

Sample Lesson Plan. One unit in each grade includes a supplementary document that outlines a possible sequence of lessons, using one or more suggested unit texts to meet focus standards. These sample lessons include guidance for differentiated instruction.

Standards Checklist. Each grade includes a standards checklist that indicates which standards are covered in which unit—providing teachers an overview of standards coverage for the entire school year.

THE WHEATLEY PORTFOLIO LEAVES THE CHOICE OF TEXTS TO EACS TEACHERS, WHILE ALIGNING WITH COMMON CORE RECOMMENDATIONS

Many of the texts listed as exemplars in the CCSS Appendix B are included in the Great Minds Wheatley Portfolio. These texts take priority in the Great Minds units and indeed shape unit themes. Like the exemplar texts themselves, the additional texts suggested in our curriculum include literary works and informational texts that have stood the test of time, as well as excellent contemporary titles. The suggested texts include novels, short stories, poetry, essays, speeches, memoirs, biographies, autobiographies, fables, folk tales, and mythology. Teachers will find texts written by authors of wide-ranging diversity: young and old, living and dead, male and female, American and international. In the early grades, the Wheatley Portfolio prioritizes students' exposure to traditional stories and poetry, Mother Goose rhymes, and award-winning fiction and nonfiction chosen for quality of writing and relevance to themes. They also emphasize concepts of print, phonological awareness, phonics, and text reading fluency. In upper elementary grades, students read a variety of fiction and nonfiction on science and history topics, as well as diverse selections of classic and contemporary literature. Along the way, the Wheatley Portfolio highlights numerous points of connection with history, science, and the arts.

c. Identify materials/programs that the school plans to obtain/purchase to support the stated curriculum.

East Atlanta Charter School will obtain copies of the Wheatley curriculum (see appendix for a copy of Wheatley). East Atlanta Charter School will obtain copies of the Eureka curriculum (see appendix for a copy of Eureka). East Atlanta Charter School will obtain copies of the Santillana Science curriculum. East Atlanta Charter School will purchase licenses for MAP testing.

In addition to the content from Eureka Math, Wheatley Portfolio, and Engage NY, East Atlanta Charter School will supply classrooms with an abundant number of authentic texts and instructional books, in both English and Spanish. Both our Spanish- and English-language Our instructional books will be aligned with Common Core.

We have identified as a likely source for books Santillana USA, a part of Grupo Santillana, the largest educational publisher in the Spanish-speaking world. Santillana offers comprehensive instruction solutions to the K-12 educational community.

Santillana USA offers world-class Spanish literature and a wide range of instructional materials and services appropriate for use within the Common Core. The Common Core challenges students, teachers, and school systems to become world-class readers, writers, and thinkers. If we are to meet the challenge, instruction needs to shift away from finding the right answer

choice and defining words, toward using text evidence to support a position, inform others, or solve a real-world problem. High levels of literary analysis require that students and teachers examine high-quality authentic literature.

Instructional materials published by Santillana USA are standards based and research based. We have identified its Spanish language arts Spanish-speaker programs, Yabisi K–6 as an appropriate series for EACS students. The Español Yabisí K–6 Spanish language arts program completely aligns to the ELA Georgia Common Core State Standards. It also integrates technology with literacy, vocabulary development, writing, phonics and phonemic awareness, and language mechanics progressive skills development.

Santillana USA's Spanish programs are designed to help students communicate in all modes of expression -listening, speaking, reading, and writing skills- to ensure students use the language effectively. The goal is to develop literacy skills through culturally authentic fiction and nonfiction selections and readers, and to create meaningful cultural and content-area connections. This focus on developing language, literacy, and content knowledge in all dimensions of language allows for the alignment of Santillana's content to the Georgia Common Core, which shares the same focus and the same strands.

d. Describe the educational innovations that will be implemented.

East Atlanta Charter School will maximize student achievement by instructing students in a fully dual-language immersion setting. This instruction will focus on equipping students with communication skills (both oral and written) in both English and Spanish. East Atlanta Charter School will be the only fully dual immersion bilingual school in DeKalb County in which all students receive 50% of their instruction in English and 50% of their instruction in Spanish.

e. Provide a clear explanation of how the innovations will increase student achievement.

Extensive research indicates that dual-language immersion programs lead to increased student achievement, cognitive development, and creativity. (See **Exhibit 5**). In the article "Foreign Languages and the Achievement Gap," the Joint National Committee For Languages (JNCL) and the National Council For Languages And International Studies (NCLIS) state, "Dual Language Immersion, where students learn academic subjects in English and another language, offers a positive and powerful approach to closing achievement gaps for African-Americans and students of low socioeconomic status." The JNCL and NCLIS also write that the state of North Carolina has seen dramatic achievement gains from low socioeconomic students through their implementation of dual immersion instruction (see Appendix-029):

North Carolina's data specifically show that:

- 3 rd and 4th grade African American students in immersion score between ½ and 1 full year ahead of other African American students, in English reading;
- 5 th through 8th graders score between ¾ and 2 years ahead of their peers in English reading.
- When compared to the overall statewide scores, African American children in immersion close the achievement gap (compared to the overall performance statewide) by the 8th grade.

f. Describe why the innovations are appropriate for this unique school.

East Atlanta Charter School will be the only school in DeKalb County that regularly assesses Spanish proficiency and that includes Spanish proficiency performance objectives as part of its academic goals. Since we are a fully immersion school, it is vital that we maintain strict assessment timelines and procedures to ensure that our students are on track for obtaining mastery. Therefore, with our outlined testing schedule, using assessments recommended by the American Council on the Teaching of Foreign Languages, we will be able to regularly track our students' Spanish language proficiency through both oral and written measures.

Our Spanish proficiency objectives are unique in DeKalb. The other DeKalb immersion programs have not established specific school-wide goals by which to measure students' progress toward mastery of a second language.

g. Describe the anticipated teacher-to-student ratios and the rationale for maintaining these ratios. Please describe your intended class sizes, including the minimum and maximum number of students. Be sure to explain the source of any additional funding necessary if the class sizes are smaller than those set forth in the SBOE Class Size Rule 160-5-1-.08.

East Atlanta Charter School will have a 22:1 or better student to teacher ratio in each classroom. The purpose for maintaining these ratios is to ensure that students are obtaining and retaining mastery in all subject areas, particularly both English and Spanish language acquisition and communication skills. The minimum number of students in a classroom will be 20 (with the exception of potential resource or self-contained Special Education classes) and the maximum number of students in a classroom will be 23. Additional funding will be obtained through external grants and donations.

h. If this is a charter high school, describe how the charter high school will determine that a student has satisfied the requirements for high school graduation, including the credits or units to be earned and the completion credentials to be awarded.

N/A. East Atlanta Charter School shall not be a high school.

5. What are the school's plans for educating special populations? (Reciting the requirements of law and rule is not sufficient)

Please review the answers to questions 5, 6, and 9, written below, to see East Atlanta Charter School's plans for educating ELL, Special Education, and Gifted students.

6. Describe methods, strategies and/or programs for meeting the needs of students identified as gifted and talented. Include any diagnostic methods or instruments that will be used to identify and assess those students.

East Atlanta Charter School will meet the needs of all students, included those who are gifted and talented. We recognize the importance of providing additional enrichment opportunities, above and beyond the standard curricular opportunities, for students who exhibit gifted capacity in certain areas.

Students will be identified and referred for evaluation via the referral process outlined by the Georgia Department of Education. Students who are referred for gifted evaluation will be diagnosed for gifted services via the eligibility criteria put forth by the Georgia Department of Education and will be in compliance with all laws and regulations. Children must qualify for the gifted program through one of two processes as follows:

Process A (Must meet each of the criteria--Mental Ability and Achievement)

Mental Ability	Achievement
K – 2nd: 99th percentile on composite or full scale score of a standardized test of mental ability	K – 5th: 90th percentile (or higher), on total reading, total math or total battery score of a standardized achievement test
3rd – 5th: 96th percentile (or higher) on composite or full scale score of a standardized test of mental ability	A superior rating (numerical score of 90 or better on scale of 1-100) on a student generated product or performance as evaluated by a panel of three or more qualified evaluators

Process B (Must meet 3 of 4 criteria)

Mental Ability	Achievement	Creativity	Motivation
96th percentile (or higher)	90th percentile on total	90th percentile (or	90th percentile (or
by age on a composite or	reading, total math or	higher) on the total	higher) on a
full scale score or	total battery score of a	battery of a	standardized
appropriate component	standardized	standardized test of	characteristics
score of a standardized test	achievement test	creativity	rating scale
of mental ability	OR OR		(motivational)
			OR
	A superior rating	90th percentile (or	superior rating
	(numerical score of 90	higher) on a	(numerical score of
	or better on scale of 1-	standardized	at least 90 on scale
	100) on a student	creativity	of 1-100) on a
gen	erated product or	characteristics struc	tured

performance	as	rating scale	observation/
	evaluated by a panel of	OR evalua	tion of
	three or more qualified		student generated
evalua	tors		products and/or performances as evaluated by a panel of three or more qualified evaluators
			OR
		superior rating	Grade point average
		(numerical score of	of at least 3.5 on a
		at least 90 on a	4.0 scale, using an
		scale of 1-100) on a	average of core
		structured observation/	grades over the
		evaluation of	previous two school
		creative products and/or performance	years

East Atlanta Charter School will utilize the following assessments to measure students' aptitude in the aforementioned areas:

1. Mental Ability: Naglieri Nonverbal Ability Test®–Second Edition (NNAT®–2). The Naglieri Nonverbal Ability Test (second edition)—NNAT2 is the chosen ability measure for East Atlanta Charter School for grades K-5 because it uses progressive matrices to allow for a culturally neutral evaluation of students' nonverbal reasoning and general problem-solving ability, regardless of the individual student's primary language, education, culture or socioeconomic background. We will also provide the WISC-IV as an alternative.

2. Achievement: Students can qualify in this category based on results on MAP reading and math scores.

3. Creativity: Torrance® Tests of Creative Thinking (TTCT)

4. Motivation: The Gifted Rating Scale-Motivation subset

Although all children will be engaged in challenging learning opportunities at East Atlanta Charter School, students who qualify for the gifted program will be given additional opportunities to excel and demonstrate expertise in their specific areas of strength. Such

projects will require advanced skills in relation to projects such students might encounter in the typical learning environment. In all grades, students will be pulled for gifted segments using a resource model in which students are pulled for at least 225 minutes per week out of the general education setting into a more rigorous classroom environment with a certified gifted education teacher. For example, students who are in a gifted math segment will attend math class in a different classroom environment than their homeroom peers. Students will receive opportunities for bolstering critical and creative thinking skills, as well as affective and reasoning skills. Additionally, projects in the gifted program will be geared toward providing students with opportunities to apply their knowledge to real world issues and challenges, and will promote decision-making and higher order thinking skills.

7. Describe how the charter school will provide state and federally mandated services for students with disabilities. Include any diagnostic methods or instruments that will be used to identify and assess those students.

East Atlanta Charter School will comply with all special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act and the IDEA. Through the implementation of a Student Support Team, East Atlanta Charter School will ensure that students suspected of having a disability will be screened, monitored, and assessed. East Atlanta Charter School will implement the Response to Intervention ("RTI") process and allow students to appropriately matriculate through the various RTI steps. Curriculum-based measures from DIBELS, Fountas and Pinnell, and easyCBM will set the benchmark for the RTI model, as well as percentiles romt he Common Core MAP. Individual student growth will be continually assessed through strategic, skill-targeted monitoring, and progress monitoring. Curriculum-based measures will be consistently used for various assessment purposes at East Atlanta Charter School because they allow educators to directly and continually assess basic skills. Additionally, DIBELS and easyCBM provide data collection and analysis tools that will help guide instructional decision making.

In the event that a student completes the final step in the RTI process without significant growth being obtained, the student will be referred to the special education and educational psychology department for initial hearing and vision screenings and initial achievement and ability psychological assessments. Any student found to have a disability will be provided with an Individual Education Plan ("IEP") that will outline specific goals and objectives, as well as FTE percentages of special education services that should be received, and the specific environment in which services should be received (such as inclusion, resource, or self-contained). The IEP will be implemented as it is written, and all accommodations and modifications will be shared with both general education and special education teachers serving such students. East Atlanta Charter School will always default to placing students in the Least Restrictive Environment allowable for that child's specific disability and needs. Most students with disabilities will be able to be served in an inclusion classroom or a mixed model of partial inclusion and partial resource settings. In the event that a child should be best served in a self-contained or other higher restrictive placement, provisions will be made to provide such placements. For students entering East Atlanta Charter School with an existing IEP, all goals and objectives, services, and placements will be followed as is federally mandated.

East Atlanta Charter School will work diligently to remediate students who qualify for special education placements. The goal is to eventually return students to a complete general education setting or a progressively less restrictive environment with the strategies necessary

for being successful. EACS will implement research-based, direct instruction and intervention curricula. For example, we plan to use Fountas and Pinnell Leveled Literacy Intervention, Foundations (for grades K-3), and Wilson Reading System (for grades 4-5) to remediate reading and spelling difficulties, and Scott Foresman focusMath Intensive Intervention for math. Students will be continually assessed, monitored, and re-evaluated for eligibility as mandated by the Individual Education Plan.

East Atlanta Charter School understands the importance of having a competent, experienced, certified special education department to address the needs of students with disabilities. Special education staff will be contracted or hired as needed, based on the population of students requiring services, and their placement in the Least Restrictive Environment continuum. For students who are low performing and do not qualify for special education services, but qualify for a less restrictive amount of intervention under Section 504, a Section 504 team will be in place. East Atlanta Charter School will provide tutoring outside of the school day and Early Intervention Program (EIP) services as necessary for students as well.

All teachers will follow the appropriate modifications and/or accommodations outlined in each student's IEP. Each student with an IEP will have a special education teacher/case manager who will be responsible for sharing written documentation of such modifications and accommodations with each qualifying student's general education teachers (including specials teachers). Teachers will be expected to differentiate and utilized baseline and progress monitoring assessments to plan targeted small group and individual lessons, giving disabled students access to curricular content that will improve their skills and assist them in transitioning out of the special education program or into a less restrictive special education model.

In summary, East Atlanta Charter School agrees to the following guidelines:
East Atlanta Charter School will:

- Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies and use DCSD forms for SST.
- Establish a Section 504 team in accordance with state guidelines and local school board policies and use DCSD forms for Section 504.
- Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies including the Code of Student Conduct.
- Participate in workshops, in-service and/or trainings offered by DCSD for persons serving as SST/Section 504 chairpersons and Exceptional Children staff.
- Comply with Section 504 by providing the appropriate accommodations and equipment.
- Immediately notify the DCSS Director of Charter Schools upon receipt of a complaint made by a parent/guardian or student concerning Section 504 and/or Individuals with Disabilities in Education Act, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.
- Hire or contract certified special education teachers to provide services to eligible students**.**

East Atlanta Charter School acknowledges that the DCSD will:

- Provide professional development training for the SST.
- Provide professional development training for the Section 504 team.
- Provide technical/consultative assistance to charter schools requested by the charter school.
- Conduct Compliance Reviews of all charter schools to ensure that students with disabilities are provided a Free Appropriate Public Education.
- Approve and assign all administrative student placements for students that the district determines cannot be served appropriately in their charter schools through the Office of Student Assignment.

In the event of a parent/guardian or student complaint concerning Section 504 and/or the Individuals with Disabilities Act, East Atlanta Charter School will immediately notify the DCSD Director of Charter Schools and furnish a copy of such complaint and cooperate fully in the investigation, defense, and resolution of such complaint.

8. Describe methods, strategies and/or programs for students receiving supplemental education services. These services should be provided pursuant to SBOE Rule 160-4-5-.03 and the Elementary and Secondary Education Act/No Child Left Behind.

Pursuant to SBOE Rule 160-4-5-.03 and No Child Left Behind (NCLB), East Atlanta Charter School will provide Supplemental Education Services (SES) for students in need of such support due to not making adequate achievement progress as measured by criterion referenced and standardized assessments. East Atlanta Charter School will post a Request for Proposals for approved SES providers in both math and reading/language arts, and will sub-contract such providers to provide SES services. The budget is reflective of these services.

9. Describe methods, strategies and/or programs for meeting the needs of students at-risk of academic failures through remediation. Include any diagnostic methods or instruments that will be used to identify and assess those students who are performing below grade level as well as the processes/programs/tools to be used in providing them with remedial instruction. These services should be provided pursuant to SBOE Rule 160-4-5-.01 and NCLB.

East Atlanta Charter School will follow all requirements of SBOE Rule 160-4-5-.01 as well as all related state and federal laws regarding the identification and implementation of remedial services for students who qualify for such services.

Through continuous, authentic, formative and summative assessments, East Atlanta Charter School will monitor the progress of all students and immediately put plans in place to remediate students at risk of academic failure. The tools used to monitor and track student progress in specific skill areas will be curriculum-based measurement by DIBELS, Fountas and Pinnels, and easyCBM. Students qualifying for the Remedial Education Program (REP) based on state requirements and guidelines will be placed in the appropriate number of REP segments as determined by the Student Support Team.

10. Describe how the charter school will provide state and federally mandated services for English Language Learners (ESOL). Include any diagnostic methods or instruments that will be used to identify and assess those students, including:

a. A description of the special language instructional program to be provided to ELLs that is designed to teach English, as well as general curriculum and who on staff will coordinate this effort.
b. A provision indicating that ELL students will not be excluded from curricular and extracurricular activities in school because of the inability to speak and understand the language of instruction.
c. Appropriate evaluative standards for measuring the linguistic and academic progress of ELL students, including program exit criteria.

The percentage used to calculate the ELL FTE in East Atlanta Charter School's budget was the same percentage as the percent of ELL students in the DeKalb County School District for FY 2012. This percentage is approximately 2%. The most common first language of ELL students in DeKalb Country is Spanish.

East Atlanta Charter School will use the WIDA-ACCESS Placement Test (W-APT), the English language proficiency screener to incoming students who may be designated as English language learners. This assessment guides programmatic placement decisions such as identification and placement of students who are ELLs.

All services will be provided for English Language Learners in accordance with all applicable Federal and State laws, rules, and regulations. A significant benefit of the dual-language immersion model is that it is also a federal and state approved instructional method for English Language Learners. Thus, students who qualify as English Language Learners can remain in the standard curricular program with their peers while receiving instruction appropriate to bolstering English language proficiency.

For our ELL students who are native speakers of Spanish, gaining language and literacy skills in Spanish will bolster their ability to become proficient speakers and users of the English language, as it provides them with a framework from which to make comparisons and analyses. Further, these students will benefit tremendously from maintaining their heritage language and increasing their level of Spanish speaking, reading, and writing. Heritage language speakers who are able to continue using and improving their heritage language at school realize important economic gains as adults, as well as increased self-esteem and cultural pride.

No student will never be excluded from curricular and extracurricular activities at East Atlanta Charter School because of the inability to speak and understand the language of instruction. In fact, ELL students at East Atlanta Charter School will be valuable members of our community, with the Spanish speakers serving as a resource and model to their native English-speaking peers. Proficiency in multiple languages will be celebrated and highly regarded among every member of East Atlanta Charter School.

Due to the nature of the dual-language immersion instructional model, ELL students will be assessed using the same formative and summative assessments in the language domain as their native English speaking peers, the oral and written language rubrics set forth by the American Council on the Teaching of Foreign Languages proficiency guideline rubrics. However, for ELL students, the objectives for second language proficiency as outlined in the goals and objectives portion of the charter application will refer not only to their Spanish proficiency but also to their English oral and written language proficiency, whereas native English speakers will only be working toward an advanced level of proficiency in Spanish.

By our very nature, all students at East Atlanta Charter School will be "Learners of Other Languages". All children will be assessed continually in both Spanish and English at East Atlanta Charter School. In addition to this evaluation rubric, ELL students will be assessed annually each January using the ACCESS ESL proficiency assessment. Results from ACCESS will inform student growth and guide decision making in the ELL program. Scores will be sent to the DCSD.

In summary, East Atlanta Charter School will utilize a variety of resources for curricular materials for all language learning assessments. We will identify assessment tools in Spanish that are aligned to the proficiency guidelines set forth by the American Council on the Teaching of Foreign Languages (see **Exhibit 12**). East Atlanta Charter School will use these proficiency guidelines to set benchmarks for oral and written second language proficiency (both for Spanish and for English as a second language) for all students. The ACCESS assessment will be used as a standardized measure of students' English proficiency each January. Results from the ACCESS testing will be provided to the DCSD.

East Atlanta Charter School acknowledges receipt and understanding of all notes contained in the petition application regarding the professional development and other services that will be provided by DeKalb County Schools.

11. List all proposed extracurricular activities or other auxiliary educational activities along with the grade levels in which these activities will be offered. Please list and describe the partnerships the school has developed to offer extracurricular activities (ex: chorus, band, sports, clubs, art). This information should explain who the partner organization is, at which location the activity will be offered, and any charges associated with providing these activities. Please provide copies of contracts or correspondence setting forth the terms of the partnership.

East Atlanta Charter School will offer a variety of extracurricular and auxiliary educational activities. Children in all grades may participate in activities such as studio or dramatic art, or vocal and/or instrumental music, at least 2 days per week. All students will have daily PE and daily recess. One of the goals for the extracurricular and auxiliary educational activities will be to provide structured and unstructured opportunities for students to speak Spanish in varied circumstances which are reflective of real life experiences and encourage authentic spontaneous production of language.

In recognition of the high percentage of South DeKalb families who do not have a parent or other caregiver at home during the typical workday, East Atlanta Charter School will provide enriching, high-quality before and after school care, likely via subcontract with one or more auxiliary and enrichment vendors of such services. Prior to school opening, the governing board will create a before and after school committee. The committee will be responsible for submitting an RFP to subcontract vendors in the areas of overall afterschool enrichment and management of after school activities, as well as specified vendors such as those specializing in martial arts, dance, science, technology, and sports. All vendors will be required to provide a sliding scale for families who cannot afford the full price of services. All activities will occur onsite to facilitate the participation of all students.

12. Which of the specific actions in the academic plan require a waiver of state law, rule, or guidelines?

Although you will be granted a broad flexibility waiver if you are granted a charter, please demonstrate why a charter is necessary for this school by providing examples of significant

components of your academic plan for which you need a waiver. Please also identify the specific waivers that are required to allow the implementation of those components.

East Atlanta Charter School acknowledges that it is subject to the control and management of the DCSD Board of Education and that the school is expected to abide by and enforce the general rules and regulations governing all public schools to support the safety, welfare, and educational success of all students.

EACS seeks a broad flexibility exemption per O.C.G.A 20-2-2065(a) in order to provide an education program tailored to the needs of EACS students. Because the school seeks to provide an environment and education program unlike anything currently offered in the state, it is critical that school leadership and the board have the flexibility to waive regulations that could prohibit maximum impact of the school program, even if they are not deemed critical to the model at this time.

The particular sections of Title 20 of the Official Code of Georgia and other regulations outlined below are included in this broad flexibility exemption. The identification of these specific sections is in no way intended to replace the broad flexibility exemption, but simply to set forth specific examples that may be of particular importance to the school. Sections of Title 20 not listed herein are still considered to be waived under the broad flexibility exemption as permissible by law as part of the request for a broad flexibility waiver.

EACS will comply with all the requirements of the Single Statewide Accountability System and will meet or exceed the performance-based goals included in the charter through its use of an innovative model. A broad flexibility waiver will enable school leaders and the board to make swift decisions around programmatic elements in order to meet the unique needs of students enrolled. Examples of how the broad flexibility waiver may be used to meet and exceed the performance goals outlined herein include the following:

- Paraprofessional services may be provided by a university partner (such as a representative of GSU's CULTR), rather than by a staff member who is hired with the title of paraprofessional.
- A vendor who provides a competitive quote for services to the school because of their mission-alignment may not be a preferred vendor for DCSD.
- The staffing model may need to be adjusted annually to accommodate the needs of students as dictated by their IEPs.
- Staff who are certified in ELA may be asked to provide math remediation to a small group of students during an RTI period in order to accommodate small groupings and create a seamless staff support model for each student.
- The local board for the school will be charged with a number of responsibilities that may fall to the district in traditional schools, providing local control over the operation of the school. Examples include designation of and participation in a local grievance policy for stakeholders, organization and procurement of benefits for staff, creation of a salary scale, and oversight of the board in fiscal and operational decisions.

There are a number of waivers the school may require in its opening years and will not require in subsequent years, and vice versa. For this reason, the broad flexibility waiver best equips the school's leadership to make real-time decisions in the best interest of students in the school and school community, while maintaining the integrity and spirit of the regulations.

IFCB-R Field Trips

As an independent charter school, EACS seeks maximum flexibility with regard to scheduling and coordinating its fieldtrips to best serve the needs of its students. The school will honor the spirit of this regulation by only scheduling learning trips aligned to content standards within school hours and will ensure all trips scheduled are planned with clearly aligned learning outcomes.

IHEA-R Make-up work by students
EACS seeks maximum flexibility to design and implement its own strategies with regard to make up work to best accommodate the learning needs of each student. All students will be required to make up work for classes missed; however, the nature and timing of the make up work will be determined by each teacher in accordance with the needs of each student.

IKI-R Lesson Plans
EACS seeks maximum flexibility with regard to the development of lesson plans to align this process and appropriate templates with the methodology being implemented.

State Board to Prescribe Textbooks – O.G.C.A. 20-2-1010 and Electronic Format of Textbooks, O.C.G.A. Section 20-2-1015 and SBE Rule 160-4-4-.10(k).
EACS intends to choose and offer textbooks that may not be on the state approved list, such as the Santillana Yabisi science books. The state has not evaluated Spanish texts for immersion (rather than for middle and high school traditional foreign language study). All curricula at EACS will be aligned to the CCGPS.

Personnel Required- School Size— SBE Rule 160-5-1-.22
EACS seeks to waive requirements around personnel required and school size as the staffing configuration will be aligned to the needs of the students enrolled.

Limited Public School Choice – SBE Rule 160-5-4-.09
As a public charter school, EACS seeks to be excluded from any rules related to limited public school choice and transportation. EACS should also not be subject to any transfer decisions by the local board of education as EACS is a school of choice and will enroll students as accepted by lottery (or first-come, first-served as described in the enrollment section).

Values and Character Education— SBE Rule 160-4-2.33
EACS seeks to waive any requirements to follow a character education program outside its choosing. The unique population targeted for enrollment will be served by the individualized approach, which will support academic and personal growth. The curriculum that may be delivered to bolster character and personal development will be selected by the school leader and staff to ensure the curriculum and/or materials best align with the needs of the student population. Therefore, EACS does not want to be required to use other programs that might not reflect its values or practices.

Course Listings—SBE Rule 160-4-2.20
As a public charter school, EACS seeks maximum flexibility in designing its courses that best meet the needs of its students and school culture. It is not the intent of this waiver to neglect to offer state recognized courses, but rather to allow EACS the freedom to create interdisciplinary coursework.

KIB-R Special Interest Materials Distribution

EACS seeks flexibility with regard to distribution of such materials. As EACS intends to be a research resource for GSU's CULTR (only to the extent that it will not interfere with instruction), this flexibility, combined with appropriate oversight, will facilitate the development of successful tools and strategies that can be generated through such research (with informed parental consent).

KNBA-R Complaints about Instructional Materials
As EACS will be governed independently through its own board of directors, EACS maintains a grievance policy for all stakeholders that directs concerns to the board as the final authority in the process. As such, stakeholders are instructed to direct any and all grievances, including those about instructional materials, to the proper channels as identified in the school's grievance policy.

IFA-R, IFA-R(1), IFA-R(2) Instructional Materials Media and Equipment
EACS seeks to use its own media for instruction and intends to utilize different media to ensure the use of authentic Spanish materials that align with the CCGPS.

III. ORGANIZATIONAL OBJECTIVES, PLANS, AND WAIVERS

13. State the school's Organizational Goals and Measures.

    a. School organizational performance objectives should reflect where the school envisions itself organizationally at the end of the charter term.
    b. Objectives should include areas such as: governing board training, student and teacher retention, and student, parent and teacher satisfaction.

East Atlanta Charter School has created the following observable and measureable objectives aligned to the school's mission.

The mission of East Atlanta Charter School is to nurture a community of young scholars who will not only achieve very high standardized test scores, but who will also be uncommonly adept at expressing themselves effectively in myriad settings. Our curriculum will focus on the liberal arts, and we will utilize evidence-based best practices in education and classroom management. East Atlanta Charter School teachers will engage and inspire children through highly interactive and student-centered lessons that harness the intense curiosity innate to children.

GOAL 1: Support the development of each child's curiosity, confidence, creativity, and communication skills.

Fostering creativity, imagination, and a love of learning is central to the mission of East Atlanta Charter School. Each child will participate in a rich, interdisciplinary curriculum that focuses on inquiry, discovery, and building community. Our faculty will foster the development of motivated, independent and confident learners by encouraging all students to think critically and act responsibly. To achieve our ambitious academic goals, a safe and inclusive environment is essential. Each child must feel intrinsically valued by his or her teachers and peers. We will treat each other with respect and affection as we learn to work collaboratively.

Communication skills are the foundation of society, so reading, writing, and public speaking are central elements of the curriculum. Love of listening and telling stories expands quickly to fluency in reading and writing. Children have much to share within the community, and these basic skills allow them to reach out to the world. Through the exploration of literature in

English and Spanish, students develop more sophisticated reading skills that are ultimately mirrored in their writing. Elementary school is a time of explosive growth.

East Atlanta Charter School students will also undertake the formal study of math and discovery-based science, exploring a problem both to seek a solution and to understand the principles it demonstrates. Math instruction will focus on understanding the fundamental principles of mathematics, logical thinking, and problem solving.

Opportunities to speak and share information will complement our students' Spanish language acquisition and support beginning computer skills as children learn to use technology. Class projects will frequently involve a mix of traditional disciplines, using math, science, reading, writing, and art, allowing children to see the interconnectedness of knowledge. Music, theater, visual arts, and physical education will add depth and richness to our interdisciplinary studies while expanding the creativity of our students and offering more settings in which to develop robust Spanish vocabulary and skills.

The world is changing at a fantastic speed, and we cannot know yet what careers today's children will have decades from now. To be prepared for an unknowable future requires the ability to problem-solve, adapt, and communicate in workplaces and environments that are increasingly complex. Creativity creates jobs, drives economic growth, provides answers to societal needs, and maximizes human potential.

Creativity is critically valuable, but research indicates it's been declining significantly on a global scale over the last 20 years. This decline is evident in the challenges children are facing in school, life and work. A 2011 report in the highly-regarded Creativity Research Journal states that "children have become less… expressive… energetic… humorous… imaginative… unconventional… less likely to see things from a different angle."
http://www.tandfonline.com/doi/abs/10.1080/10400419.2011.627805#.VTMzOyHBzRY

We believe in the vision for creative education as envisioned by Tom Peter in the book *Re-imagine*. Specifically, we believe that school should recognize that learning is natural, that a love of learning is normal, and that real learning is passionate learning, and we believe that a school's curriculum should value questions above answers, creativity above fact regurgitation, individuality above uniformity, and excellence above standardized performance. We will respect our faculty and grant them the autonomy to do their jobs as the creative individuals they are, and for the creative individuals in their charge.

When students are being creative in the classroom they are likely to:

- Question and challenge. Creative students are curious, and question and challenge the limits.
- Make connections and see relationships. Creative students think laterally and make associations between things that are not usually connected.
- Envision what might be. They imagine, see possibilities, ask "what if?" and picture alternatives, and look at things from different viewpoints.
- Explore ideas and options. Creative students play with ideas, try alternatives and fresh approaches, keep open minds and modify their ideas to achieve creative results.
- Reflect critically on ideas, actions and outcomes. They review progress, invite and use feedback, criticize constructively and make perceptive observations.

Creative teaching may be defined in two ways: firstly, teaching creatively and secondly, teaching for creativity. Teaching creatively might be described as teachers using imaginative approaches to make learning more interesting, engaging, exciting, and effective. Teaching for creativity might best be described as using forms of teaching that are intended to develop students own creative thinking and behavior.

At EACS, teachers will encourage student creativity in the following ways:

- Create an inviting and exciting classroom environment.
- Provide an abundant supply of interesting and useful materials and resources.
- Create a classroom climate where students feel mistakes are acceptable and risk taking is encouraged, and appropriate noise, mess and autonomy are accepted.

Curiosity is the key to learning, yet fostering children's curiosity can be difficult in a traditional classroom environment. Curiosity is an essential ingredient in wanting to learn. Especially for schools that serve students from socioeconomic backgrounds that are traditionally underperforming, notions about curiosity research or development of inquisitiveness could be seen as well-intentioned but superfluous. What our struggling students need, educational policy seems to say, is more time in class, more assessment, and more-pervasive testing. Yet, school achievement and success in other arenas do not take place in a vacuum. The influence of psychological factors such as motivation, self-concept, and readiness to take on challenges has attracted the attention of researchers.

Typically, children enter the middle-childhood years very optimistic about their ability to master a wide array of tasks and activities, including their schoolwork, with little relation to their actual level of skill. By age 10, however, children have typically become far less optimistic about their own capabilities, and there is a much stronger relation between their self-ratings and their actual performance. Their ability self-concepts and their expectations for success tend to decline over the elementary school years.

For school subjects, this decline in self-confidence and motivation continues through adolescence, when it may lead students to avoid challenging courses or to drop out of school altogether. As some children pass through middle-childhood, experiencing more frustration and becoming more pessimistic about their abilities, they may shy away from activities in which they are unlikely to succeed at first. Under usual circumstances in the American culture, children come to conclude that failure is an indication of their incompetence, not a condition that can be modified by learning or practicing. If they believe they lack innate ability (especially intellectual, athletic, or artistic ability), children understandably become discouraged and withdraw from the activity or task.

By contrast, if children view abilities as subject to incremental improvement, they understand that they can become more competent with practice and development. When it is coupled with appropriate help from supportive adults, a belief that ability can be cultivated reduces children's frustration with failure and allows them to maintain high expectations for future success. Expectations of success help to explain children's willingness to engage in tasks and to strive to succeed, but engagement is also influenced by children's interests and by the belief that a given task is important.

Especially valuable are school activities and courses that provide children with (1) the opportunity to learn without continual social comparison norms, (2) chances to control their own learning, (3) respect for all participants, and (4) strong emotional and social support. Thus, EACS will endeavor to foster an environment for each child that helps the child preserve and grow self-confidence.

Objectives:

Curiosity Every fifth grade student will complete an individual, self-designed, interdisciplinary project that will culminate in a public presentation in front of fellow students, families, and community members. Each fifth grader's project presentation should demonstrate the grade level speaking benchmarks established by the American Speech-Language-Hearing Association, detailed below.

Communication Skills In addition to the benchmarks EACS has established as academic goals in literacy and writing, we will provide meaningful, regular opportunities for all students to develop and demonstrate age-appropriate oral communication skills in both Spanish and English. We aim for each child to achieve all of the speaking development goals established by the American Speech-Language-Hearing Association, in both Spanish and English, by the end of each school year.

For those who do not begin EACS in kindergarten or first grade, we aim for them to hit their grade level communication goals in Spanish by the end of their third academic year, and the goals of the grade level below their own by the end of their second academic year. For example, a new third grader should achieve the third grade speaking goals by the end of the year in English, while not being expected to meet those same goals yet in Spanish. Thus, she should be able to participate in group discussions using specialized vocabulary during social studies class taught in English, but she would not yet be expected to contribute effectively to class discussions in science class taught in Spanish. By the end of her second year –fourth grade--, she should achieve the fourth grade goals in English, and the third grade goals in Spanish. Finally, by the end of her third year –fifth grade--, she should achieve the grade level speaking goals in both languages. Each teacher will formally evaluate each of their students' achievement in oral communication at least twice per year. Thus, each child will receive at least four evaluations per year (two for English speaking, and two for Spanish).

Kindergarten:

- Be understood by most people.
- Answer simple "yes/no" questions.
- Answer open-ended questions (e.g., "What did you have for lunch today?").
- Retell a story or talk about an event.
- Participate appropriately in conversations.
- Show interest in and start conversations.

First Grade:

- Be easily understood.
- Answer more complex "yes/no" questions.
- Tell and retell stories and events in a logical order.
- Express ideas with a variety of complete sentences.
- Use most parts of speech (grammar) correctly.
- Ask and respond to "wh" questions (who, what, where, when, why).
- Stay on topic and take turns in conversation.
- Give directions.

- Start conversations.

Second Grade:

- Be easily understood.
- Answer more complex "yes/no" questions.
- Ask and answer "wh" questions (e.g., who, what, where, when, why).
- Use increasingly complex sentence structures.
- Clarify and explain words and ideas.
- Give directions with 3-4 steps.
- Use oral language to inform, to persuade, and to entertain.
- Stay on topic, take turns, and use appropriate eye contact during conversation.
- Open and close conversation appropriately.

Third Grade:

- Speak clearly with an appropriate voice.
- Ask and respond to questions.
- Participate in conversations and group discussions.
- Use subject-related vocabulary.
- Stay on topic, use appropriate eye contact, and take turns in conversation.
- Summarize a story accurately.
- Explain what has been learned.

Fourth Grade:

- Use words appropriately in conversation.
- Use language effectively for a variety of purposes.
- Understand some figurative language (e.g., "the forest stretched across").
- Participate in group discussions.
- Give accurate directions to others.
- Summarize and restate ideas.
- Organize information for clarity.
- Use subject area information and vocabulary (e.g., social studies) for learning.
- Make effective oral presentations

Fifth Grade:

- Make planned oral presentations appropriate to the audience.
- Maintain eye contact and use gestures, facial expressions, and appropriate voice during group presentations.
- Participate in class discussions across subject areas.

- Summarize main points.
- Report about information gathered in group activities.

GOAL 2: Maximize student retention through building strong relationships with students' families

Becoming highly proficient in Spanish through a dual language immersion school model is a long and complex process, one that takes an average child about four to six years. Thus, it is ideal for students to begin as early as possible and remain in the program through its highest grade level (in our case, fifth grade). Thus, we seek to retain all entering students through their completion of fifth grade. Given normal attrition caused by relocation and other factors, which particularly affects students who live in poverty, we aspire to retain at least 90% of our students from year to year (excluding our fifth graders headed to middle school).

In order to retain our students, we will work extremely closely with families, starting with widespread public engagement to inform McNair Cluster families about dual language immersion, its many benefits, and its potential challenges. Based on initial outreach, we expect to find many eager families excited to enroll their children.

Each year, after the lottery, we will host open houses, question and answer sessions, and special events where families accepted into EACS but not yet enrolled can meet with faculty and current EACS families, to learn more about the school and immersion education, empowering them make an informed decision about whether they want their children to attend.

Just as the three DeKalb immersion programs do now, we will ask each parent to voluntarily commit to continuing to send their child to EACS through the fifth grade. Though the commitment will be non-binding, we hope that it will encourage families to make a careful decision that they are prepared to stick with.

Once children begin attending EACS, we will make a robust, ongoing effort to communicate with parents about their children's education. Our teachers will reach out regularly and will also make themselves available for meetings and correspondence with parents and guardians, even beyond the regularly scheduled parent-teacher conferences and class-wide letters home with general updates and information. We strive to make each EACS parent an advocate for his or her child's school experience and journey toward Spanish proficiency.

Rather than rely on surveys to tell us whether our children's families are satisfied with EACS, we will make sure each teacher has a personal relationship with each of their students' families. Each EACS teacher will be required to document his or her spoken or written communication with each child's family at least once per month. Thus, every EACS family will have at least two personal contacts at the school (their child's English-language and Spanish-language teachers), in addition to access to a responsive Principal. The teachers will provide individualized feedback to each family about their child on a regular basis, and will also proactively find out whether the family has any questions or concerns about the child's school experience.

In cases where children are struggling in school due to challenges at home, we will seek to connect the family to resources and wraparound services that will improve the home environment.

GOAL 3: Attract, retain, and develop highly capable instructional staff in order to facilitate academic excellence and high-level Spanish proficiency for all students.

Measure 1: All instructional staff will participate in data-driven, mandatory, frequent professional development. Each year, all teaching staff will attend a summer professional develop workshop designed specifically for immersion educators. Teachers will be required to earn 2 PLU (20 contact hours) per calendar year. Our faculty will participate in the annual summer workshops delivered by GSU's Center for Urban Language Teaching and Research, a partner of East Atlanta Charter School.

Measure 2: Teacher retention rates, as measured by retention of teachers whom were offered a contract for the next academic year, will be at least 80% annually.

Measure 3: Our teachers will be highly qualified and continually improving their own skills. Those teachers who do not have Georgia teacher certification will proceed with all necessary steps to obtain it in the most rapid manner possible.

Measure 4: Our Spanish teacher candidates who are not native speakers of Spanish will be required to pass ACTFL proficiency testing to show that they test at the Advanced level.

Measure 5: Faculty and staff hiring will be made with a preference given to Spanish speakers, and all faculty and staff will project a positive and enthusiastic attitude about communicating in Spanish. To reinforce the children's use of Spanish in a variety of settings, all faculty and staff who are able will communicate with students in Spanish, including in the hallways, at lunch, at recess, and in specials such as art and physical education.

GOAL 4: The school will establish and implement sound and accurate financial management practices in all areas of business operations, including GAAP (Generally Accepted Accounting Principles) and other best practices.

Measure 1: In each year of the charter, yearly balance sheets will demonstrate that the Charter School maintains adequate cash on hand and is able to consistently meet financing commitments.

Measure 2: As a result of an annual financial audit, the school will obtain an unqualified opinion as to whether the financial statements are presented fairly, in all material respects, with respect to financial position, results of operations, and cash flows in conformity with accounting principles generally accepted in the United States.

14. What specific actions will the school take to achieve its organizational performance objectives?

a. Describe the organizational innovations that will be implemented during the proposed charter term.

Please see above where the Goals are combined with specific Measures, and explanations about why they are promising innovations for our school model.

b. Provide a clear explanation of how the innovations will increase organizational effectiveness.

Our innovations go to the heart of our primary goal of preparing our students for lifelong success through high-level proficiency in Spanish and sophisticated communication skills.

c. Describe why the innovations are appropriate for this unique school.

Our innovations support East Atlanta Charter School's goal to retain students through fifth grade so that they maximize their acquisition of Spanish.

15. Which of the specific actions in the organizational plan require a waiver of state law, rule, or guidelines?

a. Although you will be granted a broad flexibility waiver if you are granted a charter, please demonstrate why you need a charter by providing examples of a significant component of your organizational plan for which you need a waiver. Please also identify the waivers that are required to allow the implementation of that component.

East Atlanta Charter School will comply with all federal, state, and local laws, policies, procedures, and requirements unless specifically waived in the charter.

East Atlanta Charter School will use the flexibility provided by the broad flexibility waiver to meet or exceed the performance-based goals included in the approved charter, including but not limited to raising student achievement as follows:

As required by O.C.G.A. § 20-2-2065(b), East Atlanta Charter School shall be:

(1) A public, nonsectarian, nonreligious, nonprofit school that is not home-based, provided that a charter school's nonprofit status shall not prevent the school from contracting for the services of a for-profit entity;

(2) Subject to the control and management of the DCSS school board, as provided in the charter and in a manner consistent with the Constitution;

(3) Organized and operated as a nonprofit corporation under the laws of this state;

(4) Subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights (including, but not limited to, Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act, and the Americans with Disabilities Act); 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) Subject to all laws relating to unlawful conduct in or near a public school;

(7) Subject to an annual financial audit conducted by the state auditor or, if specified in the charter, by an independent certified public accountant licensed in this state; Subject to the provisions of Part 3 of Article 2 of Chapter 14 of this title, and such provisions shall apply with respect to charter schools whose charters are granted or renewed on or after July 1, 2000;

(8) Subject to all reporting requirements of Code § 20-2-160, subsection (e) of Code § 20-2-161, Code § 20-2-320, and Code § 20-2-740;

(9) Subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized for local boards by Code § 20-2-133; and

(10) Subject to the provisions of Code § 20-2-1050 requiring a brief period of quiet reflection.

East Atlanta Charter School requests the following waivers in order to enable the flexibility to set policies and procedures that allow it to meet the rigorous goals set forth in this charter application:

2. Article 7: TEACHERS AND OTHER SCHOOL PERSONNEL

PART 7. TERMINATION, SUSPENSION, NONRENEWAL, DEMOTION, OR REPRIMAND

O.C.G.A. § 20-2-940 through § 20-2-947. East Atlanta Charter School requests a waiver from these sections because we wish to allow the governing board and executive leadership team to define all policies and procedures surrounding the termination, suspension, nonrenewal, demotion, or reprimand of teachers and other school personnel.

O.C.G.A. § 20-2-390 through 20-2-396 – Borrowing for Operating Expenses. East Atlanta Charter School requests waivers from these sections to allow the school to have the autonomy needed to effectively manage all borrowed funds as deemed necessary to meet the mission, goals, and objectives of the charter.

O.C.G.A. § 20-2-300 – Implementation and Funding Authorized. In an effort to allocate all time toward meeting the mission, goals, and objectives of the charter, East Atlanta Charter School seeks a waiver from this section to the extent that any proposed programs may contradict or interfere with the delivery of programming and curriculum established at East Atlanta Charter School.

O.C.G.A. § 20-2-230 through 20-2-232 Staff Development. East Atlanta Charter School seeks a waiver from this part only to the extent that it requires East Atlanta Charter School staff to participate in staff development programs that are not consistent with the unique dual immersion, communications-focused curriculum at East Atlanta Charter School. East Atlanta Charter School will offer professional development that is tailored to the unique mission of East Atlanta Charter School including but not limited to professional development offered in other languages, and professional development focused on language acquisition, such as that offered through our partner GSU Center of Urban Language Teaching and Research. East Atlanta Charter School will evaluate and make revisions to East Atlanta Charter School's curriculum as needed and will offer annual professional development opportunities consistent with East Atlanta Charter School's unique academic model. This waiver will help East Atlanta Charter School achieve its mission by ensuring that all staff development is relevant and beneficial to teachers delivering East Atlanta Charter School's unique curriculum. This waiver is not inconsistent with the purpose of this section because the staff will still engage in professional development in support of our mission and instruction of state standards.

O.C.G.A. § 20-2-290 Organization of Schools. East Atlanta Charter School seeks a waiver from this part because state law has precedent over school board policy and a school's charter, and East Atlanta Charter School believes it is important to make sure that nothing in this section of the law would allow an organization or reorganization of East Atlanta Charter School by the board of education of DCSS that is incongruent with this charter. This waiver will help East Atlanta Charter School achieve its performance goals by ensuring that the organization of East Atlanta Charter School is not unilaterally changed by the local school system.

O.C.G.A. § 20-2-850-853 and 20-2-880-925 Personnel Policies and Benefits. East Atlanta Charter School seeks a waiver from these parts to the extent they are inconsistent with any personnel policies and benefits programs that may be established from time to time for Charter School personnel. East Atlanta Charter School does not waive the right of any of its personnel to participate in any benefits program that may be available to them as public school teachers.

This waiver will help East Atlanta Charter School achieve its performance goals by ensuring that East Atlanta Charter School is able to hire teachers who are best suited to meet the needs of the school's student body and to effectively deliver the school's curriculum. Specifically, East Atlanta Charter School may need flexibility in the benefits offered by East Atlanta Charter School in order to provide benefits that are beneficial for all of East Atlanta Charter School's staff, including those who are not citizens or lawful permanent residents of the United States, but who are instead nonimmigrants with limited work authorization. This waiver is not inconsistent with the purpose of these parts because the charter school will develop personnel policies and a benefits package that are competitive with those offered by the DCSS.

School climate management program; model codes of behavior and discipline—O.C.G.A.
Section 20-2-155
EACS plans to use the DCSD code of conduct, but will be developing model codes of behavior and discipline aligned with the school culture.

Assistant Principals and Secretaries—O.C.G.A 20-1-185
EACS seeks flexibility in determining the type and number of personnel for roles such as Assistant Principal and/or Secretary. As a public charter school, EACS requests the freedom to determine the leadership and support structure that best fits the needs of its school's culture. EACS intends to designate leadership support roles and assistants on staff, but requests flexibility in title, role, and salary level for these positions.

Certification Requirement of Hired Professionals - O.C.G.A. Section 20-2-200, Professional Standards Commission Rule 505-2-.09 1(a) and DeKalb County Schools Policy GBBD for Professional Certification
EACS seeks the flexibility to employ or otherwise engage non-certified personnel in the event that the individual is determined by EACS to be the best individual to fulfill the role. Teachers may be deemed qualified to teach and provide support in content and enrichment areas for which they do not retain specific Georgia certification, while they may have appropriate certification in another jurisdiction.

Appropriate Organizations to Provide In-Service or Continuing Education – O.C.G.A. 20-2-201(c)
EACS will provide robust continuing professional development and training, but the school has and is forming partnerships with experts who may be better positioned to provide this training and support. For this reason, EACS does not seek a waiver necessarily from the requirement of additional training, but rather from the subsection (c) pertaining to the development of these in-service opportunities by local areas of administration and "other appropriate organizations." The unique needs of our school model may best be met through staff training and support that are provided by entities and partners who may not currently be in network with state and district providers.

Conditions of Employment— O.C.G.A. Section 20-2-210 and Teacher Contracts – O.C.G.A. Section 20-2-211(a), 20-2-211(b), and 20-2-211(c). Teacher Salary Schedules and Increases – O.C.G.A. Section 20-2-212 through 20-2-212.6 and SBE Rules 160-5-2-.04 and 160-5-2-.05
EACS seeks to waive the state's requirements related to annual performance evaluation, as it will rely on its own model to evaluate staff. This model is aligned to the mission and best practices of the model EACS provides. Further, EACS seeks to waive requirements related to salaries in order to retain flexibility to determine its own salary schedule and compensation for its employees. EACS further seeks flexibility to ensure merit-based increases as funding allows. EACS intends to offer a highly supportive and rewarding work environment with a specialized focus that will attract the best candidates for the positions available.

Conditions of Employment – O.C.G.A. Section 20-2-850-853 and Grounds and Procedure for Terminating or Suspending Contract of Employment— O.C.G.A. Section 20-2-940
EACS will manage and administer its own human resource policies related to employment, sick leave, and benefits. Further, EACS employees will be at-will employees.

School Administrator – O.C.G.A. Section 20-2-942(1.1) relating to school administrators
EACS seeks to waive any rules and regulations relating to school administrators as it will recruit, hire, and retain the best principal it deems necessary to realize the mission of the school.

GBRA-R(1) Professional Personnel Personal Leaves and Absences
As EACS will hire and retain its own staff, it will develop its own policies with regard to leave and absences that otherwise conform to the law and are in the best interest of the instructional program being delivered.

EC-R(0) Equipment and Supplies Management
As EACS will utilize its own equipment and supplies, it seeks maximum flexibility in the purchase, management and disposal of its materials to ensure all equipment and supplies best meet the needs of the EACS students and staff.

KG-R Allowable Use of School Facilities
EACS seeks flexibility in the guidelines related to the use of school facilities recognizing that the use of the building cannot conflict with the mission of the school and its primary objective of educating its student body.

O.C.G.A. Sections 20-2-240 through 20-2-242 – Powers and Duties of the State Board, State Superintendent, and Local school systems. East Atlanta Charter School seeks a waiver only from the below listed State Board Rules, which were promulgated pursuant to O.C.G.A. § 20-2-240:

Rule 160-5-1-.36 – Local School Board Governance. East Atlanta Charter School seeks a waiver of this rule as its Board of Directors will govern East Atlanta Charter School. However, East Atlanta Charter School will fully comply with all of the ethics and open record and meetings requirements as stated in this State Board Rule.

Rule 160-5-2-.05 Experience for Salary Purposes. East Atlanta Charter School seeks a waiver of the above listed State Board Rules in order to give it the flexibility in the staffing and training of its teachers and other staff members to carry out its stated mission and goals as described in this petition. This flexibility in making personnel decisions will allow East Atlanta

Charter School to ensure that the maximum amount funding is allocated specifically to the instruction of its students. Despite asking for a waiver of these State Rules, East Atlanta Charter School will work with and utilize any existing DeKalb County School System resources made available to East Atlanta Charter School in order to abide by the intent of these Rules.

East Atlanta Charter School further seeks a waiver from any actions that may be required or authorized by either the State School Superintendent or the Local school system that would be inconstant with this charter or with the waivers allowed by O.C.G.A. § 20-2-2065 that are incorporated into this charter petition.

These waivers will help East Atlanta Charter School achieve its performance goals by ensuring that the rules, regulations, policies, and procedures that apply to the charter school and the duties of various persons or entities to enforce certain rules, regulations, policies, and procedures are consistent with the charter including the waivers. These waivers are not inconsistent with the purpose of these sections because the rules, regulations, policies, and procedures that apply to East Atlanta Charter School will still be enforceable by the appropriate entities at appropriate times as set out in the charter and in the Charter Schools Act of 1998.

DeKalb County School District Requested Waivers:

East Atlanta Charter School is requesting waivers of specific DCSD Policies in an effort to effectively meet its mission. Such waivers exist in the categories of personnel, curriculum, school calendar, instruction, and transportation as follows:

Policy CI-R(1): Administrative Intern Program

East Atlanta Charter School seeks a waiver of the above listed Policy in order to give East Atlanta Charter School the flexibility in the staffing and training of its teachers and other staff members to carry out its stated mission and goals as described in this petition. This flexibility in defining hourly requirement and processes will ensure best use of funding allocated for our students.

Policy CJ: Administrative Consultants

East Atlanta Charter School seeks a waiver of Section F & G in order to give East Atlanta Charter School the flexibility in the staffing and training of its teachers and other staff members to carry out its stated mission and goals as described in this petition. This flexibility in making personnel decisions will allow East Atlanta Charter School to ensure that the maximum amount funding is allocated specifically to the instruction of our students.

Code G: Personnel

Policy GAD: Professional Learning Opportunities

Policy GAD-R(1): Professional Learning Opportunities

East Atlanta Charter School requests a waiver from this section, only for system-wide professional development opportunities that would not be relevant or related to the mission, curriculum, and philosophy of East Atlanta Charter School.

Policy GBD: Professional Personnel Hiring

Policy GBI: Professional Personnel Evaluation

Policy GBKA: Professional Personnel Lay-Off

Policy GBO: Professional Personnel Resignation

Policy GBRI: Professional Personnel Personal Leaves and Absences

East Atlanta Charter School requests waivers from the above policies as the school and its governing board wish to exercise the right to full authority regarding all personnel matters

Policy GBR: Professional Personnel Working Conditions (All Sections)

All matters regarding attendances/absences shall remain in the authority of East Atlanta Charter School's school leader and the school's governing board. East Atlanta Charter School requests a waiver from this policy to keep these matters within the jurisdiction of the school and the governing board as opposed to the DeKalb County School System superintendent.

Policy GCRB-R: Classified Personnel Time Schedules

Policy GDRB-R: Paraprofessional Time Schedules

Policy GBRB: Professional Personnel Time Schedules

East Atlanta Charter School requests a waiver from these policies, as the school may follow an academic calendar different from the DeKalb County School System. However, East Atlanta Charter School will maintain a July 1 through June 30 fiscal year and calendar year for all 12-month personnel.

Policy GBBA: Professional Personnel Qualifications and Duties (Section I. – Teachers)

EACS requests a waiver from the policy for section I only, which states the minimum requirements for teachers including a bachelor's degree from an accredited college. East Atlanta Charter School is requesting this waiver to allow for the hiring of international, qualified teachers who have graduated from college programs but who have been determined by a reputable U.S. credentials evaluation firm (such as Trustforte) to have earned the foreign equivalent of a U.S. bachelor's or higher degree.

Policy GBB: Professional Personnel Positions

East Atlanta Charter School requests waivers from the above policies as the school and its governing board wish to exercise the right to full authority regarding all personnel matters

Policy GCA: Classified Personnel Compensation Guides and Contracts

Policy GCA-R: Classified Personnel Compensation Guides and Contracts

Policy GBA: Professional Personnel Compensation Guides and Contracts (*Sections B* – Review of Compensation Plan & ***C – Levels of Compensation*)**

Policy GBA-R: Professional Personnel Compensation Guides and Contracts

East Atlanta Charter School seeks a waiver of the above listed policies and regulations for classified and professional staff in order to give East Atlanta Charter School the flexibility in the compensation plan and salary schedule, including but not limited to, salary increases based on merit and performance, and compensation packages that may include salary plus other benefits such as housing for international teachers. East Atlanta Charter School has created a salary scale for teachers.

East Atlanta Charter School requests waivers from the above policies as the school and its governing board wish to exercise the right to full authority regarding all personnel matters.

Policy GCRD: Classified Personnel Overtime Pay

East Atlanta Charter School requests a waiver from this policy to the extent that overtime pay must be approved by the Superintendent. Overtime will be approved by the school leader via the governing board which has governance over our school's budget.

Code I: Instructional Program

Policy IA: Instructional Program Philosophy

Policy IA-R: Instructional Program Philosophy

Policy IC: Curriculum Development

Policy ICFA: Curriculum Guides and Course Outlines

Policy IDA: Basic Program

Policy IDA-R(1): Basic Program

Policy IDA-R(3): Basic Program

Policy IDA-R(4): Basic Program

Policy IDA-R(5): Basic Program

Policy IDA-R(6): Basic Program

East Atlanta Charter School requests waivers from the above policies and regulations so as to appropriately exercise the autonomy to employ the school's prescribed curricular framework, such as the scope and sequence. Teachers at East Atlanta Charter School will follow East Atlanta Charter School curriculum as opposed to that prescribed by the DeKalb County School District. East Atlanta Charter School's instructional philosophy is tied to its mission and vision, and although it aligns to that of the DeKalb County School District, it is a philosophy independent of the DCSD. East Atlanta Charter School's curricular framework is included in this petition, including a detailed scope and sequence with alignment to the GA Performance Standards and Common Core Standards.

Policy IDAC: Kindergarten

East Atlanta Charter School requests a waiver from this policy to the extent that it requires funding to be obtained from the school district. East Atlanta Charter School may eventually pursue a state-approved pre-kindergarten program that could potentially be funded by other entities and/or community partners. Should East Atlanta Charter School pursue a Pre-K program, the program would still be licensed and approved by the appropriate state entity, Bright from the Start: GA Department of Early Care and Learning.

Policy IDCA: Summer School

Policy IDCA-R: Summer School

Policy IDE: Co-Curricular Activities

Policy IDE-R: Co-Curricular Activities

Policy IDF: Interscholastic Activities

East Atlanta Charter School requests a waiver from all of the above policies, as East Atlanta Charter School may organize its own summer school, co-curricular, and interscholastic activities in alignment with the schools vision, mission, and specific curricular model. The School Leader will be directly responsible for the oversight of policies and procedures surrounding these activities.

Policy IED: Scheduling for Instruction

Policy IED-R: Scheduling for Instruction

East Atlanta Charter School requests a waiver from the above policies and regulations, only to the extent to which an off-site instructional activity could potentially be deemed non-instructional by the DeKalb County School District. East Atlanta Charter School wishes to exercise the right to define "instructional activities" in a way that will be meaningful and supportive of the mission and vision of East Atlanta Charter School, as described in this petition.

Policy IFA: Instructional Materials

East Atlanta Charter School requests a waiver from the above policies so that it may effectively implement the instructional strategies outlined in Section III of this application.

Policy IFBGB: Web Pages (Section III)

East Atlanta Charter School will manage its own website and social media messaging. Such content will remain professional and standards will remain in alignment with the District's Web Publishing and Compliance Guidelines.

Policy IFCB-R: Field Trips and Excursions

East Atlanta Charter School wishes to waive this policy, only to the extent that it requests no educational field trips during the last two weeks of school. East Atlanta Charter School does not wish to adopt this policy, as there may be valuable field trip opportunities (tied to the school's curriculum and mission) that become available during the last two weeks of school. Additionally, East Atlanta Charter School wishes to waive that section of the above policy requiring approval from the Executive Director of Transportation for all field trips, as the school may secure the use of other modes of transportation such as a charter bus. All other facets of this policy will be adhered to such as student supervision and parent permission.

Policy IH: Student Achievement

East Atlanta Charter School requests a waiver from this policy, as the school will employ methods for measuring and reporting (i.e. progress reports and report cards) student achievement data different from those methods employed by the DCSD in an effort to increase student achievement and meet the mission of East Atlanta Charter School, as described in this petition.

Policy IHA: Grading Systems

While we plan to use a letter grade grading system, we seek the flexibility to incorporate progress metrics, teacher narratives, portfolios, and foreign language assessments.

Policy IHB: Homework

East Atlanta Charter School requests a waiver from this policy to the extent that such policy should ever contradict the instructional philosophy and mission of East Atlanta Charter School. Homework at East Atlanta Charter School will be meaningful, developmentally appropriate, and tied to students' instructional day. It is our intention never to assign homework that would require our students' parents to have any Spanish proficiency whatsoever, as we consider the families' role to reinforce the child's home language.

Policy IJ: Evaluation of Instructional Program

East Atlanta Charter School requests a waiver from this policy as the school wishes to utilize its school leadership and faculty to evaluate the effectiveness of the instructional program. East Atlanta Charter School will review the effectiveness of its instructional program annually, taking

student achievement data (including Spanish proficiency assessment data) and parent and teacher feedback into account.

Policy IKI: Lesson Plans

East Atlanta Charter School requests waivers from the above policy and regulation to the extent that lesson plans must be aligned to the DCSD-approved curriculum. Teachers at East Atlanta Charter School will align lesson plans to East Atlanta Charter School's curriculum, as included in Section III of this application, which is aligned to the Common Core Standards and Georgia Performance Standards.

Policy JCD: Student Conduct

East Atlanta Charter School is requesting waivers of the JCD Policy, specifically those sections allowing for corporal punishment. East Atlanta Charter School administration will never use corporal punishment under any circumstances.

Policy JCDAF: Use of Electronic Devices by Students

East Atlanta Charter School is requesting a waiver of to the extent that East Atlanta Charter School students may use electronic devices with educational merit, such as iPads, as part of their instructional time. While highly interactive, live, in-person communication is the gold standard for language acquisition, we may wish to integrate high-tech learning tools in a careful and limited way.

Policy MFB: Student Teaching and Internships

East Atlanta Charter School requests a waiver from this policy to the extent that internships should not be subject to approval by the Department of Professional Learning. East Atlanta Charter School board and administrative team will approve all student teaching and internship placements.

IV. GOVERNANCE

A key characteristic of charter schools is that an autonomous governing board makes decisions on behalf of the school. It is imperative that all governing boards demonstrate substantial autonomy, decision-making authority and capacity.

16. Describe how an autonomous governing board will make decisions for the school.

a. Identify each member of the governing board; describe the composition of the governing board (number of members, skillsets to be represented, how members are/will be representative of the school and the community, etc.; describe how and when board members will be selected, and the terms that governing board members will serve. Briefly explain the recruitment plan of new members if vacancies occur.

According to our bylaws, East Atlanta Charter School's governing board will be composed of five (5) to twenty (20) members of the community with broad and diverse backgrounds such as law, finance, elementary education, higher education, human resources, language acquisition, special

education, marketing, fundraising, and business operations. Members with previous board experience will be sought. Prospective board members will be solicited by strategically placed announcements (Chamber of Commerce publications, etc.); nominations for board members will also be accepted. The board will have a governance committee that will oversee the process for selecting new board members.

Prospective board members will attend an orientation/training session and complete a skill set inventory. The candidates which best fill the board vacancies based on a skills inventory will be nominated and elected by current board members to fill these vacancies. A three-year term length for governing board members will be set in the bylaws, and the expiration of individual terms will be staggered so that no more than two board members end their service at one time to prevent loss of foundational and institutional knowledge. The board will affirm renewals of consecutive terms. No board member shall serve more than three consecutive terms. Each board member will fill out, sign, and submit a Conflict of
Interest Disclosure Statement on an annual basis.

Handbooks will be provided to each new board member and will include a plan for rotation, succession, and transition as well as a clarification of roles of members of the board. No board member will be compensated for time served on the board, except as allowed for reasonable and actual expenses incurred in connection with performance of duties as necessary. The founding board will strategically transition to the governing board by carefully considering the skill sets of the founders based on skill set inventories. Those founders who wish to transition to the governing board may do so as long as the essential skill sets are covered.

The founding directors will select the initial slate of governing board members based on the skills inventory and on covering the necessary skill sets for the governing board. Additional members for the governing board will be sought to satisfy the missing skill sets.

Within the first year after East Atlanta Charter School has been approved by both the county and the state, the governing board will establish a clearly delegated strategic plan with a calendar of annual milestones. A calendar of major board decisions will be established during the first year of operations to show a timeline of all major activities of the year, including scheduled public board meetings.

The founding board will meet the third Monday of every month. The governing board will continue that regular meeting schedule, which will be clearly communicated to all stakeholders. Protocol and policy will be established to ensure that all meetings are efficient and orderly and that all specified business is addressed.

In accordance with the provisions of O.C.G.A. § 50-14-1, all meetings of the governing board will be open to the public unless a meeting meets the requirements mentioned in the law for a closed executive session. Any resolution, rule, regulation, or other official action adopted at a meeting which is not deemed open to the public will not be binding. Meeting locations, times, and dates will be posted in on the school's website and in the school office in an area available to the public at least two weeks prior to any public meetings. The board will follow open meetings law for any special called or emergency meeting. Agendas and minutes for each open meeting will be made publically available on the school's website.

The board will set policy for an inclusive and transparent public comment process and will remind the public of the policy at each open meeting. In addition, East Atlanta Charter School will comply with all provisions of the Open Records Act (O.C.G.A. § 50-18-70), except in those

cases where records are excluded by court order or by law are prohibited or specifically exempt from being open. All open records will be available for personal inspection by any citizen of the state of Georgia at a reasonable time and place and individuals in charge of those records cannot refuse this privilege to any citizen. Reasonable time, not to exceed three business days, shall be given to determine if requested records are considered open and to provide these open records to the requesting party. Upon request, records maintained by computer shall be made available where practical by electronic means.

b. Describe the governing board's function, duties and role in the areas of budget, resource allocation, personnel decisions (primarily school leader selection, evaluation, and termination), establishing and monitoring the achievement of school improvement goals, curriculum and school operations.

Please find this information in complete detail in the Bylaws at **Exhibit 16**.

c. Please use the Governance matrix (found on the Charter School Division's website) to illustrate the level of autonomy your Governing Board will have. Please note: This matrix will become part of your charter contract.

Charter School Governance Decision-Making Matrix

East Atlanta Charter School (DeKalb):	Board Authority	Actual Board Authority and How and When it will be implemented
Personnel Decisions	- Hire, support, manage, and assess the Principal. - Ensure that the Personnel Committee utilizes LKES leader keys to evaluate the school leader and leadership team. - Ensure ongoing professional development opportunities for the Principal. - Delegate management roles to the Principal. - Ratify all personnel decisions. - Ensure frequent and ongoing communication between the Board and the Principal, especially regarding the school's educational and financial goals and personnel matters. - Develop a leadership succession plan. - Develop a grievance policy and act as an appeals board when necessary.	As soon as possible after approval of the charter, the Board will select a capable Principal. The Principal, with the advice and consent of the Board, will select initial staff. From that point forward, the Board will support the Principal and ensure that the leadership development and resources are available and adequate.
Financial Decisions & Resource Allocation	- Ensure responsible and ethical fiscal management of EACS assets. - Establish and monitor fiscal health indicators. - Hire an independent auditor. - Oversee the budget process and school investments. - Ensure effective organizational planning.	The Board holds all fiscal responsibility. Financial oversight will be shared by the full Board or a committee of the Board, but not by any individual member of the Board.

	- Establish committees and delegate specific duties for proper resource allocation and management as necessary. - Develop a fundraising strategy and manage fundraising activities .	The Board is responsible for ensuring that appropriate resources are available to meet the mission and goals of EACS.
Curriculum & Instruction	- Select curriculum, including any changes in curriculum as needed to improve student achievement.	The Board will ensure that the Principal and faculty implement the selected curriculum and will oversee its ongoing use.
Establishing & monitoring the achievement of school improvement goals	- Hold Principal accountable for implementation and timeline of school improvement goals, evaluate success, and make revisions as needed. - Develop a curriculum and set measuring standards to ensure that the curriculum can satisfy school goals. - Ensure that the viability and effectiveness of the curriculum is monitored by a Board committee. - Develop an assessment structure and schedule. - Monitor local, state, and federal assessment scores and standards and EACS student performance against them .	The Board will work with school officials to ensure the improvement goals are met.
School Operations	- Create bylaws for the Board and review them annually. - Create any policies which will impact the operation of the school. - Develop and implement a strategic plan. - Develop a viable and sustainable fiscal management plan. - Develop an engaging educational program. - Implement monitoring tools to measure student academic performance. - Ensure compliance with all legal and regulatory requirements. - Establish a fixed order of business for meetings to ensure that all appropriate business is discussed effectively.	At least one day per quarter will be dedicated to review and discussion of the milestones of the strategic plan. Policies and bylaws will be established before the opening of the school and will be reviewed and edited once per calendar year. The board will establish an accountability plan to ensure that all fiscal, legal, and educational regulations and objectives are met.

d. Use this section to provide a narrative of your matrix, including anything in the matrix that requires further explanation or clarification.

As the governing body of East Atlanta Charter School, the board is not only charged with seeing the mission of the school fulfilled, but also holds the charter and is ultimately accountable for the school meeting and exceeding the goals as articulated herein. The board connects the school to the wider community, provides expertise to the organization, assists with fundraising, confers

credibility on the school, oversees and supports the principal's performance, and helps fulfill many governance functions including legal responsibilities, general oversight, planning and policy-making and fiduciary requirements. The board is legally and morally accountable for the health, vitality, and effectiveness of the school. Therefore, the board assures due diligence for the entire organization.

e. Describe your plan for ensuring that you maintain a diverse board with broad skillsets.

From our school's origin as an idea developed by two mothers, one African American and one Caucasian, the founders of East Atlanta Charter School have been purposeful and intentional in recruiting Board members and advisors who are diverse in many senses, including but not limited to race, gender, socio-economic background, sexual orientation, linguistic background, and native country. What unites the Board is that each Board member offers substantial professional competency in a skillset that is necessary to our success, and each Board member is committed to the children of South DeKalb, with almost all members residing within the limits of the DeKalb County School District, and most of them within the McNair Cluster itself.

The Board continues to seek to add new members to ensure that it reflects the demographics of the area and the needs and interests of the South DeKalb community. The founding board includes several lawyers, educators (both K-12 and university level), an accountant, multiple business owners, a federal government officer, and others, and the skills represented on the team are both broad and deep, from information technology to business consulting to grant writing to general fundraising to grassroots community activism.

f. Describe how and why governing board members may be removed.

Governing board members may resign by written notice to the board Chair or Vice Chair, with resignations being effective immediately or as outlined by the board member's written notice. Governing board members will be expected to act in the best interests of the charter school. An individual governing board member may be removed for any reason including but not limited to the following as decided by the majority vote of the full governing board: absence from meetings without notice or just cause (the attendance record for each governing board member should be 75% or better, with anything lower being grounds for dismissal), not fulfilling duties as defined in the by-laws, not acting in accordance with the mission and vision statements of East Atlanta Charter School, and acting negligently or against the laws of the state of Georgia when representing East Atlanta Charter School.

Please see the bylaws for complete information.

g. Georgia law now requires Charter Schools to provide initial training for newly approved charter school Governing Boards as well as annual governance training thereafter. Governance training should help build the capacity needed to make decisions in the above-mentioned areas. Trainers must be selected from a SBOE-approved list that ensures that the training covers certain SBOE requirements. Beyond those requirements, as a best practice, Charter Schools should also ensure that it selects a training program that covers areas of identified needs.

Upon approval of the petition, we will provide appropriate initial training for the entire governing Board, followed by annual governance training thereafter.

h. Describe your plan and timeline for securing a provider for your initial governance training as well as annual training thereafter. Include in this plan, areas of focus that are specific to your board and school. Provide a brief plan for continuous governance training, recruitment and retention of high quality governing board members.

As detailed in EACS's bylaws and herein, the Nominating and Governance Committee is responsible for Board training. New directors will be identified by this committee in conjunction with the school community and encouraged to become involved in school governance through committee membership before being nominated for the Board. Once elected, the new director will be provided with an appropriate collection of best practices around board participation, information about the school and its mission, minutes from the most recent meetings, and other information helpful to new members. Each new director will meet with a member of the nominating committee to receive one-on-one training to support his or her effective participation on the Board.

At its annual retreat, organized by the Vice Chair, the Board will initiate a self-evaluation process that will highlight key board priorities for the next year. Annual performance data provided by the principal that includes student assessment outcomes, staff and parental survey data, and key operational outcomes, will supplement this self-evaluation, providing a blueprint for the Nominating and Governance Committee's training plan for the following year.

Georgia State University's Center for Urban Language Learning and Teaching has pledged to establish an agreement that one of the three CULTR Co-Directors will reside on the Board on a rotating basis allowing CULTR to provide ongoing professional advice and mentorship to the Board. Some founding board directors have participated in USDOE and Georgia Charter Schools Association webinars, and the Board Chair will make these opportunities available to all directors as they arise. Once this petition is approved, the Board will join the Georgia Charter Schools Association and avail themselves of their board training program. Additionally, the Board will consult with BoardOnTrack, a company that provides a guided program to optimize charter school boards.

i. Disclose any potential conflicts of interest and describe how the governing board will ensure that current and future board members avoid conflicts of interest.

EACS will continue to use the conflict of interest form required by DeKalb County and use this as a basis for evaluating areas of concern and conflict. As conflicts arise the standing board will evaluate the nature of and extent and work with a new potential board candidates, and jointly determine if these are insurmountable. If the conflict is for example financial in nature, EACS will provide guidelines for voting abstinence as necessary for a member. Evaluation of each board member, of available committees, and potential areas of conflict to prevent any exposure of liability will be the working goal of the board. EACS feels that full disclosure, an approach of regular governance training will allow for the board to maintain an active balance and diverse membership.

j. How will the governing board's role uphold the school's mission and vision? Please provide specific examples.

The governing board's role will uphold the school's mission and vision by using strategic thinking to develop intentional board practices that support a results-oriented approach to EACS's academic, fundraising, and organizational goals. As accomplished community leaders,

our governing board members bring credibility to the school in the broader community and serve as its ambassadors.

k. How will the governing board evaluate the principal's performance? This should include the assessment tool that will be used to determine effectiveness.

The Executive Committee is responsible for evaluating the principal annually. This committee will utilize a research-based rubric to measure teacher and principal effectiveness.

l. How will the governing board ensure effective organizational planning and financial stability? Please provide specific examples.

The board has developed a pragmatic budget poised for aggressive growth through grants, ensuring EACS's financial strength and sustainability.

m. How will parents, community members, or other interested parties be involved in the charter school's governing board?

The governing board will have between five (5) and twenty (20) voting members available for community membership. There will also be non-voting advisory roles, and various committees which will provide options for parents and other parties to participate. The governing board will hold regular meetings open to the public, and encourage parental involvement and attendance where ever possible.

n. How will the school promote parental and staff involvement in school governance?

The school will promote a high functioning Parent Teacher Association to give parents an opportunity to actively participate in the governance of the school. This will help support classroom education and give more opportunities for both the teachers and parents to work towards a closer understanding and involvement in their students' and children's education.

o. How will the school communicate with students' families?

The school will, in addition to sending notifications home with students as has been historical way teachers send notifications to parents and guardians, leverage technology to assist in providing clear and abundant communication with students' families. Items such as school activities, scheduled events, and plays will be available to parents via regular emails from the school, the school website, and appropriate social media. Homework assignments, and student performance or attendance related items will be made available to parents by way of the schools private and secured Learning Management System, Parent/Teacher classroom discussion boards, emails, or possibly via phone calls. The nature and extent may change as technologies grow but always with legal requirements (such as FERPA compliance) kept in mind.

Please see III, 13, regarding our Goal to retain all students.

17. Grievance s

a. What will be school leadership's role in resolving teacher, parent and student grievances and other conflicts? Describe the rules and procedures concerning how the school will address grievances and complaints from students, parents, and teachers. The grievance policy should clearly articulate how individuals may present grievances, how those

grievances will be reviewed, and who will undertake the task to review grievances, as well as the time frame for disposing of a grievance.

Student/Parent Grievances

Student/parent grievances will be addressed first at the school, with parents encouraged to communicate openly and frequently with staff through ongoing informal and formal measures initiated by the school. All parents will have access to each staff member's email, and all emails will be responded to in a timely manner as a part of each staff member's job requirement. Parents a re encouraged to visit the school site and all staff will make themselves available to confer with parents by appointment.

If a parent is unable to resolve a grievance with the staff member or if the grievance involves school leadership, parents may schedule an appointment with the principal. An appointment to discuss a concern will be made promptly, and parents will be asked to communicate the nature of the concern and parties who should attend the conference when scheduling the appointment. Parents may bring representation to this appointment if they so desire. After the meeting with the principal, an official response (in print) to the grievance will be made by the principal within 5 business days. If the grievance is still unresolved after this step or if the grievance is with the board, parents will be able to contact the board chair to schedule an audience with the board.

Upon communication of the grievance, the board chair will determine whether the grievance should be heard at the next regularly scheduled board meeting or in closed session before the next board meeting. Parents may also bring representation and/or witnesses to this appointment if they so desire. The board will make a decision regarding the grievance within 5 business days of the hearing, and the written decision will be submitted to the parents and any involved staff, as pertinent. The say of the board is considered the final say in the grievance.

Staff Grievances

Staff grievances will follow the same chain of command, starting with strong encouragement to resolve the grievance amongst the parties involved through informal measures. If the grievance cannot be resolved by the staff member's manager, the matter will next be heard in a scheduled appointment with the principal. If the grievance is still unresolved after this step or if the grievance is with the board, the staff member will contact the board chair to schedule an audience with the board. Upon communication of the grievance, the board chair will determine whether the grievance should be heard at the next regularly scheduled board meeting or in closed session before the next board meeting. Staff members may also bring representation and/or witnesses to this appointment if they so desire. The board will make a decision regarding the grievance within 5 business days of the hearing, and the written decision will be submitted to the staff member and any other involved party, as pertinent. The say of the board is considered the final say in the grievance. General staff grievances will be aired and addressed through the two elected staff representatives on the board, who may be asked to recuse themselves from grievance hearings for other staff members.

Under the whistleblower policy, staff members must report suspected fraud and dishonest conduct to the chair of the board or the chair of the board finance committee, who then have responsibility to investigate all reported violations.

b. What will the governing board's role be in resolving teacher, parent, and student grievances and other conflicts? This should include specific procedures and protocols for grievance resolution for each group. Describe the plan or method that the charter school's governing board will utilize for resolving conflicts with the DeKalb County School District and/or Board of Education. Explain how conflicts will be addressed and resolved.

Please see above.

c. Describe the method that the governing board plans to utilize for resolving internal conflicts.

The governing board will resolve internal conflicts by using good practices in managing conflict. The board will pay attention to good interpersonal communications, devoting time at the annual retreat to discuss good communication practices; operate with a strategic plan that helps to articulate goals, objectives, and outcomes that will reduce conflict over the meaning of the organizational mission, strategic choices, and priorities; keep clear the roles and responsibilities of individual directors and officers and the board's role in relation to staff; receive professional development annual in conflict resolution at the annual meeting; establish a code of conduct for directors, setting rules on issues such as confidentiality, conflicts of interest, lobbying of fellow board members, and speaking with one voice; undergo annual performance evaluation; be mindful of gender and cultural differences; and celebrate agreements and new understandings in order to acknowledge the hard work that is involved in expressing and working through tough issues.

18. In the appendix, attach an official copy of the certificate of incorporation for the required Georgia nonprofit corporation from the Georgia Secretary of State, pursuant to O.C.G.A. § 20-2-2065(b)(4).

The certificate of incorporation for East Atlanta Charter School, Inc., issued by the Georgia Secretary of State, can be found in the Appendix at **Exhibit 18**.

19. Provide a brief description for each governing board member that explains what role they will play on the board and why they were chosen to participate in the founding group. Attach the member résumés or curriculum vitas in the appendix.

Governing board members were selected to comprise a balanced board of diverse skills that best benefit the founding and establishment of an organization. The founding board is comprised of:

Loren Locke (Chair) practices immigration law at Seyfarth Shaw LLP. Loren previously served as diplomat in the U.S. Foreign Service, posted to the U.S. Consulate in Matamoros, Tamaulipas, Mexico. A graduate of the University of Richmond and William & Mary Law School, Loren experienced a year of language immersion herself as a high school exchange student in Meaux, France, and in college she studied abroad in both Argentina and Ecuador. Having worked very hard to learn Spanish and French as an adolescent and adult, Loren is raising her two children to be bilingual in English and Spanish from early childhood.

Mijha Butcher Godfrey (Vice Chair) attended Wellesley College, where she majored in Urban Studies and Spanish. Mijha completed her JD at Yale Law School. Mijha's legal experience includes corporate finance, real estate, fair housing, and community development. Mijha has worked as an affordable housing developer at the Atlanta Neighborhood Development

Partnership, Inc. (ANDP). Since childhood, Mijha has studied the progress of African-American rights from the nation's beginnings through the civil rights movement and beyond. She has served on the board of Georgia WIN List and as the President of Young Democrats of Atlanta. Mijha is a member of the bar in New York, New Jersey and Georgia. She lives in South DeKalb County with her husband and young daughter.

Josh Bennett (Treasurer) has been an accountant since 2010 and is currently employed by Turner Broadcasting in the international live programming department. Josh brings to the table a solid foundation and understanding of accounting principles as well as the desire to have his children and other children in the community immersed in an innovative dual language charter school. Due to his ties with CNN Español and the Spanish speaking community, which he deals with in his day to day operations, he sees great value in obtaining the skills to speak to others in many countries all over the world. Josh has a deep desire to help his community obtain the skills and education that is necessary for the children to have a bright future. Josh is very committed to his community and is more than willing to help in fundraising activities to ensure the future of our innovative charter school.

Jean Wilson-Stayton (Secretary) is the current Student Support Coordinator at KIPP STRIVE Academy in southwest Atlanta. She has five years of charter school experience and has worked in a variety of instructional roles within the KIPP network. Jean originally entered education as a corps member in the 2010 Teach for America Atlanta Corps. Jean graduated Magna Cum Laude from Davidson College with a Bachelor of Arts degree. Jean first became interested in East Atlanta Charter School because her research has taught her that dual language immersion schools are an effective method of closing the achievement gap and leading to bilingual proficiency.

Kennisha Davis is a graduate of Southern University A&M College, and she is pursuing a Master's degree in Public Affairs. Kennisha has worked for the United States Citizenship and Immigration Services for more than 7 years as an Immigration Services Officer. She is a DeKalb county resident and mother of two. Through her work she came to understand the value of a bilingual and bicultural education. She has since made it her passion to provide her children and others with an education that equips them to succeed on a global scale.

Nickolas Downey is founder and CEO of Nead Werx, Inc., an Atlanta software company. Nead Werx was named the 2012 Georgia Tech Cooperative Employer of the year, and was also named one Atlanta's top 45 best and brightest companies to work for that same year. Nick is a ruling elder at Oakhurst Presbyterian Church, an active member of the Atlanta Technology Angels, and sits on the Board of Directors of several Atlanta companies and nonprofit organizations. Nick graduated from the Georgia Institute of Technology in 2002 with a Bachelor of Science in Computer Engineering and lives in East Point with his wife Candi and their son.

David Fuentes is the pastor of youth and families at Oakhurst Presbyterian Church in Decatur, Georgia. Prior to his work in the church, David worked for the Democratic Party of Georgia, where he was the top fundraiser for Grassroots Georgia two years in a row. He also worked as a campaign organizer. David has over ten years of experience working with youth and children in both the private and public sectors. He is drawn to Spanish immersion education because of his own Puerto Rican heritage.

Jeremy Greenup has over eleven years' experience as a human resources consultant in fields ranging from compensation, benefits, change management, and talent retention and evaluation. Prior to beginning his career in this field, he taught high school for three years in Japan and also

taught at the undergraduate levels at Georgia State University and Georgia Perimeter College during his time as a graduate student. He has extensive non-profit board experience, having served on the Alumni Board of Oglethorpe University, as Board Treasurer for 50 Cents. Period and SPARK! Reproductive Justice Now and most recently as Board Secretary for Positive Impact Health Centers, one of the largest HIV/AIDS service clinics in the southeast.

Dr. Jonathan T. Lyon is an associate professor of chemistry at Clayton State University. He received his BS in Chemistry at Michigan State University and his PhD in Chemistry at the University of Virginia. His doctoral thesis was titled "Infrared Spectroscopic and Theoretical Investigation of the Matrix-Isolated Reaction Products of Small Molecules with Laser-Ablated Transition and Actinide Metal Atoms." Dr. Lyon was an Alexander von Humboldt Postdoctoral fellow at the Fritz Haber Institute of the Max Planck Society in Berlin, Germany before joining the faculty at Clayton State University. He is the author of over 40 scholarly publications. Dr. Lyon resides in DeKalb County with this family.

Ryan Locke is a trial attorney at Locke Law Firm LLC and an adjunct professor of law at Emory University School of Law. In law school at the University of Georgia, Ryan represented children with disabilities who were not receiving a free and appropriate public education through the Special Education Clinic. Ryan has represented immigrant children seeking asylum in South Texas and, while a public defender, children charged with delinquencies in the Fulton County Juvenile Court. He has served on the State Bar's Juvenile Law Committee. Ryan performs extensive pro bono and volunteer work, including representing charter schools in transactional matters and coaching Southwest DeKalb High School's mock trial team since 2011. He lives in DeKalb County with his wife and children.

David Spake is an IT professional with over 25 years of progressive experience in IT management, systems, networking, and solution architecture. He has five years specific experience in IT in educational institutions as a project manager, application designer, and implementation specialist for curriculum solutions. During his career he has implemented several CRM, ERP, HR, and Networking solutions. He has established help desk systems and managed employees throughout all levels technology environments. David has won competitive RFP awards in Higher Education IT, and he led the coordination, writing and submission of these responses. A lifelong foreign language learner himself, David has also taught English as a Second Language (ESL) both privately and in classrooms in Japan.

A resume for each director can be found in the Appendix at **Exhibit 17**.

20. In the appendix, please provide the proposed charter school's bylaws, pursuant to O.C.G.A. § 20-2-2065(b)(4). (All petitions must provide a copy of the by-laws in final form; no drafts.) Bylaws must reflect the charter school's mission and non-profit status and should include:

a. The method by which the board will be elected or appointed and removed, as well as the term of office for each member.

At each annual meeting of the Board of Directors, the Directors shall select a slate of candidates for each vacancy to be presented to the Board and a candidate shall be selected for each vacancy by simple majority vote of the Board. Each candidate is then affirmed for election by a confirmation vote from parents and legal guardians then enrolled at EACS and all full-time employees of EACS. Should a candidate not be confirmed, the Board shall select another candidate to be presented for a confirmation vote in the same manner. Should three candidates

not be confirmed, the Board shall select from the three prior candidates or shall select a fourth candidate to serve the term for the vacancy by simple majority vote.

A Director may resign by submitting his or her resignation in writing to the Chair of the Board of Directors. A Director may be removed for cause at a meeting of Directors by an affirmative vote of two-thirds of the remaining Board of Directors. Directors being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

If a Director becomes an impediment to EACS's mission by failing to perform the Director's duties, failing to perform the Director's duties adequately, being disruptive in meetings of the Board of Directors or taking an action, whether or not in the Director's official capacity, that is inconsistent with these Bylaws or the organizational mission of EACS, any Director may request a vote for removal of such Director and a vote shall be placed on the agenda for the next regularly-scheduled meeting of the Board of Directors. The Chair may, but is not required to, meet informally with the Director in question to counsel the Director about his or her performance before a removal vote is taken.

Any vote for removal must be taken in person. No vote for removal of a Director may be taken by consent of the Directors, by proxy, or by telephone.

Directors shall be elected for three year terms. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy(ies) needs to be filled. Director membership shall be limited to three consecutive three-year terms. Previous Directors shall be re-eligible for membership after a lapse of one year.

b. The number of members to serve on the board after the charter school is authorized (the minimum required by DCSD is five), and identify any seats reserved for specific constituents.

The Board of Directors shall consist of not less than five and not more than twenty natural persons over the age of 18. The Principal, chair of the parent organization, and teacher representatives as selected by the Board shall be ex officio directors. One seat shall be reserved as a seat for a co-Director of the Georgia State University Center for Urban Language Teaching and Research, as outlined in their letter of support.

c. The responsibility and authority of the board for the policy and operations of the charter school.

The Board of Directors shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of EACS, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of EACS. The Board of Directors may, by general resolution, delegate to committees or to officers of EACSs such powers as it may see fit for specified periods of time.

d. A list of committees of the governing board (which must include, at minimum, an executive, finance, and education/accountability committee).

Executive Committee: Composed of the elected officers and volunteer standing committee chairs. The Executive Committee may act with the full power of the Board of Directors between meetings of the Board. All actions must be recorded and reported to the Board. All matters of

policy must be referred to the Board for ratification. Annually evaluate in writing the performance of the principal.

Development Committee: Raise funds through an Annual Capital Campaign, and other related efforts, to supplement the per-pupil funding received from the DeKalb County Board of Education. Ensure that all fundraising at school is vetted through the development committee.

Curriculum and Instruction: Oversee the school's progress toward meeting its academic goals.

Facilities: Oversee and address issues relating to the maintenance and operations of the facility or facilities.

Finance Committee: Review and recommend the annual budget for Board approval. Monitor budget compliance, all financial expenditures, and revenues and other financial issues throughout the year. Recommend financial policies to the Board. Work with the Business Operations Manager, Principal, and other staff to establish financial goals and policies. The Financial Committee Chair will, in collaboration with the Principal and Business Manager, prepare and present a report on current financial and operational performance at each Board meeting. The Treasurer shall be the chair of the Finance Committee.

Grievance Committee: the Board of Directors shall establish a Grievance Committee comprised of both parents and teachers to make non-binding recommendations to the Board of Directors concerning the disposition of complaints. The Grievance Committee shall have four members who will serve one year terms, with one member designated as chairperson the other committee members. Committee members shall be appointed each year at the first Board of Directors meeting following the annual meeting. Members may serve no more than two consecutive terms on the committee.

Nominating and Governance Committee: Develop the Board policies, procedures, and training. Establish hiring, grievance, transfer, evaluation, and other personnel procedures. Provide support for the Principal in the implementation of these policies. Conduct, and report to the Board on, an annual performance review of the Principals. Announce openings, accept nominations for, review candidates, and make recommendation(s) to the full Board candidates for open Board positions. Obtain school community input on nominations prior to selecting and recommending Board members for election by the Board. The Vice Chair shall be the chair of the Nominating and Governance Committee.

e. The calendar for board meetings, providing for a minimum of ten meetings per year.

The Board will hold an annual meeting for the election of Directors and Officers and such other business as may come before the meeting shall be held in April of each year. Written notice shall be given not less than 30 days nor more than 60 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of EACS or such other place as shall be specified in the meeting notice.

In addition to the Annual Meeting, Regular meetings of the Board of Directors shall be according to a calendar adopted at the annual meeting, except in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. The Board must hold a minimum of ten meetings per year. Timely public notice of all such regular meetings shall be provided.

f. A list of the quorum and voting requirements for board meetings and committees.

A simple majority of the full number of Directors shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Directors present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by the Bylaws. Every act of a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

As described above, certain members of the Board will be ex officio and have no vote.

Please find a copy of the bylaws at **Exhibit 16**.

21. A conflict of interest is generally defined as a situation in which someone has differing or competing professional, monetary or personal interests. Any potential conflicts of interest of the founding governing board members must be disclosed. Provide the complete and signed conflict of interest form for each proposed founding board member, located at the end of these Guidelines. This form must be included in the petition appendices and completed by each founding and/or governing board member.

Please see the attached conflicts of interest forms completed by each Board member at **Exhibit 19**.

V. CONTRACTS WITH EDUCATIONAL SERVICE PROVIDERS OR OTHER CHARTER PARTNERS

22. Does the charter school intend to contract, or has the school contracted, with an education service provider (ESP) or other charter partner, to provide management or consulting services? If so, please complete this section and include a signed, operationalized agreement submitted as an exhibit**.**

No.

a. Describe how the arrangement will be in the best educational and financial interests of the charter school.

N/A

b. Describe other education service providers or charter partners that were considered and the reasons this ESP or partner was selected above all others. How and why was EMO/CMO company chosen, selected?

N/A

c. Describe the history of the ESP or partner selected, including academic results, closures, non-renewals and separations.

N/A

d. Describe how the contract was negotiated.

N/A

e. Briefly describe the range of services the education service provider or partner will provide for the school. To what extent will the educational management company

participate in the management of the school? Please describe all educational and non-educational services to be provided by any educational management company or for-profit entity with which the charter school will contract.

N/A

f. Describe how the governing board will monitor and assess the performance of the management organization.

N/A

g. What are the requirements to terminate the contractual relationship and how would terminating the relationship affect the school's ability to continue its operations?

N/A

h. Describe the reporting and organizational structure of the school in regard to the governing board, school administration and educational management company in relation to the governance and management of the school. Clearly delineate which positions are employees of the [EMO/CMO] and which persons or positions are employees of the charter.

Please see the organizational structure diagrams in the Appendix. Note that there will be no educational management company involved.

i. In the Appendix, provide the latest annual report for the educational management company, including audited financial statements, if available.

N/A

j. In the Appendix, provide the educational management contract with all applicable signatures and dates of execution.

N/A

k. Is the EMO/CMO charging a fee for their services? If yes, this description should include the nature, duration, and cost of service commitments.

N/A

l. Please submit a list of all owners, directors and officers of the [EMO/CMO].

N/A

m. Please submit the name, address and telephone number of the legal representative and the accounting firm for the [EMO/CMO].

N/A

n. In the appendix, provide references from previous schools managed by the [EMO/CMO], including academic success of students by grade and program measured by test scores and external financial audits for each school managed (both those currently opened and those that have closed) within the last three years. If the company has managed schools in the state of Georgia which have closed, the reasons for its closing should be offered. (If the company has a history of closures across the nation, please explain.)

N/A

o. A description of the [EMO/CMO]'s partnerships with any other charter schools, public schools, or private schools. If applicable, please provide a list of all schools managed or

Serviced in the last five years (including those no longer in operation). Indicate the location and grade levels served of those schools.

N/A

p. Is the charter school leasing, lease-purchasing or engaging in any other property or financing relationships with the [EMO/CMO]? Is so, please provide the statement in the petition that lease, lease-purchase, or financing transactions will be separately documented and not a part of or incorporated into the [EMO/CMO]-charter school agreement.

N/A

23. List any proposed business arrangements or partnerships with existing schools, educational programs, businesses, or nonprofit organizations (excluding those relationships discussed in previous section).

a. Contact information for a representative of each business and/or partnership listed should be provided.

We have partnered with Georgia State University's Center for Urban Language Teaching and Research (CULTR). CULTR is a Title VI Language Resource Center of the U.S. Department of Education. A U.S. Department of Education Language Resource Center ("LRC"), CULTR is one of only 16 university-based centers in the country supported by federal grants under Title VI of the Higher Education Act. Together, these 16 LRCs make up a national network of resources to promote the teaching and learning of foreign languages by creating language learning and teaching materials, offering professional development opportunities for teachers and instructors, and conducting research on foreign language learning.

Founded in 2014 and based at Georgia State University, CULTR is a partnership of the Departments of Modern and Classical Languages and the Department of Applied Linguistics/ESL in the College of Arts and Sciences and the Division of Learning Technologies in the College of Education, in collaboration with the Center for Instructional Innovation.

CULTR endeavors to enhance the opportunities of urban and underrepresented students to achieve the language proficiency and cultural competence required for success in the modern global marketplace. Through a variety of initiatives that support research into world language teaching and learning, the development and dissemination of innovative language methodologies and technologies, and through the provision of professional support for language instructors, the mission of CULTR is to promote and improve access to language learning opportunities and global awareness for all learners, opening opportunities for urban students to explore and envision global careers in cultural diplomacy, national security, international business, public health, or the sciences.

Dr. William Nichols, one of three Co-Directors of CULTR, has submitted a letter of support (see **Exhibit 8**), stating in part:

> "Given our purpose of enhancing opportunities for urban and under--represented students, CULTR recognizes the potential for a powerful, longstanding partnership with East Atlanta Charter School, which will serve a predominately minority and socioeconomically disadvantaged student population. **Given its proximity to GSU and the fact that we can be involved from the very inception of the school,**

we are particularly well positioned to establish this important collaboration."

In addition to the relationship we have forged with CULTR, we have also developed relationships with other educational institutions, including the Atlanta International School, The Language Garden (a Spanish immersion preschool), the Georgia Bar Association, and several small and medium-size local businesses, including Nead Werx, the Locke Law Firm LLC, Project Locker, Red Tile Roof Studio, and WonderHealth, LLC. Each of these stands to enrich our students' educational experience.

b. Disclose any potential conflicts of interest within each arrangement or partnership.

We have not identified any conflicts of interest with these partnerships.

c. Include a copy of any actual or intended contract with each arrangement or partnership in the Appendix.

Please see the letters of support in the Appendix at **Exhibits 8 and 21**.

VI. FINANCIAL OBJECTIVES, PLANS, AND WAIVERS

24. State the school's Financial Goals and Measures.

a. School financial performance objectives should reflect where the school envisions itself financially at the end of the charter term.

b. Objectives should emphasize fiscal health and sustainability.

c. Describe the school's plans for fiscal management; and specify how the school will manage budgets and expenditures.

d. Use the spreadsheets provided by GADOE, which list detailed budget information projecting revenues and expenditures for the first five years of the proposed charter term. If any sources of revenue appearing in the spreadsheets are anticipated to come from private sources, documentation of such revenues must be included along with the petition. Include a budget that complies with O.C.G.A § 20-2-171.

Please find projected revenues and expenditures for the first five years of the proposed charter term in the Appendix.

e. Identify the school's Chief Financial Officer and describe how that person's credentials comply with the Guidance for Georgia State Board of Education Rule 160-4-9-.04 for the purpose of developing and adhering to generally accepted accounting principles.

The founding board will work with the school principal to recruit, retain, and develop a school-site business operations manager who will act as the organizational CFO upon hire. This person, at a minimum, will have credentials that comply with the guidance from the Georgia State Board of Education Rule 160-4-9-.04 and will begin his work in the planning year on a stipend-basis. Candidates with experience managing the finances of charter schools, in particular, will be given preference. Relationships such as those built with GSU and other support entities have already

been formed to ensure the business/operations manager has the training and support necessary to successfully manage the school's finances under the guidance of the school principal and board. Josh Bennett, founding treasurer and finance committee chair, will serve as the interim CFO in the planning year until the business operations manager is hired. Please find his resume in the Appendix at **Exhibit 17**.

f. Identify the representatives of the school who will be responsible for the financial management of the charter, and describe plans to procure and maintain during the entire length of the charter a Crime/Fidelity Bond covering all persons receiving or disbursing funds. The DCSD required bond amount is $1 million.

As described above, Josh Bennett will serve as the interim CFO in the planning year. Additionally, the Finance Committee will review and recommend the annual budget for Board approval; monitor budget compliance, all financial expenditures, and revenues and other financial issues throughout the year; recommend financial policies to the Board; and work with the Business Operations Manager, Principal, and other staff to establish financial goals and policies.

East Atlanta Charter School will maintain a crime/fidelity bond, which covers all persons receiving or disbursing funds. This policy, which will be insured up to $1 million, will be maintained during the length of the charter term, and evidence of such coverage will be submitted annually to the DeKalb County School Board.

25. What specific actions will the school take to achieve the financial performance objectives?

a. Describe the financial innovations that will be implemented during the proposed charter term.

We plan to follow the budget outlined in **Exhibit 22**, supplemented by the results of fundraising and grants we secure.

b. Provide a clear explanation of how the innovations will increase financial effectiveness.

Our budget is designed to balance without any charitable contributions or grant funding. This has been achieved through designing an efficient and lean organizational structure. Over the five years of the initial charter, we are poised for aggressive growth through our partnership with GSU CULTR.

c. Describe why the innovations are appropriate for this unique school.

We have structured our budget and our school model to function without charitable donations, but through our community partnerships, we have the expertise necessary to execute effective research-based immersion language education.

26. Fundraising or Other Sources of Income

a. Please describe in detail the school's plans for securing other sources of funding. This plan should demonstrate financial independence from the school district by using state

and local funds and a feasible plan to supplement those funds with other funding sources on a yearly basis as required.

Our Governing Board includes several members with deep experience in fundraising and grant writing. Our submitted budget does not rely on grant funding, but it is our intention to pursue grants.

b. Describe any planned fundraising efforts and who will lead and coordinate these efforts. Because there is no guarantee that these funds will be awarded, you must describe how your school would remain solvent if you do not receive these funds.

The Governing Board will include several people with deep experience in both fundraising and grant writing, including David Fuentes and Dr. Jonathan Lyon. One element of our partnership with GSU's CULTR will be receiving their assistance in identifying and applying for appropriate grant funding. A representative sample of organizations that may award us grants are as follows:

Scott B. & Annie P. Charitable Trust

This organization gives on a national basis, with some emphasis on elementary education in Georgia. In 2013, this organization gave $188,750.

The Boeing Company Global Corporate Citizenship

This organization gives on an international basis in areas of company operations, including Georgia, with emphasis on early childhood and elementary education. In 2013, this organization gave $1,200,000.

Jack and Anne Glenn Charitable Foundation Grant

This organization gives primarily in Atlanta, Georgia, with emphasis in elementary education. In 2013, this organization gave $478,665.

Regions Financial Corporation Contributions Program

This organization gives in the 23-county metropolitan area of Atlanta, Georgia, with emphasis in elementary education. This organization offers curriculum development, employee volunteer services, general and operating support, and program development.

The Olivia R. Gardner Foundation, Inc.

This organization gives primarily in Florida and Georgia in the areas of education and human services. In 2013, this organization gave $168,000.

Mills Bee Lane Memorial Foundation

This organization gives primarily in Georgia and Charleston, South Carolina, with some emphasis in elementary education. In 2013, this organization gave $404,647.

The Ray M. and Mary Elizabeth Lee Foundation, Inc.

This organization limits their giving to the metropolitan Atlanta, Georgia area, with some emphasis in the areas of children and elementary education. In 2013, this organization gave $365,600.

The Howard & Marcia Owens Charitable Trust

This organization gives primarily in Georgia and New York with some emphasis in the areas of community development and elementary education. In 2013, this organization gave $126,000.

Piedmont Charitable Foundation, Inc.

This organization gives primarily in Virginia and Georgia with some emphasis in elementary education. In 2013, this organization gave $214,500.

Robert B. Woodruff Foundation, Inc.

This organization limits their giving to Georgia, with an emphasis on the metropolitan Atlanta area, with some emphasis in elementary education. In 2013, this organization gave $155,816,887.

Because our proposed budget is balanced without any grant funding, we expect EACS to remain solvent without grant funding.

c. Independent private funding sources that have been secured must be evidenced through a letter of intent, commitment letters, and/or loan agreements from the funder may be included as an Appendix item.

We have not yet sought to secure independent private funding sources.

d. If established, provide evidence of your organization's federal tax-exempt status in the Appendix.

Our federal tax-exempt status is forthcoming.

27. Which of the specific actions in the financial plan require a waiver of state law, rule, or guidelines?

a. Although you will be granted a broad flexibility waiver if you are granted a charter, please provide examples of a significant component of your financial plan for which you need a waiver – and the waivers that are required to allow the implementation of that component.

Expenditure Funds – O.C.G.A. Section 20-2-167 and Minimum Direct Classroom Expenditures--O.C.G.A. Section 20-2-171

As a public charter school, EACS's model is that of flexible and innovative use of per-pupil and philanthropic funding. EACS will have flexible groupings of students, individualized curricula, educational partners and philanthropic donors. EACS will need the ability to utilize resources in a manner to best serve its students.

Contracts for Purchases— O.C.G.A. Section 20-2-500, 20-2-501, 20-2-503

EACS seeks to waive requirements relating to purchases as it seeks to retain maximum flexibility to allow school leadership to make purchasing decisions in the best interest of the student body. Purchasing protocols ensure that vendor contracts are competitive and the best use of resources for the school.

DJE-R(1) Purchasing
EACS will develop its own policies related to purchasing and use of school funds and requires flexibility to ensure that all purchases are approved and for the best interest of students of EACS.

DJC-R Payroll Procedures
As a public charter school, EACS will employ its own staff and thus will not utilize the payroll procedures outlined by the county.

O.C.G.A. § 20-2-140 through 20-2-149 Competencies and Core Curriculum.
East Atlanta Charter School seeks a waiver for these sections to the extent it requires specific curricula, sequencing of curricula, or a method of delivering curriculum that is inconsistent with East Atlanta Charter School's educational program. However, East Atlanta Charter School will incorporate all components of the Georgia Performance Standards and the Common Core curriculum in every year of our charter. Students will also participate in mandatory state assessments. This waiver will help East Atlanta Charter School achieve its performance goals by ensuring that the sequencing and delivery of East Atlanta Charter School's Spanish language immersion curriculum are not hampered by any inconsistent regulations. This waiver is especially important for the first years of enrollment as East Atlanta Charter School invests in building the students' Spanish language proficiency foundation.

O.C.G.A. § 20-2-156 Program for limited-English-proficient students. East Atlanta Charter School seeks a waiver of this section only to the extent it requires specific curricula, sequencing of curricula, or a method of delivering curriculum that is inconsistent with East Atlanta Charter School's language immersion model of providing services to ELL students. This waiver will help East Atlanta Charter School achieve its performance goals by not requiring redundancy in approved instructional delivery models used by East Atlanta Charter School. However, in educating all children including limited-English-proficient students, East Atlanta Charter School, as is stated throughout our charter, will adhere to State curriculum standards.

O.C.G.A. § 20-2-1010 through 20-2-1015 State Board to prescribe textbooks. East Atlanta Charter School seeks a waiver from these sections to the extent that East Atlanta Charter School will use instructional materials in Spanish and it is unlikely that such textbooks will have been evaluated by the Georgia State Board of Education. This waiver will allow East Atlanta Charter School to achieve its mission by using instructional materials that help teachers provide instruction in line with state standards and the CCGPS curriculum, but that may not have been evaluated by the State Board as the instructional materials may be used in different countries and printed in Spanish.

VII. STUDENT ADMISSIONS

28. How will students be admitted to the charter school?

a. What is the school's attendance zone? Please describe or provide a map which indicates your targeted attendance zone.

East Atlanta Charter School will be open to all students who live within the DeKalb County School District, with first priority given to those who live within the area served by McNair High School (the "McNair Cluster"), as this zone is defined by the DeKalb County School District in any given year. The school's two-tiered attendance district will give priority to children who live in the McNair Cluster for several reasons:

Giving admission priority to children in the immediate area over those in other parts of the school district helps the school remain financially responsible, promotes racial and socioeconomic integration, and upholds our mission to develop a community school that serves the local community. An overwhelming majority of students currently attending any school in the McNair Cluster face financial hardship, as measured by Free & Reduced Lunch program participation of approximately 98%. Families who are socioeconomically disadvantaged may be particularly unlikely and unable to take advantage of distant school choice programs, such as the very successful charter schools located in the northern and northwestern parts of the school district. We do not want East Atlanta Charter School to exist geographically within easy reach of McNair Cluster families, while its popularity grows so much that most local children are excluded by the lottery from attending. We especially abhor the idea of becoming a school for a relatively wealthy and mobile population of students who are able to trek across the county to attend, while McNair Cluster children of more modest means are excluded from the closest high-performing school. By allocating all spaces first to local children, we maximize the chance of all McNair Cluster families to be able to take advantage of this school. With the imminent relocation of the DeKalb Elementary School of the Arts in 2016, the McNair Cluster faces an immediate future in which features no high-performing school. By increasing the chance of admission for McNair Cluster children, we will promote neighborhood stability; more local families will stay put, knowing that sending their child to EACS is a realistic possibility. As EACS grows and becomes a fixture of the community, we expect its existence to have a positive impact on the other McNair Cluster elementary schools, just as the Atlanta Public School District has seen in the communities surrounding the very successful Drew Charter School and Atlanta Neighborhood Charter School.

Secondly, giving first priority to McNair Cluster students makes it feasible to provide bus transportation. We intend to provide free school bus service to all students who reside in the McNair Cluster more than 1.5 miles from the school. While we will admit students living outside the McNair Cluster as space allows, we will not be able to afford to transport a handful of children scattered across the county in Dunwoody, Lithonia, Stone Mountain, Tucker, and everywhere in between. It would be an irresponsible use of our limited funds to spend excessively on transit over an area stretching several hundred square miles. In comparison, servicing the relatively compact McNair Cluster will be much less expensive.

Third, the families who live nearest to the school will be the most able and the most likely to participate fully in the life of the school. We believe that living in close proximity will not only foster a high attendance rate and reduce tardiness among our student body, it will also enable families and friends to have access to our school to attend special events, such as student theatrical presentations or academic competitions, or for parents and guardians to attend parent-teacher conferences or adult academic enrichment opportunities that we plan to offer once grant funding is in place (such as GED classes or introductory Spanish instruction). Proximity will also increase the ability of more EACS families to volunteer regularly in the school.

Additionally, living nearby will greatly increase the ability of EACS students to participate in the optional summer and vacation programming that we intend to offer to promote our students' maintenance of their academic skills and Spanish proficiency over the school's breaks. This summer and vacation programming will be particularly valuable to the success of students joining EACS in later grades who may enter with severe academic deficits and little to no prior exposure to the Spanish language.

Finally, we intend to vertically integrate with McNair Middle School and McNair High School. Specifically, we intend to partner with both schools to ensure that they each have an advanced Spanish Language Arts program suitable for East Atlanta Charter School students who are highly proficient in Spanish. If EACS students were to disperse after fifth grade to fifteen different middle schools, it would be much less likely that any of them would land in schools that are prepared to continue developing their advanced Spanish skills. Such students would then risk a drop in their proficiency. Also, though our fifth graders will be fluent in Spanish, they will still be 11-year-old children. Just like their English reading and writing skills will still be developing and will still have vast potential for improvement, their Spanish skills will likewise greatly benefit from additional immersion education or other high-level Spanish instruction appropriate for their age and level of proficiency.

In DCSD's 2015-2016 Memorandum of Understanding about immersion education, it outlines future considerations for children who complete a K-5 immersion program, such as the three programs DCSD created in 2013 at Ashford Park Elementary (German); Evansdale Elementary (French); and Rockbridge Elementary (French). DCSD has committed to provide these immersion students with ongoing second language education at the middle school level. Specifically, it offers one content course in the target language, and a second course in advanced language study. At the high school level, these students will complete the appropriate Advanced Placement Examination(s) in ninth grade, and continue on to advanced language student through blended learning offered at colleges and universities. Some may elect to pursue study of a new foreign language. We expect DCSD to extend its support of immersion students to those who complete EACS's academic program. Given the existence of Common Core Spanish Language Arts academic standards and affiliated curricula and materials, and given how common it is to offer Spanish classes to middle and high school students in DeKalb, it will be relatively easy to provide appropriate Spanish language education to our highly proficient students once they reach middle and high school.

In addition to increasing their access to appropriate ongoing Spanish language learning, we believe that when the majority of EACS children move on together to one middle school, it will be beneficial for their social adjustment as they transition into adolescence. McNair Cluster children are at grave risk of dropping out of high school, and we believe that the interpersonal relationships that EACS students will develop with each other in elementary school can help sustain them through the challenging teenage years, keep them engaged in school, and promote their long-term success. In contrast, if EACS children were to scatter across the whole county after fifth grade, each one would have to start over in developing friendships and figuring out their place in an entirely new community of students.

The prospect of EACS fifth graders matriculating as a group into McNair Middle School may also increase the likelihood among some parents who reside in the McNair Cluster to utilize the local public school option when they may otherwise have chosen a private school, a far-flung "school of choice" elsewhere in the school district, or even relocation. In particular, we expect the creation of East Atlanta Charter School to encourage middle class and racially diverse families to participate in the local public schools of the McNair Cluster. This impression has been developed over the course of conversations with dozens of local families who support the creation of East Atlanta Charter School.

After the EACS students have completed their middle school years at McNair Middle School, McNair High School is the ideal secondary program for them. With its dual focus on college and career readiness, McNair High School prepares students for long-term success in life. It defines "college ready" as prepared for any postsecondary experience (certificate, license, or university degree), without need for any academic remediation. "Career ready" means prepared to earn a family-sustaining wage, with the academic and soft skills to qualify for and succeed in any chosen career. McNair's interest-based programs are being developed to meet industry standards and prepare McNair graduates to join the 21st century workforce. At this point, McNair High School is exploring proposed pathways in a variety of fields expected to grow and produce jobs in the coming years, such as audio and video technology and film; hospitality, recreation, and tourism; law enforcement; and health support professionals. McNair students who pursue any of these proposed pathways would benefit enormously from the proficiency in Spanish that they would already have developed at East Atlanta Charter School as elementary students. Combining proficiency in Spanish with extensive career preparation and solid academics will produce high school graduates with an admirable slate of skills and limitless academic and professional opportunities. The EACS-McNair pipeline could become a success admired and imitated across the state.

b. Please state the following enrollment priorities that apply, pursuant to O.C.G.A. § 20-2-2066(a)(1), in the rank order the school will use them. If the school will not utilize any enrollment priorities, please leave this section blank.
   i. A sibling of a student enrolled in the start-up charter school
   ii. A sibling of a student enrolled in another local school designated in the charter
   iii. 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
   iv. Students matriculating from a local school designated in the charter

East Atlanta Charter School will also utilize the following enrollment priorities, in the following order:

1. A sibling of a student enrolled in the start-up charter school.
2. 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.

Admitting siblings of current EACS students will heighten the family's investment in their children's experience at East Atlanta Charter School, which will promote our goal of student retention. Siblings will also have an increased opportunity to use Spanish outside of the classroom, compared to students who do not have much access to other Spanish speakers outside of school.

Children of full-time employees or governing board members will also have priority enrollment, in order to heighten the appeal of working at EACS or serving on its governing board. It is a long-term priority to attract and retain excellent staff and to fill the governing board with highly competent, skilled professionals who are invested in the success of the school.

c. Describe the rules and procedures that will govern admission and registration. Please include the school's admissions policy for potential students that are equitable, non-discriminatory, and will ensure that the student populations will reflect diversity. Please note that "enrollment priorities", "admission" and "registration" are different concepts. To avoid confusion the GADOE recommends the following:

i. “enrollment priorities” describe those students granted priority pursuant to O.C.G.A. § 20-2-2066(a)(1);
ii. "admission" describes pre-lottery processes and forms; and
iii. "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.

There are no prerequisites for admission to East Atlanta Charter School. All students who are eligible to attend DCSD schools are eligible to apply. Priority enrollment will be given to McNair Cluster students as described above, and if demand exceeds the school’s capacity, students will be admitted by random lottery (or on a first-come, first-served basis if the number of applicants by the lottery date is fewer than the number of available seats). No tuition will be charged.

No enrollment information will be required until after students have been selected in the lottery. Please see the admissions application in the Appendix. EACS will admit students via lottery conducted in February at the close of the open enrollment period. We will randomly select from the pool of students who have submitted the application form. This period will open January 1 of each year and close at a pre-determined date in mid-February annually. When possible, the enrollment period will be aligned to other DCSD schools of choice to make enrollment calendars and requirements clear and consistent for parents throughout the district.

Admitted students and their families will be invited to informational sessions and school visits to learn more about our unique whole-school Spanish-English dual language immersion program. We will encourage each parent or guardian to sign an optional statement of commitment to immersion education, in which they commit to send their child to EACS through the fifth grade; agree to participate in educational activities which will support the educational program; and commit to provide a home environment and opportunities beyond the school date that reinforce the language goals of the program. This parent commitment is aligned with DCSD’s 2015-2016 Memorandum of Understanding for immersion education (see **Exhibit 2**).

d. Describe procedures for situations if student applications for admissions exceed available space, including the following:
   i. The precise manner in which the lottery will be conducted and by whom;
   ii. Measures to ensure that the admissions process adheres to legal requirements; and the procedures for wait-listing students who are not included in the first round of lottery offers.

East Atlanta Charter School will enroll students as follows:

Returning students and their siblings, children of full-time employees, and children of board members are pre-enrolled. The pre-enrollment period ends at the beginning of February. Following the pre-enrollment period, offers of admission will be made in the following order for each grade level:

1. Students residing in the area zoned for McNair High School; then
2. Students residing in DeKalb County School District.

If there are more applicants than the number of spaces available for a grade level, spaces remaining in each class after the pre-enrollment period will be awarded on the basis of a public lottery. Each applicant will be assigned an ID number, and those ID numbers will be selected at random in a public lottery administered by the Secretary of the Board of Directors or the Board’s designee. Two waiting lists will be formed if the number of applicants exceeds the number of

available spaces, one list for students residing in the area zoned for McNair High School and the second list for students residing in DeKalb County School District. Students who decline an offer of admission may remain on the waiting list in their present position for a period of 12 months from the date of the original offer of admission. They will be listed as "inactive" on the waiting list and it will be the responsibility of the parent or guardian of that student to inform the school, in writing, to return to "active" status. As additional openings arise, enrollment will continue from the active waiting list in the order of the applicant's lottery numbers, beginning with the first list and, after exhausting that list, continuing to the second list.

If at any point in the year the waiting list is depleted and the school determines it has enrollment openings, then a new one-month enrollment period will be declared. Siblings, students of full-time employees, and students of governing board members will be placed at the front of the waiting list if a waiting list exists, except not before any other sibling, student of a full-time employee, or a student of a governing board member. All families must annually submit required enrollment documentation and proof of residency documentation.

e. How will the charter school reach students representative of the racial and socioeconomic diversity in the school system?

East Atlanta Charter School will foster racial and socioeconomic diversity by focusing intensively on recruiting throughout the McNair Cluster. We will visit preschool programs, set up booths at community events, and seek to send representatives to public community gatherings such as neighborhood association and church meetings. We plan to set up informational tables outside of popular destinations in the McNair Cluster, such as the Gresham Walmart or the Gresham Library, to maximize awareness of our school and answer questions on the spot. Please see **Exhibit 23** for more information about the McNair Cluster of schools and its student population.

We will also maintain a robust online presence, which has already begun with our website www.EastAtlantaCharterSchool.com, our Facebook page, and our email list. We will liaise with partners such as the Friends of South DeKalb Schools, the East Atlanta Community Association, and the South DeKalb Parent Network to inform and communicate with McNair Cluster families about the opportunity to attend East Atlanta Charter School

Based on the high turnout at our public meetings during the pre-petition phase, we are confident that EACS is a model with broad appeal. Our meetings have attracted eclectic crowds, diverse in many senses. We believe that East Atlanta Charter School will offer all of its students the opportunity to learn alongside a diverse group of peers. For example, we expect the student body to be racially diverse, with large numbers of African American and white students, and to also include children of other racial backgrounds; to include children of a wide range of socioeconomic backgrounds, hailing from a variety of family structures including one- and two-parent homes, kin or foster homes, and same-sex parent homes. We expect EACS parents to range widely in age from early 20s to the 50s, and we expect them to represent the gamut in educational attainment, from high school dropouts to Ph.D.s. During our efforts to raise public awareness of EACS, we have also heard from a number of families who are currently raising their children to speak Spanish, whether as the family's heritage language, or through programs such as language-immersion daycare or preschool, including East Atlanta's Language Garden Preschool.

We will also strive to attract families from the small but growing Latino population of the McNair Cluster. Our dual language immersion model is equally suitable for English Language

Learners as it is for Spanish Language Learners. Furthermore, it will be enormously valuable for our English-background students to learn from peers who are native speakers of Spanish. For Latino families, enrolling their children EACS will ensure that the youngest generation develops advanced Spanish literacy. EACS children will learn not only familiar Spanish appropriate for family and casual settings, but also professional, formal Spanish that will ultimately help them secure employment in professional settings that require Spanish-English bilingualism. Thus, even children who already speak Spanish fluently at home stand to benefit greatly from our Spanish program.

The McNair Cluster student body in 2015 is not particularly diverse. At this time, the student body is close to 100% African American, and approximately 98% participate in the Free and Reduced Lunch program. We expect East Atlanta Charter School to have a majority of African American students. At the same time, based on the feedback we have received from the public thus far, and based on the demographics of the general population of the immediate area (not just of the children currently attending the public schools), we believe that there will also be a significant number of white and multiracial student at EACS. We believe that all students are enriched by the opportunity to learn alongside students of various races, and that there is no place for racially segregated schools in the 21st century.

f. How does the school plan to recruit students and maintain/increase enrollment? Please include an enrollment application in the appendix.

We will recruit students using the methods described above. Given our dual language immersion model, class sizes will not grow larger from year to year. Rather, we will focus on retaining our kindergartners all the way through fifth grade. We will admit new students into any spots vacated through attrition, but we will focus on starting each academic year with full classes of kindergarten and first grade students.

Please find our enrollment application in the Appendix at **Exhibit 24**.

g. Attach the charter school's proposed annual calendar and a draft of the charter school's daily school schedule.

We intend to follow the academic calendar established by DCSD each year. Doing so will be the most helpful option for EACS families who may have younger and older students attending other DCSD schools. We will also follow DCSD's weather-related closures. However, we do not intend to follow DCSD's designation for "Half Student Days, Teacher Full Day." Both students and teachers will have a normal full day on days that DCSD has designated as Half Student Days. (**Exhibit 25**.)

Our daily school schedule is what is sometimes known in the immersion education field as the "roller coaster." In order to divide their time evenly between Spanish and English, each class will rotate each day, around lunch time, to the other language. Since lunchtime is not at the exact midpoint of the day, and in order to keep their instructions time divided evenly between Spanish and English, each classroom will start one day in one language, followed by the afternoon in the other language, and then the following day, the order will switch. Thus, Classroom 1 would start Monday morning in Spanish with Señora Garcia. After lunch, they would go to Ms. Jones's classroom and study in English for the rest of the day. On Tuesday, they would start out with Ms. Jones, later returning to Señora Garcia after lunch. While Classroom 1 is with one teacher, the partner teacher is teaching another cohort of the same grade level in Classroom 2. (**Exhibit 26.)**

Compared to a simpler A Day/B Day model, the "roller coaster" has the benefit of exposing each child to Spanish every single school day. In the A Day/B Day model, each child routinely has a span of three days each week in which they may have no Spanish input (the weekend plus Friday or Monday). Rotating morning and afternoon also ensures that scheduling that affects the school day does not destroy the 50/50 balance. If the children of Classroom 1 go to music every Monday afternoon, half of the weeks, this would occur during their Spanish block of time. The other half of the time, it would occur during the English block. For children regularly taken from the general class for special education or gifted instruction, again, the "roller coaster" will ensure that they do not miss out disproportionately on one language over the other.

East Atlanta Charter School's daily schedule is also designed explicitly to allow teachers ample time to plan collaboratively. Each grade will have four classrooms, and each classroom will be assigned two teachers (one English, one Spanish). Thus, each teacher will have a partner teacher that shares responsibility for the same two classrooms of children. As these teachers switch places with each other each day, they will need to coordinate carefully to ensure continuity of instruction. Each teacher will be expected to communicate daily with his or her partner teacher regarding their classes and the week's curriculum.

Each child at EACS will study as their core academic subjects English language arts, Spanish language arts, math, science, and social studies. Based on the guidance of our expert bilingual education advisors, we have designated science as a Spanish-language subject and social studies as an English-language subject. Thus, each child will study science in Spanish every day, while with his or her Spanish teacher, and social studies in English every day, while with his or her English teacher. Thus, each teacher will teach either science or social studies twice per day, once to each classroom. This has several advantages. First, delivering the same lesson twice will free up planning time, because each teacher will only be responsible for three main subjects rather than four.

Second, these particular subjects were selected to be delivered in one language only because of the dearth of Georgia performance standards aligned Spanish-language social studies curriculum. Most Spanish-language social studies curricula do not fit well with Georgia's standards. Rather than have our teachers produce translations of Georgia social studies materials, EACS students will learn social studies in English. Unlike social studies, there is bountiful high-quality Spanish-language science material aligned with Georgia performance standards, so it will be possible to study science exclusively in Spanish and still learn every single component of the Georgia standards.

While there would certainly be advantages to learning even more social studies in Spanish and even more science in English, it was decided to assign them each to only one language in acknowledgement of the time limits of a school day. Children would experience disjointed and lower quality instruction if they were to bounce between completely distinct social studies curricula (Washington crossing the Potomac on Monday, then the Bolivarian revolution on Tuesday, then back to the Revolutionary War on Wednesday…)

Each day, all students will study both reading and math in Spanish and English. The teachers will coordinate to make sure there is continuity for their classes. Teachers will make sure that the math lessons in particular are complementary and not redundant, as the children work their way through the common core mathematics standards.

VIII. FACILITIES

29. Describe the school facility that the charter school proposes to use.

EACS has identified multiple options for our school location, some of which would meet our long term needs, and others which could meet our needs in the beginning if for some reason none of the others were available for our use by the beginning of the 2016-2017 school year. EACS is requesting the use of a DCSD building. To spend money paying rent to a private entity instead of on salaries and instructional expenses would be an imprudent use of funding when there are multiple very suitable options within the McNair Cluster. (See **Exhibit 27**.)

Based on information provided to the public by the DeKalb County School District on its website, we have identified more than 4,000 available seats within local schools either in the McNair Cluster itself or in the Columbia Cluster immediately to the east. We have identified four buildings which are already vacant or which are scheduled to be vacant by 2016. We have also identified four other schools which are scheduled to remain occupied, but which each have so much spare capacity that they could potentially house EACS within their school for two or more years. DCSD projects enrollment in Super-Cluster 5, of which the McNair Cluster is a part, to continue declining through at least 2020. Meanwhile, new schools are being built here, increasing capacity. Thus, we expect that DCSD will be able to make available to us one of the eight schools we have identified, or another appropriate facility.

Our first choice is the Terry Mill facility currently occupied by the DeKalb Elementary School of the Arts. This 614-seat school is located in the McNair Cluster. Of all of our options, this building is in the best condition, and its location and street access make it the best option for transportation. DCSD has announced that the facility will be declared surplus after June 2016, after which the DESA students will attend the new Comprehensive Arts Magnet School at the Avondale MS facility.

Our second choice is the Sky Haven Elementary facility, which has been vacant since June 2011. This 659-seat school is located within the McNair Cluster. This building has substantial documented repair needs, but we believe that we could begin using the facility in August of 2016 and pay for repairs gradually through large-scale, ongoing fundraising.

Meadowview ES is a 477-seat McNair Cluster elementary school slated to be declared surplus in June 2016. The student body will transfer to the new Gresham Park ES to be built at the current Clifton ES site. Given the need to build the new elementary school before the Meadowview students vacate the current facility, it appears that they may in fact remain in the Meadowview facility through the 2016-2017 school year. Meadowview ES currently has 85 open seats, which is not adequate for EACS even in the first year. However, once it is vacant, it could meet the needs of EACS for at least the first 4 years of operation. At full enrollment, EACS could reach 528 students. Thus, while Meadowview is not an ideal permanent facility for the program, it could work with the addition of portable classrooms in year 5.

The Terry Mill, Sky Haven, and Meadowview facilities are slated to be empty in 2016 and would largely meet both our immediate and long-term facility needs. Additionally, we have identified 6 other local school facilities that may work, at least in the short term.

Wadsworth Elementary is currently occupied by the Wadsworth Magnet program, which is scheduled to relocate to the Knollwood Elementary facility after June 2015. Wadsworth Elementary has a capacity of 666 students, and there are currently 422 seats available. We

understand that the Wadsworth facility will be the temporary school for Rockbridge Elementary's student body while Rockbridge ES is undergoing rebuilding. Thus, it appears likely that Wadworth will not be vacant until the second year of EACS operations. The Wadsworth ES facility is located east of the McNair Cluster in the neighboring Columbia Cluster. If we were assigned this facility as our permanent location, we would seek to align our attendance district to include both the McNair and Columbia Clusters as first priority for admission. This would complicate our goal to collaborate with the middle and high schools that EACS students would feed into, and it would substantially increase the cost of providing school busing, but it would still be acceptable.

McNair MS is our zoned middle school. It has a capacity of 1461 students and current enrollment of 762. Based on DCSD's enrollment projections for Super-Cluster 5, we expect it to have approximately 817 empty seats in 2016. McNair MS is the most underutilized middle school facility in the district at 48%. It would not be ideal to house our elementary program within a middle school, and it would be an additional complication that McNair MS is slated to be replaced with a new building as part of SPLOST, but sharing space with McNair MS could be an adequate short or long-term option for EACS.

McNair HS is our zoned high school. It has a capacity of 1524 and current enrollment of 723. Based on DCSD's enrollment projections for Super-Cluster 5, we expect it to have approximately 795 empty seats by 2016. McNair HS is the most underutilized high school facility in the district at 53%. It would not be ideal to house our elementary program within a high school, but sharing space with McNair HS could be an adequate short or long-term option for EACS.

Toney ES is a 661-seat elementary school that currently has 235 empty seats. It is located east of the McNair Cluster in the neighboring Columbia Cluster. Based on DCSD's enrollment projections for Super-Cluster 5, we expect it to have approximately 240 empty seats in 2016. It has enough empty seats to potentially share space with EACS during our first 2 years of operations.

Columbia ES is a 774-seat elementary school that currently has 177 empty seats. It is located east of the McNair Cluster in the neighboring Columbia Cluster. Based on DCSD's enrollment projections for Super-Cluster 5, we expect it to have approximately 181 empty seats in 2016. It has enough empty seats to potentially share space with EACS during our first 2 years of operations.

a. Is the facility new or existing? Describe the quantity and types of rooms (i.e. classrooms, administrative offices, program specific space (science labs, art workshops, etc.), media center, meeting space, and/or kitchen facility.)

Please see the Appendix for the most recent Official Capacity Verification report produced by DCSD for each school facility we have identified.

b. Will the facility require renovations? If so, describe the extent of the renovations and source of funding to pay for the renovations. (Building plans must be approved by the DeKalb County School's Facilities department.)

    I. Please include a narrative regarding how the renovations will comply with all applicable local zoning and building codes and timetable to achieve compliance. Include how anticipated completion date for each major phase of renovation.

Given that we have not yet been assigned a facility, we have not planned for any specific renovations. That said, we are aware of the condition of each facility based on DCSD's 2011 Facility Condition Assessments.

II. Any rehabilitation work necessary for this site to meet building codes applicable to schools must be completed before the start of the school year and must include the following:
- The scope of the work to be completed and proposed funding mechanism to cover these costs;
- The person(s) who will manage the project and their qualifications; and
- A project timeline.

Again, because we have not yet been assigned a facility, we do not have a specific plan in place for rehabilitation work, but we agree to complete any work necessary to meet building codes applicable to schools prior to the beginning of the school year. We will define the scope of work and the funding mechanism; the person(s) who will manage the project and their qualifications; and a project timeline, promptly upon identification of the facility and approval of our charter petition.

III. If applicable, include written verification from the appropriate municipality that the zoning and land use regulations for the site will permit the operation of a public school on the premises.

Since the eight facilities we have identified all currently or recently operated as public schools, we are certain that each is properly zoned.

c. What is the location of the facility?

We hope to be located in the McNair Cluster in a facility that is adequate for our projected needs. Thus, our first choice is the Terry Mill facility at 797 Fayetteville Road, Atlanta, Georgia 30316. Our second choice is Sky Haven Elementary, located at 1372 Sky Haven Road SE, Atlanta Georgia 30316.

I. If the charter intends to lease or contract with a church or other religious organization, please attach the questionnaire, entitled "Building Lease with Religious Organization Form," regarding this arrangement.

N/A

II. Provide documentation of ownership or a copy of the lease of the facility. If ownership documentation or a lease is unavailable, provide a timeline for obtaining such facilities or providing such documentation (this question does not apply to conversion charter schools).

N/A

d. How does this facility meet the required space needed for the proposed school? Please indicate if the identified site will accommodate the school through the initial charter term and at full capacity. If the school will not start at full capacity, describe how the school will accommodate growth over an initial five-year term of the school.

Both the Terry Mill and Sky Haven facilities are large enough to accommodate East Atlanta Charter School even at its maximum size of 528 students in 24 classrooms across six grades. Terry Mill has 38 rooms and can hold 614 students. Sky Haven has 36 rooms and can hold 659 students. If necessary, since we will start with a student body of no more than 176 and then add one grade per year, we could begin operating in part of the school while closing off other sections for necessary repairs or just to minimize utility expenses.

e. If applicable, schools must submit a School Site Selection Form for Site and Facility Approval for a site or facility not owned by the DeKalb Board of Education. This also includes completion of a "Phase I Environmental Site Assessment." (Place these items in the Appendix.)

N/A. We intend to be located in a facility owned by DCSD.

30. Does the charter school have an MOU for the facility pending charter and facility approval?

No, but we have been working with the DeKalb County School District to become inform and seek to have an appropriate surplus facility released for charter school use.

a. The MOU should include the total proposed facility cost.

N/A

b. The MOU should set forth any material terms that will be reflected in a lease, such as the lease term.

N/A

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

a. Please note that schools must obtain a CO no later than 45 days before the start of the charter term on July 1. Attach a copy of Certificate of Occupancy. Please provide a Certificate of Occupancy, or a timeline detailing the latest possible date by which the Certificate of Occupancy will be obtained prior to students occupying the proposed facility.

We will obtain a Certificate of Occupancy at least 45 days in advance of the first day that students will occupy the school in August of 2016.

32. Does the charter school have an emergency safety plan pursuant to O.C.G.A. § 20-2-1185 for the proposed facility?

Please note that schools must submit an emergency safety plan no later than 45 days before the start of the charter term on July 1.

a. Provide the school's emergency/safety plan in the Appendix.

East Atlanta Charter School will produce a safety plan in accordance with the guide in the Appendix. EACS's safety plan will be submitted to the DeKalb County School District no later

than 45 days before the start of the charter term on July 1. See our outline for the plan at **Exhibit 28**.

b. Describe how all local and state policies related to health and safety will be met.

East Atlanta Charter School will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, Americans with Disabilities Act as Amended (ADAAA) access requirements and other applicable fire, health and structural safety requirements, local state, and federal laws.

East Atlanta Charter School will meet all applicable codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. East Atlanta Charter School will maintain a certificate of occupancy from the required government agency. East Atlanta Charter School will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101.

East Atlanta Charter School will seek the approval of the local board of education and the State Board of Education prior to occupancy for any future facilities, beyond those proposed in the petition, which will be used to educate students.

IX. STUDENT DISCIPLINE

33. Please state whether or not the school intends to adopt the DeKalb County School District's Student Code of Conduct as the school's discipline policy.

a. Provide the school's student discipline policies and procedures, setting forth student due process procedures for all disciplinary action, not just for the most serious forms of discipline such as out-of-school suspension and expulsion, in a Code of Conduct, as an Appendix item.

East Atlanta Charter School will adopt the DCSD Student Code of Conduct, and modify this document to meet the due process needs of the school. An electronic copy of the charter school's Student Code of Conduct will be submitted to the Charter Office by August 1st of each school year.

b. Provide a description of how the charter school will meet the federal due process requirements for students with disabilities, or students believed to have a disability, who are suspended or removed for disciplinary reasons.

East Atlanta Charter School shall comply with federal due process procedures regarding student discipline and dismissal. Students who are not meeting academic, behavioral, or other expectations will be identified based on assessment data, in-class performance, and other observations or data. A classroom teacher will contact the parents or guardians to discuss the students' performance and outline strategies that will be utilized in the classroom to support the student. Responses to interventions will be monitored, and if the interventions are unsuccessful, the Student Support Team process will be initiated. The SST is comprised of the principal, both classroom teachers, special education teachers, interventionists, and other staff as appropriate.

A psychologist or other licensed professional who will participate in the student's evaluation may also participate in this initial meeting, as may the parents and student.

The SST may institute curriculum modification, learning style assessment, positive behavioral supports, achievement evaluation, home-school communication, or study skill assistance. Requests for special education services may also be made through the SST. Prior to consideration for special education referral, non-special education options and interventions will be used, documented, described, and discussed at the special education placement meeting. The SST process is identification of needs, evaluation if necessary, drafting an educational plan, implementation of the plan, follow-up and support, and continuous monitoring and evaluation.

If the interventions are unsuccessful or the SST determines that an evaluation should take place, the team will convene with the student's parent or guardian. The special educational teacher will secure written permission for psychological and academic evaluations to determine if the child is eligible for special education services. If the student qualifies, an IEP will be constructed and services aligned to that IEP will begin immediately.

Any student who is receiving these special education services or has been identified as a student with a disability under IDEA or a student who may qualify for services and whose acts are determined by the teacher, principal, or board to have violated any rules, regulations, or laws, shall be referred to an IEP committee to determine if the student's conduct is manifestation of his or her disability. If a student with disabilities has an IEP that includes disciplinary guidelines, the student will be disciplined according to those guidelines as required by IDEA. Nothing in the EACS approach will be permitted to infringe upon any rights provided pursuant to IDEA, Section 504, or the ADA.

c. If the school intends to require a uniform, the dress code policy should also be included.

Please see the proposed uniform policy within the Family Handbook at **Exhibit 29**.

X. OTHER INFORMATION

34. Describe whether transportation services will be provided and include a statement that the transportation program will comply with applicable law. If transportation services are not provided, explain how this will not discourage eligible students from attending the school.

East Atlanta Charter School agrees to provide the system with transportation safety documentation, if any, as required by the GADOE no later than June 1 for the pending school year.

East Atlanta Charter School's transportation program will comply with applicable law and any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in this State.

35. State whether the charter school will provide food services (including participation in the National School Lunch Program).

a. If food services will be provided, please describe this program briefly.

East Atlanta Charter School will likely educate a very high percentage of socioeconomically disadvantaged children. Thus, it intends to participate in the National School Breakfast and Lunch Program.

b. If food services will not be provided, please indicate your plans for providing for student lunches. This plan should include information on whether the food will be prepared on-site or off-site and the anticipated cost to students and other significant elements of the food service program should be provided.

East Atlanta Charter School will submit an application to the GADOE and will be responsible for accurately counting meals and submitting financial reimbursement claims to the GADOE for meals meeting specified nutritional standards. We intend for food to be prepared on-site and to make it as affordable as possible to those children who do not qualify for Free or Reduced Lunch. However, we have not finalized plans as our ability to prepare food on-site depends on the kitchen facilities of the school facility where we will be located.

36. Provide information on the school's legal representation or counsel.

a. How will the proposed school ensure compliance with the requirements of law with respect to legal issues?

The Board of Directors will always have at least one member who will be a licensed attorney in Georgia. The lawyers on the Board of Directors will serve as general counsel to answer any legal questions that arise. Should EACS require representation beyond the scope of what the Board of Directors can provide, EACS shall retain legal counsel. The founding Board includes three attorneys licensed to practice in Georgia, who together have substantial experience in education law, real estate law, administrative law, immigration law, civil litigation, and criminal law, as well as significant experience working on behalf of socioeconomically disadvantaged and otherwise underrepresented clients. Please see the resumes of the Board members for further information.

b. Please confirm whether this organization or individual has reviewed the DCSD charter petitioner guidelines and petition document to be submitted.

Three of the Founding Directors who have drafted this charter petition are licensed attorneys in Georgia, and each has carefully reviewed both the Guidelines and the charter petition document that East Atlanta Charter School is submitting.

37. Describe the charter school's insurance coverage, including the terms and conditions and coverage amounts thereof. Information on insurance coverage and amounts are required in the following areas:

a. General Liability
b. Errors or Omissions
c. Property/Lease Insurance
d. Auto Liability
e. Worker's Compensation
f. Theft

Copies of the school's insurance policies should be included as an Appendix item. If insurance policies do not exist, please provide the following statement: "Copies of each

policy shall be provided to the DCSD Charter School Office prior to the opening of the school." Please list the date by which evidence of insurance will be submitted.

Pursuant to O.C.G.A. § 20-2-2065(b)(5), the DeKalb County Board of Education will be included as an additional insured, and EACS will hold harmless and indemnify DeKalb County School District, the board of education, its members, officers, and employees for every liability, claim, or demand upon EACS; and EACS agrees to defend and indemnify the DeKalb County Board of Education in any action arising in any way from EACS's activities.

Insurance coverage will include, at a minimum:

- Workers compensation in compliance with State law;
- Employer's liability insurance to cover bodily injury by accident in the amount of $100,000 per occurrence;
- Bodily injury by disease in the amount of $100,000 for each employee;
- Automobile liability insurance in the following amount:
    - Comprehensive insurance in an amount not less than $1,000,000 for bodily injury and property damage; and
    - Specific extensions of comprehensive form coverage for all EACS-owned, hired, leased, and non-owned vehicles used in the operation of EACS;
- Comprehensive general liability insurance in the following forms:
    - Comprehensive form;
    - Contractual insurance;
    - Personal injury;
    - Broad form property damage
    - Premise operations; and
    - Completed operations.

  This coverage shall be in an amount not less than $1,000,000 and shall cover the use of all equipment, hoists, and vehicles on the premises not covered by automobile liability. This policy coverage will be on an occurrence basis.

Copies of each policy shall be provided to the DCSD Charter School Office prior to the opening of the school. Evidence of East Atlanta Charter School's insurance coverage will be submitted to the DCSD Charter School Officer no later than June 15, 2016. See the Appendix for representative sample policies at **Exhibit 30**.

38. Additional information that may support the information presented in the narrative section of your petition and helps the reviewer to better assess the proposed charter school may be included in the appendices. DCSD may request additional attachments/appendices as needed. Pages in the appendices should be numbered, labeled, and included in the Table of Contents. Labeled tabs/ dividers should separate the appendices. Please attach only materials referenced in your petition, such as budget forms, certificates of incorporation, bylaws, education management company or other third party contracts, facilities, Letter of Intent and/or Memorandum Of Understanding, resumes, and signed conflict of interest forms. Examples of common attachments/appendices are listed below, but are not solely limited to these items.

39. Letter of Assurances

The law requires your school provide assurances that it will do certain things and comply with certain laws. The DCSD Letter of Assurance Form enumerates these and other mandatory requirements. When you submit this 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 a duly authorized representative of the school. The Letter of Assurance Form is located at the end of this manual. The District reserves the right to add assurances, modify, or individualize this document for a petitioner, before or after the Board of Education's approval.

East Atlanta Charter School Petition

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Search this site...

***Richard Woods**, Georgia's School Superintendent*

Dual Language Immersion Programs in Georgia

Georgia's Dual Language Immersion (DLI) Program Initiative

In Georgia dual language programs, the students spend at least half of their school day in the target language and the other half-day in English. Some programs may choose to increase the percentage of the day spent in the target language in the early years. Immersion students are taught Math, Science, Literacy and sometimes Social Studies in the target language. They are taught English Language Arts, Reading, and usually Specials in English.

The goal is to have at least 20 DLI programs by 2020.

> METRO RESA DLI Training on June 25 & 26, 2015:
> Connecting Mathematics and Science in the K-5 DLI Classroom
> Registration deadline: June 18, 2015
> Please register herePlease register here:
> http://www.ciclt.net/sn/resa/recl_application.aspx?ClientCode=mresa&CL_ID=304197

New: Georgia Dual Language Immersion Institute (GADII) from July 20-23, 2015 at The Globe Academy. Please RSVP to Mrs. Claus-Nix or register here!

The Benefits of DLI

- **Second Language Skills:** DLI students achieve higher proficiency in the second language than with traditional Foreign Language instruction.
- **Cognitive Skills:** DLI students typically develop greater cognitive flexibility, demonstrating increased attention and memory, superior problem-solving skills as well as an enhanced understanding of their primary language.
- **Performance on Standardized Tests**: DLI students perform as well as or better than English-only students on standardized tests in English, including students from a range of socioeconomic and ethnic backgrounds, as well as with diverse cognitive and linguistic abilities.
- **Intercultural Competency**: DLI students are more aware of and generally show more positive attitudes towards other cultures and an appreciation of other people.
- **Long-Term Benefits**: DLI students are better prepared for the global community and job markets in the 21st century.
- **Higher Attendance-Rates and Fewer Drop-Outs**: Students from DLI programs have higher attendance rates and lower drop-out rates compared to regular programs.

Public DLI Schools in Georgia (2014-2015)

Atlanta Public Schools

- Perkerson Elementary-Spanish
- D.H. Stanton Elementary-Spanish

Clayton County

- Unidos Charter School-Spanish

DeKalb County

- Ashford Park Elementary-German
- Evansdale Elementary-French
- Globe Academy Charter School-Chinese, French, Spanish
- Rockbridge Elementary-French

Douglas County

- Beulah Elementary School-Spanish

Gwinnett County

- Annistown Elementary-Spanish
- Bethesda Elementary-Spanish
- Trip Elementary-French

Hall County

- World Languages Academy Charter School-Spanish
- McEver Arts Academy Charter School-Spanish

Henry County

- Dutchtown Elementary-Chinese

Opening in August 2015:

- International Charter School of Atlanta-Chinese, French, German, Spanish
- Oakley Elementary School-Chinese

Georgia's DLI Programs grew by 214% from 2012 to 2014!

- Immersion Explosion in Georgia.png

Georgia's DLI Programs in the News

- Chinese at Dutchtown Elementary on 11Alive
- French at Trip Elementary in Gwinnett Daily Post
- Gwinnett Schools Launching DLI Programs in Atlanta Business Chronicle
- Dual Language Programs in the Griffin Daily News
- World Language Academy Students Immersed in Multiple Languages in Gainesville Times

Research

Thomas & Collier

Georgia Dual Immersion Institute (GADII)

2014

Content Editor

Contact Information

Michaela Claus-Nix

Program Specialist: World Languages and Workforce Initiatives
Phone: 404-651-8373
Fax: 404-651-8582
Email: mclausnix@doe.k12.ga.us

Please report broken links to:
mclausnix@doe.k12.ga.us

2014 Georgia's College and Career Ready Performance Index

Title I Conference
June 2014

2014 College and Career Ready Performance Index, Elementary School, Grades K - 5

CONTENT MASTERY

1. Percent of students scoring at Meets or Exceeds in ELA (required participation rate ≥ 95%)
2. Percent of students scoring at Meets or Exceeds in reading (required participation rate ≥ 95%)
3. Percent of students scoring at Meets or Exceeds in mathematics (required participation rate ≥ 95%)
4. Percent of students scoring at Meets or Exceeds in science (required participation rate ≥ 95%)
5. Percent of students scoring at Meets or Exceeds in social studies (required participation rate ≥ 95%)

POST ELEMENTARY SCHOOL READINESS

6. Percent of English Learners with positive movement from one Performance Band to a higher Performance Band as measured by the ACCESS for ELLs
7. Percent of Students With Disabilities served in general education environments greater than 80% of the school day
8. Percent of students scoring Meets or Exceeds on the Grade Five Writing Assessment (required participation rate ≥ 95%)
9. Percent of students in grade 3 achieving a Lexile measure equal to or greater than 650
10. Percent of students in grade 5 achieving a Lexile measure equal to or greater than 850
11. Percent of students in grades 1-5 completing the identified number of grade specific career awareness lessons aligned to Georgia's 17 Career Clusters
12. Student Attendance Rate (%)

PREDICTOR FOR HIGH SCHOOL GRADUATION

13. Percent of students in Grade 5 passing at least 5 courses in core content areas (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT
14. Percent of CRCT assessments scoring at the Exceeds level (ELA, reading, mathematics, science, social studies)

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Exceeding the Bar Indicators

In addition to the fourteen (14) items within the College and Career Ready Performance Index, elementary schools may earn additional points for these supplemental indicators.

1. Percent of students in grades 3 – 5 earning a passing score in above grade level core courses (ELA, reading, mathematics, science, social studies) and scoring at Meets or Exceeds on all CRCT
2. Percent of students earning a passing score in world language courses or earning a passing score in fine arts courses
3. School has earned a Georgia Science, Technology, Engineering and Math (STEM) Program Certification
4. Percent of fifth grade students with a complete career portfolio by end of grade 5 (moves to face of CCRPI in 2016-2017)
5. Percent of teachers utilizing the Statewide Longitudinal Data Systems (SLDS)
6. School or LEA-defined **innovative practice** accompanied by data supporting improved student achievement: **examples include but are not limited to** Charter System, Georgia College and Career Academy, Race to the TOP, Striving Reader initiative, dual language immersion program, Literacy Design Collaborative (LDC) and/or Mathematics Design Collaborative (MDC), Response to Intervention (RTI), Positive Behavioral Interventions & Supports (PBIS), local instructional initiatives, etc. Practice must be reported via the CCRPI Data Collection application.
7. School or LEA-defined interventions or practices designed to facilitate a **personalized climate** in the school: **examples include but are not limited to** Teachers as Advisors program; mentoring program; Positive Behavioral Interventions & Supports (PBIS); service-learning program; peer mediation; conflict mediation.

To be included after statewide implementation:

School's average score on the Georgia Teacher Effectiveness Measurement

School's average score on the Georgia Leader Effectiveness Measurement

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Dr. Mike Buck, Chief Academic Officer

Dr. Martha Reichrath, Deputy State School Superintendent for Curriculum, Instruction, Assessment/Accountability

Melissa Fincher, Associate Superintendent for Assessment and Accountability

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Accountability/Pages/default.aspx

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Volume 1, Issue 2
January 15, 2015

Georgia Department of Education

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

News in GA World Languages

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GA DL Immersion Schools in the News



Dual Language Immersion Programs grew by 214 % from 2012 to 2014 in GA. There are currently 14 public schools that offer either Chinese, French, German or Spanish mostly in the 50/50 model which means that students receive 50% of the day content instruction for Math, Science, Social Studies and Literacy in the target language. The newest programs opened this year in Gwinnett County. Here is a wonderful article about the French DLI program at Trip Elementary:

http://www.gwinnettdailypost.com/news/2014/dec/09/trip-elementary-kindergarteners-flourishing-in/

The Chinese DLI program at Dutchtown Elementary in Henry County was also featured on 11Alive News with Donna Lowery:

http://www.11alive.com/story/news/education/2014/11/27/henry-county-mandarin-program/19594609/

The International Charter School of Atlanta is scheduled to open its doors in 2015/2016 with DLI programs in Chinese, French, German and Spanish. Interest in these programs is growing state-wide. Please contact Dr. Greg Barfield or Mrs. Michaela Claus-Nix if your school or district is interested in learning more about Dual Language Immersion programs. Contact info can be found at the end of this newsletter.

Free Upcoming Webinars – Quality WL PD

February 5, 2015:

Dr. Robert Patrick, *Embedded Readings: Acquisition and Literacy in the Latin Classroom*

Abstract:

Dr. Patrick will demonstrate how to take texts that Latin teachers want their students to read and create embedded readings out of them.

TBA:

Best of FLAG 2014:

Edith Heard, *Saludos. Questions / Answers / Conjugations and Conversation*

DeKalb County School District
2015-2016 Memorandum of Understanding

District Commitment

On February 13, 2013, three DeKalb School District schools were awarded a grant from the Georgia Department of Education to initiate an elementary immersion program. Beginning 2014-2015, these immersion programs will expand. A new Kindergarten immersion class will be added at Ashford Park (German), Evansdale (French), and Rockbridge (French). Students who are in the 2013-2014 Kindergarten class will move to the First Grade immersion class. The program option is available by lottery to incoming Kindergarten students only.

General Description and Program Goals

Guardians may enter upcoming Kindergarten students into the lottery if they are presently in the school attendance area. A random lottery will be held on March 3, 2014. Any student whose number is not chosen for the immersion class will be placed on a waiting list. Students may enter the program at the Kindergarten grade only.

Research indicates that students need significant exposure to a second language to promote high levels of proficiency and achievement. DeKalb County School District, following the guidelines of the Georgia Department of Education, will implement an instructional model in which students spend half of their school day in the target language and the other half-day in English.

The goals of the DeKalb School District immersion programs are to:

- Improve literacy skills;
- Increase academic achievement in all content areas;
- Increase achievement in reading and mathematics significantly;
- Instill cultural competence; prepare students to be sensitive and skilled in working with others across cultures;
- Prepare students to be collaborators; and
- Prepare students to enter the global workforce.

Parent Commitment

The district and school's ability to support immersion in grades K-5 depends on a multi-year commitment by parents. Parents will be asked to:

- Make a six year commitment to the programs, grades K through 5;
- Participate in educational activities which will support the educational program; and
- Provide a home environment and opportunities beyond the school day that reinforce the language goals of the program.

Future Considerations

- In grades 7-9, one content course will be taught in the target language, and a second course in advanced language study will be made available.
- Students in the 9th grade will enroll in the Advanced Placement language coursework and complete the AP exam.
- In grades 10-12, students may select to continue advanced language study through blended learning offered at colleges and universities or may begin study of a third language.

DeKalb Kindergarten Immersion Program
2015-2016 Application

You may also apply ONLINE at http://eportal.dekalb.k12.ga.us

Applications due: Friday, February 27, 2015

Who is presently eligible to apply?
DeKalb, private or home school students who will enroll in the kindergarten class and reside in the Ashford Park, Evansdale, or Rockbridge Elementary School attendance areas defined by the DeKalb County School District.

Required Documentation: (You must submit the documents below to complete your application.)
1) Copy of the Applicant's Certified Birth Certificate 2) Gas, Water, Electric Utility Bill, Mortgage, Lease, or Affidavit

Selected students will only be enrolled in their local attendance area Immersion Program.

Please check the elementary school in your local attendance area.

_____ **Ashford Park Elementary School**	_____ **Evansdale Elementary School**	_____ **Rockbridge Elementary School**

Name of student: _____

DeKalb Schools Student I.D.#: _____ (Student I.D.# is only required for students currently enrolled in a DeKalb public school.

Present School Attending_____

Present Grade Level: _____ (Applicant must be age 5 by September 1, 2015 and applying to enroll in the kindergarten beginning August 2015.)

Date of Birth: Month_____ Day_____ Year_____ Age as of Sept. 1, 2015: _____

Georgia State Age Entry Requirements
Applicants MUST meet the Georgia Age of Entry requirement of turning age 3, 4, 5 or 6 by 9/1/15.

Present Address : _____/_____
Street Address Bldg./Apt. #
_____ GA _____
City Zip Code

Mother's Name	Father's Name	Guardian's Name
Home Phone	Home Phone	Home Phone
Business Phone	Business Phone	Business Phone
Cell Phone	Cell Phone	Cell Phone

Is either parent/guardian a DeKalb County School System employee? _____ Yes _____ No
Employee I.D. #: _____ Employee Location _____

Students residing in the attendance area will follow the most current DeKalb County School System transportation policy.

Does the applicant have a multiple-birth sibling applying for the local school Immersion Program? _____ Yes _____ No
Grade level multiple-birth siblings will be placed simultaneously when space is available. Sibling priority does not guarantee placement in the program.

List the required information for each multiple-birth sibling applicant. Complete an application for each child.

Sibling Name	Special Services Required	Sibling Grade Level for 2015-2016 School Year

Agreement of Understanding

- ✓ By signing below, I acknowledge my understanding of the following conditions for this application:
- ✓ The deadline to submit this application and all supporting documentation is **Friday, February 27, 2015**
- ✓ Failure to complete all requested information accurately will cause this application to be voided for the 2014-2015 application process.
- ✓ It is the parent/legal guardian's responsibility to submit additional documents (student ID #, proof of residence, birth certificate, report card, etc.) that may be necessary to complete the application process for each child by **Friday, February 27, 2015**.
- ✓ Multiple-birth sibling priority does **NOT** guarantee placement in the program.
- ✓ A random automated selection process will be utilized to admit eligible applicants.
- ✓ Additional applicants will be placed on the 2015-2016 waiting list through August 31, 2015.
- ✓ No students will be admitted into the program after August 31, 2015.
- ✓ This application will be voided if any false statements are made pertaining to the application or admissions to a theme school.

Parent's/Legal Guardian's Signature _____ Date _____

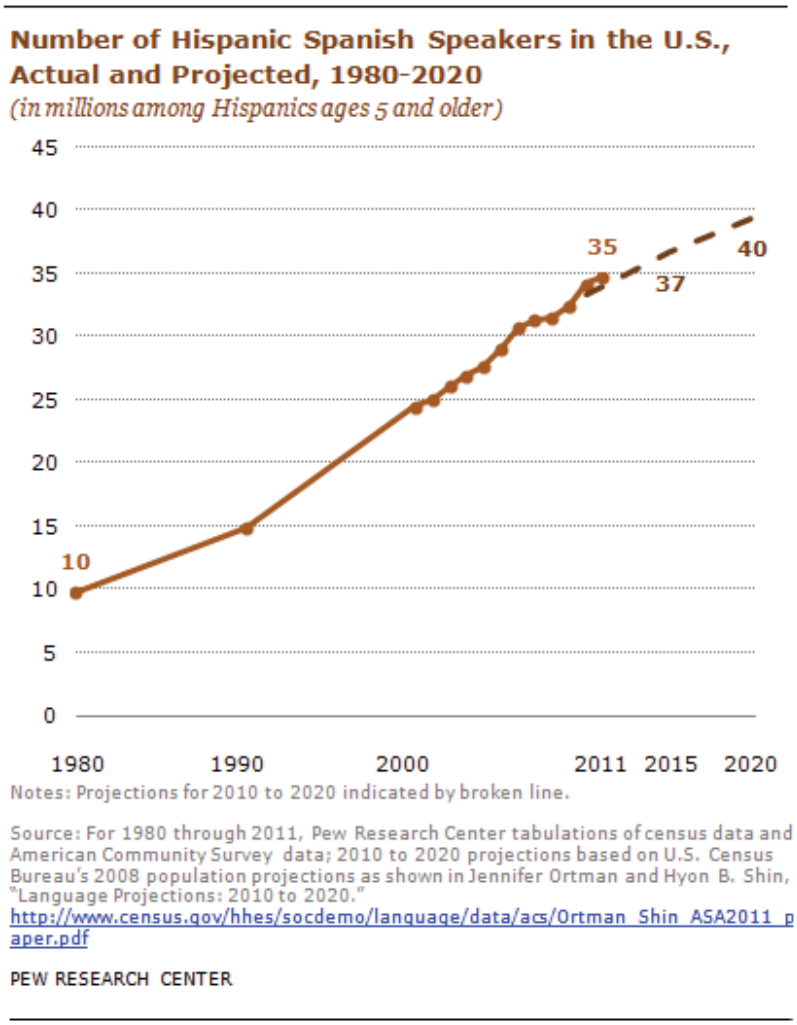
The lottery for immersion placement will be held on April 16, 2015 in the AIC Auditorium

PewResearchCenter

SEPTEMBER 5, 2013

What is the future of Spanish in the United States?

BY MARK HUGO LOPEZ (HTTP://WWW.PEWRESEARCH.ORG/STAFF/MARK-HUGO-LOPEZ/) AND ANA GONZALEZ-BARRERA (HTTP://WWW.PEWRESEARCH.ORG/AUTHOR/AGONZALEZBARRERA/)



(http://www.census.gov/hhes/socdemo/language/data/acs/Ortman_Shin_ASA2011_paper.pdf) With more than 37 million speakers, Spanish is by far the most spoken non-English language (http://www.census.gov/prod/2013pubs/acs-22.pdf) in the U.S. today among people ages 5 and older. It is also one

of the fastest-growing, with the number of speakers up 233% since 1980, when there were 11 million Spanish speakers. (The number of Vietnamese speakers grew faster, up 599% over the same period).

As Spanish use has grown, driven primarily by Hispanic immigration and population growth, it has become a part of many aspects of life in the U.S. For example, Spanish is spoken by more non-Hispanics (../../../../../fact-tank/2013/08/13/spanish-is-the-most-spoken-non-english-language-in-u-s-homes-even-among-non-hispanics/) in U.S. homes than any other non-English language and Spanish language television networks frequently beat their English counterparts (../../../../../fact-tank/2013/07/29/what-univisions-milestone-says-about-u-s-demographics/) in television ratings.

But what's the future of Spanish?

According to a 2011 paper (http://www.census.gov/hhes/socdemo/language/data/acs/Ortman_Shin_ASA2011_paper.pdf) by U.S. Census Bureau Demographers Jennifer Ortman and Hyon B. Shin, the number of Spanish speakers is projected to rise through 2020 to anywhere between 39 million and 43 million, depending on the assumption one makes about immigration. Most of these Spanish speakers will be Hispanic, with Ortman and Shin projecting between 37.5 million and 41 million Hispanic Spanish speakers by 2020.

Ortman and Shin provide two other projections, both of which highlight the changing demographics of the nation's Hispanic population and the rising importance of U.S. births rather than the arrival of new immigrants (http://www.pewhispanic.org/2011/07/14/the-mexican-american-boom-brbirths-overtake-immigration) to Hispanic population growth.

Today, three-fourths of all Hispanics ages 5 and older speak Spanish. However, that share is projected to fall to about two-thirds in 2020. The share of Hispanics that speak Spanish reached 78% in the 2000s.

As the share of Hispanics who speak Spanish falls, the share that speaks only English at home is expected to rise. About a third (34%) of Hispanics will speak only English at home by 2020, up from 25% in 2010, according to Ortman and Shin.

College of Education, Department of Curriculum & Instruction
THE UNIVERSITY OF TEXAS AT AUSTIN

1 University Station Stop, D5700 Austin, Texas 78712-1293• (512) 471-8347 • FAX (512) 471-8460

May 8, 2015

Dear Ms. Loren Locke, J.D.:

I am writing to express my support for the bilingual immersion dual language East Atlanta Charter School (EACS). Your group's approach to school-wide language immersion is innovative, especially in a context targeting African-American youth, who are rarely included in bilingual education programs. Reviewing the EACS proposal, I was struck by the importance of this work, not only for the student community in the East Atlanta region, but also with respect to the economic and civic viability of the region as a whole.

My research on bilingual education, and the benefits of bilingualism and biliteracy speaks to the cognitive, as well as economic advantages to biliteracy in young adulthood.

Prior research, going back to the mid 1960's, has demonstrated that significant social, psychological, and cognitive benefits are associated with being bilingual, from higher test scores, problem solving skills, and intellectual flexibility, to greater empathy and access to wider and stronger social networks. The cognitive and social advantages to biliteracy and bilingualism will improve the overall academic performance of students enrolled in EACS, while at the same time providing them with a valuable skillset with which to enter into the labor market as young adults.

On this note, recent research has found an economic advantage to maintaining bilingualism and developing biliteracy as the EACS model proposes to do. In fact, among young adults today, researchers have found a significant advantage in college-going, but also in the likelihood of being hired, and once employed, in the wages earned. Employers report that they are more likely to choose a bilingual employee, all else equal, and more likely to retain bilingual and biliterate employees when facing layoffs and other difficult decisions.

The EACS proposal offers not only to address a gap in the educational offerings of the region, but also to provide rich educational, and linguistic, support to a traditionally marginalized student population. I look forward to seeing the EACS community of students in action in the future!

Best wishes in your endeavors.
Sincerely,

Rebecca Callahan, Ph.D.
Bilingual-Bicultural Education, Department of Curriculum & Instruction
Population Research Center, University of Texas, Austin
Callahan@prc.utexas.edu
The Bilingual Advantage: Language, Literacy and the US Labor Market

THE CONVERSATION

March 9 2015, 5.59am EDT

Know more than one language? Don't give it up!

AUTHOR



Rebecca Callahan

Associate Professor Bilingual/Bicultural Education, Cultural Studies in Education at University of Texas at Austin



Researchers say it might be time to re-think the emphasis on mono-lingualism. Cesar Pics/Flickr, CC BY-NC-SA

Speaking more than one language may confer significant benefits on the developing brain. Research has now shown that bilingual young adults not only fare better in the job market, but are also more likely to demonstrate empathy and problem-solving skills.

The fact is that American adults are largely monolingual English speakers, even those who began life speaking more than one language. Based on the latest research, it might be time to rethink the emphasis on monolingualism in the US.

Speaking two languages has advantages

Over the past decade, my research has focused on the academic, social, and civic development of immigrant youth, specifically the ways in which schools shape how these students experience learning, friendships, and their communities.

As a former elementary bilingual teacher, I saw how full proficiency in both languages

offered students significant academic and social advantages.

What was missing, however, was the link between my students' early social and academic edge, and their entry into the job market as young adults.

For all the research that supports childhood bilingualism, it is only recently that scholars have begun to understand bilingualism in adults' professional lives.

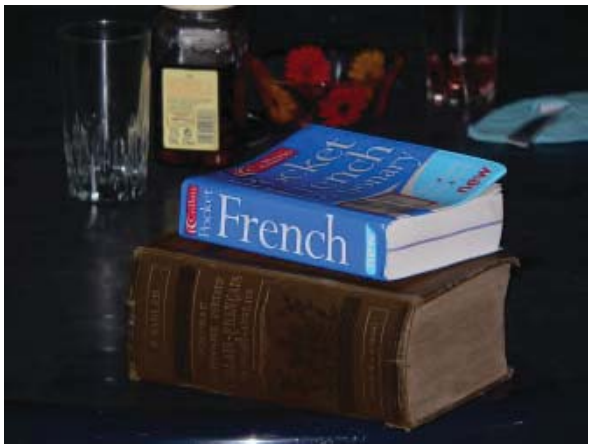
Bilinguals show higher test scores, better problem solving skills, sharper mental perceptions, and access to richer social networks.

In addition, young bilinguals are able to draw support from mentors in their home language communities, and from the dominant culture.

These young people benefit from the wisdom of the adage: the more adults who invest in a child, the stronger she will be. The bilingual child benefits from being raised by two or more villages!

Bilinguals more likely to get a job

Not only are bilingual young adults more likely to graduate high school and go to college, they are also more likely to get the job when they interview.



English-only movement makes schools cut bilingual instruction florriebassingbourn/ Flickr, CC BY-NC-SA

Even when being bilingual is not a requirement, an interview study of California employers shows that employers prefer to both hire and retain bilinguals. Today, high-powered Fortune 500 companies hire bilingual and biliterate employees to serve as client liaisons.

Research links bilingualism to greater intellectual focus, as well as a delay in the onset of dementia symptoms. Frequent use of multiple languages is also linked to development of greater empathy.

Yet, despite research evidence, 4 out of 5 American adults speak only English.

English-only movement discourages another language

This is true for even those adults who began life exposed to more than one language. In the process of growing up American, many potentially bilingual children of immigrant parents lose their home language to become English monolinguals.

The powerful social and political forces behind the English-Only movement testify to the perceived threat of bilingualism . Every day, schools and districts across the nation succumb to external pressures and cut bilingual instruction.

Historically, research investigating bilingualism and the labor market has employed US Census measures that do not distinguish proficiency levels in the non-English language.

Most national data-sets define bilingualism with very broad strokes that do not distinguish between: a respondent who speaks only Spanish, one who speaks Spanish and a little English, and a third who is fully bilingual and biliterate. Failure to capture this heterogeneity obscures any clear relationship between bilingualism and the labor market.

Only recently have NCES data begun to include measures of self-reported proficiency in the home language, while other, more immigrant-specific data-sets have begun to ask these questions.

Bilingualism related to higher earning

Of late, newer data and sharper analytical methods provide a far richer measure of bilingualism and individuals' ability to read and write in non-English languages.

The ability to distinguish between oral proficiency in one or more languages and actual literacy skills in two or more has allowed researchers to identify an economic advantage to bilingualism – in terms of both higher occupational status and higher earnings in young adulthood.

The new data-sets measure bilingualism in younger generations who enter a labor market defined not by geographic boundaries, but by instant access to information.

Relationship between bilingualism and intelligence

Beginning in the 1960s, linguists began to find a positive relationship between bilingualism and intelligence.

Building on this work, researchers found that elementary aged bilingual children outperform their monolingual peers on non-verbal problem solving tasks.

Then, in the late 1990s, research emerged showing that even when controlling on working memory, bilingual children display significantly greater attentional control to problem solving tasks than monolingual children.

Currently, researchers have begun to use data-sets that include more sensitive measures of language proficiency to find that among children of immigrant parents, bilingual-biliterate young adults land in higher status jobs and earn more than their peers who have lost their home language.

Not only have these now-monolingual young adults lost the cognitive resources bilingualism provides, but they are less likely to be employed full-time, and earn less than their peers.

Americans are beginning to grasp the cognitive, social and psychological benefits of knowing two languages.

Only 1 in 4 Americans can talk in another language

Historically notorious for their English monolingualism, a recent Gallup poll reports that in this nation of immigrants, only one in four American adults now reports being conversationally proficient in another language.

However, much more needs to be done if our nation is to remain a global leader in the next century.

Schools' role in the maintenance and development of potential bilinguals' linguistic repertoires will be critical to this process. Whether through bilingual instruction or encouraging parents to develop their children's home language skills, what schools do will matter.

Today's potential bilinguals will contribute more as adults if they successfully maintain their home language.

Educational research leaves little doubt that children of immigrant parents will learn English.

Where we fail these children is in maintaining their greatest resource: their home language. It's something we should cherish, not eradicate.

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Education

2003	Ph.D. in Education, University of California, Davis Language and Literacy: Second Language Acquisition
2001	M.A. in Education, University of California, Davis
1993	B.C.C. Bilingual Teaching Certification, University of California, San Diego
1992	B.A. in Anthropology, University of California, San Diego *1990-1991*: Pontificia Universidad Católica del Ecuador

Academic Employment

2009-present	Assistant Professor, Department of Curriculum and Instruction University of Texas, Austin Faculty Affiliate, Population Research Center
2006-2009	Assistant Professor, Department of Language and Literacy Education University of Georgia Faculty Affiliate, Department of Linguistics
2004-2006	Post-Doctoral Fellow, American Educational Research Association- Institute for Educational Sciences University of Texas, Austin Population Research Center
2003-2004	Post-Doctoral Fellow, American Educational Research Association- Institute for Educational Sciences University of California, Santa Barbara Linguistic Minority Research Institute

Books

Callahan, R.M., & Muller, C. (Forthcoming). *Coming of Political Age: American Schools and the Civic Development of Immigrant Youth.* Russell Sage Foundation: New York, NY.

Peer-Reviewed Articles

Callahan, R.M. & Obenchain, K.M. (Forthcoming). Bridging worlds in the social studies classroom: High school teachers' practices and Latino immigrant youths' civic and political development. *Sociological Studies of Children and Youth,* vol. 16, pp. xx-xx.

Callahan, R.M. & Obenchain, K.M. (2012.) Finding a civic voice: Latino immigrant youths' experiences in high school social studies. *The High School Journal, 96* (1), 20-32.

Shifrer, D., Muller, C. & Callahan, R.M. (2011). Disproportionality and learning disabilities: Parsing apart race, socioeconomic status, and language. *Journal of Learning Disabilities*, 44(3), 246-257

Callahan, R.M., Wilkinson, L., & Muller, C. (2010). Academic achievement and course taking in U.S. schools: Effects of ESL placement among language minority students. *Educational Evaluation and Policy Analysis 32*(1), 84-117.

Callahan, R.M., Muller, C., & Schiller, K.S. (2010). Preparing students for political participation: Schools and civic responsibility in an era of accountability. *American Journal of Education 116*(4), 525-556.

Shifrer, D., & Callahan, R.M. (2010). Technology and communications coursework: Facilitating the progression of students with learning disabilities through high school science and math coursework. *Journal of Special Education Technology, 25*(3) 65-77.

Callahan, R.M., Wilkinson, L., Muller, C., & Frisco, M. (2009). ESL placement and schools: Effects on immigrant achievement. *Educational Policy, 23*(2), 355-384.

Riegle-Crumb, C., & Callahan, R.M**.** (2009). Exploring the academic benefits of friendship ties for Latino boys and girls. *Social Science Quarterly, 90*(3), 611-631**.**

Callahan, R.M., Schiller, K.S., & Muller, C. (2008). Preparing for citizenship: Immigrant high school students' curriculum and socialization. *Theory and Research in Social Education 36* (2), 6-31.

Callahan, R.M. (2008). Latino college-going: Adolescent boys' language use and girls' social integration. *Bilingual Research Journal 31*(1-2), 175-200.

Callahan, R.M., Wilkinson, L., & Muller, C. (2008). School context and the effect of ESL placement on Mexican-origin adolescents' achievement. *Social Science Quarterly 89* (1), 177-198.

Callahan, R.M. (2006). The intersection of accountability and language: Can reading intervention replace English language development? *Bilingual Research Journal 30* (1), 1-21.

Callahan, R.M. (2005). Tracking and high school English learners: Limiting opportunity to learn. *American Educational Research Journal 42* (2), 305-328.

Gándara, P., Rumberger, R., Maxwell-Jolly, J. & Callahan, R. (2003). English Learners in California schools: Unequal resources, unequal outcomes. *Education Policy Analysis Archives 11*(36).

Book Chapters

*indicates peer-reviewed

*Callahan, R.M., & Muller, C. (Forthcoming). English as a Second Language (ESL). In J. Ainsworth, & J.G. Golson (Eds.), *Sociology of Education,* pp. xx-xx. Thousand Oaks, CA :Sage Publications.

Callahan, R.M. (In Press). The academic achievement of immigrant adolescents: Exploration of school factors from sociological and educational perspectives. In *Educational Achievement: Teaching Strategies, Psychological Factors and Economic Impact,* pp. xx-xx**.** New York: Nova Science Publishers.

*Callahan, R., & Shifrer, D. (2012). High school ESL placement: Practice, policy and effects on achievement. In Y. Kanno & L. Harklau (Eds.), *Linguistic Minority Students go to College: Preparation, Access, and Persistence,* pp. 19-37. New York: Routledge.

Valdez, V.E. & Callahan, R.M. (2010). Who's learning languages in today's schools? In D. Lapp & D. Fisher (Eds.) *Handbook on Research on Teaching the English Language Arts, Third Edition*, pp. 3-9. New York, NY: Routledge.

*Shifrer, D., Muller, C. & Callahan, R.M. (2010). "Disproportionality: A sociological perspective of the identification of students with a learning disability. In S. Barnartt & B. Altman (Eds.) *Research in Social Science and Disabilities, Vol. 5*, pp. 279-308. Bingley, UK: Emerald Group Publishing Limited.

Callahan, R.M. & Colomer, S.E. (2009). Bilingual Education. In Carr, D., Crosnoe, R., Hughes, M.E., and Pienta, A.M. (Eds.) *Encyclopedia of the Life Course and Human Development, Vol.1.* (pp.47-50). Detroit, MI: Macmillan Reference USA.

Callahan, R.M. & Gándara, P.C. (2004). Nobody's agenda: Improving English Language Learners' access to higher education. In M. Sadowski (Ed.) *Immigrant and second language students: Lessons from research and best practice,* (pp.107-127). Cambridge, MA: Harvard Education Press.

Book Reviews

Callahan, R.M. (2007) *Review of* Educating English Language Learners: A synthesis of research evidence. Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (Eds.) *Linguistics and Education 18*(1), 90-92.

Reports and Other Publications

Dabach, D.B., & Callahan, R.M. (2011). Rights versus reality: The gap between civil rights and English Learners' high school educational opportunities. *Teachers College Record, Commentary (*16558*): October 7, 2011.* http://www.tcrecord.org/content.asp?contentid=16558

Muller, C., Pearson, J., Riegle-Crumb, C., Requejo, J.H., Frank, K.A., Schiller, K.S., Raley, R.K., Langenkamp, A.G., Crissey, S., Mueller, A.S., Callahan, R.M., Wilkinson, L. & Field, S. (2007). *National Longitudinal Study of Adolescent Health: Wave III Education Data*. Carolina Population Center, University of North Carolina at Chapel Hill.

Rumberger, R.W., Callahan, R.M., & Gándara, P.C. (2003). Has Proposition 227 Reduced the English Learner Achievement Gap? *UC-LMRI Newsletter, 13* (1) http://lmri.ucsb.edu/publications/newsletters/v13n1.pdf

Manuscripts under Review

Shifrer, D., Callahan, R.M., & Muller, C. (Revised & Resubmitted). *Equity or marginalization? The high school course-taking of students labeled with a learning disability*

Callahan, R.M. & Shifrer, D. (Revised & Resubmitted). *English learners' secondary course taking: Equitable academic access?*

Callahan, R.M. & Humphries, M. (Revised & Resubmitted). *High school math teachers' pedagogical practices and English learners' math achievement.*

Callahan, R.M. (Under Review). *The English learner dropout dilemma: Multiple risks, innovative resolutions*

Grants under Review

2012 Sending Messages about STEM: How Schools Cultivate or Deter the Interests and Ambitions of Adolescent Girls from Diverse Backgrounds: National Science Foundation, REESE Directorate PI: Riegle-Crumb, C.; Co-Investigator Callahan, R.M.; Co-Investigator Muller, C.

Fellowships and Grants

2010-2013 *The dynamic nature of classroom quality in the pre-K-3rd grade years.* Foundation for Child Development. PI: Crosnoe, R.; Co-Investigator, Callahan, R.M.

2009-2011 NSF RDE-FRI Collaborative Research *Students with learning disabilities: STEM pathways in the social context* PI: Callahan, R.M., National Science Foundation, Research in Disabilities in Education (RDE) Focused Research Initiative (FRI). NSF # 0965444 ($107,595)

2009-2010 *Math teachers' pedagogical practices: Effects on linguistic minority students' STEM preparation and participation* PI: Callahan, R.M., AERA Research Grants Program ($34,546)

2008-2010 *New citizens in a new century: Immigrant students, schools and teachers*. Russell Sage Foundation Presidential Authority Award PI: Callahan, R.M. ($20,463)

2008-2010 *Paving the way to higher education: Primary language use and academic preparation*. University of Georgia Research Foundation Junior Faculty Research Grant (JR-004): PI: Callahan, R.M. ($5,943)

2006-2009 *The role of language and education in the civic integration of adolescent immigrants during the transition to adulthood* (RSF 88-06-12) Russell Sage Foundation. PI: Muller, C.; Co-Investigator: Callahan, R.M. ($150,000)

2005-2006 *Language, school context and Hispanic student achievement and integration in Texas.* Texas Higher Education Opportunities Program sponsored by the Ford and Spencer Foundations. PI: Callahan, R.M. ($21,000)

2003-2006 American Educational Research Association- Institute of Educational Sciences Post-Doctoral Fellowship. PI: Callahan, R.M. (Approx: $175,000)

2003-2004 University of California Linguistic Minority Research Institute Post-Doctoral Fellowship ($40,000 offered, not accepted)

2002-2003 University of California All Campus Consortium on Research for Diversity (UC ACCORD) Dissertation Fellowship ($20,000)

Honors and Awards

2011 Early Career Award
Bilingual Education Special Interest Group (SIG)
American Educational Research Association

2007 Reviewer Award, *Review of Educational Research,* AERA

Invited Speaker Sessions (Also cross-listed under selected conference presentations)

2011 Language Equity and Educational Policy (LEEP) Working Group. *Adolescent English Learners' high school course taking: Equitable access under Lau?* Stanford University: Menlo Park, CA.

Courses Taught

† Indicates course developed new
*Indicates course substantially revised

Languages and Literacies (ALD 329)* University of Texas, Austin, College of Education, Department of Curriculum & Instruction.

Language Policy in Education† *(EDC 385G*) University of Texas, Austin, College of Education, Department of Curriculum & Instruction.

Immigration Theory in Education† *(EDC 385G*) University of Texas, Austin, College of Education, Department of Curriculum & Instruction.

Educational Linguistics/ Language and Education† *(EDC 371/ALD 330*) University of Texas, Austin, College of Education, Department of Curriculum & Instruction.

Evaluation in Language Education (EDC 385G*) University of Texas, Austin, College of Education, Department of Curriculum & Instruction

Research Practicum in Language Education (ELAN 7655*) University of Georgia, College of Education, Department of Language and Literacy Education

Immigration Theory † *(ELAN 8045*) University of Georgia, College of Education, Department of Language and Literacy Education

Research Methods in Language Education (ELAN 7070*) University of Georgia, College of Education, Department of Language and Literacy Education

Assessment in the ESOL Classroom† *(ELAN 7502*) University of Georgia, College of Education, Department of Language and Literacy Education

First and Second Language Acquisition and Development (ELAN 5730)* University of Georgia, College of Education, Department of Language and Literacy Education

Second Language Acquisition (ALD 325) UT Austin, College of Education, Department of Curriculum and Instruction

MA Thesis Advisor (completed): Kiristin Thompson, MA 2012; Regina Smith, MA 2012; Daniel Moon, MA 2011; At University of Georgia (2003-2006): FangJu Lin; Steven Mayerhoefer; Bett Chandler; C.J. Wilder; Bethany Hagen; Kristie Bateman.

PhD Thesis Committee Member (completed)**:** B. King; A. Lynch; T. Kao; D.Waldvogel; L. Wilkinson;

Additional Educational Employment

2002-2003	English Learner Program Consultant Grant Joint Union High School District: Sacramento, California
1999-2002	Bilingual Coordinator/ Resource Specialist

Woodland Joint Unified School District: Woodland, California

1993-1999 Bilingual Teacher: Grades Kindergarten through Second
Jamul-Dulzura Union School District: Jamul, California

1995-1997 Project PREPA (Title VII) ELD Science Curriculum Development
San Diego County Office of Education: San Diego, California

Additional International Education

1990-1991 Pontificia Universidad Católica del Ecuador: Quito, Ecuador
1994 Center for International Studies: Mérida, Mexico
1998 California State University at Sacramento: Burgos, Spain

Selected Conference Presentations

2012 *Stigma of a Label: The Social, Socio-Psychological and Educational Experiences of High School Students Identified with a Learning Disability***.** American Educational Research Association Annual Conference: Vancouver, BC.

2011 Invited speaker Language Equity and Educational Policy (LEEP) Working Group. *Adolescent English Learners' high school course taking: Equitable access under Lau?* Stanford University: Menlo Park, CA. (Cross listed in Honors & Awards)

2010 *1. Latino immigrant youth's civic development: High school social science teachers' classroom strategies*, 2. *Disproportionality: The socio-demographic correlates of being identified with a Learning disability.* American Educational Research Association Annual Conference: Denver, CO.

2010 *The high school course-taking of students identified with learning disabilities.* National Science Foundation Joint Annual Meeting (NSF JAM), Washington, D.C.

2009 *Latino immigrant youth's civic engagement and development.* CLASE First Triennial Conference: Center for Latino Achievement and Success in Education. Athens, GA.

2009 *ESL placement and language minority adolescents' college preparation: Educational policy into practice.* Invited Sessions: May 1, Educational Policy and Evaluation Center Annual Conference: University of Georgia; May 15, Texas Center for Educational Policy, UT Austin: Austin, TX.

2009 *The effects of ESL placement on language minority adolescents' post secondary preparation.* American Educational Research Association Annual Conference: San Diego, CA.

2009 *Language Minority Adolescents Preparation for College: Language and Educational Policy under the Lau Decision (1974).* American Association of Applied Linguistics Annual Conference: Denver, CO.

2008 *Immigrant language minority students' social processes and voting during young adulthood.* American Educational Research Association Annual Conference: New York, NY.

2007 *Predicting college-going among Latino linguistic minority adolescents: Gender, language use and social integration.* University of California, Linguistic Minority Research Institute Annual Conference: Phoenix, AZ.

2007 *Latino linguistic minority adolescents' high school social integration and subsequent involvement in higher education*. American Association of Applied Linguistics Annual Conference: Irvine, CA.

2007 *1.) Latino linguistic minority adolescents' high school social integration and subsequent involvement in higher education. 2.) The effect of high school ESL placement on immigrants' post secondary preparation. 3.) Immigrant linguistic minority youths' academic preparation during high school.* American Educational Research Association Annual Conference: Chicago, IL.

2007 *Language use and college going: Post-secondary choice among Latino linguistic minority males*. Department of Sociology, Invited Colloquium Series, University of Georgia (February): Athens, GA.

2007 *ESL placement and immigrant achievement: The role of school context*. Sociology of Education Association Annual Conference: Asilomar, CA.

2006 *The effect of high school ESL placement on immigrants' post secondary preparation*. University of California, Linguistic Minority Research Institute Annual Conference: Irvine, CA.

2006 *Friendship networks, social capital and Latino immigrant students' academic achievement* with Dr. C. Riegle-Crumb. Sociology of Education Association: Asilomar, CA.

2005 *1. Language and literacy: Academic opportunities and high school English Learners.* 2. *Language policy in California and the impact on teacher education and working conditions* with Dr. P. Gándara. American Educational Research Association Annual Conference: Montréal, Canada.

2005 *English language proficiency and reading development in linguistic minority children* with Dr. R. Rumberger. University of California, Linguistic Minority Research Institute Biliteracy Forum: Santa Barbara, CA.

2004 *Long-term English learners and recent immigrants: Qualitatively different responses to a reading intervention program* with Dr. R. Figueroa. University of California, Linguistic Minority Research Institute Annual Conference: Santa Barbara, CA.

2004 *Opportunity to learn in a California high school: English Learners and track placement.* American Educational Research Association Annual Conference : San Diego, CA.

2004 *NAEP: Addressing the 'achievement gap' post-Proposition 227.* California Bilingual Coordinators Network: San Francisco, CA.

2003 *English language proficiency and track placement: Variable effects on academic achievement.* Fourth International Symposium on Bilingualism: Tempe AZ

2003 *Tracking and high school English learners: Opportunity to learn* University of California, Linguistic Minority Research Institute Annual Conference: San Diego, CA.

2002 *High school English learners: Master scheduling, placement, evaluation and program access.* English Learner Assessment and Accountability Institute: Santa Barbara, CA.

2002 *California's new English Language Development Exam: A high stakes assessment*. Council of Chief State School Officers Conference: Palm Desert, CA.

2001 *Academic writing development and secondary school English learners.* Teachers of English to Speakers of Other Languages Annual Conference: St. Louis, MO.

2000 *ELD Science curriculum: A cognitive approach via Project PREPA.* California Teachers of English to Speakers of Other Languages Annual Conference: Sacramento, CA.

Service: Committees and Leadership

2011-2013 Committee on Fellowships and Other Awards : Department of Curriculum & Instruction
2012-2014 UT Austin University-wide Student Life and Activities Committee, UT Faculty Council
2011-present *Member ELL Assessment Focus Group Committee*
Texas Education Association (TEA)
2009- present Internal Review Board, *Bilingual Research Journal*
2009-present Editorial Board; TABE Journal *Texas Association of Bilingual Education*
2008-2010 Advisory Council Member: NSF grant *Pathways to STEM Degrees for Latina/o Students* PI: Alicia Dowd, Estela Bensimon; University of Southern California
2007-2009 Board member: Sociology of Education Association

2004-present	Peer Reviewer: *American Educational Research Journal*, *Educational Evaluation and Policy Analysis, International Migration, Review of Educational Research, Sociology of Education, Journal of Experimental Education*
2005-present	Proposal Reviewer: *American Educational Research Association* Conference, *Sociology of Education Association* Annual Conference
2004-2005	Conference Registrar: *Sociology of Education Association*
2003-2004	California English Language Development Test Technical Advisory Group
2002-2004	UC LMRI Representative: *California Bilingual Coordinators Network*
2001-2003	Policy Representative: Graduate Student Government UC Davis
1999-2002	Bilingual Teacher Representative: Woodland High School and School District English Learner Advisory Committees (ELAC)
1993-1999	Bilingual Teacher Representative: Jamul-Dulzura Union School District (JDUSD) English Learner Advisory Committee
1994-1998	Bilingual Representative: School Site Council, (JDUSD)
1997-1999	Chapter President: Jamul Primary School Teachers Association
1994-1999	Member: Jamul-Dulzura Union School District Teachers Association
1997-1999	Language Arts Improvement Project: English Language Development Representative, Jamul-Dulzura Union School District
1994-1996	School Presentation and Visitations Team: Jamul-Dulzura Union School District
1997-1999	English Language Development Cadre *Train the Trainers Program*: San Diego County Office of Education
1995	Cognitive Coaching Institute: San Diego County Office of Education
1994-1999	Development and implementation of a primary language development and academic enrichment program for Spanish-dominant Kindergarten students: (JDUSD)

JNCL-NCLIS

FOREIGN LANGUAGES AND THE ACHIEVEMENT GAP

Foreign Language instruction and active use of foreign languages has been demonstrated to confer many educational benefits. This is particularly evident among disadvantaged students, where addressing persistent academic achievement gaps are a national policy priority. Dual Language Immersion, where students learn academic subjects in English and another language, offers a positive and powerful approach to closing achievement gaps for African-Americans and students of low socioeconomic status. Over the past decade, the State of North Carolina has implemented Dual Language Immersions in more than a dozen languages and more than 60 schools. Evaluations of this statewide initiative show that dual language programs strongly counteract the negative impact of low socioeconomic status on school performance: African-American students of low socioeconomic status who participate in dual language programs score much higher in North Carolina's statewide End of Grade Reading Test, in all grades, than such students not taking dual language immersion.[1]

North Carolina's data specifically show that:

- 3rd and 4th grade African American students in immersion score between ½ and 1 full year ahead of other African American students, in English reading;
- 5th through 8th graders score between ¾ and 2 years ahead of their peers in English reading.
- When compared to the overall statewide scores, African American children in immersion close the achievement gap (compared to the overall performance statewide) by the 8th grade.

In addition to the achievement gap benefits of language instruction, all students gain.

- School attendance improves;
- Engagement with learning in all subjects increases;
- Levels and rate of cognitive development increases.
-

To sum up, foreign language learning, and in particular, dual language immersion, are a powerful tool in addressing achievement gaps in American education.

[1] Thomas, W.P., Collier, V.P., & Collier, K. (2011). *English learners in North Carolina, 2010*. Raleigh, NC: North Carolina Department of Public Instruction.

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What Parents Want to Know About Foreign Language Immersion Programs

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Modeled after the pioneering French immersion programs developed in Canada in the 1960s, foreign language immersion programs in the United States are designed to enrich the education of native-English-speaking students by teaching them all of their academic subjects in a second language. The goal is for students to become proficient in the second language and develop increased cultural awareness while reaching a high level of academic achievement. Students develop proficiency in the second language by hearing and using it to learn all of their school subjects rather than by studying the language itself.

Parents who are considering an immersion program for their child usually have many questions. This digest provides introductory responses to some of the questions most commonly posed by parents.

What is a foreign language immersion program and how does it work?

In foreign language immersion programs, the regular school curriculum is taught in the immersion language for at least half of the school day. In *partial immersion programs*, instructional time is divided equally between English and the immersion language throughout the elementary grades. In *full immersion programs*, teachers use no English at all in the early grades. In Grade 2, 3, or 4, teachers introduce English language arts and reading for one period per day and gradually move toward an even distribution of English and the immersion language by Grade 5 or 6. In the secondary school grades, immersion students typically have access to at least two course offerings in the immersion language, most often in social studies and language arts.

In U.S. programs, the immersion language is most often a world language spoken by large numbers of people, such as Spanish, French, or Cantonese. In some cases, it is a heritage language being revitalized, as in the Hawaiian and Yup'ik (an Alaska native language) immersion programs that serve indigenous communities. The goal of immersion is to provide educational experiences, beginning in kindergarten and ideally sustained through Grade 12, that support academic and linguistic development in two languages and that develop students' appreciation of their own and other cultures.

One of the key principles of immersion education is that linguistic and cultural knowledge is a resource—the more you know, the better off you are. Immersion education adds knowledge about a new language and culture while building on a child's English language skills and knowledge of U.S. culture.

In order to make academic lessons comprehensible to learners and to support their second language learning, immersion teachers—who are highly proficient in English and the immersion language—use a vast repertoire of instructional strategies as they cover the school district's curriculum (Cloud, Genesee, & Hamayan, 2000; Snow, 1987). Many of these strategies appear on the *Immersion Teaching Strategies Observation Checklist* (Fortune, 2000) developed by immersion teachers and researchers at a summer institute at the University of Minnesota.[1]

In the early years, immersion teachers realize that their students will not understand everything they say. They use body language, visuals, manipulatives, exaggerated facial expressions, and expressive intonation to communicate their meaning. In kindergarten it is common for students to speak English with their peers and when responding to their teacher. As the years progress, students naturally use more of the immersion language. To draw students into using the language, teachers often use songs, useful phrases, chants, and rhymes and carefully structure the day with familiar routines.

Why should I consider enrolling my child in an immersion program?

Immersion programs are the fastest growing[2] and most effective type of foreign language program currently available in U.S. schools. Most immersion students can be expected to reach higher levels of second language proficiency than students in other school-based language programs (Met, 1998). Becoming bilingual opens the door to communication with more people in more places, and many parents want to provide their children with skills to interact competently in an increasingly interdependent world community.

In addition to reaping the social and economic advantages of bilingualism, immersion learners benefit cognitively, exhibiting greater nonverbal problem-solving abilities and more flexible thinking (see reviews in Met, 1998). It has been suggested that the very processes learners need to use to make sense of the teacher's meaning make them pay closer attention and think harder. These processes, in turn, appear to have a positive effect on cognitive development. However, a high level of second language proficiency is needed in order to experience the positive cognitive benefits that come with bilingualism (Cummins, 1981). From the standpoint of academic achievement, over three decades of studies consistently show that immersion students achieve as well as or better than non-immersion peers on standardized measures of verbal and mathematics skills administered in English (Cloud, Genesee, & Hamayan, 2000; Genesee, 1987).

How will learning everything in a second language affect my child's English language and literacy development?

Many parents are initially fearful that immersion may have a negative impact on their child's English language development. But research consistently finds that the immersion experience actually enhances English language development (Cloud, Genesee, & Hamayan, 2000). It should be noted that full immersion students' English development may lag temporarily in reading, word knowledge, and spelling while instruction is occurring exclusively in the immersion language. However, after a year or two of instruction in English language arts, this discrepancy disappears (Genesee, 1987). It is important for parents to understand that this lag is temporary and to be expected.

In full immersion programs, children develop initial literacy in the immersion language. Many cognitive processes that underlie the ability to read, such as understanding the relationship between the spoken language and the written word, transfer from one language to another (Cloud, Genesee, & Hamayan, 2000). But when the immersion language differs significantly from English (e.g., languages that don't use our alphabet) literacy skills developed in one language will not necessarily transfer to the other language. Immersion students who learn to read first in a language that is markedly different from English, such as Arabic or Japanese, will need to learn and practice literacy skills that are specific to each language (Kanagy, 2001).

It is assumed that immersion students will have consistent exposure to and support for English at home and in the community. Parents need to provide their children with experiences that will enhance their English language and literacy development. For example, they should read to their children every day and involve them in games and activities that complement their classroom learning. Research shows that the stronger the development of the native language, the greater the proficiency in the immersion language, so children who enter an immersion program with a

strong base in English will succeed more easily than those whose English skills are not as strong.

Will my child become proficient in the second language? How long will that take?

After only 2 or 3 years in an immersion program, students demonstrate fluency and confidence when using the immersion language, and their listening and reading skills are comparable to those of native speakers of the same age. While these skills remain native-like, students' speaking and writing skills lag behind those of native speakers (Johnson & Swain, 1997). Research finds that immersion students' second language lacks grammatical accuracy and does not display the variety and complexity produced by native speakers of the language. Achieving high levels of oral and written proficiency in a second language is a long-term process. A long-term commitment is essential, and parents need to understand that native-like proficiency in every skill area is unlikely. Still, immersion students will have a strong second language base upon which to continue moving toward full proficiency and to develop proficiency in subsequent languages.

Language learning is influenced by many factors, including students' personality and motivation, teacher expectations, parental support, program leadership, and support at both the school and district level. Student success requires the active involvement of all of these stakeholders.

Is immersion an appropriate choice for all children?

The vast majority of immersion programs are open to all students. There is no admission test or pre-screening process. Research findings on the effectiveness of immersion education hold true for a wide range of students, including those from diverse socioeconomic and ethnic backgrounds (Genesee, 1992). As is sometimes purported, these programs are not intended exclusively for middle- and upper-class Anglo families. In fact, some recent research indicates that immersion may be an effective program model for children who speak a language other than English or the immersion language at home (deCourcy, Warren, & Burston, 2002). It is hypothesized that these learners may benefit from a leveling-of-the-playing-field effect that occurs when all of the students in the class are functioning in a second language. Students who are not native speakers of English are able to be on par with their native-English-speaking peers and enjoy the same kinds of success with learning.

There are, however, many unanswered questions concerning the suitability of language immersion for children with language-based learning disabilities. Research on this topic is scant. Some researchers and immersion practitioners argue that children whose first language acquisition is seriously delayed or who struggle with auditory discrimination skills may be overtaxed in a language immersion program (see review in Genesee, 1992). Previously identified language-processing challenges should be considered prior to enrolling a child in an immersion program. Still, many children with mild learning disabilities, knowledgeable teachers, and supportive families can and do achieve well in immersion programs and develop proficiency in a second language. Parents and educators need not assume that learning in two languages will overtax these children. In fact, many instructional techniques used in immersion are similar to techniques recommended for struggling learners. Understanding how to make language immersion classrooms more inclusive for a broader spectrum of learners is one of many topics of interest to immersion educators.

What can I do to support my child's immersion experience if I don't speak the second language?

Like all parents, parents of children in immersion programs should maintain an active role in their children's education by providing experiences that help develop their English language skills and enhance their cognitive and affective development. They should read to them daily and engage them in activities where they need to apply what they are learning in class. For example, third-grade students studying measurement can do activities at home that involve measuring, such as hanging a picture or baking cookies. Parents should also communicate with the teachers on a regular basis about their children's academic, social, and language development. They should become well informed about immersion education, make a commitment to keep their child in the immersion program, and support their children's use of the immersion language outside the school context, for example, by providing reading materials in the immersion language at home and encouraging a pen/keypal friendship.

While volunteering in classrooms is often a good way for parents to be involved in their child's education, parents need to be careful that their volunteering efforts don't compromise children's use of the immersion language. Some programs designate one afternoon per week for parent volunteers, encourage volunteering during periods when English is used, or have parents volunteer their time for activities that don't involve classroom interaction.

Conclusion

Immersion education offers an exciting opportunity for students to reach high levels of academic achievement and to acquire strong proficiency in English and another language. Parents who are interested in immersion for their children should become as well informed as possible about this program model. It is hoped that this digest will serve as a useful starting point.

Notes

1.This checklist can be found online at http://carla.acad.umn.edu/Immersion/checklist.html.

2.To access the directory of foreign language immersion programs maintained by the Center for Applied Linguistics, see http://www.cal.org/ericcll/immersion.

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REFERENCES FOR COGNITIVE QUESTION

THERE IS EVIDENCE THAT EARLY LANGUAGE LEARNING IMPROVES COGNITIVE ABILITIES.

Foster, K. M., & Reeves, C. K. (1989). Foreign Language in the Elementary School (FLES) improves cognitive skills. *FLES News*, 2(3), 4.

> This study looks at the effects of an elementary school foreign language program on basic skills by looking at the relationship between months of elementary foreign language instruction in French and scores on instruments designed to measure cognitive and metacognitive processes. The study included 67 sixth-grade students who were divided into four groups that differed by lengths of time in the foreign language program. There was a control group of 25 students who had no French instruction and three groups of students who had participated in the program for different lengths of time (6.5 months, 15.5 months, and 24.5 months). The students who did receive foreign language instruction had received 30 minutes of French instruction daily after 30 minutes of basal reading in English. The control group received an additional 30 minutes of reading instruction in place of foreign language instruction. The results of the analysis showed that the groups who received foreign language instruction scored significantly higher in three areas (evaluation on the Ross test, total score of all cognitive functions on Ross test, and total score on Butterfly and Moths test) than the control group. **In particular, the students who had received foreign language instruction scored higher on tasks involving evaluation which is the highest cognitive skill according to Bloom's taxonomy. The linear trend analysis showed that the students who had studied French the longest performed the best.**

Landry, R. G. (1973). The enhancement of figural creativity through second language learning at the elementary school level. *Foreign Language Annals*, 7(1), 111-115. from Linguistics and Language Behavior Abstracts database.

> The main hypothesis of this study is that the experience of learning a second language at the elementary school level is positively correlated to divergent thinking in figural tasks. This study is concerned with flexibility in thinking through experience with a foreign language. Comparisons are made between second language learners and single language learners. **The second language learners score significantly higher than do the monolingual students. Second language learning appears, therefore, not only to provide children with the ability to depart from the traditional approaches to a problem, but**

also to supply them with possible rich resources for new and different ideas.

Bamford, K. W., & Mizokawa, D. T. (1991). Additive-bilingual (immersion) education: Cognitive and language development. *Language Learning*, 41(3), 413-429. from ERIC database.

Examination of a second grade additive-bilingual (Spanish-immersion) classroom, compared to a monolingual classroom for nonverbal problem-solving and native-language development, found significant differences in problem solving in favor of the bilingual class and no significant differences in native-language development.

Barik, H. C., & Swain, M. (1976). A longitudinal study of bilingual and cognitive development. *International Journal of Psychology*, 11(4), 251-263. from PsycINFO database.

Presents findings of a study of IQ data collected over a 5-yr period (kindergarten to Grade 4) on pupils in a French immersion program (anglophone pupils receiving all instruction in French except English language arts) and pupils in the regular English program. Although year-by-year results may fail to show IQ differences between the 2 groups, repeated measures analysis indicates that the immersion group had a higher IQ measure over the 5-yr period. Supportive of those studies is a further analysis on the data of immersion students classified as "high" vs "low" French achievers. High achievers obtained significantly higher IQ measures and subtest scores than low achievers, even when scores were adjusted for initial IQ and age differences. F

Samuels, D. D., & Griffore, R. J. (1979). The Plattsburgh french language immersion program: Its influence on intelligence and self-esteem. *Language Learning*, 29(1), 45-52. from Linguistics and Language Behavior Abstracts database.

This study examined the effects of a year's attendance in a French Language Immersion Program (FLIP) on children's verbal & performance sections of the Wechsler Intelligence Scale for Children (WISC) & self-esteem, measured by the Purdue Self Concept Scale (PSCS). Eighteen 6-year-olds attended the program, while 13 6-year-olds constituted a control group which attended a regular English program. Analyses of data showed that differences between the FLIP & English control groups at the end of the school year were not significant for Verbal IQ or PSCS. **Significant differences were found between groups on overall Performance IQ, Picture Arrangement, & Object Assembly. The increments in Performance IQ in the FLIP group are consistent with previously reported data suggesting that bilinguals have greater cognitive flexibility than monolinguals.**

FIND OUT MORE ABOUT THE BENEFITS OF LANGUAGE LEARNING BY INVESTIGATING THESE RESOURCES.

Met, M. (1991). Elementary school foreign languages: What research can and cannot tell us. In E. S. Silber (Ed.), *Critical issues in foreign language instruction* (pp. 63-79). New York: Garland Publishing, Inc.

> Examined are some issues in elementary school foreign-language instruction, including concerns about when to begin such instruction, which language(s) to teach, learning methods, & measures of competence among children. The cognitive, academic, & attitudinal benefits of early language learning are discussed, along with factors that may affect the beginning grade level (resources, etc). In general it is asserted that the earlier the language is introduced, the more rapidly children stand to reap the benefits. FLES & FLEX instruction programs are considered as models, & content-based instruction is cited as most effectively transmitting the communicative & semantic nature of a foreign language to children. It is further suggested that both immersion & FLES learning programs may provide the best vehicles for producing research data on the effectiveness of primary school foreign-language study. 39 References. M. Chamberlain

Stewart, J. H. (2005). Foreign language study in elementary schools: Benefits and implications for achievement in reading and math. *Early Childhood Education Journal*, 33(1), 11-16. from PsycINFO database.

> Educators and policy makers in many countries have been expressing concern about how to improve students' achievement in reading and math. This article explores and proposes a solution: introduce or increase foreign language study in the elementary schools. Research has shown that foreign language study in the early elementary years improves cognitive abilities, positively influences achievement in other disciplines, and results in higher achievement test scores in reading and math. Successful foreign language programs for elementary schools include immersion, FLES, and FLEX programs. (PsycINFO Database Record (c) 2006 APA, all rights reserved) (journal abstract)

Weatherford, H. J. (1986). *Personal benefits of foreign language study*. ERIC digest. U.S.; District of Columbia:

> There is an increasing awareness of the usefulness of foreign language training in a number of seemingly diverse areas. Foreign language students develop not only technical skills related to language use but also tangible advantages in the job market because of their increased communication skills. Mastery of languages also enhances the enjoyment of travel abroad and reduces frustration and isolation during travel in other countries. Increased international business opportunities have made meaningful communication and understanding between cultures more valuable, and the individual's ability to understand and empathize across cultural lines is increased with language study. In addition, research suggests that foreign language study enhances both cognitive development and academic achievement. While it is certain that people familiar with more than one language and culture can communicate more effectively with people of other countries and cultures, it is also possible that through learning another language and culture, people become more effective problem-solvers, closer to achieving solutions to pressing social problems because of an increased awareness of a wider set of options. (MSE)

THERE IS EVIDENCE BILINGUALISM CORRELATES WITH INCREASED COGNITIVE DEVELOPMENT AND ABILITIES.

Ben-Zeev, S. (1977). The influence of bilingualism on cognitive strategy and cognitive development. *Child Development*, 48(3), 1009-1018. from PsycINFO database.

> Hypothesized that mutual interference between a bilingual child's 2 languages forces the child to develop particular coping strategies which in some ways accelerate cognitive development. The sample consisted of 96 5-8 yr olds: 2 groups of Hebrew-English bilinguals, one group tested in the US and the other group tested in Israel; and 2 groups of monolinguals, with those tested in the US speaking only English and those tested in Israelspeaking only Hebrew. In all groups parent occupation and education level were similarly high. **In spite of lower vocabulary level, bilinguals showed more advanced processing of verbal material, more discriminating perceptual distinctions, more propensity to search for structure in perceptual situations, and more capacity to reorganize their perceptions in response to feedback.**

Ben-Zeev, S. (1977). *The effect of bilingualism in children from Spanish-English low economic neighborhoods on cognitive development and cognitive strategy. Working papers on bilingualism, no. 14.* Bilingual Education Project.

> A previous study found that middle-class Hebrew-English bilingual children were characterized by distinctive perceptual strategies and more advanced processing in certain verbal tasks, as compared to similar monolinguals. The present study tested whether similar strategies and response patterns will appear when the children involved are from different language groups and from relatively disadvantaged inner-city neighborhoods. **The results showed that Spanish-English bilingual children manifest similar strategies to those found in the previous study (distinctive perceptual strategies and more advanced processing in certain verbal tasks), although with some attenuation**. The strategies apply to nonverbal as well as verbal material. These results appeared in spite of deficiencies in vocabulary and syntax usage for the Spanish-English bilinguals relative to their control group of similar ethnic and social background.

Duncan, S. E., & De AvilaEdward A. (1979). Bilingualism and cognition: Some recent findings. *NABE: The Journal for the National Association for Bilingual Education*, 4(1), 15-50. from ERIC database.

> Hispanic children in grades 1 and 3 were tested to examine the relationship between degree of bilingualism in English and Spanish, intellectual development level, and performance on two tests of cognitive-perceptual functioning or field dependence /independence. **A positive, significant relationship was found between relative language proficiency and cognitive perceptual performance.**

Fardeau, O. (1993). Franco-italian bilingualism in early childhood and cognitive development. [Bilinguisme precoce franco-italien et developpement cognitif] *Il*

***Forneri,* 7(2), 83-99. from Linguistics and Language Behavior Abstracts database.**

> Investigated is the relationship between bilingualism in children and cognitive development. French-Italian bilingual children (aged 7-11) were categorized into four groups: (1) equally fluent in both languages, acquired at home; (2) equally fluent in both languages, acquired scholastically; (3) dominant in French; & (4) dominant in Italian. A control group of monolingual Italian children is identified for comparison with the results. A series of cognitive tests was administered to the students and to the control group. **It is concluded that bilingualism in early childhood exerts a positive effect on the formation of cognitive processes in children.**

Ginsburg, H. J., & McCoy, I.H. (1981). An empirical rationale for foreign languages in elementary schools. *Modern Language Journal*, 65(1), 36-42. from ERIC database.

> Presents case promoting foreign languages in elementary schools using study conducted to explore relationships between bilingual and cognitive abilities of Mexican American children. **Favors additive over subtractive bilingualism**.

Hakuta, K. (1985). *Cognitive development in bilingual instruction.* U.S.; Virginia:

> Theory and research on bilingualism and its relationship to cognitive development have provided mixed results, especially in relation to the value of United States bilingual education programs. Little of the existing research on bilingualism is generalizable to U.S. minority language groups. **However, one study of children in a bilingual program designed to see if intellectual abilities are related to the student's degree of bilingualism rather than to compare bilingual and monolingual children found that a positive relation exists between bilingualism and various abilities, such as the ability to think abstractly about language and to think nonverbally.** In addition, the correlation between the students' abilities in the two languages developed in the bilingual education program became stronger in the course of the program, supporting the idea of the interdependence of the languages of the bilingual.

Liedtke, W. W., & Nelson, L. D. (1968). Concept formation and bilingualism. *AlbertaJournal of Educational Research*, 14(4), 225-232. from PsycINFO database.

> Two samples of Grade 1 pupils, 50 monolingual and 50 bilingual were tested on a specially constructed Concepts of Linear Measurement Test based on Piaget's test items. The bilingual sample proved to be significantly superior to the monolingual sample on the concept formation test.

Ricciardelli, L. A. (1993). An investigation of the cognitive development of Italian-English bilinguals and Italian monolinguals from Rome. *Journal of Multilingual and Multicultural Development,* 14(4), 345-346. from Linguistics and Language Behavior Abstracts database.

> The cognitive development of Italian-English bilingual & Italian monolingual children (aged 5-6) was studied based on measures of metalinguistic awareness, creativity, nonverbal abilities, & reading achievement. Following proficiency testing in both languages, students were assigned to groups of high & low Italian proficiency & high & low English proficiency, producing six groups

for comparison. **Results of comparison of performance on the measures of cognitive development indicated that students who demonstrated high proficiency in both English & Italian achieved higher scores on the creativity, metalinguistic awareness, & reading achievement tests.**

Rodriguez, Y. G. (. (1992). The effects of bilingualism on cognitive development. (EdD, ProQuest Information & Learning/Temply University). *Dissertation Abstracts International,* 53 (4-A), 1104.

It was the primary purpose of this study to investigate the effects of bilingualism on the cognitive development and linguistic performance of children at various ages living in the same cultural environment. It also studied the relationship between formal operational thought and a prerequisite cognitive style as typified by field independence/field dependence for both bilingual and monolingual subjects. The bilingual subjects were tested for both language dominance and language proficiency. To investigate the interrelationships between bilingualism and cognitive function, it was necessary to include both verbal and non-verbal tests of cognition. No significant differences in performance could be attributed to lingualism, grade, or age with the exception of language proficiency correlated with cognitive level on analytical reasoning. The childrens' overall cognitive level indicated some justification for the theoretical relationship between verbal and non-verbal measures of abstract thinking. **The bilingual children used higher order rules more frequently than the monolingual children. The evidence seems to suggest that bilingualism may scaffold concept formation and general mental flexibility.**

THERE IS A CORRELATION BETWEEN BILINGUALISM AND THE OFFSET OF AGE-RELATED COGNITIVE LOSSES.

Bialystok, E., Craik, F. I. M., Klein, R., & Viswanathan, M. (2004). Bilingualism, aging, and cognitive control: Evidence from the simon task. *Psychology and Aging*, 19(2), 290-303. from PsycINFO database.

Previous work has shown that bilingualism is associated with more effective controlled processing in children; the assumption is that the constant management of 2 competing languages enhances executive functions (E. Bialystok, 2001). The present research attempted to determine whether this bilingual advantage persists for adults and whether bilingualism attenuates the negative effects of aging on cognitive control in older adults. Three studies are reported that compared the performance of monolingual and bilingual middle-aged and older adults on the Simon task. **Bilingualism was associated with smaller Simon effect costs for both age groups; bilingual participants also responded more rapidly to conditions that placed greater demands on working memory. In all cases the bilingual advantage was greater for older participants. It appears, therefore, that controlled processing is carried out more effectively by bilinguals and that bilingualism helps to offset age-related losses in certain executive processes.**

THERE IS A CORRELATION BETWEEN BILINGUALISM AND ATTENTIONAL CONTROL ON COGNITIVE TASKS.

Bialystok, E. (1999). Cognitive complexity and attentional control in the bilingual mind. *Child Development,* 70(3), 636-644. from PsycINFO database.

Investigates whether the bilingual advantage in control (selective attention) can be found in a nonverbal task, the dimensional change card sort, used by P. D. Zelazo and D. Frye (e.g., 1997) to assess Cognitive Complexity and Control (CCC). The author contends this problem contains misleading information characteristic of high-control tasks but minimal demands for analysis. 60 preschool children, half of whom were bilingual, were divided into a group of younger (mean age 4.2 yrs) and older (mean age 5.4 yrs) children. All the children were given a test of English proficiency (PPVT-R; L. M. Dunn and L. M. Dunn, 1981) and working memory (Visually-Cued Recall Task) to assure comparability of the groups and then administered the dimensional change card sort task and the moving word task. **The bilingual children were more advanced than the monolinguals in the solving of experimental problems requiring high levels of control. It is concluded that these results demonstrate the role of attentional control in both these tasks.**

THERE IS A CORRELATION BETWEEN BILINGUALISM AND INTELLIGENCE.

Peal, E., & Lambert, W. E. (1962). The relation of bilingualism to intelligence. *Psychological Monographs*, 76(27, Whole No. 546), 23. from PsycINFO database.

This study utilizing a group of monolingual and a group of bilingual 10-year old children obtained from 6 Montreal French schools were given verbal and nonverbal intelligence tests as well as measures of attitudes to the English and French communities. **It is interesting to note that this study contrary to others found that bilinguals performed significantly better than their monolingual controls both on the verbal and the nonverbal intelligence tests.** Factor analysis supported the hypothesis that the structures of intellect for the 2 groups differed with the bilingual group possessing a more diversified set of mental abilities. **Attitude studies also appear to give the bilinguals a more favorable attitude, than their monolingual comparable peers, toward the English-Canadians and less toward the French-Canadians.**

THERE IS A CORRELATION BETWEEN BILINGUALISM AND METALINGUISTIC SKILLS.

Bialystok, E. (1988). Levels of bilingualism and levels of linguistic awareness. *Developmental Psychology*, 24(4), 560-567. from PsycINFO database.

A framework for relating degree of bilingualism to aspects of linguistic awareness is presented in which metalinguistic tasks are described in terms of

their demands for analysis of knowledge or control of processing. Two studies are reported in which children differing in their level of bilingualism were given metalinguistic problems to solve that made demands on either analysis or control. **The hypotheses were that all bilingual children would perform better than monolingual children on all metalinguistic tasks requiring high levels of control of processing and that fully bilingual children would perform better than partially bilingual children on tasks requiring high levels of analysis of knowledge. The results were largely consistent with these predictions.**

Galambos, S. J., & Goldin-Meadow, S. (1990). The effects of learning two languages on levels of metalinguistic awareness. *Cognition*, 34(1), 1-56. from PsycINFO database.

Observed the development of metalinguistic awareness and tested the bilingual hypothesis, by comparing metalinguistic skills in 32 Spanish-speaking and 32 English-speaking monolinguals and in 32 Spanish-English bilinguals aged 4 yrs 5 mo to 8 yrs. The Spanish and English metalinguistic tests each contained 15 different ungrammatical constructions and 15 grammatically correct "fillers." For each item, the children were asked in the appropriate language to note whether the construction was correct or incorrect, to correct the errors they noted, and to explain why those errors were wrong. **Data suggest that the experience of learning 2 languages hastens the development of certain metalinguistic skills in young children but does not alter the course of that development.**

Mohanty, A. K. (1992). Bilingualism and cognitive development of kond tribal children: Studies on metalinguistic hypothesis. *Pharmacopsychoecologia.Special Issue: Environmental Toxicology and Social Ecology*, 5(1-2), 57-66. from PsycINFO database.

Bilinguals' superiority over unilinguals on cognitive, linguistic, and academic achievement measures has been explained in terms of a metalinguistic hypothesis that suggests that use of 2 or more languages endows the language users with special awareness of objective properties of language and enables them to analyze linguistic input more effectively. A series of studies compared unilingual and balanced bilingual Kond children to investigate the metalinguistic hypothesis. **These studies show that the bilinguals outperform the unilinguals on a number of cognitive, linguistic, and metalinguistic tasks, even when the differences in intelligence are controlled.** However, a study with unschooled bilingual and unilingual children showed no significant differences in metalinguistic skills. The metalinguistic hypothesis of bilinguals' superiority in cognition may need to be reexamined in the context of the effect of schooling on metalinguistic processes.

Pattnaik, K., & Mohanty, A. K. (1984). Relationship between metalinguistics and cognitive development of bilingual and unilingual tribal children. *Psycho-Lingua,* 14(1), 63-70. from PsycINFO database.

Investigated the relationship between metalinguistic and cognitive ability of 120 bilingual and unilingual children who were 6, 8, and 10 yrs of age. Metalinguistic

ability was determined from students' abilities to perceive rhymes in language, judge the appropriateness of corrections of others' speech, define words, substitute symbols, understand arbitrary language, and create words. Cognitive abilities were measured with Piagetian conservation tasks and the Progressive Matrices Test. Results suggest that bilingualism enhances the metalinguistic ability of children but does not improve their cognitive abilities because bilinguals are capable of switching from one linguistic code to the other. **It is therefore contended that metalinguistic abilities constitute a set of abilities independent from cognitive abilities and that the better performance of bilinguals is due to their ability to reflect on language regardless of their cognitive development.**

THERE IS A CORRELATION BETWEEN BILINGUALISM AND MEMORY SKILLS.

Kormi-Nouri, R., Moniri, S., & Nilsson, L. (2003). Episodic and semantic memory in bilingual and monolingual children. *Scandinavian Journal of Psychology,* 44(1), 47-54. from PsycINFO database.

Although bilinguality has been reported to confer advantages upon children with respect to various cognitive abilities, much less is known about the relation between memory and bilinguality. In this study, 60 (30 girls and 30 boys) bilingual and 60 (30 girls and 30 boys) monolingual children in three age groups (ages 7.9-9.4, 9.7-11.4 and 11.7-13.3 yrs) were compared on episodic memory and semantic memory tasks. Episodic memory was assessed using subject-performed tasks (with real or imaginary objects) and verbal tasks, with retrieval by both free recall and cued recall. Semantic memory was assessed by word fluency tests. **Positive effects of bilingualism were found on both episodic memory and semantic memory at all age levels.** These findings suggest that bilingual children integrate and/or organize the information of two languages and so bilingualism creates advantages in terms of cognitive abilities (including memory).

THERE IS A CORRELATION BETWEEN BILINGUALISM AND PROBLEM SOLVING ABILITY.

Stephens, Mary Ann Advisor: Esquivel, Giselle B. (1997). *Bilingualism, creativity, and social problem-solving.* (PhD, Fordham University).

The present study investigated the effects of bilingualism on the creativity and social problem-solving skills of 84 Hispanic children from Spanish-speaking homes. The subjects were students from a small city school district in the New York metropolitan area. Only students demonstrating high levels of proficiency (60% or higher on the Language Assessment Battery) were considered to be proficient in the language being assessed. Students who demonstrated proficiency in both Spanish and English were considered 'bilingual' for the purposes of the study. Those meeting the criterion in only one language were considered to be 'monolingual.' The Torrance Test of Creative Thinking was

administered as the measure of creativity, and the Preschool Interpersonal Problem Solving Scale was used to measure social problem-solving abilities. The Ravens Progressive Matrices were used to measure general cognitive ability. General cognitive ability was used as a covariate in the statistical analyses. **The results indicated that the bilingual children outperformed their monolingual counterparts in the area of social problem solving, but not in the area of creativity.** The positive relationship seen between bilingualism and social problem solving further strengthens the research in the area of the positive advantages of bilingualism.

THERE IS A CORRELATION BETWEEN BILINGUALISM AND IMPROVED VERBAL AND SPATIAL ABILITIES.

DIAZ, R. M. (1982). THE IMPACT OF SECOND-LANGUAGE LEARNING ON THE DEVELOPMENT OF VERBAL AND SPATIAL ABILITIES. (PhD, Yale University).

The present study investigated the development of verbal and spatial abilities over time within a group of Spanish(L1)-English(L2) bilingual children currently attending Kindergarten and First-grade bilingual education programs. The study was designed in response to methodological gaps in current research on bilinguals' cognitive development; in particular, the study examined the cognitive effects of bilingualism on children who are just beginning to learn a second language and proposed a measure of degree of bilingualism that effectively controls for basic ability in the dominant language. **The results firmly supported the claim that bilingualism fosters the development of verbal and spatial abilities.** The relationship between degree of bilingualism and cognitive abilities was particularly strong for children of low second-language proficiency. This pattern of results questioned the validity of Cummins' threshold hypothesis and suggested a new, alternative threshold hypothesis. The new (Diaz) threshold hypothesis states that variability in second-language proficiency would be related to variability in cognitive measures only before a certain threshold of proficiency in the second language is attained. Two different sets of statistical analyses gave support to a cause-effect model where degree of bilingualism is the causal factor affecting cognitive abilities. An experimental study examined the construct of cognitive flexibility and provided some support for the claim that the nonverbal advantages observed in bilingual children could be explained by their use of verbal mediation in the processing of nonverbal tasks.

FIND OUT MORE ABOUT THE BENEFITS OF BILINGUALISM BY INVESTIGATING THESE REVIEWS OF THE LITERATURE.

Bialystok, E. (. (2005). *Consequences of bilingualism for cognitive development.* New York, NY, US: Oxford UniversityPress.

(From the chapter) Research addressing the possible cognitive consequences

of bilingualism for children's development has found mixed results when seeking effects in domains such as language ability and intelligence. The approach in the research reported in this chapter is to investigate the effect that bilingualism might have on specific cognitive processes rather than domains of skill development. Three cognitive domains are examined: concepts of quantity, task switching and concept formation, and theory of mind. The common finding in these disparate domains is that bilingual children are more advanced than monolinguals in solving problems requiring the inhibition of misleading information. The conclusion is that bilingualism accelerates the development of a general cognitive function concerned with attention and inhibition, and that facilitating effects of bilingualism are found on tasks and processes in which this function is most required. (PsycINFO Database Record (c) 2006 APA, all rights reserved)

Cummins, J. (1993). Bilingualism and second language learning. *Annual Review of Applied Linguistics*, 13, 51-70. from Linguistics and Language Behavior Abstracts database.

The past five years have witnessed an increase in interest in bilingualism & second-language learning among researchers & policy makers. Growing cultural & linguistic diversity, cross-cultural contact, & the increasing recognition of the linguistic rights of indigenous & cultural minorities have fostered this interest. Recent advances in research & theory concerning these issues are addressed. Four topics are given specific attention: language shift in early childhood, cognitive & academic consequences of bilingualism & second-language learning, bilingualism & second-language learning during the school years, & theoretical approaches to the development of bilingualism & second-language learning. An annotated bibliography is also provided.

Diaz, R. M. (., & Klinger, C. (1991). Towards an explanatory model of the interaction between bilingualism and cognitive development. In E. Bialystok (Ed.), *Most of the chapters in this volume were originally presented in the invited symposium "language acquisition and implications for processing in bilingual children" at the meeting of the society for research in child development, 1987*. (pp. 167-192). New York, NY, US: Cambridge University Press.

(From the chapter) proposes an explanatory model of the relation between bilingualism and cognitive abilities that specifies the role of language awareness in the development of non-linguistic cognitive skills it is our belief that any successful explanation of the interaction between bilingualism and cognitive development must fulfill two basic requirements: first, the model should be formulated, developed, and tested within a solid theoretical framework regarding the relation between language and thought in development; second, the model should be constrained by the available data / in other words, the model should be developed in order to explain the reliable findings to date on bilingual cognitive development in order to fulfill our second requirement for the development of an explanatory model, we review the literature in search of findings that must be explained / discuss six different sets of findings regarding the relation between bilingualism and cognitive development cognitive advantages / metalinguistic abilities / additive and substractive situations / timing of positive effects / bilingual private speech Vygotsky's theory of thought and

language (PsycINFO Database Record (c) 2006 APA, all rights reserved)

Hakuta, K. (1986). *Cognitive development of bilingual children* No. ER3). U.S.; Connecticut:

The idea that bilingualism causes cognitive damage to children is no longer held by researchers, but it lingers in popular belief. It is based on the assumption that language is central to cognitive development, which is not held by all theorists. Another theoretical issue is whether the mind is a limited-capacity container or can accommodate two languages with ease. Social concerns arising from cases of poor acculturation have also influenced research on bilingualism. More recent research has compared the performance of "real" bilingual children, those with roughly equal language skills, with that of monolingual children and found the former group to have superior performance, especially in metalinguistic ability. There is now data suggesting that even language minority students in bilingual education programs who are in the process of learning English can benefit from some of the advantages of bilingualism. These studies contradict the argument that bilingualism in itself might cause cognitive confusion in the child, and support the idea that bilingualism can lead to higher levels of metalinguistic awareness and cognitive ability. In general, they point to the benefits to children of all language backgrounds of learning and maintaining two languages. (MSE)

Thanks to Amanda Kibler and Sandy Philipose, Graduate Research Assistants of Guadalupe Valdés at Stanford University, for assisting in the compilation of these studies.

This information is not designed to provide a comprehensive review of the research studies available but has been compiled to highlight the benefits of language learning.

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STUDIES SUPPORTING INCREASED ACADEMIC ACHIEVEMENT

LANGUAGE LEARNING CORRELATES WITH HIGHER ACADEMIC ACHIEVEMENT ON STANDARDIZED TEST MEASURES.

Armstrong, P. W., & Rogers, J. D. (1997). Basic skills revisited: The effects of foreign language instruction on reading, math, and language arts. *Learning Languages, 2*(3), 20-31.

> Third-grade students from were randomly assigned to receive 30-minute Spanish lessons three times a week for one semester. These lessons focused on oral-aural skills and were conducted entirely in Spanish. **Students in the Spanish classes scored significantly higher than the group that did not receive Spanish instruction in math and language on the Metropolitan Achievement Test (MAT).** There was no significant difference in reading scores.

Cade, J. M. (1997). The foreign language immersion program in the Kansas City, Missouri Public Schools, 1986-1996 [Abstract]. *Dissertation Abstracts International -A 58*(10), 3838.

> This study describes the planning, development, implementation, and assessment of the foreign language magnet plan in schools in the Kansas City, Missouri Public School District. **The program outcomes appeared to support the contentions found in research that, over time, second language learners (1) have improved test scores; (2) are able to think divergently; (3) achieve in their first language; and (4) attract and maintain parent involvement.**

Carr, C.G. (1994). The effect of middle school foreign language study on verbal achievement as measured by three subtests of the Comprehensive Tests of Basic Skills [Abstract]. *Dissertation Abstracts International -A 55*(07), 1856.

> This study looked at the effects of foreign language study on the verbal achievement of middle school students as measured by three subtests of the Comprehensive Tests of Basic Skills. The students were compared with students who did not have language study but were enrolled in the Challenge Reading program. **The study concluded that performance in reading comprehension, language mechanics, and language expression was significantly higher in favor of the experimental group (foreign language study) when such variables as academic aptitude and level of performance in the treatment were statistically controlled.**

Johnson, C. E., Flores, J. S., & Eillson, F. P. (1963). The effect of foreign language instruction on basic learning in elementary schools: A second report. *The Modern*

***Language Journal, 47*(1), 8-11.**

This study looked at the effects of 20 minutes of daily Spanish instruction on academic achievement. Students were given the Iowa Every-Pupil Test of Basic Skills in September of students' fourth and fifth grade years. **Students receiving Spanish instruction scored higher than the control group in language skills, work study skills, and arithmetic, but the difference was not statistically significant.** Likewise, the control group scored higher than the experimental group in reading vocabulary and reading comprehension, but differences were not significant. **The author concludes that foreign language instruction does not hinder academic achievement.**

Johnson, C. E., Ellison, F. P., & Flores, J. S. (1961). The effect of foreign language instruction on basic learning in elementary schools. *The Modern Language Journal, 45*(5), 200-202.

In this pilot study, two third-grade classrooms were used to compare the effects of foreign language instruction on basic skills. One classroom received Spanish instruction for 25 minutes per day for the spring semester, while the other class followed the regular curriculum with no foreign language instruction. **Analysis of the results showed the groups receiving language instruction had higher mean scores than the control group in arithmetic and English grammar, although their scores were slightly lower than the control group in English punctuation, comprehension, and vocabulary.**

Haak, L. A., & Leino, W. B. (1963). The teaching of Spanish in the elementary schools and the effects on achievement in other selected subject areas., 100. from ERIC database.

Classes from six schools were used with the experimental groups devoting 15 minutes per day to Spanish instruction over a three-year period. The Iowa Tests of Basic Skills and the Stanford Social Studies test served as measurements. **The conclusions drawn were (1) deletion of time from arithmetic, language and social studies had no detrimental effect upon measured achievement in subject areas from which the time was taken; (2) measured intelligence is positively correlated with measured achievement in the learning of Spanish.**

Lopato, E. W. (1963). FLES and academic achievement. *The French Review, 36*(5), 499-507.

114 third-grade students from four classrooms participated in this study. Students were "equated" for grade placement, age, intelligence, and socio-economic status, and teachers were "equated" for fluency in French. These experimental groups received daily 15-minute French lessons from their classroom teachers, who were both described as "fluent" in French. The French instruction was aural-oral and did not include reading or writing in the target language. The Stanford Achievement Test was given as a pre-test at the beginning of the school year, and an alternate form of the test was given at the end of the school year. **At one of the school sites, the experimental group scored significantly higher than the control group on the average arithmetic scores, but not on average reading, spelling, or language. At the other school site, students receiving foreign language instruction scored significantly higher on the average arithmetic and spelling sections, but not the average reading or language sections of the test.**

Rafferty, E. A. (1986). *Second language study and basic skills in Louisiana*. U.S.; Louisiana, from ERIC database.

A statewide study in Louisiana revealed that third, fourth, and fifth graders who participated in 30-minute elementary school foreign language programs in the public schools showed significantly higher scores on the 1985 Basic Skills Language Arts Test than did a similar group that did not study a foreign language. Further, by fifth grade, the math scores of language students were also higher than those of students not studying a foreign language. Both groups were matched for race, sex, and grade level, and the academic levels of students in both groups were estimated by their previous Basic Skills Test results and statistically equated. **The results of the analysis suggest that foreign language study in the lower grades helps students acquire English language arts skills and, by extension, math skills.**

Sheridan, R. (1976). *Augmenting reading skills through language learning transfer. FLES Latin program evaluation reports, 1973-74, 1974-75, 1975-76.* From ERID database.

A project was begun in 1973 in the Indianapolis Public School system based on the hypothesis that English language skills and the control of syntactic structures can be measurably improved through participation in a specially designed Latin FLES program stressing the importance of Latin root words. Goals of the project were to assess whether or not the study of Latin and classical civilization will: (1) expand the verbal functioning of sixth grade children in English, and (2) broaden their cultural horizons and stimulate an interest in humanities. The project was directed towards approximately 400 sixth graders in six schools, all studying Latin and classical civilization in a program coordinated with their regular classes. They received a thirty-minute lesson each day 5 days per week taught by a Latin specialist. **The present program evaluation report shows overall gains in word knowledge, reading, language, spelling, math computation, math concepts, math problem solving, and social studies after the first year, and gains in spelling, reading, and math concepts following the second and third years of the program, as seen from results on subtests of the Metropolitan Achievement Test.**

Thomas, W. P., Collier, V. P., & Abbott, M. (1993). Academic achievement through Japanese, Spanish, or French: The first two years of partial immersion. *Modern Language Journal, 77*(2), 170-179. from PsycINFO database.

Compared the academic performance of 719 1st-, 2nd-, and 3rd graders in a foreign language partial immersion program with that of 1,320 students in the same grades and with similar demographics, but not in an immersion program. Students were tested to determine performance in mathematics and English language arts, and oral proficiency in the target language (Japanese, Spanish, or French) was examined for immersion students. **Immersion students scored at least as well, and to some extent better than, nonimmersion students. There was no evidence that the immersion experience hampered academic and cognitive development.** In target language proficiency, immersion students made steady progress toward oral proficiency in the target language, reaching the upper end of the midlevel proficiency range by the end of the 2nd yr.

Barik, H. C., & Swain, M. (1978). Evaluation of a French immersion program: The Ottawastudy through grade five. *Canadian Journal of Behavioural Science, 10*(3), 192-201. from PsycINFO database.

Assessed a Canadian French immersion program in which English-speaking pupils attending English schools are taught partially or completely in French. The program involved nearly 33% of the children who entered the Ottawa public school system in kindergarten.

Two groups were matched according to socioeconomic status characteristics and were generally from a middle to upper-middle-class background. Sstudents were administered several measures including the Canadian Cognitive Abilities Test and Canadian Tests of Basic Skills. Only Grade 5 students were given the Metropolitan Science Test only. French immersion pupils were given a set of achievement tests in French and tests of reading comprehension in French. **Results indicate that immersion group students were in general on the same level with or ahead of the regular English in most academic areas considered (e.g., work-study skills and mathematics) and were performing satisfactorily in French.**

Genesee, F., & Lambert, W. E. (1983). Trilingual education for majority-language children. *Child Development, 54*(1), 105-114. from PsycINFO database.

Examined the effectiveness of double-immersion (DI) programs in which English-speaking children receive curriculum instruction in 2 second languages (Hebrew and French) before or along with 1st-language instruction. French second-language proficiency of Grade 5 DI students was as good as that of comparable students in single-immersion programs in French only and better than that of non-immersion students with conventional French-as-a-second-language instruction. **None of the DI groups showed deficits in 1st-language development or academic achievement. It is concluded that DI, especially if begun early, can be an effective means for English-speaking children to acquire functional proficiency in 2 non-native languages and that instruction in the 1st language in the beginning of the program has no long-term benefits to first-language development but may slow down second-language learning.**

Turnbull, M., Hart, D., & Lapkin, S. (2003). Grade 6 French immersion students' performance on large-scale reading, writing, and mathematics tests: Building explanations. *AlbertaJournal of Educational Research, 49*(1), 6-23. from PsycINFO database.

We analyzed data from Ontario's provincial testing program to ascertain if the reading, writing, and mathematics skills of grade 6 immersion students were comparable to those of regular English program students. **The analysis confirms the results of earlier program evaluations that any lags in immersion students' achievement in reading, writing, and math disappear by grade 6.** We offer two explanations to account for this result. The lag explanation holds that taking reading, writing, and math in French until the end of grade 3 creates a lag in achievement until English is introduced into the curriculum, after which immersion students catch up to regular students' performance. The selection explanation suggests that immersion test performance improves by grade 6 relative to regular English program counterparts because the composition of the grade 6 cohort is more select than that of earlier cohorts.

LANGUAGE LEARNING IS BENEFICIAL TO BOTH MONOLINGUAL ENGLISH AND ENGLISH LANGUAGE LEARNERS IN BILINGUAL AND TWO-WAY IMMERSION PROGRAMS.

Cohen, A. D. (1974). The Culver CitySpanish immersion program: The first two years. *The Modern Language Journal, 58*(3), 95-103. from Linguistics and Language Behavior Abstracts database.

A report on the Culver City Spanish Immersion Program designed for the bilingual education of English speaking students learning Spanish showed definite patterns emerging following the second year of the program. **The English speaking students were acquiring competence in understanding, speaking, reading, and writing Spanish, while maintaining English language proficiency. These students are also performing on the same level as their English speaking age group who were not in bilingual programs in content subjects such as mathematics.**

Pagan, C. R. (2005). English learners' academic achievement in a two-way versus a structured English immersion program [Abstract]. *Dissertation Abstracts International, A: The Humanities and Social Sciences, 66* (5), 1603-A-1604-A. (Available from UMI, Ann Arbor, MI. Order No. DA3175715.)

This study examines the academic achievement scores of English learners in a two-way immersion (TWI) program and a Structured English Immersion program in two California elementary schools. In addition, this study compares the English and Spanish academic performance of English learners with the achievement levels of English-dominant students in the same TWI program. A total of 194 students were followed over a three-year period beginning with the 1999-2000 school year and ending in 2001-2002. Assessment scores from the Stanford 9 (reading and mathematics) and the Spanish Assessment for Basic Education (SABE) (reading and mathematics) were collected and analyzed. **The findings support work by other researchers who have reported that teaching English learners in their home language does not impede the acquisition of English. Similarly, English-dominant students in a TWIprogram, by the end of their first and third year of this study, were achieving at-or-above grade level in both English and Spanish.**

LANGUAGE LEARNING IS BENEFICIAL IN THE DEVELOPMENT OF STUDENTS' READING ABILITIES.

D'Angiulli, A., Siegel, L. S., & Serra, E. (2001). The development of reading in English and Italian in bilingual children. *Applied Psycholinguistics, 22*(4), 479-507. from PsycINFO database.

This study analyzes the reading abilities of 81 English-speaking Canadian-born children (ages 9-13) who had been exposed to Italian at home, where both languages were spoken by their middle-class parents. The children attended an Italian heritage language class every day for 35 minutes, starting in the first grade. English and Italian monolingual comparison groups of students were used, which matched students on age. English monolingual students were comparable to bilingual students in that they lived in same geographical area, were taught using similar methods, and had comparable socioeconomic status. The Italian monolingual students from northern Italywere similar to the bilingual group in socioeconomic status and family background. A series of word reading, pseudoword reading, spelling, working memory, and oral cloze tasks were administered in each language. Findings indicate significant similar levels of performance in both languages, with correlations between English and Italian word reading, pseudoword reading, and spelling. **In comparing 9-10 year-old bilinguals to English monolinguals on tasks in English, the bilingual skilled readers scored higher on word-reading and spelling tasks than the monolingual skilled readers, although no differences were found on psuedoword reading tasks, working memory, or oral cloze tasks.**

Diaz, J. O. P. (1982). The effects of a dual language reading program on the reading ability of Puerto Rican students. *Reading Psychology, 3*(3), 233-238. from ERIC database.

> This study revealed that Puerto Rican students recently arrived in the United States who participated in a bilingual reading program in Spanish and English performed significantly better than did similar students who did not participate in the program.

District of Columbia Public Schools, Washington, D.C. (1971). A study of the effect of Latin instruction on English reading skills of sixth grade students in the public schools of the district of Columbia, school year, 1970-71., 18. from ERIC database.

> This study examines the effect of language study on the English reading skills of sixth-grade school children. Achievement in reading skills of a control group of students receiving no foreign language instruction was compared with that in the Latin instruction group. Differences in scores of pretests and posttests of the more than 1100 students in three categories of reading achievement--vocabulary, comprehension, and total reading skills--were used as the data in determining average achievement in each group. **Results of the study indicate that there is a significant difference between reading achievement scores of sixth-grade students receiving foreign language instruction and students with no foreign language instruction.**

Garfinkel, A., & Tabor, K. E. (1991). Elementary school foreign languages and English reading achievement: A new view of the relationship. *Foreign Language Annals, 24*(5), 375-382. from Linguistics and Language Behavior Abstracts database.

> In a four-year study of the relationship between the length of elementary foreign-language education & English reading achievement, 672 students from a Midwestern elementary school were administered reading tests after they had received two or four years of foreign-language instruction - up to grade six. **The sample represented varying intelligence levels. Results indicated that students of average intelligence profited most from the two extra years of instruction in terms of English reading skills.**

THERE IS EVIDENCE THAT LANGUAGE LEARNERS TRANSFER SKILLS FROM ONE LANGUAGE TO ANOTHER.

Cunningham, T. H., & Graham, C. R. (2000). Increasing native English vocabulary recognition through Spanish immersion: Cognate transfer from foreign to first language. *Journal of Educational Psychology, 92*(1), 37-49. from PsycINFO database.

> Effects of Spanish immersion on children's native English vocabulary were studied. Matched on grade, sex, and verbal scores on a 4th-grade Cognitive Abilities Test (CAT), 30 5th- and 6th-grade immersion students and 30 English monolinguals did 60 consecutive Peabody Picture Vocabulary Test (PPVT) items. The CAT and conventionally scored PPVT revealed comparable verbal ability between groups, but on 60 consecutive PPVT items, immersion did better than control because of cognates. On SECT, immersion significantly outperformed students in the control group. **Findings support the idea that Spanish immersion has English-language benefits and that positive transfer (cross linguistic influence) occurs from Spanish as a foreign language to native English receptive vocabulary.**

Hoffenberg, R. M., et al. (1971). Evaluation of the elementary school (FLES) Latin program 1970-71.*R7202*, Report: R-7202. 53.

This study analyzes the effect of one year of daily Latin instruction (15- to 20-minute lessons) on academic achievement, as measured by the vocabulary section of the Iowa Test of Basic Skills. Thirty four fifth- and sixth-grade experimental subjects were matched with an equal number of control group subjects on measures of Iowa test score (from the previous year), grade level, and neighborhood. The authors note, however, that the neighborhood matching only provided a "rough control over socioeconomic factors." **Results indicated that fifth-grade students in the experimental group were functioning on grade level (sixth month of fifth grade) on the English vocabulary measure while the control group scored one year below grade level. The authors concluded that Latin instruction was effective in building English vocabulary of experimental group students.**

Masciantonio, R. (1977). Tangible benefits of the study of Latin: A review of research. *Foreign Language Annals, 10*(375), 382. From ERIC database.

This article examines the linguistic benefits of Latin in light of recent research which seems to document the relevance of Latin in building English vocabulary and reading skills. Evidence is cited from eight educational projects in which an experimental group of students taking Latin, and a control group not taking Latin, were pretested, posttested, and compared with regard to English verbal skills. **In each case, the Latin students showed significant gains over the control group.** Other studies supporting these findings are cited, as well as projects presently being conducted. These studies yield important pedagogical implications: (1) educational administrators and curriculum specialists should consider the significance of Latin in improving language skills; (2) the language profession should assume the responsibility of disseminating information about this research; and (3) responsible educators should combat the tendency to ignore research data for budgetary or other reasons.

THERE IS A CORRELATION BETWEEN SECOND LANGUAGE LEARNING AND INCREASED LINGUISTIC AWARENESS.

Demont, E. (2001). Contribution of early 2nd-language learning to the development of linguistic awareness and learning to read/Contribution de l'apprentissage précoce d'une deuxième langue au développment de la conscience lingustique et à l'apprentissage de la lecture. *International Journal of Psychology, 36*(4), 274-285. from PsycINFO database

This study aimed to validate the effects of second language learning on children's linguistic awareness. More particularly, it examined whether bilingual background improves the ability to manipulate morpho-syntactic structure. The study postulated that children who received a precocious learning of 2 languages (French-German) may develop enhanced awareness and control of syntactic structure since they need an appropriate syntactic repertoire in each language. In return, these children will gain access to the written language with more ease. **The results showed an advantage for the children who attended bilingual classes since kindergarten: they were better at grammatical judgment and correction tasks and word recognition.**

THERE IS A CORRELATION BETWEEN LANGUAGE LEARNING AND STUDENTS' ABILITY TO HYPOTHESIZE IN SCIENCE.

Kessler, C., & Quinn, M. E. (1980). Positive effects of bilingualism on Science problem-solving abilities. In J. Alatis (Ed.), *Georgetown Universityround table on languages and linguistics* (pp. 295-308). Washington, DC: Georgetown University Press, from Linguistics and Language Behavior Abstracts database.

Examined are the consequences of bilingualism on children's ability to formulate scientific hypotheses or solutions to science problems & interactions of this ability with aspects of linguistic competence. Experimental group treatment consisted of 12 science inquiry film sessions & 6 discussion sessions, all taught by the same teacher in English. The quality of scientific hypotheses and the complexity of the language used to express them were found to be significantly higher for both experimental groups than for the control groups. **However, the bilingual children, given the same instruction by the same teacher in formulating scientific hypotheses, consistently outperformed monolingual children both in the quality of hypotheses generated and in the syntactic complexity of the written language.** One implication is that a well-organized bilingual program where children develop in two linguistic perspectives can make the positive interactions of cognitive functioning & language development more fully operative.

LANGUAGE LEARNING CAN BENEFIT ALL STUDENTS.

Holobow, N. E., Genesee, F., Lambert, W. E., & Gastright, J. (1987). Effectiveness of partial French immersion for children from different social class and ethnic backgrounds. *Applied Psycholinguistics, 8*(2), 137-151. from PsycINFO database.

Evaluated a program of partial (half-day) French immersion in kindergarten. The English and French language development of 122 native English-speaking children from both working and middle class backgrounds was assessed. Results indicate that the 73 experimental students progressed just as well in English as 70 matched controls who followed a conventional all-English program. **It was also found that socioeconomically underprivileged students (both Black and White) benefited from an immersion-type introduction to a foreign language as much as students from middle class homes did.** Degree of progress in French was not linked with social class background, even though this background factor clearly affected performance on the English language tests.

THERE IS A CORRELATION BETWEEN YOUNG CHILDREN'S SECOND LANGUAGE DEVELOPMENT AND THE DEVELOPMENT OF PRINT AWARENESS.

Bialystok, E. (1997). Effects of bilingualism and biliteracy on children's emerging concepts of print. *Developmental Psychology, 33*(3), 429-440. from PsycINFO database.

Three groups of 4- and 5-year-old children were examined for their concepts of how print refers to language. All of the children could identify printed letters and their sounds but not read alone. The groups studied were monolingual speakers of English, bilingual speakers of French and English, and bilingual speakers of Chinese (Mandarin) and English. Bilingual children were equally proficient in both languages and were familiar with print and storybooks in both languages. The tasks assessed children's understanding of the general correspondence between print and language in which the printed form represents a word and the specific correspondence between a constituent of print and one of language that determines representation in a given writing system. The general correspondence relation applies to all writing systems, but the specific correspondence relation changes for different kinds of writing systems. **Bilingual children understood better than monolingual children the general symbolic representation of print. The older Chinese-English bilingual children also showed advanced understanding of the specific correspondence relations in English print.**

HERITAGE LEARNERS WHO USE THEIR LANGUAGE SKILLS TO INTERPRET AND TRANSLATE FOR FAMILY MEMBERS EXPERIENCE HIGHER ACADEMIC PERFORMANCE AND GREATER SELF-EFFICACY.

Buriel, R., Perez, W., De Ment, T. L., Chavez, D. V., & Moran, V. R. (1998). The relationship of language brokering to academic performance, biculturalism, and self-efficacy among Latino adolescents. *Hispanic Journal of Behavioral Sciences, 20*(3), 283-297. from PsycINFO database.

Children who interpret for their immigrant parents are referred to as language brokers. The present study examined the relationship of language brokering to academic performance, biculturalism, academic self-efficacy, and social self efficacy. The many adultlike experiences of children who broker on a regular basis suggest that their cognitive and socioemotional development may be accelerated relative to children of immigrant families who broker infrequently or not at all. 122 Latino adolescents from immigrant families were participants in the study. Results showed that, as expected, language brokering was positively related to biculturalism, and in **turn, both of these variables were positively related to academic performance. In addition, the strongest predictor of academic performance was academic self-efficacy.** Results also indicated that, to some degree, language brokering is a gendered activity, with females reporting more brokering than males.

THERE IS A CORRELATION BETWEEN LANGUAGE STUDY AND HIGHER SCORES ON THE SAT AND ACT TESTS.

Cooper, T. C. (1987). Foreign language study and SAT-verbal scores. *Modern Language Journal, 71*(4), 381-387. from ERIC database.

Comparison of verbal Scholastic Aptitude Test (SAT) and California Achievement Test (CAT) scores of high school students who had or had not taken at least one year of foreign language study supported the conclusion that length of foreign language study was positively related to high SAT verbal scores.

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[1] "World's Most Ethical Companies," (*Ethisphere* magazine, Q1 2014. [quarterly])

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Location: Alpharetta, GA 30022
Job Status: Full Time Temporary/Contract/Project

Ajilon has an immediate Logistics Coordinator job opportunity in Alpharetta, GA. This position will be responsible for coordinating the company's inventory from plants, outside cold storage, and other points of origin, to domestic and international food manufacturing customers.

The Logistics Coordinator job duties and responsibilities include:

- Role requires successful communication with Logistics Team and interaction with Sales; Manufacturing; External Freight Companies; Regulatory Agencies, customers, Accounting, brokers, etc.
- Authorize freight and outside purchase payments in a timely manner.
- Spool shipping orders to the shipping locations on a timely basis
- Negotiate freight rates
- Initiate, enter and secure approval on contract amendments
- Handle and understand the needs of all customers as assigned
- Understand plant operations, including logistics, production and inventory
- Understand requirements and procedures of outside purchases contracts and ensure that outside purchases are taken in a timely manner
- Candidate must have the ability to select and manage vendors
- Ability to use the main-frame computer systems is required

Qualifications:
Entry level to one year of international logistics experience, working with shipments, shipment documents or in a related area; if entry level, MUST have a degree in SC&L

- A Bachelor's degree in Business, Supply Chain or Logistics
- Candidates should have excellent verbal and written communications skills
- Knowledge of the various methods of international credit and payment
- Knowledge of specific country export and import organizations' regulations
- Knowledge of NAFTA and GATT regulations as they relate to imports into USA
- Basic understanding of manufacturing and marketing processes
- Qualified candidate must be able to understand peanut grading standards, government regulations and customer specifications
- Ability to troubleshoot and determine resources that may be needed to solve problems with the Logistics process
- Good verbal and written communication skills, convey information professionally and concisely.
- "Team Player" mindset required
- Bilingual English/Spanish, preferred

If you are interested in this or other Logistics Coordinator job opportunities with Ajilon, please send your resume to lana.fidanza@ajilon.com today!

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Altegra Health

Job Summary

Company
Altegra Health

Location
Alpharetta, GA 30004

Industries
Healthcare Services
Business Services - Other

Job Type
Full Time
Employee

Years of Experience
1+ to 2 Years

Education Level
High School or equivalent

Career Level
Entry Level

Salary
10.00 - 12.00 $ /year
Bonus, benefits, PTO

Job Reference Code
JO-1503-1861_1428092762

Contact Information
Altegra Health
Altegra Health

Member Services Rep/Advocate

About the Job

Member Services Representative /Advocate

Over 20 million individuals benefit from services that Altegra Health provides. When you join our team, you stand on the foundation of a successful organization that enriches an individual's life. We place a high value on qualities such as integrity, empathy, excellence and trust. As an Altegra Health Advocate you will have every opportunity to improve the lives of others. You become the voice of our organization to millions of individuals who are looking for services and solutions to improve their quality of life. Join our team and set your career path in the right direction!

The Advocate role is a full-time position based in our Alpharetta, Georgia call center and reports to the Supervisor of Member Engagement for Altegra Health in the Eligibility & Enrollment division. This position holds accountability for conducting outbound and inbound telephonic inside sales/intake services to pre-qualified health plan members.

Responsibilities:

- Meet production/departmental and quality goals by conducting telephonic outreach activities to review and assess health plan member's eligibility.
- Review and analyze health plan member correspondence and/or inquiries for the purpose of transferring the most qualified cases.
- Maintain and follow-up of inbound and processed correspondence and/or inquiries from Altegra's Health Outreach. Maintain current knowledge of state and federal regulatory requirements to adhere to strict compliance of all aspects of Altegra Health's Outreach Operations.
- Participate in Altegra Health staff and operational development programs.

Qualifications:

- Must have a High School diploma or GED.
- Associates degree preferred in Health Care Administrative, Business, Finance, or a related field from an accredited college or university or equivalent experience which demonstrates the ability to perform the functions of the position.
- 1-2 years of call center experience preferred.
- Proven ability to effectively market and sell company services in an outbound call center (quota) environment.
- Prefer candidates that have general knowledge of Medicare, Medicaid, and Managed Care.
- Must have the ability to communicate effectively (verbal, written and listening skills). Must be courteous, polite and upbeat.
- Skilled in communicating with customers very patiently and empathetically.
- Must be accurate and detail-oriented.
- Must be driven and motivated to exceed individual and team goals.
- Able to learn and adapt to changing applications and software.
- Knowledge of MS Word, Excel and PowerPoint.
- Bilingual skills preferred (English/Spanish).
- **MUST BE ABLE TO WORK M-F 9-6pm.**

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Job Summary

Company
Avery Partners

Location
Marietta, GA

Industries
Healthcare Services

Job Type
Full Time
Employee

Years of Experience
2+ to 5 Years

Education Level
Professional

Career Level
Experienced (Non-Manager)

Job Reference Code
30076

Contact Information
Nannette Long
Avery Partners
1455 Old Alabama Road #160
Roswell, GA 30076
Phone: (770) 642-6100 x236
Fax: (678) 367-4603

Bilingual Pediatric LPN (Spanish)

About the Job

A dynamic Pediatric Clinic is looking for a Bilingual LPN (Spanish) to work at their facility.

This is a permanent opportunity. My client offers excellent benefits and yearly bonuses. If interested, please send your CV to nannette.long@averypartners.com

Ideal candidates need to have at least 2 - 3 years of hands on Pediatric experience. Outpatient/clinic experience is preferred. LPN will be responsible for venipuncture, administering medications, shots, and patient charting. Bilingual candidates are preferred, but not required.

Apply

Job Description

Job Title:	Rep, Phlebotomy Services - Lawrenceville, GA		
Job ID:	3742758		
Location:	575 Professional Drive	**City:**	Lawrenceville
Full/Part Time:	Full-Time	**State:**	GA
Regular/Temporary:	Regular		

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The Journey Begins with you.

There's quite a distance between wondering and knowing. And for patients waiting for answers to important health questions, it's a road they want to travel as quickly as possible.

At Quest Diagnostics Incorporated, we understand urgency. But more than speed, we focus our energies on accuracy. Currently, we seek a Rep, Phlebotomy Services - Lawrenceville, GA.

Schedule: Monday – Friday, 8:30am – 5pm

Minimum Rate: $11.00 + / hr.

Salary dependent upon experience

REQ # 3742758
Responsibilities

modified

As a Phlebotomy Services Representative Level 2, you will perform the daily activities as described below.

Basic Purpose:
A Phlebotomy Services Representative II, under the direction of the area supervisor ensures that the daily activities of the Patient Service Center (PSC)/Mobile/In-office Phlebotomy (IOP) are completed accurately and on time. Maintain a safe and professional environment for patients, clients, and employees, perform with confidence both the forensic and clinical specimen collection and processing duties following established practices and procedures. Under guidance of area supervisor, may direct daily activity at a PSC having staff of more than two PSR I's. May also be required to act as coach, mentor, instructor and resource person for new employees who have completed the required phlebotomy training program.

Duties and Responsibilities:
1 Greet customers appropriately. Treat all customers in a courteous manner.
2 Ensures all field phlebotomy and PSC specimens are collected accurately and on time.
a Collects specimens according to established procedures.
b Responsible for completing requisitions accurately.
c Call clients to confirm handwritten orders, verify test(s) ordered, obtain accurate billing information, i.e. diagnosis codes, UPIN information, etc.
d Research test/client information utilizing lab computer system or Directory of Service.
e Label, centrifuge, split, and freeze specimens as required by test order.
f Package specimens for transport.
3 Maintains required records and documentation.
a Reads, understands and complies with departmental policies, protocols and procedures: (i.e. Procedure Manuals, Safety Manual, Compliance Manual, Automobile policies and procedures, Employee Handbook, Quality Assurance Manual).

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Bank of America Merchant Services

Job Summary

Company
Bank of America Merchant Services

Location
Atlanta, GA 30319

Industries
Financial Services

Job Type
Full Time
Employee

Years of Experience
1+ to 2 Years

Career Level
Experienced (Non-Manager)

Job Reference Code
2903

Contact Information
Careers, Bank of America Merchant Services
Bank of America Merchant Services
ATLANTA, GA 30319

Small Business Solutions Specialist - Atlanta-Sandy Springs-Marietta, GA

About the Job

Position Description

Who we are: Largest Payment Processor in the United States

• Bank of America Merchant Services, a joint venture between First Data and Bank of America, provides payment solutions by combining the technology and innovative products of First Data with the relationship strength and prominent global brand of Bank of America. Bank of America Merchant Services delivers payments, commerce, security and advice through more than 100 products and services to merchants of all sizes. In fact, Bank of America Merchant Services is the number one-rated electronic payments processor in the industry with more than 300,000 active merchants processing more than 13.5 billion transactions annually.

What We Offer: Pay and Perks

• Competitive base salary + commissions (Target total compensation in year 1 at quota attainment is $70,000 with unlimited upside potential)
• Unlimited earning potential
• 4 weeks of structured Training (3 weeks in-market and 1 week in classroom)
• Ramp-up period with a Commission Draw for first 3 months
• Competitive benefits package: Medical, Dental, Vision, 401k, Tuition Reimbursement and Paid Time Off
• Growing, Stable, Industry with career advancement opportunities
• Mileage Reimbursement
• Top performers recognized with President's Club trip
• Smartphone and Laptop provided

Our Opportunity: Outside, B2B Sales

• We are looking for an outside sales professional who will sell an industry-leading suite of payment processing products and services to local business owners, including the latest tablet-based payment technologies and solutions with the goal of deepening the Bank of America Merchant Services relationship.
• Lead sources will include the current customer base as well as third party referrals.
• Prospecting external sources such as association relationships, centers of influence and vendor relationships, among others.
• Build a strong pipeline for new revenue growth and maintain and grow existing accounts.

Position Requirements

Minimum Qualifications

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Enrollment Specialist (Bilingual)

Big Brothers Big Sisters of Metro Atlanta - Atlanta, GA

ENROLLMENT SPECIALIST | BILINGUAL

POSITION SUMMARY: This position is responsible for providing high-level customer service throughout the effective implementation of the volunteer and child enrollment and matching process in accordance with the Big Brother Big Sister brand, and volunteer options. A successful candidate will produce positive outcomes in the following areas: volunteer yield and processing time; youth yield; youth/parent processing time, customer satisfaction.

RESPONSIBILITIES:

- Conduct volunteer enrollments, including: individual orientations, interviews, and completion of any other enrollment processes. Determine if home visit is necessary and complete as indicated.
- Conduct client enrollments including parent/child interviews, child safety education and enrollment processes. Assess and refer families for alternative or additional services as needed.
- Ensure high-level proficiency in applying child safety and risk management knowledge, policies and procedures throughout all aspects of job function. Identify child safety issues for volunteers, children and their families.
- Collaborate with other service delivery staff to ensure smooth transition among functions.5.
- Identify and eliminate any barriers interfering with the completion of the enrollment process.
- Review and follow-up on references as appropriate. Immediately bring to the attention of supervisor concerns regarding reference information, which may influence the volunteer enrollment process.
- Conduct volunteer and client reassessments/updates as indicated.
- Review all enrollment information and assessments and make recommendations for participation in the program based on this information. Assess and apply factors contributing to successful match Effectively align volunteer interests and qualifications with service options of agency.
- Provide timely and comprehensive reports and recommendations for participation in the program based upon assessments of each individual volunteer.
- Follow process through to next point of contact.
- Determine matches and facilitate match meetings in accordance with volunteer and family schedules.
- Makes recommendations to Match Support Specialist for training and support needs.
- Maintain accurate paperwork for each match according to BBBSA and agency standards.
- Enter information into computer as information is gathered.

COMPETENCIES:

Client Focus - Is dedicated to meeting the expectations and requirements of clients; gets first-hand information and uses it effectively; talks and acts with clients in mind; establishes and maintains effective relationship with clients and gains their trust and respect; deals effectively with diversity.

Interpersonal Savvy - Relates well to all kinds of people; builds appropriate rapport; listens; builds constructive and effective relationships; uses diplomacy and tact; capable of diffusing difficult situations comfortably; doesn't show frustration

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Please review all application instructions before applying to Big Brothers Big Sisters of Metro Atlanta.

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About this company

Big Brothers Big Sisters of Metro Atlanta

ABOUT BBBSMA: As the largest one-to-one mentoring organizations in the Southeast, Big Brothers Big Sisters of Metro Atlanta (BBBSMA)...

Client Service - Ensure clients feel they have been listened to; establish credibility quickly; create and seize opportunities to match client interest with program options; display enthusiasm and commitment; maintain a positive "can-do attitude; answer detailed questions about program options; position each inquiry for program involvement.

Listening—Practices attentive and active listening; has the patience to hear people out, can accurately restate the opinions of others.

Results/Outcome Oriented–Is motivated by results; can be counted on to meet and exceed goals successfully; bottom-line oriented; pushes self for results; sets clear objectives and measures, monitors process and progress.

Sizing Up People—Can clearly articulate the strengths and limitations of people; can accurately project what various people are likely to do across a variety of situations; asks good questions and probes all fruitful sources for answers; looks beyond the obvious and doesn't stop at the first answers. Identifies incomplete information and strives for understanding. Makes good decisions.

Approachability—Is easy to approach and talk to; spends the extra efforts to put others at ease; can be warm, pleasant and gracious; is sensitive to and patient with others; builds rapport well; is a good listener.

Organizing—Can marshal resources to get things done; orchestrate multiple activities at once to accomplish a goal; uses resources effectively and efficiently; arranges information and files in a useful manner; follows established process; identifies informal and incomplete information in time to do something about it.

JOB QUALIFICATIONS:

Spanish language fluency is required.

Bachelors degree in social services or related field (strongly preferred).

Experience working with both child and adult populations; specific assessment, intake or interview experience preferred.

Proficiency in Microsoft OFFICE; including Word, Outlook, and Excel.

Must have car, valid driver's license, and meet state required automobile insurance minimums.

SKILLS AND ABILITIES:

Excellent oral and written communication skills reflecting solid customer service and high-level interviewing skills; ability to: form appropriate assessment-based relationships; relate well in multicultural environments; maintain confidentiality throughout daily operations; effectively collaborate with other volunteer match staff; use time effectively; and focus on details. Ability to collect meaningful data and draw solid conclusions.

WORK ENVIRONMENT:

Routine office environment. Flexible work hours to meet client needs.

When home visits are indicated, must travel to local communities and neighborhoods.

ABOUT BBBSMA: As the largest one-to-one mentoring organizations in the Southeast, Big Brothers Big Sisters of Metro Atlanta (BBBSMA) currently serves over 3,390 youth in one-to-one relationships. Our service to our community extends beyond the city of Atlanta to the 12-county metropolitan area surrounding the city: Butts, Cherokee, Clayton, Cobb, DeKalb, Douglas, Fayette, Fulton, Gwinnett, Henry, Paulding and Rockdale. Our staff of approximately 40 employees supports our area's children and their families through friendships that are formed with caring adult volunteers.

Nondiscrimination and Equal Employment Opportunity: BBBSMA is highly committed to the principal of equal opportunity in employment.

Location:
BBBSMA HQ
1382 Peachtree Street, NE,
Atlanta, Georgia 30309

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BRAINSTORMUSA

Job Summary

Company
BrainstormUSA

Location
Atlanta, GA 30350

Industries
Computer Software

Job Type
Full Time
Employee

BILINGUAL Marketing and Communications Support

About the Job

BILINGUAL Marketing and Communications Support Position (Sandy Springs, GA)

BILINGUAL
SPANISH/ ENGLISH

BrainstormUSA, an Atlanta based direct selling and direct marketing company, is in need of a Sales and Marketing Communications/Analyst reporting to our Director of Sales Support, Administration and Marketing Communications.

BILINGUAL
SPANISH/ ENGLISH

BrainstormUSA is a leading publisher and marketer of K-12 educational software. Our mission is to help bridge the gap between the school and home by encouraging parental involvement.

BILINGUAL
SPANISH/ ENGLISH

Qualifications:
- Excellent communication skills in English and Spanish
- Strong analytical skills
- Above average knowledge of Excel
- Project Management skills
- High Energy
- " Whatever it takes" attitude

BILINGUAL
SPANISH/ ENGLISH

This is not a sales position. Compensation: **Salary**

Please send your resume to marketing@brainstormusa.com and check out www.brainstormusa.com
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BILINGUAL
SPANISH/ ENGLISH

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COMMUNITY HOUSING PARTNERS

Job Summary

Company
community housing partners

Location
Atlanta, GA

Industries
Nonprofit Charitable Organizations

Job Type
Full Time
Employee

Years of Experience
2+ to 5 Years

Education Level
Bachelor's Degree

Career Level
Experienced (Non-Manager)

Multifamily Development Officer

About the Job

Community Housing Partners (CHP) is seeking an experienced Multifamily Development Officer to be responsible for day to day real estate development activities that create successful outcomes as projects move through the development process to completion. This position is a very collaborative position, as the successful candidate will work closely with employees in Property Management, Finance, Asset Management, Construction, and Architecture in the pursuit of successful projects. The Development Officer constantly works to initiate, coordinate, and manage short- and long-term partnerships with other developers, lenders, and agencies, and represents CHP before these various agencies, developers, lenders, and local governments as required, in order to facilitate favorable project outcomes.

Essential duties of the Development Officer include:

- preparing cost and operating pro formas for potential acquisitions/rehabilitations/new construction
- review proposed legal documents for real estate and partnership closings and ensure that paperwork is accurate and closings occur on schedule
- prepare and/or supervise the preparation of applications for permanent and construction financing and tax credits
- prepare applications for grants and loans
- work with Development Team and CHP leadership to identify, evaluate, and pursue new opportunities for development

The successful candidate will possess knowledge and experience using affordable housing financing programs including HOME, LIHTC, Federal and State Historic Tax Credits, tax exempt bonds, Federal Home Loan Bank products, etc, and must have the ability to develop successful funding applications, to develop cost and operating pro formas for affordable multifamily housing development, to underwrite multifamily properties, and to review and coordinate application documents as needed. Must have a bachelors degree, and three years of progressively responsible experience in affordable housing, finance, real estate planning, or a closely related field. Bilingual a plus.

The Multifamily Development Officer position will be based out of Richmond, VA, and responsible for locating, procuring, and overseeing development opportunities anywhere within our footprint as well as surrounding states. Salary is competitive and based on experience, and position offers robust benefit package including health/dental/life/disability insurances, 403(b) with match, flex spending, generous paid leave, and more. Relocation assistance may be available for the right person.

Interested parties may submit letter of interest and resume with references through the job posting on our website at www.communityhousingpartners.org/jobs

CHP is a regional, not-for profit housing and community development corporation serving communities in Virginia, Kentucky, North Carolina, and Florida. Our primary business is the preservation and construction of green, sustainable, affordable single- and multi-family housing. We presently own and manage over 5000 units of housing in the southeast and employ over 350 staff. CHP has in-house development, architecture, construction, energy services, and housing management departments, many of which have won national awards for design, environmental sustainability, and excellence in affordable housing. CHP's staff and management are energetic and entrepreneurial, and our culture

Contract Recruiter (Bilingual)

Classic Party Rentals - Atlanta, GA

We are looking for a charismatic Field Recruiter who will assess and close A-level talent. This is a high volume, high touch hiring role with an emphasis on: Installers, Drivers, Warehouse, operations and sales positions, etc. in a specific geographic region. We have discovered the person who does best in this role is a people pleaser who is motivated by feedback to produce quality results!

This position is remotely based between various regional office locations and a home office. Anyone interested in this position must have the ability and drive to work remotely; working from home cannot be a distraction or affect the ability to be highly productive and responsive to candidates, co-workers and managers. This person must also be willing and able to drive to various regional offices to help with interview days and support the Hiring Managers.

Responsibilities

~Source by using internet tools, cold calling, social media to generate a consistent candidate pool
~Review resumes and credentials for appropriate skills, experience and knowledge in relation to position requirements
~Conduct phone interviews to qualify candidates
~Manage and coordinate all communication with candidates
~Negotiate offers
~Check references and conduct background checks
~Provide excellent service to hiring managers and a great experience to candidates

Qualifications

~At least 5 years of experience in full lifecycle recruiting with an emphasis in temporary labor pools and operations recruiting (i.e. warehouse, drivers, installers, clerk, production and packers)
~Experience recruiting in a staffing/agency environment
~Must have solid phone recruiting skills
Must have excellent internet research and some sourcing skills
~Interest in organizing job fairs and/or group interviews
~Able to stay organized while managing a high volume requisition load
~Drive, tenacity, flexibility, and confidence are keys to success
~Enthusiasm, open-mindedness, integrity, and accuracy are required
~Excellent written and verbal communication skills required
~Excellent customer service skills required
~Ability to engage, excite and close candidates a must
~Must be able to successfully pass a criminal background search
~Travel to various regional office locations, occasionally overnight travel
~Bilingual English/Spanish HIGHLY preferred.

Short term Contract Assignment

Required experience:

- 5 years of experience in full lifecycle recruiting with an emphasis in temporary labor pools and ope: 5 years

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About this company

Classic Party Rentals
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Colon and Rectal Clinic

Job Summary

Company
Colon and Rectal Clinic

Location
Lawrenceville, GA 30046

Industries
Healthcare Services

Job Type
Full Time
Employee

Years of Experience
1+ to 2 Years

Salary
12.00 - 17.00 $ /hour
IRA after one year

Certified Medical Assistant

About the Job

Job Purpose:
Medical assistant/Scheduler
Part time or Full time
Location- Lawrenceville/Johns Creek
Bilingual, a plus- Spanish or Korean

Duties:
* Schedule surgeries and imaging studies, by making arrangements with the hospital; verifying times with patients; preparing charts, pre-admission and consent forms.

* Verify patient information by interviewing patient; recording medical history; confirming purpose of visit.
Ability to use EMR- eClinical Works, Obtain referral from PCPs, good computer skills.

* Taking blood pressure, weight, and temperature; reporting patient history summary.

* Prepare medical charts/ assist doctor in the back office

* Maintain safe, secure, and healthy work environment by establishing and following standards and procedures; complying with HIPAA/ legal regulations.

* Front office management; troubleshooting breakdowns; maintaining supplies; calling for repairs.

* Enhance practice reputation by accepting ownership for accomplishing new and different requests; exploring opportunities to add value to job accomplishments.

Skills/Qualifications:
Team player, Customer service, Good communication skills, Experience with eClinical Works, Scheduling, Professionalism, Good Bedside Manners

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Job: IRC301057

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Description

Job Title **Court Clerk**
Location **Sandy Springs, GA, US**
Primary Job Responsibilities

This position will be on site at the City of Sandy Springs. The Court Clerk will:

- Processes and enters citations and bond information in the court computer system
- Runs driver and criminal histories and edits prior offense on case file to determine sentencing
- Receives payments of citations and reschedules first appearance court dates
- Answers questions over the phone and in person about court calendar, filed information, court hearings, fines, directions and general inquires about court services
- Processes disposition of citations and court documents for docket; enters probation orders and modifications signed by judge
- Issues witness subpoenas
- Performs other related duties as required

Training and Experience

- Knowledge of the functions, policies and procedures of Municipal Court and court operations
- Knowledge of applicable federal and state laws and city ordinances
- Knowledge of Georgia Crime Information Center (GCIC) procedures
- Knowledge of legal forms, documents and terminology
- Knowledge of bookkeeping practices
- Knowledge of general office procedures and modern office equipment; knowledge of document imaging equipment
- Ability to deal tactfully and courteously with general public in sometimes difficult and trying circumstances
- Ability to communicate clearly and effectively, orally and in writing
- Spanish speaker a plus

INT'L Program Manager

USA-Atlanta, GA Midtown 30309

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Full time

J00021913

J00021913 INT'L Program Manager (Open)

Description:

Key responsibilities:
 Manage Int'l strategic programs;
 Assure proper project/program management processes, discipline, operational rigor and rhythm is well established. Specific activities will include:
o deliverables acceptance & gate reviews processes, integrated schedule management, dependency management, communication planning, scope & change control, risks & Issues management, knowledge management;
 Continued follow-up with project teams to perform proper assessment and measurement thought well established KPIs, ensure goals are clear and best practices are being applied;
 identify, design and execute enhancements to international PMO organization as well as project, program and portfolio governance, discipline and best practices;
 support VP of BU Initiatives on executive reports and presentations;
 provide expertise and coaching regarding project management when needed;
 continuously disseminate and clarify project and program management best practices;

Required Qualifications
 A bachelor degree or higher;
 Five (5) plus years of professional work experience with a proven ability to manage complex projects and programs;
 Well-developed leadership and project/program management capabilities with demonstrated success completing multiple cross-functional, cross-business, and cross-cultural projects;
Skills
 Ability to work independently and/or effectively with diverse, cross cultural teams;
 Ability to negotiate and influence key personnel across multiple business

About Us

Equifax is a global leader in consumer, commercial and workforce information solutions that provide businesses of all sizes and consumers with insight and information they can trust. Equifax organizes and assimilates data on more than 600 million consumers and 81 million businesses worldwide. The company's significant investments in differentiated data, its expertise in advanced analytics to explore and develop new multi-source data solutions, and its leading-edge proprietary technology enable it to create and deliver unparalleled customized insights that enrich both the performance of businesses and the lives of consumers.

Headquartered in Atlanta, Equifax operates or has investments in 19 countries and is a member of Standard & Poor's (S&P) 500® Index. Its common stock is traded on the New York Stock Exchange (NYSE) under the symbol EFX. In 2013, Equifax was named a Bloomberg BusinessWeek Top 50 company, was #3 in Fortune's Most Admired list in its category, and was named to InfoWeek 500 as well as the FinTech 100. For more information

- Ability to negotiate and influence key personnel across multiple business units and geographies, while influencing positive change through awareness, understanding, acceptance and engagement;
- Strong facilitation, oral communication, and written communication skills;
- Strong business acumen;
- PC proficiency in Microsoft Office (including Word, Excel, PowerPoint, Visio and MS-Project);
- PMP Certification (desirable);
- Fluent in English;
- Fluent in Spanish (desirable);

Primary Location:
USA-Atlanta Corporate

Function:
Function - Project, Program and Process Management

Schedule:
Full time

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Job Title	Clin Research Coordinator I
Job Requisition ID	51560BR
Operating Unit/Division	School Of Medicine
Department	736510:SOM: Peds: Gastroenterology
Full/Part Time	Full-Time
Regular/Temporary	Regular
Minimum Hourly Rate $	18.605769
Midpoint Hourly Rate $	24.951923
Minimum Annual Rate $	38700
Midpoint Annual Rate $	51900
Job Description	JOB DESCRIPTION: Handles or assists with administrative activities associated with the conduct of clinical trials. Maintains data pertaining to research projects, completes source documents/case report forms, and performs data entry. Assists with patient recruitment. Attends study meetings. Orders and maintains equipment and supplies. Reviews medical records and/or conducts screenings for recruitment of study participants, performs interviews and QOL questionnaires. Collects study specimen according to protocol which may include phlebotomy, processing, and preparation for shipping. Coordinates services, schedules procedures, creates and maintains case packages, and monitors charges. Assists with quality assurance and tracks regulatory submissions. Performs related approved responsibilities as required. PREFERRED QUALIFICATIONS: ***REQUIRED: Fluent in Spanish please note in your resume. MINIMUM QUALIFICATIONS: Two years of college in a scientific, health related, or business administration program or licensed as a practical nurse and one year of administrative support or licensed practical nursing experience, or equivalent combination of experience, education, and training. This position is intended for clinical research and all training requirements must be monitored through Emory Healthcare under the category of CLINICAL

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GEORGIAUNITED
CREDIT UNION

Job Summary

Company
Georgia United Credit Union

Location
Atlanta, GA 30303

Industries
Banking

Job Type
Full Time
Employee

Years of Experience
5+ to 7 Years

Education Level
Bachelor's Degree

Career Level
Manager (Manager/Supervisor of Staff)

Contact Information
https://home.eease.adp.com/recruit/?id=12110571
Georgia United Credit Union
Atlanta, GA 30303

Branch Manager

About the Job

SHARED STRENGTH

Georgia United Credit Union is a full service financial institution with assets of nearly $1 billion. As an organization that is committed to service, our *vision* is to become the financial institution and employer of choice by consistently exceeding our member and employee expectations. We are looking for enthusiastic team players with great attitudes to enhance our service to our members!

Currently we are seeking a **Branch Manager** in the Whitehall branch (Downtown Atlanta - 400 Whitehall St SE).

Responsibilities:

- Direct and administer branch sales, service, goals, budgets, operations and financial performance.
- Ensure that services are delivered professionally and efficiently and that member requests and problems are resolved promptly.
- Foster and develop profitable business relationships within the community to increase the overall branch performance and productivity by attending membership drives and spending time out of the branch visiting current member groups.
- Evaluate employees and monitor training to ensure that employees provide effective member service and financial counseling.
- Conduct regular meetings with branch employees to inform and train in areas needing improvement and changes in procedure.
- Ensure that established procedures and guidelines are followed.
- Cross-sell products and services to promote and assist members while suggesting financial service solutions.
- Project and maintain the Credit Union's professional reputation.
- Promote and establish strong, positive, and productive working relationships at all levels within the organization.

Qualifications:

- Minimum of 5+ years in financial and loan management experience preferably with a Credit Union or banking institution
- Bachelor's degree preferred

- Strong interpersonal skills with a professional member service attitude
- Be able to multi-task and function in a fast-paced member service center environment
- Be a self-starter with excellent leadership, organizational, and communication skills
- Must have strong computer proficiency with knowledge of Microsoft Office, including Excel and Outlook
- Bilingual (English/Spanish) a plus

We offer competitive compensation and a multiple-option benefit package including health, vision, dental, basic and optional life, short and long-term disability, paid time off, annual time off, service day, Traditional and Roth 401(k) plans and company matching, flexible spending account, AFLAC and tuition assistance.

All applications for employment must be submitted using Georgia United's online careers website. Only candidates meeting the *minimum* qualifications and requirements will be considered for career opportunities.

To apply, please visit the following link: https://home.eease.adp.com/recruit/?id=12110571

Georgia United Credit Union is proud to be an Equal Opportunity Employer.

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Bilingual Patient Advocate

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Greenway Health

JOB SUMMARY

Location
Carrollton, GA 30117

Job Type
Full Time

Job Category
Customer Support/Client Care

Occupations
Account Management (Non-Commissioned)

Industries
Healthcare Services

Job Reference Code
296535

BILINGUAL PATIENT ADVOCATE

APPLY

Job Summary:

The Patient Advocate manages all aspects of the patient A/R process including statements, collections, and responding to patient inquiries.

Essential Responsibilities & Duties:

- Answer incoming patient calls from the ACD line daily.
- Return patient calls daily and assist them with their questions regarding billing statements.
- Resolve patient issues by researching the patient's account and correcting insurance information, demographics, etc.
- Refer any patient questions about specific coding or visit information back to the client when needed.
- Complete all aspects of statement processing for assigned outsourcing clients in a timely, accurate, and high-quality manner. Processing tasks include, but are not limited to, statement preparation, submission, and reconciliation.
- Resolve issues on the Bad Address report by calling patients to get their correct address and/or using online resources to locate updated address information.
- Complete all aspects of collection processing for assigned outsourcing clients in a timely, accurate, and high-quality manner. Collection tasks include, but are not limited to, collection letter preparation, submission, and reconciliation.
- Conduct patient collection calls based on their collection status.
- Log all client issues encountered in internal tracking system, including enhancement requests, bugs, errors, and inquiries.
- Assist, train, and consult with other departments as needed.
- Participate in continuing education of applicable software and hardware.
- Participate in departmental and other meetings as requested.
- Ensure that Patient AR Manager is aware of any client issues or problems in a timely manner.
- Complete other tasks as assigned by manager.

Qualifications:

Education:

- High School Diploma/GED required.
- AS Degree or BS Degree preferred.

Experience Required:

- 1 - 2 years of Customer Service experience.
- Healthcare experience a plus.
- Medical software experience a plus.

Back to Job Search Results

APPLY

Skills/Knowledge:

- Bilingual (English/Spanish)
- Strong verbal and written communication skills; able to articulate and communicate complex topics to a broad audience.
- Strong customer services skills and high level of professionalism
- Strong desire to learn.
- Solid computer skills including Microsoft Outlook, Word, and Excel.
- Able to manage variety of tasks concurrently.

ABOUT GREENWAY HEALTH



Delivering the innovative information solutions providers need to better manage quality, efficient care and achieve improved population health.

With an established marketplace presence dating back more than 30 years, Greenway Health continues to lead the way in health information technology by offering smarter solutions that help providers compete in an evolving value-based healthcare system.

Greenway's clinically driven revenue cycle management™ services and comprehensive interoperable solutions improve financial performance and automate clinical and administrative workflows, so medical providers can spend more time on patients instead of paperwork.

At the foundation of our solutions are a flexible, adaptable and easy-to-use electronic health record (EHR/EMR), practice management and interoperability platform coupled with a unique, closed-loop clinically driven revenue cycle management™ solution that help providers improve care coordination, quality and satisfaction while functioning at their highest level of efficiency and financial strength.

Job Description

Associate Surety Underwriter Development Progam- Bilingual (Spanish/English) - Excellent Finance Career Opportunity - Duluth,G-61439

Description

Please include your overall GPA on your resume or a copy of your most recent transcripts.

Attention Bilingual Finance, Economics, and Business Majors - The Finance Career you never knew existed is waiting for you!!!

Liberty Mutual Surety™ is currently seeking ambitious career-minded college graduates with a strong financial aptitude and outstanding people skills for our Class of 2015 Surety Underwriting Development Program. As an **Associate Surety Underwriter** in our **Duluth, GA** office, you will apply your finance, project management and analytical abilities along with your passion of working with people and developing and managing strong customer relationships. As you develop your career, you will work closely with our Spanish-speaking customers, and apply your fluent verbal and written Spanish language background. This is a truly *excellent* opportunity to launch your finance career with an exciting top-2 industry leader, and be part of a growing Global Organization that embraces diversity and supports your ongoing learning through upward mobility and steady advancement opportunities. May have an opportunity for relocation upon completion of training program.

Learn more about our exciting career and industry HERE

Why Consider a Career with Liberty Mutual Surety?

Liberty Mutual Surety is a global operating division of Liberty Mutual Insurance, and is the 2nd largest and most admired Surety Company. We understand the importance of building talent from the grassroots level, and have created an unparalleled 15-18 month training program, focused on building future leaders for our Surety organization.

Our in-depth curriculum builds upon your academic success, and includes a broad combination of on-the-job training, formal instruction, cutting-edge learning tools, and a chance to engage in job shadows and/or rotations across our niche product lines and business functions. Structured Mentoring Programs and exposure to Executive and Senior Managers will enhance your surety career by learning from and working with some of the industries most experienced and respected surety professionals.

Through our collaborative social learning platform, you will build everlasting relationships with your peers nationwide that will last throughout your career. And to prepare for your specialized professional industry certification, you will participate in challenging case studies as a team and individually. Upon completion of the program, you will promote into a Surety Underwriter, and will be assigned a book of business within a defined territory, location, and product line, which may include an opportunity to relocate.

2015 Open Opportunities

We are currently hiring for our Class of 2015 in the following locations:

- Blue Bell, PA
- Charlotte, NC
- Cincinnati, OH
- Duluth, GA
- Golden, CO
- Hoffman Estates, IL (Chicago area)
- Houston, TX

- Mahwah, NJ
- Owings Mills, MD
- Pittsburgh, PA
- Plymouth Meeting, PA
- Seattle, WA
- Syracuse, NY

Learn more about our exciting career and industry HERE

Are you up to the challenge?

You have a chance to build a career that provides opportunities beyond the typical finance or insurance career. As a global industry and a leading global company, Liberty Mutual Surety offers the chance to take your career nearly anywhere you want to go – close to home, or around the world – in a home or field office environment. Whatever it may be, we're excited to take the journey with you.

Responsibilities:

- Successfully complete the comprehensive Surety Underwriter training program consisting of one-on-one mentoring, self-study, classroom training, and on- the-job training. Partake in AFSB certification activities including coursework, case studies, self-study, and pass exams as required.
- Develop a working knowledge of key contract and commercial underwriting concepts as well as various internal and external factors which can impact the credit worthiness of a risk.
- Gain an understanding of how financial conditions, character, experience, legal components, and other factors can influence ultimate credit decisions and how to communicate these to internal and external customers.
- Develop analytical expertise necessary to assess financial solvency of credit risks such as financial statement analysis. Gain exposure and understanding of financial credit analysis, contract evaluation, and project risk assessment.
- Develop on-going relationships with internal and external customers, monitor profitability and quality of submissions, and keep up-to-date with underwriting and/or product changes.
- Coordinate flows of financial data and analyses received from customers to/from Home Office, as directed.
- Monitor and if necessary, pursue the continuous flow of underwriting data on contract and/or commercial surety cases as directed.
- Gain experience with various internal systems to assist in analytical functions.
- Along with Underwriters and Bond Managers, attend meetings with agents/brokers, and with owners and/or key executives of construction companies and other major commercial industries.
- Develop a working understanding of the surety/agency relationship and how to consult and provide direction to agents/brokers.
- Gain experience and solid understanding of internal structure and business units, such as Home Office Underwriting, Claims, and Professional Advisory Services.
- Develop marketing skills and market the Company products to achieve company growth and profitability targets.
- Attend and participate in industry functions and events as appropriate to develop and build a strong surety network and increase visibility in the marketplace as well as increase knowledge.
- Perform special projects to build understanding of the surety business and support the business needs of the respective territory/market upon request.

Qualifications:

- Bachelor's degree in Finance, Economics, Business, or comparable with a minimum **3.0 cumulative GPA**. Additional requirements might apply. GPA Must be included with application for consideration.
- Finance and Accounting coursework, with an understanding of how to read financial statements.
- 0-2 year's professional experience.
- **Bi-lingual with fluency in Spanish, (verbal and written) is necessary to work with our Spanish-speaking customers.**
- Excellent analytical and decision making skills.
- Demonstrated technical competence in fundamental financial analysis.
- Completion of key financial analysis and/or accounting courses highly preferred.
- Demonstrated organization skills and ability with a strong attention to detail.
- Exceptional interpersonal and customer service skills including ability to negotiate successfully.
- Prior internship experience in a finance-related environment a plus.
- Prior participation in one or more student or community activities or organizations preferred.
- Willingness to travel as needed.
- *Willingness to potentially relocate upon completion of the trainee program required.*

Benefits:

We recognize that talented people are attracted to companies that provide competitive pay, comprehensive benefits packages and outstanding advancement opportunities. For this reason we offer a Comprehensive Benefits Plan that includes the following:

- 401K and Company paid pension plan
- Medical coverage
- Dental coverage
- Paid time-off
- Pay-for-Performance
- Discounts on automobile and homeowner's insurance
- Discount fitness memberships
- Flexible spending accounts
- Tuition reimbursement
- Vision care coverage

- Work/Life resources
- Credit Union membership
- Employee and Dependent life insurance
- Disability insurance
- Accidental death & dismemberment insurance

Overview:

We believe strongly that commercial success can be achieved in a manner consistent with principles and ideals that bind us together as one company, that set us apart from our competitors, and that in the end will allow us to say we have succeeded commercially by doing the right thing the right way.

We believe that the Company's success is inextricably linked to our employees' satisfaction and success: satisfaction that they work for an industry leader committed to improving safety, satisfaction that they work for a company that does the right thing, and satisfaction that the company will reward them for their contributions and provide opportunities for personal growth and success.

We believe our employees take pride in knowing that they help people live safer more secure lives every day.

Responsibility. What's your policy?

Job Underwriting
Primary LocationUS-GA-Duluth
Schedule Full-time
Salary (Pay Basis)

53,000 - 57,000
Shift Day Job
Education Level Bachelor's Degree (±16 years)
Travel Yes, 10 % of the Time

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Menu

Careers Home

Current Openings

Careers At Nations Roof

Are you ready for new challenges and new opportunities?

Join our team!

Current job opportunities are posted here as they become available.

Field Superintendent

Department: South Region

Location: Lithia Springs, GA

APPLICATION INSTRUCTIONS

Please email your resume in .doc, .docx, .pdf, .txt, .rtf, .html, or .ascii format to the address below. If you wish to enclose a cover letter, please include it in the body of your email message.

Email Your Resume

Nations Roof is one of the largest and fastest growing commercial roofing contractors. As a result of our rapid growth, we offer more than a job….we offer a challenging career in a company that values our employees.

A professional and self-motivated Commercial Roof Field Superintendent is needed out of our Lithia Springs, GA office.

Purpose: Supervises the completion of projects at multiple job sites by planning, organizing, and controlling projects; completing quality inspections; supervising field employees, sub-contractors and staff.

Commercial Roofing experience is required to be considered for this position.

Duties:

- Supervises all field personnel, duties include planning, scheduling, organizing and directing work, training personnel.
- Scheduling, coordinating, and inspecting the work; monitoring and controlling performance and completing punch lists.
- Monitor and provide documentation to insure quality and proper compliance with job requirements
- Resolving problems and identifying construction improvements.
- Maintain records of job, monitoring project expenditures; identifying variances; implementing corrective actions.
- Evaluating project milestones, resolving design problems, evaluating and implementing change orders.
- Coordinating inspections from manufacturers and governing authorities.
- Complying with safety standards and practices to promote a safe and clean work place.
- Proactively inspecting and improving practices to eliminate safety risks and injuries, and enforce standards.

Skills/Qualifications:

- 10 years field experience with similar construction is preferred
- Experience of a wide range of roofing system and roofing manufacturers
- Skill set: Leader, Organized, Communication (both written and verbal), Project Management, Quality Management, Supervisor, Detail Oriented, and Quality Focus.
- Read and understand specifications and blueprints.
- Ability to work with Microsoft Office Programs (Excel, Word, Outlook)
- Valid Driver's License
- Fluent in English. Spanish is a plus.

Benefits Include:

- Competitive wages (based upon experience)
- Medical, Dental
- 401K
- Vacation

If you have any additional questions about the position please feel free to contact **National Recruiter, Rachael Harmon** at CAREERS@nationsroof.com.

APPLICATION INSTRUCTIONS

Please email your resume in .doc, .docx, .pdf, .txt, .rtf, .html, or .ascii format to the address below. If you wish to enclose a cover letter, please include it in the body of your email message.

Email Your Resume

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Director of International Product Support - Bilingual

Roadtec - Atlanta, GA

SUMMARY

The Bilingual Director of International Product Support primarily travels to customer and dealer sites to provide service startups, machine repairs and overhauls and/or rebuild equipment, conduct service schools and demo Roadtec equpment by performing the following duties personally or through subordinates.

ESSENTIAL DUTIES AND RESPONSIBILITIES

The Bilingual Director of International Product Support performs diagnostic evaluations and analyzes customer complaints in order to resolve any equipment performance issues and/or provide estimates for repair or rebuild to bring equipment back into good working order under the direction of the Vice President of International Sales or the Rebuild Sales Manager.

The Bilingual Director of International Product Support communicates with customers regarding equipment performance issues associated with parts, service, rebuilds and new equipment. He/she provides estimates for repair or rebuild to bring equipment back into good working order and secures orders from potential and/or existing customers in person or by means of phone contact and/or tailored letters.

The Bilingual Director of International Sales Support is responsible for communicating on an ongoing basis with dealer service and purchasing managers and, in some cases, directly with customers. He/she is also responsible for preparing a recommended parts inventory list to dealers and, in some cases, directly to customers. He/she maintains written and electronic records of sales-related leads, contacts, referrals, etc. and communicates that information to the correct departments.

The Bilingual Director of International Sales Support plans and prioritizes his/her weekly workload and travel schedule and is responsible for coordinating and scheduling dealer customer visits. He/she communicates in English and Spanish and coordinates territory activities with the Vice President of International Sales while providing bi-weekly reports to his direct supervisor.

The Director of International Sales Support prepares and coordinates on-site service and operation schools in the territory, assists in the final testing of new products, when required, and assists with and attends trade shows when needed.

Candidates must be fluent in English and Spanish

Safety is important at Roadtec, Inc. Personal protective equipment must be worn and proper safety procedures must be followed at all times.

EDUCATION and/or EXPERIENCE

- Minimum two (2) years of sales experience in the road construction and/or asphalt industry required, four-year degree in Engineering or technical school a plus.
- Previous experience in troubleshooting, repair and/or maintenance of heavy construction equipment required.
- Ability to speak and write fluently in English and Spanish, Portuguese as a third language a plus.
- Ability to communicate with the dealer network and customers in English and Spanish required.
- Ability to read and interpret engineering drawings and schematics required.
- Ability to organize and present technical service schools to dealer organizations required.
- Technical heavy-equipment background required, hands-on technical experience on ROADTEC equipment a plus.
- Knowledge of products, applications, services and markets and/or heavy equipment parts sales experience a plus.
- Ability to proficiently operate a personal computer and be familiar with Microsoft Office Suite software applications required.
- Heavy travel, passport, valid driver's license, drug screen, physical, DMV and background check required.

ADDITIONAL INSTRUCTIONS:

Qualified applicants **must** apply online at either www.roadtec.com/careers or www.roadtecjobs.com.

ROADTEC

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About this company

Roadtec

6 reviews

Roadtec, Inc. is headquartered in Chattanooga, TN and is a subsidiary of Astec Industries, Inc. We are a leader in the roadbuilding...

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Maintenance Technician - BILINGUAL

Property Management / Real Estate - Norcross, GA

Princeton Properties, a premier New England based Property Management Firm is currently seeking an experienced full-time BILINGUAL MAINTENANCE TECHNICIAN for our apartment-home community in Norcross, GA. This is a great opportunity for someone with multi-family apartment-home maintenance experience.

Requirements include:
- Strong apartment-home maintenance skills including plumbing, electrical, carpentry, and HVAC.
- Strong diagnostic and repair skills.
- Must have and maintain a valid Driver's License, and have reliable transportation.
- Must be bilingual (fluent in Spanish)
- Must have own tools.
- The ability to lift 75 lbs.
- The ability to perform the physical requirements of the job including bending, stooping, walking, reaching, and standing for varied periods.
- Must be a team player with a positive attitude.
- Must have a strong work ethic
- Must be available for emergency on-call responsibility and snow removal after hours and weekends.
- Must live within a comfortable 30 minute commuting range for emergency on-call responsibility.
- Must successfully pass a pre-employment background screening.

This position pays $15.00 - $17.00/hr.

Princeton Properties offers an excellent benefits package including Medical, Dental, Disability & Life coverage, a 401(k) with company match, and a generous paid-time-off program.

Required experience:

- Multifamily Maintenance Experience: 2 years

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PRINCETON PROPERTIES

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Project Coordinator

MOUNTAIN, LTD - Alpharetta, GA

Bilingual Project Coordinator – Alpharetta, GA

MONITORS day-to-day client program activities handled at one of our customer care call centers working with partners who own/run the centers to ensure an integrated, timely and defect free service delivery experience.

COORDINATES completion of customer care project plan tasks with VP Customer Care to ensure all tasks and the overall project is completed on time.

MAINTAINS team roster of personnel deployed at customer care sites, ensures contracted actions are taking place including yet not limited to background, credit and crime checks and updates receipt of weekly updated team rosters. Ensures training and certification records are current for each team member.

ENSURES customer care team members have needed informational resources to perform as intended. Facilitate delivery of requisite resources via hardcopy, team alerts, manuals, forms or posted to My AIM Training.

UNDERSTANDS our client relationships and working with partner/vendor relationships to delivery customer care. Brings a sense of urgency to the work at hand and provides detailed follow-through on all desired actions.

*** MUST be Bilingual - Spanish/English ***

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- High School Diploma
- 1+ years of sales or customer service experience
- Reliable transportation with ability to travel locally

Preferred Skills
- Associate's Degree or Bachelor's Degree
- Bi-lingual in Spanish, Mandarin, Cantonese, Vietnamese, Japanese, or Korean a significant plus
- Payments industry experience
- Exceptional communication skills with superior sales, business development, and negotiation skills
- Proven business partner with strong relationship management skills
- Competitive, motivated, and driven to exceed monthly sales quotas
- Strong financial aptitude with ability to analyze merchant pricing and interchange data.
- Driven by financial reward for performance
- Ability to work independently, with minimal supervision
- Reliable transportation with ability to travel locally
- Proficient in Microsoft Office Suite
- Ability to quickly learn and navigate computer-based sales software

If you're ready to take your sales career next level, come join an industry leader with brand recognition, referrals from partners, and growth opportunity.

Bank of America Merchant Services is an Equal Opportunity and Affirmative Action Employer of Females, Minorities, Veterans and Disabled.

We are an Equal Opportunity Employer and do not discriminate against applicants due to race, ethnicity, gender, veteran status, or on the basis of disability or any other federal, state or local protected class.

Apply

b Maintains all appropriate PSC/Phlebotomy logs.
c Assist with compilation of monthly statistics and data. Submits data on time monthly.
d Perform basic clerical duties, i.e. filing, faxing, preparing mail. Will be required to perform electronic data entry.
e Submits accurate time and travel logs as directed by management and on time.
f Submits accurate expense forms, if applicable, on the required day.
4 Demonstrates organizational commitment.
a Adheres to departmental and company code of grooming and dress code and lab coat policies, appearing neat and clean at all times.
b Reports on time to work, following attendance guidelines.
c Answers the telephone in a friendly and helpful manner, by incorporating the company name, self-identification and a helpful statement.
d Communicates appropriately with clients, patients, coworkers and the general public.
e Communicates all unresolved problems immediately to the appropriate Manager, Supervisor, Group Leader or PSR II for resolution. Remains polite and courteous at all time.
5 Miscellaneous duties and responsibilities.
a Keeps work area neat and clean. Disposes of biohazard containers when scheduled.
b Help with inventories and other tasks as assigned.
c Stock supplies as needed.
d Performs other department-related clerical duties when assigned.
e Answers phone and dispatch calls when assigned.
f Participates on teams and special projects when asked.
6 Additional responsibilities of PSR II.
a Ensures facilities are neat, clean and in good repair, takes appropriate action to advise Group Leader or Supervisor of required repairs and maintenance.
b Assist with periodic inventory counts, report shortages and problems to group leader or supervisor as they occur.
c Work effectively with staff employees to ensure compliance with dress code,Environmental Health and Safety & Quality Assurance requirements, customer service requirements and SOP's (Standard Operating Procedures), advising supervisor of any issues or problems as they arise. EHS & QA requirements, customer service requirements and SOP's, advising supervisor of any issues or problems as they arise.
d Communicate professionally with clients and patients to resolve or refer, and document problems, prepare problem documentation and report critical issues as they occur.
e Assist supervisors with the implementation of SOPs for phlebotomy services in accordance with Quest Diagnostics guidelines.
f With direction and guidance from supervisor, and having appropriate training guidelines, act as mentor and resource person for new employees, assisting with transition into the Patient Service Center (PSC) work environment and the familiarity with department protocols, practices and procedures.
g Assist with distribution of technical information and communications to the work group.
h Coordinate compilation of monthly statistics and data.
i Assist with the preparation of schedules for the assigned work group or PSC's.
j Travel may be required for in-office phlebotomy or to work at multiple locations.
k All other duties as assigned, within scope of the position.

Supervision Exercised:
May be required to provide input to Group Leader and/or Supervisor on occasion.

Education:
· High school diploma or equivalent required.
· Medical training helpful – medical assistant, paramedic. Medical terminology helpful.

Work Experience:
· Phlebotomy -3 years inclusive of pediatric and geriatric venipuncture, capillary collections.
· Minimum 2 years as Phlebotomy Service Representative in Patient Service Center environment.
· Keyboard/data entry application.
· Customer service in a service environment.

Special Requirements:
1 Excellent phlebotomy skills to include pediatric and geriatric venipuncture, capillary collections.
2 Must be flexible and available based on staffing requirements; weekends, holidays and overtime. May be required to work occasional on-call duties weekends, evenings and early AM.
3 Must have reliable transportation, valid driver license and driving record that meets Quest

Diagnostics driver safety guidelines, if applicable.
4 Demonstrates good organization, communication, and interpersonal skills; is able to manage concerns of patients and employees in a professional manner.
5 Capable of handling multiple priorities in a high volume setting.
6 Excellent keyboard/data entry skills preferred.
7 Demonstrated familiarity and compliance with all protocols, practices and procedures of Branch Operations Department.
8 Must be able to make decisions based on established procedures and exercise good judgment. Seek supervisor guidance when appropriate.

Key Word Search: phlebotomist, phlebotomy, pediatric, geriatric, PSC, IOP, specimen collection, MA, venipuncture, blood draw, CNA, urine, medical assistant, venipuncture, laboratory

We will review your application, résumé and evaluation results. If you are selected to continue in the recruiting process, we will contact you for an interview at which time you can share your great talents and qualifications and meet people on our team (2 hours).

Excellent venipuncture and customer service skills required, ability to speak Spanish.

How To Apply

After clicking the button at the top or bottom of the page to Submit, applicants will answer a series of questions and upload or enter resume information. After submitting for this job opening, watch your email inbox (and spam filter). Applicants are sent an email inviting them to complete a required online interactive evaluation, to demonstrate knowledge and abilities, and allow Quest Diagnostics to learn more about them.

Closing Statement

Quest Diagnostics has many career opportunities for individuals whose talent, initiative and dedication will complement our belief that the patient comes first and that values do matter. We work to earn our customers' trust every day by providing the highest quality diagnostic information services in a professional, accessible and informative way. Our workforce is diverse and talented and believes in our vision: "Empowering Better Health with Diagnostic Insights."

[All requirements are subject to possible modifications to reasonably accommodate individuals with disabilities.]

Quest Diagnostics is an Equal Opportunity Employer: Women / Minorities / Veterans / Disabled / Sexual Orientation / Gender Identity.

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< VIEW ALL JOBS (HTTP://NEXUSSERVICES.THERESUMATOR.COM/APPLY/)

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(http://nexusservices.theresumator.com/apply)

Case Manager

Atlanta, GA

Full Time

Student (High School)

SHARE

(HTTP://SHARE.THERESUMATOR.COM/SHARE/8696F

Are you bilingual? Do you want to help people and reunite families in a new lucrative career? Nexus Services, Inc. is currently seeking bilingual candidates for a Case Manager in multiple locations.

Nexus Services is a trailblazing company offering legal support, financial services, advocacy, and charitable services for detainees, with a special focus on the immigrant population. At Nexus we commit each day to the amazing work of changing lives, reuniting families, and making a difference in the world. We seek people of passion, who are looking for more than simply a job, but a place to come to change the world one important life at a time.

Requirements: bilingual (Spanish/English), excellent customer services skills, detail oriented, ability to

multitask, ability to work unusual hours, compassionate, organized, OPEN AVAILABILITY, willing to travel. This position requires dedication and is demanding, but very rewarding! Must have valid Driver's License and be able to drive company vehicle daily to pick up clients from local detention centers.

All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, affectional orientation, and gender identity or any other status protected by federal, state or local laws

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Learn more about T-Mobile

T-Mobile is looking for people who believe in the power of communications to bring people together. Our employees make a difference by solving challenges creatively and working effectively to inspire personal and professional growth. Join our dedicated team committed to connecting customers with the people who matter.

Retail Sales Associate Bilingual

As America's Un-carrier, T-Mobile US, Inc. (NYSE: "TMUS") is redefining the way consumers and businesses buy wireless services through leading product and service innovation. The company's advanced nationwide 4G and 4G LTE network delivers outstanding wireless experiences for customers who are unwilling to compromise on quality and value. Based in Bellevue, Wash., T-Mobile US operates its flagship brands, T-Mobile and MetroPCS. It currently serves approximately 53 million wireless subscribers and provides products and services through 70,000 points of distribution.

Be passionate. Sell big. Have fun.

It's time to do something you love, work with a purpose, and take on a challenge like never before. Meet T-Mobile, America's Un-carrier, serving 50 million wireless subscribers and growing. When you join our team, you can make an incredible difference to your customers, and your co-workers. We're looking for boldness, enthusiasm, and a whole lot of passion. In exchange, we offer real career growth opportunities in a place where awesome work is rewarded.

Bilingual Retail Sales Associate

Welcome to the big leagues. Here, you're more than a sales person. You're the face of our company for thousands of potential customers. You've got to know your gear inside and out-from the latest phones to the most competitive pricing plans. And you've got to bring fierceness and enthusiasm to every sale. It's a big responsibility, but the rewards are simply amazing. Here's a closer look at the job:

* Customers pay a visit to your retail store location-some may be browsing, and some may be ready to buy
* You approach with confidence and a smile, and go to work, assessing their needs and concerns as you build a genuine relationship with them
* Every question that's raised is an opportunity for you to build trust, educate your customer, and offer solutions that pave the way for a potential T-Mobile sale
* When it's time to make the sale, you're an expert at finding just the right plan

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the customer on-boarding process
* We'll also count on you to support your team, keep the store looking its best, and make sure your knowledge of T-Mobile technology is up to date

As you can see, this isn't your ordinary job. You've got to bring you're A game if you're going to be a success. So what are we looking for?

* Customer service or sales experience will make a huge difference in your ability to take on this challenge
* Bilingual speakers wanted: you're fluent in English and another language, and can communicate like a pro in either language, with the ability to carefully listen and make every customer feel valued and welcomed
* Tech savvy people wanted-and that includes the ability to smoothly find your way around a computer
* If you're a born problem-solver, even better
* A high school degree or GED is essential

If you've read this far and feel like this is the challenge you were meant to take on, then it's time to talk rewards for all your outstanding work. We offer:
* Competitive base pay plus outstanding commission potential
* Benefits for part-time and full-time associates
* Medical, dental and vision benefits
* Matching 401(k)
* Generous paid time-off programs
* Phone service discounts
* Education reimbursement
* Serious growth potential for your career

This is the opportunity to do something special, and be part of a company revolutionizing the wireless industry. And we couldn't do it without someone like you. So what do you say? Isn't it time you explored what could become the career move of a lifetime? We invite you to apply today!

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Job Information

Company:
The Reserves Network Inc

Location:
Mcdonough, GA 30253

Job Type:
Full Time
Employee

Job Category:
Sales/Retail/Business Development

Occupations:
Store/Branch Management

Industries:
Staffing/Employment Agencies

Years of Experience:
2+ to 5 Years

Education Level:
Some College Coursework Completed

Career Level:
Manager (Manager/Supervisor of Staff)

Staffing Supervisor

APPLY

Date Posted:
4/7/2015

Staffing Supervisor

The Reserves Network is looking for an ambitious Recruiter/Staffing Supervisor for our McDonough, GA office...

This is a great growth opportunity to apply your experience in one of the fastest growing industries in the nation, the staffing industry! **We offer:**

- Competitive base salaries
- Profit sharing
- Healthcare Benefits
- 401(k)
- The opportunity to make a difference in your local economy's workforce by helping our clients put people to work.

Job Description:

- Follow a recruiting plan to build a pipeline of temporary employee candidates that can be placed in positions. Increase retention and develop referral.
- Receive and process work orders; schedule, employees to ensure compatibility; perform timely follow-up with clients and employees in order to achieve acceptable fill-ratio for work orders. Monitor, document and follow-up on unfilled orders.
- Promptly resolve client and employee concerns.
- Conduct quality calls with customers.
- Perform skill-marketing calls to increase business with current customers.
- Provide initial orientation for all temporary employees.
- Maintain accurate and timely records of all customer and employee activity within our Applicant Tracking System.

Requirements:

- Minimum of High School Diploma required.
- 2 or 4 year College Degree preferred
- Strong communication, bilingual, organization and prioritizing skills.
- Recruiting, Human Resource or customer service experience preferred.

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Assistant Retail Store Manager...

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JOB INFORMATION

COMPANY:
PPG Industries Inc

LOCATION:
Tucker, GA

INDUSTRIES:
Retail

JOB TYPE:
Full Time
Employee

CAREER LEVEL:
Experienced (Non-Manager)

Assistant Retail Store Manager - Tucker, GA

APPLY NOW

Description

Join our team and show your colors to the world!

PPG Architectural Coatings is a respected leader in the paint industry. A business unit of PPG Industries, the world's leading coatings and specialty Products Company, we manufacture and sell our products through home centers, independent dealers, and through a network of company-owned stores across North America.

With over 900 retail centers in North America, we continue to grow. We are seeking an Assistant Store Manager to join our team. This is an excellent opportunity for an experienced Sales Associate who is motivated to pursue a rewarding retail management career.

As an **Assistant Store Manager**, you will be a vital part of a fast-paced, customer-focused environment. You will assist with running a retail store location, delivering exceptional customer service and helping the store achieve top sales and profit performance.
Other responsibilities of the Assistant Manager role include:

- Ensuring that service standards are maintained and customer issues are quickly and efficiently resolved
- Maintaining a high level of associate engagement through effective leadership
- Maintaining an understanding of local market, operations-based selling, and customer base
- Achieving sales and profit plan by controlling expenses, working capital, inventory, shrinkage, and growing net contribution
- Ensuring that the appearance of the store's exterior and interior, including merchandizing displays, are maintained to required standards

Qualifications

Candidates must be high energy, able to work in a fast paced environment, and able to learn quickly. You must have a

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APPLY

- Must have 2 to 4 years of retail store experience
- High school diploma or equivalent certification
- Strong customer service skills
- Broad knowledge of the application and use of paint and sundries, preferred
- Ability to attend to details while engaging in work of a repetitive nature
- Ability to work flexible shifts and hours
- Must possess a valid driver's license
- Ability to lift up to 80 pounds infrequently and 40-60 pounds routinely
- Ability to relocate will enhance future career advancement opportunities
- Bilingual candidates proficient in both English and Spanish are a plus but not required
- Must pass a hair drug/toxins test and a background check

Benefits
At PPG Industries, we offer opportunities to grow and develop your career in an environment that provides a fulfilling workplace for employees, creates an environment for continuous learning, and embraces the ideas and diversity of others. In addition to significant career growth opportunities, full-time employees enjoy the following:

- Competitive salary
- Commission plan
- 401(k) retirement plan
- Life insurance
- Health, dental, and vision

"Of all the places I've worked, this is the best. We communicate a lot and help each other out, someone is always there to help you." - PPG Team Member

About US
PPG Industries' vision is to continue to be the world's leading coatings and specialty Products Company. Through leadership in innovation, sustainability, and color, PPG helps customers in industrial, transportation, consumer products, and construction markets and aftermarkets to enhance more surfaces in more ways than does any other company. Founded in 1883, PPG has global headquarters in Pittsburgh and operates in nearly 70 countries around the world. Sales in 2014 were $15.4 billion.

PPG Architectural Coatings impressive line-up of residential, commercial, and industrial paint brands offers a wide range of choices to meet everyone's needs – from consumers to interior designers, painting contractors to property managers, and developers to architects.

Join an industry leading company!
Apply today!
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All qualified applicants will receive consideration for employment without regard to sex, pregnancy, race, color, creed, religion, national origin, age, disability status, protected veteran status, marital status, sexual orientation, gender identity or expression, or any other legally protected status. PPG is an Equal Opportunity Employer.

To read more about Equal Employment Opportunity please see attached links:

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eLead1ONE

Job Summary

Company
eLead1ONE

Location
31602

Industries
Telecommunications Services

Job Type
Full Time
Employee

Career Level
Experienced (Non-Manager)

Job Reference Code
83377553

BILINGUAL CUSTOMER SERVICE REP

About the Job

BILINGUAL Customer Service Representative (SPANISH/ENGLISH)

ELEAD1ONE CALL CENTER has immediate openings for experienced Bilingual (Spanish) telephone professionals.

Qualifications:
- Must be fluent in Spanish and English
- Ability to speak and read script in English and translate/communicate in Spanish
-Superior communication skills (both verbal and written)
- Ability to type 20 WPM and computer literate
- Ability to focus in a fast paced environment while wearing a headset, communicating with customer and using a computer to type customer comments
-Ability to sit for a long period of time (shifts are 4 to 8 hours with breaks every 2 hours).

We Offer:
- Paid training
- Hourly rate plus performance based bonuses
- Full-time/Part-time shifts
- Other shifts are available, however nights & weekends preferred
- Benefit (medical, dental, vision, 401k)

Apply in person M-F
8:30 - 4:30p for skills testing and possible interview.

4001 Coleman Rd. N.
Valdosta, GA
229-242-0237

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HAVER
FILLING SYSTEMS, INC.

Job Summary

Company
Haver Filling Systems, Inc.

Location
Conyers, GA 30013

Industries
Manufacturing - Other

Job Type
Full Time
Employee

Project Manager

About the Job

Project Manager-Bilingual

Company Overview

We are a very well established German based company located in Conyers, GA. We produce premium quality systems that are laid out for filling various bulk materials and liquid or pasty products. We are currently looking for a great addition to our team as a skilled and bilingual Project Manager.

What we offer our employees

1. Competitive compensation with experience
2. 20 day's vacation per year (prorated upon entry and exit of employment)
3. 100% Medical, Dental & Vision coverage for the employee
4. Life Insurance

What you will be doing

- Responsible for full project cycle from handover from sales until warranty phase
- Anticipate different scenarios and plan accordingly
- Manage technical order processing
- Prepare and monitor project timetable
- Prepare and coordinate the project specs, including modifications to drawings

- Coordinate with Sales Manager, other Project manager, and internal technical divisions
- Daily interactions with German HQ about status delivery and technical details
- Communicate with contractors about scope of work and with third party suppliers
- Customer interface (mostly plant manager and project engineer), including on site at installation. Manage project related claims
- Travel both in the Americas and Europe (25%)

Requirements

- Bachelor's degree in mechanical engineering.
- Must have 3-5 years' experience Project Manager experience, in capital equipment industry or other manufacturing environment
- Ability to understand and communicate technical information
- Read and understand electrical schematics and technical drawings (AutoCAD, Excel)
- Understanding of logistical and administrative aspects of warranty claims
- Strong decision making skills, initiative and an independent self-starter
- Detail oriented, problem solving and priority setting skills
- Strong verbal and written communication skills
- Great customer relations skills and experience in working with clients
- Ability to travel in North and Latin America and Europe
- Bilingual in English/Spanish language skills

To apply:

- If you are interested, please email your resume to: careers@haverusa.com

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BILINGUAL INSIDE SALES REPRESENTATIVE

Atlanta, GA | 447803

Apply

The Judge Group is seeking an Bilingual Inside Sales Representative for a major aerospace production and distribution corporation near the airport in Atlanta GA. The qualified individual is responsible for generating revenue growth through incoming calls while supporting the needs of the customers. The inside sales representative is accountable to the local and global Spares Supply KPIs.
-Must be fluent in English and either Portuguese and/or Spanish
Responsibilities:

-Responds to REQ's and follows up on progress
-Generates reports and analyzes sales and other data through the reporting applications to monitor trends and identify new opportunities
-Utilize tools to generate new leads
-Develops new prospects primarily by phone to increase sales
-Participates in conference calls and other meetings as defined
-Utilizes the company ERP system
-Collects data as applicable to ensure inventory is stocked, working closely with field sales and forecasting/planning
-Conducts field visits when necessary
Qualifications & Requirements:
-Must be fluent in English and either Portuguese and/or Spanish

-High school diploma or required, higher degrees preferred
-3+ years of inside sales experience

Job Summary

Company: The Judge Group

Status: Full Time, Employee

Job Category: Logistics/Transportation



About us

The Judge Group is a privately-owned, leading professional services firm. What does that mean? It means we provide technology, talent and learning solutions to businesses around the globe, and we're great at it. Our expertise is positioned at the crossroads of people and technology - two of the most important aspects of successful business today.

Judge was founded as a staffing firm, and staffing is still a large part of our business. Our 30+ offices place more than 4,500 professionals in both

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Bilingual Call Center Representative

APPLY NOW

Bilingual Call Center Representative
Open House at our Hire Dynamics' Cobb Office

When: Wednesday, April 15th
Time: 10:00 am – 12:00 pm
Where: Cobb Hire Dynamics Branch
2505 Chastain Meadows Parkway, Suite 107
Marietta, GA 30066

Testing Required: please email cobbops@hiredynamics.com for testing.

PURPOSE OF POSITION: To provide excellent customer service by resolving customer inquiries; to effectively and professionally sell products and services to customers.

EDUCATION/KNOWLEDGE/EXPERIENCE:
• High School Diploma
• Associates or Bachelor's Degree preferred
• Minimum of one (1) year prior call center customer service experience and/or two (2) years in a customer service role
• Strong computer skills

SKILLS AND ABILITIES
• Strong interpersonal skills
• Demonstrate excellent phone etiquette
• Ability to answer caller questions and the ability to problem solve
• Ability to sell products and/or services
• Works well independently and in a team environment
• Excellent listening, oral and written communication skills
• Detailed oriented; ability to multi-task and possess analytical skills
• Ability to navigate call center software, and enter appropriate information with speed and accuracy
• Ability to type a minimum of 35 words per minute
• Flexible with regards to work schedule (evenings and weekends maybe required)
• Awareness and understanding of various Call Center related software

BEHAVIORS:
• High energy; self-motivated, and dependable
• Positive Attitude
• Commitment to teamwork and cooperation
• Commitment to client satisfaction.
• Demonstrate trust, responsiveness, value and knowledge by responding to requests promptly

Position Information

Company
Hire Dynamics

Location
Atlanta, GA 30342

Salary/Wages
13.85 - 14.85 $ /hour

Posted Date
4/14/2015

Job Status/Type
Full Time Employee

Job Category
Administrative/Clerical

Occupation
Data Entry/Order Processing

Industry
Energy and Utilities

Work Experience
Less than 1 Year

Education Level
High School or equivalent

Career Level
Experienced (Non-Manager)



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APPLY

• Share knowledge, information, and past experiences with other team members which will enable the organization to become more efficient.

ADDITIONAL SKILLS, ABILITIES AND EXPERIENCE:

• Bilingual Spanish, Mandarin or Korean preferred
• Previous experience up-selling/cross-selling products and/or services in a call center related environment is a plus
• Previous Customer Service with a natural gas company in Georgia is a plus

About Hire Dynamics

Dan Campbell and Jon Neff founded Hire Dynamics, LLC in 2001 around the concept of loyalty – to our clients, to our internal staff and to the talent we place.

Our commitment to putting our people first has helped us become an award-winning loyalty leader both locally and nationally.

Hire Dynamics is ranked as the #1 Best Staffing Company to Work For in the U.S. We operate eight branch offices and 16 on-sites throughout the country that deliver workforce solutions to our clients.

By providing career advocacy, continuous training and excellent benefits, we attract great people at every level of the organization who remain loyal to our company – and can boast an 80% employee retention rate. The core of our client loyalty program is based on results. As an example 81% of Hire Dynamics 240 clients gave Hire Dynamics a 9 or 10 on service.



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Grace Search Service

Job Summary

Company
Grace Search Service

Location
Kennesaw, GA 30144

Job Type
Full Time
Employee

Years of Experience
1+ to 2 Years

Education Level
Associate Degree

Career Level
Experienced (Non-Manager)

Salary
45,000.00 - 55,000.00 $ /year
plus 5% bonus

Inside Sales Rep - Bilingual (Spanish)

About the Job

Are you bilingual (Spanish speaking) and do have inside sales, marketing or customer service experience?

Is so, you'll want to apply to this position with a world class manufacture offering great benefits, retirement plane and advancement opportunities!

Job Purpose:
Generates revenue by soliciting and obtaining orders; understanding and interpreting technical requirements; providing technical information; developing accounts.

Duties:
* Assesses competitors by analyzing and summarizing competitor information and trends; identifying sales opportunities.

* Develops sales opportunities by researching and identifying potential accounts; soliciting new accounts; building rapport; providing technical information and explanations; preparing quotations.

* Closes new accounts by answering telephone, fax, and e-mail inquiries; verifying and entering information.

* Fills orders by transferring orders to fulfillment; communicating expected delivery date; explaining stock-outs.

* Develops accounts by checking customer's buying history; suggesting related and new items; explaining technical features.

* Maintains communication equipment by troubleshooting, reporting, and tracking problems.

* Maintains and improves quality results by following standards; recommending improved policies and procedures.

* Updates job knowledge by studying new product descriptions; participating in educational opportunities.

* Accomplishes department and organization goals by accepting ownership for accomplishing new and different requests; exploring opportunities to add value to job accomplishments.

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Job Summary

Company:
Wells Fargo

Location:
Villa Rica, GA

Industries:
Banking

Job Type:
Full Time
Employee

Career Level:
Experienced (Non-Manager)

Reference Code:
5096407



Job Description

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Teller Mirror Lake 30 Hrs. Biling

Job Title:

Teller-Mirror Lake -30 Hrs. -Biling

Job ID Number:

5096407

Schedule Type:

Reg-Time

Work Hours:

30

Location:

Villa Rica,GA

Qualifications:

Our vision is to satisfy all our customers' financial needs, help them succeed financially, be known as one of America's great companies and the number-one financial services provider in each of our markets. Come Join Us.

Tellers are the face of our company and represent Wells Fargo in the community. A Teller position with our team offers an opportunity to be part of one of America s greatest companies. You'll have exposure to a variety of responsibilities, people and experiences in a professional work environment - that's part of the fun!

Our Expectation of our Tellers:

Tellers introduce customers to new products and services, and generate leads for other members of the sales team to close. Every teller has her/his own scorecard with goals. Our best tellers constantly go the extra mile to greet customers, make them feel welcome and also engage customers to learn about their financial needs. An excellent teller processes between 20-25 customer transactions each hour with no mistakes through patience, attention to detail, and the ability to follow procedures.

Every teller is responsible for maintaining and balancing a cash drawer. Under direct supervision, processes customer transactions within established guidelines. Identifies and makes sales referrals, recommends alternate channels, cross-sells bank services and products for Wells Fargo partners, provides excellent customer service. Duties may include safe deposit, merchant/vault, ATM processing, bonds and coupons, foreign currency and night

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APPLY

At Wells Fargo, we have an outstanding diverse team. We want people who pitch in and help others without being asked and want team members who are committed to the success of the team. Tellers will develop and improve their skills through training programs and regular feedback discussions with supervisors, which will help further their professional experience and improve their chances for even greater roles in the future. A teller position is the start of something really big. With an organization the size of Wells Fargo, there is no limit to what a truly motivated person can become with a little dedication and time. Wells Fargo believes in developing people!

1+ years experience interacting with people or customers Demonstrated skill in use of computers. Demonstrated ability to achieve individual and team goals. Positive approach in interactions with customers and team members. Reliable attendance. Good communication skills. Ability to work a schedule that includes working weekends and some holidays.

Previous cash-handling experience, Previous experience selling products and services, Previous experience meeting customer satisfaction goals, Previous experience working in a fast paced environment, Ability to stand for extended periods of time, Multilingual speakers are encouraged to apply.

Bilingual-Spanish preferred.

Please Note: To apply for this position, update your contact information (email and phone number) and upload your resume.

Apply Now



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Minority/Female/Disabled/Veteran/Gender Identity/Sexual Orientation

Job 1 of 1

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Posting Job Title	CNN Researcher
Time Warner Division	Turner Broadcasting
Business Unit_TBS	CNEWS
Industry	Advertising Cable/Broadcast Television Networks Online Content/Services
Area of Interest	News
Location	United States - Georgia - Atlanta
Requisition #	146951BR
Position Type	Full Time
Posting Job Description	**** This role requires fluency in Spanish and English.** The Row has been described as CNN's editorial gatekeeper. It's on the frontline of protecting CNN's brand and values, working with our reporters at home and abroad every day. On an average weekday, The Row will vet upwards of sixty scripts - covering everything from a reporter embed in Afghanistan to weight-watching advice. The Row researchers are an essential link in the approval of scripts - checking their factual accuracy, looking for background information and context. They are also occasionally involved in special projects that demand more in-depth research. The working environment is fast-paced and demanding; researchers are expected to get the best out of dozens of research tools. They are an integral part of a team that ensures CNN's reporting across all platforms is 100 percent accurate, that our story-telling is as good as it can be and that scripts are vetted and approved as fast as possible. The responsibilities of The Row researcher include checking all verifiable facts in reporter scripts for the CNN Networks, CNN digital and CNN Newsource, as well as for some affiliate reports. The researchers help manage the workflow of Row Editors and work closely with them on approving scripts. They also prepare background information for CNN anchors, reporters, show producers and the desks during rolling coverage or breaking news. The Row researchers participate in the futures process, preparing research for pitches. The Row researchers sometimes support field correspondents by assisting in package production. But this position is pre-eminently an editorial one -demanding detailed up-to-date knowledge of news stories, an ability to find and marshal reliable sources and communicate effectively with show EPs, reporters and The Row Editors. **Qualifications:** • Professional fluency in Spanish and English; excellent communication skills in both languages • Bachelors' degree required • 1+ years editorial experience required Substantial practical experience using online sources for research is required • Strong analytical skills, attention to detail, the ability to find answers to very specific questions • Intense interest in events here and around the world • Field reporting or production experience at university or post-graduation desirable • Prior research experience or experience as a newsroom assistant or AP desirable • Ability to work quickly under pressure and collaborate closely with others is essential Turner Broadcasting System, Inc. and its subsidiaries are Equal Opportunity Employers Minorities/Females/Protected Veterans/Disabled. Turner Broadcasting System, Inc. and its subsidiaries are E-Verify users.

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ATL- Business Development Manager

Job ID #: 3193
Location: Atlanta
Job Category: Sales
Facility: Branch Office
Employment Status: Full - Time Regular
Department: BD: Account Management
Education Required: High School
Salary Grade:
Experience Required: 3 - 5 Years
Relocation Provided:

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Position Description

Business development with existing customers, support branch sales efforts, support regional and national sales efforts, support sales efforts of off shore branches

Complete Geodis Wilson sales process including but not limited to
• Close profitable business.
• Develop sales strategy to produce maximum profitable revenue from broad product mix
• Seek additional opportunities with existing customers
• Meet customers face to face or speak to customers on the telephone
• Identify customer needs or problems, develop and present solutions or options
• Coordinate with other departments to develop and implement customer solutions
• Complete price and service quotation, seek approval from appropriate manager, submit to customer
• Complete bids, proposals, RFQ, RFI for presentation to customer
• Document services to be provided as agreed with the customer in a contract or SLA – service level agreement, if service to be provided is different from basic work instructions, provide operations with customer specific SOP – standard operating procedure, ensure operations understands additional service requirements
• Document actions taken by entering required information into Geodis Wilson contact management system – Full compliance with CRM
• Complete activity and sales reports
• Keep accurate record of travel and entertainment expense

Complete Geodis Wilson customer service process including but not limited to

• Function as first point of contact for customers, along with Sales Support
• Coordinate with other departments to respond to client inquiries.- shipment status; billing inquiries etc,
• Follow up with customers until issues are resolved to the customer's satisfaction
• Monitor reports, identify shipment exceptions, rectify potential service failures.
• Document actions taken by entering required information into CRM
• Develop and maintain customer relationship, function as first point of contact for customers during implementation of new business, broaden customer relationship within Geodis Wilson organization.

Participate and present in Customer Review Meetings – monthly, quarterly, annually
Respond to e-mail and telephone requests in a timely manner
Escalate issues to next management level if appropriate

Any additional task or activity as requested by management

Position Requirements

High School graduate
Two to five years relevant work experience

Familiarity with Microsoft Outlook, Word, and Excel
Familiarity with the internet
Fluent in English, written and spoken
Proficient in Spanish, spoken (in applicable locations)
Friendly and professional manner
Able to professionally write and present proposals, presentations, and correspondence
Able to speak publically with confidence, answering questions from individuals and groups
Able to organize and prioritize tasks, conceptual thinking, ability to formulate creative solutions
Willing to communicate with customers and colleagues and provide excellent customer service
Actively listen to what customers have to say, restating information to ensure understanding

QUALITY IMPROVEMENT Seeks to provide value through high quality; takes action to improve quality; sets clearly defined quality improvement objectives.

CUSTOMER FOCUS Emphasizes close customer relations, stays in tune with customers' expectations about value and service; seeks input from internal/external customers.

RECEPTIVE TO CHANGE Promotes and supports change; is open-minded and receptive to new approaches and the ideas of others; responds flexibility to changing situations.

PROMOTING INNOVATION Demonstrates a wide-ranging vision of what's possible; shows foresight and encourages new ideas; helps others see new possibilities.

INTEGRITY Takes full responsibility for actions and results; insists on what is fair and ethical; practices what is preached; exemplifies responsible behavior.

INITIATIVE Takes initiative when appropriate; acts in a self-empowered way; independently defines and takes "next steps" on important business issues.

We are an Equal Opportunity Employer and do not discriminate against any employee or applicant for employment because of race, color, sex, age, national origin, religion, sexual orientation, gender identity, status as a veteran, and basis of disability or any other federal, state or local protected class.

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Spanish Linguist

MetLang - Atlanta, GA

Description
Metropolitan/Metlang, a nationwide contractor to the Federal Bureau of Investigation (FBI), Immigration Customs and Enforcement (ICE) and the Drug Enforcement Administration (DEA), is looking to hire Analytic Linguists fluent in English and Spanish for current and future staffing needs.

Opportunities for individuals with or without a valid security clearance are also available if you are fluent in English and Spanish.

Metropolitan/Metlang is the nation's largest provider of linguistic services to the DEA and ICE and we are expanding our recruitment operations in support of recently awarded contracts for the Northeastern United States, Southwestern United States and the greater Atlanta area. As the largest employer in this industry we only hire employees and not subcontractors. We take pride in building a relationship with our employees while providing a stable work environment, competitive compensation and a weekly payroll.

Whether you are new to our industry or a seasoned expert we encourage you contact us so that we can begin discussing employment opportunities with you. All applications will be handled with complete discretion.

Metropolitan/Metlang is an EEO/AA employer. Qualified applicants are considered for employment without regard to age, race, color, religion, sex, national origin, sexual orientation, disability, or veteran status. All qualified applicants will not be discriminated against on the basis of disability.

Qualifications
The questions you are about to answer are specifically designed to determine your ability to qualify for a government security clearance, a key requirement for many of the positions we offer. Complete and truthful answers to these questions are crucial to your acceptance as a potential candidate. Please bear in mind that a seemingly adverse response to a question may not necessarily be a disqualifying factor, but an untruthful answer would be. Certain government agencies will administer a polygraph exam before allowing any linguist access to their facility. The answers you provide on this questionnaire will be used as a comparison for every security document you complete in conjunction with your security access - up to and including the polygraph exam.

Requirements
In order to work as a linguist under these contracts, you must be a native speaker of the foreign language with a college degree and/or some hands on experience with translation and/or interpretation.

Required Skills
An excellent command of the English language, with the ability to provide clear and concise oral and written communication.

Ability to work well under pressure to meet specific deadlines.

Basic typing/word processing skills of at least 40 words per minute.

Exceptions to these qualifications can be made for rare and exotic languages such as African, Latin American and Asian tribal languages. If you feel you that have the qualifications required to work as a linguist in the exciting field of law enforcement, please continue to the next screen, which will ask you some more specific questions.

Location
Atlanta, New York, New Jersey, Pennsylvania, Massachusettes, Connecticut, Delaware, Rhode Island, Maine, Vermont, New Hampshire, Las Vegas, and the Greater Los Angeles Area

Type
Applicants selected will be subject to a Government security background investigation and must meet eligibility and suitability requirements.

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Metropolitan Interpreters and Translators

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ChildCare Education Institute (CCEI)

Job Summary

Company
ChildCare Education Institute (CCEI)

Location
Duluth, GA 30097

Industries
Computer Software

Job Type
Full Time
Employee

Years of Experience
1+ to 2 Years

Bilingual Inside Sales - Recruitment Coordinator

About the Job

Seeking Goal Oriented, Self Motivated Individual with a Proven Track Record of Success

ChildCare Education Institute (CCEI) is the only online school dedicated to teacher training and professional development exclusively for the childcare industry. Due to growth, we are currently seeking experienced sales professionals for our Duluth, GA office.

Bilingual Inside Sales - Recruitment Coordinator

We are seeking tenacious and charismatic individuals to take their next career step with us. We will rely on you to utilize effective selling skills, to be responsible for accurately disseminating information to potential students to SELL CCEI's programs and products via phone contact with childcare center directors and other appropriate contacts, in defined territories. This is a call center environment.

Qualifications:
Our ideal candidate will be an ambitious self-starter that possesses the following skills, attributes, experience and knowledge:

- 1-2 years inside sales experience (educational recruitment or training is a plus, not required)
- Exceptional organization and communication skills
- Bilingual Spanish/English

Responsibilities include, but not limited to:

- Increase market penetration by outbound cold calling and prospecting assigned territories to promote and sell CCEI's on-line training
- Prospecting; cold calling non-customer child care centers within the territory and disseminate information about training programs
- Inbound calls; follow-up and potential enrollment of students from all inbound calls from segments in assigned territory
- Good work attendance is a condition of employment

Benefits:
We value our employees' time and efforts. Our commitment to your success is enhanced by our competitive compensation and extensive benefits package including:

- Paid time off
- Medical, dental and vision benefits
- Future growth opportunities within the company
- Competitive compensation – depending on experience (please submit your salary requirements)

In addition, we work to maintain the best possible environment for our employees, where people can learn and grow with the company. We strive to provide a collaborative, creative environment where each person feels encouraged to contribute to our processes, decisions, planning and culture.

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EOE

Key Words: Inside Sales, Outbound Telemarketing, Cold Calling Experience, Call Center

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Company: Merial

Location: Duluth, GA

Employee Type: Full Time Employee

Industry: Biotechnology/ Pharmaceuticals

Occupation: General/Other: Medical/Health

Ref ID: 239885

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Director of Therapeutic Evaluation, Discovery Research Leader

Company Overview

Merial is a world-leading animal health company. Merial provides a comprehensive range of products to enhance the health, well-being and performance of a wide range of animals. We are a forward-looking company with a proven track record, producing pharmaceutical products and vaccines for livestock, pets and wildlife (including endangered species).

We are on the cutting edge of product development and innovation, providing millions of doses worldwide annually to keep livestock and pets healthy.

Sanofi, an integrated global healthcare leader, discovers, develops and distributes therapeutic solutions focused on patients' needs. Sanofi has core strengths in the field of healthcare with seven growth platforms: diabetes solutions, human vaccines, innovative drugs, consumer healthcare, emerging markets, animal health and the new Genzyme.

Merial Limited and its U.S. affiliates are Equal Opportunity and Affirmative Action employers committed to a culturally diverse workforce. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, disability or protected veteran status, or any other characteristics protected by applicable law.

Job Description

Director of Therapeutic Evaluation, Discovery Research Leader-00519668-37541

Description

We are on the cutting edge of product development and innovation, providing millions of doses worldwide annually to keep livestock and pets healthy.
Sanofi, an integrated global healthcare leader, discovers, develops and distributes therapeutic solutions focused on patients' needs. Sanofi has core strengths in the field of healthcare with seven growth platforms: diabetes solutions, human vaccines, innovative drugs, consumer healthcare, emerging markets, animal health and the new Genzyme.
The incumbent plays a key role in the identification and the evaluation of innovative therapeutic opportunities that can be developed to meet Merial's business needs leveraging Strategic Marketing requirements for pet and ruminant therapeutics.

The incumbent will be in charge to further leverage synergy with parent Pharmaceutical company and Biotechnology partners to identify and conceive new innovative therapeutic opportunities.

The incumbent will manage Pharma therapeutic projects from early discovery through drug candidate transition into the development pipeline.

The incumbent will communicate the Pharmaceutical Discovery Strategic Plan for Therapeutics to key internal and external stakeholders and will

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distinct research areas in therapeutics for pets and large animals.
Major Responsibilities:

Accountable for proactively identifying and conceiving innovative therapeutic research opportunities that can be developed to meet Merial's business needs.
Responsible to translate Strategic Marketing requirements for therapeutics into clear Target Product Profile (TPP) and communicate those to key internal and external stakeholders to ensure upfront investments will pay back with product profiles that meet market needs.
In charge to further leverage synergy with parent Pharmaceutical company to identify new therapeutic opportunities for Animal Health.
Responsible for evaluating therapeutic opportunities including those requiring discovery and research resources through those ready for immediate transition into the development pipeline.
Works in close collaboration with Senior Manager of Translational Biology, Director of Biology and other R&D support functions to devise relevant screening paradigms to enable progression of molecules from early discovery through drug candidate transition.
Define, lead and manage the research plan for distinct research areas focused in pet and ruminant therapeutics
Possess strong problem solving capability to overcome challenges and progress project efficiently.
Act as thought leader/expert within and across functions and is a recognized outstanding scientist within area of expertise.
Develop a strong network of internal and external collaborators for clinical and non-clinical work and negotiate the best term to fit Merial strategy.
Maintain and develop strong relationships with universities, private research institutions and government laboratories.
Publish and present research results as directed to facilitate the objectives of Merial.

Qualifications

Knowledge and Skills:

•PhD/DVM with a minimum of 7-10 years relevant industry experience
•Incumbent will have a thorough understanding of the pharmaceutical discovery process
•In depth knowledge of major therapeutic disease pathway of pets and knowledgeable on ruminant therapeutic targets is preferable
•Ability to establish, manage and lead an external team of qualified professionals
•Ability to understand, influence and motivate personnel in a matrix organization and be able to work efficiently under pressure
•Excellent problem solving skills
•Excellent communication and interpersonal skills
•Fluency in English is mandatory and ability to communicate in another language such as French, German, Chinese, Spanish or Portuguese is beneficial but not mandatory
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Job

:Laboratory/Process/Device Development

Primary Location

:United States-Georgia-Duluth

Other Locations

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Job Summary

Company
Paramount Marketing Group

Location
Suwanee, GA 30024

Industries
Restaurant/Food Services

Job Type
Full Time
Employee

Years of Experience
5+ to 7 Years

Career Level
Manager (Manager/Supervisor of Staff)

Food Services Broker Sales Representative

About the Job

Full Time Food Services Broker Sales Representative Opportunity
We are seeking an enthusiastic, success oriented account manager to join our sales team in the Atlanta, GA market. This position makes regular sales calls and presentations, calling on established accounts as well as prospecting for new opportunities. Ideal candidates will possess strong initiative, accountability, and drive to succeed. Prior foodservices experience in sales and/or restaurant operations is required. Prior sales experience in a business to business environment is required

Our career opportunity requires
***Minimum of 3-7 years of food services experience**
*Proven track record of success in consultative sales in a business to business environment
*College degree preferred
*Strong relationship building skills based on honesty, integrity, and customer service
*Culinary and/or restaurant operations experience a plus
*Bilingual a plus
*Microsoft Office skills including Word, Excel, PowerPoint, SharePoint
*Sales reporting via customized sales reporting database
*30-50% travel
*Background check and safe driving record required

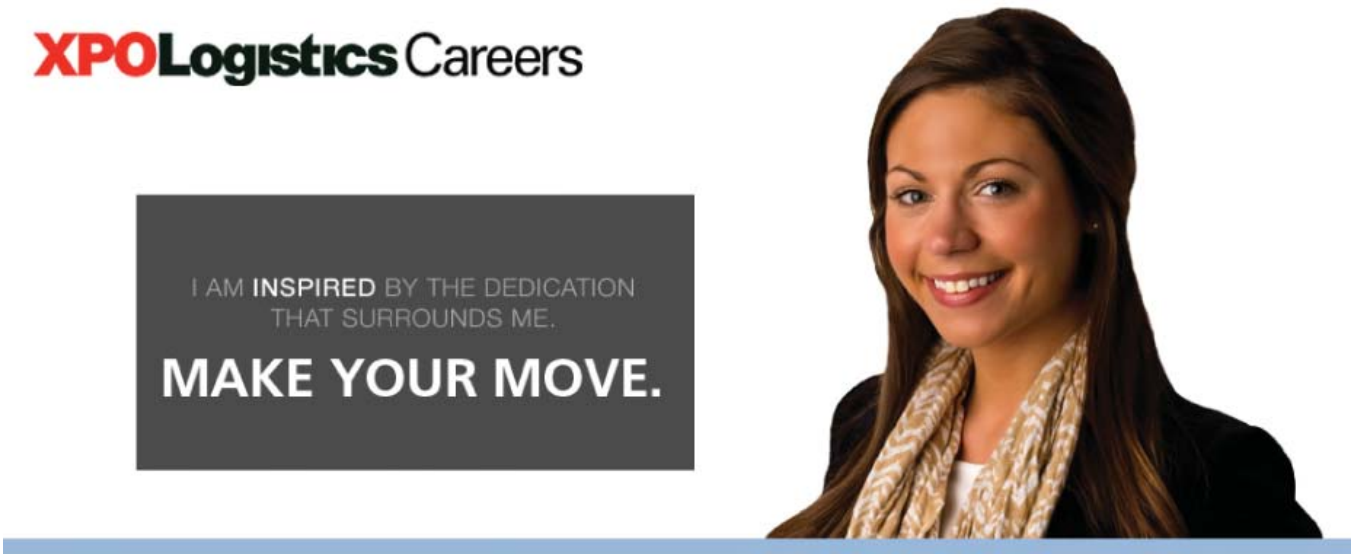
Benefits
*Salary and auto allowance
*Medical, Dental, Vision,
*Life Insurance and LTD
*PTO
*401k with employer match
*Section 125 Plan

Paramount Marketing Group is an Equal Opportunity Employer.
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| Roswell, GA 30076 | PostedThursday, April 23, 2015

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Summary

The Customer Service/Dispatcher is responsible for handling questions, scheduling, delivery and routing issues with external customers and contracted drivers. Position involves heavy phone contact between external customers and contracted drivers. In addition the position is responsible for scanning, auditing PODS and data entry tasks.

Duties

- Providing assistance by telephone to customers and business partners concerning product deliveries, returns, and exchanges.
- Diagnosing assessing and resolving problems or issues timely within the established Level of Service.
- Providing excellent customer service at all times.
- Handling customer complaints and concerns in a professional manner.
- Communicating with customers when necessary to advise shipments delay and/or information necessary to process orders.
- Processing changes or cancellations to delivery orders.

Job Summary

Job Category: Customer Support/Client Care

Job Type: Full Time Employee

Reference code:EM11169

Education level: High School or equivalent

Career level: Entry Level

Industries: All

Occupation: Call Center

Company Overview

XPO Logistics, Inc.
Make your move to XPO, where your hard work, commitment and dedication will become our greatest asset.

We're not just a transportation logistics company. We're a company invested heavily in technology, innovation and growth - and we invest in our employees, the people who share in our success.

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errors (shortages, wrong item shipped, etc.).

- Assist in monitoring progress of delivery routes throughout the U.S.
- Completing forms and determining necessary changes for service requested.
- Obtaining customer feedback information.
- Scanning of anti tip pods and verification that stamps are completed correctly
- Scanning of haul away pods and verification that stamps are completed correctly
- Other duties may be assigned to meet business needs.

in a dynamic environment fueled by achievement and a tenacious team spirit. You'll be part of a motivated team that matches your confidence and ambition. XPO will equip you with the best tools in the industry to grow and develop to a level that will exceed your expectations and help you reach the goals you set for yourself, your team, your career and your customers. Your competitive nature will not go unrecognized.

We believe in unlimited earning potential. We believe in you

jobs.xpologistics.com

Qualifications/ Requirements

- Bilingual English/ Spanish is desired.
- Strong customer service skills; ability to diffuse client frustrations.
- Ability to communicate to customers, co-workers and management in a professional/courteous manner.
- Exceptional attention to detail oriented tasks.
- Ability to use logic and problem-solving skills to resolve issues, navigate between dual monitors, familiarity with time zones, etc.
- Clear and concise verbal and written communications skills.
- Ability to follow written and verbal instructions.
- Ability to work independently under tight deadlines in a rapidly changing environment.
- Proficiency of business computer applications is required: Internet, Web Based Applications, MS Office or other business software - Required.
- Ability to handle stressful situations resulting from high volume of phone calls, technical problems, frustrated customers and changes in departmental priorities or procedures.
- Ability to perform routine mathematical calculations.
- Typing, ability to use personal computers and telephones.
- Good organizational and multi-tasking skills.
- Experience working with personal computers and business applications is required.
- One year experience in a customer service-oriented is strongly desired.
- Experience in a call center environment is a plus.
- High school diploma or GED is required.

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All candidates are subject to criminal background and drug screenings.

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About WellCare

WellCare's advantage is that we focus exclusively on providing managed care services through government-sponsored programs, such as Medicaid and Medicare. We offer a variety of health plans for families and children, as well as prescription drug plans for our approximate 2.8 million members. More importantly, we understand their special needs and challenges and know the communities they live in well.

Field Serv Coordinator-RN-Peds Nurse(Non-Metro ATL - SW)

Posted: 4/7/2015

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Works with Care Coordination MVP Team members to assess, plan, implement, coordinate, monitor, and evaluate services and outcomes to maximize the health of the Member. Coordinates, monitors and ensures that appropriate and timely primary, acute and long-term care services are provided to members across the continuum of care. Promotes effective healthcare utilization, monitors health care resources and assumes a leadership role within the Interdisciplinary Care Team (ICT) to achieve optimal clinical and resource outcomes for member. Coordinates the care and services of selected member populations across the continuum of illness. Promotes effective utilization and monitors health care resources. Assumes a leadership role within the interdisciplinary team to achieve optimal clinical and resource outcomes. Works directly with the member in the field, i.e., inpatient bedside, member's home, provider's office, hospitals, etc. while collaborating with management to assess, plan, implement, coordinate, monitor and evaluate services and outcomes to maximize the health of the member.

Essential Functions:

- Evaluates members for case management services and determines appropriate level of care coordination/ management services for member.
- Completes a comprehensive assessment and develops a care plan utilizing clinical expertise to evaluate the members need for alternative services.
- Acts as a primary case manager for members identified as Complex as defined by Case Management Program Description.
- Develops and monitors members plan of care, to include progress toward meeting established goals and self-management activities.
- Interacts continuously with member, family, physician(s), and other providers utilizing clinical knowledge and expertise to determine medical history and current status. Assess the options for care including use of benefits and community resources to update the care plan.
- Supervises and/or acts as a resource for non-clinical staff (i.e., Service Coordinators and Field Social Workers).
- Act as liaison and member advocate between the member/family, physician and facilities/agencies.
- Maintains accurate records of case management activities in the Enterprise Medical Management Automation (EMMA) System using clinical guidelines.
- Coordinates community resources, with emphasis on medical, behavioral, and social services. Applies case management standards, maintains HIPAA standards and confidentiality of protected health information and reports critical incidents and information regarding quality of care issues.
- Ensures compliance with all state and federal regulations as well as Corporate guidelines in day-to-day

Job Summary

Company
WellCare

Location
Atlanta, GA 30346

Job Status/Type
Full Time Employee

Job Category
Medical/Health

Occupation
Nursing
General/Other: Medical/Health

Career Level
Experienced (Non-Manager)

Industries
Insurance
Healthcare Services
Business Services - Other

Reference Code
1500506

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- Meets with clients in their homes, work-sites, physician's or hospital to provide management of services.
- Adapts to changes in policies, procedures, new techniques and additional responsibilities.
- Participates with other Case Managers and Medical Directors in regular or special meetings such as Clinical rounds.
- Perform other duties as assigned.

Education: A Bachelor's Degree in Health Services or BSN or directly related equivalent work experience.

Experience: 2-4 years clinical acute care experience. Home health, physicians office or public health experience a plus. At least 1-3 years current case management experience preferred. Managed care experience preferred. Understands the business and financial aspect of case mgmt in a managed care setting. Prior utilization management experience preferred in some geographic regions. Experience in care of the elderly is required in some geographic regions.

Licenses/Certifications: Current State RN licensure. Maintain required contact hours to fulfill regulatory requirements. CCM strongly preferred

Special Skills (e.g. 2nd language):
Bilingual skills a plus
Assists in evaluating process improvements
Ability to work independently, handle multiple assignments and prioritize workload
Demonstrates high level time management and priority setting
Communicates effectively in person and by phone
Ability to work independently in various environments
Advanced ability as a licensed professional to communicate on any level required to meet the demands of the position
Ability to create, review and interpret treatment plans
Understands the business and financial aspect of case mgmt in a managed care setting

Technical Skills/Requirements: Proficient in Microsoft Office including Excel, Word, PowerPoint, Access and Outlook Express. Knowledge of or the ability to learn company approved software such as CRMS, Peradigm, InterQual, Sidewinder and other software in order to perform job duties.



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Daniel Carlson	Atlanta	Georgia	30316
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Jenna Novic	Atlanta	Georgia	30316
Trin intra	Atlanta	Georgia	30316
Jeff Turk	Atlanta	Georgia	30316
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Amy Granetto	Atlanta	Georgia	30316
Mark Freeman	Atlanta	Georgia	30316
Kenneth Hill	Atlanta	Georgia	30316
Kevin Richardson	Atlanta	Georgia	30316
Alisha wyatt-Bullman	Atlanta	Georgia	30316
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Aeslya fuqua	Decatur	Georgia	30032
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Travis Hill	Atlanta	Georgia	30316
Janie Liou	Atlanta	Georgia	30316
Vince Lin	Atlanta	Georgia	30307
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Autumn Coleman	Atlanta	Georgia	30319
Kelly Logsdon	Alpharetta	Georgia	30005
April Payton	Avondale Estates	Georgia	30002
Kate Stepleton	Jersey City	New Jersey	7302

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pamela rue	Atlanta	Georgia	30316
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Jennifer dyer	Atlanta	Georgia	30316
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Nicole Kilcoin	Atlanta	Georgia	30318

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Kellei Johnstone	Atlanta	Georgia	30316
Kashia ewer	Conyers	Georgia	30012
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ashley Greenfield	Atlanta	Georgia	30316
Suzanne Eifrid	Atlanta	Georgia	30316
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jason mclin	Atlanta	Georgia	30316
cara mckinney	Atlanta	Georgia	30316
Holly Beach	Atlanta	Georgia	30316
Erik Bullman	Atlanta	Georgia	30316

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Trevin Sandlin	Decatur	Georgia	30032
Runako Godfrey	Atlanta	Georgia	30316
Zachary Cohen	Atlanta	Georgia	30316
Kerry gibson	Atlanta	Georgia	30316
Gina Tharayil	Atlanta	Georgia	30316
Lindsey Cohen	Atlanta	Georgia	30316
olga Hayden	Atlanta	Georgia	30316
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Heather Abbott-Lyon	Atlanta	Georgia	30316
Maria Nelson	Atlanta	Georgia	30328
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Adelaide Federici	Atlanta	Georgia	30316
Amy Hollibaugh	Atlanta	Georgia	30316
Jamie Van Haltern	Atlanta	Georgia	30316
Vance Exley	Atlanta	Georgia	30316
Mary Lindsey Lewis	Decatur	Georgia	30033
Lauren Frutiger	Tucker	Georgia	30084
Anna Blackstock	Atlanta	Georgia	30316

Lindsey Blackstock	Atlanta	Georgia	30316
Tiffany Castillo	Atlanta	Georgia	30316
Bethany Baeuerlin	Avondale Estates	Georgia	30002
Janese Coleman	Atlanta	Georgia	30316
Sherynda patrick	Atlanta	Georgia	30316
Ayinde Luqman	Atlanta	Georgia	30316
Brett Bradshaw	Atlanta	Georgia	30316
Michelle Kubiak	Atlanta	Georgia	30316
Brian Johnson	Atlanta	Georgia	30316
Sue Wortzel	Atlanta	Georgia	30316
Terra Gant	Atlanta	Georgia	30316
Jennifer Johnson	Atlanta	Georgia	30316
Lauren Rials	Atlanta	Georgia	30316
stacia oberweis	Atlanta	Georgia	30316
Wendy Ramsaur	Atlanta	Georgia	30327
Mario Rials	Atlanta	Georgia	30316
Emily Jones	Decatur	Georgia	30033
Carol Madrigal	Atlanta	Georgia	30316
Jaye Liptak	Atlanta	Georgia	30316
Joshua Harper	Atlanta	Georgia	30316
Michelle Hume	Atlanta	Georgia	30316
Jane Berglund	Atlanta	Georgia	30316
catherine Stengel	Atlanta	Georgia	30316
Martin Shelton	Atlanta	Georgia	30316
Steven Alston	Atlanta	Georgia	30316
Erin Donohue-Koehler	Atlanta	Georgia	30316
James Parks	Atlanta	Georgia	30316
Lucy Freas	Atlanta	Georgia	30316
Samuel Jones	Atlanta	Georgia	30316
Ayla Wolk	Atlanta	Georgia	30316
Brad Eller	Atlanta	Georgia	30316
Laura Campbell	Atlanta	Georgia	30316
Erin Harwood	Decatur	Georgia	30030
Jonathan Lyon	Atlanta	Georgia	30316
Iona Wynter Parks	Atlanta	Georgia	30316
Alicia Case	Atlanta	Georgia	30316
Nora Spencer	Atlanta	Georgia	30316
Jaclyn Williams	Atlanta	Georgia	30316
Jonathan Wishon	Atlanta	Georgia	30316
Jennifer Hicks	Atlanta	Georgia	30316
Jenni Creed	Atlanta	Georgia	30316
Daniel Triandiflou	Atlanta	Georgia	30316
Elise Nussbaumer	Atlanta	Georgia	30316
Cindy Gonzalez	Atlanta	Georgia	30316
Evan pierce	Atlanta	Georgia	30306
Miles Logan	Atlanta	Georgia	30316
Chris Murphy	Old Hickory	Tennessee	37138

Natasha harrington	Atlanta	Georgia	30316
Jason Moss	Atlanta	Georgia	30316
Cori Moss	Atlanta	Georgia	30316
Karis Murphy	Old Hickory	Tennessee	37138
Rachel Spurrier	Grovetown	Georgia	30813
Nate Dorn	Atlanta	Georgia	30316
Greg Rose	Atlanta	Georgia	30316
Ashley Trumbull	Decatur	Georgia	30032
Arthur Mills IV	Atlanta	Georgia	30316
Stephanie Logan	Atlanta	Georgia	30316
Grace Sewell	Atlanta	Georgia	30316
Andrew Carlsen	Atlanta	Georgia	30316
Kristin Potchynok	Atlanta	Georgia	30316
Christina Rogers	Marietta	Georgia	30062
Michael Dorn	Evans	Georgia	30809
Marc Takacs	Atlanta	Georgia	30316
John Bayles	Atlanta	Georgia	30316
James Shelly	Atlanta	Georgia	30326
Michelle Bannon	Atlanta	Georgia	30316
Carol Dorn	Dahlonega	Georgia	30533
Dr chad king	Johnson City	Tennessee	37615
Lauren Petzke	Los Angeles	California	90028
Hallie Fisher	Atlanta	Georgia	30316
Marybeth Bellinger	Atlanta	Georgia	30316
Meredith Francis	Atlanta	Georgia	30316
Hernan Talero	Atlanta	Georgia	30316
Nancy Talero	Atlanta	Georgia	30316
Kristal Holmes	Stone Mountain	Georgia	30088
Tara Bushmiaer	Atlanta	Georgia	30316
melanie Levine	Atlanta	Georgia	30316
Natalie Fernandez	Atlanta	Georgia	30319
Erik Huber	Atlanta	Georgia	30317
Jeremy Poore	Atlanta	Georgia	30316
Craig Fogel	Atlanta	Georgia	30316
Katie Plazyk	Atlanta	Georgia	30316
Rebekah Wallace	Atlanta	Georgia	30316
Rachael Harris	ATLANTA	Georgia	30316
Adam Shipp	Atlanta	Georgia	30316
Dustin Goossens	Atlanta	Georgia	30316
zachary goossens	Atlanta	Georgia	30316
Chris Warfield	Cumming	Georgia	30041
Alaina Levant	Atlanta	Georgia	30316
Kelly Monical	Atlanta	Georgia	30316
Joseph Crowther	Atlanta	Georgia	30316
Amy Sink	atlanta	Georgia	30315
Pepin Owenby	Decatur	Georgia	30032
Janine Randall	Atlanta	Georgia	3033

Heather Hearn	Atlanta	Georgia	30316
Alfreda Mayes	Atlanta	Georgia	30316
Laura Roberts	Avondale Estates	Georgia	30002
Robin Raflo Hurtado	Atlanta	Georgia	30317
Molly Rose	Atlanta	Georgia	30316
Julia Basin	Atlanta	Georgia	30317
Lorca Montgomery	Anniston	Alabama	36207
Lynette hill	Atlanta	Georgia	30312
Amanda Pedrosa	Tucker	Georgia	30084
adedayo lawal	Atlanta	Georgia	30316
Angela bryant	Atlanta	Georgia	30307
Katie Takacs	Atlanta	Georgia	30316
Sinead Quinn	Atlanta	Georgia	30316
Meredith Everett	Atlanta	Georgia	30309
Cynthia Cahalen	Atlanta	Georgia	30317
Robin Dow-Washington	Atlanta	Georgia	30316
allen johnson	Atlanta	Georgia	30340
Helen Franks	Atlanta	Georgia	30316
Rebecca Merchant	Decatur	Georgia	30032
Abbie Gulson	Atlanta	Georgia	30316
amy platter	Atlanta	Georgia	30316
Kara Graul	Stafford	Texas	77477
Susie Antell	Atlanta	Georgia	30316
Kathleen Day	Atlanta	Georgia	30316
Mandi Tidwell	Douglasville	Georgia	30134
Diana Wrenn Rapp	Decatur	Georgia	30032
Dawn Hall	Decatur	Georgia	30032
Ayo Alaran	Atlanta	Georgia	30316
Timothy Pflieger	Atlanta	Georgia	30316
Julie Campbell	Atlanta	Georgia	30307
jessI a brown	Atlanta	Georgia	30316
Robyn Horton	Atlanta	Georgia	30316
Momo Ruthsatz	Atlanta	Georgia	30316
Christian Chotro	Atlanta	Georgia	30316
Jacqueline Frasca	Medway	Massachus	2053
Rynne E Smith	Gurnee	Illinois	60031
Angie boggs	Atlanta	Georgia	30316
Noelle Baldwin	Atlanta	Georgia	30316
Troy Shirbroun	Atlanta	Georgia	30316
Kate Jones	Decatur	Georgia	30032
Deji Alaran	Atlanta	Georgia	30316
Daniel Larsen	Atlanta	Georgia	30316
Becky Jarrell	Atlanta	Georgia	30316
Erica Shirbroun	Atlanta	Georgia	30316
Katie Taylor	Atlanta	Georgia	30316
Ceavon Smith	Atlanta	Georgia	30316
Claire Webber	Atlanta	Georgia	30316

Amanda Hall	Atlanta	Georgia	30316
Tim Theall	Atlanta	Georgia	30316
Karyn Laterza	Atlanta	Georgia	30316
Janelle Wilde	Seattle	Washingto	98116
Katie Carroll	Loganville	Georgia	30052
Trey Glover	Atlanta	Georgia	30316
Cindy Laterza	Peachtree City	Georgia	30269
Stephanie Spivey	Tucker	Georgia	30084
Bryan Van Vranken	Atlanta	Georgia	30308
Catherine Ouellette	Atlanta	Georgia	30316
Miranda Garrison	Atlanta	Georgia	30316
Jacob Garrison	Atlanta	Georgia	30316
sheila quinn	Tyrone	Georgia	30290
Heidi Larson	Atlanta	Georgia	30316
Jennie juechter	Atlanta	Georgia	30310
Julie Johnson	Atlanta	Georgia	30316
Erin Smullen	Atlanta	Georgia	30316
Deborah Director	Atlanta	Georgia	30316
Shanta H	Atlanta	Georgia	30316
Kevin Polite	Atlanta	Georgia	30316
Erin brandenburg	Atlanta	Georgia	30316
Jamie Russell	Atlanta	Georgia	30316
Jennifer Jacobs	Atlanta	Georgia	30316
Jose navarro	Atlanta	Georgia	30316
Brittney young	Atlanta	Georgia	30316
Sharee Clarke	Atlanta	Georgia	30316
Patrick dyer	Atlanta	Georgia	30305
Jennifer Thompson	Atlanta	Georgia	30316
Morgan oates	Pleasant View	Tennessee	37146
Pavan Navarro	Atlanta	Georgia	30316
Michael Schoenfeld	Atlanta	Georgia	30316
Angeline Burks	Buford	Georgia	30519
Alison camacho	Atlanta	Georgia	30317
Robin Van Vranken	Atlanta	Georgia	30308
Keryn Schneider	Atlanta	Georgia	30316
Leslie petosa	Decatur	Georgia	30030
Russel White	Atlanta	Georgia	30316
Nathalie Blanchard	Atlanta	Georgia	30316
James shook	Atlanta	Georgia	30316
Kelston Williams	Atlanta	Georgia	30316
Ashley Kurzweil	Atlanta	Georgia	30316
Sheila Burau	Atlanta	Georgia	30316
Merryl Hoilman	Atlanta	Georgia	30316
Elizabeth Ivey	Atlanta	Georgia	30316
Ryan Carter	Atlanta	Georgia	30316
Kristin Delea	Atlanta	Georgia	30316
Amy Sery	Decatur	Georgia	30033

Michael Jaccino	Atlanta	Georgia	30316
Denise Moreno	Decatur	Georgia	30032
rosanne bartlett	Loganville	Georgia	30052
Robyn Susemihl	Atlanta	Georgia	30316
Mary Fraser	Decatur	Georgia	30032
Wendell Carter	Atlanta	Georgia	30316
Ann Kirk	Decatur	Georgia	30032
Helen Robinson	Atlanta	Georgia	30316
Shaw Brown	Atlanta	Georgia	30316
courtney walsh	Atlanta	Georgia	30342
Darren Rogers	Atlanta	Georgia	30316
Brittany Thompson	Loganville	Georgia	30052
Mitch Brown	Atlanta	Georgia	30316
stephanie polom	Atlanta	Georgia	30316
Joanne Crowther	Laurence harbor	New Jersey	8879
Laurie Crowther	Howell	New Jersey	7731
Jon Blanchard	Atlanta	Georgia	30316
Sarah gleason	Atlanta	Georgia	30307
Reid David	Atlanta	Georgia	30316
Jennifer Higgins-Brooks	Atlanta	Georgia	30326
Vonetta Stocks	Atlanta	Georgia	30316
Iris Hernandez	Lawrenceville	Georgia	30043
Charles Clarke	Atlanta	Georgia	30316
John Ellis	Atlanta	Georgia	30316
Mark Peoples	Atlanta	Georgia	30316
Daniel Polom	Atlanta	Georgia	30316
Sarah Brooks	Atlanta	Georgia	30338
kevin Kusinski	Atlanta	Georgia	30316
folake Alaran	Atlanta	Georgia	30316
Elizabeth Smith	Atlanta	Georgia	30317
Erin Dreiling	Atlanta	Georgia	30316
Justin Griswold	Atlanta	Georgia	30316
Jason Quigley	Atlanta	Georgia	30316
Amber geoghagan	Atlanta	Georgia	30316
Alycia Linke	Norcross	Georgia	30092
Brandi Shelton	Stone Mountain	Georgia	30083
Valencia Hollingshed	Riverdale	Georgia	30296
Brittany Griswold	Atlanta	Georgia	30317
sharon Hoffmann	Buford	Georgia	30518
Elizabeth Grubic	Atlanta	Georgia	30316
Dan Bush	Atlanta	Georgia	30315
daniel haugland	Atlanta	Georgia	30312
Betsy Harvey	Atlanta	Georgia	30316
Laura Harper	Atlanta	Georgia	30316
Christi Motlagh	Atlanta	Georgia	30306
Laura Aleshire	Atlanta	Georgia	30315
Karisa Gilmer	Atlanta	Georgia	30316

Chris Gilmer	Atlanta	Georgia	30316
Suheil Guzman	Atlanta	Georgia	30316
Annie Rimbey	Atlanta	Georgia	30317
Lindsey Munro	Sunnyvale	California	94087
William Mount	Atlanta	Georgia	30307
Chrissie Kallio	Avondale Estates	Georgia	30002
Mike Jarrell	Atlanta	Georgia	30312
Ashley Lester	Atlanta	Georgia	30316
Lisa Baird	Atlanta	Georgia	30316
Peter Lester	Atlanta	Georgia	30316
Jeanne Lynch	Atlanta	Georgia	30316
Anne Lusk	Atlanta	Georgia	30316
Lateefah Cato	Atlanta	Georgia	30316
Mark Lynch	Atlanta	Georgia	30316
teri jones	Fayetteville	Georgia	30214
Daniel Laterza	Atlanta	Georgia	30316
Dallas Cato	Atlanta	Georgia	30316
Marilyn Cottrell	Atlanta	Georgia	30316
anna elmore	Atlanta	Georgia	30316
Genevieve Leavitt	Atlanta	Georgia	30316
Leslie Eason	Atlanta	Georgia	30316
Charles Cato	Sarasota	Florida	34241
Kathleen Hill	Atlanta	Georgia	30316
Jamie Hill	Atlanta	Georgia	30316
Nicole Barrett	Atlanta	Georgia	30316
Sherry Martin	Atlanta	Georgia	30316
Danielle Saxon	Atlanta	Georgia	30325
Beverley Watson	Stone Mountain	Georgia	30083
Ethel Walker	Atlanta	Georgia	30316
Samara Thompson	Stone Mountain	Georgia	30083
Dawne Edge	Atlanta	Georgia	30327
Stephanie Borer	Atlanta	Georgia	30316
Terry Jones	Fayetteville	Georgia	30214
Chiquita Bataille	Atlanta	Georgia	30316
Christelle Martin-Hoster	Atlanta	Georgia	30316
Candace Meeks	Fairburn	Georgia	30213
Migdalia Garcia	Atlanta	Georgia	30315
Kendra Roundtree	Atlanta	Georgia	30316
Sean Kiley	Atlanta	Georgia	30316
Devin Young	Oxford	Alabama	36203
Tony Johnson	Atlanta	Georgia	30316
Scott Landrigan	Atlanta	Georgia	30316
Scott Rouillier	Atlanta	Georgia	30316
Corinne Klemenc	Athens	Georgia	30605
Ashley Gilbert	Atlanta	Georgia	30316
Alexandra Warner	ATLANTA	Georgia	30316
lindsey burke	Atlanta	Georgia	30316

Mary ann Velasco	Atlanta	Georgia	30316
William Hill	Atlanta	Georgia	30316
Brandy Bland	Atlanta	Georgia	30316
Matthew James	Atlanta	Georgia	30338
Daniel Cox	Atlanta	Georgia	30316
Blair Setnor	Atlanta	Georgia	30316
Emmi Braselton	atlanta	Georgia	30316
Todd Fuller	Atlanta	Georgia	30316
Cord McLean	Atlanta	Georgia	30316
Ed McMillan	Atlanta	Georgia	30316
Matt Stewart	Atlanta	Georgia	30316
Daniel Dorfman	Atlanta	Georgia	30316
Curtis Buice	Atlanta	Georgia	30316
Tiffany Carter	Barcelona		8003
Sommovigo mayu	アトランタ	Georgia	30340
Heather Fox	Marietta	Georgia	30066
Leslie Santiago	Atlanta	Georgia	30316
Shaun Billingslea	Atlanta	Georgia	30316
Ashley Davis	Atlanta	Georgia	30316
Nicole Federici	New York	New York	11207
Adam Cooper	New York	New York	11207
pat cohen	carefree	Arizona	85377
Jeremy Greenup	Atlanta	Georgia	30316
Nicole Je	Atlanta	Georgia	30316
Shea Stanback	Decatur	Georgia	30032
Jess Olivier	Atlanta	Georgia	30317
Paul Olivier	Atlanta	Georgia	30317
Nicholas Ingkatanuwat	Atlanta	Georgia	30316
dianne proctor	atlanta	Georgia	30309
John Kimball	Atlanta	Georgia	30316
Kat-I van Morblue	Atlanta	Georgia	30316
ashley mclean	Atlanta	Georgia	30316
Brandon Hayes	Atlanta	Georgia	30307
Terese Davis	Clarkston	Georgia	30021
Tina Williams	Atlanta	Georgia	30316
John Wierwille	Decatur	Georgia	30033
Brandon Byrd	Atlanta	Georgia	30316
Rachel Ooms	Atlanta	Georgia	30316
Kyle dixon	Stockbridge	Georgia	30281
Leah McClellan	Atlanta	Georgia	30316
Donna Williamon	Atlanta	Georgia	30316
Stephanie Hansen	Decatur	Georgia	30030
Stephen Camp	Atlanta	Georgia	30307
Alison James	Atlanta	Georgia	30338
Fredly Bataille	Atlanta	Georgia	30316
Julie Newcome	Atlanta	Georgia	30316
Telleen Gegner	Atlanta	Georgia	30316

Jennifer Moore	Atlanta	Georgia	30307
Lauren Bellamy	Atlanta	Georgia	30316
David Spake	Atlanta	Georgia	30316
Jennifer Campbell	Ellenwood	Georgia	30294
Kennisha Davis	Ellenwood	Georgia	30294
Melissa McConnell	Atlanta	Georgia	30345
eric Carpenter	Atlanta	Georgia	30316
Susan McKay	Atlanta	Georgia	30316
Candice campbell	Atlanta	Georgia	30316
Claudia Strange	Atlanta	Georgia	30315
Kelly Garrison	Atlanta	Georgia	30316
Robert DeBardeleben	Atlanta	Georgia	30316
Greg Gegner	Atlanta	Georgia	30316
Shannon Yasseri	Atlanta	Georgia	30316
Nan Segler	Atlanta	Georgia	30316
William Campbell	Atlanta	Georgia	30316
Leslie Cato	Sarasota	Florida	34241
La Keisha Miller			30316
Leonardo Martinez	East Point	Georgia	30344
Lonna Spencer	Conyers	Georgia	30013
Annie Jackson	Atlanta	Georgia	30316
Marnie Curk	Atlanta	Georgia	30316
Garry Carter	Loganville	Georgia	30052
Jessica Kyle	Atlanta	Georgia	30316
Allison Scott	Atlanta	Georgia	30316
David Haller	Decatur	Georgia	30032
Charlayne Scarlett	Atlanta	Georgia	30316
Ashley Warren			30316
Motoe Haller	Atlanta	Georgia	30316
Craig Campbell	Ellenwood	Georgia	30294
Melissa Habel	Decatur	Georgia	30030
Mark DeLong	Atlanta	Georgia	30309
Geoff Huitt	Tucker	Georgia	30084
Jason Cecil	Decatur	Georgia	30033
Tina Launey	Mableton	Georgia	30126
Anthony Nastri	Decatur	Georgia	30032
Jennifer Biggers	Atlanta	Georgia	30316
Renee jolissaint	Decatur	Georgia	30033
Liza DuPont			30317
Jeni Scialabba	Atlanta	Georgia	30316
Caty Nation	Marietta	Georgia	30068
Francina Sanders	Atlanta	Georgia	30317
Molly Scialabba	Charlotte	North Caro	28270
Susan Patrick-Powell	Atlanta	Georgia	30317
christine olaes	Atlanta	Georgia	30341
Rachael Griffin	Frierson	Louisiana	71027
Lauren Roszak	Atlanta	Georgia	30319

Jennifer Calhoun	Statesboro	Georgia	30458
John Cearley	Decatur	Georgia	30030
Erin Grass	Atlanta	Georgia	30316
Katie Calhoun	Statesboro	Georgia	30458
Joseph Scialabba	Atlanta	Georgia	30316
Amanda eady	Atlanta	Georgia	30316
Sarah Miller	Brooklyn	New York	11216
Vishal Parmar	Decatur	Georgia	30032
kim garbow	Atlanta	Georgia	30307
Kyle Monroe-Spencer	Stone Mountain	Georgia	30087

Comments

Name	Location	Date	Comment
Mijha Godfrey	Atlanta, GA	2015-04-03	It's important to me to have a local elementary school where my child can learn to be fluent in a second language and be challenged to excel. Unfortunately the schools in our area are struggling and parents tend to move away when their children become school age. This migration is destabilizing for our neighborhoods and our families. Parents in south DeKalb County need more quality public education choices.
Loren Locke	Atlanta, GA	2015-04-03	I want my children to attend an excellent, diverse, local public school, such as East Atlanta Charter School proposes to be. If approved, this charter school will be a phenomenal resource for families who may otherwise move away to access better public schools or struggle to pay for private school.
Jenna Novic	Atlanta, GA	2015-04-03	I live in this area and the schools are dismal. We need change as north dekalb residents annex into their own cities, they take part of our education budget with them. We need change!
Torrence Williams	Union City, GA	2015-04-03	I want better schools
Mark Freeman	Atlanta, GA	2015-04-03	I see a huge need for a better school system in Atlanta.
Hillary King	Atlanta, GA	2015-04-03	I want my children to have a safe and educational experience which I'm not seeing at our current public schools. If we are unable to find such a school for our kids in the next few years we will be forced to homeschool both children.
Amy Daugherty	Atlanta, GA	2015-04-03	Our current school options are not acceptable for my family.
Veronic Miley	Atlanta, GA	2015-04-03	I'm signing because I own a home in East Atlanta and I care about the community. especially the people that live there and as it is part of the city that is very important that we have really good schools.
FABIENNE LAUTURE	Atlanta, GA	2015-04-03	I am signing because I want all children in my community to have access to a great school.
Jessica Haggberg	Atlanta, GA	2015-04-03	The current school available are not except able
David Beall	Atlanta, GA	2015-04-03	Kids need great schools
Grier Kellett	Decatur, GA	2015-04-03	I will not send my child to my zoned school. I want a wonderful school for my child. He deserves no less than the best.
Amanda Tommie	Atlanta, GA	2015-04-03	I'm signing because my family is growing by 2 little ones! I want a good school for them in 5 years and my district has rating of 2-3!
Miranda Woods	Woodstock, GA	2015-04-03	I have personally seen the need for a school such as this in East Atlanta. My family recently made the tough decision to leave East Atlanta due to the lack of school options in the area.
Kevin Granetto	Atlanta, GA	2015-04-03	My child needs a good public school option
Gabriel Wardell	Atlanta, GA	2015-04-03	I want the schools in our district to improve.
Travis Hill	Atlanta, GA	2015-04-03	My 22 month old son is currently enrolled in a Spanish immersion day care program. We would love to have a nearby option to continue this type of curriculum. In addition, the immersion type of curriculum is not really available within DeKalb county schools and the few charter programs are extremely difficult to get into.

Name	Location	Date	Comment
Trin intra	Atlanta, GA	2015-04-03	I signed because I love my home, neighbors, and community in south DeKalb and I don't want to move for a better school. I want my child, and all children, to have a better educational experience than what we are zoned for. I want a local school that is diverse (socioeconomically and racially) with a strong parent-teacher-community partnership and an excellent curriculum that the EACS is proposing. East Atlanta was voted 3rd best neighborhood in the US. Let's keep the momentum going and make EACS the best school in the area.
April Payton	Avondale Estates, GA	2015-04-03	We need more awesome schools in Dekalb County!
Terra giemza	Atlanta, GA	2015-04-03	i feel strongly about this!
christan vick	atlanta, GA	2015-04-03	we NEED this school on this side of town, our kids need it, our neighbors need it. Please approve this charter so that good families will stop having to move out of south dekalb to go to better schools and new families will want to move in!
Sarah Nixon	Atlanta, GA	2015-04-03	I have a 17 month old daughter and live in the Gresham Park/East Atlanta area. I have already begun focusing on and researching an elementary school for her attend. The one I am zoned for, McNair Learning Academy, seems out of the question as far as sending her there.
Jason Williams	Atlanta, GA	2015-04-03	The unincorporated area of DeKalb County in the East Atlanta area needs a decent public school option. I don't want to move for a better school.
heather saunders	Royal Oak, MI	2015-04-03	I'm signing because I want my nephew to have a fantastic district and neighborhood to grow up in.
Sheila Baldwin	Atlanta, GA	2015-04-03	I am concerned that our children are not getting the best we have to offer. As a tax payer I fully support charter school and vote accordingly.
Kari Mesnickow	Atlanta, GA	2015-04-03	The students of this area deserve a better school.
Sarah adle	Atlanta, GA	2015-04-03	i live in unicorporated DeKalb east Atlanta and feel that we are forced to move in the coming year before our daughter starts kindergarten in fall 2016
Conley Perry	Hull, GA	2015-04-03	I want better education options for our child.
Robyn Chapman	Decatur, GA	2015-04-03	This area needs a strong public school.
travis dorn	Atlanta, GA	2015-04-03	I live in incorporated Dekalb County, and I have two boys for whom this school would be a godsend.
Felicia Trezza	Decatur, GA	2015-04-03	I'm signing because we live in that area and I think it is exactly what we need!
Erin Stubbs	Decatur, GA	2015-04-03	my niece would attend this school
Carina Gerry	Decatur, GA	2015-04-03	I live here and have a small child.
susan wood	Atlanta, GA	2015-04-03	We may move when our son is ready for school because we're not thrilled with current choices for schools.
Margaret Mason Tate	Atlanta, GA	2015-04-03	I'm signing because I believe the area my son will group in needs better options.
Kari Nesbitt	Decatur, GA	2015-04-03	I would like better options for my child to go to school
stephanie Dorfman Singletary	Atlanta, GA	2015-04-03	I want quality public education options for my family.
Casey Cochran	Atlanta, GA	2015-04-03	We need better school options in East Atlanta / Dekalb County!!!
laurel snyder	ATLANTA, GA	2015-04-03	As a resident of the target district for 6 years, who moved away for schools, but still owns property in the area, I'd love to see a stronger focus on education.
Nicole Kilcoin	Atlanta, GA	2015-04-03	I'm signing because I want better schools for our young children.
rosewani crowther	Atlanta, GA	2015-04-03	My kids live in Dekalb county and the options for a good education in our area are limited.

Name	Location	Date	Comment
Joshua Dyer	Atlanta, GA	2015-04-03	Sooner than I realize, my daughter will be old enough to go to school, and I want her to have a rich and diverse education.
JoAnn Bates	Atlanta, GA	2015-04-03	I live in unincorp. Dekalb with no options for a decent school for my 2 yo girl.
Julie Krummes	Decatur, GA	2015-04-03	Need kindergarten in 2016
Sara Corbett	Atlanta, GA	2015-04-04	We need better schools!
Andrew Cashen	Atlanta, GA	2015-04-04	Because I want better education options for my children in DeKalb Co.
Megan O'Toole	Decatur, GA	2015-04-04	. YES! It's about time!
Barbara Williams	Atlanta, GA	2015-04-04	This is much needed and will receive great support for this growing East Atlanta area. My children live in this neighborhood and welcome this for my grandchldren.
Danielle Nordlund	New York, NY	2015-04-04	I'm building a house in EAV and want to send my child here.
Patrick Taylor	Atlanta, GA	2015-04-04	I live in the area and am about to have a child and want he to have education opportunities in this area.
Catherine Sibuma	Decatur, GA	2015-04-04	East Atlanta is an amazing, diverse, and active community that deserves to have it's children educated in the best possible way.
kim fowlkes	Atlanta, GA	2015-04-04	It's needed on this side of town.
Andria Terry	Atlanta, GA	2015-04-05	I'm interested in better school options for my community.
Josh Bennett	Atlanta, GA	2015-04-06	I do not want to have to move from Dekalb county just so my child has an opportunity to go to a good school. I like where my family lives, but if there is not a good school to go to then we would need to pick up and leave our neighborhood.
Holly Beach	Atlanta, GA	2015-04-06	need schools
Tim Delaney	Greenville, SC	2015-04-06	My grandchildren are there.
Whitney Delaney	Lynchburg, VA	2015-04-06	For my niece and nephew who live in the area!
Runako Godfrey	Atlanta, GA	2015-04-07	South DeKalb deserves a high-quality immersion school.
Zachary Cohen	Atlanta, GA	2015-04-07	I'm signing because East Atlanta is a changing population, with more and more young parents wanting to send their kids to public schools, but are forced to send to private schools due to poor school performance. please help East Atlanta to continue to grow and use the new influx of new families to better the school system!
Kerry gibson	Atlanta, GA	2015-04-07	my daughter needs a great school in east Atlanta.
Olga Danskaya	Atlanta, GA	2015-04-07	I have a baby who would be able to attend a good school here in the city. Otherwise we will have to move to the suburbs for our child to go to school.
Richard Isabu	Atlanta, GA	2015-04-07	My children's future
Heather Abbott-Lyon	Atlanta, GA	2015-04-07	I have young kids and want better options for there elementary school.
Maria Nelson	Atlanta, GA	2015-04-07	All children deserve a good education :)
Amy Parry	Atlanta, GA	2015-04-07	I have a 1 year old and a 2.5 year old. We would love to have this Charter school in our neighborhood so our children can attend a quality school with parental involvement and so that our neighborhood will attract more families to move here.
Theophilus Stanford	Flovilla, GA	2015-04-07	Anything for a better education for our children
Barbara Exley	Roswell, GA	2015-04-07	My son & his family live in this area and desire to stay as their small children become school age. This charter school will educate future leaders not just for Dejskb but for an ever increasing multi-cultural world

Name	Location	Date	Comment
Mark barwick	Atlanta, GA	2015-04-07	We need better schools in our area to keep good people from moving away and to attract more quality people to our neighborhood.
Matthew Welker	Atlanta, GA	2015-04-07	I want the best education possible for my future children and the members of my community.
Nasha Sanders	Atlanta, GA	2015-04-07	My son will be eligible to go to this school in 2017. I would love for him to attend a charter school in my area.
Kamilah Miller	Atlanta, GA	2015-04-07	I am a resident of East Atlanta with a child entering Kindergarten in 2016 and one entering in 2018. I would like to support quality education in my community.
Jennifer Parker	Atlanta, GA	2015-04-07	I would like my son to go to school in a Spanish immersion enviroment
Adelaide Federici	Atlanta, GA	2015-04-07	Both of my children attend (attended) a dual immersion preschool and I think it is so important for children today to be at least bilingual.
Anna Blackstock	Atlanta, GA	2015-04-07	Every child deserves a good, local, tuition-free school option, and there currently isn't one. A charter school would be good for everyone in the area and would keep some families with school-age children, including mine, from moving to another school district.
Janese Coleman	Atlanta, GA	2015-04-08	I live in East Atlanta and we desperately need a school like this. Every year many residents leave to move north when their children turn school-age b/c the schools in this area are not good.
Sherynda patrick	Atlanta, GA	2015-04-08	I'd love for my daughter to be able to attend a Charter school.
Ayinde Luqman	Atlanta, GA	2015-04-08	I'm interested in sending my son here.
Brett Bradshaw	Atlanta, GA	2015-04-08	I will have bilingual children one day and I would much prefer sending them to a neighborhood public school with spanish immersion than a private school!
Katie Gant	Atlanta, GA	2015-04-08	because we deserve BETTER options for school other than lacking public schools we are zoned for.
Jennifer Johnson	Atlanta, GA	2015-04-08	My future children if we stay in the area - we will most likely move due to the lack of quality schools in the neighborhood.
Wendy Ramsaur	Atlanta, GA	2015-04-08	This is the area of the city I'd like to live in - but the schools aren't quite what I'm looking for. Charter schools could change that
Mario Rials	Atlanta, GA	2015-04-08	There should be no such thing as a "bad" school in any neighborhood. Here's a great opportunity to begin to correct our educational shortcomings, to invest in our neighborhood, our children and Americas future.
Erin Donohue-Koehler	Atlanta, GA	2015-04-08	I live in East Atlanta, and just had my first child. We are very excited about the prospect of having more public school options for her.
James Parks	Atlanta, GA	2015-04-08	I have a school aged child.
Lucy Freas	Atlanta, GA	2015-04-08	EAV doesn't have any good schools and we need one.
Ayla Wolk	Atlanta, GA	2015-04-08	I want an option like this for my children!
Laura Campbell	Atlanta, GA	2015-04-08	I believe in multilingual education and would like more options for my children closer to where we live.
Alicia Case	Charlotte, NC	2015-04-08	I want my son to have the same access to quality education that I did.
Jaclyn Williams	Atlanta, GA	2015-04-09	I need a quality school for my children.
Elise Nussbaumer	Atlanta, GA	2015-04-09	I have 2 small kids that would greatly benefit from a charter school in East Atlanta.
evan pierce	charlotte, NC	2015-04-09	My daughter is now 3 and needs better education options in Atlanta.
Chris Murphy	Old Hickory, TN	2015-04-09	I have two nephews that can benefit from better education in East Atlanta.

Name	Location	Date	Comment
Natasha harrington	Atlanta, GA	2015-04-09	I went to a Dual-language Charter school when I was younger but I had a very long commute away from my district. This is a great opportunity for children & they should have the chance to be served in the East Atlanta area. This is a very valuable program that like mine, will teach children to be creative, independent thinkers with strong writing & critical thinking skills.
Rachel Spurrier	Grovetown, GA	2015-04-09	This school would greatly benefit my nephews!
Arthur Mills IV	Atlanta, GA	2015-04-10	Increasing school choice options for parents is a win for our community, and solid education options for children in SW DeKalb is an increasing priority.
Christina Rogers	Marietta, GA	2015-04-11	This is the type of school that I want to send my children to.
Michael Dorn	Evans, GA	2015-04-11	grandkids
Marc Takacs	Atlanta, GA	2015-04-11	That area is in need of creative, solid educational choices and the success of other dual language schools is an easy model to follow.
John Bayles	Atlanta, GA	2015-04-11	I want my future children to have a suitable alternative to DeKalb County public schools or City of Atlanta public schools
Carol Dorn	Dahlonega, GA	2015-04-12	I want my grandchildren to have the same experience of a charter school that my children had
Hernan Talero	Atlanta, GA	2015-04-12	Signing because i have two 3 year old girls and searching for Spanish immersion school.
Nancy Talero	Atlanta, GA	2015-04-12	Our daughters are currently in a Spanish immersion preschool in East Atlanta where we live. We would love to send them to a dual language charter in the area for K-5.
Kristal Holmes	Stone Mountain, GA	2015-04-12	South DeKalb needs more options and better schools for our children. If something does not change soon, I will be forced to move to ensure that my child receives a quality education.
Natalie Fernandez	Atlanta, GA	2015-04-13	I need to be sure that my children are able to get the best possible education while remaining in Dekalb county
Rebekah Wallace	Atlanta, GA	2015-04-13	I'm worried about my daughter's educational opportunities! A charter school on our area would be awesome!
Kelly Monical	Atlanta, GA	2015-04-14	I live in East Atlanta and am concerned with the current quality of education here.
Joseph Crowther	Atlanta, GA	2015-04-14	I have a child in Dekalb and I want better education options.
Molly Rose	Atlanta, GA	2015-04-15	We would love to support a charter school in our neighborhood. We've been residents of East Atlanta since 2003, and we've just added a child to our family this year. Our wonderfully diverse area needs a school as unique and special as its residents. We have a lot to share and are eager to learn.
Lorca Montgomery	Atlanta, GA	2015-04-16	I would love to see better educational opportunities in the East Atlanta area.
Katie Takacs	Atlanta, GA	2015-04-17	It will help strengthen the East Atlanta community by providing a great school in unincorporated Dekalb
Sinead Quinn	Atlanta, GA	2015-04-17	We desperately need this for our Unincorporated DeKaln neighbors. This will only help strengthen the whole East Atlanta Village community.
allen johnson	atlanta, GA	2015-04-17	I left the neighborhood 7 years ago because there was no viable school for my kids. This is BADLY needed.
Helen Franks	Atlanta, GA	2015-04-17	Skyhaven Elementary would be a perfect place for this school.
Abbie Gulson	Atlanta, GA	2015-04-17	Quality choice in education is vital for our future.
Mandi Tidwell	Hiram, GA	2015-04-17	My son is 21 and the best school he ever went to was a charter.
Christian Chotro	Atlanta, GA	2015-04-18	we are expecting twins and they will want to go to a great school!

Name	Location	Date	Comment
Angie boggs	Atlanta, GA	2015-04-18	I have children
Troy Shirbroun	Atlanta, GA	2015-04-18	We need better schools for our neighborhood before we have any other family's move.
Erica Shirbroun	Atlanta, GA	2015-04-18	Our community desperately needs this! For the sake of our children and continuous improvement, this MUST happen!
Karyn Laterza	Atlanta, GA	2015-04-18	I live in East Atlanta and think this is exactly what our community needs!
Trey Glover	Atlanta, GA	2015-04-18	We need better schools in unincorporated Dekalb county!
Erin Smullen	Atlanta, GA	2015-04-18	The quality is schools in this area of DeKalb are deplorable. This charter offers a much needed quality education option that children deserve.
Erin Brandenburg	Atlanta, GA	2015-04-18	It affects whether or not we move.
Jamie Russell	Atlanta, GA	2015-04-18	I support more charter school options for underserved Atlanta neighborhoods.
Jennifer Jacobs	Atlanta, GA	2015-04-18	Our daughter deserves more and better choices about where she will go to school in a couple years, and I believe this could be exactly what we've been looking for.
Angeline Burks	Buford, GA	2015-04-18	Friend lives in area
Alison camacho	Atlanta, GA	2015-04-18	Bilingualism is incredibly important to our family
Leslie Petosa	Decatur, GA	2015-04-19	better schools are much needed!!
Merryl Hoilman	Atlanta, GA	2015-04-19	Many of our neighbors with children have had to sell their homes and move due to there not being decent schools in the area. Neither of them have wanted to leave East Atlanta, but felt they had no choice. I don't want this to continue being the reason we lose good neighbors.
Ryan Carter	Atlanta, GA	2015-04-19	We want our child to get a good education with other students who's parents desire the same.
Mary Fraser	Decatur, GA	2015-04-19	It is time for the under-served children of South Dekalb to have access to a vibrant, diverse, academically-challenging school alternative in their community.
Wendell Carter	Atlanta, GA	2015-04-19	I'm signing because parents and kids in this area deserve better!
Shaw Brown	Atlanta, GA	2015-04-19	I would like my kids to have the best education possible
Darren Rogers	Atlanta, GA	2015-04-19	I'm signing because there are currently no good options in south Dekalb for high achieving students. My family is planning to move to a new area, but East Atlanta gives us hope for Dekalb county residents of East Atlanta!
stephanie polom	Atlanta, GA	2015-04-19	We need good schools in this part of atlanta so families will continue to move in and stay and improve the area instead of moving before there children are of school age.
Sarah gleason	Atlanta, GA	2015-04-20	therebis a need for another public education option in that area.
Reid Davis	Atlanta, GA	2015-04-20	East Atlanta needs more educational choices.
Vonetta Stocks	Atlanta, GA	2015-04-20	It affects my child. There are no decent schools in the area.
Iris Hernandez	Lawrenceville, GA	2015-04-20	This change will positively impact my community and has the potential to improve crime rates and the future of our kids
Sarah Brooks	Atlanta, GA	2015-04-20	im signing bc I had to move my family from East Atlanta for better schools.
kevin Kusinski	Atlanta, GA	2015-04-20	To make education better in my community
Amber Geoghagan	Atlanta, GA	2015-04-20	Our neighborhood needs a good school. Lack of quality education is the reason many people more out of our neighborhoods.
Brandi Shelton	Stone Mountain, GA	2015-04-20	I care about education.

Name	Location	Date	Comment
Valencia Hollingshed	Atlanta, GA	2015-04-20	Charger schools are needed in this area
Sharon Hoffmann	sugar hill, GA	2015-04-20	My granddaughter and grandson will be going to school in East Atlanta and they need better options than what they have.
Dan Bush	Atlanta, GA	2015-04-20	We need this
Karisa Gilmer	Atlanta, GA	2015-04-21	We need this!
William Mount	Atlanta, GA	2015-04-21	I'm signing this because I believe the best use of our tax dollars is educating the next generation. It would transform East Atlanta into a better neighborhood
Ashley Lester	Atlanta, GA	2015-04-21	need bettter school options for my child
Anne Cottrell	Atlanta, GA	2015-04-21	I'm signing because I am desperate for a quality education option for my daughter. She will be in Kindergarden in 2016. My husband and I have been so concerned about our current option that we've considered moving and homeschooling. I would love to be an active participant in the East Atlanta Charter School. Please give our neighborhood a chance to grow the education options in Dekalb County!
Lateefah Cato	Atlanta, GA	2015-04-21	I would like better schools for my son to attend without moving to another area
teri jones	Fayetteville, GA	2015-04-21	Teri Jones
Dallas Cato	Atlanta, GA	2015-04-21	I believe in the Charter School system. Having one for East Atlanta children will go a very long ways toward improving our community overall.
Marilyn Cottrell	Atlanta, GA	2015-04-21	We desparately need a new, innovative, cheerful school where children are taught with creativity and great empathy and kindness.
Genevieve Leavitt	Atlanta, GA	2015-04-21	We love living here and don't want to move to send our daughter to school.
Leslie Eason	Atlanta, GA	2015-04-21	Our kids deserve it.
Charles Cato	Sarasota, FL	2015-04-21	My grandson lives in East Atlanta and this would be a fabulous opportunity. His father, my son, is trilingual in Spanish, Portuguese and English and being bilingual gave him tremendous opportunities. This is important.
Kathleen Hill	Atlanta, GA	2015-04-21	I love living in EAV and want to raise my kids here!!
Nicole Barrett	Atlanta, GA	2015-04-21	I would like for my daughter to attend a highly-rated school in the county, that's charter
Danielle Saxon	Atlanta, GA	2015-04-21	South Dekalb needs better education options for elementary and middle school children
Beverley Watson	Stone Mountain, GA	2015-04-21	For my grandson Khauri who will become eligible at that time for public school. Dekalb County needs to have better options/choices for children. They need to enhance their skills for this global economy and ever changing technological world we live in. They need to be properly prepared
Samara Thompson	Stone Mountain, GA	2015-04-21	I have a 3 year old son who will be starting school soon.
Dawne Edge	Atlanta, GA	2015-04-21	Two of our grandchildren in East Atlanta Village would like to continue their bi-lingual education in this community. The school would also attract more young families to move in and be a benefit to Dekalb.
Christelle Martin-Hoster	Marietta, GA	2015-04-22	Quality schools for all zip codes should not be optional
lindsey burke	Atlanta, GA	2015-04-23	I'm signing because the schools I am zoned for I would never send my children to.
William Hill	Atlanta, GA	2015-04-23	need a charter school in this neighborhood
Cord McLean	Atlanta, GA	2015-04-23	We need more options for schools near the great neighborhood of EAV.
Leslie Santiago	Atlanta, GA	2015-04-23	Because our public schools are awful, and if we don't have better schools, the neighborhood will never thrive, because families keep moving away.

Name	Location	Date	Comment
Nicole Federici	New York, NY	2015-04-23	I want my nephew to be able to learn Spanish
Adam Cooper	New York, NY	2015-04-23	I want my nephew to have access to this level of education.
pat cohen	carefree, AZ	2015-04-23	I believe that young childrens' brains pick up languages so easily and remember longer as well. We are a global community in the USA now, and having a second and third language should be considered almost necessary for our futures.
Paul Olivier	Atlanta, GA	2015-04-23	I believe this school would be an excellent addition to our neighborhood. Crucial to the advancement of the area.
dianne proctor	atlanta, GA	2015-04-23	It's the right thing to do. thanks.
Terese Davis	Los Angeles, CA	2015-04-23	I believe this is such an important thing to have available for our children and because I desperately want my children to continue their Spanish education beyond preschool.
Kyle dixon	Stockbridge, GA	2015-04-23	I'm signing, because if this were to happen, I would be able to move back to the city.
Stephen Camp	Atlanta, GA	2015-04-23	I'm moving to East Atlanta and have school-aged children, and believe this is needed in a growing and beloved community.
Alison James	Atlanta, GA	2015-04-24	There needs to be more options for people to send their children to good schools.
Julie Newcome	Atlanta, GA	2015-04-24	My kids all went to charter schools and I have seen first-hand what an amazing impact a group of engaged parents can have on the community. Charter schools can start that engagement in a truly meaningful way, giving children a safe and motivated environment in which to learn.
Telleen Gegner	Atlanta, GA	2015-04-24	I'm a new EAV resident and this would be great for the neighborhood!
David Spake	atlanta, GA	2015-04-24	I support more public education options on the city where they could have tremendous impact on the futures of the children
Kennisha Davis	Ellenwood, GA	2015-04-24	I'm signing because I believe in offering a global education to the children of South Dekalb county.
Melissa McConnell	Atlanta, GA	2015-04-24	We had to move away from the East Atlanta area due to the limited options of schools for our children. We wanted better education for them. If the EACS was an option for us, we probably wouldn't have moved away from the area.
Claudia Strange	Atlanta, GA	2015-04-27	I'm signing because our children deserve a chance at an excellent education regardless of where their parents live.
William Campbell	Atlanta, GA	2015-04-28	Because I want more bilingual public school options that support the diverse community I live in.
Annie Jackson	Atlanta, GA	2015-04-29	We just bought a house in Grant Park because there was not an acceptable school for us to send our 2 children to. I am so excited for our community to have more options if you live in unincorporated Dekalb! We have been waiting for this for a long time!
Garry Carter	Loganville, GA	2015-04-29	Parent choice is important for families to stay invilved in the education of their children.
Jessica Kyle	Atlanta, GA	2015-04-30	I want better education options in our area. Also, I strongly believe in bilingual and multilingual education.
Anthony Nastri	Decatur, GA	2015-05-06	I believe in the power of a great school to transform lives and transform communities.

Name	Location	Date	Comment
Jeni Scialabba	Atlanta, GA	2015-05-07	I live in unincorporated Dekalb County, EAV. My son is 4 and I am holding him back next year because we could not get him into a good school in a reasonable driving distance from our home. We are zoned into a corner over here in East Atlanta!!! We willto move if options don't improve by 2016.
Lauren Roszak	Atlanta, GA	2015-05-07	Investing in better schools ITP will keep working Atlantans living in the city versus moving OTP, and continuing to better our urban neighborhoods
Jen Calhoun	Statesboro, GA	2015-05-07	My nephew is affected by the poor school choices in the neighborhood.
Katie Calhoun	Statesboro, GA	2015-05-08	My cousin needs a good school to attend!
Joseph Scialabba	Atlanta, GA	2015-05-08	We need this school. There are loads of new families in the area. And all of us feel the need to move when they reach 5
Amanda eady	Atlanta, GA	2015-05-08	Would love to have our daughter in a charter school
Sarah Miller	Brooklyn, NY	2015-05-11	I am supported my friend who lives in East Atlanta who has a child she would like to send to this school!



Georgia State University - CULTR
P.O. Box 3974
Atlanta, GA. 30302-3974

May 8, 2015

East Atlanta Charter School
C/O Locke Law Firm LLC
101 Marietta Street NW, Suite 3325
Atlanta, GA 30303

Dear Ms. Locke,

I am writing to confirm the offer of support from Georgia State University's Center for Urban Language Teaching and Research (CULTR) to East Atlanta Charter School.

CULTR is a Title VI National Foreign Language Resource Center of the U.S. Department of Education, located at Georgia State University. Founded in 2014, CULTR is a partnership of the Departments of World Languages and Cultures and the Department of Applied Linguistics/ESL in the College of Arts and Sciences and the Division of Learning Technologies in the College of Education, in collaboration with the Center for Instructional Innovation. I am one of three Co-Directors of the program, together with Dr. Sara Cushing Weigle, Professor of Applied Linguistics, and Dr. Mary Shoffner, Associate Professor in the Learning Technologies Division of the College of Education. I am also the Chair and an Associate Professor of Spanish in the Department of World Languages and Cultures in the College of Arts & Sciences.

CULTR endeavors to enhance the opportunities of urban and underrepresented students to achieve the language proficiency and cultural competence required for success in the modern global marketplace. Through a variety of initiatives that support research into world language teaching and learning, the development and dissemination of innovative language methodologies and technologies, and through the provision of professional support for language instructors, the mission of CULTR is to promote and improve access to language learning opportunities and global awareness for all learners. By opening opportunities for urban students to explore and envision global careers in cultural diplomacy, national security, international business, public health, or the sciences, CULTR seeks to better prepare students to compete in a global economy.

While education offers individual opportunities alongside wider social benefits, access to education has become increasingly unequal, diverging along social class and, consequently racial, ethnic, and gender lines. Schools in urban areas are frequently under-resourced and accountability concerns in areas such as reading and math sometimes lead to reductions in offerings of courses not deemed "essential," including foreign languages. These students,

many already under-represented, are further marginalized and barred from participation in the opportunities presented by globalization.

Given our purpose of enhancing opportunities for urban and under-represented students, CULTR recognizes the potential for a powerful, longstanding partnership with East Atlanta Charter School, which will serve a predominately minority and socioeconomically disadvantaged student population. Given its proximity to GSU and the fact that we can be involved from the very inception of the school, we are particularly well positioned to establish this important collaboration.

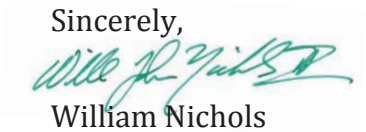
I understand that the DeKalb County Board of Education will be reviewing your petition and deciding whether to grant your school a charter to begin operations in the 2016-1017 school year. We strongly support the approval of the charter.

If your petition is approved, CULTR has proposed to collaborate with the East Atlanta Charter School with the following projects to collaborate with the administration, teachers, students and community of East Atlanta Charter School:

- CULTR will assist in identifying and pursuing appropriate grant opportunities, such as the Foreign Language Assistance Program (LEAS) which provides grants to establish, improve, or expand innovative foreign language programs for elementary and secondary school students.
- CULTR proposes to offer workshops for K-16 East Atlanta language teachers. Topics will include technology for language teaching, assessment in the language classroom, and teaching heritage language students.
- CULTR will invite East Atlanta Language Teachers to participate in CULTR's Language Teacher Retention Institute that will serve to develop communication and professional mentoring networks that work to establish the base of a multi-layered mentoring/enrichment program to reduce burnout and attrition in language teachers.
- Provide programming and curricular enhancement and evaluation related to foreign language teaching.
- Establishing an agreement that one of the three CULTR Co-Directors will reside on the governing board of East Atlanta Charter School on a rotating basis allowing CULTR to provide ongoing professional advice and mentorship to the governing board and principal of East Atlanta Charter School.

We are excited about the opportunity to support East Atlanta Charter School and look forward to establishing a strong partnership.

Sincerely,



William Nichols
Department Chair, World Languages and Cultures
Co-Director, The Center for Urban Language Teaching and Research
Georgia State University

Georgia State University Receives $800,000 Grant to Improve Language Learning in Urban Areas

Georgia State University has received a four-year, $800,000 grant from the U.S. Department of Education to establish a National Language Resource Centers (LRC) Program. The Georgia State University LRC, the Center for Urban Language Teaching and Research (CULTR), is one of only 16 centers nationwide and will serve as the only center of its type in the Southeast.

The Language Resource Centers Program, funded by grants under Title VI of the Higher Education Act, works to expand the teaching and learning of foreign languages. Centers achieve this goal through developing teaching materials, offering professional development opportunities for K-12 teachers and supporting foreign language research.

“This is something prestigious for Georgia State. It puts us in this unique echelon of schools that have this grant,” said Modern and Classical Languages’ chair and CULTR co-director Bill Nichols. “We are establishing ourselves as the national model for protecting language programs in urban areas, especially in the south where you see the lowest percentage of students doing study abroad and you see the lowest percentage of students who’ve studied a different language.”

CULTR is the only urban-based LRC. The primary focus of the center is to better the language learning experience for teachers and students in urban environments. Through CULTR, the team plans to improve teacher retention in the metro Atlanta area and create new tools and technology for language learning through a series of projects over a four-year span. These include a teacher retention institute, summer professional development workshops, a guide to mobile language learning in the classroom and an annual global languages meeting with school leaders, global business leaders and policymakers.

“I’m passionate about getting the message out about language learning in underserved schools, where their languages are getting cut or they’re not encouraged to take languages,” said assistant director Patricia Nolde. “Georgia State is incredibly positioned in this urban environment. We bring in expertise in this area that perhaps land grant or traditional institutions cannot.”

The Department of Modern and Classical Languages is full partners with the Department of Applied Linguistics and ESL, represented by Sara Weigle, and the College of Education’s Department of Learning Technologies, represented by Mary Shoffner on this project. CULTR will also collaborate with the CIBER, another Title VI Department of Education funded center, in the Robinson College of Business.

Nichols is excited about the interdisciplinary opportunities that will come from a project of this magnitude, opportunities that will affect faculty, the university and most of all Georgia State students.

One of the focuses of CULTR is to increase the number of global business, cultural diplomacy and government opportunities for GSU students, essentially making these sectors more aware of the caliber of students at Georgia State. The team hopes to communicate to students of all ages that the economy is globalized with globalized opportunities.

“Students come to college thinking major…major…major. And then, by the end of their senior year, they’re thinking uh-oh what am I going to do? There are so many jobs in the language field, not just for foreign language teachers,” said Shoffner.

The Mission of CULTR

The Title VI Center for Urban Language Teaching and Research at Georgia State University endeavors to enhance the opportunities of urban and under-represented students to achieve the language proficiency and cultural competence required for success in the modern global marketplace.

Through a variety of initiatives that support research into world language teaching and learning, the development and dissemination of innovative language methodologies and technologies, and through the provision of professional support for language instructors, the mission of CULTR is to promote and improve access to language learning opportunities and global awareness for all learners, opening opportunities for urban students to explore and envision global careers in cultural diplomacy, national security, international business, public health or the sciences.



The Center for Urban Language Teaching and Research is a Title VI Language Resource Center of the US Department of Education, located at Georgia State University.

CULTR is a partnership of the Departments of Modern and Classical Languages and the Department of Applied Linguistics/ESL in the College of Arts and Sciences and the Division of Learning Technologies in the College of Education, in collaboration with the Center for Instructional Innovation.

Co-Directors: Dr. William Nichols (MCL)
Dr. Sara Wiegle (AL/ESL)
Dr. Mary Shoffner (LTD)

Associate Director: Patricia Nolde (MCL)

Coordinator: Jackie Slaton

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CULTR

CENTER FOR URBAN LANGUAGE TEACHING AND RESEARCH

The Title VI Center for Urban Language Teaching and Research at Georgia State University was established in October 2014 to enhance the opportunities of urban and under-represented students to achieve the language proficiency and cultural competence required for success in the modern global marketplace, whether they seek careers in diplomacy, national security, international business, public health or the sciences.



Located in the heart of Atlanta, a global center of international business and culture, CULTR is a National Language Resource Center focused on

- Professional development opportunities for teachers.
- Advocating for language opportunities for ALL learners.
- Creation and dissemination of innovative learning tools and methods.
- Research into retention of language teachers and development of targeted workshops.

Expanding Student Awareness of Global Opportunities

Participation in the Global Marketplace begins at the local level. Starting in Year 2, CULTR will host an exploratory language conference and resource fair for urban 9-12th grade students in order to highlight the importance of foreign languages in their future. Students will have the opportunity to explore linguistic and international diversity present in our urban communities.

Resources for language study, including informational and motivational activities, and discovery stations, will highlight opportunities and professions with language expertise.

Students will have the opportunity to meet with leaders in international commerce, social services, NGOs and governmental agencies with international and global connections and learn how even local opportunities are globally engaged.

Advocating for Language Education Policy

CULTR is particularly well positioned to establish a wide spectrum of collaborations across education, business, and government that advocate a common goal to make language learning more accessible to all populations of learners.

In order to engage with policymakers and other stakeholders on language-related issues, CULTR will host an annual *Global Languages Leadership Meeting*. Invited attendees will include school leaders, legislators, government agencies and business and NGOs with international initiatives and concerns. These participants will meet together in order to discuss, advocate and promote language proficiency throughout the continuum of learning.



Why a National Urban LRC?

In the forward to the 2012 report on U.S. Education Reform and National Security from the Council on Foreign Relations, the authors assert a critical need for children who are prepared for a globalized world through a variety of skills, most importantly the acquisition of foreign languages.

While education offers individual opportunities alongside wider social benefits, access to education has become increasingly unequal, diverging along social class and, consequently racial, ethnic and gender lines. Schools in urban areas are frequently under-resourced and accountability concerns in areas such as reading and math sometimes lead to reductions in offerings of courses not deemed "essential," including foreign languages.

These students, many already underrepresented, are further marginalized and barred from participation in the opportunities presented by globalization.

"These students, many already underrepresented, are further marginalized and barred from participation in the opportunities presented by globalization."

Addressing K-12 Language Teacher Retention

The National Commission on Teaching and America's Future reports that almost a third of America's teachers leave the field sometime during their first 3 years of teaching and almost half leave after five years. A critical need exists to stem the tide of trained teachers who are leaving language education, a field already experiencing teacher shortages.

A *Language Teacher Retention Institute* will be established to research and address the issues that lead to language teacher attrition and support teacher retention.

In Year 1, CULTR will host a roundtable meeting of researchers who focus on instructor burnout and self-exiting from the profession in order to identify strategies for effective language teacher support and retention, motivation, and coping strategies. This meeting will develop strategies and set agendas that will be incorporated into the *Summer Retention Workshops* for FL Teachers.

These weeklong summer workshops will establish the base of a multi-layered mentoring and enrichment program to reduce burnout and attrition in language teachers. Online synchronous mentoring, webinars and special interest groups will be hosted throughout the year to reach teachers in all geographic locations.

Supporting Language Teachers through Summer Workshops

Beginning in July 2015, CULTR will host our three-day workshops for K-16 language teachers each summer. Workshop topics will include technology for language teaching, assessment in the language classroom, and teaching heritage language students.

Georgia State University | CULTR CENTER FOR URBAN LANGUAGE TEACHING & RESEARCH

Summer CULTR Teaching Workshops

Hosted by Georgia State University

CULTR is a National Foreign Language Resource Center, federally funded through the **U.S. Department of Education**

Workshop #1: Technology and Foreign Language Teaching (July 6-8, 2015)

Ed Cieslak (M.A.), Duluth High School

Mastering technology and successfully implementing it in the classroom is one of the most pressing challenges facing language teachers today. In this workshop, you will develop practical technology skills while increasing your confidence in using them more effectively in your classroom. Each day will focus on a different technology (computer, A/V, mobile devices), helping you to gain confidence in creating engagement using multiple forms of technology. You will also have the chance to practice and receive feedback from a specialist in language teaching and multimedia.

Workshop #2: Enhancing your language instruction: SLA basics for teachers (July 9-11, 2015)

Dr. Paula Garrett-Rucks, Georgia State University

Understanding insights from the field of Second Language Acquisition can help language teachers not only improve their craft, but also help them develop strategies to reach even the most difficult students. In this workshop, you will have the chance to develop skills in fostering and assessing student language production, all the while integrating intercultural understanding. A wide variety of tools and techniques will be explored through demonstration, in-class activities, and group discussions. Whether you are a beginning teacher or a classroom veteran, you will leave this workshop with new ideas, materials, and resources that will enhance your instruction.

Workshop #3: Assessment in the Language Classroom (July 13-15, 2015)

Dr. Sara Cushing Weigle, Georgia State University

Learning how to assess students effectively is an essential skill for language teachers. Well-designed tests and other forms of assessment can help teachers improve their instruction and better meet student needs. They can also build student confidence and support their learning. In this workshop, you will have the chance to develop an understanding of issues in designing assessment tools, learn how to align assessments with curricular goals and performance standards, and learn how to involve students in the assessment process. In addition, you will have the chance to create your own assessment tasks that meet your needs.

Workshop #4: Teaching Heritage Language Learners: Needs and Networks (July 16-18, 2015)

Dr. Amanda Lanier Temples, Michigan State University

Although Heritage Language Learners (HLLs) can vary widely across languages and contexts, they can consistently benefit from approaches that foster self-directed learning and community involvement. In this workshop, you will have the chance to develop an understanding and ability to implement different approaches that can help develop these learners' strategies and skills. This workshop will also focus on establishing a professional network among HL educators in order to support teacher development and the sharing of resources.

Each session is from 9:30 am to 3:00 pm each day with a lunch break.

Cost: $150 for the first workshop, $100 for each additional workshop. A $5.00 fee will apply for those paying online.

Deadline to register for classes: June 12, 2015.

Cost includes free continental breakfast and lunch

On-campus housing is available at a rate of $35/night. For more information about housing, campus dining services, or parking, please contact Jackie Slaton at cultr@gsu.edu or visit our website at http://cultr.gsu.edu/.

To register for our summer workshops online, please visit: **http://bit.ly/18vyJ1n**

Sara Cushing Weigle, Ph.D.

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Georgia State University

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Atlanta, GA 30303
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Education

1994 Ph.D., Applied Linguistics, University of California, Los Angeles
1988 M.A., Teaching English as a Second Language, University of California, Los Angeles
1980 B.A., German Studies, Stanford University

Academic Positions

Georgia State University, Atlanta, GA, Department of Applied Linguistics & ESL
Professor (2012-present)
Associate Professor (2004-2012)
Assistant Professor (1997-2004)
Soka University of America, Calabasas, California
Adjunct Assistant Professor (1996)
University of California, Los Angeles, Department of TESL/AL
Visiting Assistant Professor (1995-97)

Courses Taught

Graduate

Georgia State University
General Linguistics
Research Design and Statistics for Applied Linguistics
Second Language Assessment and Evaluation
Quantitative Research Methods
Doctoral Seminar in Performance Assessment
Issues in Second Language Writing
Linguistic Analysis
Approaches to Teaching English as a Second Language
Materials Design, Development, and Publication
Practicum in ESL/EFL Teaching
Preparation for Undergraduate Teaching
National University of Cordoba & National University of Rio Cuarto, Argentina
Research Methods for Applied Linguistics
UCLA
Introduction to Language Testing
Research Design and Statistics for Applied Linguistics
Soka University of America
Basic TESOL Methodology
UCLA Extension
Methods of Teaching English Usage and Structure in the ESL Classroom

Undergraduate

Georgia State University
Introduction to Linguistics
Languages of the World
Freshman Orientation (GSU 1010)
Morphology & Syntax

English as a Second Language

Georgia State University
Advanced Pronunciation for Graduate Students
Academic English for Graduate Students (Level I)
Advanced Structure/Composition
UCLA
Advanced Oral Skills for International Teaching Assistants

High Intermediate and Advanced Academic ESL
English for Pedagogical Purposes
Developmental Composition for ESL Students
Content-based ESL (adjuncted to Psychology & Communications courses)

Other Teaching Experience

UCLA, ESL Section, Teaching Assistant (1987-93)
UCLA, Education Extension, Instructor (1992)
Eötvös Lorand University, Faculty of Sciences, Budapest, Hungary, Lecturer (1990)
Various Organizations, Vienna, Austria, EFL Teacher (1981- 82)

Administrative Experience

Georgia State University, Atlanta, GA, Department of Applied Linguistics & ESL
Department Chair (2008-present)
Director of Undergraduate Studies (2005-2008)
Director of Test Research and Development (2002–present)
Director of ESL Testing (1999–2001)
Director of ESL Service Courses (1999–2001)
Coordinator of ESL Tutoring Laboratory (1998–2000)
Director of ESL Program (1997–1998)

University of California, Los Angeles, Department of TESL/AL (1995-1997)
Director, English as a Second Language Placement Examination

UCLA Center for the Study of Evaluation
Project Coordinator (1994-95)

Publications

Books

Weigle, S. C. (2002). *Assessing Writing*. Cambridge: Cambridge University Press.

Refereed Journal Articles

Weigle, S.C. (2010). Validation of automated scores of TOEFL iBT tasks against non-test indicators of writing ability. *Language Testing, 27, 3,* 335-353.

Weigle, S.C. (2007). Teaching writing teachers about assessment. *Journal of Second Language Writing*, *16,* 3,194-209.

Weigle, S.C. (2004). Integrating reading and writing in a competency test for non-native speakers of English. *Assessing Writing, 9,* 1, 27-55.

Weigle, S.C. & Nelson, G. (2004). Novice tutors and their ESL tutees: Three case studies of tutor roles and perceptions of tutorial success. *Journal of Second Language Writing* 13, 203-225.

Weigle, S.C., & Murphy, J. (2003). Mentoring and support for GTAs in ESL programs: An exploratory study of current practices. *Journal of Graduate Teaching Assistant Development, 9,* 3, 121-133.

Weigle, S.C., Boldt, H., & Valsecchi, M.I. (2003). Effects of task and rater background on the evaluation of ESL student writing: A pilot study. *TESOL Quarterly, 37,* 2, 345-354

Boldt, H., Valsecchi, M.I., & Weigle, S.C. (2001). Evaluation of ESL student writing on text-responsible and non-text responsible writing tasks. *MEXTESOL Journal, 24,* 13-33.

Weigle, S.C. (1999). Examining the role of the rater in determining writing prompt equivalence: Quantitative and qualitative approaches. *Assessing Writing, 6,* 2, 145-178.

Weigle, S.C. (1998). Using FACETS to model rater training effects. *Language Testing, 15,* 2, 264-288.

Weigle, S.C. & Jensen, L. (1996). Reading rate development in university ESL courses. *CATESOL Journal, 9,* 2, 55-71.

Weigle, S.C. (1994). Effects of training on raters of ESL compositions. *Language Testing, 11*, 2, 197-223.

Chapters in Edited Volumes

Weigle, S.C. (under contract). Assessing literacy. In A. Kunnan (Ed.), The companion to language assessment. Hoboken, NJ: Wiley-Blackwell.

Weigle, S.C. (under contract). Considerations for teaching an ESL/EFL writing course. In M. Celce-Murcia, D. Brinton, & M.A. Snow (Eds.), *Teaching English as a second or foreign language* (4th Edition). Boston: Heinle Cengage.

Weigle, S.C. (forthcoming). Assessing writing. In C. Coombe, B. O'Sullivan, P. Davidson, and S. Stoynoff (Eds.), *The Cambridge Guide to Language Assessment*. Cambridge: Cambridge University Press.

Weigle, S.C. (2006). Investing in assessment: Designing tests to promote positive washback. In P. Matsuda, C. Ortmeier-Hooper, & X. You (Ed.), *Politics of second language writing: In search of the promised land,* pp. 222-244. W. Lafayette, IN: Parlor Press.

Weigle, S.C. (2005). Second language writing expertise. In K. Johnson (Ed.), *Expertise in Language Learning and Teaching*, pp. 128-149. Hampshire, England: Palgrave Macmillan.

Weigle, S.C. & Nelson, G. (2001). Academic writing for university examinations. In I. Leki (Ed.), C*ase studies in academic writing programs*. Alexandria, VA: TESOL, Inc.

Weigle, S.C. & Jensen, L. (1997). Assessment issues for content-based instruction. In M. A. Snow and D. Brinton (Eds.), *The content-based classroom: Perspectives on integrating language and content*, pp. 201-212. White Plains, NY: Addison Wesley Longman.

Weigle, S.C. & Lynch, B.K. (1996). Hypothesis testing in construct validation. In A. Cumming (Ed.), *Selected papers from the 1992 Language Testing Research Colloquium*, 58-71. Avedon, UK: Multilingual Matters.

Published Reviews

Weigle, S.C. (2010). Review of Shaw, S.D. & Weir, C.J. (2007). *Examining writing: Research and practice in assessing second language writing. Language Testing, 27,* 1, 141-4.

Weigle, S.C. (2005). Review of Ferris, D. and Hedgcock, J.S. (2005). *Teaching English composition: Purpose, process, and practice (2nd edition). Language Teaching Research, 9,* 3, 347-50.

Weigle, S.C. (2000). Review of Michigan English Language Assessment Battery. *Language Testing, 17,* 4, 449-55.

Cushing, S.T. (1990). Review of *The Newbury House TOEFL Preparation Kit. Issues in Applied Linguistics*, 1, 2, 281-6.

Encyclopedia Entries

Weigle, S.C. (in press). The assessment of writing. In C. Chapelle (Ed.), *The encyclopedia of applied linguistics.* Hoboken, NJ: Wiley-Blackwell.

Technical Reports

Weigle, S.C. (1995). Initial cutoff ranges for the BEST and NYS Place Test for Placement into Model Standards proficiency levels. Technical Report: UCLA Center for the Study of Evaluation. Available through ERIC Database (#ED423715).

Butler, F.B., Weigle, S.C., Kahn, A., & Sato, E. (1996). Test development plan with specifications for placement instruments anchored to the Model Standards. Technical Report: UCLA Center for the Study of Evaluation. Available through ERIC Database (#ED423714).

Kahn, A., Butler, F.B., Weigle, S.C., & Sato, E. (1995). Adult Education ESL Assessment Project: Final report year 3. Technical Report: UCLA Center for the Study of Evaluation. Available through ERIC Database (#ED423713).

Weigle, S.C., Kahn, A., Butler, F.B., & Sato, E. (1994). Adult Education ESL Assessment Project: Final report year 2. Technical Report: UCLA Center for the Study of Evaluation.

Kahn, A., Butler, F.B., Weigle, S.C., & Sato, E. (1994). Adult ESL placement procedures in California: A summary of survey results. Technical Report: UCLA Center for the Study of Evaluation. Available through ERIC Database (#ED423712).

Butler, F.B., Weigle, S.C., Kahn, A., & Sato, E. (1993). Adult Education ESL Assessment Project: Final report year 1. Technical Report: UCLA Center for the Study of Evaluation.

Invited Presentations

Weigle, S.C. (2011, August). *Current trends in high-stakes writing assessment.* Invited keynote paper, Korean English Language Testing Association, Seoul, Korea.

Weigle, S.C. (2011, August). *Automated scoring of ESL/EFL writing.* Invited lecture, Seoul National University, Seoul, Korea.

Weigle, S.C. (2010, October). *Teaching second language writers: Theory, tips, techniques.* Invited workshop, San Jose State University, San Jose, CA.

Weigle, S.C. (2010, February). *Language assessment: Beginning with the end in mind.* Invited plenary presentation. NileTESOL, Cairo, Egypt.

Weigle, S.C. (2009, November). *Comparing e-rater and human scores on TOEFL iBT Independent tasks with other indicators of writing ability.* Invited paper, Symposium on Second Language Writing, Tempe, Arizona.

Weigle, S.C. (2009, September). *Validity of automated scores of TOEFL iBT Tasks.* Paper presented at TOEFL Research Symposium, ETS, Princeton, NJ.

Weigle, S.C. (2007, May). *Automated scoring of ESL writing: promise or peril?* Invited plenary presentation, Southern California Association of Language Assessment Research, University of California, Los Angeles.

Weigle, S.C. (2007, May). *Designing tasks and rubrics for writing assessment.* Invited symposium, Southern California Association of Language Assessment Research, University of California, Los Angeles.

Weigle, S.C. (2007, March). *Computer scoring of ESL writing.* Invited presentation, Michigan State University.

Weigle, S.C. (2007, March). *Writing assessment for writing teachers.* Keynote speaker, GATESOL, College Park, GA.

Weigle, S.C. (2006, September). *Computer scoring of ESL writing.* Invited presentation, University of Minnesota Department of ESL.

Weigle, S.C. (2006, September). *The integration of reading and writing in language assessment.* Invited presentation, Center for Advanced Research on Language Acquisition, University of Minnesota.

Weigle, S.C. (2004, October). *Cognitive and social-constructivist perspectives on writing: Implications for assessment.* Invited plenary paper, East Coast Organization of Language Testers, Washington, D.C.

Weigle, S.C. (2004, September). *Investing in assessment: Designing tests for positive washback.* Invited presentation, Symposium on Second Language Writing, Purdue University, W. Lafayette, Indiana. (featured speaker)

Weigle, S.C. (2004, April). *Six good reasons to learn about assessment.* Invited presentation, Higher Education Interest Section Academic Session, TESOL, Long Beach, CA.

Weigle, S.C. (2002, January). *Development and validation of an integrated reading/writing test.* Invited presentation, Ontario Institute of Studies in Education, Toronto, Canada, January 2003.

Weigle, S.C. (1999, September). *Issues in second language writing assessment: Task design and scoring procedures.* Invited colloquium, University of Alabama at Huntsville.

Conference Presentations

Yang, W., Weigle, S.C., Montee, M., Shaver, H. & Conley, W. (2011,

Professional Consulting

English Language Specialist, U.S. Department of State, Cairo, Egypt (2010)
Reviewer, Intensive English Program, American University of Sharjah, Sharjah, United Arab Emirates (2008) *Writing Assessment Consultant,* National Assessment of Adult Literacy, (2004-present)
Research Consultant, Dr. Patricia Carrell, ETS study of note-taking on TOEFL listening (2003-2005)
Reviewer of IPT Writing Test, Ballard & Tighe Publishers, Brea, CA (2002)
Language Proficiency Assessor, Egyptian Teacher Training Initiative, Georgia State University
(1998-99)
Vocational English Assessor, Nelson Nameplate Inc., Los Angeles, CA (1994)
Language Proficiency Assessor, Advanced English Program, UCLA (1991)
Test Development Consultant, University of Southern California (1990-91)

Editorial Projects

Editorial Service

Book Review Editor, *Language Testing* (2003-2009)
Editorial Board, *Language Testing* (2002-present)
Editorial Board, *Assessing Writing* (2003-present)
Editorial Board, *Journal of Second Language Writing* (2008-present)
Editor, TESOL Research Interest Section Newsletter (March 1998 – March 2003)

Evaluation/Manuscript Reviewing

External evaluator, Ph.D. Candidate, University of Malaya (2011)
External evaluator, Ph.D. Candidate, McGill University (2010)
External evaluator, Ph.D. Candidate, University of Melbourne (2010)
External evaluator, candidate for tenure and promotion to Associate Professor, University of Central Florida (2008)
External evaluator, Ph.D. degree candidate, Ontario Institute for Studies in Education, University of Toronto (2008)
External evaluator, Ph.D. degree candidate, Ontario Institute for Studies in Education, University of Toronto (2002-2003)
Strand coordinator, American Association of Applied Linguistics conference proposals (2008)
Reviewer, East Coast Origination of Language Testers conference proposals (2003, 2006, 2008, 2009)
Reviewer, TESOL Research Interest Section/Newbury House Distinguished Research Award (1999, 2002, 2006)
Reviewer, Research Interest Section proposals for TESOL conference (1998, 1999, 2001, 2005, 2006)
Reviewer, American Association of Applied Linguistics conference proposals (1998, 1999, 2001, 2005, 2006, 2007)
Reviewer, Language Testing Research Colloquium conference proposals (1996, 2003, 2005, 2006)
External reviewer, M.A. degree candidate, University of Melbourne (1996)
Manuscript reviewer, *TESOL Quarterly, Journal of Second Language Writing, Language Learning, Assessing Writing*, *ESP Journal, Language Testing, Issues in Applied Linguistics*, *Language Assessment Quarterly,* Yale University Press, Cambridge University Press, Educational Testing Service (1996—present)

Professional Activities

Memberships

Teachers of English to Speakers of Other Languages (TESOL)
American Association of Applied Linguistics (AAAL)
International Language Testing Association (ILTA)

Offices/Committees

Treasurer, International Language Testing Association (2009-present)
Co-chair, Language Testing Research Colloquium (March 2009)
Member, Standing Committee on Research, TESOL (March 2006-present)
Chair, Research Interest Section, TESOL (2006-2007)
Member-at-large, Executive Board, International Language Testing Association (2003-2004)
Member, TOEFL Committee of Examiners, Educational Testing Service, Princeton, NJ (1996-99)

University Service

University Senate, 2003-present
Chair, Senate Committee on Academic Programs, 2008-present
Chair, Undergraduate Council, Committee on Academic Programs, 2003-2008

Member, Senate Committee on Academic Programs, 2003-present
Member, Senate Admissions & Standards Committee, 2003-present
Member, Hardship Withdrawal Appeals Committee, 2006-2007
Member, Hardship Withdrawal Committee, 2007-present
Member, Search Committee, Coordinator of Student Assistance, Dean of Students Office, 2007

Grants, Honors, Awards, and Recognition

Assessing reading comprehension through short answer questions: Validity evidence from a cognitive processing perspective. ($22,500). Research on the Challenges of Acquiring Language and Literacy Initiative Funding Project from GSU Provost Office. (2009)

Validation of automated scoring of TOEFL iBT tasks against non-test indicators of writing ability ($101,417); Educational Testing Service Sponsored Research Grant (2006)

Fulbright Senior Specialist Grant to teach Research Methods in Applied Linguistics in Cordoba and Rio Cuarto, Argentina (2004)

Freshman Learning Community Summer Grant ($2000), Georgia State University (2003)

Revision of the Georgia State English Proficiency Test. Instructional Improvement Grant ($5000), Georgia State University (2000)

Developing promotion and exit standards for ESL courses. Instructional Improvement Grant ($1800), Georgia State University (1998)

TOEFL Award for Outstanding Doctoral Dissertation in Language Testing (1996)

MAIN LINKS

Bio
Current Publications
CV/Webpage
Frequently Taught Courses

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Mary B. Shoffner

Mary Shoffner has published her work in respected journals such as The Journal of Computing in Teacher Education and Performance Improvement. Additionally, she has presented her research findings on various aspects of the use of technology in education at many national and international professional conferences, including the Association for Educational Communication and Technology, Society for Information Technology and Teacher Education, The American Educational Research Association, The Distance Learning Administration Conference, and the Sloan Consortium International Conference in Online Learning. Finally, Shoffner has more than 20 years experience in higher education in the design and development of training and learning environments, as an administrator and as faculty,

Russell, L.R. & Shoffner, M.B. (2010). Performance analysis case study of United States to India software development migrations process. Performance Improvement, 49(4).

Shoffner, M.B. (2008). The PT3 Crossroads Project: Searching for Technology-PCK and Results. In C. Crawford et al. (Eds.), Proceedings of Society for Information Technology and Teacher Education International Conference 2008 (pp. 2636-2640). Chesapeake, VA: AACE.

Brantley-Dias, L.B., & Kinuthia, W.L, Shoffner, M.B., deCastro, C., & Rigole, N. (2007). Developing pedagogical technology integration content knowledge in pre-service teachers: A case-study approach. Journal of Computing in Teacher Education,.23(4).

Brantley-Dias, L., Calandra, B., Harmon, S.W. & Shoffner, M.B. (2006). An analysis of collaboration between colleges of education and arts & sciences in PT3 grants. TechTrends, 50(3), 32-37.

Dias, L.B., Shoffner, M.B., & Kinuthia, W.L. (2005). Developing pedagogical technology integration content knowledge in pre-service teachers: A case-study approach. In M.R. Simonson (Ed.), 28th Annual Proceedings: Selected Research and Development Paper Presentations at the 2005 Convention of the Association for Educational Communications and Technology, Volume 1. Ames, IA: Iowa State University.

Conferences

Stone, D.E., & Shoffner, M.B. (2013, November). “Change factors within a university system adapting to online delivery.” Paper presented to be the 19th Annual Sloan Consortium International Conference in Online Learning. Orlando, Florida

Stone, D.E. & Shoffner, M. B. (2013, October). “The identification of key change factors within a southeastern state university system increasing online learning.” Paper presented at the Association for Educational Communications and Technology (AECT) International Conference, Anaheim, CA.

Stone, D.E., & Shoffner, M.B. (2012, November). “Application of an organizational performance and change model to online learning in a university system.” Paper presented at the 18th Annual Sloan Consortium International Conference in Online Learning. Orlando, Florida.

Stone, D.E., & Shoffner, M.B. (2011, May). Applying organizational development concepts to support online delivery capacity. Paper presented at the Distance Learning Administration Conference, Savannah, GA.

Polly, D., Duffield, J., Duffy, F., Dias, L., Mims., C. & Shoffner, M.B., (2008, November). “Shaping teacher education for the 21st century: Where are we headed?” Paper presented at the Association for Educational Communications and Technology National Conference. Orlando, FL.

Lokey-Vega, A. & Shoffner, M.B. (2008, November). “Revisiting the role of technology and curriculum in K-12 education for a knowledge economy.” Paper presented at the Association for Educational Communications and Technology National Conference. Orlando, FL.

WILLIAM J. NICHOLS, Ph.D.
Associate Professor of Spanish
Department of Modern and Classical Languages

Curriculum Vitae
(Updated on 10/25/14)

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East Point, GA 30344

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GRADUATE EDUCATION AND PROFESSIONAL EXPERIENCE

Graduate Education

Ph.D.	Michigan State University	1999	Spanish
M.A.	University of Notre Dame	1993	Spanish
B.A.	University of Notre Dame, Magna Cum Laude	1992	Anthropology/Spanish

Professional Experience

Co-Director, CULTR	Georgia State University	2014-present
Interim Chair, MCL	Georgia State University	2013-2014
Center for Instructional Innovation--Assoc. Dir. for Graduate Student Mentoring	Georgia State University	2012-2013
Director of Graduate Studies, MCL	Georgia State University	2010-2013
Associate Professor of Spanish	Georgia State University	2010-present
Assistant Professor of Spanish	Georgia State University	2004-2010
Assistant Professor of Spanish	Texas A&M International University	1999-2004

Sponsored External Awards

- Department of Education Title VI Language Resource Center Grant to establish CULTR (Center for Urban Language Teaching and Research), $800,000. (Awarded, 2014-18, PI)
- Department of Education Title VI Undergraduate International Studies and Foreign Languages Grant, $200,000. (Not Awarded, Co-PI)

Foreign Academic Experience

- Alcalá, Spain; January-June 1996; representative of Michigan State University's Graduate Student Exchange Program at the Universidad de Alcalá de Henares
- Mexico: August 1989-June 1990; Foreign Study through Notre Dame at the Universidad Iberoamericana in Mexico City

Research and Teaching Interests

- Twentieth and Twenty-first Century Spanish Peninsular Literature, History and Culture
- Film Studies,Urban Studies, Popular Culture and Detective Fiction
- Comparative and TransatlanticApproaches to Hispanic Literature and Culture

SCHOLARLY PRACTICE

Publications:

Books

- *Toward a Cultural Archive of* La Movida*: Back to the Future*, eds. William Nichols and H. Rosi Song. Madison and Teaneck, NJ: Farleigh Dickinson UP, 2014.
- *Transatlantic Mysteries: Crime, Culture and Capital in the 'Noir' Novels of Paco Ignacio Taibo II and Manuel Vázquez* Montalbán. Lewisburg, PA: Bucknell UP, 2011.
- *Construction and Consumption in Spain: Culture and Tourbanism from Torremolinos to Benidorm* (in progress)

Chapters in Books

- "Geography of Capital: Torremolinos, Modernity and the Art of Consumption in Spanish Film." *Toward a Multicultural Configuration of Spain: Local Cities, Global Spaces*. Eds. Ana Corbalán and Ellen Mayock. Teaneck, NJ: Farleigh Dickinson University Press, 2014.
- "El precio del progreso: El capitalismo americano y la cultura corporativa en el cine español," *Ventanas sobre el Atlántico: España y los EE.UU. durante el postfranquismo (1975-2005)*. Eds. Jordi Marí and Carlos Ardavín Trabanco. Publicaciones de la Universitat de València, 2011: 117-30.
- "Selling Out Spain: Screening capital and culture in *Airbag* (1997) and *Smoking Room* (2002)," In *Contemporary Spanish Cinema and Genre*, eds. Vicente Rodríguez Ortega and Jay Beck. Manchester: Manchester UP, 2008. 133-53.
- "A la sombra de la Torre Mapfre: Leyendo la Barcelona del fin del milenio en *El hombre de mi vida*." *Manuel Vázquez Montalbán: El compromiso con la memoria*. Ed. José F. Colmeiro. London: Támesis, 2007. 185-196.
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- "Memories of Development: Questioning the Narrative of Spain's *Transición* in the Novels of Rafael Chirbes" (article)
- "Mourning and Monuments: Narratives of Silence in the Memorials of New York and Madrid" (article)

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COMMON CORE STATE STANDARDS

English/Spanish Language Version

ESTÁNDARES ESTATALES COMUNES PARA LAS ARTES DEL LENGUAJE EN ESPAÑOL Y PARA LA LECTO-ESCRITURA EN HISTORIA Y ESTUDIOS SOCIALES, CIENCIAS Y MATERIAS TÉCNICAS

SAN DIEGO COUNTY OFFICE OF EDUCATION

Council of Chief State School Officers
Common Core State Standards Spanish Language Version
Council of Chief State School Officers, Washington D.C.
2012 First Edition Spanish

CCSSO
Council of Chief State School Officers

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Foreword

A rich education recognizes the importance of language. With a fully developed mastery of primary and secondary languages, students are able to appreciate the literary and expressive quality of written texts and be able to use languages effectively to express their thoughts, reflections, and ideas in speech and writing.

In addition, students are able to see themselves as participating in multiple linguistic communities and understanding the perspectives of different cultures.

While one purpose of this standards document is to describe what we want students to know and be able to do, another is to create a common community of a shared educational goal, literacy in Spanish.

Two very important recommendations must be taken into account on implementing these standards:

1. The abilities listed here are not developed independently of each other, but rather sequentially and concurrently. It would be a serious mistake to try to teach skills in isolation, making difficult to understand, and in many cases, students would not be able to apply the skills with rigor.
2. Once the abilities have been presented within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of mastery.

Language is needed to think and learn. As we fully develop our command of language, our capacity to reach our goals also increases. The effective use of language is necessary to express our feelings, convey our experiences, share our ideas, and to understand and collaborate with others.

The value of language is doubled when two languages are known. By facilitating the acquisition and development of Spanish in children and youth, parents and teachers are providing them with better instruments to achieve intellectual, social, and economic success.

If Spanish is the home language, to know it well means one receives not only the richness of family heritage, but also the historic legacy held by that language.

The creation of these standards has been the result of the arduous work of a great number of educators, who with rigor and enthusiasm gave the best of themselves to reach a consensus of pedagogical norms and objectives.

Congratulations and—Let us begin!

Prólogo

Una educación plena reconoce la importancia del lenguaje. Con un dominio completamente desarrollado en un primer y segundo idioma, los estudiantes son capaces de apreciar la calidad literaria y expresiva de los textos y de utilizar eficazmente dos lenguas para expresar sus pensamientos, reflexiones e ideas al hablar y escribir.

Como consecuencia, los estudiantes son capaces de verse a sí mismos como participantes en múltiples comunidades lingüísticas y de comprender (reconocer y entender) las perspectivas de diferentes culturas.

Uno de los propósitos de este documento de estándares es definir lo que queremos que los estudiantes sepan y sean capaces de hacer; el otro es crear una comunidad que comparta la meta de la alfabetización en español.

Dos recomendaciones son esenciales a la hora de implementar estos estándares:

1. Las habilidades que se indican no se desarrollan independientemente unas de las otras, sino más bien consecuente y simultáneamente. Sería un grave error tratar de enseñar estas habilidades de forma aislada, ya que no solo dificultarían la comprensión sino que también en muchos casos, no llegarían a ser asimiladas y no podrían luego ser aplicadas con rigor.
2. Una vez presentadas dentro de un contexto significativo, claro y funcional, es importante reconocer que estas habilidades no son un fin en sí mismas, sino un instrumento para llegar a un fin. El fin deseado es desarrollar la capacidad expresiva, interpretativa y crítica de todos los estudiantes para que alcancen un nivel competente.

El lenguaje es imprescindible para aprender y para pensar. Cuanto mayor sea nuestro dominio del lenguaje, mayor será nuestra capacidad para lograr nuestras metas. El uso eficaz del lenguaje es necesario para expresar sentimientos, transmitir experiencias, compartir ideas y para entender y colaborar con los demás.

El valor del lenguaje se duplica cuando se conocen dos idiomas. Al facilitar la adquisición y desarrollo del español, los padres y maestros están ofreciendo a los niños y jóvenes más y mejores instrumentos para conseguir el éxito intelectual, social y económico en la vida.

Si el español es el idioma del hogar, llegar a conocerlo bien significará poder recibir la riqueza no solo de la herencia familiar, sino también el legado histórico que representa esa lengua.

La elaboración de este conjunto de estándares ha sido el resultado del arduo trabajo de un gran número de educadores, que con rigor y entusiasmo pusieron lo mejor de sí en esta labor para llegar a un consenso de normas y objetivos pedagógicos.

Enhorabuena y ¡vamos a empezar!

Alma Flor Ada y F. Isabel Campoy

Introduction

Standards-based instruction is at the forefront of education reform because it presents a framework to ensure that all students are engaged in rigorous curricula and prepared to contribute positively to an increasingly complex world. As we prepare to build capacity in implementing the new Common Core Standards (CCSS), parents, teachers, principals and educators have identified the need for the translation and linguistic augmentation of the *Common Core English Language Art and Literacy in History-Social Studies, Science and Technical Subjects Standards Standards* (Common Core ELA/Literacy) into Spanish.

This translated and linguistically augmented version establishes a guide for equitable assessment and curriculum development, resulting in high levels of biliteracy.

Linguistic Augmentation

Every effort has been made to maintain a parallel, aligned, and equitable architecture between the Spanish translation and linguistic augmentation of the *Common Core ELA/Literacy Standards*. The Spanish linguistic augmentations and Spanish language-specific examples are marked in blue font.

The purpose of the linguistic augmentation is to address points of learning, skills and concepts that are specific to Spanish language and literacy, as well as transferable language learnings between English and Spanish as provided in educational settings where students are instructed in both languages.

The linguistic augmentation is based on the conventions for oral and written Spanish from the Real Academia de la Lengua Española (RAE) promulgated in 2010. The intent is to promote the same expectations and level of rigor for Spanish usage as educators expect for English usage through quality curriculum and instruction.

The linguistic augmentation also provides a structure and specific detail for the development of instructional materials that address the specific features of Spanish in support of students' academic language learning on par with English in dual language programs.

Introducción

La instrucción basada en un sistema estandarizado está a la vanguardia de la reforma educativa, ya que presenta un marco para asegurar que todos los estudiantes estén expuestos a programas de estudios rigurosos y preparados a contribuir positivamente a un mundo cada vez más complejo. Al disponernos a desarrollar nuestra capacidad de aplicar los nuevos estándares estatales comunes los padres, maestros, directores y educadores han identificado la necesidad de traducir y suplementar lingüísticamente al español, los *Estándares estatales comunes para las artes de lenguaje y para la lecto-escritura en historia y estudios sociales, ciencias y materias técnicas* (Estándares estatales comunes de lecto-escritura en español).

Esta versión traducida y aumentada lingüísticamente al español es importante porque establece una guía para la evaluación equitativa, el desarrollo de los planes de estudios y la instrucción que promueve altos niveles de capacidad tanto en inglés como en español.

Adaptación lingüística

Se ha hecho un gran esfuerzo en mantener una arquitectura paralela, alineada y equitativa entre los *Estándares estatales comunes para las artes de lenguaje y lecto-escritura en inglés* y los de español. Esta traducción incluye los suplementos lingüísticos específicos al español. Las adaptaciones lingüísticas y los ejemplos específicos para el español aparecen marcados en letra azul.

El propósito de los suplementos y las adaptaciones lingüísticas es hacer frente a los puntos de aprendizaje, las habilidades y los conceptos que son específicos a la lengua española y su alfabetización. Las adaptaciones lingüísticas también señalan las áreas de transferencia de destrezas entre el inglés y el español para los programas donde se provee instrucción a estudiantes en ambos idiomas.

El suplemento lingüístico se basa en las normas y reglas para el uso del español oral y escrito de la Real Academia de la Lengua Española (RAE), promulgada en 2010. La intención es el promover las mismas expectativas y nivel de rigor en el uso del español que los educadores esperan en el uso del inglés a través de los estándares, los planes de estudio y una pedagogía de alta calidad.

El suplemento lingüístico también proporciona la estructura y los detalles específicos necesarios para el desarrollo de materiales educativos que corresponden a las características específicas del idioma español. Esta estructura también aborda el apoyo del lenguaje académico necesario para los estudiantes que aprenden el español conjuntamente con el inglés en los programas bilingües o de doble inmersión.

The Accent Mark

A separate cluster within the Foundational Skills in grades K-5 was added to appropriately address instruction of the Spanish accent mark.

The *Common Core Language Arts/Literacy standards in Spanish* (Common Core SLA/Literacy) present an integrated approach to the accent mark throughout the foundational skills strands of Print Concepts, Phonological Awareness, Phonics, Word Recognition and language conventions.

The *Common Core LA/Literacy* standards in Spanish, follow a well-articulated scope and sequence, in step with research to ensure mastery of usage of the accent mark in Spanish.

La Acentuación

Se ha añadido una sección en los estándares relacionados con la enseñanza del acento dentro del grupo de destrezas fundamentales del kindergarten al quinto grado.

Los Estándares estatales comunes en español exponen un método integrado para la enseñanza de los acentos que se enlaza a través de los conceptos de lo impreso, la conciencia fonológica, la fonética, el reconocimiento de palabras, y de las normativas del idioma español.

En base a las investigaciones pedagógicas, los *Estándares estatals comunes en español* presentan una secuencia de instrucción articulada y desarrollada para la enseñanza del acento que sigue una progresión evolutiva hacia el dominio del uso del acento en español.

Leadership and Opportunity

The translation and linguistic augmentation of the Common Core Standards in Spanish affords us the opportunity to re-conceptualize classroom practices by acknowledging the ways that students authentically use a primary and second language to organize higher mental processes, mediate cognition, and develop autonomy as they become proficiently biliterate.

The Spanish translation of the *Common Core State Standards for Language Arts, Literacy in History/ Social Studies, Science and Technical Subjects*, also present a new opportunity for the leadership of students, parents, teachers, and school administrators to recognize the link between cognitive development and language, and embrace the responsibility for the continuous improvement of our educational system.

Liderazgo y Oportunidad

La traducción y el suplemento lingüístico de los *Estándares estatales comunes en Español*, nos dan la oportunidad de reconceptualizar las prácticas de enseñanza en el salón de clase al reconocer la manera en que los estudiantes utilizan un primer y segundo idioma auténticamente para organizar complejos procesos mentales, mediar la cognición y desarrollar la autonomía y capacidad competente en inglés y español.

Los Estándares estatales comunes para las artes del lenguaje en español y para la lecto-escritura en historia y estudios sociales, ciencias y materias técnicas, también representan una nueva oportunidad para el liderazgo de estudiantes, padres, maestros y administradores escolares. Por lo tanto, esta comunidad en pleno reconoce el enlace entre el desarrollo cognoscitivo y el lenguaje, y se responsabiliza al mejoramiento continuo de nuestro sistema de educación.

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Committed to providing leadership, assistance and resources so that every student has access to an education that meets world class standards, the Council of Chief State School Officers, the California Department of Education and the San Diego County Office of Education recognize and extend their appreciation to all who contributed to this formidable endeavor.

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COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

COLLEGE AND CAREER READINESS ANCHOR STANDARDS

One of the most critical features to understand about the K-12 horizontal progression, is that they begin and backward map from the College and Career Readiness Anchor Standards.

Standards for college and career readiness are fundamental goals that define what students should understand and be able to do to enter universities or embark on careers.

The next four pages outline the Anchor standards for Reading, Writing, Listening and Speaking and Language in Spanish.

A link to view the English Anchor standard is provided.

ESTÁNDARES PARA LA PREPARACIÓN UNIVERSITARIA Y PROFESIONAL

Una de las características más importantes de los Estándares Estatales es la progresión horizontal, que comienza con el objetivo de lograr las destrezas y capacidades que los estudiantes requieren para entrar en las universidades y estar listos para carreras profesionales.

Los estándares para la preparación universitaria y profesional son objetivos fundamentales que definen lo que los estudiantes deben de comprender y ser capaces de hacer para entrar a las universidades o emprender en carreras profesionales.

Las próximas cuatro páginas describen los estándares para la preparación universitaria y profesional en las áreas de lectura, escritura, comprensión auditiva y expresión oral y lenguaje en español.

Cada página incluye un enlace a los estándares para la preparación universitaria en inglés.

ACRÓNIMOS CORRESPONDIENTES A CADA SECCIÓN

RL	READING STANDARDS FOR LITERATURE	**LL**	LECTURA PARA LITERATURA
RI	READING STANDARDS FOR INFORMATIONAL TEXT	**LI**	LECTURA PARA TEXTO INFORMATIVO
RF	READING STANDARDS FOR FOUNDATIONAL LITERACY SKILLS	**LF**	LECTURA PARA DESTREZAS FUNDAMENTALES
W	WRITING	**E**	ESCRITURA Y REDACCIÓN
SL	SPEAKING AND LISTENING STANDARDS	**AE**	AUDICIÓN Y EXPRESIÓN ORAL
L	LANGUAGE STANDARDS	**L**	LENGUAJE
RH	READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	**LH**	LECTO-ESCRITURA EN HISTORIA Y ESTUDIOS SOCIALES
RST	READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	**LCT**	LECTO-ESCRITURA EN CIENCIAS Y MATERIAS TÉCNICAS
WHST	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL SCIENCE, SCIENCE AND TECHNICAL SUBJECTS	**EHCT**	ESCRITURA EN HISTORIA/ESTUDIOS SOCIALES, CIENCIAS Y MATERIAS TÉCNICAS

KINDERGARTEN READING STANDARDS FOR LITERATURE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

KINDERGARTEN ESTÁNDARES DE LECTURA PARA LA LITERATURA

Los siguientes estándares proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

Ideas clave y detalles

1. Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto.
2. Con sugerencias y apoyo, recuentan cuentos que les son familiares, incluyendo los detalles clave.
3. Con sugerencias y apoyo, identifican personajes, escenarios y acontecimientos importantes en un cuento

Composición y estructura

4. Hacen y contestan preguntas sobre palabras desconocidas en un texto.
5. Reconocen los tipos más comunes de textos (por ejemplo: cuentos, poemas, textos de fantasía y realismo).
6. Con sugerencias y apoyo, nombran al autor e ilustrador de un cuento y definen el papel que desempeña cada uno en el relato del cuento.

Integración de conocimientos e ideas

7. Con sugerencias y apoyo, describen la relación entre las ilustraciones y el cuento en donde aparecen (por ejemplo: qué momento de un cuento representa la ilustración).

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8. (Not applicable to literature)

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

8. (No es aplicable a la literatura).

9. Con sugerencias y apoyo, comparan y contrastan las aventuras y experiencias de los personajes en cuentos que les son familiares.

Nivel de lectura y de complejidad del texto

10. Participan activamente en trabajos de lectura en grupo, con propósito y comprensión.

KINDERGARTEN READING STANDARDS FOR INFORMATIONAL TEXT

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer question about unknown words in a text.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

KINDERGARTEN ESTÁNDARES DE LECTURA PARA TEXTO INFORMATIVO

Los siguientes estándares proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

Ideas clave y detalles

1. Con sugerencias y apoyo, hacen y contestan preguntas sobre los detalles clave de un texto.
2. Con sugerencias y apoyo, identifican el tema principal y recuentan los detalles clave de un texto.
3. Con sugerencias y apoyo, describen la relación entre dos personas, acontecimientos, ideas o elementos de información en un texto.

Composición y estructura

4. Con sugerencias y apoyo, hacen y contestan preguntas sobre palabras desconocidas en un texto.
5. Identifican la portada, contraportada y la página del título de un libro.
6. Nombran al autor e ilustrador de un texto y definen el papel de cada uno en la presentación de ideas o información en un texto.

Integración de conocimientos e ideas

7. Con sugerencias y apoyo, describen la relación entre las ilustraciones y el texto en el cual aparecen (por ejemplo: qué persona, lugar, cosa o idea en el texto representa una ilustración).

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8. With prompting and support, identify the reasons an author gives to support points in a text.

9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

8. Con sugerencias y apoyo, identifican las razones que el autor ofrece para apoyar puntos en un texto.

9. Con sugerencias y apoyo, identifican las semejanzas y diferencias básicas entre dos textos sobre el mismo tema (por ejemplo: en las ilustraciones, descripciones o procedimientos).

Nivel de lectura y de complejidad del texto

10. Participan activamente en trabajos de lectura en grupo, con propósito y comprensión.

KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow:

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

    a. Follow words from left to right, top to bottom, and page by page.

    b. Recognize that spoken words are represented in written language by specific sequences of letters.

    c. Understand that words are separated by spaces in print.

    d. Recognize and name all upper and lowercase letters of the alphabet.

KINDERGARTEN ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Estos estándares van dirigidos a ayudar a los estudiantes a fomentar la comprensión y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de conceptos de lo impreso, la fonética, el reconocimiento de palabras y la ortografía.

Nota: Se espera que los estudiantes de kindergarten demuestren un incremento en conocimiento y capacidad en las siguientes destrezas fundamentales.

Conceptos de lo impreso

1. Demuestran comprensión de la organización y características básicas de los materiales impresos.

    a. Siguen las palabras de izquierda a derecha, de arriba hacia abajo y página por página.

    b. Reconocen que el lenguaje oral (palabras habladas) se representa en el lenguaje escrito mediante secuencias específicas de letras.

    c. Entienden que las palabras se separan por espacios en blanco en los materiales impresos.

    d. Reconocen y nombran todas las letras mayúsculas y minúsculas del alfabeto.

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Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

   a. Recognize and produce rhyming words.

   b. Count, pronounce, blend, and segment syllables in spoken words.

   c. Blend and segment onsets and rimes of single-syllable spoken words.

   d. Isolate and pronounce the intial, medial vowel, and final sounds (phonemes) in three-phonemes (consonent-vowel-consonent, or CVC) words.* (This does not include CVC's ending with /l/. /r/, or /x/.)

   e. Add or substitute indivdual sounds (phonemes) in simple, one-syllable words to make new words.

Acentuación

e. Reconocen que el acento escrito (acento ortográfico) es una marca, que se llama tilde, colocada sobre una vocal.

Conciencia fonológica

2. Demuestran comprensión de las palabras habladas, las sílabas y los sonidos (fonemas).

   a. Reconocen y producen palabras que riman.

   b. Cuentan, pronuncian, combinan y segmentan en sílabas las palabras habladas.

   c. Combinan y segmentan los sonidos (fonemas) consonánticos y vocálicos de una sílaba.

   d. Separan y pronuncian los sonidos iniciales, medios y finales (fonemas) en palabras monosilábicas de tres fonemas* (consonante-vocal-consonante, o CVC). Incluyen palabras que terminan con /l/ y /r/ (ejemplo: sal, sol, mar, por).

   e. Añanden o sustituyen sonidos individuales (fonemas) en palabras simples de una sílabas para formar nuevas palabras de una o dos sílabas. (ejemplo: sal-sol; por-par; tan-pan; sal-sala; par-para; mal-malo).

   f. Combinan dos sílabas para formar palabras bisílabas que les son familiares: ma + no = mano; ma + ma = mamá; ma + pa = mapa; sa + po = sapo; so + pa = sopa.

Acentuación

g. Separan y cuentan oralmente las sílabas de una palabra.

h. En palabras multisilábicas señalan la sílaba sobre la cual recae el énfasis de la voz (acento tónico).

* Las palabras, sílabas o fonemas escritos /en barras / consulte su pronunciación o la fonología. Por lo tanto, / CVC / es una palabra con tres fonemas sin importar el número de letras en el deletreo de la palabra.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

   a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

   b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.*

   c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

   d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.

   a. Demuestran el conocimiento básico de la correspondencia entre letra y sonido (de una en una) al producir el sonido principal o los sonidos más frecuentes que representa cada consonante.

   b. Asocian los sonidos (fonemas) con la ortografía común (grafemas) para las cinco vocales incluyendo el uso de la ye (y) como equivalente de la vocal i.*

   c. Leen a simple vista palabras comunes de uso frecuente (ejemplo: *el, la, veo, un, una, mi, es*).

   d. Distinguen entre palabras de ortografía similar mediante la identificación de los sonidos de las letras que son diferentes (con/ son; niño/niña; masa/mesa).

   e. Reconocen las dos sílabas CV que forman palabras de alta frecuencia en el lenguaje cotidiano; ma-má; pa-pá; ca-sa; si-lla; me-sa; ca-ma; ga-to.

Acentuación

   f. Identifican las letras que representan a las vocales (Aa, Ee, Ii, Oo, Uu, incluyendo el uso de la ye (y) como equivalente a la i).

   g. Reconocen el uso del acento ortográfico para distinguir la pronunciación entre palabras que se escriben iguales (papa-papá, paso-pasó).

   h. Reconocen que el acento escrito (acento ortográfico) es una marca sobre una vocal que indica la pronunciación de la palabra de acuerdo con la sílaba que recibe el énfasis al pronunciar la palabra.

Fluency	Fluidez
4. Read emergent-reader texts with purpose and understanding.	4. Leen textos para lectores principiantes, con propósito y comprensión.

KINDERGARTEN WRITING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Text Types and Purposes

1. 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 . . .*).

2. 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.

3. 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.

KINDERGARTEN ESTÁNDARES DE ESCRITURA Y REDACCIÓN

Los siguientes estándares para los grados del K-5, proveen un enfoque para la enseñanza correspondiente a cada año escolar, y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Cada año los estudiantes deben demostrar en su escritura y redacción un aumento en sofisticación de todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis, hasta el desarrollo y la organización de ideas. Deben abordar temas y utilizar fuentes cada vez más complejas. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores. Las expectativas de desarrollo en la habilidad de escribir y de redactar de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción anotadas en el Apéndice C.*

Tipos de textos y sus propósitos

1. Usan una combinación de dibujo, dictado y escritura para redactar propuestas de opinión en las que le dicen a un lector cuál es el tema o el nombre del libro sobre el que están escribiendo y expresan su opinión o preferencia sobre el tema o el libro (por ejemplo: *Mi libro favorito es . . .*).

2. Usan una combinación de dibujo, dictado y escritura para redactar textos informativos y explicativos en los cuales dicen sobre qué están escribiendo y ofrecen algo de información acerca del tema.

3. Usan una combinación de dibujo, dictado y escritura para narrar un acontecimiento único o varios acontecimientos vagamente enlazados. Hablan de dichos acontecimientos en el orden en que ocurrieron y proporcionan una reacción a lo sucedido.

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Production and Distribution of Writing

4. (Begins in grade 3)

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

Producción y redacción de la escritura

4. (Se inicia en el 3er grado)

5. Con la orientación y el apoyo de adultos, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar la escritura según sea necesario.

6. Con la orientación y el apoyo de adultos, exploran una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.

Investigación para la formación y presentación de conocimientos

7. Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros de un autor favorito y expresan su opinión sobre ellos).

8. Con la orientación y el apoyo de adultos, recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta.

9. (Se inicia en el 4to grado).

Nivel de escritura y redacción

10. (Se inicia en el 3er grado)

KINDERGARTEN SPEAKING AND LISTENING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

   b. Continue a conversation through multiple exchanges.

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

KINDERGARTEN ESTÁNDARES DE AUDICIÓN Y EXPRESIÓN ORAL

Los siguientes estándares para los grados K-5, proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

Comprensión y colaboración

1. Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre *temas y textos apropiados al kindergarten*.

   a. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: escuchar a los demás y esperar su turno para hablar sobre los temas y textos que se están tratando).

   b. Continúan una conversación a través de múltiples intercambios.

2. Confirman la comprensión de un texto leído en voz alta o la información presentada oralmente o a través de otros medios de comunicación, al hacer y contestar preguntas sobre detalles clave y solicitar aclaraciones si algo no se entiende.

3. Hacen y contestan preguntas con el fin de solicitar ayuda, obtener información o aclarar algo que no se entiende.

Presentación de conocimientos y de ideas

4. Describen a personas, lugares, cosas y acontecimientos que les son familiares y, con sugerencias y apoyo, ofrecen detalles adicionales.

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5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

6. Speak audibly and express thoughts, feelings, and ideas clearly.

5. Añaden dibujos y otros medios visuales a las descripciones según deseen para ofrecer detalles adicionales.

6. Hablan en forma audible y expresan sus pensamientos, sentimientos e ideas con claridad. (Ver los estándares 1-3 de lenguaje para expectativas adicionales).

KINDERGARTEN LANGUAGE STANDARDS

The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 20 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

   a. Print many upper-and lowercase letters.

   b. Use frequently occurring nouns and verbs.

   c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

   d. Understand and use question words (interrrogatives) (e.g., *who, what, where, when, why, how*).

   e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, off, for, of, by, with*).

KINDERGARTEN ESTÁNDARES DE LENGUAJE

Los siguientes estándares para los grados del K-5, ofrecen un enfoque para la enseñanza de cada año y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Se espera que los estudiantes que avanzan de un grado a otro cumplan con los estándares específicos de cada grado y retengan o desarrollen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores. A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención constante en los grados superiores, al aplicarlos de manera mas sofisticada a la expresión oral y escrita. Ver la tabla en la página 20 en la que aparece una lista completa, y el Apéndice A, en donde se muestran ejemplos del incremento en la sofisticaión del desrraollo de estas destrezas.

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.

   a. Escriben con letra de molde la mayoría de las letras mayúsculas y minúsculas.

   b. Usan sustantivos y verbos que se utilizan con frecuencia incluyendo los verbos ser y estar, empleando la concordancia correcta.

   c. Forman el plural de sustantivos regulares al añadir /s/ o /es/ (ejemplo: *perro, perros; mantel, manteles; rey, reyes*).

   d. Comprenden y utilizan las palabras que denotan interrogación (ejemplo: *quién, qué, dónde, cuándo, cómo y por qué*).

   e. Emplean las preposiciones de uso frecuente (ejemplo: *con, en, de, por, para*).

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f. Produce and expand complete sentences in shared language activities.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   a. Capitalize the first word in a sentence and the pronoun I.

   b. Recognize and name end punctuation.

   c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

   d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

   a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

f. Producen y elaboran oraciones completas en actividades compartidas de lenguaje.

g. Utilizan los artículos determinados e indeterminados notando la concordancia de género y número con el sustantivo (ejemplo: el perro, los libros, la mesa, las sillas, un niño, unos niños, una niña, unas niñas).

2. Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.

   a. Emplean la mayúscula en la primera letra de una palabra al inicio de una oración.

   b. Reconocen y nombran la puntuación final.

   c. Escriben una letra correspondiente para la mayoría de los sonidos consonánticos y vocálicos.

   d. Deletrean fonéticamente palabras sencillas, usando el conocimiento de la relación entre fonemas y grafemas.

Acentuación

   e. Reconocen el acento escrito (acento ortográfico) en palabras sencillas y ya conocidas (mamá, papá, José).

Conocimiento del lenguaje

3. (Se inicia en el 2do grado)

Adquisición y uso de vocabulario

4. Determinan o aclaran el significado de palabras y frases desconocidas y de palabras de significados múltiples, en base a *la lectura y el contenido académico de kindergarten*.

   a. Identifican y aplican correctamente nuevos significados relacionados a palabras ya conocidas (ejemplo: saber que *el zapatero* es la persona que vende o arregla *zapatos*).

b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, ful, -less*) as a clue to the meaing of an unknown word.

5. With guidance and support from adults, explore word relationships and nuances in word meanings.

   a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the catagories 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*).

   d. Distinugish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

b. Usan las inflexiones y los afijos de uso más frecuente (ejemplo: *re- bi-, -ita -ito, -ota –ote*) como clave para el significado de una palabra desconocida.

5. Con la orientación y el apoyo de adultos, exploran las relaciones y matices en los significados de las palabras.

   a. Clasifican objetos comunes en categorías (ejemplo: formas, alimentos) para obtener un sentido de los conceptos que representan las categorías.

   b. Demuestran comprensión de los verbos y los adjetivos de uso más frecuente, al relacionarlos con sus opuestos (antónimos) (ejemplo: salir-entrar; perder-ganar; alto-bajo; grande-pequeño).

   c. Identifican las conexiones en la vida real entre las palabras y sus usos (ejemplo: el describir actividades divertidas en la escuela o en el parque que son *coloridos*).

   d. Distinguen los matices de significado entre verbos que describen la misma acción general (ejemplo: *gatear, caminar, marchar, correr*) actuando sus significados.

6. Usan las palabras y las frases que han aprendido a través de conversaciones, al leer y al escuchar cuando se les lee, o al responder a los textos.

GRADE ONE READING STANDARDS FOR LITERATURE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events.

PRIMER GRADO ESTÁNDARES DE LECTURA PARA LA LITERATURA

Los siguientes estándares proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas sobre los detalles clave de un texto.
2. Recuentan cuentos, incluyendo los detalles clave, y demuestran comprensión del mensaje principal o lección.
3. Describen personajes, ambientes y acontecimientos importantes en un cuento, usando detalles clave.

Composición y estructura

4. Identifican palabras y frases en cuentos o poemas que sugieren sentimientos o apelan a los sentidos.
5. Explican las diferencias principales entre libros de cuentos y libros que ofrecen información, usando una amplia variedad de lectura en diferentes tipos de texto.
6. Identifican al narrador del cuento en varios momentos del texto.

Integración de conocimientos e ideas

7. Usan las ilustraciones y detalles de un cuento para describir a los personajes, ambientes o acontecimientos.

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8. (Not applicable to literature.)

9. Compare and contrast the adventures and experiences of characters in stories.

Range of Reading and Level of Text Complexity

10. With prompting and support, read and prose and poetry of appropriate complexity for grade 1.

8. (No es aplicable a la literatura).

9. Comparan y contrastan las aventuras y experiencias de los personajes en los cuentos.

Nivel de lectura y de complejidad del texto

10. Con sugerencias y apoyo, leen prosa y poesía de complejidad apropiada para el primer grado. complejidad apropiada para el primer grado.

GRADE ONE
READING STANDARDS
FOR INFORMATIONAL TEXT

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

7. Use the illustrations and details in a text to describe its key ideas.

PRIMER GRADO
ESTÁNDARES DE LECTURA
PARA TEXTO INFORMATIVO

Los siguientes estándares proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas sobre los detalles clave en un texto.
2. Identifican el tema principal y recuentan los detalles clave de un texto.
3. Describen la relación entre dos personas, acontecimientos, ideas, o elementos de información en un texto.

Composición y estructura

4. Hacen y contestan preguntas para determinar o aclarar el significado de palabras y frases en un texto.
5. Conocen y usan varias características de texto (por ejemplo: encabezados, tablas de contenido, glosarios, menús electrónicos, iconos), para localizar los datos clave o información en un texto.
6. Distinguen entre la información proporcionada por imágenes u otras ilustraciones y la información contenida en las palabras de un texto.

Integración de conocimientos e ideas

7. Usan las ilustraciones y los detalles en un texto para describir las ideas clave.

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8. Identify the reasons an author gives to support points in a text.

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support, read informational texts appropriately complex for grade 1.

8. Identifican las razones que un autor ofrece para apoyar los puntos en un texto.

9. Identifican las semejanzas y diferencias básicas entre dos textos sobre el mismo tema (por ejemplo: en las ilustraciones, descripciones o procedimientos).

Nivel de lectura y de complejidad del texto

10. Con sugerencias y apoyo, leen textos informativos de complejidad apropiada para el primer grado.

GRADE ONE
READING STANDARDS: FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.

    a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

PRIMER GRADO
ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Estos estándares van dirigidos a ayudar a los estudiantes a fomentar la comprensión y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben—discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de conceptos de lo impreso, la fonética, el reconocimiento de palabras y la ortografía.

Conceptos de lo impreso

1. Demuestran comprensión de la organización y características básicas de los materiales impresos.

    a. Reconocen las características de una oración, por ejemplo: uso de mayúsculas en la primera palabra, puntuación final, uso de los signos de interrogación (¿?), exclamación (¡!), y guión largo para abrir y cerrar un diálogo.

Acentuación

    b. Reconocen que el acento escrito (acento ortográfico) es una marca que se llama tilde colocada sobre una vocal y que indica dónde recae el énfasis de la palabra.

    c. Reconocen que el acento escrito indica a veces un significado distinto en palabras que se escriben con las mismas letras (si, sí; te, té; tu, tú); en ese caso se llama acento diacrítico.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

   a. Distinguish long from short vowels sounds in a 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 indivudal sounds (phonemens).

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

a. Know the spelling-sound correspondences for common consonant digraphs.

b. Decode regularly spelled one-syllable words.

Conciencia fonológica

2. Demuestran comprensión de las palabras pronunciadas oralmente, las sílabas y los sonidos (fonemas).

   a. Distinguen los sonidos (fonemas) de las vocales en palabras.

   b. Forman oralmente palabras de una sílaba al combinar sonidos (fonemas), incluyendo combinaciones de consonantes (las, mar, sal).

   c. Separan y pronuncian fonemas tales como la vocal inicial y media y los sonidos finales en palabras pronunciadas oralmente de una sola sílaba (monosilábicas).

   d. Dividen palabras monosilábicas en secuencia completa por sus sonidos individuales (fonemas).

   e. Dividen palabras bisílabas CVCV en las sílabas que las componen: me-sa, ca-ma, ca-sa, pe-ro, ga-to.

Acentuación

   f. Distinguen oralmente los sonidos de las vocales en una sola sílaba que forman un diptongo (auto, lluvia, agua, aire, ciudad).

   g. Reconocen que una sílaba puede consistir de una sola vocal (a-mo; mí-o; dí-a; vi-ví-a; a-brí-a; o-jo; u-ña; e-so).

Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras al nivel de grado, en la decodificación de palabras.

   a. Conocen la correlación grafo-fónica para los tres dígrafos consonánticos: ch, ll, rr (chile, lluvia, perro).

   b. Distinguen entre las sílabas abiertas (terminadas en vocal) y las sílabas cerradas (terminadas en consonante).

c. Know final -e and common vowel team conventions for representing long vowel sounds.

d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

e. Decode two-syllable words following basic patterns by breaking the words into syllables.

f. Read words with inflectional endings.

g. Recognize and read grade-appropriate irregularly spelled words.

c. Distinguen entre las vocales fuertes (a,e,o) y las vocales débiles (i,u) que se juntan en una sílaba para formar diptongo.

d. Usan el conocimiento de que toda sílaba debe de tener por lo menos el sonido de una vocal para determinar el número de sílabas en una palabra escrita (ejemplo: sílabas con una sola vocal, diptongos o triptongos).

e. Decodifican palabras de dos y tres sílabas siguiendo patrones básicos al dividir las palabras en sílabas.

f. Leen palabras con inflexiones al final (género -o/-a; número –os/-as, aumentativos –ote y diminutivos -ito).

g. Reconocen y leen a nivel de grado, palabras de ortografía complejas (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr; m-n).

h. Reconocen combinaciones consonánticas (consonante + l; consonante + r) en palabras ya conocidas que contienen letras líquidas (blanco, planta, grande, tronco, traspaso, claro, trabajo, otra, cuatro).

Acentuación

i. Distinguen entre las vocales y las consonantes y reconocen que sólo las vocales llevan acento escrito.

j. Reconocen que el acento escrito (acento ortográfico) es una marca colocada sobre una vocal que indica cuál es la sílaba de mayor énfasis de la palabra y que sigue las reglas ortográficas.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

   a. Read on-level text with purpose and understanding.

   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fluidez

4. Leen con suficiente precisión y fluidez para apoyar la comprensión.

   a. Leen textos a nivel de grado, con propósito y comprensión.

   b. Leen oralmente textos a nivel de grado con precisión, ritmo adecuado y expresión en lecturas sucesivas.

   c. Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releyendo cuando sea necesario.

GRADE ONE WRITING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

3. 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.

Production and Distribution of Writing

4. (Begins in grade 3)

PRIMER GRADO ESTÁNDARES DE ESCRITURA Y REDACCIÓN

Los siguientes estándares para los grados del K-5, proveen un enfoque para la enseñanza correspondiente a cada año escolar, y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Cada año los estudiantes deben demostrar en su escritura y redacción un aumento en sofisticación de todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis, hasta el desarrollo y la organización de ideas. Deben abordar temas y utilizar fuentes cada vez más complejas. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.* Las expectativas de desarrollo en la habilidad de escribir y de redactar de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción anotadas en el Apéndice C.

Tipos de textos y sus propósitos

1. Escriben propuestas de opinión en las cuales presentan el tema o título del libro sobre el cual están escribiendo, expresan su opinión, ofrecen la razón para esa opinión y cierto sentido de conclusión.

2. Escriben textos informativos y explicativos en los cuales identifican un tema, ofrecen algunos datos sobre dicho tema y proveen cierto sentido de conclusión.

3. Escriben narraciones en las cuales recuentan dos o más acontecimientos en secuencia adecuada, incluyen algunos detalles relacionados con lo que sucedió, usan palabras que describen el tiempo para señalar el orden de los acontecimientos y ofrecen cierto sentido de conclusión.

Producción y redacción de la escritura

4. (Se inicia en el 3er grado).

5. 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.

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

9. (Begins in grade 4)

Range of Writing

10. (Begins in grade 3)

5. Con la orientación y el apoyo de adultos, se enfocan en un tema, responden a las preguntas y sugerencias de sus compañeros y añaden detalles para mejorar el escrito según sea necesario.

6. Con la orientación y el apoyo de adultos, usan una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.

Investigación para la formación y presentación de conocimientos

7. Participan en proyectos compartidos de investigación y escritura (por ejemplo: exploran una serie de libros sobre "cómo funciona" o "cómo se hace algo", sobre un tema determinado y los usan para escribir una secuencia de instrucciones).

8. Con la orientación y el apoyo de adultos, recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta.

9. (Se inicia en el 4to grado).

Nivel de escritura y redacción

10. (Se inicia en el 3er grado).

GRADE ONE SPEAKING AND LISTENING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners *about grade 1 topics and texts* with peers and adults in small and larger groups.

   a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

   b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

   c. Ask questions to clear up any confusion about the topics and texts under discussion.

2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

3. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

PRIMER GRADO ESTÁNDARES DE AUDICIÓN Y EXPRESIÓN ORAL

Los siguientes estándares para los grados K-5, proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

Comprensión y colaboración

1. Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes *sobre temas y textos apropiados al primer grado*.

   a. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando).

   b. Toman en cuenta lo que los demás dicen en conversaciones, respondiendo a los comentarios que otros hacen a través de múltiples intercambios.

   c. Hacen preguntas para aclarar cualquier confusión sobre los temas y los textos que se están tratando.

2. Hacen y contestan preguntas sobre los detalles clave en un texto leído en voz alta, o información presentada oralmente o a través de otros medios de comunicación.

3. Hacen y contestan preguntas sobre lo que dice quien habla a fin de obtener información adicional o aclarar algo que no se entiende.

Presentation of Knowledge and Ideas	Presentación de conocimientos y de ideas
4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	4. Describen a personas, lugares, cosas y acontecimientos con detalles relevantes, expresando sus ideas y sentimientos con claridad.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	5. Añaden dibujos u otros medios visuales a las descripciones cuando es adecuado, para aclarar ideas, pensamientos y sentimientos.
6. Produce complete sentences when appropriate to task and situation.	6. Forman oraciones completas cuando es adecuado según la tarea y situación.

GRADE ONE LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 21 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

   a. Print all upper- and lowercase letters.

   b. Use common, proper, and possessive nouns.

   c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).

   d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).

   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*).

PRIMER GRADO ESTÁNDARES DE LENGUAJE

Los siguientes estándares para los grados del K-5, ofrecen un enfoque para la enseñanza de cada año y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Se espera que los estudiantes que avanzan de un grado a otro cumplan con los estándares específicos de cada grado y retengan o desarrollen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores. A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención constante en los grados superiores, al aplicarlos de manera mas sofisticada a la expresión oral y escrita. Ver la tabla en la página 21 en la que aparece una lista completa, y el Apéndice A, en donde se muestran ejemplos del incremento en la sofisticaión del desrraollo de estas destrezas.

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.

   a. Escriben con letra de molde todas las letras mayúsculas y minúsculas.

   b. Usan sustantivos comunes y propios.

   c. Usan el sustantivo en su forma singular o plural empleando la concordancia correcta entre sustantivo y verbo en oraciones básicas (ejemplo: *el niño brinca; los niños brincan*).

   d. Usan pronombres personales, pronombres posesivos e indefinidos (*yo, me, mi, mío, alguien*). Reconocen el uso formal e informal entre tú/usted.

   e. Usan verbos regulares para comunicar la noción del tiempo pasado, presente y futuro (ejemplo: *Ayer caminé a casa. Hoy camino a casa. Mañana caminaré a casa*).

f. Use frequently occurring adjectives.

g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

h. Use determiners (e.g., articles, demonstratives).

i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).

j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

b. Use end punctuation for sentences.

c. Use commas in dates and to separate single words in a series.

f. Usan adjetivos que se utilizan con frecuencia notando concordancia de género y número con el sustantivo.

g. Usan conjunciones que se utilizan con frecuencia (ejemplo: *y, pero, o, así que, porque*).

h. Usan determinativos tales como los artículos o pronombres demostrativos, reconociendo la concordancia de género y número (ejemplo: los libros, esos libros; las niñas, aquellas niñas).

i. Usan correctamente las preposiciones que se utilizan con frecuencia (ejemplo: *sin, según, desde, hasta, hacia*).

j. Producen y elaboran oraciones declarativas, interrogativas, imperativas y exclamativas, simples y compuestas al responder a sugerencias o pautas.

k. Leen palabras compuestas (abrelatas, anteojos, sacapuntas) y separan las dos palabras que las componen.

l. Reconocen y explican la formación de las dos contracciones del español: al = a + el, del = de + el.

2. Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.

a. Emplean la mayúscula al escribir nombres de personas, lugares, nombres de días festivos (Navidad, Año Nuevo, etc.) y eventos importantes (Cinco de Mayo).

b. Usan la puntuación correcta para empezar y/o finalizar las oraciones, incluyendo el uso correcto de los signos de interrogación ¿?; y de exclamación ¡!.

c. Reconocen la función de la coma para enumerar y separar palabras en una serie.

d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. 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.

   a. Use sentence-level context as a clue to the meaning of a word or phrase.

   b. Use frequently occurring affixes as a clue to the meaning of a word.

   c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., looks, looked, looking).

5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

   a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

   b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

d. Usan ortografía convencional para palabras con patrones ortográficos comunes y para palabras de ortografía compleja de uso frecuente.

e. Deletrean fonéticamente palabras desconocidas, usando la fonética, el reconocimiento de palabras y las normativas de la ortografía.

Acentuación

f. Reconocen el acento escrito en palabras sencillas y ya conocidas (mamá, papá, José).

Conocimiento del lenguaje

3. (Se inicia en el 2do grado).

Adquisición y uso de vocabulario

4. Determinan o aclaran el significado de palabras y frases desconocidas y de palabras y frases con significados múltiples, en base *a la lectura y el contenido académico de primer grado*, eligiendo con flexibilidad entre una serie de estrategias.

   a. Usan el contexto de la oración para entender el significado de una palabra o frase.

   b. Usan los afijos de uso frecuente para entender el significado de una palabra.

   c. Identifican la raíz de las palabras de uso frecuente (por ejemplo: *mirar*) y sus formas de inflexión (ejemplo: miradas, miró, mirando).

5. Con la orientación y el apoyo de adultos, demuestran comprensión de las relaciones entre las palabras y sus matices de significado.

   a. Ordenan las palabras en categorías (ejemplo: colores, ropa) para obtener un sentido de los conceptos que representan las categorías.

   b. Definen las palabras por categoría y por uno o más atributos clave (ejemplo: un *pato* es un ave que nada; un *tigre* es un felino grande con rayas).

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.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*).

c. Identifican las conexiones en la vida real entre las palabras y sus usos (ejemplo: nombran lugares *acogedores* en el hogar).

d. Distinguen los matices de significado entre verbos que son sinónimos pero que difieren en connotación (ejemplo: *mirar, ver, ojear, observar, contemplar*) y adjetivos que difieren en intensidad (ejemplo: *grande, gigantesco*) al definirlos o elegirlos, o mediante la actuación de sus significados.

6. Usan las palabras y las frases que han aprendido a través de conversaciones, al leer y al escuchar cuando se les lee, al responder a los textos, incluyendo el uso de conjunciones de uso frecuente, para indicar las relaciones entre ideas (ejemplo: *Le he puesto el nombre Mordisco a mi hámster porque le gusta mucho mordisquear*).

GRADE TWO READING STANDARDS FOR LITERATURE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Ideas and details

1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

3. Describe how characters in a story respond to major events and challenges.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **(See grade 2 Language standards 4-6 for additional expectations.) CA**

5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

SEGUNDO GRADO ESTÁNDARES DE LECTURA PARA LA LITERATURA

Los siguientes estándares proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas tales *como: quién, qué, dónde, cuándo, por qué* y *cómo*, para demostrar la comprensión de los detalles clave de un texto.

2. Recuentan cuentos, incluyendo fábulas y cuentos populares de diversas culturas, e identifican el mensaje principal, lección o moraleja.

3. Describen cómo los personajes de un cuento reaccionan a los acontecimientos y retos más importantes.

Composición y estructura

4. Describen cómo las palabras y frases (por ejemplo: ritmo, aliteración, rimas, frases repetidas) proveen ritmo y significado en un cuento, poema o canción. **(Ver los estándares 4-6 de lenguaje del segundo grado para expectativas adicionales.) CA**

5. Describen la estructura general de un cuento, incluyendo la descripción de cómo el principio introduce el tema y el final concluye la acción.

6. Reconocen las diferencias en los puntos de vista de los personajes, incluyendo el hablar en una voz diferente para cada personaje al leer el diálogo en voz alta.

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Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

8. (Not applicable to literature.)

9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

10. 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.

Integración de conocimientos e ideas

7. Usan la información obtenida de las ilustraciones y de las palabras en un material impreso o texto digital, para demostrar la comprensión de los personajes, escenario o trama.

8. (No es aplicable a la literatura).

9. Comparan y contrastan dos o más versiones del mismo cuento (por ejemplo: cuentos de Cenicienta) por diferentes autores o de diferentes culturas.

Nivel de lectura y de complejidad del texto

10. Al final del año escolar, leen y comprenden la literatura de forma competente, incluyendo cuentos y poesía, en el nivel superior de los niveles de complejidad del texto para los grados 2–3, con enseñanza guiada según sea necesario.

GRADE TWO READING STANDARDS FOR INFORMATIONAL TEXT

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Ideas and details

1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.

2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.* **(See grade 2 Language standards 4-6 for additional expectations.) CA**

5. 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.

6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

SEGUNDO GRADO ESTÁNDARES PARA LA LECTURA DE TEXTO INFORMATIVO

Los siguientes estándares proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

Ideas clave y detalles

1. Hacen y contestan preguntas tales como: *quién, qué, dónde, cuándo, por qué* y *cómo*, para demostrar la comprensión de los detalles clave en un texto.

2. Identifican el tema principal de un texto de varios párrafos, así como el enfoque de párrafos específicos en el texto.

3. Describen la relación entre una serie de acontecimientos históricos, ideas o conceptos científicos, o pasos en los procedimientos técnicos en un texto.

Composición y estructura

4. Determinan en un texto el significado de palabras y frases pertinentes a *un tema o material de segundo grado.* **(Ver los estándares 4-6 de lenguaje del segundo grado para expectativas adicionales.) CA**

5. Conocen y usan varias características de un texto (por ejemplo: leyendas, pie de foto, letras destacadas, subtítulos, glosarios, índices, menús electrónicos, iconos) para localizar de manera eficiente datos clave o información en un texto.

6. Identifican el propósito principal de un texto, incluyendo lo que el autor quiere contestar, explicar o describir.

Integration of Knowledge and Ideas

7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

8. Describe how reasons support specific points the author makes in a text.

9. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of 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.

Integración de conocimientos e ideas

7. Explican cómo las imágenes específicas (por ejemplo: un diagrama que muestra cómo funciona una máquina) contribuyen a aclarar un texto.

8. Describen cómo las razones apoyan los puntos específicos que el autor hace en un texto.

9. Comparan y contrastan los puntos más importantes que se presentan en dos textos sobre el mismo tema.

Nivel de lectura y de complejidad del texto

10. Al final del año escolar, leen y comprenden textos informativos en forma competente, incluyendo textos de historia/estudios sociales, ciencias y textos técnicos, en el nivel superior de los niveles de complejidad del texto para los grados 2–3, con enseñanza guiada según sea necesario.

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GRADE TWO READING STANDARDS: FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA**

   a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

   b. Know spelling-sound correspondences for additional common vowel teams

   c. Decode regularly spelled two-syllable words with long vowels.

   d. Decode words with common prefixes and suffixes.

SEGUNDO GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Estos estándares van dirigidos a ayudar a los estudiantes a fomentar la comprensión y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben—discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de conceptos de lo impreso, la fonética, el reconocimiento de palabras y la ortografía.

Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras, **tanto en forma aislada como en un texto. CA**

   a. Distinguen los sonidos de las vocales y de los diptongos al leer palabras de una sílaba de ortografía regular (dio, pie, bien).

   b. Distinguen los sonidos de las vocales en los triptongos al leer palabras ya conocidas (buey, Paraguay, Uruguay) fijándose en el uso de la ye (y) como vocal.

   c. Decodifican palabras multisilábicas.

   d. Decodifican palabras con prefijos y sufijos de uso frecuente.

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e. Identify words with inconsistent but common spelling-sound correspondences.

f. Recognize and read grade-appropriate irregulary spelled words.

e. Identifican palabras que contienen el mismo fonema pero distinto grafema (b-v; c-s-z-x; c-k-qu; g-j; y-ll; r-rr).

f. Reconocen y leen al nivel de grado palabras con ortografía relativamente compleja con h, que es siempre muda, excepto en el dígrafo ch, o con las sílabas que, qui; gue, gui.

Acentuación

g. Identifican la última, penúltima y antepenúltima sílaba en palabras multisilábicas y reconocen en cuál sílaba cae el acento tónico.

h. Clasifican palabras de acuerdo con su acento tónico en categorías de aguda, grave y esdrújula para aplicar las reglas ortográficas del uso del acento escrito.

i. Reconocen y usan acento escrito para indicar que hay hiato y no diptongo, en palabras conocidas (María, baúl, maíz).

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

   a. Read on-level text with purpose and understanding.

   b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fluidez

4. Leen con suficiente precisión y fluidez para apoyar la comprensión.

   a. Leen textos a nivel adecuado con propósito y comprensión.

   b. Leen oralmente textos a nivel de grado con precisión, ritmo adecuado y expresión en lecturas sucesivas.

   c. Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releyendo cuando sea necesario.

GRADE TWO WRITING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Text Types and Purposes

1. 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.

2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

3. 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.

SEGUNDO GRADO ESTÁNDARES DE ESCRITURA Y REDACCIÓN

Los siguientes estándares para los grados del K-5, proveen un enfoque para la enseñanza correspondiente a cada año escolar, y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Cada año los estudiantes deben demostrar en su escritura y redacción un aumento en sofisticación de todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis, hasta el desarrollo y la organización de ideas. Deben abordar temas y utilizar fuentes cada vez más complejas. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.* Las expectativas de desarrollo en la habilidad de escribir y de redactar de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción anotadas en el Apéndice C.

Tipos de textos y sus propósitos

1. Escriben propuestas de opinión en las cuales presentan el tema o libro sobre el cual están escribiendo, expresan su opinión, ofrecen las razones para esa opinión, usan palabras de enlace (por ejemplo: *porque, y, también*) para conectar la opinión y las razones y proporcionan una declaración o sección final.

2. Escriben textos informativos y explicativos en los cuales presentan un tema, usan datos y definiciones para desarrollar los puntos y proporcionan una declaración o sección final.

3. Escriben narraciones en las cuales recuentan un acontecimiento bien elaborado o una secuencia corta de acontecimientos, incluyen detalles para describir las acciones, pensamientos y sentimientos, usan palabras que describen el tiempo para señalar el orden de los acontecimientos y ofrecen un sentido de conclusión.

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Production and Distribution of Writing

4. **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.) CA**

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. 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).

8. Recall information from experiences or gather information from provided sources to answer a question.

9. (Begins in grade 4)

Range of Writing

10. **Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA**

Producción y redacción de la escritura

4. **Con la orientación y el apoyo de adultos, hacen escritos en los cuales el desarrollo y organización son adecuados a la tarea y el propósito. (Las expectativas específicas del nivel de grado para los tipos de escritura, se definen en los estándares 1-3 antes mencionados.) CA**

5. Con la orientación y el apoyo de adultos y compañeros, se enfocan en un tema y mejoran el escrito según sea necesario al revisar y al corregir.

6. Con la orientación y el apoyo de adultos, usan una variedad de herramientas digitales para producir y publicar escritos, incluso en colaboración con sus compañeros.

Investigación para la formación y presentación de conocimientos

7. Participan en proyectos compartidos de investigación y escritura (por ejemplo: leen una serie de libros sobre un mismo tema para escribir un informe; anotan observaciones de ciencias).

8. Recuerdan información de experiencias o recopilan información de diversas fuentes que se les ofrece para contestar una pregunta.

9. (Se inicia en el 4to grado).

Nivel de escritura y redacción

10. **Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para una serie de tareas específicas a una disciplina, propósito y audiencia. CA**

GRADE TWO SPEAKING AND LISTENING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

   a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

   b. Build on others' talk in conversations by linking their comments to the remarks of others.

   c. Ask for futher clarification and further explanation as needed about the topics and texts under discussion.

2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

   a. Give and follow three-and four-step oral directions. CA

3. Ask and answer questions about what a speakers says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SEGUNDO GRADO ESTÁNDARES DE AUDICIÓN Y EXPRESIÓN ORAL

Los siguientes estándares para los grados K-5, proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

Comprensión y colaboración

1. Participan en conversaciones colaborativas con diversos compañeros y adultos en grupos pequeños y grandes sobre *temas y textos apropiados al segundo grado*.

   a. Siguen las reglas acordadas para participar en conversaciones (por ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando).

   b. Toman en cuenta lo que los demás dicen en conversaciones, mediante el enlace de sus comentarios a las observaciones de los demás.

   c. Solicitan aclaración y una explicación más detallada, cuando es necesario, sobre los temas y los textos que se están tratando.

2. Recuentan o describen las ideas clave y los detalles de un texto leído en voz alta, o de información presentada oralmente o a través de otros medios de comunicación.

   a. Dan y siguen instrucciones orales de tres y cuatro pasos. CA

3. Hacen y contestan preguntas sobre lo que dice quien habla a fin de aclarar la comprensión, obtener información adicional o profundizar en la comprensión del tema o asunto.

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Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

   a. Plan and deliver a narrative presentation that: recounts a well- elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA

5. 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.

6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Language standards 1-3 for additional expectations.)

Presentación de conocimientos y de ideas

4. Cuentan un cuento o relatan una experiencia con hechos apropiados y detalles descriptivos relevantes, hablando en forma audible y en oraciones coherentes.

   a. Preparan y realizan una presentación narrativa que: relata un acontecimiento bien elaborado, incluye detalles, refleja una secuencia lógica y ofrece una conclusión. CA

5. Hacen grabaciones de audio de cuentos o poemas; añaden dibujos u otros efectos visuales a los cuentos o relatan experiencias cuando es adecuado, para aclarar ideas, pensamientos y sentimientos.

6. Escriben oraciones completas cuando es adecuado a la tarea y situación, a fin de proporcionar detalles solicitados o aclaraciones. (Ver los estándares 1-3 de lenguaje para expectativas adicionales).

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SECOND GRADE LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 20 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

   a. Use collective nouns (e.g., *group*).

   b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

   c. Use reflexive pronouns (e.g., *myself, ourselves*).

   d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).

   e. Use adjectives and averbs, and choose between them depending on what is to be modified.

SEGUNDO GRADO ESTÁNDARES DE LENGUAJE

Los siguientes estándares para los grados del K-5, ofrecen un enfoque para la enseñanza de cada año y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. *Se espera que los estudiantes que avanzan de un grado a otro cumplan con los estándares específicos de cada grado y retengan o desarrollen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.* A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención constante en los grados superiores, al aplicarlos de manera mas sofisticada a la expresión oral y escrita. Ver la tabla en la página 20 en la que aparece una lista completa, y el Apéndice A, en donde se muestran ejemplos del incremento en la sofisticaión del desrraollo de estas destrezas.

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar.

   a. Usan sustantivos colectivos (ejemplo: *la gente, el grupo*).

   b. Usan sustantivos comunes que forman el plural en forma irregular cambiando z por c o el acento escrito u ortográfico (ejemplo: *luz-luces; lápiz-lápices; pez-peces; corazón-corazones; joven-jóvenes*).

   c. Usan los pronombres reflexivos (ejemplo: *Me lavo las manos. Nos cansamos mucho. Se sienten contentos hoy*).

   d. Forman y usan el tiempo pasado de los verbos irregulares que se utilizan con frecuencia (ejemplo: *decir-dijo, hacer-hizo, poner-puso, saber-supimos*).

   e. Usan adjetivos y adverbios y eligen entre ellos dependiendo de lo que se va a modificar. (ejemplo: rápido, rápidamente, lento, lentamente).

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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*).

g. Create readable documents with legible print. CA

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize holidays, product names, and geographic names.

b. Use commas in greetings and closings of letters.

c. Use an apostrophe to form contractions and frequently occurring possessives.

d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

f. Producen, elaboran y reorganizan oraciones completas, simples y compuestas (ejemplo: *El niño vio la película. El niño pequeño vio la película. La película que vio el niño pequeño fue interesante.*).

g. Escriben documentos claros con letra legible. CA

2. Demuestran al escribir dominio de las normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.

a. Emplean la mayúscula al escribir nombres propios, días festivos, marcas de productos, nombres geográficos y sólo en la primera letra de títulos de libros, películas, obras teatrales, etc.

b. Usan dos puntos y aparte en el saludo de una carta; y una coma en la despedida de una carta escrita en español. Reconocen que se usa una coma en el saludo y la despedida de una carta en inglés.

c. Usan las contracciones del y al correctamente y reconocen la preposición "de" para señalar posesión.

d. Generalizan los patrones ortográficos al escribir y forman y usan sustantivos que en plural sufren cambios ortográficos (feliz → felices; carácter → caracteres).

e. Consultan materiales de referencia, incluyendo diccionarios básicos, según sea necesario para revisar y corregir la ortografía o consultar traducciones.

f. Utilizan el guión corto para separar las sílabas de una palabra (ma-ri-po-sa); para indicar nivel, gama o intervalos (enero-marzo; de 1:00 p. m. - 3:00 p. m.) y el guión largo para introducir un diálogo.

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Acentuación

g. Categorizan palabras de acuerdo con su acento tónico (agudas, graves y esdrújulas) y emplean el acento escrito (acento ortográfico) en palabras ya conocida

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

   a. Compare formal and informal uses of English.

Conocimiento del lenguaje

3. Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar.

   a. Comparan el uso formal e informal del español.

Vocabulary Acquisition and Use

4. 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.

   a. Use sentence-level context as a clue to the meaning of a word or phrase.

   b. Determine the meaning of the new word formed when a know prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

   c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, addtional*).

   d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark*).

   e. Use glossaries and beginning dictionaries both print and digital, to determine or clarify the meaning of words and phrases **in all content areas. CA**

Adquisición y uso de vocabulario

4. Determinan y aclaran el significado de palabras y frases desconocidas y de palabras de significados múltiples en base a la lectura y *el contenido académico de segundo grado*, eligiendo con flexibilidad entre una serie de estrategias.

   a. Usan el contexto de la oración para entender el significado de una palabra o frase.

   b. Determinan el significado de una nueva palabra formada cuando un prefijo conocido se le añade a una palabra conocida (ejemplo: *feliz-infeliz, contar-recontar*).

   c. Usan una palabra de raíz conocida como clave para entender el significado de una palabra desconocida con la misma raíz (ejemplo: *adición, adicional*).

   d. Usan el conocimiento del significado de palabras simples para predecir el significado de palabras compuestas (ejemplo: *pasar, pasatiempo; sacar, sacapuntas, bien, bienvenidos*).

   e. Usan glosarios y diccionarios básicos, tanto impresos como digitales, para determinar o aclarar el significado de palabras y frases **en todos los componentes académicos. CA**

5. Demonstrate understanding of word relationships and nuances in word meanings.

   a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

   b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*). and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

6. 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*).

5. Demuestran comprensión de relación entre las palabras y sus matices de significado.

   a. Identifican las conexiones en la vida real entre las palabras y su uso (ejemplo: describen alimentos que son *picantes* o *jugosos*).

   b. Distinguen los matices de significado entre verbos estrechamente relacionados (ejemplo: *tirar, aventar, lanzar*) y adjetivos estrechamente relacionados (ejemplo: *delgado, esbelto, flaco*).

6. Usan las palabras y las frases que han aprendido a través de conversaciones, al leer y al escuchar cuando se les lee, o al responder a los textos, incluyendo el uso de adjetivos y adverbios para describir (ejemplo: *Cuando otros niños están contentos yo también me siento contento*).

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GRADE FIVE READING STANDARDS FOR LITERATURE

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **(See grade 5 Language standards 4-6 for additional expectations.) CA**

5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

6. Describe how a narrator's or speaker's point of view influences how events are described.

QUINTO GRADO ESTÁNDARES DE LECTURA PARA LA LITERATURA

Los siguientes estándares proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

Ideas clave y detalles

1. Citan correctamente un texto al explicar lo que dice explícitamente y al hacer inferencias del mismo.

2. Determinan el tema de un cuento, obra de teatro o poema utilizando los detalles en el texto, incluyendo cómo los personajes en un cuento u obra de teatro reaccionan a retos o cómo la voz del poeta reflexiona sobre un tema; hacen un resumen del texto.

3. Comparan y contrastan dos o más personajes, escenarios o acontecimientos en un cuento u obra de teatro, basándose en detalles específicos del texto (ejemplo: cómo interactúan los personajes).

Composición y estructura

4. Determinan el significado de palabras y frases que se utilizan en un texto, incluyendo el lenguaje figurado, como metáforas y símiles. **(Ver estándares 4-6 de Lenguaje del quinto grado para expectativas adicionales.) CA**

5. Explican cómo una serie de capítulos, escenas o estrofas se acoplan entre sí para ofrecer la estructura general de un cuento, obra de teatro o poema en particular.

6. Describen cómo el punto de vista de un narrador o locutor influye en la forma de describir los acontecimientos.

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Integration of Knowledge and Ideas

7. 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).

8. (Not applicable to literature.)

9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

10. 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.

Integración de conocimientos y de ideas

7. Analizan cómo los elementos visuales y de medios múltiples contribuyen al significado, tono o belleza de un texto (ejemplo: novela gráfica, presentación en medios múltiples de ficción, cuento popular, mito, poema).

8. (No es aplicable a la literatura).

9. Comparan y contrastan cuentos del mismo género (ejemplo: cuentos de misterio y aventura) al abordar temas y textos similares.

Nivel de lectura y de complejidad del texto

10. Al final del año escolar, leen y comprenden la literatura de forma independiente y competente, incluyendo cuentos, obras de teatro y poemas, en el nivel superior de la banda de complejidad del texto para los grados 4–5.

GRADE FIVE READING STANDARDS FOR INFORMATIONAL TEXT

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. **(See grade 5 Language standards 4-6 for additional expectations.) CA**

5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

QUINTO GRADO ESTÁNDARES DE LECTURA PARA TEXTO INFORMATIVO

Los siguientes estándares proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

Ideas clave y detalles

1. Citan correctamente un texto, al explicar lo que dice explícitamente y al hacer inferencias del mismo.

2. Determinan dos o más ideas principales de un texto y explican la forma en que los detalles clave apoyan dichas ideas; hacen un resumen del texto.

3. Explican la relación o interacción existente entre dos o más personas, acontecimientos, ideas o conceptos en un texto histórico, científico o técnico, basándose en la información específica del texto.

Composición y estructura

4. Determinan en un texto el significado de palabras y frases de contexto académico general y de dominio específico pertinentes a los temas o materias de quinto grado. **(Ver estándares 4-6 de Lenguaje del quinto grado para expectativas adicionales.) CA**

5. Comparan y contrastan la estructura general (ejemplo: cronología, comparación, causa/efecto, problema/solución) de acontecimientos, ideas, conceptos o información en dos o más textos.

6. Analizan múltiples versiones del mismo acontecimiento o tema, señalando similitudes y diferencias importantes en el punto de vista que representan.

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Integration of Knowledge and Ideas

7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Integración de conocimientos e ideas

7. Obtienen información de múltiples materiales impresos o fuentes digitales, demostrando su capacidad para localizar rápidamente la respuesta a una pregunta o para resolver eficientemente un problema.

8. Explican cómo el autor utiliza razones y evidencias para apoyar determinados puntos en un texto, identificando qué razones y evidencias corresponden a cada punto.

9. Integran la información de varios textos sobre el mismo tema, a fin de escribir o hablar con conocimiento sobre dicho tema.

Nivel de lectura y de complejidad del texto

10. Al final del año escolar, leen y comprenden textos informativos de forma independiente y competente, incluyendo textos de historia/estudios sociales, ciencias y textos técnicos, en el nivel superior de la banda de complejidad del texto para los grados 4–5.

GRADE FIVE READING STANDARDS: FOUNDATIONAL SKILLS

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.

   a. Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

QUINTO GRADO ESTÁNDARES DE LECTURA: DESTREZAS FUNDAMENTALES

Estos estándares van dirigidos a ayudar a los estudiantes a fomentar la comprensión y el conocimiento de los conceptos de lo impreso, el principio alfabético y otras normativas básicas del sistema de la escritura en español. Estas destrezas fundamentales no son un fin en sí mismas, sino que son un componente necesario e importante de un programa de lectura eficaz y completo diseñado para desarrollar lectores competentes que tengan la capacidad de comprender textos de diversos tipos y disciplinas. La instrucción deberá ser diferenciada: los buenos lectores necesitarán menos práctica con estos conceptos que los lectores con dificultades. Lo principal es enseñar a los estudiantes lo que necesitan aprender y no lo que ya saben — discernir cuándo determinados niños o determinadas actividades necesitan más o menos atención. Los suplementos lingüísticos al idioma español, se han marcado con letra azul. Se ha añadido una sección para la enseñanza del acento que se relaciona y se enlaza a través de conceptos de lo impreso, la fonética, el reconocimiento de palabras y la ortografía.

Fonética y reconocimiento de palabras

3. Conocen y aplican la fonética y las destrezas de análisis de palabras a nivel de grado, en la decodificación de palabras.

   a. Usan el conocimiento combinado de todas las correlaciones entre fonemas y grafemas, patrones de división en sílabas, fijándose en el acento escrito según la morfología (ejemplo: raíces y afijos), para leer con precisión palabras multisilábicas desconocidas, en contexto y fuera de contexto.

   b. Escriben correctamente las palabras con enclíticos (verbo + pronombre o artículo o ambos). (Ejemplo: cántamela, lávamelo, consíguemela).

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Acentuación

c. Usan correctamente el acento escrito de acuerdo con el acento tónico en palabras al nivel de grado aplicando un análisis sistemático:

1. Cuentan el número de sílabas.

2. Nombran la sílaba que lleva el énfasis (última, penúltima, antepenúltima).

3. Categorizan la palabra según su acento tónico (aguda, grave, esdrújula, sobreesdrújula).

4. Determinan el sonido o la letra en que termina la palabra (vocal, consonante, /n/ o /s/).

5. Escriben el acento ortográfico si es necesario.

6. Justifican la acentuación de palabras de acuerdo a las reglas ortográficas.

d. Reconocen cuando una vocal fuerte (a, e, o) y una vocal débil (i, u) o dos vocales débiles forman hiato y no diptongo. Ponen correctamente el acento escrito sobre la vocal en la que cae el acento tónico de acuerdo con su significado en contexto (hacia/hacía, sabia /sabía, rio/río).

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.

   a. Read on-level text with purpose and understanding.

   b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

   c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Fluidez

4. Leen con suficiente precisión y fluidez para apoyar la comprensión.

   a. Leen textos a nivel de grado con propósito y comprensión.

   b. Leen oralmente prosa y poesía a nivel de grado con precisión, ritmo adecuado y expresión en lecturas progresivas.

   c. Usan el contexto para confirmar o autocorregir el reconocimiento de las palabras y la comprensión, releyendo cuando sea necesario.

GRADE FIVE WRITING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

   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.

   b. Provide logically ordered reasons that are supported by facts and details.

   c. Link opinion and reasons using words phrases, and clauses (e.g., f*or instance, in order to, in addition*).

   d. Provide a concluding statement or section realted to the opinion presented.

2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

QUINTO GRADO ESTÁNDARES DE ESCRITURA Y REDACCIÓN

Los siguientes estándares para los grados del K-5, proveen un enfoque para la enseñanza correspondiente a cada año escolar, y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Cada año los estudiantes deben demostrar en su escritura y redacción un aumento en sofisticación de todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis, hasta el desarrollo y la organización de ideas. Deben abordar temas y utilizar fuentes cada vez más complejas. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.* Las expectativas de desarrollo en la habilidad de escribir y de redactar de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción anotadas en el Apéndice C.

Tipos de textos y sus propósitos

1. Escriben propuestas de opinión sobre temas o textos, en las que apoyan su punto de vista con razones e información.

   a. Presentan un tema o texto con claridad, expresan su opinión y elaboran una estructura organizativa en la cual las ideas se agrupan de forma lógica para apoyar el propósito del escritor.

   b. Proveen razones ordenadas de forma lógica que se apoyen con hechos y detalles.

   c. Conectan la opinión y sus razones utilizando palabras, frases y cláusulas (ejemplo: *a fin de, asimismo*).

   d. Proveen una declaración final o conclusión que confirma la opinión presentada.

2. Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad.

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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.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Orient the reader by establishing a situation and introducing a narragtor and/or characters; organize an event sequence that unfolds naturally.

b. Use narrative techniques, such as dialogue description, and pacing, to develop experiences and events or show the responses of characters to situations.

c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

a. Presentan un tema con claridad, proveen una observación general de enfoque y agrupan de forma lógica la información relacionada al tema; incluyen formato (ejemplo: encabezados), ilustraciones y medios múltiples cuando sean útiles para ayudar a la comprensión.

b. Desarrollan el tema con hechos, definiciones, detalles concretos, citas u otra información y ejemplos relacionados con el tema.

c. Enlazan las ideas dentro y a través de las categorías de información, usando palabras, frases y cláusulas (ejemplo: *por el contrario, especialmente*).

d. Usan un lenguaje preciso y un vocabulario de dominio específico para informar sobre el tema o explicarlo.

e. Proveen una declaración final o conclusión que confirma la información o explicación presentada.

3. Escriben narraciones que presentan experiencias o acontecimientos reales o imaginarios, utilizando una técnica eficaz, detalles descriptivos y una secuencia clara de los acontecimientos.

a. Orientan al lector al establecer una situación y presentar al narrador y/o a los personajes; organizan una secuencia de acontecimientos que se desarrolla de forma natural.

b. Usan técnicas de narración, como el diálogo, las descripciones y el ritmo, para presentar las experiencias y acontecimientos o para mostrar la reacción de los personajes ante diversas situaciones.

c. Usan una variedad de palabras, frases y cláusulas de transición para manejar la secuencia de los acontecimientos.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

4. Produce clear and coherent writing **(including multiple-paragraph texts)** 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.) **CA**

5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of language standards 1–3 up to and including grade 5.)

6. 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.

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic

8. 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.

d. Usan palabras y frases concretas y detalles sensoriales para comunicar con precisión las experiencias y acontecimientos.

e. Ofrecen una conclusión derivada de las experiencias o acontecimientos narrados.

Producción y redacción de la escritura

4. Redactan textos claros y coherentes **(incluyendo textos de varios párrafos)** en los cuales el desarrollo y la organización son adecuados a la tarea, el propósito y la audiencia. (Las expectativas específicas del nivel de grado para los tipos de escritura se definen en los estándares 1-3 antes mencionados). **CA**

5. Con la orientación y lo apoyo de compañeros y adultos, desarrollan y mejoran el escrito según sea necesario mediante la planificación, revisión, corrección, rehaciendo la redacción o intentando un nuevo enfoque. (La corrección debe demostrar el dominio de los estándares del Lenguaje 1–3, del quinto grado).

6. Con la orientación y el apoyo de adultos, usan la tecnología, incluyendo internet, para crear y publicar textos escritos, así como para interactuar y colaborar con los demás; demuestran dominio suficiente de las habilidades de mecanografía para escribir un mínimo de dos páginas en una sola sesión.

Investigación para la formación y presentación de conocimientos

7. Llevan a cabo proyectos de investigación cortos que utilizan varias fuentes de información, para ampliar sus conocimientos a través del estudio de diferentes aspectos de un tema.

8. Recuerdan información relevante de experiencias o recopilan información importante de materiales impresos y fuentes digitales; hacen resúmenes o parafrasean la información en notas y trabajos terminados y ofrecen una lista de las fuentes de información.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

   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]").

   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 support which point[s]").

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

9. Encuentran pruebas o argumentos en textos literarios e informativos que apoyen el análisis y la reflexión e investigación.

   a. Aplican *los estándares de lectura de quinto grado* en la literatura (ejemplo: comparan y contrastan dos o más personajes, escenarios o acontecimientos de un cuento o en una obra de teatro, basándose en detalles específicos del texto [ejemplo: cómo interactúan los personajes]).

   b. Aplican *los estándares de lectura de quinto grado* en textos informativos (ejemplo: explican cómo el autor utiliza las razones, pruebas y argumentos para apoyar determinados puntos en un texto, identificando las razones, pruebas y argumentos que corresponden a cada punto).

Nivel de escritura y redacción

10. Escriben habitualmente durante períodos prolongados (tiempo para la investigación, reflexión y revisión) y períodos cortos (una sola sesión o uno o dos días) para una serie de tareas.

GRADE FIVE SPEAKING AND LISTENING STANDARDS

The following standards for K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

   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.

   b. Follow agreed-upon rules for discussions and carry out assigned roles.

   c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

   d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

QUINTO GRADO ESTÁNDARES DE AUDICIÓN Y EXPRESIÓN ORAL

Los siguientes estándares para los grados K-5, proveen un enfoque para la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

Comprensión y colaboración

1. Participan eficazmente en una serie de conversaciones colaborativas (en pares, en grupos y dirigidas por el maestro) con diversos compañeros sobre *temas y textos de quinto grado*, elaborando sobre las ideas de los demás y expresando las propias con claridad.

   a. Vienen preparados a las conversaciones, después de haber leído o estudiado el material necesario; se basan explícitamente en esa preparación y cualquier otra información conocida sobre el tema para explorar las ideas que se discuten.

   b. Siguen las reglas acordadas para participar en las conversaciones y llevar a cabo las funciones asignadas.

   c. Plantean y contestan preguntas específicas al hacer comentarios que contribuyen a la conversación y expanden los comentarios de los demás.

   d. Revisan las ideas clave expresadas y hacen conclusiones tomando en cuenta la información y el conocimiento obtenido de las conversaciones previas.

2. Resumen un texto leído en voz alta o información presentada en diversos medios de comunicación y formatos visuales, cuantitativos y orales.

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3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

4. 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.

   a. **Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA**

   b. **Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA**

5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

6. 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.)

3. Resumen los puntos que ofrece un hablante y explican cómo cada afirmación se sustenta con razones y evidencia.

Presentación de conocimientos y de ideas

4. Hacen un informe sobre un tema o texto o presentan una opinión, ordenando la secuencia de ideas de forma lógica y usando hechos apropiados y detalles descriptivos relevantes para apoyar las ideas o temas principales, hablando con claridad a un ritmo comprensible.

   a. **Preparan y realizan un discurso de opinión que: declara una opinión, ordena la secuencia de la evidencia de forma lógica para apoyar la opinión del orador, usa palabras de transición para enlazar eficazmente las opiniones y la evidencia (ejemplo: en consecuencia y por lo tanto), y ofrece una declaración de conclusión relacionada con la opinión del orador. CA**

   b. **Memorizan y recitan un poema o sección de un discurso o documento histórico, usando ritmo, expresión y gestos adecuados a la selección. CA**

5. Incluyen componentes de medios múltiples (ejemplo: gráficas, sonido) y efectos visuales en las presentaciones cuando es adecuado para mejorar el desarrollo de las ideas o temas principales.

6. Adaptan el discurso a una variedad de contextos y tareas, usando el español formal cuando es adecuado a la tarea y situación. (Ver los estándares 1 y 3 de lenguaje del quinto grado para expectativas específicas).

GRADE FIVE
LANGUAGE STANDARDS

The following standards for grades K–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 29 for a complete list and Appendix A for an example of how these skills develop in sophistication.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

   a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

   b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

   c. Use verb tense to convey various times, sequences, states, and conditions.

   d. Recognize and correct inappropriate shifts in verb tense.*

QUINTO GRADO
ESTÁNDARES DE LENGUAJE

Los siguientes estándares para los grados del K-5, ofrecen un enfoque para la enseñanza de cada año y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Se espera que los estudiantes que avanzan de un grado a otro cumplan con los estándares específicos de cada grado y retengan o desarrollen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores. A partir del tercer grado, se marcan con un asterisco (*) las destrezas y conocimientos que son particularmente susceptibles de requerir atención constante en los grados superiores, al aplicarlos de manera mas sofisticada a la expresión oral y escrita. Ver la tabla en la página 29 en la que aparece una lista completa, y el Apéndice A, en donde se muestran ejemplos del incremento en la sofisticaión del desrraollo de estas destrezas.

Normas y convenciones del español

1. Demuestran dominio de las normativas de la gramática del español y su uso al escribirlo o hablarlo.

   a. Explican la función de las conjunciones, preposiciones e interjecciones en general, y su función en oraciones particulares.

   b. Forman y usan los tiempos perfectos o verbos compuestos con haber y el participio pasado (ejemplo: *Yo había caminado; Yo he caminado; Yo habré caminado*).

   c. Usan el tiempo de los verbos para expresar distintos momentos, secuencias, estados y condiciones, incluyendo el contraste entre los usos del pretérito y copretérito o imperfecto para expresar acción en el pasado (ejemplo: Yo iba todos los días. Yo fui ayer).

   d. Reconocen y corrigen cambios inapropiados en el tiempo de los verbos.* (Ejemplo: falta de concordancia entre sujeto y verbo; uso incorrecto de pretérito vs. copretérito; falta de uso del subjuntivo).

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e. Use correlative conjunctions, (e.g., *either/or, neither/nor*).

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Use punctuation to separate items in a series.*

e. Usan las conjunciones correlativas con la forma correcta de negación (ejemplo: *Ni esto, ni aquello*).

f. Reconocen y aplican correctamente la concordancia entre el sujeto, el verbo y el complemento indirecto (ejemplo: A mí me gustas tú; Tú me gustas a mí).

g. Distinguen y explican el uso de formas paralelas (ser/estar; por/para; tú/usted) según el contexto y significado de la oración.

h. Identifican y emplean toda clase de conjunciones, tales como: concesivas (aunque, por más que, a pesar de que), condicionales (en caso de, siempre que) y finales (de modo que, a fin de que, con el objeto de).

i. Identifican y explican el uso de "a" personal con los complementos directos nombrando personas o mascotas (ejemplo: Recuerdo a mi abuela. Juan ve a Carlos. ¿Ve Juan a Carlos? Baño a mi perro).

j. Reconocen cuando el pronombre en función de sujeto se integra al verbo (ejemplo: yo hablo = hablo) y cuando se usa el pronombre para enfatizar o aclarar (ejemplo: Él fue el culpable).

k. Reconocen y usan correctamente los verbos irregulares en sus tiempos y modos, como futuro (haber = habré, habrá); gerundio (sentir = sintiendo); participio pasado (haber = hecho), pretérito (andar = anduvo).

l. Emplean correctamente el pronombre "se" y el singular o plural del verbo para expresar la voz pasiva (ejemplo: Se vende chocolate. Se venden libros).

2. Demuestran, al escribir, dominio de normativas del español para el uso de las letras mayúsculas, signos de puntuación y ortografía.

a. Usan la puntuación correcta para separar elementos en una serie.*

b. Use a comma to separate an introductory element from the rest of the sentence.

c. Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

d. Use underlining, quotation marks, or italics to indicate title of works.

e. Spell grade-appropriate words correctly, consulting references as needed.

b. Usan una coma para separar un elemento de introducción del resto de la oración.

c. Usan una coma para dar entrada a las palabras sí y no (ejemplo: *Sí, gracias*) para separar una cláusula final interrogativa del resto de la oración (ejemplo: *Es verdad, ¿no?*), y para indicar una expresión directa (ejemplo: *¿Eres tú, Esteban?*).

d. Usan la letra cursiva o bastardilla para indicar los títulos de las obras.

e. Escriben con ortografía correcta palabras adecuadas al nivel de grado, incluyendo el uso del acento escrito, basados en la pronunciación y el acento diacrítico consultando materiales de referencia según sea necesario.

f. Escriben sin mayúscula los adjetivos gentilicios (ejemplo: estadounidense, oaxaqueño, costarricense).

g. Escriben correctamente palabras que contienen una relación entre fonemas y grafemas múltiples (b-v; c-s-z-x; c-k-qu; g-j; y-ll, r-rr) y letras mudas (H/h; u en las sílabas gue, gui, que, qui) en palabras a nivel de grado.

Acentuación

h. Reconocen y explican el cambio del acento ortográfico en palabras inflexionadas (joven/jóvenes; francés/franceses; unión/uniones)

i. Usan el acento ortográfico correctamente en palabras enclíticas (verbo + pronombre o artículo o ambos; por ejemplo: cántamela, lávamelo, consíguemela).

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

    a. Expand, combine, and reduce sentences for meaning, reader/listerner interest, and style.

    b. Compare and contrast the varieties of English (e.g., dialects, registers) used in Stories, dramas, or poems.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies.

    a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

    b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

    c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices *in all content areas.* CA**

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

    a. Interpret figurative language, including similes and metaphors, in context.

Conocimiento del lenguaje

3. Usan el conocimiento del lenguaje y sus normativas al escribir, hablar, leer o escuchar.

    a. Amplían, combinan y reducen las oraciones para mejorar el significado, despertar el interés del lector/oyente y adaptar el estilo.

    b. Comparan y contrastan las variedades del español (ejemplo: dialectos, registros) que se usan en los cuentos, obras de teatro o poemas.

Adquisición y uso de vocabulario

4. Determinan o aclaran el significado de palabras o frases desconocidas y de significados múltiples basándose en *lecturas de contenido académico de quinto grado*, eligiendo con flexibilidad entre una serie de estrategias.

    a. Usan el contexto (ejemplo: relaciones entre causa/efecto y comparaciones en un texto) como clave para entender el significado de una palabra o frase.

    b. Usan afijos y raíces comunes del griego y del latín, adecuados al nivel de grado, como claves para entender el significado de palabras (ejemplo: *fotografía, fotosíntesis*).

    c. Consultan materiales de referencia (ejemplo: diccionarios, glosarios, tesauros o diccionarios de sinónimos), tanto impresos como digitales, para determinar o aclarar el significado preciso de palabras y frases clave **y para identificar opciones alternativas de palabras *en todas las materias académicas. Usan materiales de referencia para consultar traducciones.* CA**

5. Demuestran comprensión del lenguaje figurado, de las relaciones entre las palabras y de los matices de significado.

    a. Interpretan el lenguaje figurativo, incluyendo símiles y metáforas, en contexto.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

b. Reconocen y explican el significado de expresiones idiomáticas comunes, adagios, dichos, modismos y proverbios.

c. Usan la relación entre determinadas palabras (ejemplo: sinónimos, antónimos, homógrafos) para comprender mejor el significado de cada una de ellas.

6. Aprenden y utilizan con precisión palabras y frases de contexto académico general y de dominio específico, adecuadas al nivel de grado, incluyendo las que señalan contraste, expansión y otras relaciones lógicas (ejemplo: *sin embargo, aunque, no obstante, de manera similar, además, así mismo*).



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Mathematics Curriculum



A Story of Units:
A Curriculum Overview for Grades P-5

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Introduction

This document provides an overview of the academic year for Pre-Kindergarten through Grade 5, beginning with a curriculum map and followed by detailed grade-level descriptions.

The curriculum map is a chart that shows, at a glance, the sequence of modules comprising each grade of the entire elementary curriculum. The map also indicates the approximate number of instructional days designated for each module of each grade. The date approximations are based on an academic calendar beginning on 9/6/12 and ending on 6/26/13 with a testing date approximately mid-late April. Details that elaborate on the curriculum map are found in the grade-level descriptions. Each grade-level description begins with a list of the five to seven modules that comprise the instruction of that grade. That introductory component is followed by three sections: the **Summary of Year**, the **Rationale for Module Sequence**, and the **Alignment Chart** with the grade-level standards. The **Summary of Year** portion of each grade level includes four pieces of information:

- The critical instructional areas for the grade, as described in the Common Core Learning Standards[1] (CCLS)
- The Key Areas of Focus[2] for the grade band (Note that this information is not available for Pre-Kindergarten.)
- The Required Fluencies[3] for the grade (Note that this information is not available for Pre-Kindergarten.)
- The CCLS Major Emphasis Clusters[4] for the grade (Note that this information is not available for Pre-Kindergarten.)

The **Rationale for Module Sequence** portion of each grade level provides a brief description of the instructional focus of each module for that grade and explains the developmental sequence of the mathematics.

The **Alignment Chart** for each grade lists the CCLS that are addressed in each module of the grade. Throughout the alignment charts, when a cluster is included without a footnote, it is taught in its entirety; there are also times when footnotes are relevant to particular standards within a cluster. All standards for each grade have been carefully included in the module sequence. Some standards are deliberately included in more than one module, so that a strong foundation can be built over time. Note that for Grade 3 through Grade 5, the standards identified on the Pre-Post Standards[5] document as those which should be taught after the state test in April, have been intentionally aligned with the final modules of those grades.

[1] EngageNY: http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nysp12cclsmath.pdf
[2] Achievethecore: http://www.achievethecore.org/downloads/E0702_Description_of_the_Common_Core_Shifts.pdf
[3] EngageNY: http://engageny.org/wp-content/uploads/2011/07/CCSSFluencies.pdf
[4] EngageNY: http://engageny.org/wp-content/uploads/2012/03/nys-math-emphases-k-8.pdf
[5] NYSED: http://www.p12.nysed.gov/assessment/ei/2013/draft-math-ccls-13.pdf

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	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
20 days	M1: Numbers to 5 (45 days)	M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 20 (10 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)	20 days
20 days				M2: Addition and Subtraction of Length Units (12 days)				
20 days				M3: Place Value, Counting, and Comparison of Numbers to 1000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	*M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	20 days
20 days	M2: Two-Dimensional and Three-Dimensional Shapes (15 days)	*M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (43 days)		20 days
20 days	M3: Counting to Answer Questions of How Many (50 days)	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)					M3: Addition and Subtraction of Fractions (22 days)	20 days
20 days			M3: Ordering and Comparing Length Measurements as Numbers (15 days)	M5: Addition and Subtraction Within 1000 with Word Problems to 100 (24 days)	M4: Multiplication and Area (20 days)	M4: Angle Measure and Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)	20 days
20 days		M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	M6: Foundations of Multiplication and Division (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)		20 days
20 days	M4: Comparison of Length, Weight, and Capacity (35 days)		M5: Identifying, Composing, and Partitioning Shapes (15 days)	M7: Problem Solving with Length, Money, and Data (30 days)	M6: Collecting and Displaying Data (10 days)		M5: Addition and Multiplication with Volume and Area (25 days)	20 days
20 days	M5: Numerals to 5, Addition and Subtraction Stories, Counting to 20 (35 days)	M5: Numbers 10-20 and Counting to 100 (30 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)		M7: Geometry and Measurement Word Problems (40 days)	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)	20 days
20 days		M6: Analyzing, Comparing, and Composing Shapes (10 days)		M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)		M7: Exploring Multiplication (20 days)		20 days

Approx. test date for grades 3-5

*Please refer to grade-level descriptions to identify partially labeled modules and the standards corresponding to all modules.

Key:	Geometry	Number	Number and Geometry, Measurement	Fractions

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Sequence of Kindergarten Modules Aligned with the Standards

Module 1: Numbers to 10
Module 2: Two-Dimensional and Three-Dimensional Shapes
Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10
Module 4: Number Pairs, Addition and Subtraction to 10
Module 5: Numbers 10–20 and Counting to 100
Module 6: Analyzing, Comparing, and Composing Shapes

Summary of Year

Kindergarten mathematics is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space. More learning time in Kindergarten should be devoted to number than to other topics.

Key Areas of Focus for K-2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency: K.OA.5 Add and subtract within 5.

CCLS Major Emphasis Clusters
Counting and Cardinality • Know number names and count sequence. • Count to tell the number of objects. • Compare numbers. Operations and Algebraic Thinking • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. Number and Operations in Base Ten • Work with numbers 11-19 to gain foundations for place value.

Rationale for Module Sequence in Kindergarten

Like Pre-Kindergarten, in Module 1, Kindergarten starts out with solidifying the meaning of numbers to 10 with a focus on embedded numbers and relationships to 5 using fingers, cubes, drawings, 5 groups and the Rekenrek. Students then investigate patterns of "1 more" and "1 less" using models such as the number stairs (see picture). Because fluency with addition and subtraction within 5 is a Kindergarten goal, addition within 5 is begun in Module 1 as another representation of the decomposition of numbers.



Number Stairs

In Module 2, Students learn to identify and describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres. During this module students also practice their fluency with numbers to 10.

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In Module 3, students begin to experiment with comparison of length, weight and capacity. Students first learn to identify the attribute being compared, moving away from non-specific language such as "bigger" to "longer than," "heavier than," or "more than." Comparison begins with developing the meaning of the word "than" in the context of "taller than," "shorter than," "heavier than," "longer than," etc. The terms "more" and "less" become increasingly abstract later in Kindergarten. "7 is 2 more than 5" is more abstract than "Jim is taller than John."

In Module 4, number comparison leads to a further study of embedded numbers (e.g., "3 is less than 7" leads to, "3 and 4 make 7," and 3 + 4 = 7,). "1 more, 2 more, 3 more" lead into addition (+1, +2, +3). Students now represent stories with blocks, drawings, and equations.

After Module 5, after students have a meaningful experience of addition and subtraction within 10 in Module 4, they progress to exploration of numbers 10-20. They apply their skill with and understanding of numbers within 10 to teen numbers, which are decomposed as "10 ones and some ones." For example, "12 is 2 more than 10." The number 10 is special; it is the anchor that will eventually become the "ten" unit in the place value system in Grade 1.

Module 6 rounds out the year with an exploration of shapes. Students build shapes from components, analyze and compare them, and discover that they can be composed of smaller shapes, just as larger numbers are composed of smaller numbers.

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Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules[12]
Module 1: **Numbers to 10**[13] (43 days)	**Know number names and the count sequence.**[14] **K.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). **Count to tell the number of objects.**[15] **K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. **Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**[16] **K.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 (e.g., 5 = 2 + 3 and 5 = 4 + 1).

[12] When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
[13] In this module, standards work is limited to within 10.
[14] The balance of this cluster is addressed in Module 5.
[15] K.CC.4d is addressed in Module 6.
[16] The balance of this cluster is addressed in Module 4.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules[12]
	Classify objects and count the number of objects in each category. **K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)
Module 2: **Two-Dimensional and Three-Dimensional Shapes** (12 days)	**Classify objects and count the number of objects in each category.** **K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.) **Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).** **K.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*. **K.G.2** Correctly name shapes regardless of their orientations or overall size. **K.G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). **Analyze, compare, create, and compose shapes.**[17] **K.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).
Module 3: **Comparison of Length, Weight, Capacity, and Numbers to 10** (38 days)	**Compare numbers.** **K.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. (Include groups with up to ten objects.) **K.CC.7** Compare two numbers between 1 and 10 presented as written numerals. Describe and compare measurable attributes.

[17] The balance of this cluster is addressed in Module 6.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules[12]
	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. **K.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.*
Module 4: **Number Pairs, Addition and Subtraction to 10** (47 days)	**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.** **K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.) **K.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. **K.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 (e.g., 5 = 2 + 3 and 5 = 4 + 1). **K.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. **K.OA.5** Fluently add and subtract within 5.
Module 5: **Numbers 10–20 and Counting to 100** (30 days)	**Know number names and the count sequence.** **K.CC.1** Count to 100 by ones and by tens. **K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1). **K.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).

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules[12]
	Count to tell the number of objects.[18] **K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. **K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects. **Work with numbers 11-19 to gain foundations for place value.** **K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings and record each composition or decomposition by a drawing or equation (such as 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two three, four, five, six, seven, eight or nine ones.
Module 6: **Analyzing, Comparing, and Composing Shapes** (10 days)	**Count to tell the number of things.**[19] **K.CC.4** Understand the relationship between numbers and quantities: connect counting to cardinality. d. Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers. **Analyze, compare, create and compose shapes.** **K.G.4** Analyze and compare two and three dimensional shapes, in different sizes and orientations,

[18] K.CC.4d is addressed in Module 6.
[19] Ordinality is introduced in the context of constructing and manipulating shapes. The balance of this cluster is addressed in Modules 1 and 5.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Kindergarten Modules[12]	
		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).
	K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
	K.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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Sequence of Grade 1 Modules Aligned with the Standards

Module 1: Sums and Differences to 10
Module 2: Introduction to Place Value Through Addition and Subtraction Within 20
Module 3: Ordering and Comparing Length Measurements as Numbers
Module 4: Place Value, Comparison, Addition and Subtraction to 40
Module 5: Identifying, Composing, and Partitioning Shapes
Module 6: Place Value, Comparison, Addition and Subtraction to 100

Summary of Year

First Grade mathematics is about (1) developing understanding of addition, subtraction, and strategies for addion and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

Key Areas of Focus for K-2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency: 1.OA.6 Add and subtract within 10.

CCLS Major Emphasis Clusters
Operations and Algebraic Thinking • Represent and solve problems involving addition and subtraction. • Understand and apply properties of operations and the relationship between addition and subtraction. • Add and subtract within 20. • Work with addition and subtraction equations. Number and Operations in Base Ten • Extend the counting sequence. • Understand place value. • Use place value understanding and properties of operations to add and subtract. Measurement and Data • Measure lengths indirectly and by iterating length units.

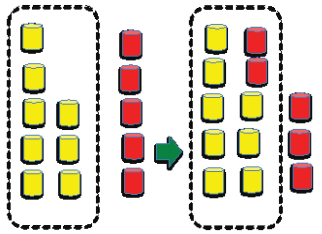
Rationale for Module Sequence in Grade 1

In Grade 1, work with numbers to 10 continues to be a major stepping-stone in learning the place value system. In Module 1, students work to further understand the meaning of addition and subtraction begun in Kindergarten, largely within the context of the Grade 1 word problem types. They begin intentionally and energetically building fluency with addition and subtraction facts—a major gateway to later grades.

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In Module 2, students add and subtract within 20. Work begins by modeling "adding and subtracting across ten" in word problems and with equations. Solutions involving decomposition and composition like that shown to the right for 8 + 5 reinforce the need to "make 10." In Module 1, students loosely grouped 10 objects to make a ten. They now transition to conceptualizing that ten as a single unit (using 10 linking cubes stuck together, for example). This is the next major stepping-stone in understanding place value, learning to group "10 ones" as a single unit: 1 ten. Learning to "complete a unit" empowers students in later grades to understand "renaming" in the addition algorithm, to add 298 and 35 mentally (i.e., 298 + 2 + 33), and to add measurements like 4 m, 80 cm, and 50 cm (i.e., 4 m + 80 cm + 20 cm + 30 cm = 4 m + 1 m + 30 cm = 5 m 30 cm).



8 + 5 = 8 + (2 + 3) = (8 + 2) + 3 = 10 + 3 = 13

Adding Across a Ten

Module 3, which focuses on measuring and comparing lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize "making a 10" during daily fluency activities.

Module 4 returns to understanding place value. Addition and subtraction within 40 rest on firmly establishing a "ten" as a unit that can be counted, first introduced at the close of Module 2. Students begin to see a problem like 23 + 6 as an opportunity separate the "2 tens" in 23 and concentrate on the familiar addition problem 3 + 6. Adding 8 + 5 is related to solving 28 + 5; complete a unit of ten and add 3 more.

In Module 5, students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice work with addition and subtraction within 40 during daily fluency activities (from Module 4). Thus, this module provides important "internalization time" for students between two intense number-based modules. The module placement also gives more spatially-oriented students the opportunity to build their confidence before they return to arithmetic.

Although Module 6 focuses on "adding and subtracting within 100," the learning goal differs from the "within 40" module. Here, the new level of complexity is to build off the place value understanding and mental math strategies that were introduced in earlier modules. Students explore by using simple examples and the familiar units of 10 made out of linking cubes, bundles, and drawings. Students also count to 120 and represent any number within that range with a numeral.

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Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules[20]
Module 1: **Sums and Differences to 10** [21] (45 days)	**Represent and solve problems involving addition and subtraction.**[22] **1.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. (See Glossary, Table 1.) **Understand and apply properties of operations and the relationship between addition and subtraction.** **1.OA.3** Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *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.)* **1.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.* **Add and subtract within 20.** **1.OA.5** Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. 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). **Work with addition and subtraction equations.**

[20] When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
[21] In this module, work is limited to within 10.
[22] 1.OA.2 is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules[20]
	1.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.* **1.OA.8** Determine the unknown whole number in an addition or subtraction equation relating 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 = ?.*
Module 2: **Introduction to Place Value Through Addition and Subtraction Within 20** (35 days)	**Represent and solve problems involving addition and subtraction.** **1.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. (See Glossary, Table 1.) **1.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. **Understand and apply properties of operations and the relationship between addition and subtraction.** **1.OA.3** Apply properties of operations as strategies to add and subtract. (Students need not use formal terms for these properties.) *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.)* **1.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.* **Add and subtract within 20.**[27] **1.OA.6** Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a

[27] The balance of this cluster is addressed in Module 1.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules[20]
	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). **Understand place value.**[28] **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones – called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
Module 3: **Ordering and Comparing Length Measurements as Numbers** (15 days)	**Represent and solve problems involving addition and subtraction.**[29] **1.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. (See Glossary, Table 1.) **Measure lengths indirectly and by iterating length units.** **1.MD.1** Order three objects by length; compare the lengths of two objects indirectly by using a third object. **1.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. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

[28] Focus in this module is on numbers to 20. The balance of this cluster is addressed in Modules 4 and 6.
[29] The balance of this cluster is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules[20]
	Represent and interpret data. **1.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.
Module 4: **Place Value, Comparison, Addition and Subtraction to 40** (35 days)	**Represent and solve problems involving addition and subtraction.**[30] **1.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. (See Glossary, Table 1.) **Extend the counting sequence.**[31] **1.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. **Understand place value.**[32] **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones – called a "ten." 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). **1.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 <. **Use place value understanding and properties of operations to add and subtract.**[33]

[30] The balance of this cluster is addressed in Module 2.
[31] Focus on numbers to 40.
[32] Focus on numbers to 40.
[33] Focus on numbers to 40.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules[20]
	1.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 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **1.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. **1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.
Module 5: **Identifying, Composing, and Partitioning Shapes** (15 days)	**Tell and write time and money.**[34] **1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value. **Reason with shapes and their attributes.** **1.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. **1.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. (Students do not need to learn formal names such as "right rectangular prism.) **1.G.3** Partition circles and rectangles into two and four equal shares, describe the shares using the

[34] Focus on time. Coins are addressed in Module 6.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules[20]
	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.
Module 6: **Place Value, Comparison, Addition and Subtraction to 100** (35 days)	**Extend the counting sequence.** **1.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. **Understand place value.** **1.NBT.2** Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones – called a "ten." 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). **1.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 <. **Use place value understanding and properties of operations to add and subtract.** **1.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 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. **1.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. **1.NBT.6** Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value,

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 1 Modules[20]
	properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Tell and write time and money.**[35] **1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks. Recognize and identify coins, their names, and their value.

[35] Focus on money.

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Sequence of Grade 2 Modules Aligned with the Standards

Module 1: Sums and Differences to 20
Module 2: Addition and Subtraction of Length Units
Module 3: Place Value, Counting, and Comparison of Numbers to 1000
Module 4: Addition and Subtraction Within 200 with Word Problems to 100
Module 5: Addition and Subtraction Within 1000 with Word Problems to 100
Module 6: Foundations of Multiplication and Division
Module 7: Problem Solving with Length, Money, and Data
Module 8: Time, Shapes, and Fractions as Equal Parts of Shapes

Summary of Year

Second Grade mathematics is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

Key Areas of Focus for K-2: Addition and subtraction—concepts, skills, and problem solving

Required Fluency:
2.OA.2 Add and subtract within 20.
2.NBT.5 Add and subtract within 100.

CCLS Major Emphasis Clusters
Operations and Algebraic Thinking • Represent and solve problems involving addition and subtraction. • Add and subtract within 20. • Work with equal groups of objects to gain foundations for multiplication. Number and Operations in Base Ten • Understand place value. • Use place value understanding and properties of operations to add and subtract. Measurement and Data • Measure and estimate lengths in standard units. • Relate addition and subtraction to length.

Rationale for Module Sequence in Grade 2

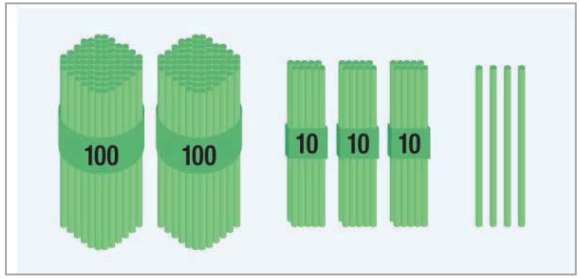
From Grade 1, students have fluency of addition and subtraction within 10 and extensive experience working with numbers to 100. Module 1 of Grade 2 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the new required fluencies (i.e., adding and subtracting within 20 and within 100) by the end of the year. Students learn to represent and solve word problems using addition and subtraction: a practice that will also continue throughout the year.

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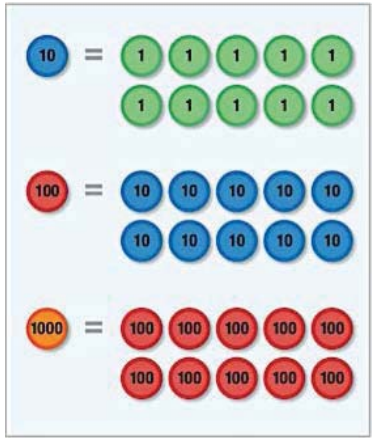
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In Module 2, students learn to measure and estimate using standard units for length and solve measurement word problems involving addition and subtraction of length. A major objective is for students to use measurement tools with the understanding that linear measure involves an iteration of units and that the smaller a unit, the more iterations are necessary to cover a given length. Students work exclusively with metric units, i.e. centimeters and meters, in this module to support upcoming work with place value concepts in Module 3. Units also play a central role in the addition and subtraction algorithms of Modules 4 and 5. An underlying goal for this module is for students to learn the meaning of a "unit" in a different context, that of length. This understanding serves as the foundation of arithmetic, measurement, and geometry in elementary school.

All arithmetic algorithms are manipulations of place value units: ones, tens, hundreds, etc. In Module 3, students extend their understanding of base-ten notation and apply their understanding of place value to count and compare numbers to 1000. In Grade 2 the place value units move from a proportional model to a non-proportional number disk model (see picture). The place value table with number disks can be used through Grade 5 for modeling very large numbers and decimals, thus providing students greater facility with and understanding of mental math and algorithms.



Proportional Model for Place Value



Non-Proportional Model for Place Value

In Module 4, students apply their work with place value units to add and subtract within 200 moving from concrete to pictorial to abstract. This work deepens their understanding of base-ten, place value, and the properties of operations. It also challenges them to apply their knowledge to one-step and two-step word problems. During this module, students also continue to develop one of the required fluencies of the grade: addition and subtraction within 100.

Module 5 builds upon the work of Module 4. Students again use place value strategies, manipulatives, and math drawings to extend their conceptual understanding of the addition and subtraction algorithms to numbers within 1000. They maintain addition and subtraction fluency within 100

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through daily application work to solve one- and two-step word problems of all types. A key component of Modules 4 and 5 is that students use place value reasoning to explain why their addition and subtraction strategies work.

In Module 6, students extend their understanding of a unit to build the foundation for multiplication and division wherein any number, not just powers of ten, can be a unit. Making equal groups of "four apples each" establishes the unit "four apples" (or just four) that can then be counted: 1 four, 2 fours, 3 fours, etc. Relating the new unit to the one used to create it lays the foundation for multiplication: 3 groups of 4 apples equal 12 apples (or 3 fours is 12).

Module 7 provides another opportunity for students to practice their algorithms and problem-solving skills with perhaps the most well-known, interesting units of all: dollars, dimes, and pennies. Measuring and estimating length is revisited in this module in the context of units from both the customary system (e.g., inches and feet) and the metric system (e.g., centimeters and meters). As they study money and length, students represent data given by measurement and money data using picture graphs, bar graphs, and line plots.

Students finish Grade 2 by describing and analyzing shapes in terms of their sides and angles. In Module 8, students investigate, describe, and reason about the composition and decomposition of shapes to form other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades.

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Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules[36]
Module 1: **Sums and Differences to 20** (10 days)	**Represent and solve problems involving addition and subtraction.**[37] **2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.) **Add and subtract within 20.**[38] **2.OA.2** Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of grade 2, know from memory all sums of two one-digit numbers. **Use place value understanding and properties of operations to add and subtract.**[39] **2.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.
Module 2: **Addition and Subtraction of Length Units** (12 days)	**Measure and estimate lengths in standard units.**[40] **2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. **2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters. **2.MD.4** Measure to determine how much longer one object is than another, expressing the length

[36] When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
[37] In this module, word problems focus primarily on result unknown and change unknown situations.
[38] From this point forward, fluency practice with addition and subtraction to 20 is part of the students' ongoing experience.
[39] The balance of this cluster is addressed in Modules 4 and 5.
[40] Focus is on metric measurement in preparation for place value in Module 3. Customary measurement is addressed in Module 7.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules[36]
	difference in terms of a standard length unit. **Relate addition and subtraction to length.** **2.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. **2.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.
Module 3: **Place Value, Counting, and Comparison of Numbers to 1000** (25 days)	**Understand place value.** **2.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: a. 100 can be thought of as a bundle of ten tens – called a "hundred." 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). **2.NBT.2** Count within 1000; skip-count by 5s[42], 10s, and 100s. **2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. **2.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.
Module 4: **Addition and Subtraction Within 200 with Word Problems to 100**	**Represent and solve problems involving addition and subtraction.** **2.OA.1** Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with

[42] Use analog clock to provide a context for skip-counting by 5s.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules[36]
(35 days)	unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (See Glossary, Table 1.) **Use place value understanding and properties of operations to add and subtract.[44]** **2.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. **2.NBT.6** Add up to four two-digit numbers using strategies based on place value and properties of operations. **2.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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **2.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. **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
Module 5: **Addition and Subtraction Within 1000 with Word Problems to 100** (24 days)	**Use place value understanding and properties of operations to add and subtract.[45]** **2.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. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. **2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given

[44] In this module, work is limited to within 200. This work is extended to numbers within 1000 in the next module.
[45] The balance of this cluster is addressed in Module 4.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules[36]
	number 100-900. **2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)
Module 6: **Foundations of Multiplication and Division** (24 days)	**Work with equal groups of objects to gain foundations for multiplication.** **2.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. **2.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. **Reason with shapes and their attributes.**[47] **2.G.2** Partition a rectangle into rows and columns of same size squares and count to find the total number of them.
Module 7: **Problem Solving with Length, Money, and Data** (30 days)	**Measure and estimate lengths in standard units.** **2.MD.1** Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. **2.MD.2** Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. **2.MD.3** Estimate lengths using units of inches, feet, centimeters, and meters. **2.MD.4** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit. **Relate addition and subtraction to length.** **2.MD.5** Use addition and subtraction within 100 to solve word problems involving lengths that are given

[47] 2.G.2 is taught before G.1 and G.3 because the array model is so important to the foundation for multiplication.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules[36]
	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 problems. **2.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. **Work with time and money.**[49] **2.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.** **2.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. **2.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 (See Glossary, Table 1.) using information presented in a bar graph.
Module 8: **Time, Shapes, and Fractions as Equal Parts of Shapes** (20 days)	**Work with time and money.**[50] **2.MD.7** Tell time and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. **Reason with shapes and their attributes.** **2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. (Sizes are compared directly or visually, not compared by measuring.) Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.

[49] Focus on money. Time is addressed in Module 8.
[50] Focus on time. Money is addressed in Module 7.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 2 Modules[36]	
	2.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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Sequence of Grade 3 Modules Aligned with the Standards

Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10
Module 2: Place Value and Problem Solving with Units of Measure
Module 3: Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10
Module 4: Multiplication and Area
Module 5: Fractions as Numbers on the Number Line
Module 6: Collecting and Displaying Data
Module 7: Geometry and Measurement Word Problems

Summary of Year

Third Grade mathematics is about (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency:
3.OA.7 Multiply and divide within 100.
3.NBT.2 Add and subtract within 1000.

CCLS Major Emphasis Clusters
Operations and Algebraic Thinking • Represent and solve problems involving multiplication and division. • Understand the properties of multiplication and the relationship between multiplication and division. • Multiply and divide within 100. • Solve problems involving the four operations and identify and explain patterns in arithmetic. Number and Operations – Fractions • Develop understanding of fractions as numbers. Measurement and Data • Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. • Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

Rationale for Module Sequence in Grade 3

The first module builds upon the foundation of multiplicative thinking with units started in Grade 2. First, students concentrate on the meaning of multiplication and division and begin developing fluency for learning products involving factors of 2, 3, 4, 5, and 10 (see key areas of focus and

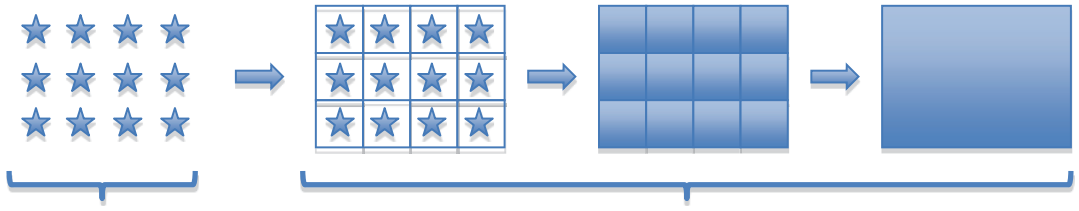
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required fluency above). The restricted set of facts keeps learning manageable, and also provides enough examples to do one- and two-step word problems and to start measurement problems involving weight, capacity and time in the second module.

Module 2 focuses on measurement of time and metric weight and capacity. In exploratory lessons, students decompose a kilogram into 100 gram, 10 gram and 1 gram weights and decompose a liter into analogous amounts of milliliters. Metric measurement thereby develops the concept of mixed units, e.g. 3 kilograms 400 grams is clearly related to 3 thousands, 4 hundreds. Students then apply their new understanding of number to place value, comparison and rounding, composing larger units when adding, decomposing into smaller units when subtracting. Students also draw proportional tape diagrams to solve word problems (e.g., "If this tape represents 62 kg, then a tape representing 35 kg needs to be slightly longer than half the 62 kg bar…"). Drawing the relative sizes of the lengths involved in the model prepares students to locate fractions on a number line in Module 5 (where they learn to locate points on the number line relative to each other and relative to the whole unit). Module 2 also provides students with internalization time for learning the 2, 3, 4, 5, and 10 facts as part of their fluency activities.

Students learn the remaining multiplication and division facts in Module 3 as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems. The "2, 3, 4, 5 and 10 facts" module (Module 1) and the "0, 1, 6, 7, 8, 9 and multiples of 10 facts" module (Module 3) both provide important, sustained time for work in understanding the structure of rectangular arrays to prepare students for area in Module 4. This work is necessary because students initially find it difficult to distinguish the different units in a grid (the third array in the picture below), count them and recognize that the count is related to multiplication. Tiling also supports a correct interpretation of the grid. Modules 1 and 3 slowly build up to the area model (the fourth model in the picture below) using rectangular arrays in the context of learning multiplication and division:



Progression from Rectangular Array to Area Model

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By Module 4, students are ready to investigate area. They measure the area of a shape by finding the total number of same-size units of area, e.g. tiles, required to cover the shape without gaps or overlaps. When that shape is a rectangle with whole number side lengths, it is easy to partition the rectangle into squares with equal areas (as in the third stage of the illustration above).

One goal of Module 5 is for students to transition from thinking of fractions as area or parts of a figure to points on a number line. To make that jump, students think of fractions as being constructed out of unit fractions: "1 fourth" is the length of a segment on the number line such that the length of four concatenated fourth segments on the line equals 1 (the whole). Once the unit "1 fourth" has been established, counting them is as easy as counting whole numbers: 1 fourth, 2 fourths, 3 fourths, 4 fourths, 5 fourths, etc. Students also compare fractions, find equivalent fractions in special cases, and solve problems that involve fractions.

In Module 6, students leave the world of exact measurements behind. By applying their knowledge of fractions from Module 5, they estimate lengths to the nearest halves and fourths of an inch and record that information in bar graphs and line plots. This module also prepares students for the multiplicative comparison problems of Grade 4 by asking students "how many more" and "how many less" questions about scaled bar graphs.

The year rounds out with plenty of time to solve two-step word problems involving the four operations, and to improve fluency for concepts and skills initiated earlier in the year. In Module 7, students also describe, analyze, and compare properties of two-dimensional shapes. By now, students have done enough work with both linear and area measurement models to understand that there is no relationship in general between the area of a figure and perimeter, which is one of the concepts taught in the last module.

Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules[52]
Module 1: **Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10** (25 days)	**Represent and solve problems involving multiplication and division.**[53] **3.OA.1** Interpret products of whole numbers, e.g., interpret 5 x 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 x 7.* **3.OA.2** Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of

[52] When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
[53] In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules[52]
	objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.* **3.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. (See Glossary, Table 2.) **3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = _ ÷ 3, 6 x 6 = ?* **Understand properties of multiplication and the relationship between multiplication and division.[54]** **3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) *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.)*[55] **3.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.* **Multiply and divide within 100.[56]** **3.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. **Solve problems involving the four operations, and identify and explain patterns in arithmetic.[57]**

[54] In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.
[55] The Associative property is addressed in Module 3.
[56] In this module, work is limited to factors of 2–5 and 10 and the corresponding dividends.
[57] In this module, problem solving is limited to multiplication and division, and limited to factors of 2–5 and 10 and the corresponding dividends. 3.OA.9 is addressed in Module 3.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules[52]
	3.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. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order, i.e., Order of Operations.)
Module 2: **Place Value and Problem Solving with Units of Measure** (25 days)	**Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)**[58] **3.NBT.1** Use place value understanding to round whole numbers to the nearest 10 or 100. **3.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. **Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.** **3.MD.1** Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. **3.MD.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Excludes compound units such as cm^3 and finding the geometric volume of a container.) 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. (Excludes multiplicative comparison problems, i.e., problems involving notions of "times as much"; see Glossary, Table 2.)

[58] 3.NBT.3 is taught in Module 3.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules[52]
Module 3: **Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10** (25 days)	**Represent and solve problems involving multiplication and division.[59]** **3.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. (See Glossary, Table 2.) **3.OA.4** Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 =___ ÷ 3, 6 x 6 = ?* **Understand properties of multiplication and the relationship between multiplication and division.** **3.OA.5** Apply properties of operations as strategies to multiply and divide. (Students need not use formal terms for these properties.) *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.)* **Multiply and divide within 100.[60]** **3.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. **Solve problems involving the four operations, and identify and explain patterns in arithmetic.[61]** **3.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. (This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no

[59] The balance of this cluster is addressed in Module 1.
[60] From this point forward, fluency practice with multiplication and division facts is part of the students' on-going experience.
[61] After being fully taught in Module 3, this standard (as well as 3.OA.3) continues being practiced throughout the remainder of the school year.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules[52]
	parentheses to specify a particular order, i.e., Order of Operations.) **3.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.* **Use place value understanding and properties of operations to perform multi-digit arithmetic. (A range of algorithms may be used.)[62]** **3.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.
Module 4: **Multiplication and Area** (20 days)	**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.** **3.MD.5** Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units. **3.MD.6** Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). **3.MD.7** Relate area to the operations of multiplication and addition. a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side

[62] The balance of this cluster is addressed in Module 2.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules[52]
	lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
Module 5: **Fractions as Numbers on the Number Line** (35 days)	**Develop understanding of fractions as numbers. (Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.)** **3.NF.1** Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. **3.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 $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. **3.NF.3** Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model. c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at*

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules[52]
	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. **Reason with shapes and their attributes.**[63] **3.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 ¼ of the area of the shape.
Module 6: **Collecting and Displaying Data** (10 days)	**Represent and interpret data.** **3.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.* **3.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.
Module 7: **Geometry and Measurement Word Problems**[64] (40 days)	**Represent and interpret data.**[65] **3.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: recognize perimeter as an attribute of plane figures and distinguish between linear**

[63] 3.G.1 is taught in Module 7.
[64] The seemingly eclectic set of standards in Module 7 allows for a new level of word problems, including perimeter and measurement word problems.
[65] 3.MD.3 is taught in Module 6.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 3 Modules[52]
	and area measures. **3.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. **Reason with shapes and their attributes.** **3.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.

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Sequence of Grade 4 Modules Aligned with the Standards

Module 1: Place Value, Rounding, and Algorithms for Addition and Subtraction
Module 2: Unit Conversions and Problem Solving with Metric Measurement
Module 3: Multi-Digit Multiplication and Division
Module 4: Angle Measure and Plane Figures
Module 5: Fraction Equivalence, Ordering, and Operations
Module 6: Decimal Fractions
Module 7: Exploring Multiplication

Summary of Year

Fourth grade mathematics is about (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 4.NBT.4 Add and subtract within 1,000,000.

CCLS Major Emphasis Clusters
Operations and Algebraic Thinking • Use the four operations with whole numbers to solve problems. Number and Operations in Base Ten • Generalize place value understanding for multi-digit whole numbers. • Use place value understanding and properties of operations to perform multi-digit arithmetic. Number and Operations – Fractions • Extend understanding of fraction equivalence and ordering. • Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. • Understand decimal notation for fractions, and compare decimal fractions.

Rationale for Module Sequence in Grade 4

In Grade 4, students extend their work with whole numbers. They begin with large numbers using familiar units (tens and hundreds) and develop their understanding of thousands by building knowledge of the pattern of *times ten* in the base ten system on the place value chart (**4.NBT.1**). In

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Grades 2 and 3 students focused on developing the concept of composing and decomposing place value units within the addition and subtraction algorithms. Now, in Grade 4, those (de)compositions and are seen through the lens of multiplicative comparison, e.g. 1 thousand is 10 times as much as 1 hundred. They next apply their broadened understanding of patterns on the place value chart to compare, round, add and subtract. The module culminates with solving multi-step word problems involving addition and subtraction modeled with tape diagrams that focus on numerical relationships.

The algorithms continue to play a part in Module 2 as students relate place value to metric units. This module helps students draw similarities between:

1 ten	= 10 ones
1 hundred	= 10 tens
1 hundred	= 100 ones
1 meter	= 100 centimeters
1 thousand	= 1,000 ones
1 kilometer	= 1,000 meters
1 kilogram	= 1,000 grams
1 liter	= 1,000 milliliters

Students work with metric measurement in the context of the addition and subtraction algorithms, mental math, place value, and word problems. Customary units are used as a context for fractions in Module 5.

In Module 3, measurements provide the concrete foundation behind the distributive property in the multiplication algorithm: $4 \times (1 \text{ m } 2 \text{ cm})$ can be made physical using ribbon, where it is easy to see the 4 copies of 1 m and the 4 copies of 2 cm. Likewise, $4 \times (1 \text{ ten } 2 \text{ ones}) = 4 \text{ tens } 8 \text{ ones}$. Students then turn to the place value table with number disks to develop efficient procedures for multiplying and dividing one-digit whole numbers and use the table with number disks to understand and explain why the procedures work. Students also solve word problems throughout the module where they select and accurately apply appropriate methods to estimate, mentally calculate, or use the procedures they are learning to compute products and quotients.

Module 4 focuses as much on solving unknown angle problems using letters and equations as it does on building, drawing, and analyzing two-dimensional shapes in geometry. Students have already used letters and equations to solve word problems in earlier grades. They continue to do so in Grade 4, and now they also learn to solve unknown angle problems: work that challenges students to build and solve equations to find unknown

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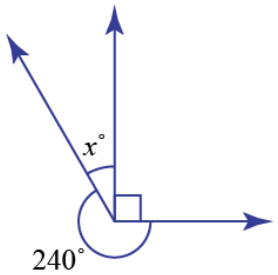
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angle measures. First, students learn the definition of degree and learn how to measure angles in degrees using a circular protractor. From the definition of degree and the fact that angle measures are additive, the following rudimentary facts about angles naturally follow:

1. The sum of angle measurements around a point is 360 degrees.
2. The sum of angle measurements on a line is 180 degrees.
3. Hence, from 1 and 2, students see that vertical angles are equal.
4.

Armed only with these facts, students are able to generate and solve equations as in the following proble:

Find the unknown angle x.



X + 240 + 90 = 360

X + 330 = 360

X = 30

Unknown angle problems help to unlock algebraic concepts for students *because such problems are visual.* The *x* clearly stands for a specific number: If a student wished, he could place a protractor down on that angle and measure it to find *x*. But doing so destroys the joy of deducing the answer and solving the puzzle on his own.

Module 5 centers on equivalent fractions and operations with fractions. We use fractions when there is a given unit, the *whole unit*, but we want to measure using a smaller unit, called the *fractional unit*. To prepare students to explore the relationship between a fractional unit and its whole unit, examples of such relationships in different contexts were already carefully established earlier in the year:

360 degrees in	1 complete turn
100 centimeters in	1 meter
1000 grams in	1 kilogram
1000 milliliters in	1 liter

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The beauty of fractional units, once defined and understood, is that they behave just as all other units do:

- "3 fourths + 5 fourths = 8 fourths" just as "3 meters + 5 meters = 8 meters"
- "4 x 3 fourths = 12 fourths" just as "4 x 3 meters = 12 meters"

Students add and subtract fractions with like units using the area model and the number line. They multiply a fraction by a whole number where the interpretation is as repeated addition e.g. 3 fourths + 3 fourths = 2 x 3 fourths. Through this introduction to fraction arithmetic they gradually come to understand fractions as units they can manipulate, just like whole numbers. Throughout the module, customary units of measurement provide a relevant context for the arithmetic.

Module 6, on decimal fractions, starts with the realization that decimal place value units are simply special fractional units: 1 tenth = 1/10, 1 hundredth = 1/100, etc. Fluency plays an important role in this topic as students learn to relate 3/10 = 0.3 = 3 tenths. They also recognize that 3 tenths is equal to 30 hundredths and subsequently have their first experience adding and subtracting fractions with unlike units e.g., 3 tenths + 4 hundredths = 30 hundredths + 4 hundredths.

The year ends with a module focused on multiplication and measurement as they solve multi-step word problems. Exploratory lessons support conceptual understanding of the relative sizes of measurement units. Students explore conversion in hands-on settings and subsequently apply those conversions to solve multi-step word problems involving all operations and multiplicative comparison.

Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules[66]
Module 1: **Place Value, Rounding, and Algorithms for Addition and Subtraction** (25 days)	**Use the four operations with whole numbers to solve problems.**[67] **4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

[66] When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
[67] 4.OA.1 and 4.OA.2 are addressed in Modules 3 and 7.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules[66]
	Generalize place value understanding for multi-digit whole numbers. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.) **4.NBT.1** Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division.* **4.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. **4.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.**[68] **4.NBT.4** Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Module 2: **Unit Conversions and Problem Solving with Metric Measurement** (7 days)	**Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**[69] **4.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. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …* **4.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.

[68] 4.NBT.5 is addressed in Modules 3 and 7; 4.NBT.6 is addressed in Module 3.
[69] The focus of this module is on the metric system to reinforce place value, mixed units, and word problems with unit conversions. Decimal and fraction word problems wait until Modules 5 and 6. 4.MD.3 is taught in Module 3.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules[66]
Module 3: **Multi-Digit Multiplication and Division** (43 days)	**Use the four operations with whole numbers to solve problems.** **4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Glossary, Table 2.) **4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Gain familiarity with factors and multiplies.** **4.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. **Use place value understanding and properties of operations to perform multi-digit arithmetic. (Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.)[70]** **4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.[71] **4.NBT.6** Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using

[70] 4.NBT.4 is addressed in Module 1 and is then reinforced throughout the year.
[71] Multiplying two two-digit numbers is addressed in Module 7.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules[66]
	equations, rectangular arrays, and/or area models. **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**[72] **4.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.*
Module 4: **Angle Measure and Plane Figures** (20 days)	**Geometric measurement: understand concepts of angle and measure angles.** **4.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. **4.MD.6** Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. **4.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 for the unknown angle measure. **Draw and identify lines and angles, and classify shapes by properties of their lines and angles.** **4.G.1** Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and

[72] 4.MD.1 is taught in Modules 2 and 7; 4.MD.2 is taught in Modules 2, 5, 6, and 7.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules[66]
	parallel lines. Identify these in two-dimensional figures. **4.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. **4.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.
Module 5: **Fraction Equivalence, Ordering, and Operations**[73] (45 days)	**Generate and analyze patterns.** **4.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. *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. Explain informally why the numbers will continue to alternate in this way.* **Extend understanding of fraction equivalence and ordering. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)** **4.NF.1** Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. **4.NF.2** Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. **Build fractions from unit fractions by applying and extending previous understanding of operations on whole**

[73] Tenths and hundredths are important fractions in this module, represented in decimal form in Module 6.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules[66]
	numbers. **4.NF.3** Understand a fraction *a/b* with *a* > 1 as a sum of fractions 1/*b*. a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.* c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. **4.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. 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.) 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

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules[66]
	answer lie? **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**[74] **4.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. **Represent and interpret data.** **4.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 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.*
Module 6: **Decimal Fractions** (20 days)	**Understand decimal notations for fractions, and compare decimal fractions. (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)**[75] **4.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. (Students who can generate equivalent fractions can develop strategies for adding fractions wit unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade.) *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.* **4.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.* **4.NF.7** Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons

[74] 4.MD.1 is taught in Modules 2 and 7. 4.MD.3 is taught in Module 3.
[75] In this module we continue to work with fractions, now including decimal form.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules[66]
	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. **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**[76] **4.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.
Module 7: **Exploring Multiplication** (20 days)	**Use the four operations with whole numbers to solve problems.** **4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. **4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See Glossary, Table 2.) **4.OA.3** Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. **Use place value understanding and properties of operations to perform multi-digit arithmetic.**[77] **4.NBT.5** Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate

[76] 4.MD.1 is taught in Modules 2 and 7. 4.MD.3 is taught in Module 3.
[77] In Module 7, the focus is on multiplying two 2-digit numbers.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 4 Modules[66]
	and explain the calculation by using equations, rectangular arrays, and/or area models. **Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.**[78] **4.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. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), …* **4.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.

[78] The focus now is on customary units in word problems for application of fraction concepts. 4.MD.3 is taught in Module 3.

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Sequence of Grade 5 Modules Aligned with the Standards

Module 1: Place Value and Decimal Fractions
Module 2: Multi-Digit Whole Number and Decimal Fraction Operations
Module 3: Addition and Subtraction of Fractions
Module 4: Multiplication and Division of Fractions and Decimal Fractions
Module 5: Addition and Multiplication with Volume and Area
Module 6: Problem Solving with the Coordinate Plane

Summary of Year

Fifth grade mathematics is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

Key Areas of Focus for 3-5: Multiplication and division of whole numbers and fractions—concepts, skills, and problem solving

Required Fluency: 5.NBT.5 Multi-digit multiplication.

CCLS Major Emphasis Clusters
Number and Operations in Base Ten • Understand the place value system. • Perform operations with multi-digit whole numbers and with decimals to hundredths. Number and Operations – Fractions • Use equivalent fractions as a strategy to add and subtract fractions. • Apply and extend previous understandings of multiplication and division to multiply and divide fractions. Measurement and Data • Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

Rationale for Module Sequence in Grade 5

Students' experiences with the algorithms as ways to manipulate place value units in Grades 2-4 really begin to pay dividends in Grade 5. In Module 1, whole number patterns with number disks on the place value table are easily generalized to decimal numbers. As students work word problems with measurements in the metric system, where the same patterns occur, they begin to appreciate the value and the meaning of decimals. Students apply their work with place value to adding, subtracting, multiplying and dividing decimal numbers with tenths and hundredths.

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Module 2 begins by using place value patterns and the distributive and associative properties to multiply multi-digit numbers by multiples of 10 and leads to fluency with multi-digit whole number multiplication.[79] For multiplication, students must grapple with and fully understand the distributive property (one of the key reasons for teaching the multi-digit algorithm). While the multi-digit multiplication algorithm is a straightforward generalization of the one-digit multiplication algorithm, the division algorithm with two-digit divisors requires far more care to teach because students have to also learn estimation strategies, error correction strategies, and the idea of successive approximation (all of which are central concepts in math, science, and engineering).

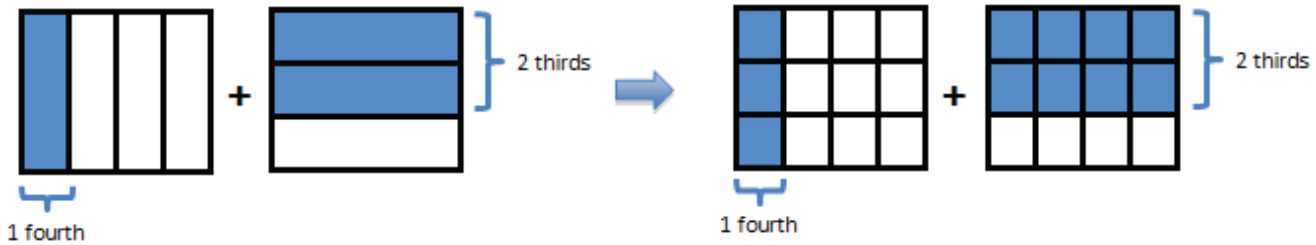
Work with place value units paves the path toward fraction arithmetic in Module 3 as elementary math's place value emphasis shifts to the larger set of fractional units for algebra. Like units are added to and subtracted from like units:

$$1.5 + 0.8 = 1\frac{5}{10} + \frac{8}{10} = 15 \text{ tenths} + 8 \text{ tenths} = 23 \text{ tenths} = 2 \text{ and } 3 \text{ tenths} = 2\frac{3}{10} = 2.3$$

$$1\frac{5}{9} + \frac{8}{9} = 14 \text{ ninths} + 8 \text{ ninths} = 22 \text{ ninths} = 2 \text{ and } 4 \text{ ninths} = 2\frac{4}{9}$$

The new complexity is that when units are not equivalent, they must be changed for smaller equal units so that they can be added or subtracted. Probably the best model for showing this is the rectangular fraction model pictured below. The equivalence is then represented symbolically as students engage in active meaning-making rather than obeying the perhaps mysterious command to "multiply the top and bottom by the same number."

2 boys + 1 girl = 2 children + 1 child = 3 children
2 thirds + 1 fourth = 8 twelfths + 3 twelfths = 11 twelfths



$$\frac{2}{3} + \frac{1}{4} = \left(\frac{2 \times 4}{3 \times 4}\right) + \left(\frac{1 \times 3}{4 \times 3}\right) = \frac{8}{12} + \frac{3}{12} = \frac{11}{12}$$

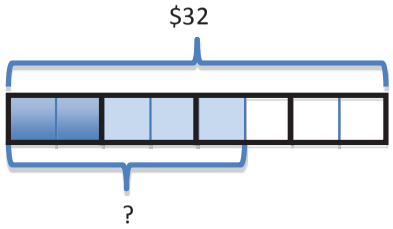
[79] Multi-digit decimal multiplication such as 4.1 × 3.4 and division such as 4.5 ÷ 1.5 are studied in Module 4.

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Relating different fractional units to one another requires extensive work with area and number line diagrams. Tape diagrams are used often in word problems. Tape diagrams, which students began using in the early grades and which become increasingly useful as students applied them to a greater variety of word problems, hit their full strength as a model when applied to fraction word problems. At the heart of a tape diagram is the now-familiar idea of forming units. In fact, forming units to solve word problems is one of the most powerful examples of the unit theme and is particularly helpful for understanding fraction arithmetic, as in the following example:

Jill had \$32. She gave $\frac{1}{4}$ of her money to charity and $\frac{3}{8}$ of her money to her brother. How much did she give altogether?



Solution with units:

8 units = \$32
1 unit = \$4
5 units = \$20

Solution with arithmetic:

$$\frac{1}{4}+\frac{3}{8}=\frac{2}{8}+\frac{3}{8}=\frac{5}{8}$$

$$\frac{5}{8}\times 32 = 20$$

Jill gave \$20 altogether.

Near the end of Module 4 students know enough about fractions and whole number operations to begin to explore multi-digit decimal multiplication and division. In multiplying 2.1 × 3.8, for example, students now have multiple skills and strategies that they can use to locate the decimal point in the final answer, including:

- Unit awareness: 2.1 × 3.8 = 21 tenths × 38 tenths = 798 hundredths
- Estimation (through rounding): 2.1 × 3.8 ≈ 2 × 4 = 8, so 2.1 × 3.8 = 7.98
- Fraction multiplication: 21/10 × 38/10 = (21 × 38)/(10 × 10)

Similar strategies enrich students' understanding of division and help them to see multi-digit decimal division as whole number division in a different unit. For example, we divide to find, "How many groups of 3 apples are there in 45 apples?" and write 45 apples ÷ 3 apples = 15. Similarly, 4.5 ÷ 0.3 can be written as "45 tenths ÷ 3 tenths" with the same answer: There are 15 groups of 0.3 in 4.5. This idea was used to introduce fraction division earlier in the module, thus gluing division to whole numbers, fractions and decimals together through an understanding of units.

Frequent use of the area model in Modules 3 and 4 prepares students for an in-depth discussion of area and volume in Module 5. But the module on area and volume also reinforces work done in the fraction module: Now, questions about how the area changes when a rectangle is scaled by a whole or fractional scale factor may be asked and missing fractional sides may be found. Measuring volume once again highlights the unit theme, as a unit cube is chosen to represent a volume unit and used to measure the volume of simple shapes composed out of rectangular prisms.

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Scaling is revisited in the last module on the coordinate plane. Since Kindergarten where growth and shrinking patterns were first introduced, students have been using bar graphs to display data and patterns. Extensive bar-graph work has set the stage for line plots, which are both the natural extension of bar graphs and the precursor to linear functions. It is in this final module of K-5 that a simple line plot of a straight line is presented on a coordinate plane and students are asked about the scaling relationship between the increase in the units of the vertical axis for 1 unit of increase in the horizontal axis. This is the first hint of slope and marks the beginning of the major theme of middle school: ratios and proportions.

Alignment Chart

Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
Module 1: **Place Value and Decimal Fractions** (20 days)	**Understand the place value system.** **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **5.NBT.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. **5.NBT.3** Read, write, and compare decimals to thousandths. 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. **5.NBT.4** Use place value understanding to round decimals to any place. **Perform operations with multi-digit whole numbers and with decimals to hundredths.**[82] **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between

[80] When a cluster is referred to in this chart without a footnote, the cluster is taught in its entirety.
[82] The balance of this cluster is addressed in Module X.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
	addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Convert like measurement units within a given measurement system.**[83] **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Module 2: **Multi-Digit Whole Number and Decimal Fraction Operations** (35 days)	**Write and interpret numerical expressions.**[84] **5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. **5.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.* **Understand the place value system.**[85] **5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. **5.NBT.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. **Perform operations with multi-digit whole numbers and with decimals to hundredths.** **5.NBT.5** Fluently multiply multi-digit whole numbers using the standard algorithm. **5.NBT.6** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit

[83] The focus of this module is on the metric system to reinforce place value and writing measurements using mixed units.
[84] These skills are also applied to fractions in this module.
[85] 5.NBT.3 and 5.NBT.4 are taught in Module 1.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
	divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **5.NBT.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. [86] **Convert like measurement units within a given measurement system.** **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Module 3: **Addition and Subtraction of Fractions** (22 days)	**Use equivalent fractions as a strategy to add and subtract fractions.**[87] **5.NF.1** Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)* **5.NF.2** Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*
Module 4: **Multiplication and Division of**	**Write and interpret numerical expressions.** **5.OA.1** Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with

[86] Focus on decimal multiplication of a single-digit, whole number factor times a multi-digit number with up to 2 decimal places (e.g., 3 x 64.98). Restrict decimal division to a single digit whole number divisor with a multi-digit dividend with up to 2 decimal places (e.g., 64.98 ÷ 3). The balance of the standard is taught in Module 4.
[87] Examples in this module also include tenths and hundredths in fraction and decimal form.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
Fractions and Decimal Fractions (38 days)	these symbols. **5.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.* **Perform operations with multi-digit whole numbers and with decimals to hundredths.[88]** **5.NBT.7** Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. **Apply and extend previous understandings of multiplication and division to multiply and divide fractions.[89]** **5.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. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?* **5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. *For example, use a visual fraction model to show (2/3) × 4 = 8/3, and create a story context for this equation. Do the same with (2/3) × (4/5) = 8/15. (In general, (a/b) × (c/d) = ac/bd.)*

[88] 5.NBT.5 and 5.NBT.6 are taught in Module 2. Teach problems such as 2.7 x 2.1 and 4.5 ÷ 1.5. See "Progressions" pgs. 17 – 18 (http://commoncoretools.files.wordpress.com/2011/04/ccss_progression_nbt_2011_04_073.pdf).
[89] The focus of 5.NF.4 in this module is only on part a; 5.NF.4b is taught in Module 5. Include problems involving decimal fractions throughout the cluster.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
	5.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. 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. **5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. **5.NF.7** Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.) 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. 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. 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*

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
	raisins? **Convert like measurement units within a given measurement system.**[90] **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. **Represent and interpret data.** **5.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.*
Module 5: **Addition and Multiplication with Volume and Area** (25 days)	**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**[91] **5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. 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. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. **Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.** **5.MD.3** Recognize volume as an attribute of solid figures and understand concepts of volume measurement.

[90] The focus of 5.MD.1 in this module is on the customary system of units as a means of introducing fractions (e.g., 1 inch is 1/12 foot, 1 foot is 1/3 yard, etc.).
[91] 5.NF.3 is taught in Module 3; 5.NF.4a, 5.NF.5, 5.NF.6, and 5.NF.7 are taught in Module 4. In this module 5.NF.4b is applied to multiplying to find volume and area. 5.NF.4b certainly includes decimal fraction side lengths of sides of a rectangle (in both fraction and decimal form).

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
	a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units. **5.MD.4** Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. **5.MD.5** Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. 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. 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. 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. **Classify two-dimensional figures into categories based on their properties.** **5.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. **5.G.4** Classify two-dimensional figures in a hierarchy based on properties.

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Module and Approximate Number of Instructional Days	Common Core Learning Standards Addressed in Grade 5 Modules[80]
Module 6: **Problem Solving with the Coordinate Plane** (40 days)	**Write and interpret numerical expressions.**[92] **5.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.* **Analyze patterns and relationships.** **5.OA.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.* **Graph points on the coordinate plane to solve real-world and mathematical problems.** **5.G.1** Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate). **5.G.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.

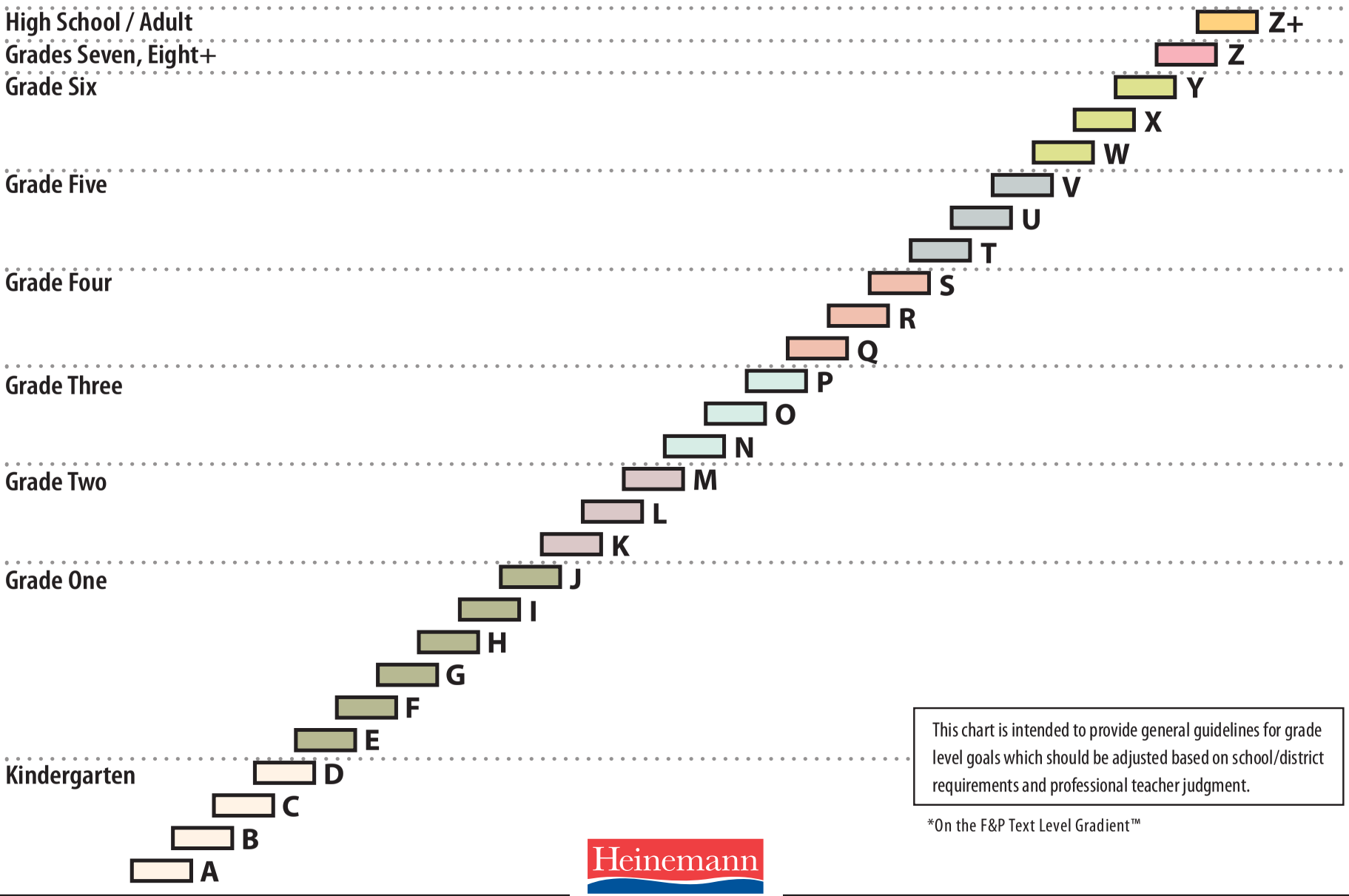
[92] 5.OA.1 is taught in Modules 2 and 4.

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Fountas & Pinnell

TEXT LEVEL LADDER OF PROGRESS



This chart is intended to provide general guidelines for grade level goals which should be adjusted based on school/district requirements and professional teacher judgment.

*On the F&P Text Level Gradient™

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DIBELS 6th Edition Benchmark Goals

		ISF	LNF	PSF	NWF-CLS	NWF-WRC[a]	WUF[a]
Kinder-garten	Beginning	Optional, Not Endorsed	**11***	n/a	n/a	n/a	Optional, Endorsed
			6				
	Middle	Optional, Not Endorsed	**34**	**33**	**19***	Optional, Endorsed	**19**
			27	28	15		1
	End	n/a	**47**	Optional, Not Endorsed	**39***	**3**	**37**
			42		35	1	24

		LNF	PSF	NWF-CLS	NWF-WRC[a]	ORF-WC	ORF-A[a]	RTF	WUF[a]
First Grade	Beginning	**38**	Optional, Not Endorsed	**25***	**2**	n/a	n/a	Optional, Not Endorsed	**25**
		33		19	1				14
	Middle	n/a	Optional, Not Endorsed	**54**	**10**	**19***	**78**		**45**
				48	3	13	64		35
	End	n/a	Optional, Not Endorsed	**71**	**13**	**47***	**91**		**47**
				62	5	31	81		38

		NWF-CLS	NWF-WRC[a]	ORF-WC	ORF-A[a]	RTF	WUF[a]
Second Grade	Beginning	**62**	**13**	**41***	**91**	Optional, Not Endorsed	**37**
		52	5	28	81		28
	Middle	n/a	n/a	**76***	**97**		**46**
				55	92		36
	End	n/a	n/a	**96***	**98**		**50**
				75	95		40

		ORF-WC	ORF-A[a]	RTF	WUF[a]
Third Grade	Beginning	**72***	**96**	Optional, Not Endorsed	**49**
		57	92		39
	Middle	**89***	**98**		**50**
		76	94		40
	End	**110***	**99**		**42**
		97	97		33

		ORF-WC[a]	ORF-A[a]	RTF
Fourth Grade	Beginning	**86**	**96**	Optional, Not Endorsed
		66	91	
	Middle	**103**	**98**	
		84	96	
	End	**114**	**98**	
		94	96	

		ORF-WC[a]	ORF-A[a]	RTF
Fifth Grade	Beginning	**107**	**98**	Optional, Not Endorsed
		82	95	
	Middle	**118**	**99**	
		94	96	
	End	**127**	**99**	
		105	97	

		ORF-WC[a]	ORF-A[a]	RTF
Sixth Grade	Beginning	**117**	**98**	Optional, Not Endorsed
		97	96	
	Middle	**120**	**98**	
		96	96	
	End	**122**	**99**	
		96	96	

Key:

Beginning	**25***	← Benchmark Goal (Lowest Core score)
	14	← Cut Point for Risk (Lowest Strategic score)

*Predominant measure at each period in terms of SAT10 prediction.

[a] Benchmark based on 40th percentile and cutpoint for risk based on the 20th percentile (from national Data System norms)

ISF: Initial Sound Fluency
LNF: Letter Naming Fluency
NWF-CLS: Nonsense Word Fluency - Correct Letter Sounds
NWF-WRC: Nonsense Word Fluency - Whole Recoded Correctly
RTF: Retell Fluency
ORF-A: Oral Reading Fluency- Accuracy
ORF-WC: Oral Reading Fluency- Words Read Correctly
WUF: Word Use Fluency

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KINDERGARTEN

	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
DIBELS Measure	**Scores**	**Need for Support**	**Scores**	**Need for Support**	**Scores**	**Need for Support**
Initial Sound Fluency (ISF)	Optional, Not Endorsed		Optional, Not Endorsed		Not administered during this assessment period	
Letter Naming Fluency (LNF)	0 – 5 6 - 10 11 and above	Intensive Strategic Core	0 - 26 27 - 33 34 and above	Intensive Strategic Core	0 - 41 42 - 46 47 and above	Intensive Strategic Core
Phoneme Segmentation Fluency (PSF)	Not administered during this assessment period		0 - 27 28 - 32 33 and above	Intensive Strategic Core	Optional, Not Endorsed	
Nonsense Word Word Fluency (NWF-CLS)	Not administered during this assessment period		0 - 14 15 - 18 19 and above	Intensive Strategic Core	0 - 34 35 - 38 39 and above	Intensive Strategic Core
Nonsense Word Fluency-Words Recoded Correctly (WRC)[1]	Not administered during this assessment period		Optional, Endorsed		0 Intensi 1 – 2 3 and above	ve Strategic Core
Word Use Fluency (WUF)[2]	Optional, Endorsed		0 1 – 18 19 and above	Intensive Strategic Core	0 – 23 24 – 36 37 and above	Intensive Strategic Core

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FIRST GRADE

	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
DIBELS Measure	**Scores**	**Need for Support**	**Scores**	**Need for Support**	**Scores**	**Need for Support**
Letter Naming Fluency (LNF)	0 - 32 33 - 37 38 and above	Intensive Strategic Core	Not administered during this assessment period		Not administered during this assessment period	
Phoneme Segmentation Fluency (PSF)	Optional, Not Endorsed		Optional, Not Endorsed		Optional, Not Endorsed	
Nonsense Word Fluency- Correct Letter Sounds (CLS)	0 - 18 19 - 24 25 and above	Intensive Strategic Core	0 - 47 48 - 53 54 and above	Intensive Strategic Core	0 - 61 62 - 70 71 and above	Intensive Strategic Core
Nonsense Word Fluency-Words Recoded Correctly (WRC)[1]	0 1 2 and above	Intensive Strategic Core	0 – 2 3 - 9 10 and above	Intensive Strategic Core	0 – 4 5 – 12 13 and above	Intensive Strategic Core
Oral Reading Fluency (ORF)-Words Correct	Not administered during this assessment period		0 - 12 13 - 18 19 and above	Intensive Strategic Core	0 - 30 31 - 46 47 and above	Intensive Strategic Core
Oral Reading Fluency(ORF)-Accuracy[2]	Not administered during this assessment period		0 – 63% 64 – 77% 78% and above	Intensive Strategic Core	0 – 80% 81 – 90% 91% and above Core	Intensive Strategic
Retell Fluency (RTF)	Not administered during this assessment period		Optional, Not Endorsed		Optional, Not Endorsed	
Word Use Fluency (WUF)[2]	0 – 13 14 – 24 25 and above	Intensive Strategic Core	0 - 34 35 – 44 45 and above	Intensive Strategic Core	0 – 37 38 – 46 47 and above	Intensive Strategic Core

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SECOND GRADE	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
DIBELS Measure	**Scores**	**Need for Support**	**Scores**	**Need for Support**	**Scores**	**Need for Support**
Nonsense Word Fluency (NWF-CLS)	0 - 51 52 - 61 62 and above	Intensive Strategic Core	Not administered during this assessment period		Not administered during this assessment period	
Nonsense Word Fluency-Words Recoded Correctly (WRC)[1]	0 – 4 5 – 12 13 and above	Intensive Strategic Core	Not administered during this assessment period		Not administered during this assessment period	
Oral Reading Fluency (ORF) – Words Correct	0 - 27 28 - 40 41 and above	Intensive Strategic Core	0 - 54 55 - 75 76 and above	Intensive Strategic Core	0 - 74 75 - 95 96 and above	Intensive Strategic Core
Oral Reading Fluency (ORF)- Accuracy[3]	0 – 80% 81 – 90% 91% and above	Intensive Strategic Core	0 – 91% 92 – 96% 97% and above	Intensive Strategic Core	0 – 94% 95 – 97% 98% and above	Intensive Strategic Core
Retell Fluency(RTF)	Optional, Not Endorsed					
Word Use Fluency (WUF)[2]	0 – 27 28 – 36 37 and above	Intensive Strategic Core	0 – 35 36 – 45 46 and above	Intensive Strategic Core	0 – 39 40 – 49 50 and above	Intensive Strategic Core

THIRD GRADE	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
DIBELS Measure	**Scores**	**Need for Support**	**Scores**	**Need for Support**	**Scores**	**Need for Support**
Oral Reading Fluency (ORF)- Words Correct	0 - 56 57 - 71 72 and above	Intensive Strategic Core	0 - 75 76 - 88 89 and above	Intensive Strategic Core	0 - 96 97 - 109 110 and above	Intensive Strategic Core
Oral Reading Fluency (ORF)- Accuracy[3]	0 – 91% 92 – 95% 96% and above	Intensive Strategic Core	0 – 93% 94 – 97% 98% and above	Intensive Strategic Core	0 – 96% 97 – 98% 99% and above	Intensive Strategic Core
Retell Fluency (RTF)	Optional, Not Endorsed					
Word Use Fluency (WUF)[1]	0 – 38 39 – 48 49 and above	Intensive Strategic Core	0 – 39 40 – 49 50 and above	Intensive Strategic Core	0 - 32 33 – 41 42 and above	Intensive Strategic Core

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FOURTH GRADE	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
DIBELS Measure	**Scores**	**Need for Support Scores**		**Need for Support Scores**		**Need for Support**
Oral Reading Fluency (ORF)- Words Correct[4]	0 - 65 66 - 85 86 and above	Intensive Strategic Core	0 - 83 84 - 102 103 and above	Intensive Strategic Core	0 – 93 94 – 113 114 and above	Intensive Strategic Core
Oral Reading Fluency (ORF)- Accuracy[3]	0 – 90% 91 – 95% 96% and above	Intensive Strategic Core	0 – 95% 96 – 97% 98% and above	Intensive Strategic Core	0 – 95% 96 – 97% 98% and above	Intensive Strategic Core
DIBELS Retell Fluency (RTF)	Optional, Not Endorsed					

FIFTH GRADE	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
DIBELS Measure	**Scores**	**Need for Support Scores**		**Need for Support Scores**		**Need for Support**
Oral Reading Fluency (ORF)- Words Correct[4]	0 - 81 82 - 106 107 and above	Intensive Strategic Core	0 - 93 94 - 117 118 and above	Intensive Strategic Core	0 - 104 105 - 126 127 and above	Intensive Strategic Core
Oral Reading Fluency (ORF)- Accuracy[3]	0 – 94% 95 – 97% 98% and above	Intensive Strategic Core	0 – 95% 96 – 98% 99% and above	Intensive Strategic Core	0 – 96% 97 - 98% 99% and above	Intensive Strategic Core
DIBELS Retell Fluency (RTF)	Optional, Not Endorsed					

SIXTH GRADE	Beginning of Year Month 1 - 3		Middle of Year Month 4 - 6		End of Year Month 7 - 10	
DIBELS Measure	**Scores**	**Need for Support Scores**		**Need for Support Scores**		**Need for Support**
Oral Reading Fluency (ORF)- Words Correct[4]	0 - 96 97 - 116 117 and above	Intensive Strategic Core	0 - 95 96 - 119 120 and above	Intensive Strategic Core	0 - 95 96 - 121 122 and above	Intensive Strategic Core
Oral Reading Fluency (ORF)- Accuracy[3]	0 – 95% 96 - 97% 98% and above	Intensive Strategic Core	0 – 95% 96 - 97% 98% and above	Intensive Strategic Core	0 – 95% 96 – 98% 99% and above	Intensive Strategic Core
DIBELS Retell Fluency (RTF)	Optional, Not Endorsed					

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1. The Nonsense Word Fluency – Words Recoded Completely and Correctly (NWF-WRC) goals and cutpoints for risk for Kindergarten through Grade 2 are based on normative data from DIBELS Data System percentile ranks (Cummings et. al., 2011). Empirical evidence of the percent achieving subsequent literacy goals is not yet available for these estimates. Consistent with established guidelines, the goal (core support) is based on the 40th percentile and the cutpoint for risk (strategic support) is based on the 20th percentile. At points when there was not a 20th or 40th percentile the nearest percentile above the 20th or 40th percentile was use (e.g., 23rd percentile or 44th percentile).

2. The Word Use Fluency (WUF) goals and cutpoints for risk for Kindergarten through Grade 3 are based on normative data from DIBELS Data System percentile ranks (Cummings et. al., 2011). Empirical evidence of the percent achieving subsequent literacy goals is not yet available for these estimates. Consistent with established guidelines, the goal (core support) is based on the 40th percentile and the cutpoint for risk (strategic support) is based on the 20th percentile. At points when there was not a 20th or 40th percentile the nearest percentile above the 20th or 40th percentile was use (e.g., 23rd percentile or 44th percentile).

3. The Oral Reading Fluency Accuracy (ORF-A) goals and cutpoints for risk for Grade 1 through Grade 6 are based on normative data from DIBELS Data System percentile ranks (Cummings et. al., 2011). Empirical evidence of the percent achieving subsequent literacy goals is not yet available for these estimates. Consistent with established guidelines, the goal (core support) is based on the 40th percentile and the cutpoint for risk (strategic support) is based on the 20th percentile. At points when there was not a 20th or 40th percentile the nearest percentile above the 20th or 40th percentile was use (e.g., 23rd percentile or 44th percentile).

4. The Oral Reading Fluency-Words Correct (ORF) goals and cutpoints for risk for Grade 4 through Grade 6 are based on normative data from DIBELS Data System percentile ranks (Cummings et. al., 2011). Empirical evidence of the percent achieving subsequent literacy goals is not yet available for these estimates. Consistent with established guidelines, the goal (core support) is based on the 40th percentile and the cutpoint for risk (strategic support) is based on the 20th percentile. At points when there was not a 20th or 40th percentile the nearest percentile above the 20th or 40th percentile was use (e.g., 23rd percentile or 44th percentile).

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Cummings, K. D., Otterstedt, J., Kennedy, P. C., Baker, S. K., & Kame'enui, E. J. (2011). *DIBELS Data System: 2009-2010 Percentile Ranks for DIBELS 6th Edition Benchmark Assessments* (Technical Report 1102). Eugene, OR: University of Oregon, Center on Teaching and Learning. Available https://dibels.uoregon.edu/research/techreports/#dibels

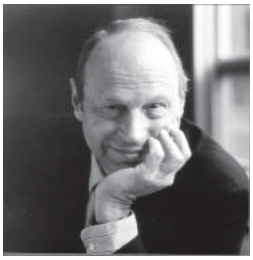
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Appendix: About This Program

The Core Knowledge Language Arts Program

The Core Knowledge Language Arts Program is unlike most reading programs you are familiar with. It has been developed not by a large, for-profit publisher, but by a small, non-profit foundation. The Core Knowledge Foundation is a non-profit, non-partisan educational foundation based in Charlottesville, Virginia. The foundation's mission is *to offer all children a better chance in life and create a fairer and more literate society by educating America's youth in a solid, specific, sequenced, and shared curriculum*. This program is an attempt to realize that mission. Specifically, the program aims to combine excellent decoding instruction with frequent reading-aloud in order to ensure that students can translate letters into words and make sense of the words they are decoding.

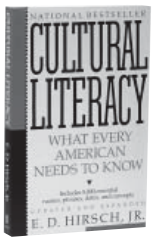
About Core Knowledge


E. D. Hirsch, Jr.

Core Knowledge was founded in the late 1980s by E. D. Hirsch, Jr., a professor at the University of Virginia. In the 1980s Hirsch's research focused on what makes one piece of writing easier to read than another. As part of this research, he created two versions of the same passage for college students to read. One version was considered well written because it followed principles of clarity and style laid out in style books like Strunk and White's *Elements of Style*. The other version did not follow those principles and therefore was considered poorly written. Hirsch then asked a large number of college students to read the passages. He recorded how long it took them to read the passages and how well they were able to answer comprehension questions on the passages. He wanted to see if the well-written passages would be read more rapidly and understood more fully than the poorly written ones. He found that they were, but he also found another factor that was even more important for comprehension than the clarity of the writing. *He found that readers who possessed a wide base of background knowledge were able to make sense of a wide range of passages, whereas students who lacked this knowledge were not.*

Hirsch did his tests at the University of Virginia and a nearby community college. He found that the students at the community college could decode well enough and could read and understand passages on everyday topics like roommates and manners, but many of the community college students struggled when the passages treated historical and scientific subjects. One passage on the Civil War generals Ulysses S. Grant and Robert E. Lee was especially difficult for many of them. It turned out that many of the community college students tested knew little about the Civil War. They did not know who Grant and Lee were, and, as a result, they struggled to make sense of the passage, even though they could decode the words Grant and Lee well enough. Hirsch realized that these students were struggling to make sense of the passages, even though their decoding skills were good. It was obvious, then, that reading comprehension required something more than just basic decoding skills.

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Cultural Literacy

Hirsch wrote about his discoveries in a 1987 bestseller, *Cultural Literacy*. He argued that full literacy requires not just decoding skills but also knowledge of words, concepts, persons, places, and ideas that writers tend to take for granted and not explain. Schools must take the responsibility of imparting this body of knowledge, which Hirsch called "cultural literacy." Hirsch went on to found the Cultural Literacy Foundation in order to promote the teaching of cultural literacy in American elementary schools. The foundation later changed its name to the Core Knowledge Foundation (CKF), but its mission has never changed. CKF publishes curriculum materials for Pre-K through grade 8, provides teacher training, and hosts an annual conference for educators teaching in Core Knowledge schools across the country.

The Core Knowledge Language Arts Program is an attempt to build an early reading program based on the work of E. D. Hirsch, and to combine those insights with fifty years of reading research, as summarized in the report of the National Reading Panel.

The Simple View of Reading

Hirsch's insight about the necessity of background knowledge has been confirmed in many experiments. Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as "the simple view of reading." This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: *decoding skills* and *language comprehension ability*.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, she will not be able to achieve reading comprehension, no matter how much oral language she can understand. But even if the person *can* decode the words on the page, that in and of itself is still no guarantee of reading comprehension (as Hirsch discovered in his experiments). If the sentences the person is attempting to read are sentences she could not understand if they were read aloud to her, then there is not much hope that she will understand them during independent reading either.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person's reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills, e.g., a test of single-word reading or pseudoword reading. The second is a measure of listening comprehension. Researchers who hold to the simple view say, "Tell me a person's decoding ability, as ascertained by a word-reading task, and tell me that person's language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person's reading comprehension ability." If the person is a rapid and accurate

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decoder and also able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or T.V., books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

R = D x C

In this equation, each of the letters is a variable that stands for a specific skill:

R is a measure of reading comprehension ability.

D is a measure of decoding skills.

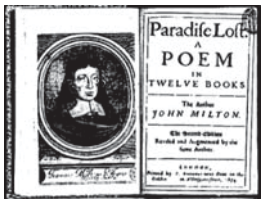
C is a measure of language comprehension ability as measured using a listening task.

Each of these skills can be quantified as a numerical value between 0 and 1, where zero stands for no ability whatsoever and 1 stands for perfect, not-to-be improved upon ability. Obviously most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability (D > 0) and you also have some language comprehension ability (C > 0), you will probably also have some reading comprehension ability (R > 0). How much reading comprehension ability you have will depend on the exact values of D and C.

What does it mean to have no decoding ability (D = 0)? It means you cannot turn printed words back into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability (C = 0)? Basically, it means you do not know the language. You cannot understand any of it when you hear other people speaking or reading aloud in the language.



John Milton

It is not very common for a person to have decoding ability (D > 0) but not language comprehension ability (C = 0). Why would you learn to read and write a language you cannot understand? But it does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. But Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for these languages (D > 0), but they would have scored a zero on any measure

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of language comprehension (C = 0). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, on account of his blindness, had no functional decoding skills (D = 0). However, by virtue of his great learning, he was able to understand Hebrew, Latin, and Greek when they were read aloud to him (C > 0). Between Milton and his daughters, you might say, there was reading comprehension (R), but the younger generation brought the decoding skills (D) and the elderly poet brought the language comprehension (C).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) in the course of a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are *reading* Russian. You would have some rudimentary decoding skills (D > 0), but you would be lacking language comprehension (C = 0). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

How These Ideas Inform This Program

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills (D) and language comprehension ability (C); the second is that language comprehension ability takes a lot longer to build up than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children over the course of grades K–2. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in grades K–2.

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That is not the case with language comprehension ability. It is going to take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in the course of a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, and thus increasing the range of materials they are equipped to understand, first orally and later via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this build up is crucial for your students' reading abilities: for no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

The Core Knowledge Language Arts Program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Listening and Learning Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important that you understand that *both strands are crucial for reading comprehension in later grades*. You may feel that the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember that it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in Kindergarten (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to begin to fall off in grades 4 and later. This has been called the "fourth-grade slump," and it occurs because what is tested on reading tests changes over time. As students progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in the early grades, but it will show up in the later elementary grades.

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This has been well documented in the research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening comprehension (C) for the same 570 students in second, fourth, and eighth grade. They found that the two factors D and C accurately predicted R in each grade, but they found that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. 27 percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension had begun to account for more variance: the unique contribution of C rose to 21 percent while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children's listening comprehension ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more of the variation among students as time went by. What this tells us is that, once the intricacies of decoding are mastered (and in English this takes some time), reading comprehension depends more and more heavily on language comprehension. And language comprehension depends on background knowledge, vocabulary, and cultural literacy.

If you understand Hirsch's insight into the importance of background knowledge, and you understand the simple view of reading, you can understand why this program has two strands of instruction, and why both strands are very important. The next several sections of this appendix will tell you about the Skills Strand of CKLA.

Two Misconceptions About Reading and Writing

The Skills Strand of CKLA teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

- Learning to read and write is natural.
- Learning to read and write is easy.

Both of these ideas have great emotional appeal. Unfortunately, both of them are wrong.

Learning to Read and Write Is Not Natural

Many scholars have argued that *spoken* language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a *language instinct,* meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at

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least a plausible theory since historians, linguists, and anthropologists have never found a human culture that does not use language. When something is universal, it may turn out to be natural.

But what is true of *oral* language is not necessarily true of *written* language. In fact, with written language we know that we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken, but not written or read.

Ten thousand years ago this was the norm, rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an *art* that can be taught and learned. It is an *invention*—one of the greatest inventions in human history. It is a *technology* that enables us to do things we could not do without it—a technology every bit as exciting and amazing as airplane flight or electric power. *But it is not natural.* The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly *artificial*. We tend to recoil at that word. We have internalized the idea that *natural* is good and *artificial* is bad. Therefore, we think, reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly *unnatural* act.

The first step toward good reading and writing instruction is to understand that reading and writing are *artificial*—but not necessarily in a bad sense. We need to remind ourselves that the word *artificial* derives from the word *art*. To say that reading and writing are forms of art that had to be invented and that need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

Learning to Read and Write Is Not Easy

The second idea noted above, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a fairly complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one to one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced

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one way. This is not the case in English. In order to read and write English with a high degree of accuracy, there is quite a lot that the student needs to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all of the discrete bits of information a person needs to know in order to be able to read and write in English. As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (in order to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare B to b, D to d, H to h, R to r, Q to q. At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.

If there were a simple one-to-one relationship between letters and sounds, that might be a fairly good estimate of the complexity of the code. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many different ways. In our work on this program we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, to blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding tricky words and unusual spellings or by pointing out that there are many letters in English that can be pronounced different ways. We could also point out that reading a word like *thin* requires the students to group the first two letters and attach them to one sound, and that reading a word like *cake* requires students to scan ahead, see the ‘e’, and realize that it controls the pronunciation of the ‘a’ earlier.

But even without these additions it is clear that the English writing system is quite complicated.

The Problem with Whole Language

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all of this complexity at once and hope that they will figure it out. Yet that is precisely

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what is done in so-called "Whole Language" approaches. Whole Language instruction is based on the assumption that learning to read is natural, and not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not. Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for *leaving many children behind.* It is an especially risky strategy for disadvantaged children, e.g., children from low-SES homes.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn "Whole Tennis" and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system.

Key Aspects of the Skills Strand

Some key aspects of the Skills Strand of CKLA are listed below.

- CKLA teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- CKLA rejects the Whole Language notion that exposure to rich language and lots of environmental print is sufficient to ensure mastery of the writing system.
- CKLA explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some kinds of "analytic" phonics).
- CKLA focuses on *sounds,* or *phonemes,* as the primary organizing principle of the program, rather than *letters*.
- CKLA includes phonics instruction, but the instruction differs from the sort of phonics usually taught in the United States in that it begins with *sounds* and then attaches those sounds to spellings. In a typical phonics lesson in the U.S., the teacher writes the letter 'm' on the board and says, "This is the letter 'em'. It says /m/." As a teacher using this program, you will be asked to present your lessons in a different way. You will be asked to begin with the sound. At

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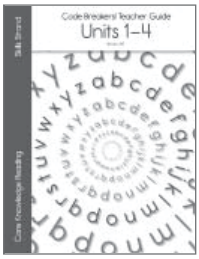
the beginning of the lesson you will tell the class: “Today’s sound is /m/.” You will then lead the class in some fun oral language exercises that will allow the students to say and hear the sound /m/. Once the students are familiar with the sound, you will show them how to draw a “picture of the sound.” You will write the letter ‘m’ on the board and explain that this is how we make a picture of the /m/ sound.

- CKLA focuses consistently on the phoneme, or single sound, and not on larger units; students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like *–ick* and initial clusters like *st–* are not taught as units but as combinations.
- CKLA uses a synthetic phonics approach that teaches students to read by blending all through the word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- CKLA begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for those sounds that can be spelled several different ways. Thus, the system is kept simple at first and complexity is added bit by bit as the students gain confidence and automatize their reading and writing skills.
- CKLA includes words, phrases, and stories for students to read and worksheets for them to complete that allow for focused, distributed practice working with the letter-sound correspondences the students have been taught.
- CKLA does not require students to read words that go beyond the letter-sound correspondences they have been taught. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound correspondences students have been taught or because they are tricky words that have been taught. This means students have a chance to begin reading words and stories that are completely regular before tackling words and stories that are full of spelling alternatives.
- CKLA does not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught so far.
- CKLA avoids tricky words and exception words in the first part of kindergarten, preferring to have students learn to read and write with regular words that can be blended and spelled in accordance with the letter-sound correspondences taught.
- CKLA avoids letter names in the early lessons of kindergarten, because what is important for reading is not the letter names but the sound values the letters stand for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not “see aay tee.”
- CKLA teaches lowercase letters first and introduces the uppercase letters later.

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Components

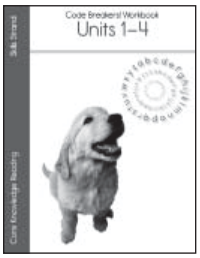
The components for the Skills Strand for kindergarten are as follows:



Kindergarten
Teacher Guide

Teacher Guides

- The teacher guides outline the lessons. There is one teacher guide for each unit.



Kindergarten
Workbook

Workbooks

- These ten books contain worksheets for students to complete as part of the lessons. There is one workbook for each unit. The worksheets are numbered consecutively so as to coincide with page numbers. The first worksheet is 1, the next is 3, then 5, and so on. When it is possible to include 100% decodable instructions, they are printed on the top of the worksheet. When it is not possible to do this, parent/teacher instructions are printed vertically along the left side. For take-home worksheets, the first item on each worksheet exercise has generally been done for the students, as a model. Each student should have a workbook.



Kindergarten,
Unit 6 Reader

Readers

- These readers contain 100% decodable texts for students to read in Units 6–10. There is a reader for each of the units listed, and new spellings taught in the unit are printed in bold throughout the reader to help students master new material. The last few stories in each reader are stories for the pausing point, which can be either assigned or skipped depending on the needs of the students in the class. Ideally, each student should have his or her own reader. Students can be allowed to take the books home for additional reading practice when the unit is completed.

Big Books

- These big books are exact replicas of the readers, but larger. They can be used for "demonstration stories" where you model reading for the students. In kindergarten the stories for Units 4 and 5 are available only in big books. The stories for Units 6, 7, and 8 are available as both readers and big books.

Media Disks

- The media disks allow you to present a Skills story as a demonstration story, using a computer and a projector or a smartboard, instead of the big book. Using projection allows for much larger images and print size, but it requires some equipment. If you wish to use the media disk, you will need a computer with either a 19 inches on the diagonal or larger monitor, a projector system, or a smartboard. You can use either the big book or the media disk to present a demonstration story. Only a few readers will be made available as big books; all of the readers will be available on the media disks. In other words, if you want to present a story as a demonstration story, and there is no big book for your unit, you will need to use a computer projection system, or else copy the story onto transparencies for display with an overhead projector.

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Pocket Chart



Large Cards



Sound Poster with spelling card affixed

Pocket Chart

- We expect that you have or can obtain a pocket chart for use in chaining exercises. We ask that you make letter cards out of index cards and use the cards to build words on the chart.

Large Cards

- This set of cards is used for teaching and reviewing sounds and spellings, especially during the Large Card Chaining exercise. The cards are used throughout grade K.

Mirrors

- Handheld mirrors allow students to see what the mouth does when it says a sound.

Sound Posters

- The sound posters allow you to display code knowledge on the walls of your classroom as it is taught. When a sound is taught for the first time, the TG will prompt you to mount the poster for that sound on the wall of the classroom, along with the spelling card representing the basic code spelling, e.g., the 'm' spelling for /m/. The TG will also prompt you to post the spelling cards for spelling alternatives when they are taught. We suggest that you post the vowel posters on one wall and the consonant posters on another to emphasize the differences between these two categories of sounds. The sound posters will be very useful for students as they begin to spell words on their own. If they are not sure how to spell the /k/ sound, they can look up at the posters, find /k/ and see that four possibilities are 'c' as in *cat*, 'k' as in *kid*, 'cc' as in *soccer*, and 'ck' as in *clock*.

Chaining Folders

- Students use these folders to practice building words with small cards. The folders are used whenever the teacher guide calls for the Student Chaining or the Chain and Copy exercises. During Student Chaining you call out words and the students arrange letter cards on their chaining folders to spell the words. Each student should have his or her own folder. The folder has pockets where the small cards can be stored between lessons.

Small Cards

- These cards are to be used in tandem with the chaining folders just described. We suggest you keep the cards in envelopes or in an organizer or caddy. As new sounds and spellings are introduced, you can either pass out small cards for the students to use during Student Chaining exercises, or change the cards before the lessons. Students will store their cards in the pockets of their chaining folders between lessons.

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Students using chaining folders

Lesson Structure

The lessons in the program are laid out in the Teacher Guides. There are 150 lessons in each grade.

Each lesson begins with an **Objectives** header. This specifies the sounds, spellings, tricky words, and/or concepts that the students are expected to learn during the lesson. The focus here is generally on new letter-sound correspondences and new tricky words taught.

The **At a Glance Chart** gives an overview of the lesson. This chart lists the name of each exercise in the lesson along with the materials needed to teach that exercise and the suggested time allotted to each exercise.

The remainder of the lesson plan is devoted to a detailed description of the procedures for each of the exercises listed in the **At a Glance Chart.**

Those exercises that represent good opportunities for assessment are marked with a tens icon. For more on the Tens system of assessment, see the section below.

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Tens Scores

In order to identify struggling students and keep track of the class's progress, we recommend that you use the Tens system of assessment.

Here is how the Tens system of assessment works. Raw scores are converted to numbers between 0 and 10 using the Tens Conversion Chart (printed at the end of this appendix). To use the chart to determine a student's Tens score, first locate the number of answers that the student got right (along the top of the chart) and then locate the number of "test items" (along the left side of the chart). Next, find the square where the column with the correct number of answers and the row with the number of items meet. This square contains the student's Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 30, into a Tens score.

You may wish to record the students' Tens scores on the Tens Recording Chart (printed at the end of this appendix). To do this, list the students' names in the first row and the various exercises in the first column. Record a student's Ten score for a particular exercise in the square where the column with the student's name and the row with the exercise meet.

Once you have recorded a number of Tens scores, it will be very easy to get a sense of who is doing well. This is because all of the scores are comparable. By simply running your eye down a student's scores, you can form a reliable estimate as to how the student is doing.

We hope that you will calculate Tens scores for your students each time that you encounter an exercise that is marked with a Tens icon. Note that many exercises that are not marked with a Tens icon are also suitable for calculating Tens scores. Please feel free to calculate as many Tens scores as you see fit.

If a student appears to be doing poorly, your first course of action should be to provide the student with more support, either during the regular period of instruction or during a tutoring session. Often this will be enough to get the student back on track. If a student continues to post low Tens scores for a prolonged period of time, despite tutoring, that student may need pull-out instruction, preferably using a tutorial program with a sound-to-symbol orientation. Contact the Core Knowledge Foundation for recommendations.

Time Management

You should use the time allotments listed in the **At a Glance Chart** (and listed throughout the lesson) to guide you as you work your way through the lesson. For example, in Lesson 8, you should try to spend about 10 minutes on the "Teacher-Student Echo" exercise. You may find that 10 minutes is enough time to run through all of the sentences listed in the lesson plan, or you may find that you can only get through half of them.

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If you are forced to choose, it is better to leave out a few items in each exercise than it is to teach one exercise in full and omit other exercises. In other words, *your primary goal should be to teach all of the exercises in the lesson rather than to teach every item in every exercise.*

To Learn More

To learn more about the program, visit the website:

www.coreknowledge.org/reading

To learn more about sounds, spellings, and the general approach to reading instruction used here, we highly recommend that you read and study Diane McGuinness, *Why Our Children Can't Read.*

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General Overview: Listening and Learning

About the Listening and Learning Strand

The Core Knowledge Language Arts Listening and Learning Strand is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. The decoding skills needed for future independent reading are taught separately in the Core Knowledge Language Arts Skills Strand. The two strands complement each other, building the requisite decoding and comprehension skills that comprise fluent, mature reading. The teaching of the two strands, however, need not be correlated, i.e., teachers may provide instruction and practice in a given unit of the Skills Strand as needed, while moving on to new topics and anthologies in the Listening and Learning Strand.

The *Tell-It Again! Read-Aloud Anthology* books are the central component of the Listening and Learning Strand. Each anthology contains the read-alouds you will share with your students, as well as guidelines for introductions and discussions. Kindergarten, Grade 1, and Grade 2 each have twelve anthologies which cover specific fiction or nonfiction topics. These topics are centered around domains of knowledge that are based on the *Core Knowledge Sequence*. A suggested order of instruction is provided for the twelve anthologies at each grade level.

There are two factors that helped to influence this sequencing of domains from one grade level to the next and also within a particular grade level:

1. We considered prerequisite knowledge that would be helpful for students to know prior to a specific domain. For example, it makes sense for students to learn about kings and queens prior to learning about Columbus and the Pilgrims within Kindergarten. It also makes sense for students to learn about the five senses in Kindergarten prior to being introduced to human body systems in Grade 1. It makes sense to learn about the ancient Greek civilization prior to hearing Greek

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myths within Grade 2. It also makes sense to learn about Columbus and the Pilgrims in Kindergarten before learning about the birth of our nation in Grade 1 and then the U. S. Civil War in Grade 2.

2. We considered the increasing maturity of students as the year progresses, and accordingly placed less intensive domains earlier in the year at each grade level. While we strongly recommend that the anthologies be introduced in the order of the Core Knowledge Language Arts Listening and Learning Recommended Sequence of Domains, you may sequence the presentation of topics to suit your purposes and the needs of your class.

Each anthology should be used with these supplementary components:

- *Tell It Again! Media Disk* or the *Tell It Again! Flip Book* (for some domains only)
- *Tell It Again! Image Cards*
- *Tell It Again! Workbook*
- *Tell It Again! Posters* (for some domains only)
- *Tell It Again! Music Disc* (for some domains only)
- Trade books used as read-alouds (for some domains only)

The twelve anthologies and supplementary materials for Kindergarten, Grade 1, and Grade 2 will provide you and your students with a whole year of listening and learning experiences.

What Students Have Already Learned in Core Knowledge Language Arts

Students who participate in the Kindergarten, Grade 1, and Grade 2 Listening and Learning Strand of the Core Knowledge Language Arts program will build general oral and written language skills, in addition to the background knowledge and vocabulary critical to listening and reading comprehension in later years.

In the introduction of each domain after Kindergarten, the content objectives from prior grades that are particularly relevant to the

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new material are listed. This background knowledge will greatly enhance your students' understanding of the read-alouds they are about to enjoy. Teachers can use this listing of prior knowledge taught to anchor new content for students who have been in the Core Knowledge Language Arts program in prior years. Teachers can also use this listing as a means for informal pre-assessment to aid students who may not have been in the Core Knowledge Language Arts program previously and who lack the background knowledge needed for the new domain of knowledge.

Instructional Objectives

The *Tell It Again! Read-Aloud Anthologies* address both Core Content Objectives and Language Arts Objectives. The Core Content Objectives and Language Arts Objectives covered in each domain are listed in the introduction to the domain.

Core Content Objectives

The Core Content Objectives are unique to the Core Knowledge Language Arts program. These objectives explicitly identify the background knowledge or "cultural literacy" students will learn in the course of listening to the read-alouds and participating in the related exercises throughout the anthology.

Language Arts Objectives

The Language Arts Objectives identify more general language goals—analogous to those that may be included in your state standards—including goals for both oral and written language. These kinds of objectives are most effectively targeted when they are anchored to the content in the context of a domain of knowledge. One of the most significant differences between the language arts objectives targeted in Kindergarten and Grade 1 and those targeted in Grade 2 is the increasing emphasis in Grade 2 on developing writing skills within the context of the Listening and Learning activities. In Kindergarten, nearly all the language arts goals require only an oral language response from students. You will notice that, in Grades 1 and 2, students are typically asked to respond "either orally or in writing." Make no mistake—the development of oral language skills in Grade 2 is still critically

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important. In fact, existing oral language competency serves as the underpinning for students' written-language competency in the future.

It is worth mentioning that the responsibility for explicitly teaching students how to write falls within the Skills Strand lessons. The Skills Strand lessons include handwriting, spelling, the use of capital letters and end punctuation, as well as the actual process of writing (such as organizing one's thoughts into complete and coherent sentences). For this reason, you will not find specific writing skills objectives in the Listening and Learning Language Arts Objectives, nor are there strategies for explicitly teaching writing skills in the Listening and Learning lessons. As you complete Listening and Learning lessons and activities that involve writing, you should, however, always be aware of and reinforce those writing skills that your students have already learned in the Skills Strand. For example, if you notice spelling errors related to the basic code or advanced code spellings that students have already been taught in the Skills Strand, it is certainly appropriate to encourage students to proofread their work and make use of the specific code knowledge they have already learned (referring, for example, to the Phoneme Posters that are posted in your classroom). If students have already learned about the use of periods, question marks, and exclamation marks in the Skills Strand, it is likewise appropriate to encourage students to proofread their work to ensure they have used appropriate end punctuation.

Core Vocabulary

One of the primary goals of the Listening and Learning Strand is to expose students to rich, content-related vocabulary. The read-alouds and associated instructional materials within a given domain have been crafted to provide repeated listening experiences with selected vocabulary words. By reading a fiction or nonfiction selection out loud, you allow students to experience written language without the burden of decoding, granting them access to content they might not be able to read and understand by themselves. They are then freer to focus their mental energy on the words and ideas presented in the text, and can eventually be better prepared to tackle rich, printed content on their own.

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Through repeated exposure to words in each domain, students will gain a greater understanding of many different words. This implicit learning of vocabulary words will occur as students listen to and participate in read-alouds and instructional exercises throughout the entire domain; this is the most efficient and effective way to build a broad, rich vocabulary base.

In addition, three to five vocabulary words are selected per lesson and highlighted in a more explicit way. These Core Vocabulary words are bolded and explained within the context of the read-aloud. One Core Vocabulary word per lesson has also been selected for closer study.

The Core Vocabulary covered in each domain is listed at the beginning of the specific *Tell It Again! Read-Aloud Anthology* in the introduction to the domain. When a trade book is used as the read-aloud, the page references for where the words appear are included.

Lesson Structure

Lesson Overview

Each lesson is introduced by an overview that summarizes the instructional objectives and key vocabulary addressed in the lesson. An "At-a-Glance" chart summarizes the specific exercises included in the lesson and the length of time required for each. Materials needed other than the *Tell It Again! Read-Aloud Anthology* and *Flip Book* or *Media Disk* are also listed in the chart.

Length of Lesson

The *Tell It Again! Read-Aloud Anthology* for each domain contains several daily lessons. Each lesson is composed of two distinct parts, so that the lesson may be divided into smaller chunks of time and presented at different intervals during the day.

In Kindergarten, each entire lesson will require a total of fifty minutes; in Grades 1 and 2, each entire lesson will require a total of sixty minutes. In each lesson, a single read-aloud is the focus of the entire lesson. During the first part of the lesson (part A), designed to be taught in thirty-five minutes for Kindergarten and forty minutes for Grades 1 and 2, students will listen to and briefly

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discuss the read-aloud. During the second part of the lesson (part B), designed to be presented at another time during the day for fifteen minutes in Kindergarten and twenty minutes in Grades 1 and 2, students will extend their understanding of the read-aloud.

Pausing Points

Pausing Points are included within each domain where it makes sense to pause and spend one to two days reviewing, reinforcing, or extending the material taught thus far.

A teacher may have students do any combination of the suggested activities and in any order. Activities may be done with the whole class or with a small group of students who would benefit from the particular activity.

Both the decision to pause and the length of the pause are optional and should be determined by each individual teacher based on the particular class's performance.

Lesson Components

Introducing the Read-Aloud (10 minutes)

The "Introducing the Read-Aloud" section of each lesson includes the material you need to provide students with a framework for listening and understanding the read-aloud they are about to hear. For each read-aloud, one or more specific exercises is described that may guide you in introducing background information, presenting vocabulary, or asking students what they already know about a topic. Sometimes, content taught in earlier read-alouds may be reviewed in this part of the lesson. Often, students are asked to make a personal connection to something in the read-aloud they are about to hear. Every "Introducing the Read-Aloud" section concludes with establishing a specific purpose for listening to the read-aloud that is directly linked to one or more of the objectives for the lesson.

Presenting the Read-Aloud (10 or 15 minutes)

In the "Presenting the Read-Aloud" section, the actual text of the read-aloud is given (with the exception of those lessons which use a trade book for the read-aloud itself). The expectation is that you will read this aloud to students, following the printed text word for word.

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We have also included several different prompts to assist you in making the read-aloud more effective:

- Thumbnail Illustrations placed in the margin adjacent to the read-aloud text provide you with guidance as to when to show the associated *Flip Book* or *Media Disk* image as you read aloud.
- Guided Listening Supports are included in the margin. These prompts signal that you should pause in reading the actual text of the read-aloud to provide quick clarification or ask questions, as indicated, to ensure that students understand critical details and information as the read-aloud is presented. These interruptions to the read-aloud are intended to be very rapid so as not to interfere with the flow of the read-aloud and the students' overall understanding.
- Bolding of Core Vocabulary Words within the read-aloud text signals that these words merit a pause within the read-aloud to provide a brief explanation. You will find three to five Core Vocabulary words per read-aloud. While each read-aloud has been carefully designed to include rich vocabulary throughout, these bolded words are key to understanding a part of the read-aloud. Other challenging vocabulary beyond the Core Vocabulary may be discussed during subsequent readings of the same read-aloud, for example, during Student Choice, as explained below.

In some cases, we have used an actual trade book as the read-aloud instead of printing a read-aloud in the anthology. In those cases, we have included page references as well as the end of the applicable sentence from the trade book in bold as the cue for when to use the Guided Listening Support prompts. In these cases, we especially recommend that you spend a few minutes preparing prior to the presentation of the read-aloud.

Discussing the Read-Aloud (15 minutes)

Comprehension Questions (10 minutes)

The "Discussing the Read-Aloud" section always begins with a series of questions designed to ensure that students understand the read-aloud. The comprehension questions are directly related to and address the objectives of each specific lesson.

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These questions tap literal understanding of the read-aloud and recall of pertinent details, as well as require students to make inferences about what they have heard. If students have difficulty responding to any of these questions, you should reread pertinent passages of the read-aloud and/or refer to specific images.

The discussion of these questions is an opportunity for you to once again make use of the rich vocabulary of the read-aloud. If students give one-word responses or fail to incorporate the rich vocabulary in their own responses, you should expand the student's response, using richer and more complex vocabulary. It is highly recommended that you encourage students to answer in complete sentences by asking them to restate the question in their responses.

In Kindergarten, the last question in each "Discussing the Read-Aloud" section is a *Think Pair Share*. With *Think Pair Share*, you will ask a question and then instruct students to think about and discuss their answer with a partner. In Grades 1 and 2, the last question in each "Discussing the Read-Aloud" section uses either a *Think Pair Share* strategy or a *Question Pair Share* strategy. With *Question Pair Share*, you will have students think of a *who*, *what*, *where*, or *when* question to ask their neighbor as a way of encouraging students to both formulate and answer appropriate questions. Both strategies provide an opportunity for all students to be engaged with and talking about the read-aloud. As time permits, you then will ask pairs of students to share their thoughts and questions with the entire class.

Word Work (5 minutes)

In the Word Work exercise, explicit, direct instruction is provided to quickly and systematically review one of the Core Vocabulary words. The procedures in this section were developed using the research and methodology described by Isabel Beck, Margaret McKeown, and Linda Kucan in their seminal work on explicit vocabulary instruction, *Bringing Words to Life: Robust Vocabulary Instruction* (Guilford Press, 2002).

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Extensions (15 or 20 minutes)

Generally, this section of the lesson describes one or more specific exercises designed to again provide additional opportunities for teachers to use, and for students to hear and use, the rich background knowledge and language of the specific read-aloud that students have heard earlier in the day. Given the increasing focus on developing student writing skills in Grade 2, you will often find that extension activities at this grade level incorporate opportunities for writing. We have provided a tiered approach to writing by suggesting several different activities that require greater or lesser writing competency on the students' part. You may select the specific writing activity that best matches your students' current writing skill level and/or you may choose to select different activities within an extension for individual students as a means of differentiating instruction.

Occasionally, you will note that a Student Choice activity is recommended. In this case, the students are given a chance to select a previous read-aloud for a second reading. Let the students discuss which read-aloud they would like to hear again and ask them to give reasons for their choices. Then have them vote with a show of hands. Reread the story that gets the most votes. If the vote is a tie, you may cast the deciding vote or flip a coin.

Another option that may be presented in the Extensions section is a Domain-Related Trade Book activity where you will choose and read a trade book that is related to the topic of an anthology. A list of recommended titles is included in the introduction of each domain, or you may select another title of your choice.

In at least one of the Extension activities of most domains, students will also be introduced to a specific Core Knowledge saying or proverb. Proverbs are short, traditional sayings that have been passed along orally from generation to generation. These sayings usually express general truths based on experiences and observations of everyday life. While some proverbs do have literal meanings—that is, they mean exactly what they say—many proverbs have a richer meaning beyond the literal level. It is important to help your students understand the difference between

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the literal meanings of the words and their implied or figurative meanings.

Instructional Masters and Parent Take-Home Letters

Blackline Instructional Masters and Parent Take-Home Letters are included in the *Tell It Again! Workbook*. A reference copy and answer key (when appropriate) is included in the appendix of the anthology.

The Instructional Masters are designed to provide additional practice and/or assessment opportunities. The Parent Letters are designed to keep parents abreast of what their children are learning during the Listening and Learning Strand, as well as provide suggestions for activities that parents might enjoy with their children at home that reinforce what they are learning in school.

Image Cards

Image Cards are another component that may be used to reinforce and/or deepen students' understanding of the information covered in the domain. Each domain has a set of Image Cards that are used as a part of some of the lesson activities, such as introducing and reviewing the material, sorting, and sequencing. The lessons in which the Image Cards are used are listed in the introduction of each specific domain.

Posters

Posters are another component of some domains that may be used to reinforce and/or deepen students' understanding of the information covered in those domains. The lessons in which the Posters are used are listed in the introduction of each specific domain.

Music Disc

The Music Disc is another component of some domains that may be used to reinforce and/or deepen students' understanding of the information covered in those domains. The lessons in which the Music Disc is used are listed in the introduction of each specific domain.

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Assessment: The Tens

The Core Knowledge Language Arts Program uses a unique system of assessment, called the Tens. In the Tens system of assessment, all scores are converted to numbers between 0 and 10. A 10 indicates excellent performance and a 0 indicates very poor performance.

Tens scores are recorded on a simple grid, called a *Tens Recording Chart,* where the students' names are listed in the horizontal rows and the various activities are listed in the vertical columns. (A blank *Tens Recording Chart* is provided as part of the program materials and may be copied as needed.)

Tens Conversion Chart

Number Correct

Number of Questions	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1	0	10																													
2	0	5	10																												
3	0	3	7	10																											
4	0	3	5	8	10																										
5	0	2	4	6	8	10																									
6	0	2	3	5	7	8	10																								
7	0	1	3	4	6	7	9	10																							
8	0	1	3	4	5	6	8	9	10																						
9	0	1	2	3	4	6	7	8	9	10																					
10	0	1	2	3	4	5	6	7	8	9	10																				
11	0	1	2	3	4	5	5	6	7	8	9	10																			
12	0	1	2	3	3	4	5	6	7	8	8	9	10																		
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10																	
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10																
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10															
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10														
17	0	1	1	2	2	3	4	4	5	5	6	6	7	8	8	9	9	10													
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10												
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10											
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10										
21	0	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10									
22	0	0	1	1	2	2	3	3	4	4	5	5	5	6	6	7	7	8	8	9	9	10	10								
23	0	0	1	1	2	2	3	3	3	4	4	5	5	6	6	7	7	7	8	8	9	9	10	10							
24	0	0	1	1	2	2	3	3	3	4	4	5	5	5	6	6	7	7	8	8	8	9	9	10	10						
25	0	0	1	1	2	2	2	3	3	4	4	4	5	5	6	6	6	7	7	8	8	8	9	9	10	10					
26	0	0	1	1	2	2	2	3	3	3	4	4	5	5	5	6	6	7	7	7	8	8	8	9	9	10	10				
27	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	9	9	9	10	10			
28	0	0	1	1	1	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	8	8	8	9	9	9	10	10		
29	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10	
30	0	0	1	1	1	2	2	2	3	3	3	4	4	4	5	5	5	6	6	6	7	7	7	8	8	8	9	9	9	10	10

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Once a number of Tens scores have been recorded, it is very easy to get a sense of who is doing well and who is not because all of the scores are comparable. By simply running your eye along the row where a particular student's scores are recorded, you can form a reliable estimate as to how the student is doing. If Susie's scores are 8, 9, 10, 7, 9, 10, you can feel confident she is learning the words and concepts taught in the read-alouds. If Bobby's scores are 2, 3, 5, 1, 3, 2, you can be pretty sure he is struggling.

Assessment opportunities are marked throughout each *Tell It Again! Read-Aloud Anthology* with a Tens icon (Figure 1). Whenever you see this icon, it means you have an opportunity to record a Tens score. (The lessons in which the assessments are used are also listed in the introduction of each specific domain.)

There are two kinds of Tens scores: observational Tens scores and data-driven Tens scores. A data-driven Tens score is based on the number of correct answers on an exercise or Instructional Master. To record this kind of Tens score, use the *Tens Conversion Chart* on the previous page to convert a raw score into a Tens score. This chart is also included in the introduction of each domain.

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the *Tens Conversion Chart,* you can easily convert any raw score, from 0 to 30, into a Tens score.

Domain Assessment

A domain content assessment is included at the end of each domain to evaluate students' understanding and retention of the domain's central concepts and vocabulary.

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		Module 1: Becoming a Close Reader and Writing to Learn	Module 2A: Researching to Build Knowledge and Teach Others	Module 3A: Considering Perspectives and Supporting Opinions	Module 4: Gathering Evidence and Speaking to Others
GRADE 3	Topic	**The Power of Reading**	**Adaptations and the Wide World of Frogs**	**Staging Stories**	**The Role of Freshwater around the World**
	Central Texts*	RI—*My Librarian Is a Camel: How Books Are Brought to Children around the World*, Margriet Ruurs	RL—*Bullfrog at Magnolia Circle*, Deborah Dennard RI—*Everything You Need to Know about Frogs and Other Slippery Creatures,* DK Publishing	RL—Classic Starts: *Peter Pan*, J.M. Barrie, retold from the original by Tania Zamorsky	RI—*One Well: The Story of Water on Earth*, Rochelle Strauss
	Writing Tasks**	• Informative Writing: Accessing Books around the World Bookmark (RI.3.2, W.3.2)	• Research-based Narrative: Freaky Frogs Trading Cards (W.3.2, 3.3)	• Narrative: Writing a Newly Imagined Scene from *Peter Pan* (W.3.3) • Summary and Opinion Writing: Who Is Your Favorite Character in *Peter Pan*, and Why? (RL.3.3, 3.5, W.3.1, 3.2)	• Opinion Writing and Speaking: Public Service Announcement—the Importance of Water (W.3.1, 3.6, 3.7, SL.3.4, 3.5, 3.6, L3.3b) • Informative Writing: Challenges to Having Enough Clean Water for Everyone (W.3.2)
GRADE 4	Topic	**Oral Tradition, Symbolism, and Building Community**[1]	**Interdependent Roles in Colonial Times**	**Simple Machines: Force and Motion**	**Susan B. Anthony, the Suffrage Movement and the Importance of Voting**
	Central Texts*	RI—*The Iroquois: The Six Nations Confederacy*, Mary Englar RL – *The Keeping Quilt,* Patricia Polacco (teacher copy only) RL—*Eagle Song*, Joseph Bruchac (optional)	RI—*The Scoop on Clothes, Homes, and Daily Life in Colonial America*, Elizabeth Raum RI—*If You Lived in Colonial Times*, Ann McGovern	RI—*Simple Machines: Forces in Motion*, Buffy Silverman	RL—*The Hope Chest*, Karen Schwabach
	Writing Tasks**	• Informative Writing: Classroom Community Quilt (W.4.2, W.4.5, W.5.9, and L.43)	• Research-based Narrative: An Important Event in a Colonial Village (RI.4.9, W.4.3)	• Opinion Writing: An Editorial on Simple Machines (RI.4.3, W.4.1, 4.7, 4.9)	• Opinion Writing and Speaking: Public Service Announcement—the Importance of Voting (RI.4.9, W.4.1, SL.4.4, 4.3, 4.6, 4.5)
GRADE 5	Topic	**Stories of Human Rights**	**Biodiversity in Rainforests of the Western Hemisphere**	**Sports and Athletes' Impact on Culture**	**Natural Disasters in the Western Hemisphere**
	Central Texts*	RL—*Esperanza Rising*, Pam Muñoz Ryan RI—Universal Declaration of Human Rights (excerpts)	RI—*The Most Beautiful Roof in the World: Exploring the Rainforest Canopy*, Kathryn Lasky	RI—*Promises to Keep: How Jackie Robinson Changed America*, Sharon Robinson	RL—*Eight Days: A Story of Haiti*, Edwidge Danticat[2]
	Writing Tasks**	• Analytical Essay: How Esperanza Changes over Time (RL.5.2, 5.3, W.5.9) • Narrative: Readers Theater Script and Performance of Scenes from *Esperanza Rising* (W.5.3, 5.9, SL.5.6)	• Analysis: Meg Lowman's Research in the Rainforest (W.5.2, W.5.8, and W.5.9) • Research-based Narrative: Rainforest Field Journal Page (RI.5.7, 5.9, W.5.2, 5.3, 5.7, 5.9.)	• Opinion Writing: Letter to a Publisher—a Famous Athlete's Impact (RI.5.9, W.5.1, 5.7, 5.8, 5.9) • Opinion Writing: Jackie Robinson's Legacy (W.5.1, 5.9)	• Opinion Writing and Speaking: Preparing for and Responding to Natural Disasters (RI.5.7, 5.9, W.5.1, 5.7, 5.8, 5.9) • Informative Writing: What Makes a Hurricane a Natural Disaster? (W.5.2, 5.9)

** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).

* This plan shows most full-length books all students read, and a few key articles. See separate document "Trade Books and Other Resources" for a complete list of resources needed in order to implement the modules.

[1] 4M1A has been revised by NYSED. The revised version will be posted in summer 2014. *The Iroquois: The Six Nation Confederacy* will continue to be used as a central text. *The Keeping Quilt* has been added as a read-aloud in Unit 3. *Eagle Song* will no longer be a required text for this module; it will be an optional independent read with an independent reading guide. There also will be several mini-lessons for in-class discussions if teachers choose to use this novel.

[2] Based on field feedback, the novel *Dark Water Rising* has been removed from 5M4. Districts using 5M4 in the 2013-14 school year: teach just Units 1 and 3. For 2014-15, Unit 2 of 5M4 will be revised. *Eight Days: A Story of Haiti* will remain. The new unit will not require any new text purchases.

		Module 1B	Module 2B: Researching to Build Knowledge and Teach Others	Module 3B: Considering Perspectives and Supporting Opinions
GRADE 3	Topic	N/A	Connecting Literary and Informational Texts to Study Culture "Then and Now"	Wolves: Fact and Fiction
	Central Texts*	GRADE 4 ONLY	RL - *Magic Tree House #37: Dragon of the Red Dawn*, Mary Pope Osbourne RI - *Exploring Countries: Japan,* Colleen Sexton (Additional texts for book clubs)	RL - *Lon Po Po,* Ed Young RL - *Aesop's Fables,* Jerry Pinkney RI - *Face to Face with Wolves,* Jim and Judy Brandenburg
	Writing Tasks**	GRADE 4 ONLY	• Reading and Writing about a New Informational Text (RI.3.1, 3.2, 3.5, W.3.2, and 3.8) • Research-Based Letter to Author (W.3.2)	• Wolf Narrative (W.3.3)
GRADE 4	Topic	Poetry, Biography and Writer's Identity	Animal Defense Mechanisms	The American Revolution
	Central Texts*	RL—*Love That Dog*, Sharon Creech RI—*A River of Words: The Story of William Carlos Williams,* Jennifer Bryant (teacher copy only)	RI - *Animal Behavior: Animal Defenses,* Christina Wilsdon	RL - *Divided Loyalties: The Barton Family During the American Revolution,* Gare Thompson and Barbara Kiwak RI – The Declaration of Independence (excerpts)
	Writing Tasks**	• Biographical Essay: Selected Poet (RI.4.9, W.4.2, W.4.5) • Inspired Poem (W.4.11)	• Writing about the Pufferfish (RI.4.9, W.4.2, 4.4, 4.7, and 4.8) • Choose-Your-Own- Adventure Animal Defense Narrative (RI.4.9, W.4.2, and 4.3)	• Opinion Writing: American Revolution Broadside (W.4.1)
GRADE 5	Topic	N/A	Inventions that Changed Peoples Lives	Balancing Competing Needs in Canada
	Central Texts*	GRADE 4 ONLY	RL - *Investigating the Scientific Method with Max Axiom, Super Scientist,* Donald B. Lemke RI - *The Boy Who Invented TV: The Story of Philo Farnsworth,* Kathleen Krull	RI - *The Inuit Thought of It: Amazing Arctic Innovations (We Thought Of It),* Alootook Ipellie and David MacDonald
	Writing Tasks**	GRADE 4 ONLY	• On-Demand Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives (RL.5.3, W.5.2, and L.5.4) • Graphic Style Novelette (RI.5.9, W.5.2, and 5.3)	• Editorial Essay: The Effects of Mining on the Lives of Canada's Inuit People (W.5.1)

* This plan shows most full-length books all students read, and a few key articles. See separate document "Trade Books and Other Resources" for a complete list of resources needed in order to implement the modules.
** This plan shows the two main writing tasks per module and the standards most central to each task. See Curriculum Map for the full list of standards assessed (including the writing process and language standards).

These grades 3–5 curriculum modules are designed to address CCSS ELA outcomes during a one-hour English Language Arts block. The overarching focus for all modules is on building students' literacy skills as they develop knowledge about the world.

Taken as a whole, these modules are designed to give teachers concrete strategies to address the "instructional shifts" required by the CCSS.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:
  - Six unit-level assessments that almost always are on-demand: students' independent work on a reading, writing, speaking, or listening task.
  - One final performance task that is a more supported project, often involving research.

Structure of a Year of Instruction

- There are six modules per grade level.
- Of these six modules, teachers would teach four: Module 1, followed by either Module 2A or 2B, then either 3A or 3B, then Module 4.
- Teachers should begin the year with Module 1, which lays the foundation for both teachers and students regarding instructional routines.
- For Modules 2 and 3, option B formally assesses all standards formally assessed in Option A (and possibly some additional standards as well).
- Option 2B specifically includes supplemental lessons with explicit writing instruction aligned with CCSS L1–3 and with Reading Foundations instruction aligned with CCSS RF.3 and RF.4. These lessons are intended as models of the type of robust instruction that teachers need to incorporate in their literacy time beyond the bounded "one-hour per day" of the modules.

How to Read This Document

The purpose of this document is to provide a high-level summary of each module and name the standards formally assessed in each module.

- **Module focus**: Read this first. The "focus" is the same across the grades 3-5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Module title**: This signals the topic students will be learning about (often connected to social studies or science) and aligns with Instructional Shift #1, building knowledge through content-rich nonfiction.
- **Description**: These three or four sentences tell the basic "story" of the eight-week arc of instruction: the literacy skills, content knowledge, and central text.

- **Texts**: This lists texts that all students read. The text in bold is the extended text for a given module: the text(s) with which students spend the most time. Remember that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways other than Lexile. Within a given module, the list shows the wide variety of texts students read as they build knowledge about a topic. This aligns with Instructional Shift #1, building knowledge through content-rich nonfiction. For a procurement list that specifics texts that need to be purchased for use with the curriculum, go to commoncoresuccess.elschools.org or EngageNY.org and search for the document "Trade Books and Other Resources."
- **Final Performance Task**: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not "on-demand" assessments. (Note: The end of Unit 3 assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
  - Each unit includes two assessments, most of which are "on-demand" (i.e., show what you know/can do on your own).
  - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
  - End of unit assessments typically, though not always, are writing assessments: writing from sources.
  - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
  - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
  - The curriculum map below lists the title of each assessment, the standards assessed, and the assessment format.
  - Selected response (multiple-choice questions)
  - Short constructed-response (short-answer questions of the type that is scored using the New York State 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using the New York State 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)
- **Standards**: In each module, the standards formally assessed are indicated with a check mark; see details below.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Focus	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Analyzing Narrative and Supporting Opinions	Analyzing Narrative and Supporting Opinions	Gathering Evidence and Speaking to Others
Module Title	*My Librarian Is a Camel*: How Books Are Brought to Children around the World	Adaptations and the Wide World of Frogs	Connecting Literary and Informational Texts to Study Culture "Then and Now"	A Study of *Peter Pan*	Wolves: Fact and Fiction	The Role of Freshwater around the World
Description	This module introduces students to the power of literacy and how people around the world access books. Students build close reading skills while learning about people who have gone to great lengths to access literacy. They focus on what it means to be a proficient, independent reader, assessing their strengths, setting goals, and developing their "reading superpowers." They then delve into geography, considering how where one lives affects how one accesses books. They apply their learning by writing a report (bookmark) about how people access books around the world.	This module is designed to help students use reading, writing, listening, and speaking to build and share deep knowledge about a topic: in this case, frogs. Students first do a class study of the bullfrog. Then they read excerpts from the central text, *Everything You Need to Know about Frogs and Other Slippery Creatures*, to study a variety of "freaky frogs"—frogs that push the boundaries of "frogginess." Students demonstrate their expertise by writing a "freaky frog trading card"—a research-based narrative that highlights their research and educates others about the diversity of frogs, focusing on how their freaky frog survives.	This module is designed to help students use reading, writing, listening, speaking, and collaborative skills to build and share deep knowledge about a topic. Students begin with a class study of the culture of Japan in which they read *Magic Tree House: Dragon of the Red Dawn*, a book set in ancient Japan, paired with *Exploring Countries: Japan*, an informational text about modern Japan. Students form book clubs, reading a new *Magic Tree House* book set in their selected country and an informational text, to build expertise on a different country. They demonstrate their expertise by writing a research-based letter to *Magic Tree House* author Mary Pope Osborne that informs her of customs and traditions that have endured in a culture from the past to modern time.	This module focuses on a study of the classic tale *Peter Pan* as students consider how writers capture a reader's imagination. Students delve into narrative structure, focusing on character (central to the third-grade standards). They then examine author's craft in *Peter Pan,* specifically use of dialogue and vivid language—and write their own scene based on *Peter Pan*. To build fluency, they participate in a Readers Theater based on *Peter Pan*, and read aloud a monologue. They write opinions, including which *Peter Pan* character is their favorite and why.	In this module, students explore the questions: "Who is the wolf in fiction?" and "Who is the wolf in fact?" Students begin by reading the traditional Chinese folktale *Lon Po Po* and a series of fables that feature wolves as characters to build their understanding of how the actions and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson to the reader. Students then move on to research facts about real wolves through the central text *Face to Face with Wolves*. As they read the text closely, they collect information about the characteristics, behaviors, and habitat of real wolves. To close the module, students write a narrative based on a problem faced by real wolves.	This module focuses on the importance of clean freshwater around the world. Students continue to build their geography and map-reading skills (begun in Module 1) by studying where water is found on earth. They examine the water cycle and watersheds, comparing how different texts present similar information. Then students research challenges facing the earth's clean water supply: pollution, access, and the demand for water. Students develop opinions about what they can do to conserve, protect, or provide access to clean water, and then create a public service announcement (PSA).

	Module 1[1]	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Texts (central text(s) in bold)[2]	• *That Book Woman*, Heather Henson (RL, 920L; teacher copy only) • *Waiting for the Biblioburro*, Monica Brown (RL, 880L; teacher copy only) • *The Boy Who Loved Words*, Roni Schotter (RL, 780L; teacher copy only) • *Thank You, Mr. Falker*, Patricia Polacco (RL, 650L; teacher copy only) • *The Librarian of Basra: A True Story from Iraq*, Jeanette Winter (RL, 640L) • *Nasreen's Secret School*, Jeanette Winter (RL, 630L) • *The Incredible Book-Eating Boy*, Oliver Jeffers (RL, 470L; teacher copy only)	• ***Deadly Poison Dart Frogs***, Lincoln James (RI, 700+L) • ***Bullfrog at Magnolia Circle***, Deborah Dennard (RL, 670L) • *All the Small Poems and Fourteen More*, Valerie Worth (RL poems, NL) • "The Glass Frog," Douglas Florian (RL poems, NL) • "The Red-Eyed Tree Frog," Douglas Florian (RL poems, NL) • "The Poison Dart Frog," Douglas Florian (RL poems, NL) • ***Everything You Need to Know about Frogs and Other Slippery Creatures***, DK Publishing (RI, 820L) • "Staying Alive, Animal Adaptations," Expeditionary Learning (RI, 890L) • ***Poison Dart Frogs Up Close***, Carmen Bredeson (RI, 830L)	• *Magic Tree House #33: Carnival at Candlelight,* Mary Pope Osborne (RL, 590L; for 1/3 of class) • ***Magic Tree House #37: Dragon of the Red Dawn***, Mary Pope Osborne (RL, 580L) • *Magic Tree House #34: Season of the Sandstorms,* Mary Pope Osborne (RL, 580L; for 1/3 of class) • *Magic Tree House #45: A Crazy Day with Cobras,* Mary Pope Osborne (RL, 570L; for 1/3 of class), • "The Ancient Art of Rangoli," Shruti Priya and Katherine Darrow (RI, 1130L) • "Republic of Iraq." In CultureGrams Kids Edition 2013 (RI, 1200L) • "Discovering Culture," Expeditionary Learning (RI, 990L) • *Exploring Countries: Italy,* Walter Simmons (RI, 870L; for 1/3 of class)	• **Classic Starts edition of *Peter Pan***, J.M. Barrie, retold from the original by Tania Zamorsky (RL, 860L) • "The Mermaid Lagoon" script adapted by Expeditionary Learning from: *Peter Pan*; or *Peter and Wendy* by J.M. Barrie (RL, 540L) • "The Birds Leave the Nest" script adapted by Expeditionary Learning from: *Peter Pan*; or *The Boy Who Would Not Grow Up* by J.M. Barrie (RL, 480L)	• "The Fox and the Wolf," Lynda Durrant Lemmon (RL, 1010L) • "The Wolves and the Sheep" from the Gutenberg Project (RL, 820L) • "A Wolf in the Park" found at: http://www.scottishpoetrylibrary.org.uk/poetry/poems/wolf-park (RL, 780L) • ***Aesop's Fables***, Jerry Pinkney (RL, 760L) • "The Tricky Wolf and the Rats" found at: http://etc.usf.edu/lit2go/73/more-jataka-tales/4979/the-tricky-wolf-and-the-rats/ (RL, 700L) • "The Wolf and the Sheep" found at: http://www.gutenberg.org/files/19994/19994-h/19994-h.htm#Page_42 (RL, 700L) • ***Lon Po Po***, Ed Young (RL, 670L)	• "The Water Cycle," U.S. Geological Survey (RI, 1080L) • "Rivers and Streams," Nature Works (RI, 970L) • ***One Well: The Story of Water on Earth***, Rochelle Strauss (RI, 960L) • "Earth's Water Cycle," Gina Jack (RI, 920L) • "Dry Days in Australia," Ann Weil (RI, 840L) • "Ryan Hreljac: The Boy Who Built a Well," Elisabeth Deffner, February 2009 (RI, 800L) • "Let's Get Physical," *Junior Scholastic* (RI, 790L) • "Where in the World Is Water?" Expeditionary Learning (RI, 730L) • "Tackling the Trash," Jill Esbaum, *Highlights for Children* (RI, 650L)

[1] For 3M1, students work with most texts about the same amount.

[2] Texts listed in order of informational text first, then literature; both categories shown from most to least quantitatively complex (based on Lexile®).

	Module 1[1]	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
	• *Rain School*, James Rumford (RL, 420L) • ***My Librarian Is a Camel***, Margriet Ruurs (RI, 980L) • "One Boy's Book Drive," *Boy's Quest* (RI, 700L) (alternate) • "Physical Environments around the World," Expeditionary Learning (RI, 680L or 530L)	• "Spadefoot Toad," Melanie Freeman (RI, 780L)	• *Exploring Countries: India,* Jim Bartell (RI, 840L; for 1/3 of class) • *Exploring Countries: Iraq,* Lisa Owings (RI, 810L; for 1/3 of class) • ***Exploring Countries: Japan***, Colleen Sexton (RI, 740L) • "Soccer Mania," Cynthia Hatch (RI, 440L)		• ***Face to Face with Wolves***, Jim and Judy Brandenburg (RI, 970L)	
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 2–3[4]: 420–802L					
Performance Task	Accessing Books around the World Bookmark (RI.3.2, W.3.2 (and a-d), W.3.4, W.3.5, and L.3.2) scaffolded explanatory paragraph	Freaky Frog Trading Cards (W.3.2, W.3.3, W.3.4, W.3.5, and L.3.3) research-based scaffolded narrative and explanatory paragraph	Research-Based Letter to Author (W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, L.3.1h, L.3.1i, L.3.2f, and L.3.3a) research-based scaffolded narrative and explanatory letter	Summary and Opinion Writing: Who Is Your Favorite Character in *Peter Pan*, and Why? (RL.3.3, RL.3.5, W.3.1, W.3.2, W.3.4, W.3.5, L.3.1, L.3.2 and L.3.3) scaffolded literary analysis essay	Wolf Narrative (W.3.3, W.3.4, W.3.5, L.3.1g, h, and i) narrative	VoiceThread Public Service Announcement (W.3.1, W.3.4, W.3.6, W.3.7, SL.3.4, SL.3.5, SL.3.6, L.3.3b) scaffolded speech

[4] Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 1	Collaborative Discussion Skills (SL3.1b and c) speaking and listening	Close Reading: *Bullfrog at Magnolia Circle* (RI.3.1, RI.3.2, RI.3.3, RI.3.7, W.3.8, and L.3.4a) selected response and short constructed response	Reading to Capture Key Details: Chapter 6 of *Dragon of the Red Dawn* (RL.3.1 and RL.3.4) selected response and short constructed response	Character Analysis: Peter Pan's Traits, Motivations and Actions That Contribute to a Sequence of Events in the Story (RL.3.3) short constructed response	Selected Response and Short Answer Questions: "Fox and Wolf" (RL.3.1–4 and RL.3.7) selected response and short constructed response	On-Demand Informational Paragraph: Where in the World Is Water? (W.3.2 and L.3.1) short constructed response
End of Unit 1	Close Reading and Powerful Note-Taking on My Own (RL.3.2, RL.3.3, W.3.8, and L.3.4a) selected response and short constructed response	Informational Paragraph about How a Bullfrog Survives (W.3.2, W.3.4, L.3.3a, and L.3.6) extended response	On-Demand Writing of a Research-Based Informational Paragraph (RL.3.1, RI.3.5, W.3.2, L.3.3, and L.3.2f) extended response	Opinion Writing about Wendy's Actions (RL.3.6, W.3.1, and L.3.6) extended response	Part 1: Character Analysis and Opinion Writing: "The Wolves and the Sheep" and Part 2: Reading Fluently (RL.3.3, L.3.4, W.3.1, and RF.3.4) extended response	Comparing and Contrasting Two Texts about the Water Cycle (RI.3.2, RI.3.7, RI.3.8, RI.3.9 and L.3.4c) selected response and short constructed response
Mid-Unit 2	A Letter about my Reading Goals (W.3.2 and L.3.6) extended response	Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) (RI.3.1, RI.3.2, RI.3.5, RI.3.7, and L.3.4a) selected response and short constructed response	Book Discussions and Text-Dependent Questions on the *Magic Tree House Books* (RL.3.1, RL.3.9, W.3.8, SL.3.1, and SL.3.3) short constructed response and speaking and listening	Writing: New Scene from *Peter Pan* (W.3.3 and W.3.4) extended response	Reading a New Section of *Face to Face with Wolves*: "Life in the Pack" (RL.3.1, RL.3.2 and RL.3.4) selected response and short constructed response	Asking and Answering Questions about Water Issues (RI.3.1, RI.3.8, and W.3.8) selected response and short constructed response
End of Unit 2	Listen Up! Recording Our Reading (SL.3.5) speaking and listening	Informational Paragraph about the Poison Dart Frog (W.3.2, W.3.4, W.3.7, L.3.3a and L.3.6) extended response	Reading and Writing about a New Informational Text (RI.3.1, RI.3.2, RI.3.5, W.3.2, and W.3.8) extended response	Reading Fluency: Reading a Scene from *Peter Pan* (RL.3.3 and RF.3.4) short constructed response and reading fluently	Reading and Answering Questions about *Face to Face with Wolves* (RI.3.2, RI.3.4, RI.3.6, W.3.2 and W.3.10) selected response and short constructed response	On-Demand Informative Writing to Inform Readers about Water Issues (W.3.2 and W.3.4.) extended response

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Mid-Unit 3	Answering Text-Dependent Questions about Librarians and Organizations around the World (RI.3.2, RI. 3.1, W.3.8 and SL.3.1) selected response and short constructed response	Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph (W.3.2, W.3.3a, W.3.5, W.3.7, and L.3.3) extended response	Drafting a Research-Based Letter to Mary Pope Osborne (RI.3.3, RI.3.5, W.3.2, W.3.4, W.3.5, W.3.7, W.3.8, and W.3.10) extended response	On-Demand Book Summary (RL 3.2, W.3.2, and W.3.4) short constructed response	Revising Story Plans (W.3.3 and W.3.5) graphic organizer	On-Demand Opinion Writing: The One Thing That Should be Done to Conserve, Protect, or Provide Access to Clean Water (W.3.1 and W.3.4) extended response
End of Unit 3	Accessing Books around the World: On-Demand Informative Paragraph about a New Country (W.3.2) extended response	Research-Based Narrative Paragraph about Your Freaky Frog (a second category from the recording form) (W.3.2, W.3.3 and L.3.3) extended response	Using the Writing Process: Revising and Editing the Letter to Mary Pope Osborne (W.3.2, W.3.4, W.3.5, L.3.1, L.3.2, and L.3.3) extended response	Opinion Writing about a New Character (W.3.1, W.3.4, and L.3.2) extended response	Final Wolf Narrative (W.3.3, W.3.4, W.3.5, L.3.1g, h and i) narrative	VoiceThread Script Presentation and Critique (SL.3.4) speaking and listening

Common Core ELA Standards Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates formally assessed.
- Some standards are formally assessed in multiple modules.
- "B" modules will assess all the same standards as "A" modules but may address additional standards as well.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RI/RL.1).
- Some standards are not applicable in an on-demand assessment context (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as "integrated throughout."
- Some standards (e.g., W.2) have a main or "parent" standard and then subcomponents (e.g., W.2a). Often, students' mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the "parent" standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.
- For more guidance about how to address CCSS RF.3 (Phonics and Word Recognition), CCSS RF.4 (Fluency), and CCSS L.1, 2, and 3, see the stand-alone document Foundational Reading and Language Standards: Resources Packages for Grades 3-5. This resource provides guidance about structures and purpose for an Additional Literacy Block alongside the modules. The overview in that stand-alone document also includes a list of example lessons that teachers can use as a model to develop additional similar lessons.

Reading Standards for Literature

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.			✓		✓	
RL.3.2. 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.	✓			✓	✓	
RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	✓			✓	✓	
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.			✓		✓	
RL.3.5. 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.	*			✓		
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	*			✓		
RL.3.7. 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).					✓	
RL.3.9. 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).	Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone document on EngageNY.org).					
RL.3.10. 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.	Integrated throughout.					

* Not formally assessed. To be addressed upon revision.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RL.3.11. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.[5]	Implemented through Accountable Independent Reading: see "Launching Independent Reading in Grades 3–5: Sample Plan" (stand-alone resource on commoncoresuccess.elschools.org).					

[5] This is a standard specific to New York State. RL.3.11 and RL.3.11a are particularly emphasized in M1. In the elementary modules, RL.11a and b are also addressed through Accountable Independent Reading. See "Foundational Reading and Language Skills: Resource Package for Grades 3-5" (in Resources on commoncoresuccess.elschools.org). On this document, look specifically at the section titled "Independent Reading: The Importance of a Volume of Reading and Sample Plans."

Reading Standards for Informational Text

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		✓	✓			✓
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓	✓	✓		✓	✓
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		✓	✓			
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.					✓	
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		✓	✓			
RI.3.6. Distinguish their own point of view from that of the author of a text.				**	✓	
RI.3.7. 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).		✓				✓
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).						✓
RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Integrated throughout.					

* Not formally assessed. To be addressed upon revision.

Reading Standards: Foundational Skills

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words			++			
A. Identify and know the meaning of the most common prefixes and derivational suffixes.			+			
B. Decode words with common Latin suffixes.			+			
C. Decode multisyllable words.			+			
D. Read grade-appropriate irregularly spelled words.			+			
RF.3.4. Read with sufficient accuracy and fluency to support comprehension.			+	+		
A. Read grade-level text with purpose and understanding.			+	+		
B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			+	+		
C. Use context clues to confirm or self-correct word recognition and understanding, rereading as necessary.			+	+		

+ This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5

Writing Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.				✓	✓	✓
A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.				✓	✓	✓
B. Provide reasons that support the opinion.				✓	✓	✓
C. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.				✓	✓	✓
D. Provide a concluding statement or section.				✓	✓	✓
W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓	✓	✓	✓	✓
A. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	✓	✓	✓	✓	✓	✓
B. Develop the topic with facts, definitions, and details.	✓	✓	✓	✓	✓	✓
C. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.	✓	✓	✓	✓	✓	✓
D. Provide a concluding statement or section.	✓	✓	✓	✓	✓	✓
W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.				✓	✓	
A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		✓		✓	✓	

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.				**	✓	
C. Use temporal words and phrases to signal event order. Provide a sense of closure.		✓		✓	✓	
W.3.4. 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.)	✓	✓	✓	✓	✓	✓
W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Integrated throughout.					
W.3.6. 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.	Integrated throughout.					
W.3.7. Conduct short research projects that build knowledge about a topic.		✓	✓			✓
W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	✓	✓	✓			✓
W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated throughout.					
W.3.11. Create and present a poem, narrative, play, artwork, or personal response to a particular author or theme studied in class.[6]					✓	

* Not formally assessed; to be addressed upon revision

6 This is a standard specific to New York State.

Speaking and Listening Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.3.1. 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.	✓		✓			
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.	✓		✓			
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).	✓		✓			
C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓		✓			
D. Explain their own ideas and understanding in light of the discussion.	✓		✓			
E. Seek to understand and communicate with individuals from different cultural backgrounds.[7]	✓		✓			
SL.3.2. 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.				**	✓	
SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.			✓			
SL.3.4. 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.						✓

[7] This is a standard specific to New York State.
* Not formally assessed; to be addressed upon revision.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
SL.3.5. 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.	✓					✓
SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.						✓

Language Standards

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			[+]+			
A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.		✓	+			✓
B. Form and use regular and irregular plural nouns.			+			
C. Use abstract nouns (e.g., *childhood*).			+			
D. Form and use regular and irregular verbs.			+			
E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.			+			✓
F. Ensure subject-verb and pronoun-antecedent agreement.			+			✓
G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			+		✓	✓
H. Use coordinating and subordinating conjunctions.			✓	✓	✓	
I. Produce simple, compound, and complex sentences.			✓	✓	✓	

[+] This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓		+[+]			
A. Capitalize appropriate words in titles.			+	✓		
B. Use commas in addresses.			+			
C. Use commas and quotation marks in dialogue.			+	✓		
D. Form and use possessives.			+	✓		
E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).			+	✓		
F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.			✓	✓		
G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			+			
L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.			+			
A. Choose words and phrases for effect.		✓	✓	✓		
B. Recognize and observe differences between the conventions of spoken and written standard English.	Integrated throughout.					

[+] This module includes an example lesson to address the standard, but this component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5

	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.			++		✓	**
A. Use sentence-level context as a clue to the meaning of a word or phrase.	✓	✓	+			*
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).	**		+			
C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).			+			✓
D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	*		+			
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	*		+	+		
A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).			+	+		*
B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).			+	+		*
C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).			+	+		*
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	✓	✓		✓		

+ This module includes an example lesson to show teachers how to address the standard, but this specific component of the standard is not formally assessed. See the Overview document in the Foundational Reading and Language Standards: Resources Packages for Grades 3-5.

* Not formally assessed; to be addressed upon revision.



COMMON CORE STATE STANDARDS FOR

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Appendix B: Text Exemplars and Sample Performance Tasks

Exemplars of Reading Text Complexity, Quality, and Range & Sample Performance Tasks Related to Core Standards

Selecting Text Exemplars

The following text samples primarily serve to exemplify the level of complexity and quality that the Standards require all students in a given grade band to engage with. Additionally, they are suggestive of the breadth of texts that students should encounter in the text types required by the Standards. The choices should serve as useful guideposts in helping educators select texts of similar complexity, quality, and range for their own classrooms. They expressly do not represent a partial or complete reading list.

The process of text selection was guided by the following criteria:

- Complexity. Appendix A describes in detail a three-part model of measuring text complexity based on qualitative and quantitative indices of inherent text difficulty balanced with educators' professional judgment in matching readers and texts in light of particular tasks. In selecting texts to serve as exemplars, the work group began by soliciting contributions from teachers, educational leaders, and researchers who have experience working with students in the grades for which the texts have been selected. These contributors were asked to recommend texts that they or their colleagues have used successfully with students in a given grade band. The work group made final selections based in part on whether qualitative and quantitative measures indicated that the recommended texts were of sufficient complexity for the grade band. For those types of texts—particularly poetry and multimedia sources—for which these measures are not as well suited, professional judgment necessarily played a greater role in selection.

- Quality. While it is possible to have high-complexity texts of low inherent quality, the work group solicited only texts of recognized value. From the pool of submissions gathered from outside contributors, the work group selected classic or historically significant texts as well as contemporary works of comparable literary merit, cultural significance, and rich content.

- Range. After identifying texts of appropriate complexity and quality, the work group applied other criteria to ensure that the samples presented in each band represented as broad a range of sufficiently complex, high-quality texts as possible. Among the factors considered were initial publication date, authorship, and subject matter.

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For those exemplar texts not in the public domain, we secured permissions and in some cases employed a conservative interpretation of Fair Use, which allows limited, partial use of copyrighted text for a nonprofit educational purpose as long as that purpose does not impair the rights holder's ability to seek a fair return for his or her work. In instances where we could not employ Fair Use and have been unable to secure permission, we have listed a title without providing an excerpt. Thus, some short texts are not excerpted here, as even short passages from them would constitute a substantial portion of the entire work. In addition, illustrations and other graphics in texts are generally not reproduced here. Such visual elements are particularly important in texts for the youngest students and in many informational texts for readers of all ages. (Using the qualitative criteria outlined in Appendix A, the work group considered the importance and complexity of graphical elements when placing texts in bands.)

When excerpts appear, they serve only as stand-ins for the full text. The Standards require that students engage with appropriately complex literary and informational works; such complexity is best found in whole texts rather than passages from such texts.

Please note that these texts are included solely as exemplars in support of the Standards. Any additional use of those texts that are not in the public domain, such as for classroom use or curriculum development, requires independent permission from the rights holders. The texts may not be copied or distributed in any way other than as part of the overall Common Core State Standards Initiative documents.

Sample Performance Tasks

The text exemplars are supplemented by brief performance tasks that further clarify the meaning of the Standards. These sample tasks illustrate specifically the application of the Standards to texts of sufficient complexity, quality, and range. Relevant Reading standards are noted in brackets following each task, and the words in italics in the task reflect the wording of the Reading standard itself. (Individual grade-specific Reading standards are identified by their strand, grade, and number, so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3.)

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How We Can Help

Santillana USA offers world-class Spanish and dual-language literature and a wide range of instructional materials and services to help your students meet the challenges of the Common Core. The Common Core challenges all of us—students, teachers, and school systems—to become world-class readers, writers, and thinkers. If we are to meet the challenge, instruction needs to shift away from finding the right answer choice and defining words, toward using text evidence to support a position, inform others, or solve a real-world problem. High levels of literary analysis require that students and teachers examine high-quality literature.

Click HERE to view some of Santillana's Informational and Literary Texts in Spanish

Instructional materials published by Santillana USA are standards based and research based. This applies to our Spanish as a world language elementary and secondary programs, Descubre el español con Santillana (K–5) and Español Santillana (6–12), as well as our Spanish language arts heritage and native speaker programs, Yabisi K–6 and En Espanol 7–12. These Santillana USA Spanish programs evidence their alignment and correlation to standards-based instruction through standards checklists (found in all Teacher Guides units and lessons), Scope and Sequence documents, and the specific correlations that we have produced specific correlations that we have produced detailing our programs' alignment to the STET Common Core.

All of the Santillana USA Spanish programs help students communicate in all modes of expression, developing listening, speaking, reading, and writing skills to ensure students use the language effectively. The goal is to develop literacy skills through culturally authentic fiction and nonfiction selections and readers, and to create meaningful cultural

and content-area connections. This focus on developing language, literacy, and content knowledge in all dimensions of language allows for the alignment of our curriculum and content to the STET Common Core, which share the same focus and the same strands.



Professional Development

Spanish as a World Language K-12

Spanish Language Arts Program for K-12

Español Yabisí is a K-6 Spanish language arts (NLA) program that completely aligns to the ELA Common Core State Standards. It is the first Spanish for native speakers program that integrates technology with literacy, vocabulary development, writing, phonics and phonemic awareness, and language mechanics progressive skills development.



Español Yabisí correlates with the ELA CCSS:

- Download CCSS Correlation >>
- Teaches language arts through a balanced literacy approach using both print and digital instructional resources that focus on the development of Spanish oral language, phonics and phonemic awareness, reading comprehension, Listening, Speaking, Reading, Writing and Language Mechanics, all areas of knowledge of the ELA CCSS. Click here to learn more.
- Develops literacy skills and content-area connections through authentic fiction and nonfiction reading selections and a collection of thematic leveled readers that increase the learning opportunities for reading comprehension, fluency, and academic vocabulary. Click for a quick look at a Student Book unit.
- Provides opportunities for online learning to practice, enrich, and expand language and literacy through a variety of eLearning Center activities and resources.

En español is a 7-12 Spanish language arts (NLA) program that completely aligns to the ELA Common Core State Standards. It is the first secondary Spanish for native speakers program that fully integrates technology with literacy, vocabulary development, writing process, reading comprehension, literacy analysis, and language mechanics through an in-depth, guided analysis of authentic texts, both fiction and nonfiction.

En español correlates with the ELA CCSS:

- Download CCSS Correlation >>
- Offers a variety of reading selections, including authentic contemporary and classic readings, nonfiction texts carefully selected from the Spanish language literacy canon, and contemporary nonfiction, high-interest reading selections.
- Provides opportunities for online learning and immediate online practice through a variety of interactive activities and resources in the eLearning Center.
- Presents the most current language and grammatical language usage according to the Royal Spanish Academy (Academia Real de la Lengua).

Pre-K–6 Spanish and Dual-Language Resources

- Reading and Language Arts
- Science Program and Readers
- Social Studies Program and Readers
- eBooks





SANTILLANA USA
Language Education Experts

Santillana resources

At Santillana USA we understand the unique needs of every language learner. Our Spanish Language Arts and content-area programs and informational and literary collections have been specifically designed for heritage and native speakers to foster a love for reading as well as an appreciation for the students' own culture and the Spanish language. Our programs promote biliteracy and bilingualism, and encourage students to explore their Spanish heritage and discover the best of Hispanic American literature.

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Check out resources that support Dual Language instructional strategies

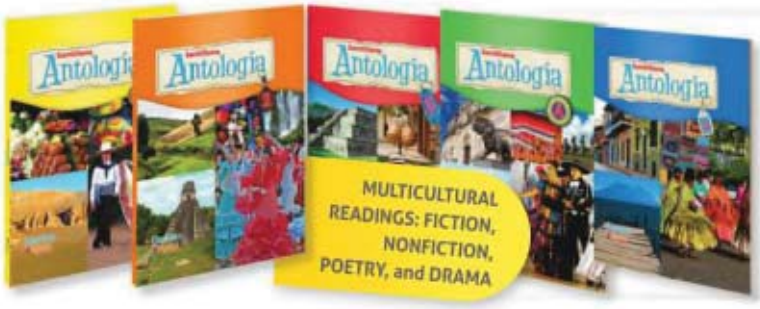
- BLC — Bilingual Learning Centers
- BRC — Bilingual Research Centers
- CL — Computer Labs
- DEAR — Drop Everything and Read
- LOI — Language of Instruction
- SVE — Specialized Vocabulary Enrichment

SPANISH READING AND LANGUAGE ARTS

LOI

Reading
Supports Language of Instruction

Descubre el español Anthologies (K–6) CL SVE



Collection of delightful grade-appropriate authentic leveled stories by renowned authors from the Spanish-speaking world includes fiction and nonfiction selections followed by reading comprehension, phonics, vocabulary, spelling, and writing activities.

RESOURCES INCLUDE:

Student Anthology Each reading provides appropriate pre- and post-reading activities designed to help develop literacy skills, including vocabulary development, reading fluency, reading comprehension, grammar, phonics, spelling, and writing.

Anthology Annotated Edition Available

Audio CD Includes recordings of the readings and the pre-reading and reading comprehension activities.



Descubre el español Thematic Reader CL SVE

Collection of twenty-four leveled fiction and nonfiction readers thematically tied to *Descubre el español* Anthologies helps build literacy skills in students at all literacy levels.

Collection of delightful grade-appropriate authentic leveled stories by renowned authors from the Spanish-speaking world includes fiction and nonfiction selections followed by reading comprehension, phonics, vocabulary, spelling, and writing activities.



SEE INSIDE!

Log on to www.descubreelespanol.com/teacherresources

SPANISH READING AND LANGUAGE ARTS

BLC

Dual-Language Literature
Ideal for Bilingual Learning Centers

Rana, rema rimas/Rowing Rhyming Frog Series (Pre-K–K) SVE DEAR

Margarita Robelda's feel-good series of amusing stories, in Spanish and English, motivates young readers to learn, recite, and share words and language.



Alma Flor Ada's classic best sellers, in Spanish and English, are an ideal addition to Bilingual Learning Centers.

Cuentos para todo el año/Stories for the Telling (K–4) SVE DEAR



- Build literacy
- Develop vocabulary
- Make content-area connections

FREE LESSON PLANS
Log on to www.literature.santillanausa.com

Libros para contar/Stories the Year 'Round (K–4) SVE DEAR



FOR ASSISTANCE CALL TOLL FREE 1-800-245-8584

LOI Language Arts
Supports Language of Instruction

Español Yabisí: Spanish Language Arts (K–6) CL

Authentic Spanish Language Arts program integrates technology with language and literacy skills development, while strengthening critical-thinking skills through high-interest readings and activities.



- Teaches language arts through a balanced literacy approach
- Combines language skills with immediate online application through interactive activities
- Fosters a love for reading through fiction and nonfiction reading selections from the Hispanic world
- Presents current language and grammatical rules according to the Real Academia Española (Royal Spanish Academy)

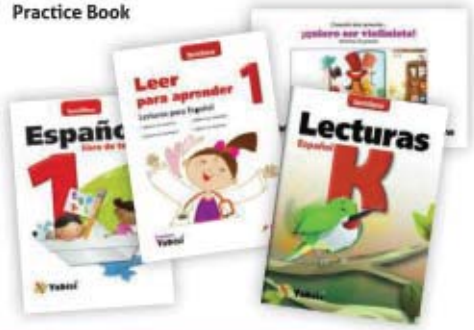
PRINT RESOURCES INCLUDE:

Student Book

Four Readers Books

Reading Enrichment Practice Book

Practice Book



ONLINE RESOURCES INCLUDE:

Student eLearning Center

- Interactive Student eBook
- Multimedia activities (vocabulary, reading comprehension, grammar, and phonics)
- Practice Book
- Readers
- Reading Enrichment Practice Book
- Image gallery
- Fun Links



TEACHER eLEARNING CENTER:

Teacher eLearning Center

- Online Teacher's Guide
- Lesson Plans
- Assessment BLM with Answer Key
- Readers Lesson Plans
- Extension Activities Booklet (phonics, writing, reading, spelling and punctuation, and vocabulary)
- Practice Book and Reading Enrichment Practice Book Annotated Editions
- Image Gallery and useful links
- Access to Student eLearning Center Student Resources



LOI

Phonics (K-1)
Supports Language of Instruction

La cartilla



Comprehensive phonics program based on the syllabic approach builds language and literacy skills.

- Initial sounds and letter formation
- Letter recognition and auditory discrimination
- Vowel and consonant review
- Blending

STUDENT RESOURCES INCLUDE:

- Mis primera letras Activity Book Volumes I and II (Pre-K–K)
- Alphabet Game (Pre-K–K)
- Aprendo a leer con mi cartilla Activity Book (1)
- Syllabic Game (1)



TEACHER RESOURCES INCLUDE:

- Enseño a leer con la cartilla Big Book
- La cartilla User Guide
- Classroom Library of readers (concept books, rhyming stories, alphabet books, and picture books) (Pre-K–1)
- Alphabet Picture Cards
- Syllabic Flash Cards
- Alphabet Poster



Descubre el español Phonics Kit (Pre-K–1)

Phonics system develops phonemic awareness and phonics skills and encourages students to develop and share language through variety of resources, including decodable readers, games, and manipulatives.

RESOURCES INCLUDE:

- Syllabic Library (Big Books and Little Books - ten readers of each)
- Diphthongs and Blends Library (twelve readers)
- Photo Card Kit with Image CD
- Alphabet Picture Cards
- Alphabet Game
- Syllabic Picture Cards
- Syllabic Game



SPANISH SCIENCE

Science Program
Supports Language of Instruction

Ciencias Yabisí (K–6) CL

Comprehensive science program integrates technology with investigation and exploration, while strengthening critical-thinking skills through high-interest content, strong visual connections, and hands-on activities.



- Connects science with everyday life
- Encourages analysis and interpretation of information
- Creates cross-curricular connections
- Integrates technology with over 100 online activities
- Addresses variety of learning styles

PRINT RESOURCES INCLUDE:

Student Book

Practice Book

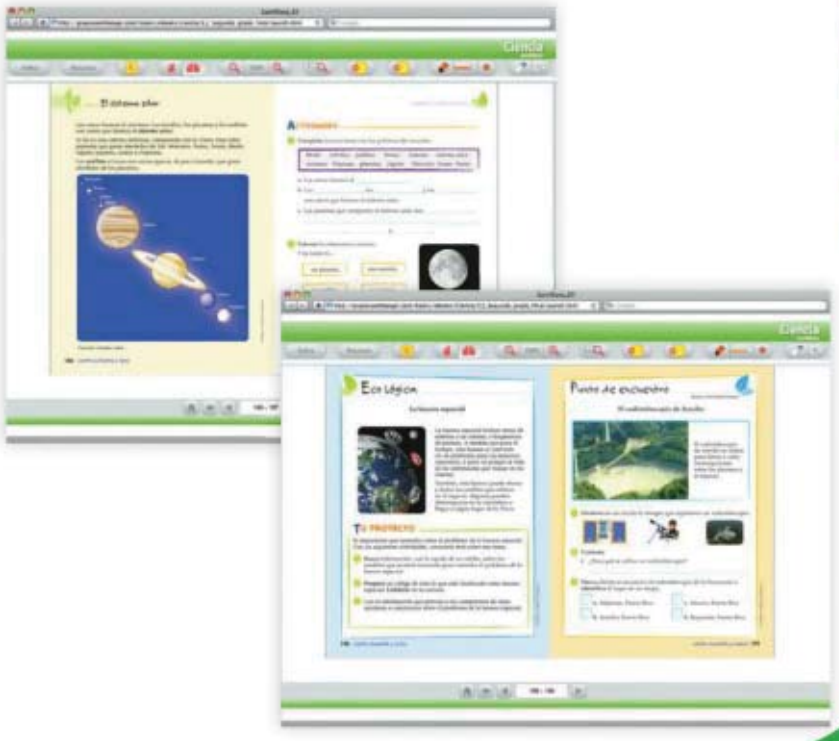
ONLINE RESOURCES INCLUDE:

Student eLearning Center

- Interactive Student eBook with Multimedia activities
- Practice Book

Teacher eLearning Center

- Online Teacher's Guide
- Lesson Plans
- Assessment BLM
- Assessment Annotated Edition
- Practice Book Annotated Edition
- Image Gallery
- Access to Student eLearning Center Student Resources



BLC BRC

Dual-Language Nonfiction Readers
Ideal for Bilingual Learning Centers and Research Centers

Mi biblioteca de ciencias/My Science Library (K–4) SVE DEAR

Elementary science series builds vocabulary and reading comprehension skills with the teacher- and parent-friendly reading guides.

Topics covered:

- Life Science: Animals
- Life Science: Plants
- Physical Science: Matter
- Physical Science: Force, Motion, and Energy
- Earth and Space Science
- Nature of Science



36 READERS, 18 IN ENGLISH AND 18 IN SPANISH

Exploremos la ciencia/Let's Explore Science (4–6) SVE DEAR



Upper elementary science series encourages students to explore fascinating topics with readers that bring science to life with real-world examples.

INTRODUCES APPROPRIATE MATERIAL BASED ON NSTA NATIONAL SCIENCE STANDARDS

16 READERS, 8 IN ENGLISH AND 8 IN SPANISH

Animales de America/Animals of the Americas (3–5) SVE DEAR

Each of the books in this dual-language series offers students an interesting nonfiction article and an entertaining fictional story about an endangered animal of the Western Hemisphere.



10 READERS, 5 IN SPANISH AND 5 IN ENGLISH

Nonfiction Readers
Ideal for Bilingual Learning Centers and Research Centers

Click Click: Ciencia Básica Series (2–5) SVE DEAR



Series of nonfiction picture books explores core science concepts in a simple, accurate, and entertaining way. Written and endorsed by children's authors and scientists who are experts in the specific subjects. Captivating illustrations and photographs facilitate comprehension and learning.

Great resource for Vocabulary Enrichment Time

Altea Benjamin: Ciencia y Sociales Series (3–5) SVE DEAR

Science and social studies series provides fascinating information and facts about the world around us and our history. Each reader contains a how-to article with arts and crafts projects, recipes and guides, biographies, or even poems and riddles!



BRC

Nonfiction Readers
Ideal for Bilingual Research Centers

NEW

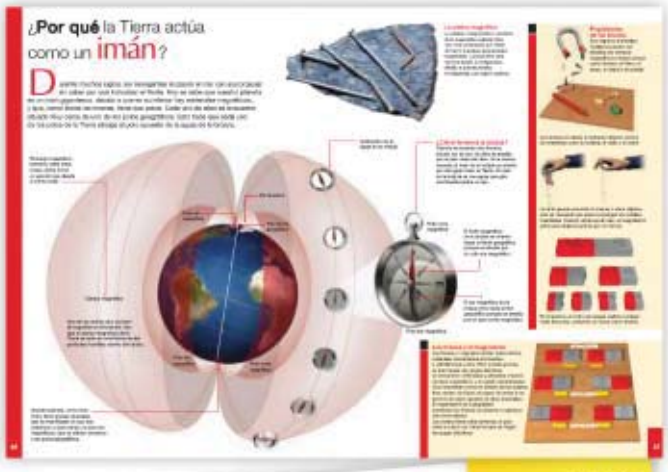
Abecé Series (4–5)

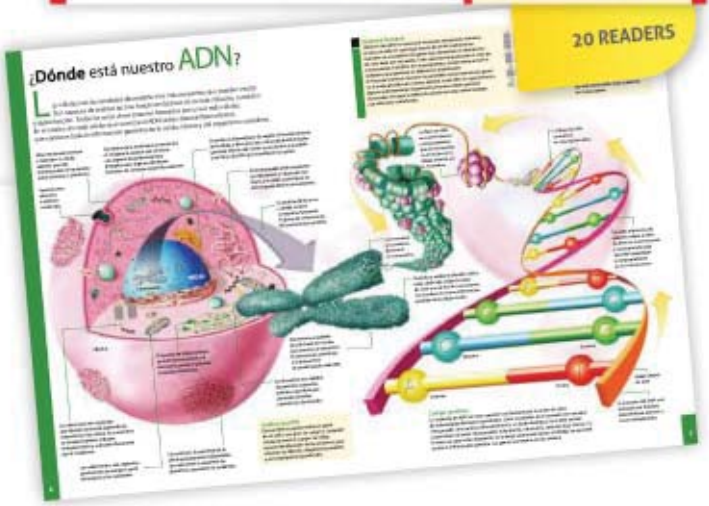
Science and social studies series of readers spark students' curiosity and interest with informational texts and illustrations, graphics, and charts to facilitate comprehension.



Thematically organized around twenty science and social studies curriculum topics:

- El abecé de la historia
- El abecé de la Tierra
- El abecé de las ciudades por dentro y por fuera
- El abecé de las grandes construcciones
- El abecé de las plantas y las flores
- El abecé de los animales domésticos y de granja
- El abecé de los animales salvajes
- El abecé de los bosques, selvas, montañas y desiertos
- El abecé de los dinosaurios y otros animales prehistóricos
- El abecé de los insectos
- El abecé de los inventos que cambiaron el mundo 1
- El abecé de los inventos que cambiaron el mundo 2
- El abecé de los medios de transporte
- El abecé de mares, océanos, lagos y ríos
- El abecé de mitos y leyendas universales
- El abecé de países, religiones y culturas del mundo
- El abecé de viajeros y exploradores
- El abecé del arte
- El abecé del cuerpo humano
- El abecé del universo





SVE

Great resource for Vocabulary Enrichment Time

BLC BRC Fiction and Nonfiction Readers
Ideal for Bilingual Learning Centers and Research Centers

Cuentos para celebrar/Stories to Celebrate (K–6) SVE DEAR



This fascinating collection of readers about important American holidays develops respect and appreciation for differences, traditions, and culture. Fiction and nonfiction selections help familiarize students with narrative and expository texts.

Holidays include:

- Martin Luther King Day
- Chinese New Year
- Mardi Gras
- St. Patrick's Day
- Cinco de Mayo
- Fourth of July
- Powwow
- Halloween and Day of the Dead
- Thanksgiving
- Hanukkah
- Kwanzaa
- Christmas and Three Kings' Day

FREE LESSON PLANS!
Lesson Plans available online **www.literature.santillanausa.com**

Puertas al sol/Gateways to the Sun (K–6) SVE DEAR

Collection highlights the genius, the tenacity, and the achievement of Hispanic culture. For Hispanic students, the collection promotes pride in their culture; for non-Hispanic students, it fosters appreciation and respect for Latinos and their contributions to our world.

Series includes:

- Poetry Readers
- Art Readers
- Biographies
- Theater Readers
- Hispanic Lands Readers



FREE LESSON PLANS!
Lesson Plans available online **www.literature.santillanausa.com**

Spanish Nonfiction Readers
Ideal for Bilingual Learning Centers and Research Centers

¿Quién Fue...? Series (3–6) SVE DEAR

Biography series takes students back in time and introduces them to important historical figures. Each reader includes:

- Facts and interesting anecdotes about extraordinary historical figures
- Helpful full-page sidebars expanding on the narrative
- Timeline linking world events with those of the character's life



10 READERS



Personajes del mundo hispánico Series (3–5) SVE DEAR

Series features the life of the most influential historical figures in Hispanic culture, written by the best Hispanic children's literature authors.

- Conoce a Pablo Neruda
- Conoce a Simón Bolívar
- Conoce a José de San Martín
- Conoce a Gabriela Mistral
- Conoce a Miguel de Cervantes

5 READERS



Fiction and Nonfiction Readers
Ideal Resources for Drop Everything and Read Time

Start-up Libraries (Pre-K–6)

Start-up Libraries give students access to award-winning books and authors, authentic literature, classics, and best-selling translations!

- Concept and Counting Books (Pre-K–1)
- Rhyming Stories (Pre-K–1)
- Picture Books
- Short Stories and Chapter Books
- Poetry and Theater
- Multicultural Titles
- Myths, Legends, and Folktales
- Fiction and Nonfiction
- Poetry and Theater
- Alma Flor Ada Titles and Roald Dahl Titles
- Judy Moody and Amber Brown

GRADES PRE-K–3: 50 BOOKS AND 4 DICTIONARIES

GRADES 4–5: 40 BOOKS AND 4 DICTIONARIES



A+ COMMON CORE Spanish Literacy

K-5 Spanish Literacy Kits

K-5 Spanish Literacy Kits offer a balanced library of high-quality Spanish-language titles, 50% informational and 50% literary, with Common Core-based Lesson Plans.



Highlights:

- Authentic works in various genres (folktales, narrative, poetry, biographies, and drama) and levels of text complexity
- Science and Social Studies informational texts
- Array of classic and contemporary literature

Each grade-level Literacy Kit includes:

- 20 Books per grade level
  - 10 informational texts
  - 10 literary texts
- Common Core-based Lesson Plans for each book
- Vocabulary and Reading Comprehension worksheets (blackline masters) for each book

Log on to learn more:

commoncore.santillanausa.com/spanishliteracy

SANTILLANA USA
Language Education Experts

Common Core Solutions

ISBN 978162263721-8

ACTFL AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

ACTFL

Performance Descriptors for Language Learners



ACTFL

Performance Descriptors for Language Learners

Language learning is complex. Many factors impact how well language learners will acquire communication skills and how quickly they will reach different ranges of performance. These factors include where one learns language, whether in an instructional setting or immersed in the language or culture; how one learns, whether through explicit instruction about the language or through authentic experiences using the language; when one learns, as the age and cognitive development of language learners impact the speed of reaching each range of performance; and finally, why one is learning a language, whether motivated by extrinsic factors such as grades and requirements or intrinsic factors such as the language learner's heritage or intended uses of the language.

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- Contributing authors: Maria Antonia Cowles, Cynthia Martin, and Robert Vicars

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The ACTFL Performance Descriptors for Language Learners were built on the solid foundation provided by the original task force that produced the 1998 *ACTFL Performance Guidelines for K–12 Learners*. The members of that task force forged new ground to help educators implement the standards, providing important descriptions of how language learners demonstrate performance of the three modes of communication in instructional settings. Informed by the ACTFL Proficiency Guidelines, the 1998 task force carefully identified appropriate learning targets that impacted instruction and assessment in language classrooms across the U.S. and beyond. The new ACTFL Performance Descriptors for Language Leaners benefited from the experience of language educators implementing the original guidelines.

ACTFL acknowledges the authors of the 1998 *ACTFL Performance Guidelines for K–12 Learners*: Greg Duncan and Elvira Swender; the Section Editors: Martha Abbott, Peggy Boyles, and John Miles; and the members of the Performance Guidelines for K–12 Learners Task Force: Harriet Barnett, Karen Breiner-Sanders, Mari Haas, Eileen Lorenz, Alisha Reeves Samples, Nancy Rhodes, Kathleen Riordan, Margaret Singer.

The ACTFL Peformance Descriptors for Language Learners may be used for non-profit, educational purposes only, provided that they are reproduced in their entirety, with no alterations, and with credit to ACTFL.

1 About the ACTFL Performance Descriptors for Language Learners

The ACTFL Performance Descriptors for Language Learners are designed to describe language performance that is the result of explicit instruction in an instructional setting. A companion to the *ACTFL Proficiency Guidelines*, a document that describes broad, general language proficiency regardless of when, where or how language is acquired, the ACTFL Performance Descriptors for Language Learners provide more detailed and more granular information about language learners.

The *Standards for Foreign Language Learning* (1996, 1999, 2006), describe what students need to know and be able to do as they learn another language, defining the "what" of language education. The *ACTFL Performance Guidelines for K–12 Learners* (1998) first described "how well" language learners were expected to do the "what" from the content standards. The ACTFL Performance Descriptors for Language Learners are an update and revision to the 1998 *Performance Guidelines*.

The current *Standards for Foreign Language Learning* are written for K–16 and include language-specific progress indicators for elementary, secondary, and postsecondary learners. Likewise, these Performance Descriptors apply to language learners across the same span of ages and grade levels, identifying a continuum of language learning, which will prove useful in addressing articulation across all institutions.

Language learners in instructional settings from prekindergarten through graduate studies are in a continuous process of cognitive development that influences their ability to perform language tasks. Learning targets need to consider the age appropriateness and cognitive development of the language learners and may require varying amounts of time to achieve. The description of three ranges of performance (Novice, Intermediate, and Advanced) allows users of these Performance Descriptors to identify appropriate learning targets for language learners who begin at any age or grade level (prekindergarten, elementary school, middle school, high school, or postsecondary institutions) and whose language learning continues for varying amounts of time.

Since the original publication date of the 1998 *K–12 Guidelines*, learning environments have changed. These new Performance Descriptors reflect how language learners perform whether learning in classrooms, online, through independent project-based learning, or in blended environments.

The Performance Descriptors form a roadmap for teaching and learning, helping teachers create performance tasks targeted to the appropriate performance range, while challenging learners to also use strategies from the next higher range. In an instructional environment, the content and tasks are controlled, resulting in higher expectations of learners' performance compared to how they perform in a non-instructional environment. For example, Novice language learners use highly practiced and memorized sentences and questions within the supportive learning environment and within known contexts even though they are not yet Intermediate level language users.

These Performance Descriptors also help educators set realistic expectations at the summative assessment level. The ability to look ahead to the next range of performance allows instructors to create assessments that show what the language learner is able to do within the learner's current range as well as how well the learner is able to perform in the next higher range.

2 Comparing Performance and Proficiency

In describing language ability, the terms performance and proficiency both refer to evidence of what a language user is able to do with language. Similar strategies can be used when teaching for both performance and proficiency. Likewise, assessments of both performance and proficiency reflect purposeful communication tasks, mirroring real-world uses of language. There are also significant differences between performance and proficiency. What does each indicate?

Performance

Performance is the ability to use language that has been learned and practiced in an instructional setting. Coached by an instructor, whether in a classroom or online, or guided by instructional materials, performance refers to language ability that has been practiced and is within familiar contexts and content areas. The practice and assessment of performance should reflect authentic, real world use of language, even though the language is learned and practiced in some type of learning environment. Best practices for assessment of performance suggest that assessment be conducted in the same communicative manner in which the language was learned, practiced or rehearsed. To prepare for an assessment of performance, language learners need to practice the language functions, structures, and vocabulary they will apply on the assessment tasks, rather than practicing and memorizing exactly what will be on the assessment. Educators should provide language learners with practice of a variety of tasks related to the curriculum. In this way, learners will be ready to apply these elements in the context of the new tasks they will face on the performance assessment. To help language learners transfer their language skills, instruction needs to focus on real world-like tasks with the anticipation that learners will be prepared to do the same outside the instructional setting (as in a demonstration of proficiency).

In assessing performance, a language learner is evaluated against the description of the features of the domains of a given range within those contexts and content areas that have been learned and practiced. Demonstration of performance within a specific range may provide some indication of how the language user might perform on a proficiency assessment and indeed might point toward a proficiency level, but performance is not the same as proficiency. The language a learner produces on a collective set of performances generally correlates to a proficiency level, that is, the ratings that a language learner receives on a variety of performance assessments provides evidence of how the learner will be rated on an assessment of proficiency.

Proficiency

Proficiency is the ability to use language in real world situations in a spontaneous interaction and non-rehearsed context and in a manner acceptable and appropriate to native speakers of the language. Proficiency demonstrates what a language user is able to do regardless of where, when or how the language was acquired. The demonstration is independent of how the language was learned; the context may or may not be familiar; the evaluation of proficiency is not limited to the content of a particular curriculum that has been taught and learned.

An assessment of proficiency determines if the language user provides sufficient evidence of all of the assessment criteria of a particular level according to the *ACTFL Proficiency Guidelines*. The individual must do everything expected at a level in a sustained fashion, that is, all of the time, in order to be rated at that level.

Assessing Performance vs. Assessing Proficiency: How are these assessments different?

Assessing Performance	Assessing Proficiency
• **Based on Instruction:** Describes what the language learner can demonstrate based on what was learned • **Practiced:** Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks within familiar contexts • **Familiar Content and Context:** Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned • **Demonstrated performance:** To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practiced.	• **Independent of specific instruction or curriculum:** Describes what the language user can do regardless of where, when or how the language was acquired • **Spontaneous:** Tasks are non-rehearsed situations • **Broad Content and Context:** Context and content are those that are appropriate for the given level • **Sustained performance across all the tasks and contexts for the level:** To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

3 How the Performance Descriptors Are Organized

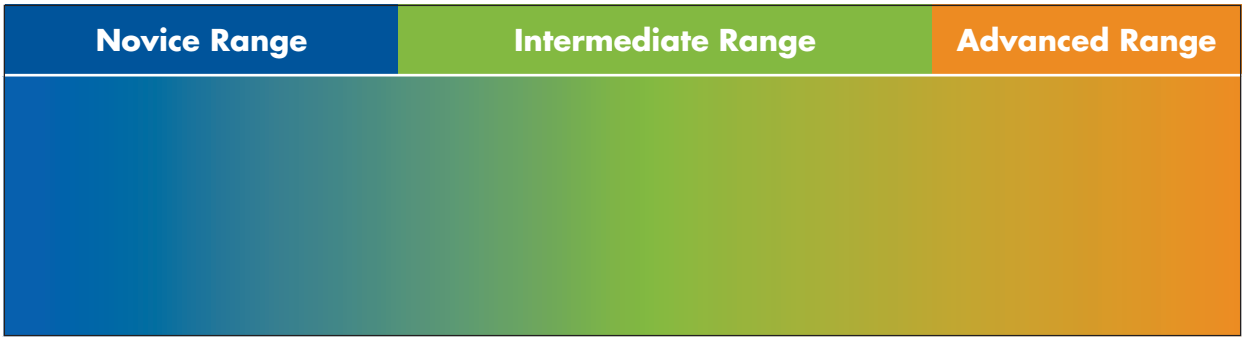
The ACTFL Performance Descriptors for Language Learners describe how language learners use language across three ranges of performance (Novice, Intermediate, and Advanced), in three modes of communication (interpersonal, interpretive, and presentational), and according to certain language features.

According to Ranges of Performance

Each range is defined by a set of features for the range explaining what the language learner is able to do, in what contexts and content areas, how much and what kind of language the learner is able to produce or understand, the expectations of accuracy, and what strategies the language learner uses to communicate. The three ranges take into consideration that the learning environment is controlled and articulated, allowing learners to demonstrate greater control of certain features of a level when these have been practiced in familiar contexts.

A language learner who demonstrates the overall features for a given range, whether most of the time or all of the time, would be considered to be in that range of performance. In a proficiency context, a language user who meets the criteria for the Intermediate level, but is not able to do so for some content areas or tasks all of the time in spontaneous, unrehearsed, language use would be rated Novice High. In the Performance Descriptors, the same profile would place the learner as entering into the Intermediate range because most of the time, and for those tasks and content areas that have been learned and practiced, the performance is in the Intermediate range as defined by the performance domains (see page 8). Likewise, the language learner who meets the criteria for the Advanced range most of the time (and who would be rated Intermediate-High on a proficiency scale) would be considered to be entering into the Advanced range of performance. The Superior range of performance is not addressed in these Performance Descriptors because within and beyond the Advanced range, performance and proficiency tend to merge. Once students sustain language ability beyond the Advanced range, where contexts and content areas are defined in general and broad terms, the *ACTFL Proficiency Guidelines* should be used to describe language abilities.

Over time and with practice, learner's performance gradually takes on the characteristics of the next higher range of performance.



According to Modes of Communication

The three modes of communication provide the organizing principle for describing language performance across three ranges of performance: Novice, Intermediate, and Advanced. The *ACTFL Proficiency Guidelines* were developed for purposes of assessment across four skills (listening, speaking, reading, and writing) and originated prior to the Standards. The 2012 revision of the *Proficiency Guidelines* considers how each skill is used, for example, describing both interpersonal and presentational aspects of speaking. The Performance Descriptors embrace the communicative purpose behind the three modes of communication, describing how a language learner performs to achieve each communicative purpose: interpersonal, interpretive, and presentational. The language functions are appropriately matched to the mode of communication (e.g., in the Intermediate range, a hallmark function for Interpersonal is the ability to ask, understand, and answer questions; for Interpretive, a key function is to comprehend main ideas and identify some supporting details; for Presentational, an essential function is the ability to present information by creating with language). One can also observe significant differences in the communication strategies that language learners use in each of the modes.

Three Modes of Communication

Interpersonal	Interpretive	Presentational
Active negotiation of meaning among individuals	Interpretation of what the author, speaker, or producer wants the receiver of the message to understand	Creation of messages to inform, explain, persuade, or narrate
Participants observe and monitor one another to see how their meanings and intentions are being communicated	One-way communication with no recourse to the active negotiation of meaning with the writer, speaker, or producer	One-way communication intended to facilitate interpretation by members of the other culture where no direct opportunity for the active negotiation of meaning between members of the two cultures exists
Adjustments and clarifications are made accordingly	Interpretation differs from comprehension and translation in that interpretation implies the ability to read (or listen or view) "between the lines," including understanding from within the cultural mindset or perspective	To ensure the intended audience is successful in its interpretation, the "presenter" needs knowledge of the audience's language and culture
Speaking and listening (conversation); reading and writing (text messages or via social media)	Reading (websites, stories, articles), listening (speeches, messages, songs), or viewing (video clips) of authentic materials	Writing (messages, articles, reports), speaking (telling a story, giving a speech, describing a poster), or visually representing (video or PowerPoint)

According to Language Domains

An overarching description of the range highlights the key points that distinguish the performance of Novice, Intermediate, and Advanced language learners. The description outlines the range of performance for the given mode of communication: interpersonal, interpretive, or presentational.

The first three domains describe the parameters for the language learner's performance in each range:

What are the parameters for the language learner's performance?

Domain	Examples	What it describes
Functions	• Ask formulaic questions • Initiate, maintain, and end a conversation • Create with language • Narrate and describe • Make inferences	Functions are the global tasks the learner can perform in the language
Contexts and Content	• Oneself • One's immediate environment • General interest • Work-related	Contexts are situations within which the learner can function; Content is the topics which the learner can understand and discuss
Text Type	• Words • Phrases • Sentences • Questions • Strings of sentences • Connected sentences • Paragraphs	Text type controlled by the learner is that which the learner is able to understand and produce in order to perform the functions of the level

The next four domains describe how well the language learner demonstrates performance of the functions for the level, within the corresponding contexts and content for the level, using the text type(s) appropriate for that level. An overarching description of these four domains of performance is comprehension and comprehensibility. These four categories answer the question "How and how well is the language learner able to be understood and to understand?"

How and how well is the language learner able to be understood and to understand?

Domain	What it answers	What it describes
Language Control	How accurate is the language learner's language?	Describes the level of control the learner has over certain language features or strategies to produce or understand language
Vocabulary	How extensive and applicable is the language learner's vocabulary?	Describes the parameters of vocabulary used to produce or understand language
Communication Strategies	How does the language learner maintain communication and make meaning?	Describes the strategies used to negotiate meaning, to understand text and messages, and to express oneself
Cultural Awareness	How is the language learner's cultural knowledge reflected in language use?	Describes the cultural products, practices, or perspectives the language learner may employ to communicate more successfully in the cultural setting

4 How To Use the Performance Descriptors To Inform Classroom Instruction and Assessment

The Performance Descriptors provide guidance for instruction. They match the progression of language learning and inform the planning and sequencing of instruction. These descriptions of performance provide an outline to identify instructional outcomes. Educators use these performance outcomes as the starting point for planning instruction, in a backward design model. With a clear focus on what performance should look like at the end of a unit, instructional and practice activities drive toward those outcomes. This outline describes the range of performance broadly enough for instructors to adapt to language learners of all ages; the instructors then guide language learning by considering the cognitive and developmental appropriateness of their learning activities, their multiple ways to practice language skills, and their variety of assessments.

In instruction, activities are scaffolded, that is supported by the instructor by pre-teaching critical elements such as key vocabulary or a new structure or practice of a language function. With such support, language learners are helped to perform at the next range by learning to use language at that next level. As the support is removed, language learners gradually over time become able to demonstrate that performance on their own. In this way, language learners begin to show characteristics of the next range as they approach the top end of their current performance range.

Instruction targets the next level and assessment provides language learners with the opportunity to show what they can do – with or without assistance in the form of a controlled context or content, practice and preparation, or rephrasing and paraphrasing to increase comprehension. Instructors need to target instruction across two ranges, broadening learners' performance at their current range and working to develop some abilities at the next higher range. Novice students, for example, need instruction and practice to improve their performance within the Novice level while simultaneously targeting the functions and contexts of the Intermediate range. Novice students need to experience Intermediate language in controlled and supported activities in order to gradually acquire the knowledge and strategies they will need in order to become confident and independent users of language in the Intermediate range. Instructors should consider recycling content and contexts at the next higher level of functions, providing multiple opportunities for learners to expand into the next performance range, developing stronger language control, vocabulary, communication strategies, and cultural awareness.

Unique Applications to Classical Languages

The Performance Descriptors are also intended to be applied to the classical languages (Latin and Greek). While often falsely assumed that students of Latin and classical Greek spend all of their instructional time reading and translating, these Performance Descriptors provide a further context for a more comprehensive view of the instructional components to be found in such classes. The importance of the three modes of communication as an applicable principle to the learning of the classical languages is evident in the communication standards from the *Standards for Classical Languages*:

- Students read, understand and interpret Latin or Greek
- Students use orally, listen to, and write Latin or Greek as part of the language learning process.

Therefore, while reading and understanding the written messages of the ancient world is a key to communication in the study of Latin and classical Greek, the oral use of the language can also be employed to help students avoid reading or translating word-for-word as they must listen in "chunks" (several words holding the meaning or phrases) and respond spontaneously during oral communication. This practice also builds student interest and heightens understanding of and appreciation for the languages and their cultures.

5 Time as a Critical Component for Developing Language Performance

Language educators often face undue pressure and language learners may face unreasonable expectations when unrealistic language outcomes are set for achievement in short periods of instructional time. Students require carefully planned and well-sequenced learning opportunities that provide practice in using the language in order to internalize language competencies. Time on task is a critical factor in developing performance — time spent meaningfully engaged in active skill getting and skill using in the target language by both the teacher and the learner. ACTFL's position statement sets the goal of 90% or more of target language use by the teacher and the learners both inside and outside the classroom.

The chart (on the next page) graphically illustrates the influence of time-on-task on language performance and shows what outcomes are reasonable to expect of students who begin language instruction at various points in the K–16 spectrum. The outcomes depicted in this chart reflect general approximations based on performance testing and indicate targets that are possible for all students, given standards-based programs with continuity of instruction, sufficient time on task, and learning focused on performance. While performance outcomes may vary according to the mode of communication, the expectations in this chart represent a composite of performance outcomes for interpersonal, interpretive, and presentational communication. The most common program model for language learning in this country continues to be two years of instruction at the secondary level. This model limits students to performance in the Novice range. In an increasing number of standards-based, performance-based programs with continuity and sufficient time on task (e.g., beginning in the elementary grades with at least 90 minutes of instruction per week and continuing through the secondary years), learners are reaching the Advanced range of performance. Evidence is emerging that elementary immersion programs are able to produce students that are performing well into the Intermediate range by middle school and exiting high school in the Advanced range. These students have the potential to exit postsecondary programs approaching or at the Superior level of proficiency. Such comparisons are given with the caution that reaching each range of performance is more than simply matching hours or years of instruction. The age and cognitive development of the language learners greatly impacts language learning. The level of literacy and language performance in the learners' native language impacts their development of literacy and language performance in additional languages.

Performance Outcomes May Vary from Language to Language and from Mode to Mode

The Performance Descriptors have been written to describe realistic language performance for students at the various benchmarks along the instructional sequence, but language learners may experience different rates of progress through different modes depending on how similar their native language is to the new language. Students whose native language is English find many similarities between English and languages using a familiar alphabet such as French, German, and Spanish. These similarities aid the learner in acquisition of the new language as many of the same literacy strategies may be employed to understand written and spoken communication. When the language is similar, cognates become a very useful tool to unlock meaning and to help one remember vocabulary.

Conversely, when students encounter languages with minimal similarity to their native language, some new strategies need to be employed to understand and to be understood. American students learning Arabic, Chinese, Hindi, Japanese, Korean, Russian, Swahili, or Urdu face different language learning challenges: unfamiliar sounds, different writing systems, and new grammars. These linguistic features, which oftentimes cannot be linked to anything the language learners know in their native language, generally extend the

language acquisition process. However, these challenges vary according to the mode of communication and should not change the focus on teaching for performance. With every language, some elements will be easier than others to learn. For example, when learning languages whose writing systems are unfamiliar to them, learners face the greatest challenge in interpretive reading and presentational writing, and less of a challenge with interpersonal listening and speaking.

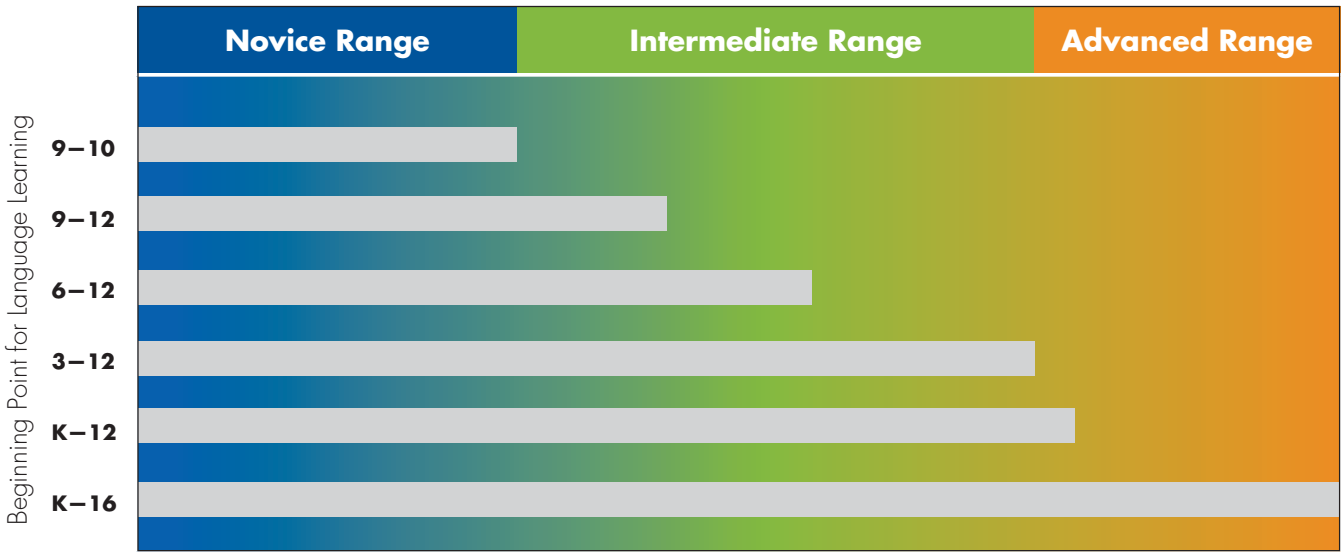
Heritage speakers of a language learn to use their heritage language through a variety of means, often through family and community interactions, sometimes more formally in an instructional setting, The modes of communication provide educators of heritage speakers with a useful analytical tool to determine an instructional emphasis. Interpersonal communication and interpretive listening tend to be strengths for many heritage speakers. At the same time, some heritage speakers may benefit from focused support in the modes of presentational writing and interpretive reading if prior language experiences were not in an instructional setting.

How to Use This Chart

This document and chart provide guidance to educators as they reflect on their language learning curriculum and assessments. A useful approach is to compare student evidence from performance tasks and assessments to this chart in order to reflect on students' use of language. Are students performing at a level consistent with the time and effort spent? Are students "on track" to reach the expected level of performance? Alternatively, educators may read the Performance Descriptors and determine that their students do not perform at a level consistent with the time and effort spent and, therefore, seek ways of modifying their program so that students reach the targeted levels of language performance.

Language learners also benefit by understanding the Performance Descriptors and the targeted expectations shown in this chart. The ranges of performance describe a pathway for learners to keep track of progress made, to identify domains needing additional practice, and to gain a clear understanding of how to move into the next higher range of performance. By collecting and reflecting on evidence of performance, language learners are able to set their own language learning targets, motivating them to improve their performance.

Time as a critical component for developing language performance



ACTFL Performance Descriptors for Language Learners | **Interpersonal**

Domains	Novice Range	Intermediate Range	Advanced Range
	Expresses self in conversations on very familiar topics using a variety of words, phrases, simple sentences, and questions that have been highly practiced and memorized.	**Expresses self and participates in conversations on familiar topics using sentences and series of sentences. Handles short social interactions in everyday situations by asking and answering a variety of questions. Can communicate about self, others, and everyday life.**	**Expresses self fully to maintain conversations on familiar topics and new concrete social, academic, and work-related topics. Can communicate in paragraph-length conversation about events with detail and organization. Confidently handles situations with an unexpected complication. Shares point of view in discussions.**
Functions	Can ask highly predictable and formulaic questions and respond to such questions by listing, naming, and identifying. May show emerging evidence of the ability to engage in simple conversation.	Can communicate by understanding and creating personal meaning. Can understand, ask, and answer a variety of questions. Consistently able to initiate, maintain, and end a conversation to satisfy basic needs and/or to handle a simple transaction. May show emerging evidence of the ability to communicate about more than the "here and now."	Can communicate with ease and confidence by understanding and producing narrations and descriptions in all major time frames and deal efficiently with a situation with an unexpected turn of events. May show emerging evidence of the ability to participate in discussions about issues beyond the concrete.
Contexts/ Content	Able to function in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to communicate in highly practiced contexts related to oneself and immediate environment.	Able to communicate in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to communicate in contexts of occasionally unfamiliar topics.	Functions fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to communicate in more abstract content areas.
Text Type	Understands and produces highly practiced words and phrases and an occasional sentence. Able to ask formulaic or memorized questions.	Able to understand and produce discrete sentences, strings of sentences and some connected sentences. Able to ask questions to initiate and sustain conversations.	Able to understand and produce discourse in full oral paragraphs that are organized, cohesive, and detailed. Able to ask questions to probe beyond basic details.

Domains	Novice Range	Intermediate Range	Advanced Range
Language Control	Can usually comprehend highly practiced and basic messages when supported by visual or contextual clues, redundancy or restatement, and when the message contains familiar structures. Can control memorized language sufficiently to be appropriate to the context and understood by those accustomed to dealing with language learners, however at times with difficulty.	Understands straightforward language that contains mostly familiar structures. Control of language is sufficient to be understood by those accustomed to dealing with language learners.	Language control is sufficient to interact efficiently and effectively with those unaccustomed to dealing with language learners. Consistent control of basic high-frequency structures facilitates comprehension and production.
Vocabulary	Able to understand and produce a number of high frequency words, highly practiced expressions, and formulaic questions.	Communicates using high frequency and personalized vocabulary within familiar themes or topics.	Comprehends and produces a broad range of vocabulary related to school, employment, topics of personal interest, and generic vocabulary related to current events and matters or public and community interest.
Communication Strategies	May use some or all of the following strategies to maintain communication, able to: • Imitate modeled words • Use facial expressions and gestures • Repeat words • Resort to first language • Ask for repetition • Indicate lack of understanding	Uses some of the following strategies to maintain communication, but not all of the time and inconsistently, able to: • Ask questions • Ask for clarification • Self-correct or restate when not understood • Circumlocute	Uses a range of strategies to maintain communication, able to: • Request clarification • Repeat • Restate • Rephrase • Circumlocute
Cultural Awareness	May use culturally appropriate gestures and formulaic expressions in highly practiced applications. May show awareness of the most obvious cultural differences or prohibitions, but may often miss cues indicating miscommunication.	Recognizes and uses some culturally appropriate vocabulary, expressions, and gestures when participating in everyday interactions. Recognizes that differences exist in cultural behaviors and perspectives and can conform in familiar situations.	Understands and uses cultural knowledge to conform linguistically and behaviorally in many social and work-related interactions. Shows conscious awareness of significant cultural differences and attempts to adjust accordingly.

ACTFL Performance Descriptors for Language Learners | **Interpretive**

Domains	Novice Range	Intermediate Range	Advanced Range
	Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts, with strong visual support.	**Understands main ideas and some supporting details on familiar topics from a variety of texts.**	**Understands main ideas and supporting details on familiar and some new, concrete topics from a variety of more complex texts that have a clear, organized structure.**
Functions	Comprehends meaning through recognition of key words and formulaic phrases that are highly contextualized. May show emerging evidence of the ability to make inferences based on background and prior knowledge.	Comprehends main ideas and identifies some supporting details. May show emerging evidence of the ability to make inferences by identifying key details from the text.	Comprehends the main idea and supporting details of narrative, descriptive, and straightforward persuasive texts. Makes inferences and derives meaning from context and linguistic features.
Contexts/ Content	Comprehends texts with highly predictable, familiar contexts (those related to personal background, prior knowledge, or experiences).	Comprehends information related to basic personal and social needs and relevant to one's immediate environment such as self and everyday life, school, community, and particular interests.	Comprehends texts pertaining to real-world topics of general interest relevant to personal, social, work-related, community, national, and international contexts.
Text Type	Derives meaning when authentic texts (listening, reading, or viewing) are supported by visuals or when the topic is very familiar. Comprehends texts ranging in length from lists, to phrases, to simple sentences, often with graphically organized information.	Comprehends simple stories, routine correspondence, short descriptive texts or other selections within familiar contexts. Generally comprehends connected sentences and much paragraph-like discourse. Comprehends information-rich texts with highly predictable order.	Comprehends paragraph discourse such as that found in stories, straightforward literary works, personal and work-related correspondence, written reports or instructions, oral presentations (news), anecdotes, descriptive texts, and other texts dealing with topics of a concrete nature.

Domains	Novice Range	Intermediate Range	Advanced Range
Language Control	Primarily relies on vocabulary to derive meaning from texts. May derive meaning by recognizing structural patterns that have been used in familiar and some new contexts.	Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease short, non-complex texts on familiar topics; limited control of language to understand some more complex texts. May derive meaning by: • Comparing target language structures with those of the native language • Recognizing parallels in structure between new and familiar language	Sufficient control of language (vocabulary, structures, conventions of spoken and written language, etc.) to understand fully and with ease more complex and descriptive texts with connected language and cohesive devices. Derives meaning by: • Understanding sequencing, time frames, and chronology • Classifying words or concepts according to word order or grammatical use
Vocabulary	Comprehends some, but not all of the time, highly predictable vocabulary, a limited number of words related to familiar topics, and formulaic expressions.	Comprehends high frequency vocabulary related to everyday topics and high frequency idiomatic expressions.	Comprehends generic and some specific vocabulary and structures, specialized and precise vocabulary on topics related to one's experience, and an expanding number of idiomatic expressions.
Communication Strategies	May use some or all of the following strategies to comprehend texts, able to: • Skim and scan • Rely on visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience For alphabetic languages: • Reply on recognition of cognates • May recognize word family roots, prefixes and suffixes	May use some or all of the following strategies to comprehend texts, able to: • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Recognize word family roots, prefixes and suffixes For non-alphabetic languages: • Recognize radicals	Comprehends fully the intent of the message adapting strategies for one's own purposes; uses some or all of the following strategies, able to: • Skim and scan • Use visual support and background knowledge • Predict meaning based on context, prior knowledge, and/or experience • Use context clues • Use linguistic knowledge • Identify the organizing principle of the text • Create inferences • Differentiate main ideas from supporting details in order to verify
Cultural Awareness	Uses own culture to derive meaning from texts that are heard, read, or viewed.	Generally relies heavily on knowledge of own culture with increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.	Uses knowledge of cultural differences between own culture and target culture(s) as well as increasing knowledge of the target culture(s) to interpret texts that are heard, read, or viewed.

ACTFL Performance Descriptors for Language Learners | **Presentational**

Domains	Novice Range	Intermediate Range	Advanced Range
	Communicates information on very familiar topics using a variety of words, phrases, and sentences that have been practiced and memorized.	**Communicates information and expresses own thoughts about familiar topics using sentences and series of sentences.**	**Communicates information and expresses self with detail and organization on familiar and some new concrete topics using paragraphs.**
Functions	Presents simple, basic information on very familiar topics by producing words, list, notes, and formulaic language using highly practiced language. May show emerging evidence of the ability to express own thoughts and preferences.	Expresses own thoughts and presents information and personal preferences on familiar topics by creating with language primarily in present time. May show emerging evidence of the ability to tell or retell a story and provide additional description.	Produces narrations and descriptions in all major time frames on familiar and some unfamiliar topics. May show emerging evidence of the ability to provide a well-supported argument, including detailed evidence in support of a point of view.
Contexts/ Content	Creates messages in some personally relevant contexts on topics that relate to basic biographical information. May show emerging evidence of the ability to create messages in highly practiced contexts related to oneself and immediate environment.	Creates messages in contexts relevant to oneself and others, and one's immediate environment. May show emerging evidence of the ability to create messages on general interest and work-related topics.	Creates messages fully and effectively in contexts both personal and general. Content areas include topics of personal and general interest (community, national, and international events) as well as work-related topics and areas of special competence. May show emerging evidence of the ability to create messages in more abstract content areas.
Text Type	Produces words and phrases and highly practiced sentences or formulaic questions.	Produces sentences, series of sentences, and some connected sentences.	Produces full paragraphs that are organized and detailed.

ACTFL Performance Descriptors for Language Learners | **Presentational**

	Novice Range	Intermediate Range	Advanced Range
Language Control	Produces memorized language that is appropriate to the context; limited language control may require a sympathetic audience to be understood. With practice, polish, or editing, may show emerging evidence of Intermediate-level language control.	Control of language is sufficient to be understood by audiences accustomed to language produced by language learners. With practice, polish, or editing, may show emerging evidence of Advanced-level language control.	Control of high-frequency structures is sufficient to be understood by audiences not accustomed to language of language learners. With practice, polish, or editing, shows evidence of Advanced-level control of grammar and syntax.
Vocabulary	Produces a number of high frequency words and formulaic expressions; able to use a limited variety of vocabulary on familiar topics.	Produces vocabulary on variety of everyday topics, topics of personal interest, and topics that have been studied.	Produces a broad range of vocabulary related to topics of personal, public, and community interest, and some specific vocabulary related to areas of study or expertise.
Communication Strategies	May use some or all of the following strategies to communicate, able to: • Rely on a practiced format • Use facial expressions and gestures • Repeat words • Resort to first language • Use graphic organizers to present information • Rely on multiple drafts and practice sessions with feedback • Support presentational speaking with visuals and notes • Support presentational writing with visuals or prompts	May use some or all of the following strategies to communicate and maintain audience interest, able to: • Show an increasing awareness of errors and able to self-correct or edit • Use phrases, imagery, or content • Simplify • Use known language to compensate for missing vocabulary • Use graphic organizer • Use reference resources as appropriate	May use some or all of the following strategies to communicate and maintain audience interest, able to: • Demonstrate conscious efforts at self-editing and correction • Elaborate and clarify • Provide examples, synonyms, or antonyms • Use cohesion, chronology and details to explain or narrate fully • Circumlocute
Cultural Awareness	May use some memorized culturally appropriate gestures, formulaic expressions, and basic writing conventions.	Uses some culturally appropriate vocabulary, expressions, and gestures. Reflects some knowledge of cultural differences related to written and spoken communication.	Uses cultural knowledge appropriate to the presentational context and increasingly reflective or authentic cultural practices and perspectives.

PRINCIPAL

The **Principal** provides the vision and leadership to promote and sustain high academic achievement for all students. Serves as the school's instructional leader. Implements systemic quality assurance processes to ensure the retention and development of an effective teacher in every classroom. Demonstrates the capacity to develop and maintain a high-functioning professional learning community.

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

Performance Responsibilities:

- Supports and promotes the vision and mission of the school.
- Supports the implementation of the school's strategic goals.
- Oversees the implementation of the instructional program to ensure that all students have access to rigorous and relevant learning experiences.
- Provides leadership for implementing, monitoring, and evaluating research-based instructional practices that provide the greatest evidence of improved student achievement.
- Ensure vertical and horizontal alignment and articulation of instructional programs within the K-12 cluster of schools.
- Collaborates with colleagues within the McNair Cluster and across the DeKalb County School District to monitor, evaluate, and adjust the implementation of curriculum, assessment, and instruction to ensure the college and career readiness of all students.
- Implements high-quality professional development to support student learning and improve teacher performance.
- Collaborates with principals in the McNair Cluster to develop and implement a quality assurance process to ensure long-term effectiveness of the instructional program across the cluster.
- Follows DeKalb's Code of Student Conduct.
- Leads the development and implementation of clear and attainable goals to ensure high levels of student achievement.
- Models and sets expectations for high levels of student and staff performance.
- Provides leadership for the ongoing analysis and interpretation of student performance data to improve the quality of classroom instruction and student achievement.
- Participates in a professional learning community of K-12 principals within the McNair Cluster and across the district to ensure a seamless approach to student achievement.
- Supervises standardized testing to ensure compliance with established processes and policies.
- Establishes and supports a highly effective school leadership team.
- Oversees the selection, evaluation, and implementation of research-based technology tools to support the instructional program.
- Collaborates with other principals in the McNair Cluster to develop, implement, and sustain a highly coordinated and aligned system to maximize the coordination of instruction and support services for all student subgroups.
- Implements and monitor state and local policies relating to curriculum, instruction, and assessment.
- Oversees implementation of the school's assessment programs.

- Oversees interpretation of assessment data and results and ensure that assessment results effectively impact classroom instruction.
- Supervises assigned personnel, provide assistance, conduct performance appraisals, and make recommendations for appropriate employment actions**.**
- Coordinates, plans, implements, and evaluates the professional development of assigned personnel.
- Models and requires that all staff engage in practices that promote high-performance, ethical behavior, collegiality, and teamwork.
- Models standards for positive and supportive staff/student relationships necessary in a high-performing school.
- Creates and sustains a positive, safe, and supportive learning environment for students and staff.
- Models and ensures that all staff members establish and nurture positive and supportive relationships with students and families.
- Establishes and maintains positive relationships with the community.
- Responds to inquiries or complaints from stakeholders in a timely manner.
- Represents the school in a positive and professional manner.
- Involves stakeholders in the school improvement planning process.
- Consistently solicits stakeholder input and feedback throughout implementation of the school and McNair Cluster plan.
- Keeps abreast of current research, theory, and trends related to effective practices for high-performing schools and for immersion education.
- Applies knowledge of current research and theory to improve school effectiveness.
- Demonstrates skill in written and oral communication, planning, and organization
- Administers and/or supports the state and local standardized testing processes and policies.
- Performs other duties as assigned by the governing Board.

Education:

- Master's Degree or higher required.

Work Experience:

- 7 years successful experience in education with 3 of the years in a school administrative leadership position required.
- Experience working in a dual immersion school strongly preferred.
- Spanish proficiency strongly preferred.

ASSISTANT PRINCIPAL/DEAN

The **Assistant Principal/Dean** will provide leadership and administrative support to promote and sustain high academic achievement for all students. Serves as support for the operation and management of the school. Implements systemic quality assurance processes to ensure the retention and development of an effective teacher in every classroom. Demonstrates the capacity to develop and maintain a highly functioning professional learning community. Collaborates with colleagues to provide a seamless K-12

approach to teaching and learning. This position reports to the Principal.

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

Performance Responsibilities:

- Assists in overseeing the implementation of the instructional program to ensure that all students have access to rigorous and relevant learning experiences and with the implementation of high-quality professional development to support student learning and improve teacher performance.
- Assists in providing leadership for implementing, monitoring, and evaluating research-based instructional practices that provide the greatest evidence of improved student achievement.
- Assists with the implementation of the district's Response-to-Intervention process to support a tiered model of progressive interventions for academics and behavior.
- Assists in leading the development and implementation of clear and attainable goals to ensure high levels of student achievement and in implementing and monitoring state and local policies relating to curriculum, instruction, and assessment.
- Assists in providing leadership for the on-going analysis and interpretation of student performance data to improve the quality of classroom instruction and student achievement and with the supervision of state and local standardized testing to ensure compliance with established processes and policies.
- Models and sets expectations for high levels of student and staff performance and for all staff to engage in practices that promote high-performance, ethical behavior, collegiality, and teamwork.
- Participates in a professional learning community of K-12 leaders within the McNair Cluster and across the district to ensure a seamless approach to student achievement.
- Collaborates with colleagues to develop and implement standard operating procedures and practices essential to sustaining the effectiveness of each school in the McNair Cluster and district.
- Assists in establishing and supporting a highly effective school leadership team and in overseeing the selection, evaluation, and implementation of research-based technology tools to support the instructional program.
- Assists in overseeing the selection, evaluation, and implementation of research-based technology tools to support the instructional program.
- Assists in developing a school-based budget that aligns with district goals and initiatives and supports research-based, data-driven school improvement initiatives and in providing leadership for the development of the school's budget, ensuring that budget decisions provide optimal support for school-based needs.
- Assists in coordinating, planning, implementing, and evaluating the professional development of assigned personnel.
- Assists in supervising assigned personnel, provide assistance, conduct performance appraisals, and makes recommendations for appropriate employment actions.

- Models standards for positive and supportive staff/student relationships necessary in a high-performing school; ensures that all staff members establish and nurture positive and supportive relationships with students and families.
- Establishes and maintains a positive relationship with the community.
- Creates and sustains a positive, safe, and supportive learning environment for students and staff.
- Responds to inquiries or complaints from stakeholders in a timely manner.
- Keeps abreast of current research, theory, and trends related to effective practices for high-performing schools and applies knowledge of current research and theory to improve school and McNair Cluster effectiveness.
- Represents the school in a positive and professional manner.
- Administers and/or supports the state and local standardized testing processes and policies.
- Performs other duties as assigned.

Education:

- Master's Degree in Education or related field preferred.

Work Experience:

- Experience working in a K-5 environment preferred.
- 1-2 or more years of successful experience working with the instructional program in a supervisory capacity preferred.
- Experience working in a dual immersion school strongly preferred.
- Spanish proficiency strongly preferred.

BUSINESS OPERATIONS MANAGER

The **Business Operations Manager** is responsible for planning, coordinating, and supervising the day-to-day business operations of a school office, and serves as administrative aide to the school principal, relieving him/her of administrative details.

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

Performance Responsibilities:

- Responsible for site level procurement of supplies, materials, equipment, and inventory management.
- Local manager for transportation, food services, facilities maintenance, security and other third party service contracts, ensuring ongoing monitoring and implementation of contracts.
- Manages all aspects of free and reduced lunch program/process, including managing the entire application process.
- Coordinates technology implementation (planning, procurement, and training).
- Implement enrollment campaign for students (e.g., new students, intent to attend, waiting lists) including engagement in local marketing initiatives, demographic analysis, and coordination with local/regional communications specialists.

- Oversees enrollment at school site and, as required, lead the enrollment process by working with the school leadership, secretaries, teachers and central enrollment department/advertising to meet enrollment targets.
- Works with school personnel to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention.
- Works with school staff to manage reporting and data tracking for all special education programs.
- Prepares reports on site operations.
- Supports all operational and logistical projects for start-up operations.
- Responds to and resolve routine internal and external inquiries with parents, employees and school organizations.
- Responsible for site level budget monitoring and management, with input into budget development.
- Reviews monthly financial reports and update monthly financial estimate templates.
- Coordinates with the grant writers for all federal, state, and local grant applications and reporting.
- Prepares drawdown requests for state funds.
- Manages and reconciles school's petty cash funds.
- Provides financial oversight, including invoice approval and developing the substitute teacher budget.
- Manages accounts payable and payroll processes.
- Oversees year-end audits as well as any site audits from state or federal agencies
- Manages day-to-day activities of designated non-instructional staff.
- Implements policies and procedures at school (e.g., compensation, vacation/sick days; recruitment screening, background checks, etc.).
- Oversees the processing of all new hire paperwork.
- Maintains personnel files for all employees.
- Leads orientation for new hires.
- Leads annual performance reviews for non-instructional staff.
- Performs other duties as assigned.

Education:

- Education: Bachelor’s Degree in Business, Accounting or Finance.

Work Experience:

- Experience working in a K-5 environment preferred.
- Knowledge of financial modeling and cost analysis techniques.
- Demonstrated success in monitoring budgets of $5 million and contract of up to $500,000.
- Experience with staffing processes and general human resources
- Demonstrated ability to manage staff of 5G10 exempt and nonexempt employees.
- Experience working in a dual immersion school strongly preferred.
- Spanish proficiency strongly preferred.

TEACHERS

Each **Teacher** will provide instruction in either Spanish or English to students by serving as the teacher with specific responsibility for developing students' ability to effectively perform courses of study in both English and Spanish languages; supervising students within the classroom and other assigned areas; developing lesson plans and delivering group and individual instruction within established curriculum guidelines; collaborating with other teachers, other professional staff, and administrators in addressing the instructional and/or classroom issues; and responding to a wide range of inquiries from students' parents or guardians regarding instructional program and student progress.

In each grade, one of the four teachers will be designated as the Lead Teacher. This designation will be made by the Principal and will be reviewed annually. The Lead Teacher will additional responsibilities leading the grade-level meetings and coordinating the curriculum of the grade.

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

Performance Responsibilities:

- Provides instruction exclusively in either English or Spanish for the purpose of preparing students for success in academic, interpersonal and daily living skills.
- Adapts classroom work for the purpose of providing students with instructional materials that address individualized learning plans within established lesson plans.
- Administers tests and language assessments for the purpose of evaluating students' language ability.
- Advises parents and/or legal guardians of student progress for the purpose of communicating expectations; student's achievements; developing methods for improvement and/or reinforcing classroom goals in the home environment.
- Assesses student progress towards objectives, expectations, and/or goals for the purpose of providing feedback to students, parents and administration.
- Collaborates with instructional staff, other school personnel, parents and a variety of community resources for the purpose of improving the overall quality of student outcomes, achieving established classroom objectives in support of the school improvement plan.
- Directs student teachers, instructional assistants, volunteers and/or interns for the purpose of providing an effective classroom program and addressing the needs of individual students.
- Monitors students in a variety of educational environments (e.g. classroom, playground, field trips, etc.) for the purpose of providing a safe and positive learning environment.
- Participates in a variety of meetings for the purpose of conveying and/or gathering information required to perform functions.
- Performs other related duties, as assigned, for the purpose of ensuring the efficient and effective functioning of the work unit.
- Prepares a variety of written materials (e.g. grades, attendance, anecdotal records, etc.) for the purpose of documenting student progress and meeting mandated requirements.
- Performs other duties as assigned.

Education:

- Bachelor's degree. Master's preferred.

Work Experience:

- High level of proficiency (speaking, reading, and writing) in English for all teachers, and also in Spanish for Spanish-language teachers.
- Expertise in using best instructional practices, such as standards-based teaching, instructional assessment, cooperative learning, and differentiated instruction.
- Integrating multicultural concepts across the curriculum.
- Skilled in teaching diverse students.
- Valid Georgia Teaching Certificate
- Highly effective communication, collaboration and coaching skills.
- Strong understanding of social, emotional, developmental and learning needs.
- Ability to establish and maintain a positive classroom culture which supports the learning of all students.
- High level of organization and the ability to manage and prioritize many tasks on a daily basis.

Certification/Licenses:

- Teachers should be certified in Elementary Education or Early Childhood Education and pass the GACE Basic Skills Assessment or have exemption eligibility (ACT/SAT scores) and pass the GACE test in Early Childhood Education.
- Spanish proficiency strongly preferred for all teachers.
- Spanish teachers must demonstrate very advanced or native proficiency in Spanish.

PARAPROFESSIONAL, GENERAL EDUCATION

Each **Paraprofessional** supports teachers in meeting the educational, behavioral, social and emotional needs of students in the classroom and community.

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

Performance Responsibilities:

- In accordance with lesson plans developed by the teacher, provides small group and/or individualized instruction to students.
- Assists teachers with daily classroom management activities designed to ensure that students demonstrate behavior that is conducive to an effective learning environment.
- Assists teachers with assessment of student performance (standardized and non-standardized testing) and other recordkeeping tasks.
- Assists teachers with the development and organization of appropriate instructional materials for use with students and ensures the availability of these materials prior to scheduled instructional segments.

- Performs other duties as assigned.

Education:

- Minimum of sixty (60) semester hours or ninety (90) quarter hours of college courses completed with GPA 2.0 or higher from a Professional Standards Commission approved accredited college or university is required.
  - or –
- High school diploma/GED and a passing score on the Georgia Assessments for the Certification of Educators (GACE) Paraprofessional Assessment is required.

Work Experience:

- High levels of proficiency (speaking, reading, and writing) in both English and Spanish.
- Familiarity with using best instructional practices, such as standards-based teaching, instructional assessment, cooperative learning, and differentiated instruction.
- Integrating multicultural concepts across the curriculum.
- Skilled in teaching diverse students.
- Highly effective communication, collaboration and coaching skills.
- Strong understanding of social, emotional, developmental and learning needs.
- Ability to establish and maintain a positive classroom culture which supports the learning of all students.
- High level of organization and the ability to manage and prioritize many tasks on a daily basis.

Certification/Licenses:

- Must obtain valid Professional Standards Commission approved paraprofessional certificate.

SPECIAL EDUCATION LEAD TEACHER

The **Special Education Lead Teacher** is a professional who assumes responsibility for the direction, coordination, and supervision of the special education process in the assigned building from screening through identification, IEP development, and placement to ensure: (1) appropriate identification and placement of students with disabilities, and (2) school compliance with state and federal requirements for the implementation of the Individual with Disabilities Education Act (IDEA).

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

Performance Responsibilities:

- Works directly with elementary students with academic, behavioral and emotional concerns to provide direct intervention and support to the student, teacher, classroom, and learning community
- Works directly in the classroom to provide instructional strategies and support to the entire class or individual students

- Works directly with students to implement the behavioral improvement plan and/or functional behavioral assessment
- Problem solves directly with individual or large groups of students to provide direct support to the learning community
- Ability to work on a one-on-one basis in small or large groups of children
- Coordinates the Special Education process in the designated building(s) which may include:
    - Screening and Referral Review
    - Developing an Evaluation Plan
    - Notice and Consent for Evaluations/Re-evaluations
    - Formal classroom observation
    - Evaluation, Diagnosis, and Identification of strengths and weaknesses
    - IEP Development
    - Notice and Consent for Placement
- Serves as a direct link between the building and the Special Education Assessment Team for all eligibility determination meetings in relation to evaluations/re-evaluations
- Coordinates entry of all demographic and/or screening information for all evaluations into the computerized IEP system
- Assists with the maintenance of individual records of all students receiving special services
- Performs other duties as assigned.

Education:

- Master's Degree in Special Education or related field.
- At least 5 years teaching experience, preferably in special education.
- Valid Georgia Teaching Certificate.

Work Experience:

- Extensive experience with special education evaluations, which should include:
    - Knowledge of diagnostic protocols
    - Experience with administration and interpretation of academic assessment tools (formal and informal)
    - Experience compiling Evaluation Reports
    - Knowledge and expertise in instructional strategies
- High levels of proficiency (speaking, reading, and writing) in both English and Spanish.
- Familiarity with using best instructional practices, such as standards-based teaching, instructional assessment, cooperative learning, and differentiated instruction.
- Integrating multicultural concepts across the curriculum.
- Skilled in teaching diverse students.
- Highly effective communication, collaboration and coaching skills.
- Strong understanding of social, emotional, developmental and learning needs.
- Ability to establish and maintain a positive classroom culture which supports the learning of all students.
- High level of organization and the ability to manage and prioritize many tasks on a daily basis.

INTERVENTIONIST

The **Interventionist** is responsible for using either reading or math student data to identify students in need of various levels of tiered support. Candidate will use student data to design differentiated small group instruction with the goal of providing students the knowledge and skills needed to return to tier one instruction and demonstrate content and skill mastery. Considerable judgment, tact, patience, sensitivity, and flexibility are required to deal with students from varied socioeconomic backgrounds and learning styles. This position requires creativity and adaptive thinking to match teaching objectives, learning strategies, and instructional plans with students' abilities.

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

Performance Responsibilities:

- Provides instruction to individual students or groups of students using methods aligned to specific student needs.
- Plans lessons, including activities such as preparing learning objectives, goals and designing learning activities and evaluations.
- Facilitates learning in the classroom (e.g., maintain discipline; encourage participation; consult with parents, school staff, and other care providers to identify and address social or developmental needs.)
- Evaluates student performance through progress monitoring activities.
- Maintains records and document student progress (e.g., record grades and absences, provide progress reports.)
- Maintains contact with parents in regard to student progress and how parents can provide additional support at home.
- Works with classroom teachers to ensure that student needs are met.
- Provides support to campus teachers in specified content area (reading or math) through coaching, collaborative lesson planning, observations with feedback and co-teaching.
- Works closely with campus administration to support ongoing professional development in specified content area through work with classroom teachers.
- Researches, identifies and implements effective resources for supporting tier 2 and 3 instruction in specified content area.
- Maintains professional development through such activities as classes, conferences, seminars, workshops, and reviewing professional journals; provide technical guidance to less experienced teachers.
- Performs various administrative activities (e.g., attend faculty and staff meetings, order equipment and supplies, copy materials, create bulletin boards, maintain communication with parents, etc.).

- Demonstrates behavior that is professional, ethical and responsible.
- Articulates the school's mission and goals to the community and solicit support in realizing the school's mission.
- Performs other duties as assigned.

Education:

- Bachelor's Degree required.
- Valid Georgia Teaching Certificate.

Work Experience:

- High levels of proficiency (speaking, reading, and writing) in both English and Spanish preferred.
- Familiarity with using best instructional practices, such as standards-based teaching, instructional assessment, cooperative learning, and differentiated instruction.
- Integrating multicultural concepts across the curriculum.
- Skilled in teaching diverse students.
- Highly effective communication, collaboration and coaching skills.
- Strong understanding of social, emotional, developmental and learning needs.
- Ability to establish and maintain a positive classroom culture which supports the learning of all students.
- High level of organization and the ability to manage and prioritize many tasks on a daily basis.

SECRETARY

The **Secretary** will perform highly skilled and responsible administrative work in support of a supervisor and to assist with office and routine clerical duties.

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

Performance Responsibilities:

- Maintains personnel/position-related paperwork to include but not limited to attendance, payroll, vacation leave requests, sick leave, statement of absences, monthly travel requests, etc. Obtains, compiles, organizes and prepares information and data for various reports and meetings; ensures that information packages are complete and meet guidelines for submissions; prepares meeting agendas, records minutes; prepares physical settings for meetings.
- Assists the immediate supervisor with the management of daily office operations, communications, meetings, schedules and events.
  Orders and maintains supplies and equipment, executes purchase orders, ensures timely payment of all purchases.
- Responds to requests and inquiries from students, faculty, staff and parents.
  Manages incoming and outgoing mail, assembles mail.

- Receives and screens office visitors and telephone calls; identifies matters requiring priority handling and brings them to attention of supervisor; receives and refers concerns raised by students, parents, personnel or other constituents.
- Enrolls new students throughout the school year. This involves handing out and explaining paperwork, contacting transportation and inputting all information into computer systems as well as contacting other schools for and necessary records or information.
- Updates enrollment information for every student at the beginning of every school year.
- Performs related duties as assigned.

Education:

- Associates degree or equivalent completed college course work relative to general office procedures, bookkeeping and computer entry from a Professional Standards Commission approved accredited college or university is preferred.
- High school diploma or GED equivalent required.
- Minimum three (3) years experience in general office procedures, bookkeeping and computer entry required or an equivalent combination of courses and responsible office/clerical experience required.

Work Experience:

- Experience working in a K-5 environment preferred.
- High levels of proficiency (speaking, reading, and writing) in both English and Spanish preferred.
- High level of organization and the ability to manage and prioritize many tasks on a daily basis.

FACILITIES MANAGER

The **Facilities Manager** will perform highly skilled maintenance and grounds keeping work to ensure the school facilities are well maintained, all equipment and building systems function properly and the grounds are

The following duties are representative for this position. The omission of specific statements of duties does not exclude them from the classification if the work is similar, related, or a logical assignment for this classification. Other duties may be required and assigned.

Performance Responsibilities:

- Coordinates contractors and vendors supplying construction, maintenance, grounds and cleaning services.
- Inspects school facilities for the purpose of ensuring that the facilities are suitable for safe operations, and maintained in an attractive and clean condition.
- Solicits and analyzes proposals from contractors and sub-contractors to perform various Physical Plant Repairs and Special Maintenance (PPRSM).
- Coordinate the purchasing of Furniture and Equipment related to the operation of the school.
- Determines the type, amount and proper delivery of maintenance, grounds and cleaning materials to support the department in efficient delivery of its duties.

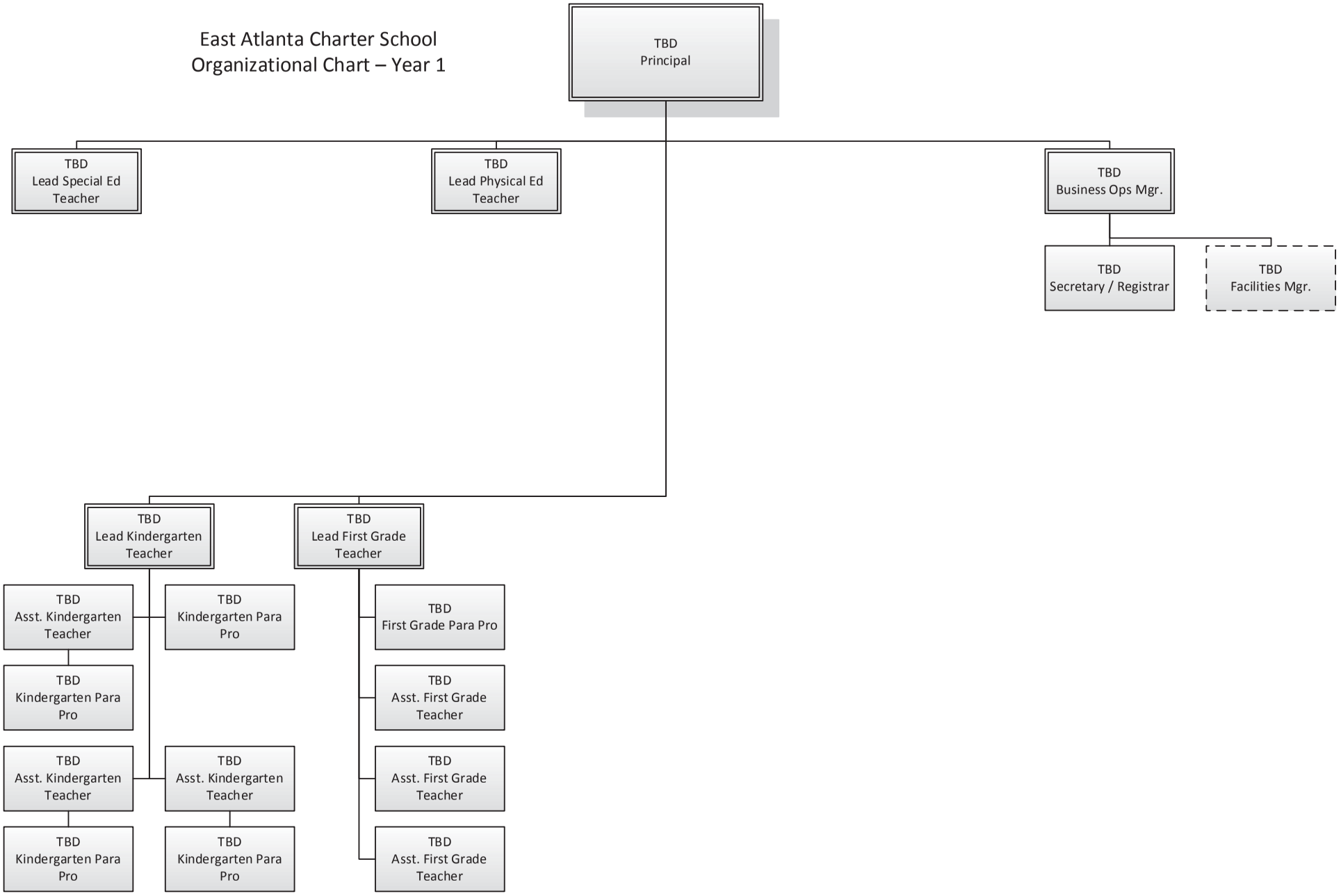
- Estimates the time and materials costs of proposed projects for the purpose of informing budgeting, planning and accountability of actual project costs.
- Plans, schedules and oversees routine preventative maintenance tasks on roofs, HVAC, and water equipment.
- Coordinates appropriate facilities set-up, arrangement and technical equipment for a variety of activities (special events, guest speakers, pep rallies, athletic events).
- Tracks and communicates status of project requests to requestors and other interested parties to ensure timely feedback and accountability.
- Effective communicator with all types of members of the community including teachers, administrators, parents and students.
- Ability to adapt behavior to function effectively in a school environment, including those specific to the traditions of the school.
- Ability to prioritize and perform multiple tasks; ability to read, analyze, and interpret general business documents, invoices, forms, and governmental regulations.
- Ability to walk, stand, maintain balance, climb ladders, crouch, lift, carry, push, or pull up to 50 lbs; ability bend, stoop, and reach above shoulder level.
- Ability to withstand indoor and outdoor environmental conditions including dirt, dust, pollen, sun, wetness, rain, fumes, temperatures, noise, or machinery vibrations.
- This is an exempt, supervisory position with responsibilities which may arise outside of normal business hours due to campus facilities emergencies. The Facilities Manager is expected to attend to these emergencies and coordinate correction.
- Performs related duties as assigned.

Education:

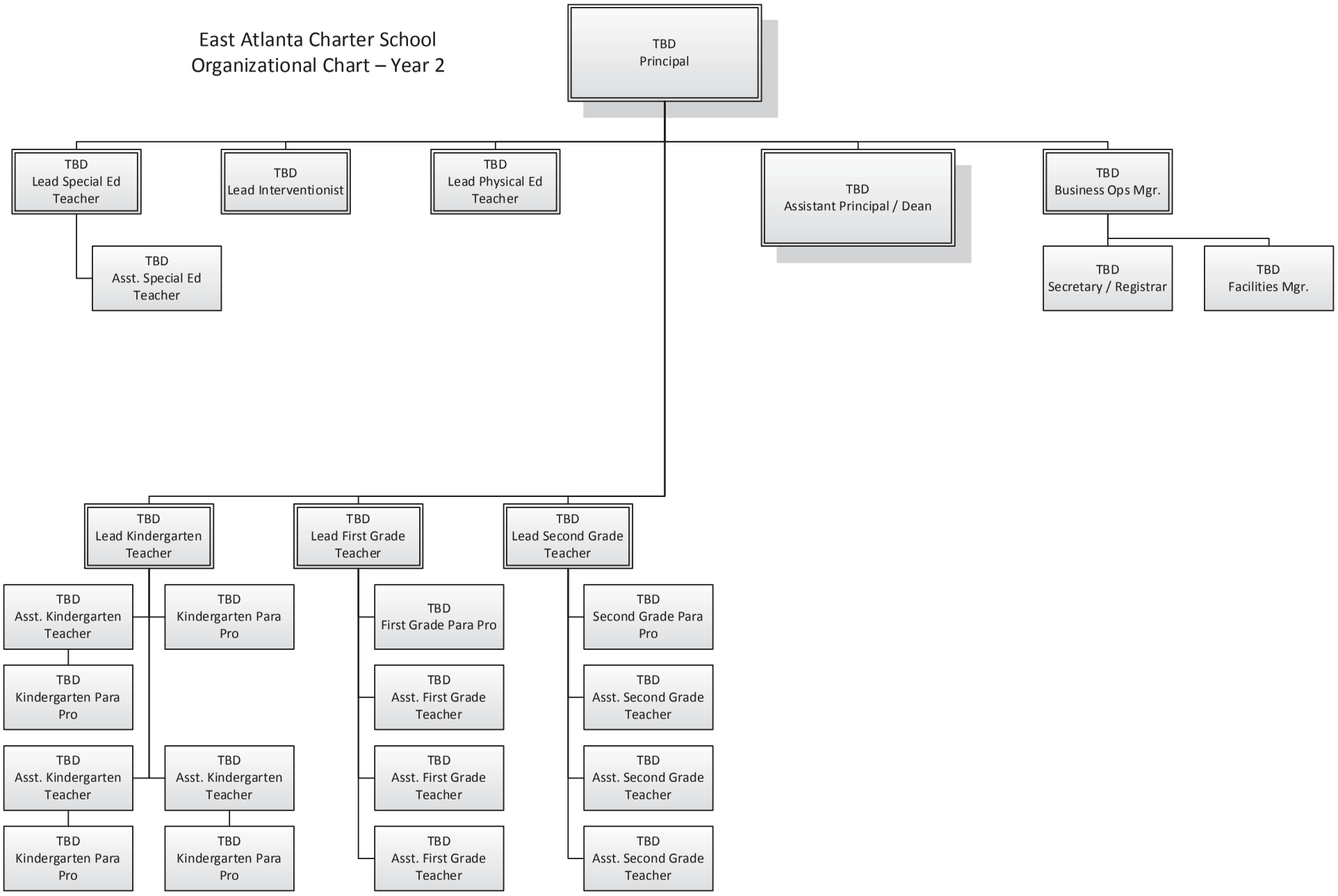
- High school diploma or GED equivalent required

Work Experience:

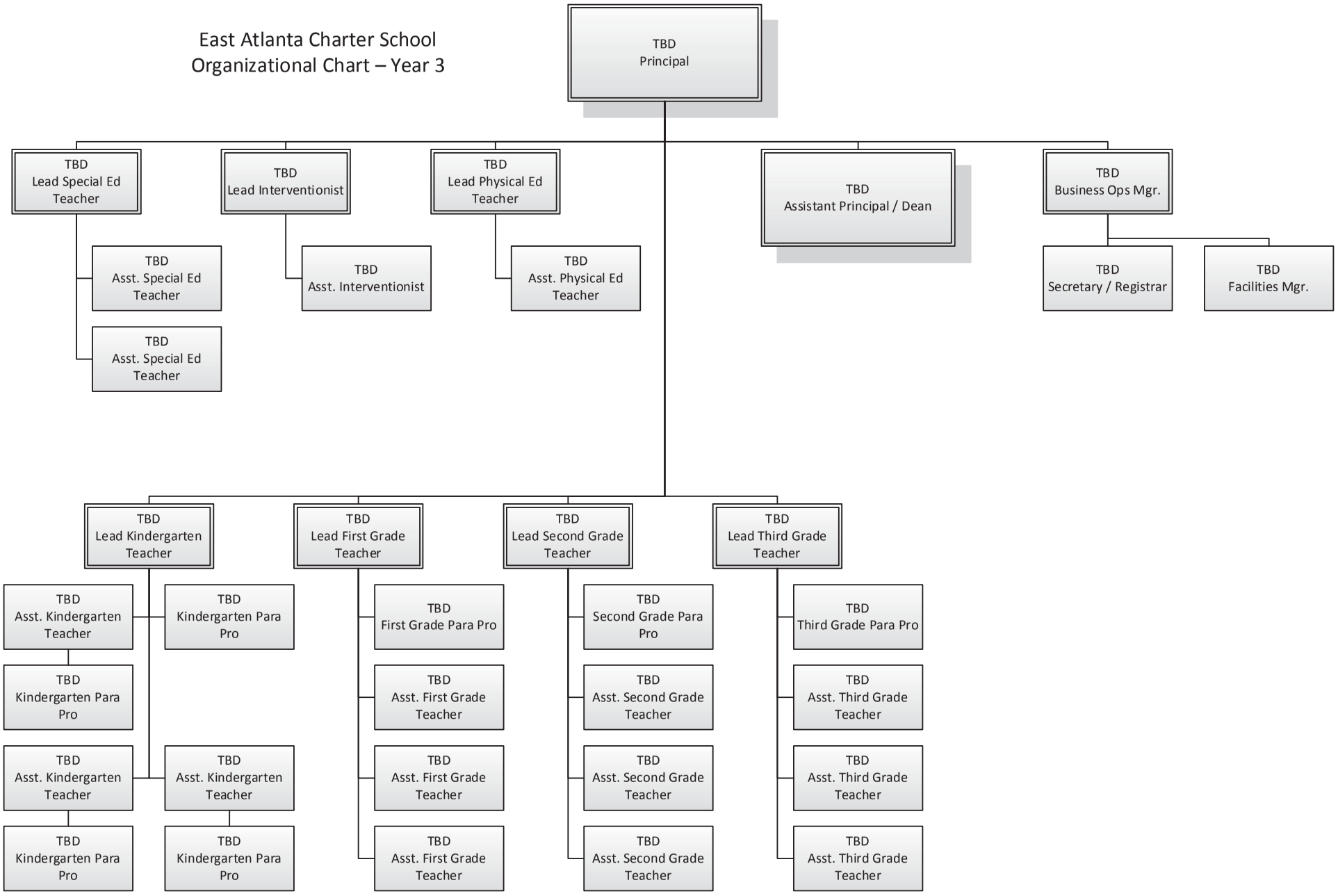
- 5 years of related experience supervising grounds, construction, facility operations and/or maintenance staff. Related experience can entail construction, plant engineer, or facility management.
- Proven personnel and contractor management experience with aptitude to judge quality of performance in all major technical trades and personal experience in at least one technical trade (carpentry, landscaping, mechanical, electrical, and structural).
- Excellent facilitator with the ability to motivate, direct, and train people and collaborate and interact with others effectively and productively.
- Basic knowledge of building codes and construction and architecture terminology.
- Working knowledge and familiarity with computer systems and software programs such as Microsoft word, Excel, and e-mail.
- Hands-on knowledge and experience in the safe operation of a variety of tools, machinery, and power equipment used in performing essential functions.
- Spanish proficiency strongly preferred.


East Atlanta Charter School
Organizational Chart – Year 1
TBD
Principal
TBD
Lead Special Ed
Teacher
TBD
Lead Physical Ed
Teacher
TBD
Business Ops Mgr.
TBD
Secretary / Registrar
TBD
Facilities Mgr.
TBD
Lead Kindergarten
Teacher
TBD
Lead First Grade
Teacher
TBD
Asst. Kindergarten
Teacher
TBD
Kindergarten Para
Pro
TBD
Kindergarten Para
Pro
TBD
Asst. Kindergarten
Teacher
TBD
Asst. Kindergarten
Teacher
TBD
Kindergarten Para
Pro
TBD
Kindergarten Para
Pro
TBD
First Grade Para Pro
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Teacher
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Teacher
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Asst. First Grade
Teacher

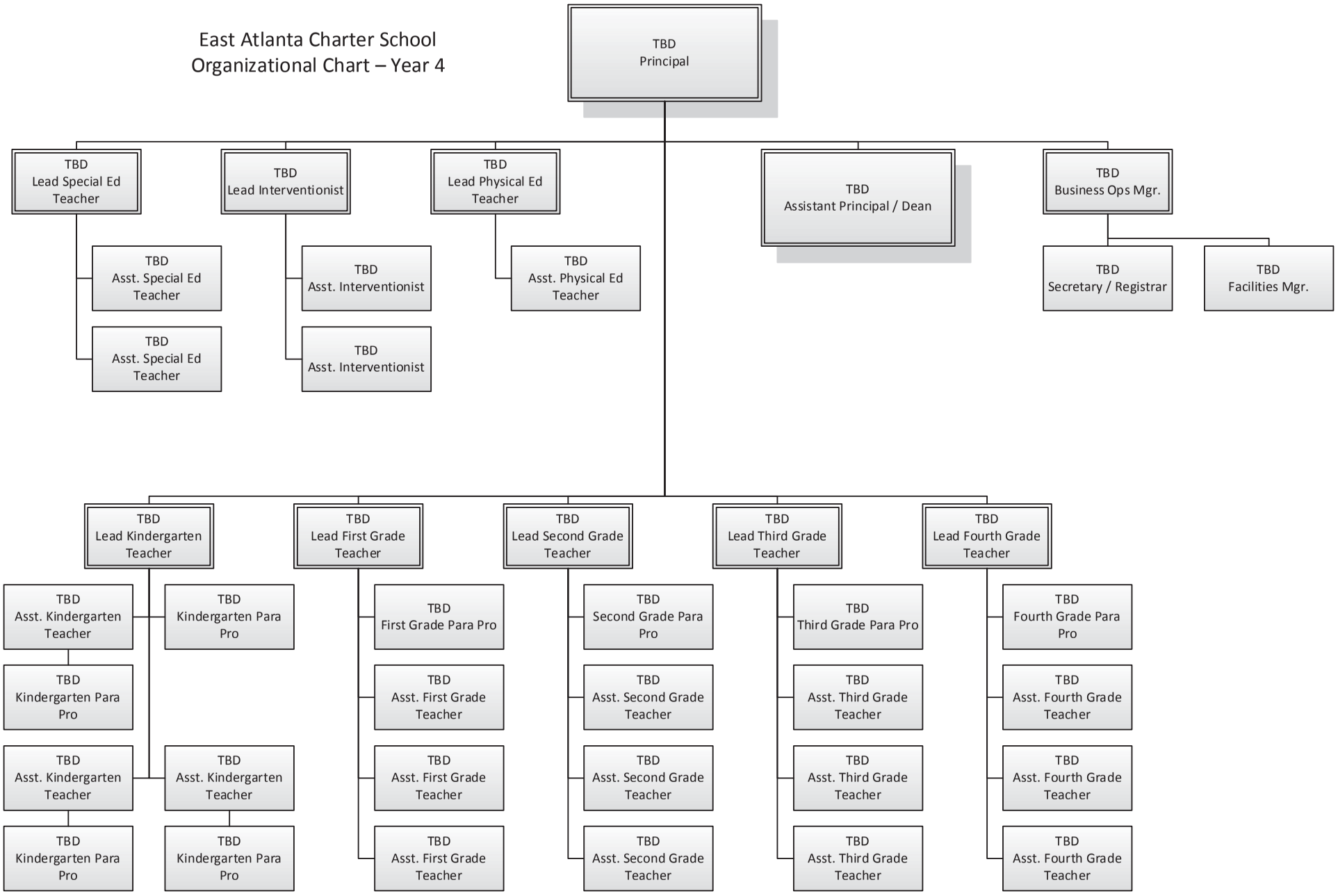
East Atlanta Charter School
Organizational Chart – Year 2



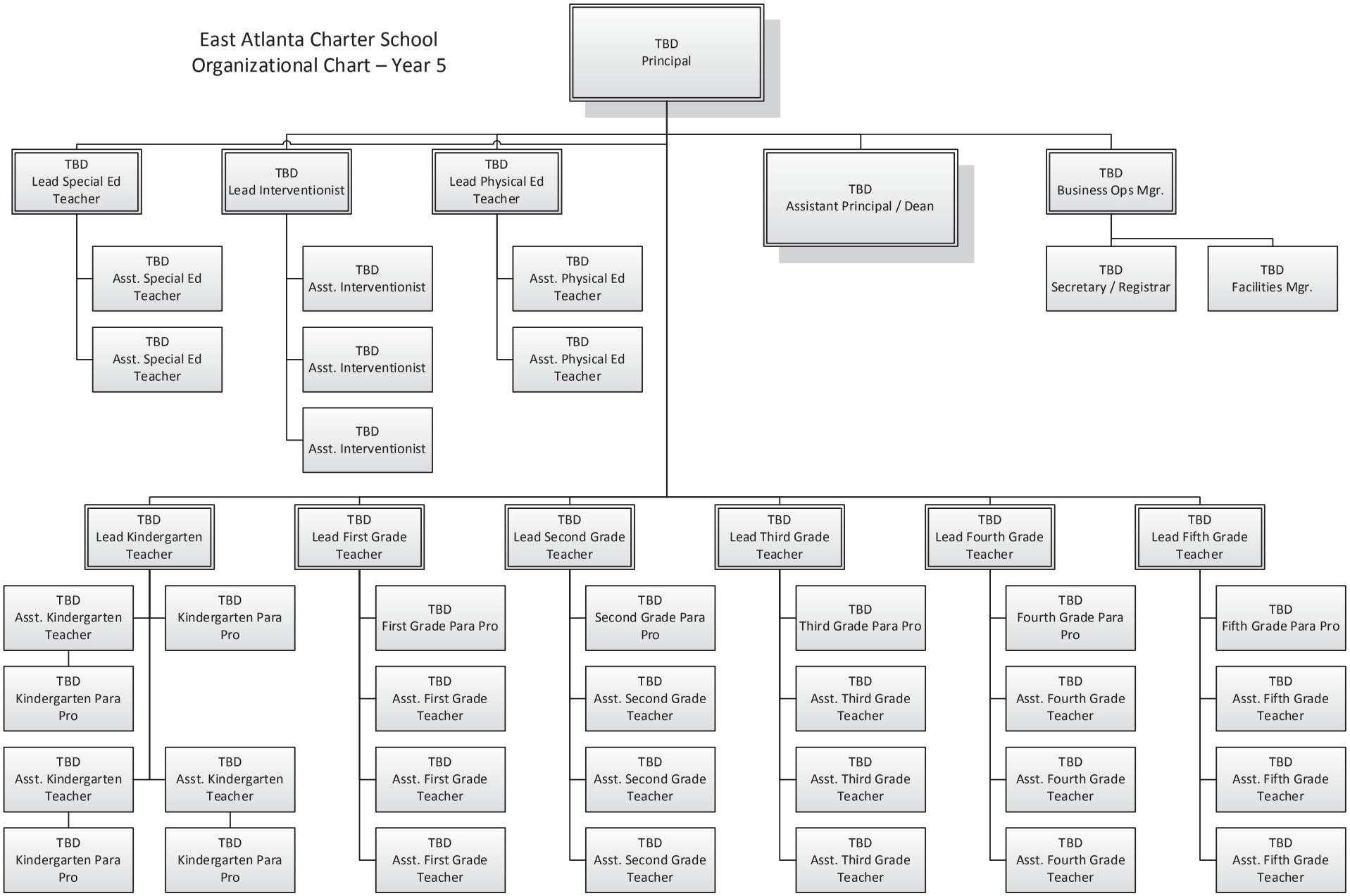
East Atlanta Charter School
Organizational Chart – Year 3



East Atlanta Charter School
Organizational Chart – Year 4



East Atlanta Charter School
Organizational Chart – Year 5



EAST ATLANTA CHARTER SCHOOL BYLAWS

ARTICLE I Name and Incorporation

Section 1. Name. The name of EACS is East Atlanta Charter School, Inc. The complete name of East Atlanta Charter School, Inc. shall be used in all transactions of official business of East Atlanta Charter School, Inc.; provided that East Atlanta Charter School may apply to conduct business under the trade name "East Atlanta Charter School" and, upon approval of said application, may use said trade name in the transaction of its business.

Section 2. Location. The registered office of East Atlanta Charter School ("EACS") shall be located in DeKalb County in the State of Georgia and EACS shall at all times maintain a registered agent at the address of the registered office. EACS may also have offices at such other places, both within and without of DeKalb County and the State of Georgia, as the Board of Directors may from time to time determine.

Section 3. Purpose. The vision of East Atlanta Charter School ("EACS") is to create an exceptional educational experience for elementary students that will foster each child's curiosity, confidence, creativity, and communication skills in two languages. Our student body will reflect and embrace our community's racial, ethnic, cultural and socioeconomic diversity. Our teachers will cultivate confident, bilingual learners who can think critically and creatively, express themselves elegantly in writing and in speech, solve complex problems, and work collaboratively.

EACS is a non-profit corporation organized under the laws of the State of Georgia and its purposes are exclusively educational as set forth in the Certificate of Incorporation.

Section 4. Non-discrimination. EACS shall not discriminate on the basis of race, religion, national origin, gender, sexual orientation, gender identity/expression or age in either the hiring or other employment practices of the school or in its admission policies for students. Further, EACS shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices. EACS shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of charter public schools in the State of Georgia.

ARTICLE II Members

Section 1. Non-membership Corporation. EACS shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of EACS.

ARTICLE III Board of Directors

Section 1. Number. The Board of Directors shall consist of not less than five and not more than twenty natural persons over the age of 18. The Principal, chair of the parent organization, and teacher representatives as selected by the Board shall be ex officio directors.

Section 2. Term and Term Limits. Directors shall be elected for three year terms. Terms shall be staggered so that no more than 1/3 of the Board shall be up for election in any year, unless a vacancy(ies) needs to be filled. Director membership shall be limited to three consecutive three-year terms. Previous Directors shall be re-eligible for membership after a lapse of one year.

Section 3. Powers. The Board of Directors shall have all powers and authority, as designated in the Charter, for the management of the business, property, and affairs of EACS, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of EACS. The Board of Directors may, by general resolution, delegate to committees or to officers of EACSs such powers as it may see fit for specified periods of time.

Section 4. Election. At each annual meeting of the Board of Directors, the Directors shall select a slate of candidates for each vacancy to be presented to the Board and a candidate shall be selected for each vacancy by simple majority vote of the Board. Each candidate is then affirmed for election by a confirmation vote from parents and legal guardians then enrolled at EACS and all full-time employees of EACS. Should a candidate not be confirmed, the Board shall select another candidate to be presented for a confirmation vote in the same manner. Should three candidates not be confirmed, the Board shall select from the three prior candidates or shall select a fourth candidate to serve the term for the vacancy by simple majority vote.

Section 5. Resignation and Removal. A Director may resign by submitting his or her resignation in writing to the Chair of the Board of Directors. A Director may be removed for cause at a meeting of Directors by an affirmative vote of two-thirds of the remaining Board of Directors. Directors being considered for removal shall receive at least two weeks' notice of such proposed action and shall have the opportunity to address the Board regarding such action prior to any vote on such removal.

If a Director becomes an impediment to EACS's mission by failing to perform the Director's duties, failing to perform the Director's duties adequately, being disruptive in meetings of the Board of Directors or taking an action, whether or not in the Director's official capacity, that is inconsistent with these Bylaws or the organizational mission of EACS, any Director may request a vote for removal of such Director and a vote shall be placed on the agenda for the next regularly-scheduled meeting of the Board of Directors. The Chair may, but is not required to, meet informally with the Director in question to counsel the Director about his or her performance before a removal vote is taken.

Any vote for removal must be taken in person. No vote for removal of a Director may be taken by consent of the Directors, by proxy, or by telephone.

Section 6. Annual Meeting. An annual meeting of the Board of Directors for the election of Directors and Officers and such other business as may come before the meeting shall be held in April of each year. Written notice shall be given not less than 30 days nor more than 60 days of the time, place, and purposes of the meeting. The meeting shall be held at the principal location of EACS or such other place as shall be specified in the meeting notice.

Section 7. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Directors shall be according to a calendar adopted at the annual meeting, except in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine. The Board must hold a minimum of ten meetings per year. Timely public notice of all such regular meetings shall be provided.

Section 8. Special Meetings. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the Chair or by any three members of the Board of Directors. Notice of the time and place of all such meetings shall be given to each member of the Board of Directors by telephone, mail, fax, email, in person, or by any other reasonable means at least 24 hours before the meeting. Any member of the Board of Directors may execute a waiver of notice either before or after any meeting, and shall be deemed to have waived notice if he or she is present at the meeting. Neither the business to be transacted at, nor the purpose of, any meeting of the Board of Directors need be stated in the notice or waiver of notice of such meeting.

Section 9. Open and Public Meetings. The Board of Directors shall comply with the Open and Public Meetings Act, O.C.G.A. § 50-18-70 *et seq.* EACS shall maintain its adopted policies, budgets, meeting agendas, and minutes and shall make such documentation available for public inspection.

Section 10. Quorum. A simple majority of the full number of Directors shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Directors present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Charter, or by these Bylaws. Every act of a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board of Directors.

Section 11. Vacancies. A vacancy on the Board of Directors, including a vacancy caused by an increase in the number of Directors, may be temporarily filled by a simple majority vote of the remaining Directors to elect a person(s) to fill the vacancy(ies) until the next annual meeting of Directors, at which time Directors so elected must be re-elected as specified in the Bylaws or step down from the Board as soon as his or her successor is duly elected and qualified.

Section 12. Compensation. Directors receive no payment for their services. Directors may be reimbursed for out-of-pocket expenses incurred on approved board business. Expenses incurred in a calendar month that total under $100 may be reimbursed by the Finance Committee. Expenses incurred in a calendar month that total over $100 must be approved by a simple majority of the Board of Directors. Directors must present receipts for all such expenses, which shall be for the director only, and shall be itemized and documented.

Section 13. Meeting Attendance. Directors are expected to attend all Board meetings. It shall be the duty of the Secretary of the Board to communicate with any director after a director's three unexcused, consecutive absences to ascertain the director's interest in retaining Board membership. Failure to provide an adequate response may qualify as sufficient cause for removal from the Board of Directors. The Chair may excuse any absence upon sufficient showing of excuse.

Directors may attend any meeting by telephone with permission of the Chair either before or after the meeting. Directors may not cast any vote by proxy, except during the Annual Meeting.

Section 14. Consent of Directors. Unless otherwise restricted by the Articles of Incorporation or these Bylaws, any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting, if a majority of the Board or committee, as the case may be, consent thereto in writing, including electronic communication, setting forth the action so taken, and the writing or writings are filed with the minutes of the proceedings of the Board or committee. Such consent shall have the same force and effect as an affirmative vote of the Board of Directors or committee.

ARTICLE IV Committees

Section 1. Establishment. The Board of Directors may appoint such standing committees and/or ad hoc committees as it deems necessary for the effective governing of the school.

Section 2. Standing Committees. Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the charter school policy manual. The function of any committee so established shall be fact-finding, deliberative, and advisory to the Board of Directors. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up of no more than two fewer than a quorum of the Board of Directors. The Chair shall be an ex officio member of each committee. Each standing committee shall be chaired by a Director, except in the case of a simple majority vote by the Board of Directors to appoint a person not on the Board for a one-year term. The principal of the charter school shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salary are to be deliberated. Standing committees shall be:

• Executive Committee: Composed of the elected officers and volunteer standing committee chairs. The Executive Committee may act with the full power of the Board of Directors between meetings of the Board. All actions must be recorded and reported to the Board. All matters of policy must be referred to the Board for ratification. Annually evaluate in writing the performance of the principal.

• Development Committee: Raise funds through an Annual Capital Campaign, and other related efforts, to supplement the per-pupil funding received from the DeKalb County Board of Education. Ensure that all fundraising at school is vetted through the development committee.

• Curriculum and Instruction: Oversee the school's progress toward meeting its academic goals.

•Facilities: Oversee and address issues relating to the maintenance and operations of the facility or facilities.

• Finance Committee: Review and recommend the annual budget for Board approval. Monitor budget compliance, all financial expenditures, and revenues and other financial issues throughout the year. Recommend financial policies to the Board. Work with the Business Operations Manager, Principal, and other staff to establish financial goals and

policies. The Financial Committee Chair will, in collaboration with the Principal and Business Manager, prepare and present a report on current financial and operational performance at each Board meeting. The Treasurer shall be the chair of the Finance Committee.

• Grievance Committee: the Board of Directors shall establish a Grievance Committee comprised of both parents and teachers to make non-binding recommendations to the Board of Directors concerning the disposition of complaints. The Grievance Committee shall have four members who will serve one year terms, with one member designated as chairperson the other committee members. Committee members shall be appointed each year at the first Board of Directors meeting following the annual meeting. Members may serve no more than two consecutive terms on the committee.

• Nominating and Governance Committee: Develop the Board policies, procedures, and training. Establish hiring, grievance, transfer, evaluation, and other personnel procedures. Provide support for the Principal in the implementation of these policies. Conduct, and report to the Board on, an annual performance review of the Principals. Announce openings, accept nominations for, review candidates, and make recommendation(s) to the full Board candidates for open Board positions. Obtain school community input on nominations prior to selecting and recommending Board members for election by the Board. The Vice Chair shall be the chair of the Nominating and Governance Committee.

Section 3. Ad Hoc Committees. Each ad hoc committee shall have a charter specific to its permitted activities and that charter shall include the date on which the committee is to present its final report to the Board of Directors and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the school community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Board of Directors. Ad hoc committees shall be made up of no less than three and no more than 10 members.

Section 4. Advisory Council. The Chair may appoint with the approval of the Board of Directors an Advisory Council to promote the mission and vision of EACS pursuant to the A+ Education Reform Act of 2000.

ARTICLE V Officers

Section 1. Titles. The Officers of EACS are a Chair, a Vice Chair, a Secretary, and a Treasurer. The Board of Directors may create such other officer positions as

deemed necessary. Each officer position shall have its duties and responsibilities specified and included in these Bylaws. No Officer may hold more than one position at the same time.

Section 2. Election. The Officers shall be elected from among the Board of Directors at each annual meeting of the Directors and shall serve for one year and until their successors are elected and qualified.

Section 3. Terms. An officer may serve no more than three consecutive one-year terms. Former officers, after a break in service of one year, may be elected to another term as an officer.

Section 4. Duties. Officers shall have the duties and responsibilities belonging to their office, including those that follow:

(a) The Chair shall be responsible, along with their fellow Directors, for the oversight of the business and affairs of EACS. The Chair shall set the agenda and preside at all meetings of the Board. The Chair shall have a full and equal vote as accorded to all Directors. The Chair may enter into and execute in the name of EACS ascontracts or other instruments that are authorized by the Board of Directors. The Chair may delegate, as needed, to any other officer any or all of the duties of the office of Chair. The Chair shall have other powers and duties as may be prescribed by the Board of Directors or by these Bylaws. The Chair is an ex officio member of all committees, standing and ad hoc.

The previous Chair shall be an ex officio member of the Board unless he or she is a Director.

(b) The Vice Chair shall have such duties and responsibilities as may be delegated to him/her by the Chair. The Vice Chair shall have full and equal vote as accorded to all Directors. In the absence of the Chair, the Vice Chair shall perform all the duties of the Chair and, when so acting, shall have all the responsibilities of and be subject to all the restrictions as fall upon the Chair, including presiding at meetings of the Board of Directors. He/she shall have such other powers and duties as may be prescribed by the Board of Directors or by these Bylaws. The Vice Chair is responsible for organizing the Board retreat and Annual Meeting, and shall be the chair of the Nominating and Governance Committee.

(c) The Secretary shall cause notices of all meetings to be served to all members of the Board of Directors and the Director and shall keep or cause to be kept the minutes of all meetings of the Board, including the time and place, the names of those present, the actions taken, and the votes on such actions. The Secretary shall present the minutes of the previous meeting at the subsequent meeting to be voted

on by the Board and duly noted in the minutes of the instant meeting. The Secretary shall keep the Seal of EACS. He/she shall have such other powers and duties as may be prescribed by the Board or by these Bylaws. The Secretary is responsible for causing all committees to submit minutes to the Board.

(d) The Treasurer shall be charged with financial oversight of EACS and shall have oversight of the Business Manager as that employee takes responsibility of the financial records, investments, and other evidences of school properties and assets. The Treasurer shall ensure that the Business Manager keeps regular books of account for EACS that set out business transactions of EACS, such books to be at all times open to inspection at their place of keeping to any Board of Director member. The Treasurer shall be the chair of the Finance Committee, which shall prepare an annual budget, in conjunction with the Principal and the Business Operations Manager, for the consideration and approval of the Board of Directors. The Treasurer shall ensure that the Business Manager deposits all moneys and other valuables in the name and to the credit of EACS with such depositaries as shall be designated by the Board of Directors. The Treasurer shall provide oversight to the Business Manager in the investment and reinvestment of funds of EACS and the disbursement of funds of EACS as may be ordered by the Board of Directors. The Treasurer shall render to the Board of Directors and the members of the school community, at the Annual Meeting, statements evidencing the current financial condition of EACS. The Treasurer shall ensure that the Business Manager establishes a system of adequate financial recording showing quarterly income, expenditures, and balance and shall, at the first meeting following the end of each quarter, submit to the Board of Directors a detailed written financial report in compliance with the Georgia statutes and regulations relating to charter schools. The Treasurer, as chair of the Finance Committee, annually shall recommend an auditing firm to be contracted by the Board of Directors to review the books of EACS and provide a report on them to the Board of Directors. The Treasurer shall be the chair of the Finance Committee.

The Treasurer shall possess the following qualifications:

- A baccalaureate or higher degree in business, accounting, or finance from an accredited college or university and a minimum of four years of experience in a field related to business or finance; or

- Documented experience of ten or more years of experience in the field of business and financial management.

ARTICLE VI Fiscal Year and Expenditures

Section 1. Fiscal Year. The fiscal year of EACS shall be July 1st to June 30th.

Section 2. Authorization of Expenditures and Indebtedness. Any officer may authorize expenditures of up to $2,000. Expenditures of over $2,000 but less than $10,000 must be jointly authorized by two officers. Expenditures in excess of $10,000 must be approved by a majority of the Board of Directors.

All checks or demands for money and notes of EACS shall be signed by such officer or officers or such other person or persons as the Board of Directors may from time to time designate.

ARTICLE VII Amendments to Bylaws

Section 1. Amendments. The Board of Directors shall have the power to make, amend, or repeal the Bylaws of the charter school, either in whole or in part. The Bylaws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Directors and posted in all places as required no less than ten (10) days prior to the meeting at which such change(s) shall be proposed and voted upon. Any change shall require the approval by a two-thirds (2/3rds) vote of the full membership of the board.

ARTICLE VIII Dissolution

Section 1. Revocation of Charter. If, at any time and for any reason, EACS's charter is revoked or EACS becomes insolvent, all assets of the charter school, after satisfaction of all outstanding claims by creditors, will be distributed equitably in accordance with law.

Section 2. Voluntary Dissolution. Should EACS choose to dissolve for reasons other than the revocation of its charter or financial insolvency, all assets of the charter school, after satisfaction of all outstanding claims by creditors and governmental grantors, will be distributed to the DeKalb County Board of Education.

ARTICLE IX Additional Provisions

Section 1. Indemnification of Officers and Directors.

Except to the extent expressly prohibited by the Georgia Nonprofit statues and EACS bylaws, EACS shall indemnify any person made or threatened to be made a party to or called as a witness in or asked to provide information in connection with any pending or threatened action, proceeding, hearing, or investigation, or any appeal therein (other than an action or proceeding by or in the right of EACS to procure a judgment in its favor),whether civil or criminal, including an action

by or in the right of any other EACS of any other type or kind, domestic or foreign, or any partnership, joint venture, trust, employee benefit plan, or other enterprise, which any Director or Officer of EACS served in any capacity at the request of EACS partnership, joint venture, trust, employee benefit plan, or other enterprise in any capacity, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees actually and necessarily incurred as a result of such action or proceeding, or any appeal therein if such Director or Officer acted in good faith, for a purpose that he or she reasonably believed to be in, or, in the case of service for any EACS or any partnership, joint venture, trust, employee benefit plan, or other enterprise, not opposed to, the best interests of EACS and, in criminal actions or proceedings, in addition, had no reasonable cause to believe that his or her conduct was unlawful.

Except to the extent expressly prohibited by the Georgia Nonprofit Code, EACS shall indemnify any person made, or threatened to be made, a party to an action by or in the right of EACS to procure a judgment in its favor by reason of the fact that he or she is or was, or he or she is the executor, administrator, heir, or successor of a person who is or was a Director or Officer of EACS, or is serving at the request of EACS as a Director or Officer of EACS of any type or kind, domestic or foreign, of any partnership, joint venture, trust, employee benefit plan, or other enterprise, against amounts paid in settlement and reasonable expenses, including attorneys' fees, actually and necessarily incurred by him or her in connection with the defense or settlement of such action, or in connection with an appeal therein, if such Director or Officer if service for EACS or any partnership, joint venture, trust, employee benefit plan or other enterprise , not opposed to, the best interests of EACS, except that no indemnification under this paragraph shall be made in respect to (1)a threatened action, or a pending action that is settled or otherwise disposed of, or (2) any claim, issue, or matter as to which such person shall have been judged to be liable to EACS, unless and only to the extent that the court in which the action was brought, or if no action was brought, in any court of competent jurisdiction, determines upon application that, in view of all the circumstances of the case the person is fairly and reasonably entitled to indemnity for such portion of the settlement amount and expenses as the court deems proper.

The termination of any civil or criminal action or proceeding by judgment, settlement, conviction, or upon a plea of nolo contender or its equivalent, shall not in itself create a presumption that any such Director or Officer did not act in good faith for a purpose that he or she reasonably believed to be in, or in the case of service for any other EACS or partnership, joint venture, trust, employee benefit

plan, or other enterprise not opposed to the best interests of EACS or that he or she had reasonable cause to believe that his or her conduct was unlawful.

No indemnification shall be made under this Bylaw if a judgment or other final adjudication adverse to such person establishes that their acts were committed in bad faith or were the results of active and deliberate dishonesty and were material to the cause of action so adjudicated, or that he or she personally gained in fact a financial profit or other advantages to which he or she was not legally entitled, and provided further that no such indemnification shall be required with respect to any settlement or other non-adjudicated position of any threatened or pending action or proceeding unless EACS has given its consent to such settlement or other disposition.

EACS shall advance or promptly reimburse, upon request of any person entitled to indemnification, hereunder, all expenses, including attorneys' fees actually and reasonably incurred in defending any action or proceeding in advance of the final disposition thereof, upon receipt of a written undertaking by or on behalf of such person to repay such amount if such person is ultimately found not to be entitled to indemnification, or, where indemnification is granted, to the extent the expenses so advanced or reimbursed exceed the amount to which such person is entitled.

Nothing in the Bylaws shall limit or affect any other right of any person to indemnification or expenses, including attorneys' fees, under any statue, rule, regulations Certificate of Incorporation, Bylaws, insurance policy, contract or otherwise.

No elimination of this Bylaw, and no amendment of this Bylaw adversely affecting the right of any person to indemnification or advancement of expenses hereunder shall be effective until the sixtieth day following notice to such person of such action, and no elimination of or amendment to this Bylaw shall deprive any person of their rights hereunder arising out of alleged or actual occurrences, acts, or failures to act prior to such sixtieth day. The provisions of this paragraph shall supersede anything to the contrary in these Bylaws.

EACS shall not, except by elimination or amendment of this Bylaw in a manner consistent with the preceding paragraph, take any corporate action or enter into any agreement which prohibits, or otherwise limits the rights of any person to indemnification in accordance with the provisions of this Bylaw. The indemnification of any person provided by this Bylaw shall continue after such person has ceased to be a Director or Officer of EACS and shall inure to the benefit of such person's heirs, executors, administrators, and legal representatives.

EACS is authorized to enter into agreements with any of its Directors, Officers, or employees extending rights to indemnification and advancement of expenses to such person to the fullest extent permitted by applicable law, or to provide such indemnification and advancement of expenses pursuant to a resolution of the Board of Directors, but the failure to enter into any such agreement or to adopt any such resolutions shall not affect or limit the rights of such person pursuant to this Bylaw. It is hereby expressly recognized that all Directors and Officers of EACS, by serving as such after the adoption hereof, are acting in reliance on this Bylaw and EACS is stopped to consent otherwise. Additionally, it is hereby expressly recognized that all persons who are Directors or Officers of EACS and who also serve as Directors, Officers, or employees of corporations that are subsidiaries or affiliates of EACS (or otherwise entities controlled by EACS) are conclusively presumed to serve or to have served as such at the request of EACS, and, unless prohibited by law, are entitled to indemnification under this Bylaw.

For purposes of this Bylaw, EACS shall be deemed to have requested a Director or officer of EACS to serve an employee benefit plan where the performance by such person of his or her duties to EACS also imposes duties on, or otherwise involves services by, such person to the plan or participants or beneficiaries of the plan, and excise taxes assessed on a person with respect to an employee benefit plan pursuant to the applicable law shall be considered indemnifiable expenses, and action taken or omitted by a person with in respect to an employee benefit plan in the performance of such person's duties for a purpose reasonably believed by such person to be in the interest of the participants and beneficiaries of the plan, shall be deemed to be for a purpose that is not opposed to the best interest of EACS.

A person who has been successful, on the merits or otherwise, in the defense of a civil or criminal action or proceedings shall be entitled to indemnification as authorized in the Article. Except as provided in the preceding sentence and unless ordered by a court, any indemnification under this Bylaw, under any contract or otherwise, shall be made by EACS if, and only if, authorized in the specific case.

By the Board of Directors acting by quorum consisting of Directors who are not parties to such action or proceedings upon a finding that the Director or Officer has met the standard of conduct set forth in the first paragraph of this Article;

If such a quorum is not obtainable or, even if obtainable, a quorum of disinterested Directors so directs, by the Board of Directors upon the opinion in writing of independent legal counsel that indemnification is proper under the circumstances because the standard of conduct set forth in the first and second paragraph of this Article has been met by such Director or Officer.

If any expenses or other amounts are paid by way of indemnification, otherwise than by court order, EACS shall include such information in the records of EACS open to public inspection.

In case any provision in this Article shall be determined at any time to be unenforceable in any respect, the other provisions shall not in any way be affected or impaired thereby, and the affected provision shall be given the fullest possible enforcement in the circumstances, it being the intention of EACS to afford indemnification and advancement of expenses to its Directors and Officers, acting in such capacities or in the other capacities specified in this Article, to the fullest extent permitted by law.

Section 3. Insurance. The Board of Directors shall provide for the liability and other forms of insurance considered to be necessary and prudent as protection against possible claims.

Section 4. Audit. At the close of each fiscal year, the accounts of EACS shall be audited by an independent auditor, who is either a Certified Public Accountant and who has expertise in accounting of tax-exempt organizations generally. The auditor shall be contracted for this purpose by a majority vote of the members of the Board of Directors present at the regular public meeting at which the motion to contract the auditor is being considered. The audit shall be done in compliance with Georgia statutes governing Charter Schools and with all applicable state and federal laws controlling non-profit tax-exempt corporations. Copies of the audit shall be provided to all necessary agencies.

Section 5. Charter Management Company. EACS will not be managed directly or indirectly by a for-profit management company and/or service provider in accordance with the business league purposes of EACS within the meaning of Section 501(c)(3) of the Internal Revenue Code. The Board of Directors by a super majority vote may choose to be managed directly or indirectly by a not for profit management company or service provided that has been certified as a 501(c)(3) nonprofit by the Internal Revenue Service.

These Bylaws were adopted by the Board of Directors at its meeting held on 05·12·2015 by a vote of unanimous

Jean Wilson-Stayton
Board Secretary

Resolution of the Board of Directors
East Atlanta Charter School
c/o Locke Law Firm
101 Marietta Street NW, Suite 3325
Atlanta, Georgia 30303

Election of Officers

WHEREAS, the Bylaws state that the School shall elect the initial officers at its first duly noticed meeting; and

WHEREAS, the Bylaws define the responsibilities of the officers;

BE IT RESOLVED that the following board directors are elected to serve as officers of the Board for the ensuing year or until their successors are duly elected and qualified:

Chair: Loren Locke

Vice-Chair: Mijha Godfrey

Secretary: Jean Wilson-Stayton

Treasurer: Josh Bennett

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Board of Directors at a properly noticed open meeting held on the 11th day of May, 2015, at which a quorum was present.

By: Jean Wilson-Stayton

Date: 05/11/2015

Loren C. Locke

2349 Bouldercliff Way SE, Atlanta, Georgia 30316 · (314) 791-7646 · loren.c.locke@gmail.com

EDUCATION

William & Mary School of Law, Williamsburg, Virginia
Juris Doctor, May 2008
Graduate Research Fellow (merit-based fellowship and research assistantship)
Articles Editor, ***William & Mary Journal of Women and the Law***

University of Richmond, Richmond, Virginia
Bachelor of Arts, International Studies: World Politics and Diplomacy, May 2005
Minors in Spanish and French
Summa cum laude
Phi Beta Kappa
Studied abroad for one semester in Quito, Ecuador (2004) and two months in Córdoba, Argentina (2003).

Lycée Henri Moissan, Meaux, France
Exchange student: participated in a year-long exchange to a public French high school, spending 100% of time living and learning in French, in a program sponsored by the Rotary Club. A

EXPERIENCE

Seyfarth Shaw LLP, Atlanta, Georgia
Attorney: She works directly with both individual foreign nationals and their employers to help them obtain a variety of non-immigrant and immigrant visas and to achieve lawful permanent residence in the U.S. Loren specializes in advising on consular practice and in preparing responses to Requests for Evidence. She has expertise in the full cycle of PERM including preparing labor certification applications, responding to audits, and requesting reconsideration in case of denial. Loren also has deep substantive knowledge and experience in handling O-1 petitions for aliens with extraordinary ability, as well as EB-1 petitions for aliens of extraordinary ability, outstanding researchers, and multinational executives and managers. June 2012 to present.

Georgia Asylum and Immigration Network (GAIN)
Named the Volunteer Attorney of the Year for 2014 in recognition of pro bono work on U visas cases for immigrant victims of domestic violence. Performed ongoing pro bono work since 2011.

Thomas Jefferson School Alumni Association, St. Louis, Missouri
Founding Board Member and Fundraising Chair: Participate in the creation of an alumni association for the graduates of a high school, including drafting establishing foundational documents and procedures, serving one cycle, and transitioning to a second generation of leadership. 2011-2013.

Law Office of Cherie E. Cookorinis, P.C., Atlanta, Georgia
Attorney: Prepare E, H-1B, L, and TN nonimmigrant petitions. Assist clients in obtaining lawful permanent residence in the U.S. through applications for labor certification. Prepare clients for consular processing and waivers for IV and NIV cases. January 2011 to March 2012.

U.S. Department of State, U.S. Consulate General, Matamoros, Mexico
Foreign Service Officer: Served for fourteen months in the Nonimmigrant Visa Section adjudicating visas for tourists, students, professionals, temporary workers, and investors. Acted as the Fraud Prevention Manager for one year, supervising investigators and conducting investigations and research to combat abuse of U.S. visas and citizenship documents. Served as Chief of the American Citizen Services unit,

adjudicating U.S. passports and Certificates of Birth Abroad, responding to emergencies of American citizens, and managing a staff of six. September 2008 to January 2011.

National Immigrant Justice Center, Chicago, Illinois
Legal Intern: Assisted in cancellation of removal, VAWA, asylum, TPS and naturalization cases. Prepared briefs and evidence indices for hearings. Translated official documents, letters, and declarations. Performed client intake interviews, drafted petitions and applications for clients, and handled follow-up contact. Summer 2007.

The Hon. Raymond W. Gruender, U.S. Court of Appeals, Eighth Circuit, St. Louis, Missouri
Judicial Intern: Researched and wrote bench memoranda and opinions under direction of judge and law clerks, focusing on immigration, employment, and contracts. Summer 2006.

Professors Michael Stein and Angela Banks, Williamsburg, Virginia
Graduate Fellow: Researched immigration law (Professor Angela Banks, August 2007 – May 2008) and disability and human rights law (Professor Michael Stein, August 2006 – May 2007).

LANGUAGES

Fluent in spoken and written Spanish and French.

MEMBERSHIPS

Licensed to practice law in Georgia.
American Immigration Lawyers Association (AILA)

MIJHA BUTCHER GODFREY

1796 Streamview Dr. SE, Atlanta, GA 30316 mijha.godfrey@gmail.com 201-893-4124

WORK EXPERIENCE

Counsel on Call, Atlanta, GA July 2013 – Present

Real Estate & Corporate Attorney for client firms

- Review surveys and conform legal descriptions to surveys
- Draft easement agreement
- Prepare corporate documents and record books
- Handle details and documents to drive deals to completion

Molden & Holley, LLC, Atlanta, GA 2011-February 2013

Of Counsel/Supervising Attorney

- Negotiated and closed $7M construction loan for institution of higher education
- Draft, negotiate and review leasing agreements, employment contracts, settlement agreements, and business contracts
- Close commercial loans, including negotiating and finalizing loan documentation and title work
- Complete wills, advance directives for health care and general powers of attorney
- Supervise the work of three associates, guiding them in negotiations and case strategy and improving their legal writing
- Reorganize the firm's hiring practices including reviewing all applications, interviewing candidates and hiring legal and support staff

Atlanta Neighborhood Development Partnership, Atlanta, GA 2006-2011

Housing Development Manager

- Project manager of $9M budget for foreclosed scattered-site single family housing development for two metropolitan Atlanta counties
- 78 homes acquired; 44 sold or under contract in eighteen months
- Created *pro forma* budget and reconciled budgets for individual units
- Supervised work of vendors (lawyers, real estate agents, contractors, inspectors)
- Hands-on management of each stage of the project

Affordable Housing Program Manager

- Re-designed and implemented the tax allocation district affordable housing program at a luxury condominium
    - Streamlined and clarified pre-approval and purchase process
    - Revised legal documentation where appropriate to clarify key points for buyers
    - Guest Lecturer for University of Georgia Housing Policy class

Shearman & Sterling LLP, New York, NY 2003-2006

Associate, Property & Corporate Finance Departments

- Represented buyers in the purchase of Class A office buildings
    - Conducted due diligence
    - Drafted deal documents
- Represented owners in negotiation and drafting leases for Class A office space
- Partnered with M&A department for real property due diligence in M&A transactions
- Negotiated and drafted provisions of large credit facilities to ensure adequate collateralization of loans to protect lender clients' interests

Pro bono

- Won firm's first Social Security Disability Benefits appeal
- Led a team of attorneys litigating four fair housing cases for over a year
    - Filed complaints and responses
    - Deposed defendants
    - Successfully steered the team through several personnel changes
    - Secured settlements that increased fair housing enforcement and training

Honors
Legal Aid Society 2004 Pro Bono Award; Social Justice Award from Long Island ACORN; Certificate of Recognition from the Nassau County Legislature; Citation from the Nassau County Office of the Executive for distinguished service to the Nassau County community.

Summer Associate, Project Finance. Summer 2001

pcOrder.com, Austin, TX 1998-2000

Deployment Engineer

- Identified technical and business challenges for over 100 business accounts
- Trained clients on-site to optimize use of pcOrder software
- Improved client relationships and implemented solutions that streamlined customers' business processes and increased company's sales
- Created and implemented marketing programs that increased usage of the company's products

EDUCATION

Yale Law School, New Haven, CT J.D., May 2003

Publication
Using Mediation to Remedy Civil Rights Violations When the Defendant Is Not an Intentional Perpetrator: The Problems of Unconscious Disparate Treatment and Unjustified Disparate Impacts, *24 Hamline J. Pub. L. & Pol'y 225* (2003)

Honors and Activities

- *First place*, NE BLSA Frederick Douglass Moot Court Competition
- *Senior Editor*, Yale Journal of Regulation
- *Legal Advisor to community organizers*, Housing & Community Development Clinic
- *Teaching Assistant* to Judge Flemming Norcott, College Course: Blacks & The Law

Wellesley College, Wellesley, MA
B.A., Urban Studies and Spanish, *magna cum laude*, May 1998
Semester abroad with American Colleges of the Midwest in San Jose, Costa Rica
Summer abroad studying Spanish in Cuernavaca, Mexico

Honors and Activities

- NAACP Legal Defense Fund Herbert Lehman Scholarship
- Ella Smith Elbert and Fannie Lou Hamer Literary Award Literary Awards, Africana Studies Department
- College Government, *President*
- Parliamentary Debate Team, *Novice Coach*
- Camp Exploration, *Teacher, courses in Current Events and Public Speaking*

COMMUNITY INVOLVEMENT

East Atlanta Charter School, Atlanta, GA
Co-Founder, Board Member. Assist with gathering community support for East Atlanta Charter School. Meet with experts, community leaders and stakeholders.
Friends of South DeKalb Schools, Atlanta, GA
Co-Founder. Form coalition of parents, residents and other concerned stakeholders in South DeKalb schools to learn how we can work with administrators of existing schools in McNair cluster to improve educational outcomes for all our children.
Georgia's WIN List, Atlanta, GA
Board member. Chair of Events Committee. Raise funds to support the growth of Democratic, pro-choice, female representation in the Georgia and national legislature. Recruit and interview potential candidates for public office.
Young Democrats of Atlanta, Atlanta, GA
President. Organize events, lobbying and fundraisers. Conduct young voter outreach, support Democratic candidates and politicians in Georgia and nationally.
Involvement through Newspapers and Civics, Inc., Atlanta, GA
Board member. Non-profit dedicated to empowering economically disadvantaged families through newspaper subscriptions and community action.
Gate City Bar Association, Atlanta, GA
Member.
Jim Martin for Georgia Lieutenant Governor Campaign, Atlanta, GA
Volunteer. Fundraising, housing finance consulting, event planning, mailing and phone banking.
Democrats Work!, Atlanta, Georgia
Volunteer. Clean up public dumping sites, register voters, serve the needy.
Election Protection 2004, New York, NY

Volunteer. Assist voters experiencing problems at the polls on Election Day.
Black Law Students Association at Yale Law School, New Haven, CT
Volunteer. Voter registration and outreach. Visit local schools to talk about legal careers and citizens' rights.
The President's Crime Prevention Council, Washington, D.C.
Vice-Presidential Intern. Conduct research, organize crime prevention events for children from around the country.

Professional Affiliations
- Bar Admissions – Georgia, New York and New Jersey
- Admitted to the Southern District of New York and Eastern District of New York

Languages/Interests
- Strong proficiency in oral and written Spanish
- Political fundraising and politics
- Extensive foreign and domestic travel

JOSH BENNETT
2164 Stockbridge Rd, Atlanta, GA 30316 • (770) 365-1905 • josh.bennett79@gmail.com

PROFESSIONAL EXPERIENCE

Turner Broadcasting Atlanta, GA **May 2013–Current**
Staff Accountant II – International Live Programming Department

- Responsible for coding and analyzing expenses for six international CNN bureau's, that span the Americas as well as the Middle East, as well as preparing monthly reimbursement wires for those expenses
- Prepare accruals for 28 separate cost centers on a monthly basis
- Prepare variance analysis for over 60 departments on a monthly basis
- Balance sheet analysis and cash reconciliations for CNN international bureau's
- Responsible for intra company invoices and account reconciliations
- Responsible for reviewing and approving between 50 – 100 vendor payments each month
- Ongoing collaboration with finance and operations to provide timely and accurate financial information
- Building international relationships in Mexico, South America, Cuba and the Middle East by Skype meetings and conference calls on a monthly basis

HSNO Forensic Accountants Atlanta, GA **April 2012–April 2013**
Staff Accountant

- Performed fraud investigation and audits of financial activity
- Analyzed accounting records and financial statements to identify irregularities
- Conducted forensic research and oversaw the on-going investigation of financial activities
- Hands on experience in fraud investigations and analyzing budget and account variance
- Assisted with the calculations of business interruption losses
- Companies/Industries worked for: Macy's, Brockman's, VF Corporation, Manufacturing, Hotel, Casino, Restaurants, Lumber Mills,

VITEC Multimedia, Inc. Atlanta, GA **January 2011 – March 2012**
Staff Accountant

- Well versed in making journal entries with the General Ledger
- Created and Analyzed: Balance sheets, P&L's, Budgeting, and Forecasting
- Responsibilities include: tracking aged payables and receivables, bank deposits, withdrawals, wire transfers, bank and accounts reconciliations, resolved all A/P & A/R discrepancies
- Reconciled intra company sales discrepancies and month / year end books
- Creating and analyzing forecasted budgets for all divisions

Saber Design and Analysis Services Cumming, GA **May 2007–December 2008**
Staff Accountant

- Created and Analyzed: Balance sheets, P&L's, Budgeting, and Forecasting
- Coordinated and resolved sales tax issues in different states, due to offices around the country
- Responsibilities include: tracking payables and receivables, bank deposits, withdrawals, bank reconciliations, resolved all A/P & A/R discrepancies, monthly and quarterly commission reports

EDUCATION

Georgia State University, GA **2010**
B.B.A in Accounting
GPA 3.20

CERTIFICATIONS

Currently Studying for CPA exam

Jean Wilson-Stayton

1142 Russell Drive • Decatur, GA 30030 • (404) 661-7763 (mobile) • jean.wilson.stayton@gmail.com

EDUCATION

Bachelor of Arts in English, *Magna Cum Laude*, Davidson College, Davidson, NC, May 2010

- Phi Beta Kappa Honor Society
- Scholarships: Staley Scholarship (Pre-Ministerial), Davidson Honor Scholarship (Academic), Bonner Scholarship (Academic & Community Service), Davidson National Merit Scholarship
- Cumulative GPA: 3.796/4.000

CAREER EXPERIENCE

Student Support Team Coordinator at KIPP STRIVE Academy, Atlanta, GA, 2013-Present

- Co-teach fifth grade Writing for Inclusion Class and implement all IEP writing accommodations and modifications
- Modify fifth grade writing curriculum to meet IEP goals for an MID student
- Teach small group remedial Reading classes resulting in significant growth on the Fountas and Pinnell Benchmark Assessment
- Instruct Tier 2, Tier 3, and Tier 4 students in beginning and advanced Phonics using principles from the Wilson Reading System
- Implement Tier 3 Interventions to ensure that all Tier 3 students receive necessary remediation in Math, Reading, and Behavior
- Collaborate with Tier 2 and Tier 4 coordinators to ensure that students are moving appropriately through tiers
- Serve as case manager for all Tier 3 students and 504 students
- Provided instructional support to a first year teacher in fifth grade Science and Social Studies during GA Milestones review
- Taught self-contained sixth grade Social Studies class for an MID student, October 2014 to February 2015
- Instructed advanced and gifted students in an 8th grade Speech and Debate course, October to December 2014
- Aligned all SST Files to meet district compliance laws within first semester on the job

Contract Employee for KIPP Metro Atlanta, Atlanta, GA, 2013-Present

- Aligned the MAP RIT Bands with the 2013-2014 Regional Middle Grades ELA curriculum, June 2013
- Wrote analysis of teaching videos which is used in regional training for deans and instructional coaches, 2014-Present

Fifth Grade Writing Teacher at KIPP WAYS Academy, Atlanta, GA, 2010-2013

- Promoted to Grade Level Chair in July of 2012
- Served as Writing Teacher liaison to the KIPP MAC Literacy Action Committee from January 2013 to May 2013
- Instructed over 260 students in Grammar and Writing Composition, including Narrative, Informational, and Persuasive writing
- Prepared students for the Georgia Writing Exam, on which students achieved a school-record passing rate in 2011
- Guided students to receive the highest ITBS growth rate in the school during first year of teaching
- Developed, wrote, and executed Fifth Grade Writing and Grammar classroom curriculum
- Teach for America Corps Member from 2010 to 2012

LEADERSHIP

Founder and Co-President, Cats Connect, Davidson College, Davidson, NC, 2007-2010

- Conceived and established a peer counseling program available to all incoming freshmen
- Drafted the organization's Mission Statement
- Recruited over five hundred upperclassmen mentors in the program's first two years
- Facilitated and led training sessions that taught mentors academic, social, and personal guidance skills
- Collaborated with Special Olympics to host first Davidson College Special Olympics Day, at which over 200 students volunteered

Steering Committee, Engage for Change, Davidson College, Davidson, NC, 2009-2010

- Organized clothing drive that raised over $300 and donated over 300 liters of clothing to charity
- Developed collaborative educational, philanthropic, and direct service events related to the year's campus-wide theme
- Facilitated planning retreat at which campus leaders outlined "Healthy People, Healthy Communities" as year-long campaign
- Coordinated and publicized direct service opportunities for students seeking to volunteer in Davidson community

Editor, *Availing: Collected Words on Religious and Spiritual Life*, Davidson College, Davidson, NC, 2008-2009

- Solicited and collected student written and visual reflections on spiritual life on campus
- Selected the theme of "This I Believe" to guide magazine entries
- Edited magazine entries and formatted cover art

COMMUNITY SERVICE

Independently Coordinated Service Project, Estelí, Nicaragua, Summer 2008

Instructor, YMCA English as a Second Language, Davidson, NC, 2007-2008; 2009-2010

- Instructed adults in beginning and advanced English classes

KENNISHA N. DAVIS

3878 Riverview Chase Bluff ● Ellenwood, GA 30294 ● (216) 288-2887 (Mobile) ● kennishandavis@gmail.com ● kennisha.n.davis@uscis.dhs.gov

Professional Summary

Skilled professional with a proven track record of success in progressively responsible roles in immigration, national security, adjudication, policies and procedures, regulations, fraud detection, communications, teamwork, customer service, program management and government relations. Clear awareness of diverse backgrounds, alert to widely varied patient needs and circumstances. Collaborative team player, who acts as a resource to colleagues and external customers. Proven leadership skills specifically in the area of staff management, planning, decision making, problem solving and project management. Consistently meets and exceeds expectations, combining quality improvement and customer service.

Summary of Relevant Skills and Experience

- **Adjudicative Expertise:** More than 6 years of experience adjudicating more than 18 immigration benefit forms relating to adjustment of status and naturalization including the specialized areas of CARRP, TGIS, SIJ, Mandamus., Congressional Inquiries, and Ombudsman response cases.
- **Analytical and Writing Skills:** Provided Atlanta Field Office suggestions on a draft of national security policy guidance regarding Criminal and Related Grounds of Inadmissibility to HQ Field Operations Directorate, after a thorough review of the proposed policy and analysis and assessment of the needs of adjudicators at the field level. Written legal decisions used as examples in local training of new officers.
- **Serving as a Liaison and Representing the Agency:** often requested by the Middle District of Alabama Assistant U.S. Attorney (AUSA) to provide expert witness testimony in criminal prosecutions involving immigrant and non-immigrant defendants. Maintains relationships with HSI agents in the Mobile area to facilitate collaboration on immigration cases being prepared for prosecution.
- **Leadership:** Team Lead for a team in the Atlanta Field Office D8EEP Program, under the national Quality Driven Workplace Initiative, that has taken on the task of reducing the Atlanta Field Office's backlog of aged adjustment of status cases as reported on the Aged Receipts Report. As team lead has led the unit in an approximate 70% reduction of aged cases in less than 4 months, surpassing the group's goal of a 30% reduction by the end of FY14. Additionally has more than 3 years of private sector management experience.
- **Work Product Creation:** created and maintained database used by the Atlanta Field Office to track and manage Special Immigrant Juvenile (SIJ) cases which led to a reduction in backlog and processing times. As team lead of the Prototype D8EEP group. Drafted a detailed proposal for the Atlanta Adjustment Action Unit to work the processing of aged adjustment of status cases. Developed SOP to assist with the adjudication of aged adjustment of status cases, specifically within the AAA unit.
- **Problem Solving:** developed and maintains database to track trends in the continuation of aged cases. Analyzes trends using the database to make recommendations to field office management for improvement in processes and training needs to reduce the continuation rate and backlog of aged cases.

Professional Experience

Immigration Service Officer – Citizenship and Immigration Services (USCIS)
U.S. Department of Homeland Security
2150 Parklake Drive
Atlanta, GA 30345
United States of America

March 2008-Present
Hours/Week: 40
Pay Grade: GS-1801-12
Supervisor: Marianna Parades
Telephone: (770) 508-1819
OK to Contact: Yes

Analyzes information obtained during the interview to identify facts and considerations and determines applicant's eligibility for benefits. Interprets, applies, and enforces the Immigration and Nationality Act (INA) and other U.S. civil and criminal statutes by identifying, apprehending, and excluding persons in violation of the law. Performs legal research to render adjudicative decisions on applications and petitions for immigration benefits. Possesses comprehensive and authoritative knowledge of the INA and all related rules, regulations, policies, and operating procedures to adjudicate and resolve cases. Communicates effectively and diplomatically

handles contact with clients and their representatives, practitioners, advocacy organizations, and government officials. Writes complex denials, motions to reopen or reconsider and revocations. Trains other officers on naturalization and adjustment of status interviews as a mentor and journeyman officer. Serves as a CARRP Officer and adjudicates controlled application review and resolution process involving sensitive cases of national security and egregious public safety concern. Awarded a Performance Award for successful and consistent detection of immigration fraud.

- Independently manages an extensive case load and frequently selected, based on performance, to oversee difficult, complex, and sensitive cases in addition to daily interviews.
- Frequently designated to adjudicate cases involving complicated regulatory issues and to assist other officers with complex cases.
- Commonly assigned congressional or Ombudsman inquiry cases that are time sensitive.
- Exhibits high proficiency in research ability and legal understanding.
- Represents the agency and interface with external stakeholders in a tactful and professional manner and handles difficult situations with ease.
- Drafted documents on immigration process for the AUSA in preparation for prosecution.
- Establishes customer expectations and identifies issues or problems. Resolves customer issues in a timely fashion.
- Maintains continuous communication with division senior personnel to increase awareness, updates, and training opportunities.
- Prepare in final form such materials as letters, forms, narrative and statistical reports, electronic messages, memorandums, and complicated legal decisions.

Accomplishments and Specialized Experience:

- 2010 Director's Awards Golden Door Award nominee.
- As lead of Prototype D8EEP group has assisted the field office in reducing the number of aged receipts pending on the Aged Receipts Report by more than 70% in less than 4 months.
- Managed the Atlanta Field Office's Special Immigrant Juvenile adjudication program, including the scheduling, tracking, and reporting of cases for more than 1 year. Created a database used for the tracking of SIJ cases to ensure compliance with designated processing times.
- Represented the agency in community outreach programs, including a collegiate career fair.
- Successfully identified and articulated marriage fraud in a case that led to an AUSA prosecution. Served as the expert and material witness in the case, which resulted in a conviction of all parties. Has served as expert witness in multiple cases prosecuted by the AUSA.
- Experience Adjudicating military naturalization cases, including applicant's in the MAVNI program.
- Experience identifying and adjudicating Targeted Groups of Inadmissible Aliens (TGIS) cases.
- Adjudicates Controlled Application Review and Resolution Process (CARRP) cases.
- Currently developing a training to assist officers with conducting thorough marriage separation interviews that will lead to more efficient decision making, identification of fraud indicators, and detailed fraud referrals.

Job-Related Training and Academic Courses:

05/2014	Application Support Center Management Training
03/2014	ECN Contributor Training
03/2013	Leadership for Non-Supervisors
06/2010	Controlled Application Review and Resolution Process
10/2008	Interview and Interrogation Techniques, Wicklander and Zulawski and Associates
08/2002	Criminal and Civil Investigations

Job-Related Skills (Computer Proficiency and Languages):
Microsoft Word, Microsoft PowerPoint, Microsoft Excel, Microsoft Excel, Microsoft Outlook, Microsoft Access, LexisNexis-Accurint, SPSS, Adobe Acrobat, FDNS-DS, Teleview, IBIS, Claims 4, CCD, IVAMS, Enforce, US-Visit

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Leasing Administrator and Leasing Director – Jasmine Pines
Lyon Management
1247 Adcox Road
Stone Mountain, GA 30088
United States of America

April 2006 to March 2008
Hours/Week: 40 hours
Salary: 30,000
Supervisor: Shawn Madison
Telephone: 770-987-5197
OK to Contact: Yes

Managed the sales and marketing strategy of a 246-unit apartment property. Trained and supervised the leasing staff. Submitted weekly reports monitoring the progress of the property's vacancies, occupancy, and notices to vacate. Oversaw conflict resolution with both staff and residents. Planned and carried out resident activities and programs. Ensured efficient and accurate management of residents' accounts to achieve operational excellence, customer loyalty, and resident retention. Handled the account receivable, accounts payable activities associated with leasing and ensured that property management systems were current and accurate for the property's financial reporting. Directly interacted with current residents and prospective residents throughout the leasing cycle and provided superior customer service to residents. Assisted in assuring compliance with all legal requirements, company policies, and customer specifications. Assisted in staff training and acted as a resource for new staff. Developed a working relationship with property management. Functioned as a liaison between residents and property management.

- Analyzed sales trends in the area to organize a strategic marketing plan.
- Participated in proposal preparation, contract negotiation, contract administration, and customer contact activities.
- Assessed and made recommendations for staffing levels and office resources based on property needs and budget allowances.

Store Co-Manager – Racetrac Petroleum
Racetrac Petroleum
3840 Stone Mountain Hwy
Snellville, GA 30039
United States of America

June 2004 to April 2006
Hours/Week: 45-50 hours
Salary: 30,000
Supervisor: Jay Ellers
Telephone: 770-736-1102
OK to Contact: Yes

- Trained store staff by reviewing and revising orientation to products and sales training materials; delivering training sessions; reviewing staff job results and learning needs with retail store manager.
- Evaluated competition by visiting competing stores; gathering information such as style, quality, and prices of competitive merchandise.
- Prepared sales and customer relations reports by analyzing and categorizing sales information; identifying and investigating customer complaints and service suggestions.
- Maintained inventory by checking merchandise to determine inventory levels; and anticipated customer demand.
- Prepared reports by collecting, analyzing, and summarizing information.
- Maintained quality service by establishing and enforcing organization standards.

Intern
State of Georgia Department of Juvenile Justice
3408 Covington Highway
Decatur, GA 30032
United States of America

September 2005-February 2006
Hours/Week: 18 hours/week
Salary: Unpaid
Supervisor:
Telephone:
OK to Contact: Yes

Worked with Juvenile Probation and Parole Specialist II. Assisted with case management. Helped to develop treatment and supervision plans. Assisted with intake services. Helped to prepare court documents and case management files. Combined core security with a range of individual and group facilitation and social development services in a juvenile justice facility providing for the care, safety, well being, and personal development of youth. Trained on rules and regulations, and in making written reports of violations. Interacted with youth, providing role modeling behavior, facilitated and reinforced appropriate communications, social skills, and developed suitable problem solving and conflict resolution skills. Monitored the progress of youth in accordance with an individualized service plan. Set behavioral limits to encourage acceptable interaction between adults and youth.

Education

B.S., Criminal Justice
Southern University and Agricultural and Mechanical College, Baton Rouge, LA

2004
GPA: 3.31

Nickolas Downey

Engineer, Founder, CEO, Investor, Partner, Solutions Provider

Summary

Founding Nead Werx was the intersection of my unyielding passion for engineering excellence, and my desire to work with a deliberately chosen team of professionals to build meaningful enterprise solutions. While it can be said I've built software solutions, it's more important that I've built solid partnerships with enterprises we have served. Our client's success is my driving motivation, and that mantra is held by the team I work with. Combining entrepreneurial agility with structured engineering and processes has proven to be powerful. In January 2015, Nead Werx is formally branding our flagship solution as MerchLogix. MerchLogix is delivering Retail Merchandising Solutions that address the entire merchandising process; from product selection to shelf placement, all while reducing overhead and driving increased revenue. MerchLogix - The new standard for well-engineered retail merchandising

Experience

CEO at Nead Werx, Inc.
May 1999 - Present (16 years 1 month)

Nead Werx is a full service software firm specializing in the development of cloud-based enterprise applications, focused on Merchandising Execution and Retail Project Management. Our solutions vastly improve KPI's that impact sales and profits for the largest retail firms by accelerating the time from merchant orders to shelf placement, and smoothly managing in-store environment changes and other capital projects.

2 recommendations available upon request

Investor at Clockwise.MD by Lightshed Healthcare
2014 - 2014 (less than a year)

Investor at Trip Lingo
2011 - 2014 (3 years)

Investor at eCommHub
2012 - 2013 (1 year)

Consultant at The Home Depot
2005 - 2010 (5 years)

Director of Technology at Asset Archives, Inc.
April 2005 - November 2009 (4 years 8 months)

Principal Architect at Inspection Scores
2008 - March 2009 (1 year)

Lead Developer at Band Metrics
2008 - 2009 (1 year)

Director of Engineering at Teltronics
August 2002 - March 2005 (2 years 8 months)

Lead Java Engineer at TogetherWeb
1999 - 2001 (2 years)

Junior Engineer at Factory Automation Systems
April 1997 - May 1999 (2 years 2 months)

Languages

French

Certifications

AWS Certified Solutions Architect
Amazon Web Services License AWS-ASA-4250 December 2014

Skills & Expertise

JavaScript
Python
SaaS
Linux
Java
Management
SQL
Sales
Presentations
Business Intelligence
Leadership
Software Project Management
Programming
Perl
Mobile Applications
MySQL
PostgreSQL
AJAX
Android
Object Oriented Design

Program Management
Software Development
jQuery
PHP
Android Development
Cloud Computing
Consulting
Enterprise Software

Education

Georgia Institute of Technology
Bachelor's Degree, Computer Engineering, 1995 - 2002
Activities and Societies: Residence Hall Association, Honor Advisory Council

David Luis Fuentes

RELATED EXPERIENCE:

Youth and Families Minister, *Oakhurst Presbyterian Church,* Decatur, Georgia, 2013-Present

- Established and direct a youth program that grew from 14 to 30 participants in two years.
- Recruit and manage volunteers to be group leaders and Sunday school teachers.
- Received $5000 in grants for the purpose of community engagement.
- Write curriculum and teach Sunday school.

Deputy Campaign Manager, *Teilhet for a Safer Georgia,* Marietta, Georgia, October 2009-2010

- Raised over $600k in a 9-month period.
- Organized and assisted in the recruiting of over 100 endorsements from city, county and state leaders.
- Assisted the Campaign Manager in political messaging and strategy.

Assistant Director of Grassroots GA, *Democratic Party of Georgia*, Atlanta, Georgia, May 2009- October 2010

- Responsible for recruiting canvassing staff.
- Trained and monitored new staff on fundraising and communication.
- Researched using political databases for new contributors.
- Accountable for managing and motivating all grassroots staff.
- Directly manage Field Managers.

Field Manager, *Democratic Party of Georgia*, Atlanta, Georgia, October 2008- May 2009

- Fundraised over **$37,000** through canvassing and cold calling.
- Maintained a **$298** daily average through canvassing and cold calling.
- Trained and monitored new staff on fundraising and communication.
- Responsible for drawing canvassing turf and targeting potential contributors.

Child and Adolescents SST, *Advantage Behavioral Health Systems*, Athens, GA, 2005-2007

- Developed social skills curriculum for youth 3rd- 12th grade.
- Visited with youth at home, school, sport and church activities.
- Coordinated treatment within schools and homes.
- Lead team-building activities for children and adolescents with mental illness and/or behavior disorders.

VOLUNTEER EXPERIENCE:

Co-Chair, *Presbyterians For A Better Georgia*, Georgia, 2013-Present
Board Member, *UKirk campus ministry*, Decatur, Georgia, 2015-Present
Community Engagement Volunteer, *Our House,* Decatur, Georgia, 2012-2013
Co-Moderator of the Northeast Georgia Presbytery Youth Council, 1999-2001
Volunteer, *Athens Area Homeless Shelter,* Athens, Georgia, 2010-2011
Youth Leader, *Covenant Presbyterian Church,* Athens, Georgia, 2002-2005, 2007, 2010-2011

EDUCATION:

Piedmont College, Bachelor of Arts Degree in Psychology
Columbia Theological Seminary, Masters of Divinity Degree

HONORS AND ACHIEVEMENTS:

Young Adult Delegate to the 2003 Presbyterian General Assembly

Dean's and President's List, *Piedmont College*

Dean's Academic Scholarship, *Columbia Theological Seminary*
Community Engagement Fellow, *Columbia Theological Seminary*

Jeremy J. Greenup
1738 Boulderview Drive
Atlanta, GA 30316
jgreenup14@gmail.com
404-386-4784

Professional Experience

Aon Hewitt Consulting, Atlanta, GA 2014-present

Senior Consultant, Executive Compensation. Market lead generation to build compensation consultancy book of business within mergers and acquisition integration practice offering. Provide independent advice and counsel to Directors and their senior management to successfully navigate compensation governance and strategy. Deliver comprehensive solutions tailored to varied and nuanced business environments including private equity firms, portfolio companies, private and publically traded organizations. Create pay and reward programs that meet clients' internal need to attract, reward and retain top talent and external responsibility to all stakeholders for compliance and disclosure. Manage merger and acquisition team on all executive compensation integration and change in control transactions. Consulting experience spans a number of industries, including aerospace, technology, manufacturing, energy, and consumer products.

Deloitte Consulting, Atlanta, GA 2012-2014

Senior Consultant, Mergers & Acquisitions. Team lead for day-to-day client engagement operations. Manage workstreams on multiple acquisitions in all stages of the transaction life cycle with deep expertise in Due Diligence, Day One integration and separation (spin off and carve out) planning and Post-Merger integration consulting for both strategic and private equity buyers. Subject matter expertise in human capital post-merger and acquisition integration including job and leveling evaluations, broad-based and sales incentive plan integration, merit budget oversight, and management and employee-targeted compensation training and communication. Consulting experience spans a number of industries, including technology, manufacturing, energy, retail, and consumer products.

NCR Corporation, Atlanta, GA 2009-2012

Global Compensation & Benefits Consultant. Manage compensation & benefits workstream overseeing corporate acquisitions and resulting integration. Provide recommendations based on internal and external data analysis to ensure competitiveness and proper resource allocation within internal pay programs. Provide strategic consultation to business partners and corporate leadership team on design principles, communication tools, and implementation process. Ensure IT and HRIS tool and process preparedness. Manage global compensation programs and consult directly with business partners to ensure compensation program competitiveness. Coordinate with 63 country HR managers to maintain compliance with local regulations and collective bargaining agreements. Lead research design efforts, and provide plan/program recommendations for all salary structures, base pay, STI and LTI programs globally. Set direction for implementation, communication, and training initiatives. Manage team of five professionals including international compensation professionals.

Culpepper & Associates, Inc., Atlanta, GA. 2004-2009
Senior Compensation Specialist. Conduct research on Global Compensation Practices Surveys for Technology and Life Sciences Industry clients. Manage data analysis and consultation with human resources industry professionals to design compensation, benefits, work-life, long-term incentive and equity plans for employees. Perform analysis and advisory services to engineer more comprehensive and inclusive workplace policies. Provide data analysis and editorial input for monthly industry publications. Conduct quantitative analysis to interpret DEF14A, 10-K and 10-Q financial filings for comparison among various industry sectors. Design compensation report service based on proxy filings. Manage team performing monthly and annual data audits and database maintenance.

Japanese Exchange & Teaching Programme. Fukuoka, Japan. 2000-2003
Assistant Language Teacher. High School Instructor of English Grammar, Oral Communications, and International Liberal Arts Courses as a participant on the JET (Japanese Exchange & Teaching) Program.

Professional Accomplishments

- Certified Compensation Professional (CCP) and Global Remuneration Professional (GRP) certifications through the WorldatWork Society
- Atlanta Area Compensation Association Board of Directors Vice President
- Eight articles published in *WorkSpan* online by the WorldatWork Society
- Nine articles published *HRNews* by the Society for Human Resource Management

Education

- Master of Arts, Anthropology 2005
  Georgia State University

- Bachelor of Arts, Philosophy 1999
  Oglethorpe University

Ryan C. Locke

Ryan@LockeDefense.com
2349 Bouldercliff Way SE, Atlanta, Georgia 30316 · (404) 909-7795

Education

University of Georgia School of Law — Athens, Georgia
Juris Doctor — May 2010

- The Order of Barristers
- Pupil, Joseph Henry Lumpkin Inn of Court
- *Journal of Intellectual Property Law*
- Competitor with and coach of UGA Law Mock Trial Team

University of Richmond — Richmond, Virginia
Bachelor of Arts, Rhetoric & Communication Studies and Psychology — May 2007

- President, University of Richmond Mock Trial Team
- Speech Center student consultant and fellow
- Alpha Phi Omega, a community service fraternity
- The Lexicon Award, a departmental honor

Work Experience

Locke Law Firm, LLC — Atlanta, Georgia
Attorney at Law — April 2013 to present

Criminal defense, representing clients charged with criminal and juvenile offenses in state and federal courts in Georgia.

Goodman, McGuffey, Lindsey & Johnson, LLP — Atlanta, Georgia
Attorney at Law — November 2012 to April 2013

Represented clients in insurance coverage and liability matters in state and federal courts throughout the United States.

Office of the Public Defender, Atlanta Judicial Circuit — Atlanta, Georgia
Staff Attorney — February 2011 to Nov. 2012

Managed all aspects of defense of juveniles charged with felony, misdemeanor, and status offenses by interviewing and counseling the juvenile and family; fact-finding through formal and informal discovery by motions practice, and by directing a team of investigators; analyzing facts to develop strategies and arguments; preparing witnesses for motions hearings, trial, and sentencing hearings; orchestrating effective rehabilitative solutions with state and county agencies; and representing juveniles at probable cause hearings, motions hearings, and trial.

Supervised law students and recent graduate interns. Delivered presentations about relevant legal topics for juvenile court stakeholders. Created a shared resource database in use by all attorneys in the juvenile division. Created improved case opening and tracking forms now used by the juvenile division. Initiated weekly case review and training support for attorneys and staff.

Managed criminal appeals by reviewing trial transcripts for appellate issues; researching constitutions, statutes, and case law; analyzing potential issues to determine the probable outcome; developing strategies and

arguments; investigating the underlying facts; filing and arguing motions for new trial; writing briefs; and preparing and delivering oral arguments.

South Texas Pro Bono Asylum Representation Project — Harlingen, Texas
Volunteer Attorney — August 2010 to January 2011

Represented noncitizens detained in South Texas in claims for asylum, derivative citizenship, U and V visas and other forms of immigration relief. Interviewed clients at federal detention centers, often through telephone interpreters. Litigated cases before federal agencies—namely DOJ, DOS, DHS, ICE, and EOIR—by drafting extensive petitions, briefs, and letters.

Family Violence Clinic, University of Georgia School of Law — Athens, Georgia
Legal Intern — Spring 2010

Represented victims of domestic violence in civil litigation to obtain protective orders. Screened and interviewed potential clients. Investigated and reviewed evidence to determine the best course of action. Negotiated with the adverse party. Represented clients at final hearings under the Georgia Third Year Practice Act.

United States Attorney's Office for the Southern District of Texas — Brownsville, Texas
Legal Intern — Summer 2009

Assisted attorneys in immigration, drug trafficking, and corporate fraud prosecutions. Provided legal analysis related to charging, sentencing, and evidentiary issues. Drafted motions. Assisted in trial and appeal preparation.

Special Education Clinic, University of Georgia School of Law — Athens, Georgia
Legal Intern — Fall 2008

Advocated for children with disabilities in negotiations with schools. Interviewed and counseled children and their families. Evaluated schools' compliance with federal and state education law. Gathered and analyzed educational records, psychological test results, and expert opinions to identify each child's disabilities, their effects, and appropriate educational and remediation techniques. Drafted compliance demand letters to school officials and proposed annual goals and objectives for Individualized Education Programs.

Publications

Resetting the Doomsday Clock: Is it Constitutional for Laches to Bar a Copyright Infringement Claim within the Statute of Limitations?, 6 Buffalo Intellectual Property Law Journal 133 (2009).

Community Involvement

Mock trial team coach, Southwest DeKalb High School, Decatur, Georgia
Juvenile Law Committee, State Bar of Georgia
Georgia Association of Criminal Defense Lawyers
13th Bill Daniel Trial Advocacy Program graduate
Eagle Scout, Troop 993 in Severna Park, Maryland

Jonathan Thomas Lyon

1746 Rockland Drive SE
Atlanta, GA 30316

United States Citizen
American Chemical Society member

mobile 404.695.1128
JonathanLyon@clayton.edu

PROFESSIONAL SUMMARY

Dedicated associate professor of chemistry at Clayton State University specializing in physical and inorganic chemistry. Enthusiastic educator, who excels at teaching, scholarship, and service. Passionate about education, striving to enhance the learning process through hands-on experiences, inquiry based learning, and innovative teaching strategies. Interested in serving on the board of the East Atlanta Charter School.

QUALIFICATIONS

- Taught classes in general chemistry, physical chemistry, inorganic chemistry, mathematical methods, and University freshman foundations.
- Author of over 40 referred scientific journal articles and book chapters.
- Presented research over 20 times at different conferences and Universities.
- Obtained over $270,000 in grants and funding.
- Mentored seven undergraduate research students and two high school research students.
- Served on thirteen different committees at the department, college, and university levels.
- Served as a reviewer for several grant funding agencies, scientific journal articles, and a general chemistry textbook.

ACCOMPLISMENTS

- Selected as the 2010-11 Scholar of the Year in the College of Arts and Sciences at Clayton State University.
- Nominated for the 2013-14 Teacher of the Year in the College of the Arts and Sciences at Clayton State University
- Awarded Alexander von Humboldt Postdoctoral Research Fellowship in 2007-09
- Attendant at the 59th meeting of the Nobel Laureates in Lindau in 2009
- Awarded the 2007 Altan Talbot Gwathmey Prize for best article in the physical sciences at the University of Virginia

SKILLS AND ATTRIBUTES DESIRABLE FOR EAST ATLANTA BOARD MEMBERSHIP

I am committed to high quality education for all students. As a professor at Clayton State University, a minority serving, primarily black institution with a diverse student population, including traditional, dual-enrollment (i.e., high school) and adult students, I have implemented high impact, active learning strategies into my classes. My effectiveness as an instructor has been demonstrated by student evaluations, student scores on common tests, and peer evaluations by faculty at my university. Clayton State prides itself on its community engagement, and I often volunteer my time in metro Atlanta schools evaluating science fair projects and performing science demonstrations. Additionally, my success obtaining and managing external grant funding will be useful in fundraising on behalf of the East Atlanta Charter School.

EDUCATION AND EMPLOYMENT

Clayton State University	(2014-present)	Associate Professor of Chemistry
	(2009-2014)	Assistant Professor of Chemistry
Fritz Haber Institute	(2010 & 2011 summers)	Guest Researcher
	(2007-2009)	Postdoctoral Researcher
University of Virginia	(2002-2007)	Ph.D. in Chemistry
Emory University	(2005 summer)	Research Internship
Michigan State University	(2000-2002)	B.S. in Chemistry
Northwestern Michigan College	(1998-2000)	A.S. in Chemistry

DAVID CHANDLER SPAKE
1738 Boulderview Drive
Atlanta, GA 30316
davidspake1@gmail.com
404-925-1091

Professional Experience

SolTech, Inc., Atlanta, GA 2014 – present

Project Manager. Manage and plan IT infrastructure rebuild processes in a post-divestiture environment. Provide guidance and management services for the processes leading to the selection of and implementation of various solutions including: enterprise mail and communication services, ERP selection and configuration, Active Directory services, server virtualization, and SaaS vs traditional hosted solutions. Provide business analysis expertise defining the approach for replacing legacy technology with off-the-shelf or custom solutions, and investigate the scope of services necessary to modernize business processes. Development of governance processes and workflows for approvals and business needs.

Ultimate Consulting IT, LLC., Woodstock, GA 2012 – 2014

IT Manager and Lead Business Analyst. Manage the selection of SaaS/cloud based virtual server solutions, and implement online ATS/CRM and Help Desk ticketing systems. Lead business analyst for customized HRIS implementations. Environment support & configuration for sales and HR recruiting systems, document management, and associated product training. ERP project and program manager for external IT consultants and clients to limit "scope creep" and help control project budgets, timelines, and deliverables. Source and negotiate contracts for partnerships and service providers. Manage partnerships with mobile solution providers. Manage RFP processes for client engagements. Directly manage a team of 8 individual contributors.

N2N Services, Inc., Duluth, GA 2010 – 2012

Development Operations & Principal Business Analyst. ERP Project Manager. Directed customized HRIS implementation for company: Project planning, scoping including hardware commitment and security concerns, and functional configuration. Assisted in updating employee handbook policy with regard to process changes relating to Employee Self Service related workflows. Configured and managed SaaS CRM environment and established methodologies and guidelines for marketing team. Assisted in full life-cycle hands-on recruitment for contract engagements from requirements analysis, candidate evaluation, screening, and interviews through hiring phase. Evaluated client business needs and processes, developed work flows, prepared design documentation and flowcharts, guided development, and provided mobile user experience guidelines. Directed client negotiation for project pricing and service level agreements. Evaluated available options and implemented ATS solutions. Successfully worked with clients to re-engineer methods and processes to adapt to newly developed environments. Drafted, edited, and released white papers for company technologies and services. Managed programing teams ranging from 10-25 individuals (domestic and international programming teams).

Staffing Professionals, Inc., Woodstock, GA 2008 – 2009

Systems Administrator. Project Manager for online Applicant Tracking Systems migration project. Served as evaluation and selection team lead for consultant/client management systems migration project. Managed IT systems migration effort and served as primary contact for transition teams. Developed compensation plans and salary range structures for suite of IT jobs. Managed network servers, and all on-site computers. Connectivity, Hardware upgrades and evaluation. Identified cost savings points in support contracts and agreements.

Margin10 Consulting, Roswell, GA 2007 – 2008

DevOps & Project Manager. Manager for SAP corporate program. Served as liaison between Margin10, prospective companies, and SAP AG while implemented SAP screening program for prospective partner companies. Provided client services as requested. Provided guidance and support for prospective partners. Program team consisted of 7 employees, and 25+ client partners. Offered education and training as necessary to run and control programs. Provided guidance for recruitment in the ERP [Oracle, PeopleSoft, SAP] sector. Managed corporate networks, servers, and services.

Kimoto Tech, Kennesaw, GA 2001 – 2007

IT Systems Manager. Departmental manager. Project manager for migration of accounting and production software ERP platform. Directed technology investigation and implementation teams consisting of 15 cross functional members, managed physical and employee resource allocations. Managed, sourced, and evaluated all project hardware and software procurement company-wide including wireless technologies, and thin client installation with a balanced cost control approach. Eliminated costs of 3rd party support services for all iSeries, Windows and Linux servers. Brought company to IP-based networking and installed VPN for inter-office and remote access. Created full support structure for corporate products. Developed all Training, Help Desk, and Technical Customer Service support networks. Traveled to distributor sites for training, and sales seminars. Worked appropriate trade shows in a technical pre-sales and support role. Standardized company desktop environment and configured to use MS Update from local servers. Focused on proactive cost savings and scope control by properly sizing services and equipment to match the current and projected IT need. Directed all network administration tasks and support calls for Windows and Linux servers, service provision and availability, and connectivity for six nationwide offices.

Control No.: 15047474

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, **Brian P. Kemp,** The Secretary of State and the Corporation Commissioner of the State of Georgia, hereby certify under the seal of my office that

East Atlanta Charter School, Inc.
a Domestic Non-Profit Corporation

is hereby issued a CERTIFICATE OF INCORPORATION under the laws of the State of Georgia on **April 27, 2015** by the filing of all documents in the Office of the Secretary of State and by the paying of all 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 May 13, 2015

Brian P. Kemp
Secretary of State

Tracking #: hLOxIFja

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 05-14-2015

Employer Identification Number:
47-4005719

Form: SS-4

Number of this notice: CP 575 A

ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 47-4005719. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear off stub and return it to us.

Based on the information received from you or your representative, you must file the following form(s) by the date(s) shown.

Form 941	04/30/2016
Form 940	01/31/2017

If you have questions about the form(s) or the due date(s) shown, you can call us at the phone number or write to us at the address shown at the top of this notice. If you need help in determining your annual accounting period (tax year), see Publication 538, *Accounting Periods and Methods*.

We assigned you a tax classification based on information obtained from you or your representative. It is not a legal determination of your tax classification, and is not binding on the IRS. If you want a legal determination of your tax classification, you may request a private letter ruling from the IRS under the guidelines in Revenue Procedure 2004-1, 2004-1 I.R.B. 1 (or superseding Revenue Procedure for the year at issue). Note: Certain tax classification elections can be requested by filing Form 8832, *Entity Classification Election*. See Form 8832 and its instructions for additional information.

If you are required to deposit for employment taxes (Forms 941, 943, 940, 944, 945, CT-1, or 1042), excise taxes (Form 720), or income taxes (Form 1120), you will receive a Welcome Package shortly, which includes instructions for making your deposits electronically through the Electronic Federal Tax Payment System (EFTPS). A Personal Identification Number (PIN) for EFTPS will also be sent to you under separate cover. Please activate the PIN once you receive it, even if you have requested the services of a tax professional or representative. For more information about EFTPS, refer to Publication 966, *Electronic Choices to Pay All Your Federal Taxes*. If you need to make a deposit immediately, you will need to make arrangements with your Financial Institution to complete a wire transfer.

The IRS is committed to helping all taxpayers comply with their tax filing obligations. If you need help completing your returns or meeting your tax obligations, Authorized e-file Providers, such as Reporting Agents (payroll service providers) are available to assist you. Visit the IRS Web site at www.irs.gov for a list of companies that offer IRS e-file for business products and services. The list provides addresses, telephone numbers, and links to their Web sites.

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you do not have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
* Refer to this EIN on your tax-related correspondence and documents.

If you have questions about your EIN, you can call us at the phone number or write to us at the address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you do not need to write us, do not complete and return the stub.

Your name control associated with this EIN is . You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

Keep this part for your records. CP 575 A (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 A

9999999999

Your Telephone Number
( ) -
_____

Best Time to Call
_____

DATE OF THIS NOTICE: 05-14-2015
EMPLOYER IDENTIFICATION NUMBER:
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

EAST ATLANTA CHARTER SCHOOL INC
EAST ATLANTA CHARTER SCHOOL

DeKalb County School District Charter School Petitioner

GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Josh Bennett Treasurer
Proposed Charter School:
Telephone:
Street Address:
City, State, Postal Code:
Email Address:

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☑No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☑No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☑No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☑No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☑No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☑No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☑No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☑No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☑No

10) Do you currently serve as a public official or sit on any other boards? ☐Yes ☑No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☑No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☑No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☑No

Criminal Background History

Instructions: Complete this section by placing your **initials** in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. **Traffic violations do not need to be included.**

1) _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____ I am currently charged with one or more crimes.

3) JB I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Signature

5/11/2015
Date

DeKalb County School District Charter School Petitioner

GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Kennisha N Davis, Immigration Services Officer
Proposed Charter School: East Atlanta Charter School
Telephone:
Street Address:
City, State, Postal Code:
Email Address:

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☒No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☒No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☒No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☒No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☒No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☒No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☒No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☒No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☒No

10) Do you currently serve as a public official or sit on any other boards? ☐Yes ☒No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☒No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☒No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☒No

Criminal Background History

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1) _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____ I am currently charged with one or more crimes.

3) KD I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Signature

5/11/15
Date

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: **Nickolas E. A. Downey – Board Member**
Proposed Charter School: **East Atlanta Charter School**
Telephone:

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☒No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☒No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☒No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☒No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☒No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☒No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☒No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☒No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☒No

10) Do you currently serve as a public official or sit on any other boards? ☒Yes ☐No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☒No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☒No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☒No

Criminal Background History

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2) _____ I am currently charged with one or more crimes.

3) __X__ I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.



Digitally signed by Nickolas Downey
~~Date:~~ 2015.05.07 15:46:22 -04'00'

Signature

May 7, 2015
Date

Nickolas Downey

DeKalb County School District Charter School Petitioner

Governing Board Member Conflict of Interest Form

Disclosure 10:

I am a board member at Nead Werx, Inc., Trip Lingo, LLC, and Project Community Connections, Inc.

DeKalb County School District Charter School Petitioner

GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: David Feuentes, Youth and Family Minister
Proposed Charter School: East Atlanta Charter School
Telephone:
Street Address:
City, State, Postal Code:
Email Address:

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☑No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☑No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☑No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☑No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☑No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☑No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☑No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☑No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☑No

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11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☑No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☑No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☑No

Criminal Background History

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1) _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____ I am currently charged with one or more crimes.

3) ✓ I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

I recognize that all information submitted with this conflict of interest disclosure and criminal record history becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold DeKalb County Schools, its trustees officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and agree to notify the DeKalb County School District Charter Schools Office of any change that may create a conflict of interest based on the stated questions. Further, I recognize that falsification or failure to submit a complete annual conflict of interest disclosure as part of my annual board orientation and training becomes justification for removal.

Signature

5/11/2015
Date

David Fuentes

DeKalb County School District Charter School Petitioner

Governing Board Member Conflict of Interest Form

Disclosure 10:

I am a board member at Presbyterians for a Better Georgia and Campus Ministry at Agnes Scott College.

DeKalb County School District Charter School Petitioner

GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Misha Butcher Godfrey

Proposed Charter School: East Atlanta Charter School

Telephone: -

Street Address: -

City, State, Postal Code: -

Email Address: -

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☑No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☑No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☑No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☑No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☑No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☑No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☑No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☑No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☑No

10) Do you currently serve as a public official or sit on any other boards? ☐Yes ☑No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☑No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☑No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☑No

Criminal Background History

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2) _____ I am currently charged with one or more crimes.

3) ✓ I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Signature M. B. Godfrey

Date 5/14/15

DeKalb County School District Charter School Petitioner

GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Jeremy Greenup
Proposed Charter School: East Atlanta Charter School
Telephone: _____
Street Address: _____
City, State, Postal Code: _____
Email Address: _____

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☑No
2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☑No
3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☑No
4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☑No
5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☑No
6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☑No
7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☑No
8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☑No
9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☑No
10) Do you currently serve as a public official or sit on any other boards? ☑Yes ☐No
11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☑No
12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☑No
13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☑No

Criminal Background History

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1) _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.
2) _____ I am currently charged with one or more crimes.
3) JG I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Signature

5/15/2015
Date

Jeremy Greenup

DeKalb County School District Charter School Petitioner

Governing Board Member Conflict of Interest Form

Disclosure 10:

I am a board member at Positive Impact Health Centers, Inc.

DeKalb County School District Charter School Petitioner

GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Loren C. Locke, Chair
Proposed Charter School:
Telephone:
Street Address:
City, State, Postal Code:
Email Address:

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☑No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☑No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☑No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☑No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☑No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☑No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☑No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☑No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☑No

10) Do you currently serve as a public official or sit on any other boards? ☐Yes ☑No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☑No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☑No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☑No

Criminal Background History

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1) _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____ I am currently charged with one or more crimes.

3) ZCL I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Loren C Locke
Signature

5/10/2015
Date

DeKalb County School District Charter School Petitioner

GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title:	Rue Locke, DIRECTOR
Proposed Charter School:	
Telephone:	
Street Address:	
City, State, Postal Code:	
Email Address:	

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☒No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☒No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☒No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☒No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☒No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☒No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☒No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☒No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☒No

10) Do you currently serve as a public official or sit on any other boards? ☒Yes ☐No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☒No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☒No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☒No

Criminal Background History

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2) _____ I am currently charged with one or more crimes.

3) X I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Signature

Date 5/11/15

Ryan Locke

DeKalb County School District Charter School Petitioner

Governing Board Member Conflict of Interest Form

Disclosure 10:

I am a board member at Oakhurst Presbyterian Church in Decatur, Georgia.

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Dr. Jonathan Lyon
Proposed Charter School: East Atlanta Charter School
Telephone:
Street Address:
City, State, Postal Code:
Email Address:

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☒No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☒No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☒No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☒No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☒No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☒No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☒No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☒No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☒No

10) Do you currently serve as a public official or sit on any other boards? ☐Yes ☒No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☒No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☒No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☒No

Criminal Background History

Instructions: Complete this section by placing your initials in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. **Traffic violations do not need to be included.**

1) _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____ I am currently charged with one or more crimes.

3) JL_____ I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Signature

5/9/2015
Date

DeKalb County School District Charter School Petitioner
GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: David Spake
Proposed Charter School: EAST ATLANTA CHARTER SCHOOL
Telephone:
Street Address:
City, State, Postal Code:
Email Address:

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☒No

2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☒No

3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☒No

4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☒No

5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☒No

6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☒No

7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☒No

8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☒No

9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☒No

10) Do you currently serve as a public official or sit on any other boards? ☐Yes ☒No

11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☒No

12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☒No

13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☒No

Criminal Background History

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1) _____ I have been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

2) _____ I am currently charged with one or more crimes.

3) DS I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Signature

5/10/15
Date

DeKalb County School District Charter School Petitioner

GOVERNING BOARD MEMBER CONFLICT OF INTEREST FORM

Name & Title: Jean Wilson-Stayton
Proposed Charter School: East Atlanta Charter School
Telephone:
Street Address:
City, State, Postal Code:
Email Address:

Conflict of Interest Disclosure

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

1) Do or will you or your spouse have any contractual agreements with the proposed charter school? ☐Yes ☑No
2) Do or will you, your spouse, or any member of your immediate family have any ownership interest or derive any income in any educational management organization (EMO) or any other legal entity contracting with the proposed charter school? ☐Yes ☑No
3) Did or will you or your spouse lease or sell property to the proposed charter school? ☐Yes ☑No
4) Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school or receive funds, gifts, loans, services or other consideration from the proposed charter school? ☐Yes ☑No
5) Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money? ☐Yes ☑No
6) Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its EMO or any other company contracting or providing service to the charter? ☐Yes ☑No
7) Did you or your spouse provide any start up funds to the proposed charter school? ☐Yes ☑No
8) Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association or other legal entity which would answer "yes" to any of the questions 1-7? ☐Yes ☑No
9) Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board? ☐Yes ☑No
10) Do you currently serve as a public official or sit on any other boards? ☐Yes ☑No
11) Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of another charter school? ☐Yes ☑No
12) Have you ever been cited for a breach of ethics for unprofessional conduct, or been named in a complaint to a court, administrative agency professional association, disciplinary committee or other professional group? ☐Yes ☑No
13) To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? ☐Yes ☑No

Criminal Background History

Instructions: Complete this section by placing your **initials** in the space beside option 1, 2, and/or 3. If you initial option 1 or 2, please provide information on what the charges were and which courts were involved. Please label explanations with the number of the corresponding question. **Traffic violations do not need to be included.**

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2) _____ I am currently charged with one or more crimes.
3) JWS I have not been convicted, pled guilty or nolo contendere (no contest) to one or more crimes.

Certification

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Jean Wilson-Stayton
Signature

05.11.2015
Date

Effective October 15, 2014

505-6-.01 THE CODE OF ETHICS FOR EDUCATORS

(1) Introduction. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as a guide to ethical conduct. The Georgia Professional Standards Commission has adopted standards that represent the conduct generally accepted by the education profession. The code defines unethical conduct justifying disciplinary sanction and provides guidance for protecting the health, safety and general welfare of students and educators, and assuring the citizens of Georgia a degree of accountability within the education profession.

(2) Definitions

(a) "Certificate" refers to any teaching, service, or leadership certificate, license, or permit issued by authority of the Georgia Professional Standards Commission.

(b) "Child endangerment" occurs when an educator disregards a substantial and/or unjustifiable risk of bodily harm to the student.

(c) "Educator" is a teacher, school or school system administrator, or other education personnel who holds a certificate issued by the Georgia Professional Standards Commission and persons who have applied for but have not yet received a certificate. For the purposes of the Code of Ethics for Educators, "educator" also refers to paraprofessionals, aides, and substitute teachers.

(d) "Student" is any individual enrolled in the state's public or private schools from preschool through grade 12 or any individual between and including the ages of 3 and 17 under the age of 18. For the purposes of the Code of Ethics and Standards of Professional Conduct for Educators, the enrollment period for a graduating student ends on August 31 of the year of graduation.

(e) "Complaint" is any written and signed statement from a local board, the state board, or one or more individual residents of this state filed with the Georgia Professional Standards Commission alleging that an educator has breached one or more of the standards in the Code of Ethics for Educators. A "complaint" will be deemed a request to investigate.

(f) "Revocation" is the invalidation of any certificate held by the educator.

(g) "Denial" is the refusal to grant initial certification to an applicant for a certificate.

(h) "Suspension" is the temporary invalidation of any certificate for a period of time specified by the Georgia Professional Standards Commission.

(i) "Reprimand" admonishes the certificate holder for his or her conduct. The reprimand cautions that further unethical conduct will lead to a more severe action.

(j) "Warning" warns the certificate holder that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action.

(k) "Monitoring" is the quarterly appraisal of the educator's conduct by the Georgia Professional Standards Commission through contact with the educator and his or her employer. As a condition of monitoring, an educator may be required to submit a criminal background check (GCIC). The Commission specifies the length of the monitoring period.

(l) "No Probable Cause" is a determination by the Georgia Professional Standards Commission that, after a preliminary investigation, either no further action need be taken or no cause exists to recommend disciplinary action.

(3) Standards

(a) Standard 1: **Legal Compliance** - An educator shall abide by federal, state, and local laws and statutes. Unethical conduct includes but is not limited to the Commission or conviction of a felony or of any crime involving moral turpitude; of any other criminal offense involving the manufacture, distribution, trafficking, sale, or possession of a controlled substance or marijuana as provided for in Chapter 13 of Title 16; or of any other sexual offense as provided for in Code Section 16-6-1 through 16-6-17, 16-6-20, 16-6-22.2, or 16-12-100; or any other laws applicable to the profession. As used herein, conviction includes a finding or verdict of guilty, or a plea of *nolo contendere*, regardless of whether an appeal of the conviction has been sought; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

(b) Standard 2: **Conduct with Students** - An educator shall always maintain a professional relationship with all students, both in and outside the classroom. Unethical conduct includes but is not limited to:

1. committing any act of child abuse, including physical and verbal abuse;

2. committing any act of cruelty to children or any act of child endangerment;

3. committing any sexual act with a student or soliciting such from a student;

4. engaging in or permitting harassment of or misconduct toward a student that would violate a state or federal law;

5. soliciting, encouraging, or consummating an inappropriate written, verbal, electronic, or physical relationship with a student;

6. furnishing tobacco, alcohol, or illegal/unauthorized drugs to any student; or

7. failing to prevent the use of alcohol or illegal or unauthorized drugs by students who are under the educator's supervision (including but not limited to at the educator's residence or any other private setting).

(c) Standard 3: **Alcohol or Drugs** - An educator shall refrain from the use of alcohol or illegal or unauthorized drugs during the course of professional practice. Unethical conduct includes but is not limited to:

1. being on school premises or at a school-related activity while under the influence of, possessing, using, or consuming illegal or unauthorized drugs; and

2. being on school premises or at a school-related activity involving students while under the influence of, possessing, or consuming alcohol. A school-related activity includes, but is not limited to, any activity sponsored by the school or school system (booster clubs, parent-teacher organizations, or any activity designed to enhance the school curriculum i.e. Foreign Language trips, etc).

(d) Standard 4: **Honesty** - An educator shall exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to, falsifying, misrepresenting or omitting:

1. professional qualifications, criminal history, college or staff development credit and/or degrees, academic award, and employment history;

2. information submitted to federal, state, local school districts and other governmental agencies;

3. information regarding the evaluation of students and/or personnel;

4. reasons for absences or leaves;

5. information submitted in the course of an official inquiry/investigation; and

6. information submitted in the course of professional practice.

(e) Standard 5: **Public Funds and Property** - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. misusing public or school-related funds;

2. failing to account for funds collected from students or parents;

3. submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);

4. co-mingling public or school-related funds with personal funds or checking accounts; and

5. using school property without the approval of the local board of education/governing board or authorized designee.

(f) Standard 6: **Remunerative Conduct** - An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

1. soliciting students or parents of students to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee;

2. accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;

3. tutoring students assigned to the educator for remuneration unless approved by the local board of education/governing board or authorized designee; and

4. coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must be in compliance with all rules and regulations of the Georgia High School Association.

(g) Standard 7: **Confidential Information** - An educator shall comply with state and federal laws and state school board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to:

1. sharing of confidential information concerning student academic and disciplinary records, health and medical information, family status and/or income, and assessment/testing results unless disclosure is required or permitted by law;

2. sharing of confidential information restricted by state or federal law;

3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.; and

4. violation of other confidentiality agreements required by state or local policy.

(h) Standard 8: **Abandonment of Contract** - An educator shall fulfill all of the terms and obligations detailed in the contract with the local board of education or education agency for the duration of the contract. Unethical conduct includes but is not limited to:

1. abandoning the contract for professional services without prior release from the contract by the employer, and

2. willfully refusing to perform the services required by a contract.

(i) Standard 9: **Required Reports** - An educator shall file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to:

1. failure to report all requested information on documents required by the Commission when applying for or renewing any certificate with the Commission;

2. failure to make a required report of a violation of one or more standards of the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner; and

3. failure to make a required report of any violation of state or federal law soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. These reports include but are not limited to: murder, voluntary manslaughter, aggravated assault, aggravated battery, kidnapping, any sexual offense, any sexual exploitation of a minor, any offense involving a controlled substance and any abuse of a child if an educator has reasonable cause to believe that a child has been abused.

(j) Standard 10: **Professional Conduct** - An educator shall demonstrate conduct that follows generally recognized professional standards and preserves the dignity and integrity of the teaching profession. Unethical conduct includes but is not limited to any conduct that impairs and/or diminishes the certificate holder's ability to function professionally in his or her employment position, or behavior or conduct that is detrimental to the health, welfare, discipline, or morals of students.

(k) Standard 11: **Testing** - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and

2. compromising the integrity of the assessment.

(4) Reporting

(a) Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. Complaints filed with the **Georgia** Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, personnel director, superintendent, etc.).

(b) The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

(5) Disciplinary Action

(a) The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11_(GaPSC Rule 505-6-.01);

2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-11 (GaPSC Rule 505-6-.01);

3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3);

4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295);

5. suspension or revocation of any professional license or certificate;

6. violation of any other laws and rules applicable to the profession; and

7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the superintendent's designee for certification shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not

employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification.

Authority O.C.G.A. § 20-2-200; 20-2-981 through 20-2-984.5

East Atlanta Charter School C/O Locke Law Firm LLC

101 Marietta Street NW, Suite 3325

Atlanta, GA 30303

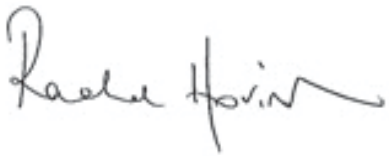
Dear Loren Locke,

I am writing to offer Atlanta International School's support for East Atlanta Charter School. Atlanta International School (AIS) is a 3K-12 International Baccalaureate (IB) World School followed from Primary Years Program (PYP) through Middle Years Program (MYP) to Diploma Program (DP). East Atlanta Charter students will mirror to some extent our dual-language Primary School model in English and Spanish. Faculty, parents and students at Atlanta International School represent more than 93 countries and speak more than 50 languages. Founded in 1984, the school opened in 1985 in facilities rented from a local church and moved to its current location the old North Fulton High School in 1995. AIS is accredited by the Council of International Schools (CIS), AdvancED and the Southern Association of Independent Schools (SAIS) as well as authorized by International Baccalaureate (IBO) to offer all three IB programs.

I understand that the DeKalb County Board of Education will be reviewing your petition and deciding whether to grant your school a charter to begin operations in the 2016-1017 school year. If your petition is approved, we pledge to provide the following support through access to our workshops, training, and support on dual-language immersion education. We can also offer advice regarding native speaker Mother Tongue support. We will provide advice on programming and curricular enhancement related to dual language immersion and teacher recruitment.

We are excited about the opportunity to support East Atlanta Charter School and further dual language immersion education in the state of Georgia and we look forward to establishing a strong partnership with your organization.

Sincerely,



Rachel Hovington
3K-12 Head of Curriculum and Professional Development

The Language Garden
Cultivating A Global Community

April 23, 2015

East Atlanta Charter School
C/O Locke Law Firm LLC
101 Marietta Street NW
Suite 3325
Atlanta, GA 30303

Dear Loren Locke,

I am writing to offer my organization's support for East Atlanta Charter School. The Language Garden, LLC is a private Spanish immersion preschool serving children 2-5 years old in the East Atlanta and surrounding neighborhoods. We are extremely motivated to help in the success of East Atlanta Charter School because we believe the most sustainable and efficient way to rear multicultural/multilingual children is by providing quality immersion education in the target language (Spanish).

I understand that the DeKalb County Board of Education will be reviewing your petition and deciding whether to grant your school a charter to begin operations in the 2016-1017 school year. We can offer support in various ways. We pledge to support your team with professional learning partnerships through co-hosting and co-planning professional seminars/workshops where both staffs can work and grow together becoming the most effective teaching teams possible. We also pledge to educate our school families living in your school zone about East Atlanta Charter School and the benefits of continuing the quest of rearing bilingual children. And lastly, we can offer support in aligning bilingual instructional materials with your curriculum goals.

We are thrilled to have the opportunity to work with you and communities of Dekalb County. We look forward to our new partnership and being part of the success of East Atlanta Charter School.

Sincerely,

Sue Ellen Wortzel

Sue Ellen Wortzel
Director

The Language Garden, LLC
1088 Bouldercrest Dr. S.E., Atlanta, GA 30316
404.580.5976

State Bar of Georgia

Lawyers Serving the Public and the Justice System

May 11, 2015

Ryan C. Locke, Esquire
East Atlanta Charter School
101 Marietta Street, N.W.
Suite 3325
Atlanta, Georgia 30303

VIA ELECTRONIC MAIL

Re: Free Law-Related Education Resources Available to East Atlanta Charter School

Dear Mr. Locke:

I understand that you are seeking a charter for a new East Atlanta Charter School, so I wanted to make sure you were aware of the free resources offered by the State Bar of Georgia's Law-Related Education Program to students in grades 4-12 and teachers in grades K-12.

Law-related education ("LRE") refers to an interactive method of teaching young people about the law and the fundamental principles on which it is based, including principles related to such connecting themes in Social Studies as the rule of law and conflict resolution. More specifically, LRE provides instruction concerning legal rights and responsibilities, and it encourages informed participation in our democratic form of government. National and state studies show, and the Georgia General Assembly agrees, that LRE deters delinquency and reduces disciplinary problems because it fosters the development of decision-making, problem solving, and conflict management skills.

The LRE Program at the State Bar of Georgia exists to serve teachers in their efforts to teach about the law in their classes. We develop curriculum material for grades K-12 and hold free workshops on various aspects of LRE and the law. These workshops are designed for teachers who want basic training in law-related education, LRE resources, and teaching strategies, as well as basic substantive information about such areas as the civil, criminal, and juvenile justice processes; the federal and state court systems; and alternative dispute resolution.

For students in grades 4-12, we also offer a free, interactive, four-hour field trip program known as "Journey Through Justice," in which students learn about Woodrow and Edith Galt Wilson; visit a reproduction of President Wilson's law office, where they can touch the original door; participate in a law lesson correlated to the

HEADQUARTERS
104 Marietta St. NW, Suite 100
Atlanta, GA 30303-2743
404-527-8700 • 800-334-6865
Fax 404-527-8717
www.gabar.org

COASTAL GEORGIA OFFICE
18 E. Bay St.
Savannah, GA 31401-1225
912-239-9910 • 877-239-9910
Fax 912-239-9970

SOUTH GEORGIA OFFICE
244 E. 2nd St. (31794)
P.O. Box 1390
Tifton, GA 31793-1390
229-387-0446 • 800-330-0446
Fax 229-382-7435

movement, the need for an independent judiciary, cruel and unusual punishment, and famous U.S. and Georgia cases.

I have attached a brochure which describes our program in more detail, along with the list of currently available teacher workshops. We would love to see East Atlanta Charter School teachers and students take advantage of our offerings and look forward to hearing from you once the chartering process is complete. In the meantime, if you have any questions or need additional information, please do not hesitate to contact me at (404) 527-8785 or by e-mail at DeborahCC@gabar.org, or you can visit http://www.gabar.org/forthepublic/forteachersstudents/lre/index.cfm.

Very truly yours,

Deborah C. Craytor

Deborah C. Craytor
Director of Law-Related Education

DCC:slf
Attachments
051115-1

2323 Cumberland Parkway SE
Suite 201
Atlanta GA, 30339
http://www.neadwerx.com

May 1, 2015

East Atlanta Charter School
C/O Locke Law Firm LLC
101 Marietta Street NW, Suite 3325
Atlanta, GA 30303

Dear Loren Locke,

I am writing to offer my organizations support for East Atlanta Charter School.

Nead Werx, Inc. is one of the top technology-consulting firms in Georgia. We were founded in the City of Atlanta in 1999 and boast 41 full time employees, 90% of which hold advanced engineering degrees from the Georgia Institute of Technology. Nead Werx was named the 2012 Georgia Tech Co-Operative Employer of the year, and one of Atlanta's Best and Brightest places to work that same year. Nead Werx is deeply engaged in the local community, sponsoring the Atlanta Community Food Bank, the Salvation Army and a host of other non-profit and charitable organizations in and around The City of Atlanta and Dekalb County.

I understand that the DeKalb County Board of Education will be reviewing your petition and deciding whether to grant your school a charter to begin operations in the 2016-1017 school year. If your petition is approved, I am pledging to provide the following support:

Nead Werx will provide technology-consulting services to EACS on an in-kind basis and will donate $10,000.00 (ten thousand) dollars, in unrestricted funds, to the school on an annual basis for the first 5 years.

I am excited about the opportunity to support East Atlanta Charter School and look forward to establishing a strong partnership with your organization.

Sincerely,

Nickolas E. A. Downey

CEO

LOCKE
LAW FIRM

May 12, 2015

East Atlanta Charter School

To Whom It May Concern:

I am writing to offer my support for East Atlanta Charter School.

I understand that the DeKalb County Board of Education will be reviewing your petition and decided whether to grant your school a charter to begin operating in the 2016-1017 school year. If your petition is approved, I am pledging to provide the Board of Directors with advice on school strategies and their implementation, manage the legal function, and obtain and oversee the work of outside counsel. In particular, I will, pro bono:

- Participate in the definition and development of school policies, procedures and programs and provide continuing counsel and guidance on legal matters and on legal implications of all matters.
- Judge the merits of major court cases filed against or on behalf of the school and work with the appropriate directors and officers to define a strategic defense and approve settlements of disputes where warranted.
- Assume ultimate responsibility for ensuring that the school conducts its business in compliance with local, state, and federal law.
- Oversee the selection, retention, management and evaluation of all outside counsel.

I am excited about the opportunity to support East Atlanta Charter School and look forward to working with the organization.

Best Regards,

Ryan C. Locke



ProjectLocker

866 464 3875 runako@projectlocker.com 100 Peachtree Street, Suite 2040,

May 13, 2015

East Atlanta Charter School
C/O Locke Law Firm LLC
101 Marietta Street NW, Suite 3325
Atlanta, GA 30303

Dear Loren Locke,

I am writing to offer my organization's support for East Atlanta Charter School.

ProjectLocker is a innovative Internet software company that serves computer programmers companies in over 100 countries. With our mix of intuitive software, excellent customer service, and a reputation for reliability, ProjectLocker is a leader in its field.

I understand that the DeKalb County Board of Education will be reviewing your petition and deciding whether to grant your school a charter to begin operations in the 2016-1017 school year. If your petition is approved, I am pledging to provide the following support:

Offer information technology support in the areas of Web site setup and management; systems design; network design; database design and management.

I am excited about the opportunity to support East Atlanta Charter School and look forward to establishing a strong partnership with your organization.

Sincerely yours,

Runako Godfrey

NANCY TALERO ○ RED TILE ROOF STUDIO

Graphic Designer (Digital and Print) + Illustrator

Dear Loren Locke,

I am writing to offer my organization's support for East Atlanta Charter School.

As the owner of Red Tile Roof Studio, I provide creative direction, branding solutions and other graphic design servies on a contract basis. I have 15 years experience working directly with clients as well as within design agencies in both New York City and Atlanta. I specialize in brand identity design, print and website design.

I understand that the DeKalb County Board of Education will be reviewing your petition and deciding whether to grant your school a charter to begin operations in the 2016-1017 school year. If your petition is approved, I am pledging to provide the following support:

- Brand Identity Development
- Accompanying Design and Marketing Collateral for both Print and Digital Media
- Website Design Support

In addition, my husband Mauricio Talero is a bilingual, native Spanish speaker from Colombia. He pledges to offer his support to East Atlanta Charter School as a translator as needs may arise.

We are excited about the opportunity to support East Atlanta Charter School and look forward to establishing a strong partnership with your organization.

Sincerely,

Nancy Talero

2135 Edgemore Drive, Atlanta, GA 30316 **m:** (404) 713-1392 **e:** nancytalero@gmail.com **p:** cargocollective.com/nancytalero

East Atlanta Charter School
C/O Locke Law Firm LLC
101 Marietta Street NW, Suite 3325
Atlanta, GA 30303

Dear Loren Locke,

I am writing to offer my support for East Atlanta Charter School. I am a board certified pediatrician licensed to practice in the state of Georgia. While I am currently not actively seeing patients, I remain licensed and in good standing. I have completed continuing medical education as well.

I am also the CEO of WonderHealth, LLC, a company that is in the process of creating a healthcare related smartphone application to improve the transfer of pertinent medical information between patients and healthcare providers.

I understand that the DeKalb County Board of Education will be reviewing your petition and determining whether to grant your school a charter to begin operations in the 2016-1017 school year. If your petition is approved, I will provide the following support:

* counseling services relevant to necessary healthcare regulation standards for schools
* counseling in regards to the qualifications and hiring of a school nurse
* counseling relevant to necessary student health record information and completeness of school physical forms
* review of health education curricula
* counsel regarding any other medical need that should arise within my field of expertise

I am excited about the opportunity to support East Atlanta Charter School and look forward to
establishing a strong partnership with your organization.

Sincerely,

Katherine S Hill, MD CEO

Katherine S. Hill, MD
CEO of WonderHealth, LLC

5 YEAR BUDGET PROJECTION

School Name: East Atlanta Charter School	FY2015		FY2016		FY2017		FY2018		FY2019		FY2020		
	Planning Year	% of Total	Year 1	% of Total	Year 2	% of Total	Year 3	% of Total	Year 4	% of Total	Year 5	% of Total	
ASSUMPTIONS													Notes
Number of Students			176		254		320		400		480		
Facility Square Footage			TBD		TBD		TBD		TBD		TBD		
Number of Full Time Employees			12		20		27		32		38		
Full Time Employees (eligible for benefits)			12		20		27		32		38		
Number of Administrators			3		4		4		4		4		
Number of Teachers			8		12		16		20		24		
Number of Other Instructional Staff			1		4		6		7		8		
Number of Clerical Staff			0		0		0		0		0		
Number of Maintenance Staff			0		0		1		1		1		
Number of Food Service Staff			0		0		0		0		0		
Student Teacher Ratio			22		21.17		20		20		20		
Revenue Per Pupil (State and/or Local)			$4,667		$4,580		$4,875		$4,965		$5,300		
Average Teacher Salary			$36,000		$37,080		$38,192		$42,775		$46,198		
REVENUES													
State and/or Local Revenue (Rev Per Pupil*# of students)	$0	0.0%	$821,392	85.6%	$1,163,320	86.6%	$1,560,000	87.9%	$1,986,000	88.5%	$2,544,000	89.3%	
3% District Administrative Fee (Explain any changes in notes)	$0	0.0%	($24,642)	-2.6%	($34,900)	-2.6%	($46,800)	-2.6%	($59,580)	-2.7%	($76,320)	-2.7%	
Meal Fees		0.0%	$75,810	7.9%	$108,395	8.1%	$134,300	7.6%	$164,920	7.3%	$194,845	6.8%	
Per Student Funding Transportation		0.0%	$676	0.1%	$975	0.1%	$1,229	0.1%	$1,536	0.1%	$1,843	0.1%	
Per Student Funding Food		0.0%	$6,002	0.6%	$8,661	0.6%	$10,912	0.6%	$13,640	0.6%	$16,368	0.6%	
Per Student Nurse Funding		0.0%	$246	0.0%	$356	0.0%	$448	0.0%	$560	0.0%	$672	0.0%	
EACS Fundraising	$100	100.0%	$80,000	8.3%	$96,000	7.1%	$115,200	6.5%	$138,240	6.2%	$165,888	5.8%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Revenues	**$100**		**$959,484**		**$1,342,807**		**$1,775,289**		**$2,245,316**		**$2,847,296**		
EXPENSES													
PERSONNEL													
Principal	$0	0.0%	$80,000	8.6%	$83,000	6.2%	$87,000	4.9%	$93,000	4.2%	$97,000	3.4%	
Social Services (Social Worker/Counselor/Nurse)		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Technology Support		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Teachers	$0	0.0%	$288,000	30.9%	$444,960	33.2%	$611,078	34.7%	$855,510	38.4%	$1,108,741	39.3%	
Arts/PE/Comp Sci		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Athletics/Extracurricular Coaches		0.0%	$37,000	4.0%	$38,110	2.8%	$39,253	2.2%	$41,216	1.9%	$43,277	1.5%	
Guidance Counselor		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Special Education Teacher		0.0%	$44,000	4.7%	$132,000	9.8%	$223,960	12.7%	$279,158	12.5%	$425,116	15.1%	
Office Manager		0.0%	$32,000	3.4%	$33,600	2.5%	$35,280	2.0%	$37,044	1.7%	$38,896	1.4%	
Office Assistant		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Business manager		0.0%	$40,000	4.3%	$41,200	3.1%	$42,436	2.4%	$44,558	2.0%	$46,786	1.7%	
Maintenance		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Food Service		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Retirement Benefits		0.0%	$74,347	8.0%	$117,424	8.8%	$156,828	8.9%	$202,132	9.1%	$261,015	9.3%	
Health Benefits		0.0%	$22,000	2.4%	$28,600	2.1%	$37,180	2.1%	$48,334	2.2%	$62,834	2.2%	
FICA		0.0%	$39,857	4.3%	$62,950	4.7%	$84,074	4.8%	$108,361	4.9%	$139,927	5.0%	
Other Payroll Expenses/Taxes		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Assistant Principal		0.0%	$0	0.0%	$50,000	3.7%	$60,000	3.4%	$66,000	3.0%	$69,300	2.5%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Personnel	**$0**	**0.0%**	**$657,203**	**70.5%**	**$1,031,843**	**76.9%**	**$1,377,090**	**78.2%**	**$1,775,313**	**79.8%**	**$2,292,891**	**81.3%**	
INSTRUCTION													
Textbooks		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Classroom Supplies		0.0%	$0	0.0%	$1,200	0.1%	$2,400	0.1%	$4,800	0.2%	$7,200	0.3%	
Computers		0.0%	$0	0.0%	$0	0.0%	$5,000	0.3%	$2,000	0.1%	$2,000	0.1%	

Software		0.0%	$0	0.0%	$0	0.0%	$2,000	0.1%	$1,000	0.0%	$1,000	0.0%	
Field Trips		0.0%	$0	0.0%	$0	0.0%	$5,000	0.3%	$7,500	0.3%	$10,000	0.4%	
Instructional Equipment		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$5,000	0.2%	$5,000	0.2%	
Library and Media Center		0.0%	$0	0.0%	$0	0.0%	$3,000	0.2%	$3,000	0.1%	$3,000	0.1%	
Student Assessment		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Classroom Furniture		0.0%	$0	0.0%	$0	0.0%	$5,000	0.3%	$5,000	0.2%	$5,000	0.2%	
PE Equipment		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Art Supplies		0.0%	$0	0.0%	$1,200	0.1%	$2,400	0.1%	$4,800	0.2%	$7,200	0.3%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Instruction	**$0**	**0.0%**	**$0**	**0.0%**	**$2,400**	**0.2%**	**$24,800**	**1.4%**	**$33,100**	**1.5%**	**$40,400**	**1.4%**	
SERVICES & SUPPLIES													
Student Uniforms		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Athletic Program		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Office Supplies	$100	100.0%	$3,000	0.3%	$3,900	0.3%	$5,070	0.3%	$6,591	0.3%	$8,568	0.3%	
Office Furniture		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Office Computers & Software		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Printing and Copy Services		0.0%	$2,400	0.3%	$3,120	0.2%	$4,056	0.2%	$5,273	0.2%	$6,855	0.2%	
Postage and Shipping		0.0%	$240	0.0%	$312	0.0%	$406	0.0%	$527	0.0%	$685	0.0%	
Bookkeeping		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Audit		0.0%	$8,500	0.9%	$9,350	0.7%	$10,285	0.6%	$11,314	0.5%	$12,445	0.4%	
Payroll Services		0.0%	$5,040	0.5%	$8,400	0.6%	$11,340	0.6%	$13,440	0.6%	$15,960	0.6%	
Banking Fees		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Legal Services		0.0%	$15,000	1.6%	$15,000	1.1%	$15,000	0.9%	$15,000	0.7%	$15,000	0.5%	
Liability & Property Insurance		0.0%	$1,200	0.1%	$1,200	0.1%	$1,560	0.1%	$2,028	0.1%	$2,636	0.1%	
Staff Development		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Special Education		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Health Services		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Staff Recruitment		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Student Recruitment		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Tech Support		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Phone/Internet Service		0.0%	$2,400	0.3%	$2,400	0.2%	$2,880	0.2%	$3,456	0.2%	$4,147	0.1%	
Food Service		0.0%	$76,000	8.1%	$98,800	7.4%	$118,560	6.7%	$142,272	6.4%	$170,726	6.1%	
Transportation		0.0%	$57,000	6.1%	$57,000	4.3%	$62,700	3.6%	$68,970	3.1%	$75,867	2.7%	
Health Supplies		0.0%	$600	0.1%	$780	0.1%	$1,014	0.1%	$1,318	0.1%	$1,714	0.1%	
Pest Control		0.0%	$1,200	0.1%	$1,200	0.1%	$1,500	0.1%	$1,500	0.1%	$1,500	0.1%	
Janitorial Supplies & Services		0.0%	$76,000	8.1%	$76,000	5.7%	$91,200	5.2%	$109,440	4.9%	$131,328	4.7%	
Waste Disposal		0.0%	$2,400	0.3%	$2,400	0.2%	$2,880	0.2%	$3,456	0.2%	$4,147	0.1%	
Marketing		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Services & Supplies	**$100**	**100.0%**	**$250,980**	**26.9%**	**$279,862**	**20.9%**	**$328,451**	**18.7%**	**$384,585**	**17.3%**	**$451,579**	**16.0%**	
FACILITIES													
Rent/Lease/Mortgage		0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	$0	0.0%	
Grounds Maintenance		0.0%	$1,200	0.1%	$1,320	0.1%	$1,452	0.1%	$1,597	0.1%	$1,757	0.1%	
Maintenance & Repair		0.0%	$10,000	1.1%	$11,000	0.8%	$12,100	0.7%	$13,310	0.6%	$14,641	0.5%	
Utilities		0.0%	$12,000	1.3%	$13,200	1.0%	$14,520	0.8%	$15,972	0.7%	$17,569	0.6%	
Fire Safety and Compliance		0.0%	$1,200	0.1%	$1,320	0.1%	$1,452	0.1%	$1,597	0.1%	$1,757	0.1%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
		0.0%		0.0%		0.0%		0.0%		0.0%		0.0%	
Total Facilities	**$0**	**0.0%**	**$24,400**	**2.6%**	**$26,840**	**2.0%**	**$29,524**	**1.7%**	**$32,476**	**1.5%**	**$35,724**	**1.3%**	
Total Expenses	**$100**		**$932,583**		**$1,340,945**		**$1,759,865**		**$2,225,474**		**$2,820,595**		
Contingency Fund	$0		$0		$0		$0		$0		$0		
Surplus (Deficit)	**$0**		**$26,901**		**$1,862**		**$15,424**		**$19,842**		**$26,702**		

Cash Balance

Beginning Cash (Renewals, conversions, or org. funding amounts)			$0		$26,901		$28,763		$44,187		$64,029	
Net Surplus (Deficit)	$0		$26,901		$1,862		$15,424		$19,842		$26,702	
Ending Cash	$0		$26,901		$28,763		$44,187		$64,029		$90,730	

CASH FLOW PROJECTIONS-YEAR 1

School Name: East Atlanta Charter School	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$0	$2,242	$4,483	$6,725	$8,967	$11,209	$13,450	$15,692	$17,934	$20,176	$22,417	$24,659	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$66,396	$66,396	$66,396	$66,396	$66,396	$66,396	$66,396	$66,396	$66,396	$66,396	$66,396	$66,396	$796,750
Meal Fees	$6,317.50	$6,317.50	$6,317.50	$6,317.50	$6,317.50	$6,317.50	$6,317.50	$6,317.50	$6,317.50	$6,317.50	$6,317.50	$6,317.50	$75,810
Per Student Funding Transportation	$56.32	$56.32	$56.32	$56.32	$56.32	$56.32	$56.32	$56.32	$56.32	$56.32	$56.32	$56.32	$676
Per Student Funding Food	$500.13	$500.13	$500.13	$500.13	$500.13	$500.13	$500.13	$500.13	$500.13	$500.13	$500.13	$500.13	$6,002
Per Student Nurse Funding	$20.53	$20.53	$20.53	$20.53	$20.53	$20.53	$20.53	$20.53	$20.53	$20.53	$20.53	$20.53	$246
EACS Fundraising	$6,666.67	$6,666.67	$6,666.67	$6,666.67	$6,666.67	$6,666.67	$6,666.67	$6,666.67	$6,666.67	$6,666.67	$6,666.67	$6,666.67	$80,000
													$0
													$0
													$0
													$0
(B) Total Receipts	**$79,957**	**$79,957**	**$79,957**	**$79,957**	**$79,957**	**$79,957**	**$79,957**	**$79,957**	**$79,957**	**$79,957**	**$79,957**	**$79,957**	**$959,484**
Cash Disbursements:													
PERSONNEL													
Principal	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$6,667	$80,000
Social Services (Social Worker/Counselor/Nurse)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$24,000	$288,000
Arts/PE/Comp Sci	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletics/Extracurricular Coaches	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083	$3,083	$37,000
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$3,667	$44,000
Office Manager	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$2,667	$32,000
Office Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Business manager	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$3,333	$40,000
Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Retirement Benefits	$6,196	$6,196	$6,196	$6,196	$6,196	$6,196	$6,196	$6,196	$6,196	$6,196	$6,196	$6,196	$74,347
Health Benefits	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$1,833	$22,000
FICA	$3,321	$3,321	$3,321	$3,321	$3,321	$3,321	$3,321	$3,321	$3,321	$3,321	$3,321	$3,321	$39,857
Other Payroll Expenses/Taxes	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
Total Personnel	**$54,767**	**$54,767**	**$54,767**	**$54,767**	**$54,767**	**$54,767**	**$54,767**	**$54,767**	**$54,767**	**$54,767**	**$54,767**	**$54,767**	**$657,203**
INSTRUCTION													
Textbooks	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Classroom Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Computers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Field Trips	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Instructional Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Library and Media Center	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Assessment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Classroom Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
PE Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Art Supplies	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0

Total Instruction	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**	**$0**
SERVICES & SUPPLIES													
Student Uniforms													$0
Athletic Program													$0
Office Supplies	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$250	$3,000
Office Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Computers & Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Printing and Copy Services	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
Postage and Shipping	$20	$20	$20	$20	$20	$20	$20	$20	$20	$20	$20	$20	$240
Bookkeeping	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Audit	$708	$708	$708	$708	$708	$708	$708	$708	$708	$708	$708	$708	$8,500
Payroll Services	$420	$420	$420	$420	$420	$420	$420	$420	$420	$420	$420	$420	$5,040
Banking Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Legal Services	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
Liability & Property Insurance	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$1,200
Staff Development	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Tech Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Phone/Internet Service	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
Food Service	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$76,000
Transportation	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$57,000
Health Supplies	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$50	$600
Pest Control	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$1,200
Janitorial Supplies & Services	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$76,000
Waste Disposal	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
Marketing	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
Total Services & Supplies	**$20,915**	**$20,915**	**$20,915**	**$20,915**	**$20,915**	**$20,915**	**$20,915**	**$20,915**	**$20,915**	**$20,915**	**$20,915**	**$20,915**	**$250,980**
FACILITIES													
Rent/Lease/Mortgage	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Grounds Maintenance	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$1,200
Maintenance & Repair	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$833	$10,000
Utilities	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$1,000	$12,000
Fire Safety and Compliance	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$1,200
													$0
													$0
Total Facilities	**$2,033**	**$2,033**	**$2,033**	**$2,033**	**$2,033**	**$2,033**	**$2,033**	**$2,033**	**$2,033**	**$2,033**	**$2,033**	**$2,033**	**$24,400**
(C) TOTAL DISPURSEMENTS	**$77,715**	**$77,715**	**$77,715**	**$77,715**	**$77,715**	**$77,715**	**$77,715**	**$77,715**	**$77,715**	**$77,715**	**$77,715**	**$77,715**	**$932,583**
CONTINGENCY FUND	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
(D) NET REVENUE (B-C)	**$2,242**	**$2,242**	**$2,242**	**$2,242**	**$2,242**	**$2,242**	**$2,242**	**$2,242**	**$2,242**	**$2,242**	**$2,242**	**$2,242**	**$26,901**
ENDING CASH (A+D)	**$2,242**	**$4,483**	**$6,725**	**$8,967**	**$11,209**	**$13,450**	**$15,692**	**$17,934**	**$20,176**	**$22,417**	**$24,659**	**$26,901**	

CASH FLOW PROJECTIONS-YEAR 2

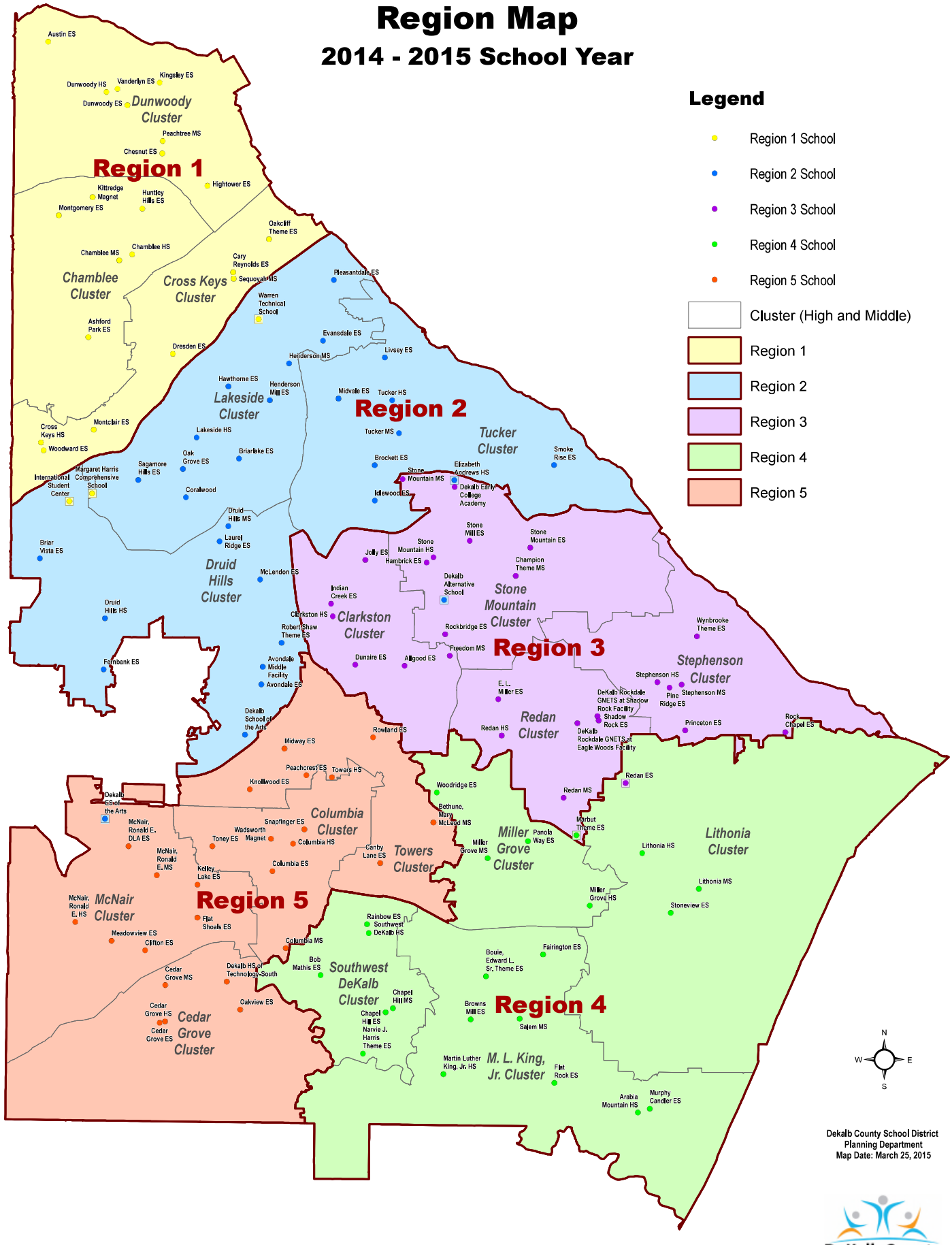
School Name: East Atlanta Charter School	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	Total
(A) BEGINNING CASH	$26,901	$27,056	$27,211	$27,366	$27,522	$27,677	$27,832	$27,987	$28,142	$28,298	$28,453	$28,608	
Cash Receipts:													
Per Pupil Revenue (local and state share), net LEA Admin fee	$94,035	$94,035	$94,035	$94,035	$94,035	$94,035	$94,035	$94,035	$94,035	$94,035	$94,035	$94,035	$1,128,420
Meal Fees	$9,033	$9,033	$9,033	$9,033	$9,033	$9,033	$9,033	$9,033	$9,033	$9,033	$9,033	$9,033	$108,395
Per Student Funding Transportation	$81	$81	$81	$81	$81	$81	$81	$81	$81	$81	$81	$81	$975
Per Student Funding Food	$722	$722	$722	$722	$722	$722	$722	$722	$722	$722	$722	$722	$8,661
Per Student Nurse Funding	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	$30	$356
EACS Fundraising	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$8,000	$96,000
													$0
													$0
													$0
													$0
													$0
(B) Total Receipts	**$111,901**	**$111,901**	**$111,901**	**$111,901**	**$111,901**	**$111,901**	**$111,901**	**$111,901**	**$111,901**	**$111,901**	**$111,901**	**$111,901**	**$1,342,807**
Cash Disbursements:													
PERSONNEL													
Principal	$6,917	$6,917	$6,917	$6,917	$6,917	$6,917	$6,917	$6,917	$6,917	$6,917	$6,917	$6,917	$83,000
Social Services (Social Worker/Counselor/Nurse)	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Technology Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Teachers	$37,080	$37,080	$37,080	$37,080	$37,080	$37,080	$37,080	$37,080	$37,080	$37,080	$37,080	$37,080	$444,960
Arts/PE/Comp Sci	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletics/Extracurricular Coaches	$3,176	$3,176	$3,176	$3,176	$3,176	$3,176	$3,176	$3,176	$3,176	$3,176	$3,176	$3,176	$38,110
Guidance Counselor	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education Teacher	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$11,000	$132,000
Office Manager	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$2,800	$33,600
Office Assistant	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Business manager	$3,433	$3,433	$3,433	$3,433	$3,433	$3,433	$3,433	$3,433	$3,433	$3,433	$3,433	$3,433	$41,200
Maintenance	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Food Service	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Retirement Benefits	$9,785	$9,785	$9,785	$9,785	$9,785	$9,785	$9,785	$9,785	$9,785	$9,785	$9,785	$9,785	$117,424
Health Benefits	$2,383	$2,383	$2,383	$2,383	$2,383	$2,383	$2,383	$2,383	$2,383	$2,383	$2,383	$2,383	$28,600
FICA	$5,246	$5,246	$5,246	$5,246	$5,246	$5,246	$5,246	$5,246	$5,246	$5,246	$5,246	$5,246	$62,950
Other Payroll Expenses/Taxes	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Assistant Principal	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$4,167	$50,000
	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Total Personnel	**$85,987**	**$85,987**	**$85,987**	**$85,987**	**$85,987**	**$85,987**	**$85,987**	**$85,987**	**$85,987**	**$85,987**	**$85,987**	**$85,987**	**$1,031,843**
INSTRUCTION													
Textbooks	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Classroom Supplies	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$1,200
Computers	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Field Trips	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Instructional Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Library and Media Center	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Assessment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Classroom Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
PE Equipment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Art Supplies	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$1,200

work study	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Out of state field study	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
Total Instruction	**$200**	**$200**	**$200**	**$200**	**$200**	**$200**	**$200**	**$200**	**$200**	**$200**	**$200**	**$200**	**$2,400**
SERVICES & SUPPLIES													
Student Uniforms	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Athletic Program	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Supplies	$325	$325	$325	$325	$325	$325	$325	$325	$325	$325	$325	$325	$3,900
Office Furniture	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Office Computers & Software	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Printing and Copy Services	$260	$260	$260	$260	$260	$260	$260	$260	$260	$260	$260	$260	$3,120
Postage and Shipping	$26	$26	$26	$26	$26	$26	$26	$26	$26	$26	$26	$26	$312
Bookkeeping	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Audit	$779	$779	$779	$779	$779	$779	$779	$779	$779	$779	$779	$779	$9,350
Payroll Services	$700	$700	$700	$700	$700	$700	$700	$700	$700	$700	$700	$700	$8,400
Banking Fees	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Legal Services	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$1,250	$15,000
Liability & Property Insurance	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$1,200
Staff Development	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Special Education	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Health Services	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Staff Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Student Recruitment	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Tech Support	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Phone/Internet Service	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
Food Service	$8,233	$8,233	$8,233	$8,233	$8,233	$8,233	$8,233	$8,233	$8,233	$8,233	$8,233	$8,233	$98,800
Transportation	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$4,750	$57,000
Health Supplies	$65	$65	$65	$65	$65	$65	$65	$65	$65	$65	$65	$65	$780
Pest Control	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$100	$1,200
Janitorial Supplies & Services	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$6,333	$76,000
Waste Disposal	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$200	$2,400
Marketing	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
													$0
													$0
Total Services & Supplies	**$23,322**	**$23,322**	**$23,322**	**$23,322**	**$23,322**	**$23,322**	**$23,322**	**$23,322**	**$23,322**	**$23,322**	**$23,322**	**$23,322**	**$279,862**
FACILITIES													
Rent/Lease/Mortgage	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
Grounds Maintenance	$110	$110	$110	$110	$110	$110	$110	$110	$110	$110	$110	$110	$1,320
Maintenance & Repair	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$917	$11,000
Utilities	$1,100	$1,100	$1,100	$1,100	$1,100	$1,100	$1,100	$1,100	$1,100	$1,100	$1,100	$1,100	$13,200
Fire Safety and Compliance	$110	$110	$110	$110	$110	$110	$110	$110	$110	$110	$110	$110	$1,320
													$0
													$0
Total Facilities	**$2,237**	**$2,237**	**$2,237**	**$2,237**	**$2,237**	**$2,237**	**$2,237**	**$2,237**	**$2,237**	**$2,237**	**$2,237**	**$2,237**	**$26,840**
(C) TOTAL DISPURSEMENTS	**$111,745**	**$111,745**	**$111,745**	**$111,745**	**$111,745**	**$111,745**	**$111,745**	**$111,745**	**$111,745**	**$111,745**	**$111,745**	**$111,745**	**$1,340,945**
CONTINGENCY FUND	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0	**$0**
(D) NET REVENUE (B-C)	**$155**	**$155**	**$155**	**$155**	**$155**	**$155**	**$155**	**$155**	**$155**	**$155**	**$155**	**$155**	**$1,862**
ENDING CASH (A+D)	**$27,056**	**$27,211**	**$27,366**	**$27,522**	**$27,677**	**$27,832**	**$27,987**	**$28,142**	**$28,298**	**$28,453**	**$28,608**	**$28,763**	

DeKalb County School District

Region Map

2014 - 2015 School Year





2010-2011 Adequate Yearly Progress (AYP)

New Search
Search in Same District
Free Tutoring

Overview | Summary | Test Participation | Academic Performance | Second Indicator

To meet AYP, each school must meet the following criteria: 95% Participation, Academic Performance (Annual Measurable Objective), and Second Indicator. The school overview provides a global summary of a school's AYP report and includes a declaration whether a school is in Needs Improvement or not.

2011 Adequate Yearly Progress (AYP) Overview Report

School Information	**Ronald E McNair Discover Learning Academy Elementary School (0409)**
	DeKalb County (644)
	Grades: PK, KK, 01, 02, 03, 04, 05
Parameters	Title I Status: Yes
	Second Indicator: Attendance Rate
	Certification Status: Certified by Superintendent - For All Schools in System
AYP Status	**SCHOOL DID NOT MEET AYP**

Summary

AYP under NCLB is more stringent than AYP under previous ESEA laws. AYP now requires schools to meet criteria in three areas: Test Participation (for both Mathematics and Reading/English Language Arts), Academic Performance (for both Mathematics and Reading/English Language Arts), and a Second Indicator.

This school met the AYP criteria for Test Participation.

This school met the AYP criteria for Second Indicator.

This school did not meet the AYP criteria for Academic Performance.

This school met the AYP criteria in 4 out of 7 categories.

Needs Improvement Status

Schools that do not meet AYP in the same subject for two or more consecutive years are placed in Needs Improvement status with escalating consequences for each successive year. Same subject is defined as two years of not making Reading/English Language Arts (participation or academic performance) or two years of not making Mathematics (participation or academic performance) or two years of not making Second Indicator.

School is in Needs Improvement Year Two (NI-2).

This school must offer both Public School Choice and Supplemental Education Services (Tutoring).

Last Modified: 11/1/2011



2010-2011 Adequate Yearly Progress (AYP)

New Search
Search in Same District
Free Tutoring

Overview | Summary | Test Participation | Academic Performance | Second Indicator

Each school (or system) as a whole and each student group with at least 40 members must meet or exceed the State's Annual Measurable Objective (AMO) regarding the percentage of students scoring proficient or advanced on selected state assessments in Reading/English Language Arts and Mathematics.

AYP Indicator CRCT Reading/English Language Arts ▼ Select

School Information **Ronald E McNair Discover Learning Academy Elementary School (0409)**
DeKalb County (644)
Grades: PK, KK, 01, 02, 03, 04, 05

Parameters Title I Status: Yes
Second Indicator: Attendance Rate
Certification Status: Certified by Superintendent - For All Schools in System

AYP Status SCHOOL DID NOT MEET AYP

	All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
Students in AYP Grade Levels	463		448					27		425
FAY Students with Test Scores	349		341					18		322
Group >= Minimum Size?	**Y**		**Y**					**N**		**Y**
Basic / Does Not Meet	28.1% (98)		27.3% (93)					77.8% (14)		30.0% (96.5)
Proficient / Meets	57.7% (201.5)		58.2% (198.5)					19.4% (3.5)		57.1% (184)
Advanced / Exceeds	14.2% (49.5)		14.5% (49.5)					2.8% (.5)		12.9% (41.5)
Meets + Exceeds	71.9% (251)		72.7% (248)					22.2% (4)		70.0% (225.5)
Meets + Exceeds Rate >= 80%?	N		N							N
Absolute Bar	N		N							N
Confidence Interval	N		N							N
MultiYear Average	N		N							N
Safe Harbor	N		N							N
CRCT Reading/Eng. Lang. Arts Academic Performance	N		N							N

Last Modified: 11/1/2011



2010-2011 Adequate Yearly Progress (AYP)

New Search
Search in Same District
Free Tutoring

Overview | Summary | Test Participation | Academic Performance | Second Indicator

Each school (or system) as a whole and each student group with at least 40 members must meet or exceed the State's Annual Measurable Objective (AMO) regarding the percentage of students scoring proficient or advanced on selected state assessments in Reading/English Language Arts and Mathematics.

AYP Indicator CRCT Mathematics ▼ Select

School Information **Ronald E McNair Discover Learning Academy Elementary School (0409)**
DeKalb County (644)
Grades: PK, KK, 01, 02, 03, 04, 05

Parameters Title I Status: Yes
Second Indicator: Attendance Rate
Certification Status: Certified by Superintendent - For All Schools in System

AYP Status **SCHOOL DID NOT MEET AYP**

	All Students	Asian / Pacific Islander	Black	Hispanic	Amer. Indian / Alaskan	White	Multi-Racial	SWD	ELL (LEP)	Econ. Disadv.
Students in AYP Grade Levels	463		448					27		425
FAY Students with Test Scores	349		341					18		322
Group >= Minimum Size?	**Y**		**Y**					**N**		**Y**
Basic / Does Not Meet	44.7% (156)		44.3% (151)					83.3% (15)		47.2% (152)
Proficient / Meets	44.7% (156)		45.2% (154)					16.7% (3)		43.2% (139)
Advanced / Exceeds	10.6% (37)		10.6% (36)					0.0) (0)		9.6% (31)
Meets + Exceeds	55.3% (193)		55.7% (190)					16.7% (3)		52.8% (170)
Meets + Exceeds Rate >= 75.7%?	N		N							N
Absolute Bar	N		N							N
Confidence Interval	N		N							N
MultiYear Average	N		N							N
Safe Harbor	N		N							N
CRCT Math Academic Performance	N		N							N

Last Modified: 11/1/2011



2010-2011 Adequate Yearly Progress (AYP)

New Search
Search in Same District
Free Tutoring

Overview | Summary | Test Participation | Academic Performance | Second Indicator

To meet AYP, each school must meet the following criteria: 95% Participation, Academic Performance (Annual Measurable Objective), and Second Indicator. The school overview provides a global summary of a school's AYP report and includes a declaration whether a school is in Needs Improvement or not.

2011 Adequate Yearly Progress (AYP) Overview Report

School Information	**McNair Middle School (1057)**
	DeKalb County (644)
	Grades: 06, 07, 08
Parameters	Title I Status: Yes
	Second Indicator: Attendance Rate
	Certification Status: Certified by Superintendent - For All Schools in System
AYP Status	**SCHOOL DID NOT MEET AYP**

Summary

AYP under NCLB is more stringent than AYP under previous ESEA laws. AYP now requires schools to meet criteria in three areas: Test Participation (for both Mathematics and Reading/English Language Arts), Academic Performance (for both Mathematics and Reading/English Language Arts), and a Second Indicator.

This school met the AYP criteria for Test Participation.

This school met the AYP criteria for Second Indicator.

This school did not meet the AYP criteria for Academic Performance.

This school met the AYP criteria in 7 out of 10 categories.

Needs Improvement Status

Schools that do not meet AYP in the same subject for two or more consecutive years are placed in Needs Improvement status with escalating consequences for each successive year. Same subject is defined as two years of not making Reading/English Language Arts (participation or academic performance) or two years of not making Mathematics (participation or academic performance) or two years of not making Second Indicator.

School is in Needs Improvement Year Five (NI-5) or Greater.

This school must offer both Public School Choice and Supplemental Education Services (Tutoring).

This school is in State-Directed Status.

Last Modified: 11/1/2011



2010-2011 Adequate Yearly Progress (AYP)

New Search
Search in Same District
Free Tutoring

Overview | Summary | Test Participation | Academic Performance | Second Indicator

To meet AYP, each school must meet the following criteria: 95% Participation, Academic Performance (Annual Measurable Objective), and Second Indicator. The school overview provides a global summary of a school's AYP report and includes a declaration whether a school is in Needs Improvement or not.

2011 Adequate Yearly Progress (AYP) Overview Report

School Information	**McNair High School (3070)**
	DeKalb County (644)
	Grades: 09, 10, 11, 12
Parameters	Title I Status: Yes
	Second Indicator: Graduation Rate
	Certification Status: Certified by Superintendent - For All Schools in System
AYP Status	**SCHOOL DID NOT MEET AYP**

Summary

AYP under NCLB is more stringent than AYP under previous ESEA laws. AYP now requires schools to meet criteria in three areas: Test Participation (for both Mathematics and Reading/English Language Arts), Academic Performance (for both Mathematics and Reading/English Language Arts), and a Second Indicator.

This school met the AYP criteria for Test Participation.

This school did not meet the AYP criteria for Academic Performance.

This school did not meet the AYP criteria for Second Indicator.

This school met the AYP criteria in 3 out of 7 categories.

Needs Improvement Status

Schools that do not meet AYP in the same subject for two or more consecutive years are placed in Needs Improvement status with escalating consequences for each successive year. Same subject is defined as two years of not making Reading/English Language Arts (participation or academic performance) or two years of not making Mathematics (participation or academic performance) or two years of not making Second Indicator.

School is in Needs Improvement Year Five (NI-5) or Greater.

This school must offer both Public School Choice and Supplemental Education Services (Tutoring).

This school is in State-Directed Status.

Last Modified: 11/1/2011

Georgia Public Schools Earning Less than 60 on CCRPI for Previous Three Years (2012-2014*)

Excluding Alternative, Special Education, and Non-Traditional Schools

System Name	School Name	CCRPI Single Score 2012	CCRPI Single Score 2013	CCRPI Single Score 2014
Bibb County	Burghard Elementary School	38.2	55.6	57.3
Bibb County	Hartley Elementary School	36.8	55.3	55.9
Bibb County	Ingram/Pye Elementary School	45.7	54.5	45.9
Bibb County	King - Danforth Elementary School	42.9	53.5	44.9
Bibb County	Northeast High School	48.8	50.0	55.8
Bibb County	Rice Elementary School	53.1	49.7	52.8
Bibb County	Riley Elementary School	40.4	50.9	54.1
Bibb County	Southwest High School	46.9	42.3	54.0
Bibb County	Williams Elementary School	35.1	55.9	57.2
Chatham County	DeRenne Middle School	48.7	51.4	57.4
Chatham County	Haven Elementary School	41.8	56.6	42.3
Chatham County	Hodge Elementary School	53.3	54.2	52.0
Chatham County	Mercer Middle School	46.8	54.5	54.4
Chatham County	Otis J Brock III Elementary School	50.4	56.9	49.1
Clarke County	Gaines Elementary School	50.4	52.7	50.1
Clayton County	Charles R. Drew High School	54.8	52.5	52.6
Clayton County	Forest Park High School	57.9	54.6	55.5
Clayton County	Riverdale High School	55.7	58.5	57.6
Colquitt County	Cox Elementary School	43.9	48.6	59.1
Colquitt County	Stringfellow Elementary School	46.9	46.0	54.7
Commission Charter Schools	Atlanta Heights Charter School	57.7	59.3	58.2
DeKalb County	Browns Mill Elementary School	53.7	54.7	51.0
DeKalb County	Canby Lane Elementary School	58.3	58.3	47.4
DeKalb County	Cedar Grove Elementary School	57.4	53.4	57.6
DeKalb County	Cedar Grove Middle School	58.2	47.6	54.3
DeKalb County	Clifton Elementary School	52.2	54.3	46.2
DeKalb County	Columbia Elementary School	53.0	51.6	49.1
DeKalb County	Columbia High School	52.9	58.0	55.8
DeKalb County	Dunaire Elementary School	58.0	59.0	50.4
DeKalb County	Eldridge L. Miller Elementary School	52.8	53.1	49.9
DeKalb County	Fairington Elementary School	49.6	56.0	55.0
DeKalb County	Flat Rock Elementary School	49.9	52.3	57.6

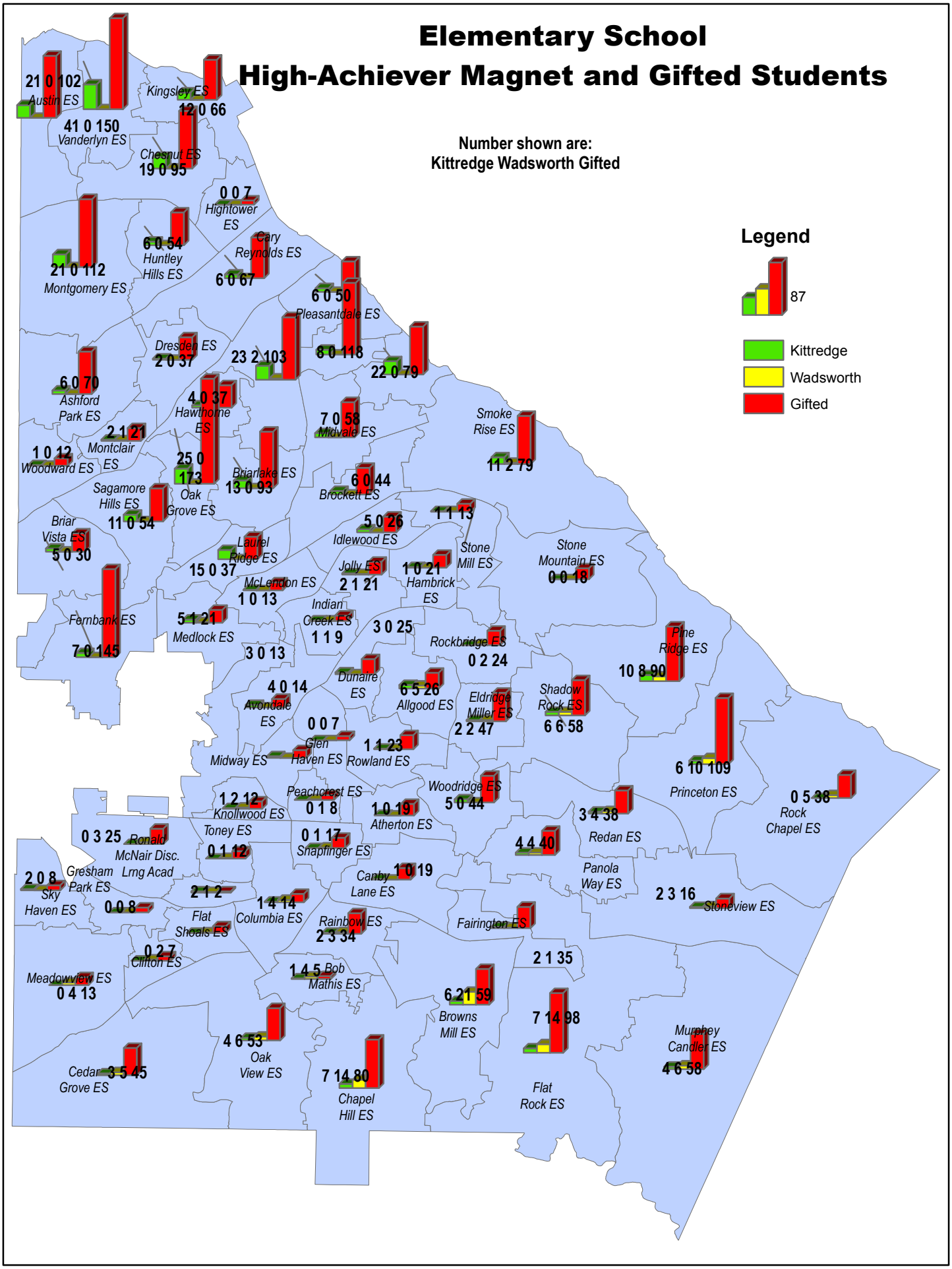
**CCRPI "Single Score" is used. 2014 CCRPI scores reflect the current public release in December 2014.*

Georgia Public Schools Earning Less than 60 on CCRPI for Previous Three Years (2012-2014*)

Excluding Alternative, Special Education, and Non-Traditional Schools

System Name	School Name	CCRPI Single Score 2012	CCRPI Single Score 2013	CCRPI Single Score 2014
DeKalb County	Flat Shoals Elementary School	41.7	53.5	49.5
DeKalb County	Freedom Middle School	56.2	59.3	51.6
DeKalb County	Knollwood Elementary School	46.6	41.3	53.8
DeKalb County	Martin Luther King, Jr. High School	56.9	59.9	59.9
DeKalb County	Meadowview Elementary School	42.2	44.1	52.9
DeKalb County	Midway Elementary School	51.5	46.3	47.7
DeKalb County	Oakview Elementary	47.9	58.0	51.0
DeKalb County	Panola Way Elementary School	58.0	43.9	50.9
DeKalb County	Redan Elementary School	49.7	50.2	48.4
DeKalb County	Ronald E McNair Discover Learning Academy Elementary School	47.2	49.6	42.2
DeKalb County	Salem Middle School	56.4	49.8	57.6
DeKalb County	Snapfinger Elementary School	49.6	54.6	55.7
DeKalb County	Stoneview Elementary School	49.3	46.5	45.3
DeKalb County	Toney Elementary School	56.4	50.2	47.5
DeKalb County	Towers High School	57.4	47.7	55.8
Dooly County	Dooly County Elementary School	49.7	58.1	52.2
Dooly County	Dooly County Middle School	58.7	59.2	55.0
Dougherty County	Alice Coachman Elementary School	51.6	57.4	57.0
Dougherty County	Dougherty Comprehensive High School	48.4	52.7	54.5
Dougherty County	Monroe High School	50.8	53.7	57.5
Dougherty County	Morningside Elementary School	43.5	52.6	54.8
Dougherty County	Northside Elementary School	45.7	56.5	56.1
Dougherty County	Southside Middle School	57.9	56.0	52.6
Dublin City	Saxon Heights	47.0	52.4	59.1
Fulton County	Banneker High School	44.8	59.5	49.7
Fulton County	Creekside High School	54.8	57.2	57.6
Fulton County	Hamilton E. Holmes Elementary	48.6	56.6	49.0
Fulton County	Heritage Elementary School	54.8	57.5	54.8
Fulton County	McNair Middle School	59.6	52.2	52.9
Fulton County	Mount Olive Elementary School	50.8	55.2	50.9
Fulton County	Parklane Elementary School	53.5	58.8	57.9
Greene County	Greensboro Elementary	54.3	58.4	56.6
Hancock County	Hancock Central Middle School	59.9	52.9	57.3

**CCRPI "Single Score" is used. 2014 CCRPI scores reflect the current public release in December 2014.*


Elementary School
High-Achiever Magnet and Gifted Students
Number shown are:
Kittredge Wadsworth Gifted
Legend
87
Kittredge
Wadsworth
Gifted
21 0 102
Austin ES
Kingsley ES
12 0 66
41 0 150
Vanderlyn ES
Chestnut ES
19 0 95
0 0 7
Hightower ES
6 0 54
Huntley Hills ES
Cary Reynolds ES
6 0 67
21 0 112
Montgomery ES
6 0 50
Pleasantdale ES
8 0 118
Dresden ES
2 0 37
23 2 103
22 0 79
6 0 70
Ashford Park ES
4 0 37
Hawthorne ES
7 0 58
Midvale ES
Smoke Rise ES
11 2 79
2 1 21
Montclair ES
1 0 12
Woodward ES
25 0
173
Oak Grove ES
Briarlake ES
13 0 93
6 0 44
Brockett ES
Sagamore Hills ES
11 0 54
1 1 13
5 0 26
Idlewood ES
Briar Vista ES
5 0 30
Laurel Ridge ES
15 0 37
Jolly ES
2 1 21
Stone Mill ES
1 0 21
Hambrick ES
Stone Mountain ES
0 0 18
McLendon ES
1 0 13
Indian Creek ES
1 1 9
Fernbank ES
7 0 145
5 1 21
Medlock ES
3 0 25
Rockbridge ES
0 2 24
3 0 13
Pine Ridge ES
10 8 90
4 0 14
Avondale ES
Dunaire ES
6 5 26
Allgood ES
Eldridge Miller ES
2 2 47
Shadow Rock ES
6 6 58
0 0 7
Glen Haven ES
1 1 23
Rowland ES
Midway ES
6 10 109
Princeton ES
Woodridge ES
5 0 44
Peachcrest ES
0 1 8
1 2 12
Knollwood ES
1 0 19
Atherton ES
3 4 38
Redan ES
0 5 38
Rock Chapel ES
0 3 25
Ronald McNair Disc. Lrng Acad
Toney ES
0 1 12
0 1 17
Shapfinger ES
4 4 40
2 0 8
Gresham Park ES
Sky Haven ES
Canby Lane ES
1 0 19
Panola Way ES
2 1 2
0 0 8
1 4 14
Columbia ES
Flat Shoals ES
2 3 16
Stoneview ES
Rainbow ES
2 3 34
Fairington ES
0 2 7
Clifton ES
2 1 35
1 4 5
Bob Mathis ES
Meadowview ES
0 4 13
6 21 59
Browns Mill ES
7 14 98
Murphey Candler ES
4 6 58
4 6 53
Oak View ES
Cedar Grove ES
3 5 45
7 14 80
Chapel Hill ES
Flat Rock ES

Needs Improvement Schools

Needs Improvement Schools

School Name	Title I School	Program Type	AYP Status	Consequence Level
Ronald E. McNair Middle School [http://www.dekalb.k12.ga.us/schools-and-centers/ronaldMcNairMs]	Yes	School Wide	Did Not Meet	8
Elizabeth Andrews High School [http://www.dekalb.k12.ga.us/schools-and-centers/elizabethAndrewsHs]	Yes	Targeted Assistance	Did Not Meet	7
Shadow Rock Center [http://www.dekalb.k12.ga.us/schools-and-centers/shadowRockCenter]	Yes	School Wide	Did Not Meet	7
Clarkston High School [http://www.dekalb.k12.ga.us/schools-and-centers/clarkstonHs]	Yes	School Wide	Did Not Meet	6
Freedom Middle School [http://www.dekalb.k12.ga.us/schools-and-centers/freedomMs]	Yes	School Wide	Did Not Meet	6
Towers High School [http://www.dekalb.k12.ga.us/schools-and-centers/towersHs]	Yes	School Wide	Did Not Meet	6
Avondale High School	Yes	School Wide	Did Not Meet	6
M.L. King, Jr. High School [http://www.dekalb.k12.ga.us/schools-and-centers/mlKingJrHs]	Yes	School Wide	Did Not Meet	5
Ronald E. McNair High School [http://www.dekalb.k12.ga.us/schools-and-centers/ronaldMcNairHs]	Yes	School Wide	Did Not Meet	5
Cedar Grove High School [				

http://www.dekalb.k12.ga.us/schools-and-centers/cedarGroveHs]	Yes	School Wide	Did Not Meet	4
Cross Keys High School [http://www.dekalb.k12.ga.us/schools-and-centers/crossKeysHs]	Yes	School Wide	Did Not Meet	4
Lithonia High School [http://www.dekalb.k12.ga.us/schools-and-centers/lithoniaHs]	Yes	School Wide	Did Not Meet	4
Avondale Middle School	Yes	School Wide	Did Not Meet	4
Columbia High School [http://www.dekalb.k12.ga.us/schools-and-centers/columbiaHs]	Yes	School Wide	Did Not Meet	3
International Student Center [http://www.dekalb.k12.ga.us/schools-and-centers/internationalStudentCenter]	Yes	School Wide	Did Not Meet	3
Lithonia Middle School [http://www.dekalb.k12.ga.us/schools-and-centers/lithoniaMs]	Yes	School Wide	Did Not Meet	3
Stone Mountain High School [http://www.dekalb.k12.ga.us/schools-and-centers/stoneMountainHs]	Yes	School Wide	Did Not Meet	3
Indian Creek Elementary School [http://www.dekalb.k12.ga.us/schools-and-centers/indianCreekEs]	Yes	School Wide	Did Not Meet	2
Mary McLeod Bethune Middle School [http://www.dekalb.k12.ga.us/schools-and-centers/maryMcLeodBethuneMs]	Yes	School Wide	Did Not Meet	2
Miller Grove Middle School [http://www.dekalb.k12.ga.us/schools-and-centers/millerGroveMs]	Yes	School Wide	Did Not Meet	2
Oak View Elementary School [http://www.dekalb.k12.ga.us/schools-and-centers/oakViewEs]	Yes	School Wide	Did Not Meet	2
Ronald E. McNair Discovery Learning Academy [http://www.dekalb.k12.ga.us/schools-and-	Yes	School	Did Not	2

centers/ronaldMcNairDiscoveryLearningAcademy]		Wide	Meet	
Southwest DeKalb High School [http://www.dekalb.k12.ga.us/schools-and-centers/southwestDekalbHs]	No	NA	Did Not Meet	2
Chapel Hill Elementary School [http://www.dekalb.k12.ga.us/schools-and-centers/chapelHillEs]	Yes	School Wide	Did Not Meet	1
Dunwoody High School [http://www.dekalb.k12.ga.us/schools-and-centers/dunwoodyHs]	No	NA	Did Not Meet	1
Fairington Elementary School [http://www.dekalb.k12.ga.us/schools-and-centers/fairingtonEs]	Yes	School Wide	Did Not Meet	1
Flat Shoals Elementary School [http://www.dekalb.k12.ga.us/schools-and-centers/flatShoalsEs]	Yes	School Wide	Did Not Meet	1
Idlewood Elementary School [http://www.dekalb.k12.ga.us/schools-and-centers/idlewoodEs]	Yes	School Wide	Did Not Meet	1
Jolly Elementary School [http://www.dekalb.k12.ga.us/schools-and-centers/jollyEs]	Yes	School Wide	Did Not Meet	1
Midway Elementary School [http://www.dekalb.k12.ga.us/schools-and-centers/midwayEs]	Yes	School Wide	Did Not Meet	1
Miller Grove High School [http://www.dekalb.k12.ga.us/schools-and-centers/millerGroveHs]	Yes	School Wide	Did Not Meet	1
Panola Way Elementary School [http://www.dekalb.k12.ga.us/schools-and-centers/panolaWayEs]	Yes	School Wide	Did Not Meet	1
Redan High School [http://www.dekalb.k12.ga.us/schools-and-centers/redanHs]	Yes	School Wide	Met	1
Redan Middle School [		School	Did Not	

http://www.dekalb.k12.ga.us/schools-and-centers/redanMs]	Yes	School Wide	Did Not Meet	1
▸ Salem Middle School [http://www.dekalb.k12.ga.us/schools-and-centers/salemMs]	Yes	School Wide	Did Not Meet	1
▸ Sequoyah Middle School [http://www.dekalb.k12.ga.us/schools-and-centers/sequoyahMs]	Yes	School Wide	Did Not Meet	1
▸ Stephenson High School [http://www.dekalb.k12.ga.us/schools-and-centers/stephensonHs]	Yes	Targeted Assistance	Met	1
▸ Stephenson Middle School [http://www.dekalb.k12.ga.us/schools-and-centers/stephensonMs]	Yes	Targeted Assistance	Did Not Meet	1
▸ Stone Mill Elementary School [http://www.dekalb.k12.ga.us/schools-and-centers/stoneMillEs]	Yes	School Wide	Did Not Meet	1
▸ Stoneview Elementary School [http://www.dekalb.k12.ga.us/schools-and-centers/stoneviewEs]	Yes	School Wide	Did Not Meet	1
▸ Tucker High School [http://www.dekalb.k12.ga.us/schools-and-centers/tuckerHs]	No	NA	Did Not Meet	1
▸ Woodward Elementary School [http://www.dekalb.k12.ga.us/schools-and-centers/woodwardEs]	Yes	School Wide	Did Not Meet	1
Glen Haven Elementary School	Yes	School Wide	Did Not Meet	1
Gresham Park Elementary School	Yes	School Wide	Did Not Meet	1
International Community School	No	NA	Did Not Meet	1
Medlock Elementary School	No	NA	Did Not Meet	1

School Improvement

Needs Improvement Notification

under the Elementary and Secondary Education Act (ESEA) of 1965

Parents Right to Know Letters

If a school is identified for school improvement, corrective action, or restructuring, the local educational agency (LEA) must promptly notify the parent/guardian of each student enrolled in that school of the change in classification. The notice must be in an understandable and uniform format and, to the extent practical, in a language that parents understand. Additionally, it must honor the privacy of all students and their families.

Cedar Grove High School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/cedarGroveHs-(2011).pdf]
Clarkston High School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/clarkstonHs-(2011).pdf]
Columbia High School [/www/documents/school-improvement/parent-right-to-know-letters/columbiaHs-(2011).pdf]
Cross Keys High School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/crossKeysHs-(2011).pdf]
Elizabeth Andrews High School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/elizabethAndrewsHs-(2011).pdf]
Freedom Middle School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/freedomMs-(2011).pdf]
Indian Creek Elementary School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/indianCreekEs-(2011).pdf]

International Student Center [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/internationalStudentCtr-(2011).pdf]
Lithonia Middle School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/lithoniaMs-(2011).pdf]
Lithonia High School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/lithoniaHS-(2011).pdf]

M.L. King, Jr. High School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/martinLutherKingJrHs-(2011).pdf]

Mary McLeod Bethune Middle School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/maryMcleodBethuneMs-(2011).pdf]

Ronald E. McNair High School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/mcNairHs-(2011).pdf]

Ronald E. McNair Middle School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/mcNairMs-(2011).pdf]

Miller Grove High School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/millerGroveHs-(2011).pdf]

Miller Grove Middle School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/millerGroveMs-(2011).pdf]

Oak View Elementary School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/oakViewEs-(2011).pdf]

Ronald E. McNair Discovery Learning Academy [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/ronaldEMcNairDLA-(2011).pdf]

Stephenson Middle School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/stephensonMs-(2011).pdf]

Stone Mountain High School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/stoneMountainHs-(2011).pdf]

Towers High School [http://www.dekalb.k12.ga.us/www/documents/school-improvement/parent-right-to-know-letters/towersHs-(2011).pdf]

Requirements:

- an explanation of school's status and how the school compares to other schools in the LEA and the state
- reason(s) why the school is identified
- an explanation of what the school is doing to address student achievement
- an explanation of what the LEA and/or the department are doing to address student achievement

It is also important to note that the DeKalb County School District and the Georgia Department of Education have provided additional resources and assistance to each school. The DeKalb County School District has placed an instructional coach in all language arts and math classes in Title I schools. The school system has also provided the school with a comprehensive and objective review for continued school improvement. The Georgia Department of Education provides additional training opportunities for administration and teachers to insure that we are utilizing best practices in education.

While the administration and faculty at all schools are working closely with the school system and the state of Georgia, we are still in need of parental assistance. As a valued stakeholder, we welcome parental input and assistance with parent/teacher organizations (parent/teacher organization [PTO], parent/teacher association [PTA], parent/teacher/student association [PTSA]) and school council.

The Title I department has also placed eleven parent resource centers throughout the county to provide valuable services to all parents. We would also appreciate your efforts as a volunteer in the school or your help actively seeking the support and resources of businesses in our area. Research studies suggest that parental involvement is directly linked to academic achievement and the increased improvement of all students at the school. We value you as a parent and we look forward to working with you as we move towards continued improvement.

As a part of the Elementary Secondary Education Act of 1965, local educational agencies must inform parents about other options, such as SES. The annual notice of the availability of supplemental educational services (SES) must include:

- needs improvement schools [http://www.dekalb.k12.ga.us/school-improvement/needs-improvement-schools]
- public school choice [http://www.dekalb.k12.ga.us/school-improvement/public-school-choice]
- supplemental educational services [http://www.dekalb.k12.ga.us/school-improvement/supplemental-educational-services] providers that are available within the LEA and neighboring LEAs and those that are technology or distance-learning based
- brief description of services available from, qualifications of, and demonstrated effectiveness of service providers
- approved Georgia SES providers for the DeKalb County School District

Georgia Department of Education — **Free and Reduced Price Meal Eligibility**

School Year: October 7, 2014 (FTE 2015-1)
School District: DeKalb County (644) Get Report

0401	Mary McLeod Bethune Middle School	0	0	0	0	902	902	0	100	902	902	0	100
2061	McLendon Elementary School	40	33	1	85	353	310	8	90.08	393	343	9	89.57
3070	McNair High School	0	0	0	0	808	704	28	90.59	808	704	28	90.59
1057	McNair Middle School	0	0	0	0	697	687	0	98.57	697	687	0	98.57
3061	Meadowview Elementary School	25	25	0	100	367	361	0	98.37	392	386	0	98.47
2062	Midvale Elementary School	21	10	1	52.38	416	216	30	59.13	437	226	31	58.81
3062	Midway Elementary School	22	21	0	95.45	553	537	16	100	575	558	16	99.83
0105	Miller Grove High School	0	0	0	0	1,551	1,122	108	79.30	1,551	1,122	108	79.30
0597	Miller Grove Middle School	0	0	0	0	977	842	68	93.14	977	842	68	93.14
4062	Montclair Elementary School	66	65	1	100	1,059	981	20	94.52	1,125	1,046	21	94.84
5062	Montgomery Elementary School	22	1	0	4.55	730	56	7	8.63	752	57	7	8.51
4052	Murphy Candler Elementary School	24	20	1	87.50	502	406	39	88.65	526	426	40	88.59
0215	Museum School Avondale Estates	0	0	0	0	445	35	1	8.09	445	35	1	8.09
0100	Narvie Harris Elementary School	43	25	4	67.44	815	409	70	58.77	858	434	74	59.21
3063	Oak Grove Elementary School	22	0	0	0	606	38	2	6.60	628	38	2	6.37
4063	Oakcliff Elementary School	44	35	4	88.64	685	612	34	94.31	729	647	38	93.96
0305	Oakview Elementary	43	39	1	93.02	768	675	55	95.05	811	714	56	94.94
0188	Panola Way Elementary School	44	39	1	90.91	819	777	34	99.02	863	816	35	98.61
0189	Peachtree Middle School	0	0	0	0	1,398	468	56	37.48	1,398	468	56	37.48
0190	Pine Ridge Elementary School	60	48	4	86.67	570	454	44	87.37	630	502	48	87.30
3064	Pleasantdale Elementary School	27	24	2	96.30	716	666	39	98.46	743	690	41	98.38
0108	Princeton Elementary School	22	14	0	63.64	902	680	64	82.48	924	694	64	82.03
4064	Rainbow Elementary School	22	16	2	81.82	404	372	24	98.02	426	388	26	97.18
5064	Redan Elementary School	20	19	0	95	487	451	28	98.36	507	470	28	98.22
0176	Redan High School	0	0	0	0	1,107	828	74	81.48	1,107	828	74	81.48
0205	Redan Middle School	0	0	0	0	762	666	41	92.78	762	666	41	92.78
0399	Robert Shaw Theme School	22	18	3	95.45	457	369	37	88.84	479	387	40	89.14
3065	Rock Chapel Elementary School	27	21	3	88.89	472	355	34	82.42	499	376	37	82.77
0272	Rockbridge Elementary School	21	15	5	95.24	407	376	17	96.56	428	391	22	96.50
0409	Ronald E McNair Discover Learning Academy Elementary School	44	44	0	100	857	844	0	98.48	901	888	0	98.56
4065	Rowland Elementary School	25	25	0	100	588	588	0	100	613	613	0	100
5065	Sagamore Hills Elementary School	43	18	1	44.19	392	141	11	38.78	435	159	12	39.31
0291	Salem Middle School	0	0	0	0	1,095	852	72	84.38	1,095	852	72	84.38
0290	Sequoyah Middle School	0	0	0	0	1,416	1,352	52	99.15	1,416	1,352	52	99.15
0293	Shadow Rock Elementary School	22	21	0	95.45	637	595	35	98.90	659	616	35	98.79
3067	Smoke Rise Elementary School	27	20	1	77.78	413	307	27	80.87	440	327	28	80.68
4067	Snapfinger Elementary School	44	44	0	100	790	777	0	98.35	834	821	0	98.44
5067	Southwest DeKalb High School	0	0	0	0	1,275	729	91	64.31	1,275	729	91	64.31
0497	Stephenson High School	0	0	0	0	1,599	937	140	67.35	1,599	937	140	67.35
0397	Stephenson Middle School	0	0	0	0	1,006	824	78	89.66	1,006	824	78	89.66
0575	Stone Mill Elementary School	43	40	1	95.35	528	503	15	98.11	571	543	16	97.90
2068	Stone Mountain Elementary School	20	20	0	100	554	531	22	99.82	574	551	22	99.83
0276	Stone Mountain High School	0	0	0	0	1,062	844	80	87.01	1,062	844	80	87.01
0506	Stone Mountain Middle School	0	0	0	0	918	820	59	95.75	918	820	59	95.75
4068	Stoneview Elementary School	27	23	1	88.89	819	792	21	99.27	846	815	22	98.94
0315	Tapestry Public Charter School	0	0	0	0	92	0	0	0	92	0	0	0
0507	The Champion Middle Theme School	0	0	0	0	788	383	73	57.87	788	383	73	57.87
0314	The GLOBE Academy Charter School	0	0	0	0	439	21	2	5.24	439	21	2	5.24
3069	Toney Elementary School	22	22	0	100	405	399	0	98.52	427	421	0	98.59
4069	Towers High School	0	0	0	0	1,001	776	35	81.02	1,001	776	35	81.02
1070	Tucker High School	0	0	0	0	1,843	1,049	120	63.43	1,843	1,049	120	63.43
0605	Tucker Middle School	0	0	0	0	1,259	899	88	78.40	1,259	899	88	78.40
0707	UHS of Laurel Heights	0	0	0	0	27	3	0	11.11	27	3	0	11.11
0173	Vanderlyn Elementary School	22	0	0	0	691	6	1	1.01	713	6	1	.98
0309	Wadsworth Magnet School for High Achievers	0	0	0	0	244	101	24	51.23	244	101	24	51.23
0675	Woodridge Elementary School	29	27	2	100	556	453	21	85.25	585	480	23	85.98
1071	Woodward Elementary School	66	60	2	93.94	977	819	16	85.47	1,043	879	18	86

KIDS COUNT data center

A PROJECT OF THE ANNIE E. CASEY FOUNDATION

STUDENTS ELIGIBLE TO RECEIVE FREE OR REDUCED PRICE MEALS

change indicator

Students Eligible To Receive Free Or Reduced Price Meals

Year(s): 8 selected | Data Type: Percent

Data Provided by: Georgia Family Connection Partnership

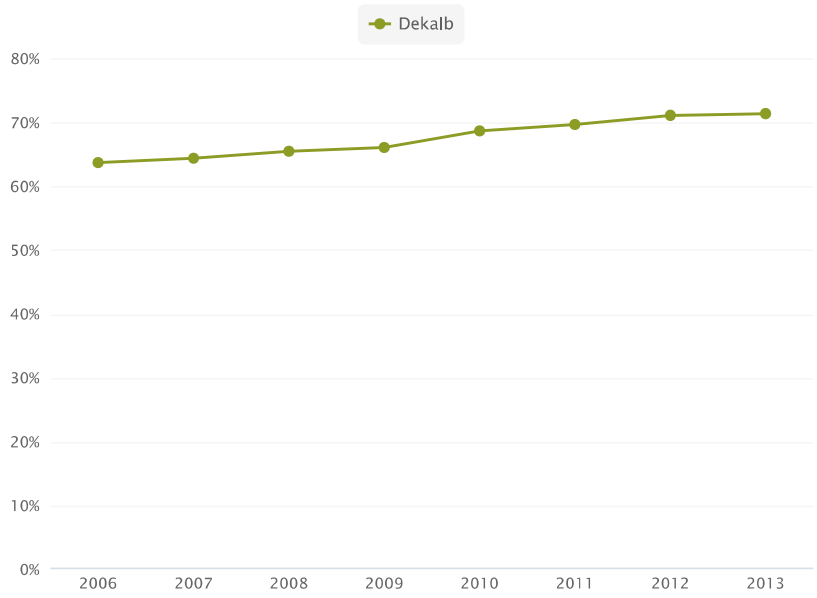


TABLE VIEW

COLLAPSE

Location	Data Type	2006	2007	2008	2009	2010	2011	2012	2013
Dekalb	Percent	63.7%	64.4%	65.5%	66.1%	68.7%	69.7%	71.1%	71.4%

DEFINITIONS & SOURCES

COLLAPSE

Definitions: Numerator: Total number of students eligible under federal guidelines to receive free or reduced price school meals. Denominator: Total school enrollment. Rate calculation: 100 times the numerator divided by the denominator.

Data Source: Office of Student Achievement Report Card www.gaosa.org and Georgia Department of Education.

Footnotes: The number of students eligible under federal guidelines to receive free or reduced price school meals was reported to the Department of Education in October of the school year. The total school enrollment was reported by the October FTE count of the school year. The year listed is the second half of the school year; for example, 2012 refers to the 2011-2012 school year. Data for all school systems are now listed separately. For counties with one school system, the data have not changed. For counties with more than one school system, search for each 'School District' in the county. For data by specific schools, go to www.gaosa.org.

THE ANNIE E. CASEY FOUNDATION

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East Atlanta Charter School Enrollment Application

Student's Name:
DeKalb Schools Student I.D. #:
Present School Attending:
Present Grade Level:_____ (Applicant must be age 5 by September 1 of the year he or she will enroll in kindergarten)
Date of birth:
Social Security Number (voluntary):

Physical Home Address:

Mailing Address (if different):

Mother's name:	Father's name:	Guardian(s)' name(s):
Home/cell phone:	Home/cell phone:	Home/cell phone:
Work phone:	Work phone:	Work phone:

Is either parent/guardian an employee or on the Board of Directors of East Atlanta Charter School?
___Yes (Specify position: _____) _____No

Does the child have a sibling currently attending East Atlanta Charter School?
_____Yes (Sibling's name:_____)_____No

What language does the child speak? _____

Has the student received any of the following support services:
__ Early Intervention Program
__ Gifted Program
__ Response to Intervention/Student Support Team
__ Remedial Ed Program
__ Section 504 Plan
__ Title I Program
__ Readiness Class
__ English Language
__ Special Education Services (IEP)

Parent or Guardian Certifications

By signing below, I acknowledge my understanding of the following conditions for this application:

- The deadline to submit this application and all supporting documentation is February 27, 2016.
- Failure to complete all requested information accurately may cause this application to be voided for the 2016-2017 application cycle.
- It is the parent/legal guardian's responsibility to submit additional documents (student ID #, proof of residence, birth certificate, etc.) that may be required by the DeKalb county School District to complete the application process for each child by February 27, 2016.
- A random automated selection process will be utilized to admit eligible students.
- If applications exceed openings, additional applicants not selected in the lottery will be place on the 2016-2017 waiting list.

I hereby certify that all the information contained in this form is true and correct to the best of my knowledge.

_____

Signature of Parent/Guardian

_____

Printed Name

_____

Date

DeKalb County School District
2015-2016 District-wide Calendar

4 Independence Day

JULY 2015

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

JANUARY 2016

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

1 New Year's Day/Last Day of Winter Break
4 Teacher Planning Day
5 First day of 2nd Semester
18 Dr. M.L. King, Jr. Day

3-7 Pre-Planning Days
10 First Day of School

AUGUST 2015

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

FEBRUARY 2016

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

12 February Break or Inclement Weather Make-Up Day If Needed
15 President's Day

7 Labor Day

SEPTEMBER 2015

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

MARCH 2016

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

11 Professional Development Day

9 Professional Development Day
12 Columbus Day

OCTOBER 2015

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

APRIL 2016

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

1 School Closed or Inclement Weather Make-up Day If Needed

4-8 Metro Spring Break

11 Veterans Day
23- 27 Thanksgiving Break

NOVEMBER 2015

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

MAY 2016

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

26 Last Day of School
27 Post-Planning Day
30 Memorial Day

18 Last Day of 1st semester
21-31 Winter Break

DECEMBER 2015

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

87 Days

JUNE 2016

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

93 Days

Teacher Workday/Professional Development Day

Schools Closed

First and Last Day of Semester

(Approved by the Board of Education on January 12, 2015)

English Teachers' Schedule

Weeks 1, 3, 5, etc.

	Mon	Tue	Wed	Thur	Fri
8 am	Teach ELA, Math & Social Studies to Class B	Teach ELA, Math & Social Studies to Class A	Teach ELA, Math & Social Studies to Class B	Teach ELA, Math & Social Studies to Class A	Teach ELA, Math & Social Studies to Class A
9 am					
10 am :15 :30 :45	Planning period	Planning period	Planning period	Planning Period	Planning Period
11 am :15 :30 :45	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break
12 PM :15	Teach Math, Social Studies, and ELA to Class A	Teach Math, Social Studies, and ELA to Class B	Teach Math, Social Studies, and ELA to Class A	Teach Math, Social Studies, and ELA to Class B	Teach Math, Social Studies, and ELA to Class A
1 PM					
2 PM					
3 PM	Meet with whole grade level teaching team	Meet with partner Spanish teacher	Meet with all grade level English teachers	Meet with partner Spanish teacher	All-faculty meeting
4 PM	Individual or collaborative planning & communication with parents	Individual or collaborative planning & communication with parents	Individual or collaborative planning & communication with parents	Individual or collaborative planning & communication with parents	Individual or collaborative planning & communication with parents

Spanish Teachers' Schedule

Weeks 1, 3, 5, etc.

		Mon	Tue	Wed	Thur	Fri
8	am	Teach SLA, Math & Science to Class A	Teach SLA, Math & Science to Class B	Teach SLA, Math & Science to Class A	Teach SLA, Math & Science to Class B	Teach SLA, Math & Science to Class A
9	am					
10	am :15 :30					
	:45	Planning period	Planning period	Planning period	Planning Period	Planning Period
11	am :15 :30					
	:45	Lunch break	Lunch break	Lunch break	Lunch break	Lunch break
12	PM					
	:15	Teach Math, Science, and SLA to Class B	Teach Math, Science, and SLA to Class A	Teach Math, Science, and SLA to Class B	Teach Math, Science, and SLA to Class A	Teach Math, Science, and SLA to Class B
1	PM					
2	PM					
3	PM	Meet with whole grade level teaching team	Meet with partner English teacher	Meet with all grade level Spanish teachers	Meet with partner English teacher	All-faculty meeting
4	PM	Individual or collaborative planning & communication with parents	Individual or collaborative planning & communication with parents	Individual or collaborative planning & communication with parents	Individual or collaborative planning & communication with parents	Individual or collaborative planning & communication with parents

Class “A” Schedule

Name: Kindergarten

Weeks 1, 3, 5, etc.

		Mon	Tue	Wed	Thur	Fri
7	am	Optional before-school care	Optional before-school care	Optional before-school care	Optional before-school care	Optional before-school care
	:15					
	:30					
	:45	Optional breakfast	Optional breakfast	Optional breakfast	Optional breakfast	Optional breakfast
8	am	ELA & morning circle time	SLA & morning circle time	ELA & morning circle time	SLA & morning circle time	ELA & morning circle time
	:15					
	:30					
	:45					
9	am					
	:15	Free play	Free play	Free play	Free play	Free play
	:30	Math in English	Math in Spanish	Math in English	Math in Spanish	Math in English
	:45					
10	am	Social Studies	Science	Social Studies	Science	Social Studies
	:15					
	:30					
	:45	PE	Music	Computers	PE	Dance
11	am					
	:15					
	:30	Lunch & recess	Lunch & recess	Lunch & recess	Lunch & recess	Lunch & recess
	:45					
12	PM					
	:15	Transition to Spanish classroom	Transition to English classroom	Transition to Spanish classroom	Transition to English classroom	Transition to Spanish classroom
	:30	Math in Spanish	Math in English	Math in Spanish	Math in English	Math in Spanish
	:45					
1	PM					
	:15	Guided imaginative play in Spanish	Guided imaginative play in English	Guided imaginative play in Spanish	Guided imaginative play in English	Guided imaginative play in Spanish
	:30					
	:45					
2	PM					
	:15	SLA	ELA	SLA	ELA	SLA
	:30					
	:45					
3	PM	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care

Class “B” Schedule

Name: Kindergarten

Weeks 1, 3, 5, etc.

		Mon	Tue	Wed	Thur	Fri
7	am	Optional before-school care	Optional before-school care	Optional before-school care	Optional before-school care	Optional before-school care
	:15					
	:30					
	:45	Optional breakfast	Optional breakfast	Optional breakfast	Optional breakfast	Optional breakfast
8	am	SLA & morning meeting	ELA & morning meeting	SLA & morning meeting	ELA & morning meeting	SLA & morning meeting
	:15					
	:30					
	:45					
9	am					
	:15	Free play	Free play	Free play	Free play	Free play
	:30	Math in Spanish	Math in English	Math in Spanish	Math in English	Math in Spanish
	:45					
10	am	Science	Social Studies	Science	Social Studies	Science
	:15					
	:30					
	:45	Music	Computers	PE	Dance	PE
11	am					
	:15					
	:30	Lunch & recess	Lunch & recess	Lunch & recess	Lunch & recess	Lunch & recess
	:45					
12	PM					
	:15	Transition to English classroom	Transition to Spanish classroom	Transition to English classroom	Transition to Spanish classroom	Transition to English classroom
	:30	Math in English	Math in Spanish	Math in English	Math in Spanish	Math in English
	:45					
1	PM					
	:15	Guided imaginative play in English	Guided imaginative play in Spanish	Guided imaginative play in English	Guided imaginative play in Spanish	Guided imaginative play in English
	:30					
	:45					
2	PM					
	:15	ELA	SLA	ELA	SLA	ELA
	:30					
	:45					
3		Dismissal & begin optional after-school care	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care
	PM					

Class “A” Schedule

Grade level: 1st through 5th

Weeks 1, 3, 5, etc.

		Mon	Tue	Wed	Thur	Fri
7	am	Optional before-school care	Optional before-school care	Optional before-school care	Optional before-school care	Optional before-school care
	:15					
	:30					
	:45	Optional breakfast	Optional breakfast	Optional breakfast	Optional breakfast	Optional breakfast
8	am	ELA & morning circle time	SLA & morning circle time	ELA & morning circle time	SLA & morning circle time	ELA & morning circle time
	:15					
	:30					
	:45					
9	am					
	:15	Math in English	Math in Spanish	Math in English	Math in Spanish	Math in English
	:30					
	:45					
10	am	Social Studies	Science	Social Studies	Science	Social Studies
	:15					
	:30					
	:45	PE	Music	Computers	PE	Dance
11	am					
	:15					
	:30	Lunch & recess	Lunch & recess	Lunch & recess	Lunch & recess	Lunch & recess
	:45					
12	PM					
	:15	Transition to Spanish classroom	Transition to English classroom	Transition to Spanish classroom	Transition to English classroom	Transition to Spanish classroom
	:30	Math in Spanish	Math in English	Math in Spanish	Math in English	Math in Spanish
	:45					
1	PM					
	:15					
	:30	Science	Social Studies	Science	Social Studies	Science
	:45					
2	PM					
	:15	SLA	ELA	SLA	ELA	SLA
	:30					
	:45					
3	PM	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care

Class “B” Schedule

Grade level: 1st through 5th

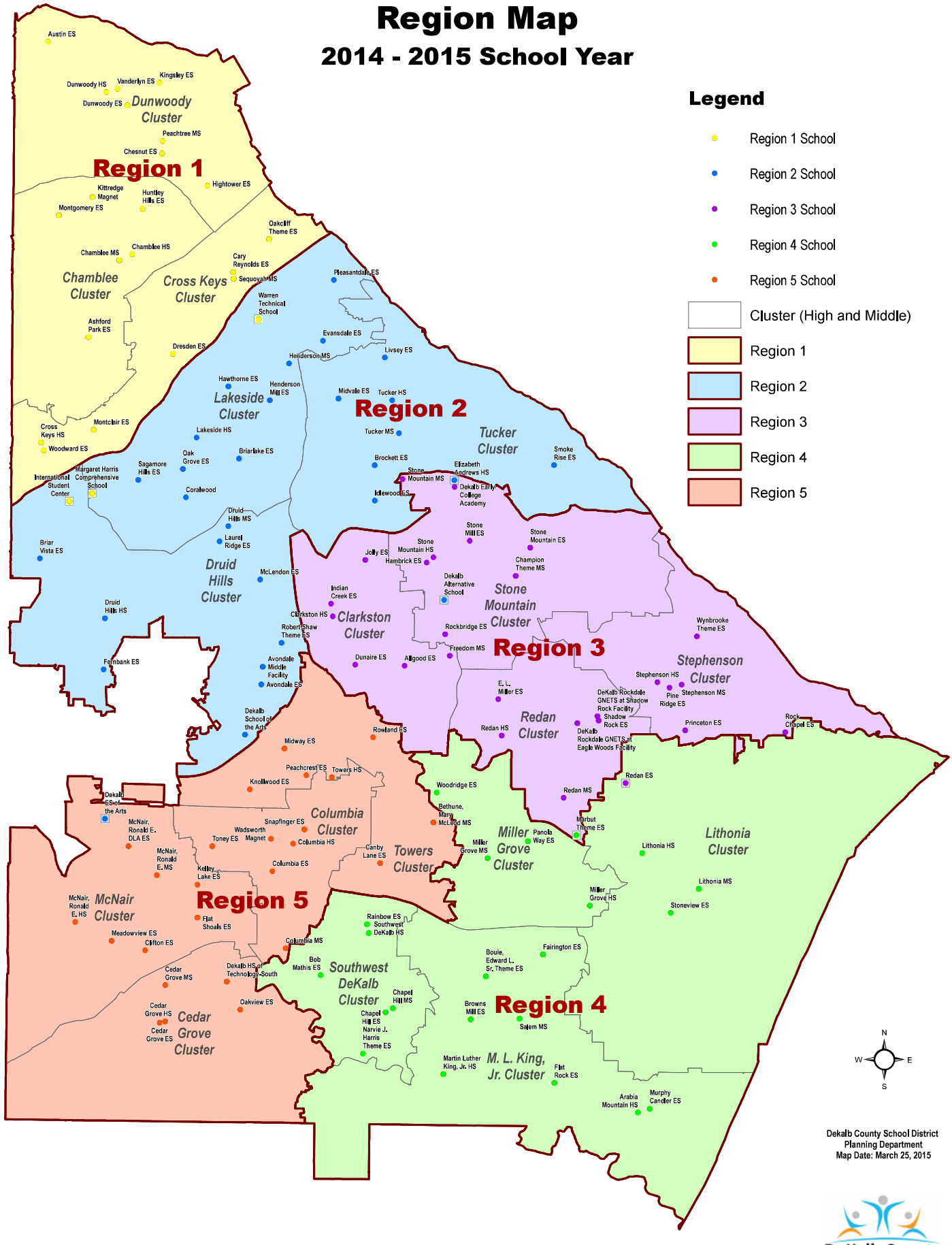
Weeks 1, 3, 5, etc.

		Mon	Tue	Wed	Thur	Fri
7	am	Optional before-school care	Optional before-school care	Optional before-school care	Optional before-school care	Optional before-school care
	:15					
	:30					
	:45	Optional breakfast	Optional breakfast	Optional breakfast	Optional breakfast	Optional breakfast
8	am	SLA & morning meeting	ELA & morning meeting	SLA & morning meeting	ELA & morning meeting	SLA & morning meeting
	:15					
	:30					
	:45					
9	am					
	:15	Math in Spanish	Math in English	Math in Spanish	Math in English	Math in Spanish
	:30					
	:45					
10	am	Science	Social Studies	Science	Social Studies	Science
	:15					
	:30					
	:45	Music	Computers	PE	Dance	PE
11	am					
	:15					
	:30	Lunch & recess	Lunch & recess	Lunch & recess	Lunch & recess	Lunch & recess
	:45					
12	PM					
	:15	Transition to English classroom	Transition to Spanish classroom	Transition to English classroom	Transition to Spanish classroom	Transition to English classroom
	:30	Math in English	Math in Spanish	Math in English	Math in Spanish	Math in English
	:45					
1	PM					
	:15					
	:30	Social Studies	Science	Social Studies	Science	Social Studies
	:45					
2	PM					
	:15	ELA	SLA	ELA	SLA	ELA
	:30					
	:45					
3	PM	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care	Dismissal & begin optional after-school care

DeKalb County School District

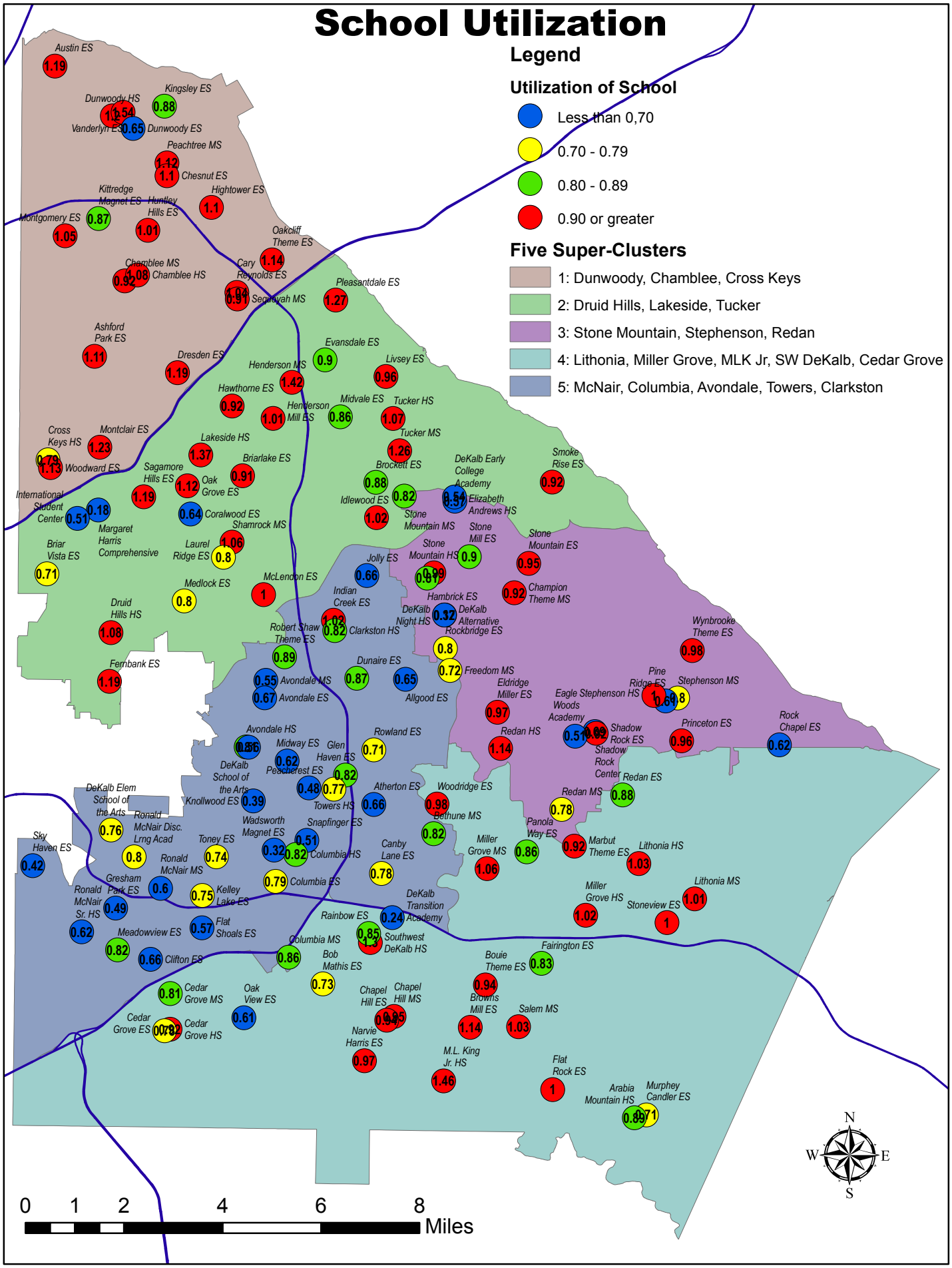
Region Map

2014 - 2015 School Year



Dekalb County School District
Planning Department
Map Date: March 25, 2015

DeKalb County School District

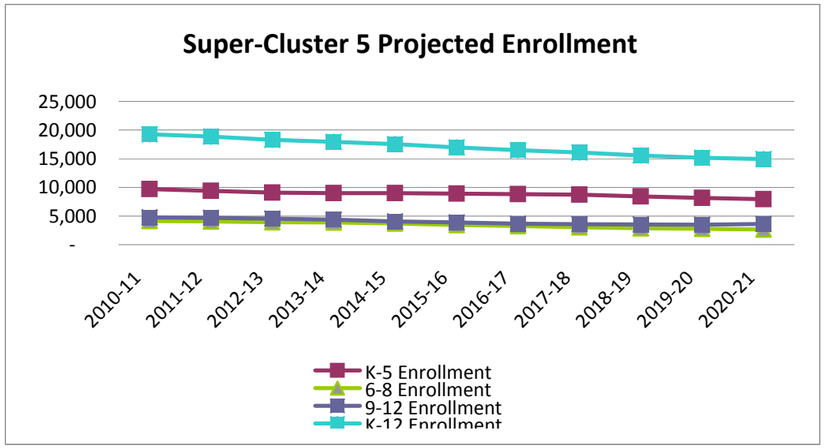

School Utilization
Legend
Utilization of School
Less than 0,70
0.70 - 0.79
0.80 - 0.89
0.90 or greater
Five Super-Clusters
1: Dunwoody, Chamblee, Cross Keys
2: Druid Hills, Lakeside, Tucker
3: Stone Mountain, Stephenson, Redan
4: Lithonia, Miller Grove, MLK Jr, SW DeKalb, Cedar Grove
5: McNair, Columbia, Avondale, Towers, Clarkston
Austin ES
Kingsley ES
Dunwoody HS
Vanderlyn ES
Dunwoody ES
Peachtree MS
Chesnut ES
Kittredge Magnet ES
Hunley Hills ES
Hightower ES
Montgomery ES
Oakcliff Theme ES
Chamblee MS
Chamblee HS
Cary Reynolds ES
Sequoyah MS
Pleasantdale ES
Ashford Park ES
Dresden ES
Evansdale ES
Henderson MS
Livsey ES
Hawthorne ES
Henderson Mill ES
Midvale ES
Tucker HS
Tucker MS
Cross Keys HS
Montclair ES
Lakeside HS
Woodward ES
Sagamore Hills ES
Briarlake ES
Oak Grove ES
Brockett ES
DeKalb Early College Academy
Smoke Rise ES
International Student Center
Idlewood ES
Elizabeth Andrews HS
Stone Mountain MS
Coralwood ES
Shamrock MS
Margaret Harris Comprehensive
Briar Vista ES
Laurel Ridge ES
Stone Mill ES
Stone Mountain ES
Stone Mountain HS
Jolly ES
McLendon ES
Indian Creek ES
Hambrick ES
Champion Theme MS
Medlock ES
Druid Hills HS
DeKalb Night HS
DeKalb Alternative
Rockbridge ES
Robert Shaw Theme ES
Clarkston HS
Wynbrooke Theme ES
Fernbank ES
Dunaire ES
Freedom MS
Avondale MS
Avondale ES
Allgood ES
Eldridge Miller ES
Pine Ridge ES
Stephenson MS
Eagle Stephenson HS
Woods Academy
Shadow Rock ES
Princeton ES
Rock Chapel ES
Redan HS
Shadow Rock Center
Avondale HS
Midway ES
Glen Haven ES
Rowland ES
Peachcrest ES
DeKalb School of the Arts
Redan ES
Redan MS
Atherton ES
Woodridge ES
Knollwood ES
Towers HS
Bethune MS
DeKalb Elem School of the Arts
Ronald McNair Disc. Lrng Acad
Wadsworth Magnet ES
Snapfinger ES
Panola Way ES
Sky Haven ES
Toney ES
Columbia HS
Canby Lane ES
Miller Grove MS
Marbut Theme ES
Lithonia HS
Ronald McNair MS
Gresham Park ES
Columbia ES
Kelley Lake ES
Lithonia MS
Miller Grove HS
Ronald McNair Sr. HS
DeKalb Transition Academy
Stoneview ES
Rainbow ES
Flat Shoals ES
Meadowview ES
Columbia MS
Southwest DeKalb HS
Fairington ES
Clifton ES
Bob Mathis ES
Bouie Theme ES
Cedar Grove MS
Oak View ES
Chapel Hill ES
Chapel Hill MS
Browns Mill ES
Salem MS
Cedar Grove ES
Cedar Grove HS
Narvie Harris ES
M.L. King Jr. HS
Flat Rock ES
Arabia Mountain HS
Murphey Candler ES
0 1 2 4 6 8
Miles
N
W
E
S

Super-Cluster 5

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK Enrollment	664	745	745	745	745	745	745	745	745	745	745
K-5 Enrollment	9,706	9,397	9,101	8,990	9,008	8,886	8,826	8,717	8,435	8,167	7,954
6-8 Enrollment	4,148	4,048	3,909	3,886	3,716	3,453	3,257	3,039	2,883	2,771	2,636
9-12 Enrollment	4,752	4,659	4,527	4,345	4,075	3,877	3,672	3,574	3,516	3,482	3,601
K-12 Enrollment	19,270	18,849	18,281	17,967	17,543	16,961	16,500	16,074	15,579	15,165	14,937
K-5 Capacity	15,141	15,141	15,141	15,141	15,141	15,141	15,141	15,141	15,141	15,141	15,141
6-8 Capacity	5,808	5,808	5,808	5,808	5,808	5,808	5,808	5,808	5,808	5,808	5,808
9-12 Capacity	6,252	6,252	6,252	6,252	6,252	6,252	6,252	6,252	6,252	6,252	6,252

Key:
Greater than 90%
Between 80% - 90%
Between 70% - 80%
Less than 70%

Super-Cluster 5 - Utilization											
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
PK-5 Utilization	68%	67%	65%	64%	64%	64%	63%	62%	61%	59%	57%
6-8 Utilization	71%	70%	67%	67%	64%	59%	56%	52%	50%	48%	45%
9-12 Utilization	76%	75%	72%	69%	65%	62%	59%	57%	56%	56%	58%



PUBLIC HEARING NOTICE FOR PHASING OUT OF INSTRUCTIONAL FACILITIES

Revisions for Clifton Elementary Facility and Gresham Park Elementary Facility

Note: This notice is an update to the previously published notice in the Champion Newspaper from February 14, 2013 to February 27, 2013, with changes **(noted in bold, underline)** to reflect the change in status for the Clifton Elementary Facility and the Gresham Park Elementary Facility. **The hearings will focus ONLY on the changes that will affect Clifton ES, Meadowview ES, and Gresham Park ES. Previous decisions related to other facilities listed will remain the same.**

Public Hearings, 7:00 PM at:

February 18, 2014 at Meadowview ES
1879 Wee Kirk Rd
Atlanta, GA 30316

February 25, 2014 at Clifton ES
3132 Clifton Church Rd
Atlanta, GA 30316

In accordance with SPLOST IV and the 2011, ten-year master facility plan*, the DeKalb County School District proposes to phase-out twelve (12) instructional facilities over the next five years: 1) Austin Elementary Facility, 2) Avondale High Facility, 3) Clifton Elementary Facility, 4) DESA/Terry Mill Facility 5) Fernbank Elementary Facility, 6) Meadowview Elementary Facility, 7) Midway Elementary Facility, 8) Ronald McNair Middle Facility, 9) Pleasantdale Elementary Facility, 10) Rockbridge Elementary Facility, 11) Smoke Rise Elementary Facility and 12) Wadsworth Elementary Facility.

Students from these schools will return back to their schools after construction as listed in Table 1 and Table 2. The date of phase-out, date of last instruction, and proposed use for each affected building is also listed below in Table 1.

In Table 2, please note that Peachcrest ES and Gresham Park ES are two, new, 900-seat schools. It is envisioned that students from Clifton ES and Meadowview ES schools will move into the new Gresham Park ES **at the current Clifton site**. Students from Knollwood ES and Midway ES will move into the new Peachcrest ES.

Any attendance lines adjustments for any receiving schools and their adjacent schools in order to accommodate the relocated students within each school's capacity limits will be discussed the year prior to phase out. Fernbank ES is presently scheduled to occupy Avondale MS during the construction period.

** Ten-year Facility Master Plan (http://www.dekalb.k12.ga.us/www/documents/vision-2020/master-plan.pdf)*

Table 1. Instructional Facilities to be Phased-out

Instructional Facility	Facility Address	Date of Last Instruction at Facility and Date of Phase Out	Resident Students Transferred and Where	Future Use of Facility
Austin Elementary Facility	5435 Roberts Drive Dunwoody, GA 30338	June, 2018	All students to attend replacement Austin ES facility	Torn down and replaced by new facility
Avondale High Facility	1192 Clarendon Ave Avondale Estates, GA 30002	June, 2016	All students to attend new Comprehensive Arts Magnet School at Avondale MS facility	Declared surplus and possible reuse or disposal
Clifton Elementary Facility	3132 Clifton Church Rd Atlanta, GA 30316	**June, 2016**	**All students to attend new Gresham Park ES facility at current Clifton site**	**Rebuild 900 seat school, $20.2 million, SPLOST IV**
DESA/Terry Mill Elementary Facility	797 Fayetteville Rd Atlanta, GA 30316	June, 2016	All students to attend new Comprehensive Arts Magnet School at Avondale MS facility	Declared surplus and possible reuse or disposal
Fernbank Elementary Facility	157 Heaton Park Drive NE Atlanta, GA 30307	June, 2013	All students to attend Avondale MS during construction and then return to replacement Fernbank ES facility in Fall 2015	Torn down and replaced by new facility
Meadowview Elementary Facility	1879 Wee Kirk Rd Atlanta, GA 30316	**June, 2016**	All students to attend new Gresham Park ES facility **at current Clifton site**	Declared surplus and possible reuse or disposal
Midway Elementary Facility	3318 Midway Rd Decatur, GA 30032	June, 2015	All students to attend new Peachcrest ES facility	Declared surplus and possible reuse or disposal
Ronald McNair Middle Facility	2190 Wallingford Dr. Decatur, GA 30032	June, 2018	All students to attend replacement McNair MS facility	Torn down and replaced by new facility
Pleasantdale Elementary Facility	3695 Northlake Drive Doraville, GA 30340	June, 2018	All students to attend replacement Pleasantdale ES facility	Torn down and replaced by new facility
Rockbridge Elementary Facility	445 Halwick Way Stone Mountain, GA 30083	June, 2018	All students to attend replacement Rockbridge ES replacement	Torn down and replaced by new facility
Smoke Rise Elementary Facility	1991 Silver Hill Road Stone Mountain, GA 30087	June, 2018	All students to attend replacement Smoke Rise ES facility	Torn down and replaced by new facility
Wadsworth Elementary Facility	2084 Green Forrest Dr. Decatur, GA 30032	June, 2015	All students to be housed at Knollwood ES facility	Declared surplus and possible reuse or disposal

Table 2. Receiving Instructional Facility, Proposed Size, Grade Configuration, and Cost

Receiving Instructional Facility	Address		Prop. Facility Capacity (Students)	Grade Configuration	Expansion, Cost, and Funding Source
Arts School at Avondale Middle Facility	3131 Old Rockbridge Rd	Avondale Estates, GA 30002	1,100	K-12	Add auditorium, $4.0 million, SPLOST IV
Austin Elementary Facility	5435 Roberts Dr	Dunwoody, GA 30338	900	PK-5	Rebuild 900 seat school, $18.4 million, SPLOST IV
McNair Middle Facility	2190 Wallingford Dr.	Decatur, GA 30032	1,200	6-8	Rebuild 1200 seat school, $34.6 million, SPLOST IV
Fernbank Elementary Facility	157 Heaton Park Drive NE	Atlanta, GA 30307	900	PK-5	Rebuild 900 seat school, $18.4 million, SPLOST IV
Gresham Park Elementary Facility **at Clifton site**	**3132 Clifton Church Rd**	**Atlanta, GA 30316**	900	PK-5	Rebuild 900 seat school, **$20.2** million, SPLOST IV
Knollwood Elementary Facility	3039 Santa Monica Dr.	Decatur, GA 30032	650	4-6	No expansion necessary
Peachcrest Elementary Facility	1530 Joy Ln	Decatur, GA 30032	900	PK-5	Rebuild 900 seat school, $18.4 million, SPLOST IV
Pleasantdale Elementary Facility	3695 Northlake Drive	Doraville, GA 30340	900	PK-5	Rebuild 900 seat school, $18.4 million, SPLOST IV
Rockbridge Elementary Facility	445 Halwick Way	Stone Mountain, GA 30083	900	PK-5	Rebuild 900 seat school, $18.4 million, SPLOST IV
Smoke Rise Elementary Facility	1991 Silver Hill Road	Stone Mountain, GA 30087	600	PK-5	Rebuild 600 seat school, $18.4 million, SPLOST IV**

***Cost for 600-seat school pending review.*

Note: This notice is an update to the previously published notice in the Champion Newspaper from February 14, 2013 to February 27, 2013, with changes **(noted in bold, underline)** to reflect the change in status for the Clifton Elementary Facility and the Gresham Park Elementary Facility. **The hearings will focus ONLY on the changes that will affect Clifton ES, Meadowview ES, and Gresham Park ES. Previous decisions related to other facilities listed will remain the same.**

		Oct 7, 2014 5:00 PM		387	2,630	8,562	8,830	8,527	8,171	7,723	7,533	7,160	7,012	7,367	9,127	6,603	5,991	6,178	101,801	*109,576*	*12,098*		*100,563*	*-1,238*	*304*
Type	**Reg**	**School**	**Sch**	**PPK**	**PK**	**K**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**Enroll**	*Capacity*	*Seats*	**PctCap**	*Fcst*	**Diff**	**Portables**
ES	3	Allgood ES	108	1	51	103	106	100	104	93	91								**649**	*690*	*41*	*94%*	*674*	**25**	1
ES	1	Ashford Park ES	113	10	27	120	107	85	83	74	68								**574**	*563*	*-11*	*102%*	*529*	**-45**	5
ES	1	Austin ES	118		22	126	113	116	91	90	79								**637**	*616*	*-21*	*103%*	*629*	*-8*	4
ES	2	Avondale ES	120		22	97	88	73	82	68	60								**490**	*757*	*267*	**65%**	*507*	*17*	
ES	4	Bob Mathis ES	259	7	30	86	79	77	55	71	57								**462**	*531*	*69*	*87%*	*457*	*-5*	
ES	4	Bouie, E. L. ES	342		44	97	116	130	126	114	109								**736**	*890*	*154*	*83%*	*855*	**119**	
ES	2	Briar Vista ES	133	1	54	91	70	80	63	47	52								**458**	*525*	*67*	*87%*	*368*	**-90**	
ES	2	Briarlake ES	132		22	62	59	76	67	64	51								**401**	*465*	*64*	*86%*	*389*	*-12*	1
ES	2	Brockett ES	136		22	79	78	68	78	76	79								**480**	*539*	*59*	*89%*	*448*	**-32**	
ES	4	Browns Mill ES	138		22	106	109	132	101	116	124								**710**	*673*	*-37*	*105%*	*691*	*-19*	4
ES	5	Canby Lane ES	145		41	106	108	99	97	106	99								**656**	*734*	*78*	*89%*	*667*	*11*	1
ES	1	Cary Reynolds ES	325		44	241	215	190	190	152	131								**1,163**	*749*	*-414*	**155%**	*1,176*	*13*	21
ES	5	Cedar Grove ES	148		26	85	97	106	104	92	86								**596**	*685*	*89*	*87%*	*617*	**21**	
ES	4	Chapel Hill ES	147		22	103	99	103	106	105	97								**635**	*792*	*157*	*80%*	*549*	**-86**	
ES	1	Chesnut ES	152		22	76	70	66	77	85	56								**452**	*570*	*118*	*79%*	*404*	**-48**	3
ES	5	Clifton ES	154		22	50	61	55	61	54	69								**372**	*702*	*330*	**53%**	*341*	**-31**	
ES	5	Columbia ES	156	1	27	101	109	78	119	84	78								**597**	*774*	*177*	*77%*	*588*	*-9*	
ES	2	DeKalb ES of the Arts at Terry Mill	102			44	47	67	68	75	69	104	59						**533**	*614*	*81*	*87%*	*574*	**41**	
ES	1	Dresden ES	176		22	228	232	228	169	173	131								**1,183**	*850*	*-333*	**139%**	*1,121*	**-62**	14
ES	3	Dunaire ES	178		43	153	161	138	144	115	114								**868**	*761*	*-107*	**114%**	*725*	**-143**	6
ES	1	Dunwoody ES	180		47	186	190	170	157	115	114								**979**	*973*	*-6*	*101%*	*931*	**-48**	
ES	3	Eldridge Miller ES	257		42	82	112	96	91	65	87								**575**	*610*	*35*	*94%*	*567*	*-8*	
ES	2	Evansdale ES	185		23	83	93	116	101	72	113								**601**	*643*	*42*	*93%*	*566*	**-35**	4
ES	4	Fairington ES	187		19	123	127	119	108	93	122								**711**	*691*	*-20*	*103%*	*667*	**-44**	1
ES	2	Fernbank ES	190		22	85	87	91	108	106	106								**605**	*850*	*245*	*71%*	*564*	**-41**	
ES	4	Flat Rock ES	186	3	48	180	159	178	166	164	159								**1,057**	*1,097*	*40*	*96%*	*1,018*	**-39**	1
ES	5	Flat Shoals ES	195	1	28	103	114	92	104	73	62								**577**	*632*	*55*	*91%*	*518*	**-59**	
ES	3	Hambrick ES	212		44	123	123	115	106	86	78								**675**	*742*	*67*	*91%*	*645*	**-30**	9
ES	2	Hawthorne ES	213		22	54	81	62	66	50	63								**398**	*492*	*94*	*81%*	*344*	**-54**	
ES	2	Henderson Mill ES	215		22	93	116	97	98	94	89								**609**	*551*	*-58*	**111%**	*556*	**-53**	4
ES	1	Hightower ES	218		22	145	163	138	124	128	112								**832**	*635*	*-197*	**131%**	*909*	**77**	13
ES	1	Huntley Hills ES	220	4	47	86	70	83	72	74	57								**493**	*532*	*39*	*93%*	*462*	**-31**	3
ES	2	Idlewood ES	225		55	176	174	137	162	138	111								**953**	*882*	*-71*	*108%*	*956*	*3*	6
ES	3	Indian Creek ES	230	4	48	209	181	185	160	138	162								**1,087**	*959*	*-128*	**113%**	*1,148*	**61**	18
ES	3	Jolly ES	232	2	52	153	148	135	154	135	121								**900**	*805*	*-95*	**112%**	*864*	**-36**	2
ES	5	Kelley Lake ES	235		22	60	67	56	53	55	47								**360**	*484*	*124*	*74%*	*351*	*-9*	
ES	1	Kingsley ES	236	4	25	91	89	91	90	84	94								**568**	*500*	*-68*	**114%**	*577*	*9*	5
ES	1	Kittredge ES	237							153	152	153							**458**	*590*	*132*	*78%*	*456*	*-2*	
ES	5	Knollwood ES	240	6	28	57	60	56	65	50	57								**379**	*565*	*186*	**67%**	*319*	**-60**	
ES	2	Laurel Ridge ES	250		22	84	64	76	77	65	60								**448**	*491*	*43*	*91%*	*409*	**-39**	
ES	2	Livsey ES	256		28	56	50	69	68	41	61								**373**	*379*	*6*	*98%*	*381*	*8*	6
ES	4	Marbut ES	261		43	107	123	133	137	122	107								**772**	*969*	*197*	*80%*	*874*	**102**	
ES	2	McLendon ES	260		40	68	73	66	56	50	39								**392**	*562*	*170*	**70%**	*364*	**-28**	
ES	5	McNair, Ronald E. Discovery Learning Aca	262		46	145	169	160	138	138	135								**931**	*997*	*66*	*93%*	*836*	**-95**	
ES	5	Meadowview ES	266		25	67	62	70	55	59	54								**392**	*477*	*85*	*82%*	*331*	**-61**	
ES	2	Midvale ES	270		20	53	69	63	75	76	78								**434**	*511*	*77*	*85%*	*450*	*16*	
ES	5	Midway ES	275		22	104	117	90	97	81	79								**590**	*800*	*210*	*74%*	*612*	**22**	
ES	1	Montclair ES	278		66	196	208	203	161	171	123								**1,128**	*792*	*-336*	**142%**	*1,168*	**40**	16
ES	1	Montgomery ES	284		23	145	160	124	108	90	104								**754**	*699*	*-55*	*108%*	*791*	**37**	5
ES	4	Murphey Candler ES	146	2	22	73	95	94	93	69	78								**526**	*716*	*190*	*73%*	*517*	*-9*	
ES	4	Narvie Harris ES	194		43	130	137	141	140	134	133								**858**	*934*	*76*	*92%*	*894*	**36**	

Type	Reg	School	Sch	PPK	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Enroll	Capacity	Seats	PctCap	Fcst	Diff	Portables
ES	2	Oak Grove ES	305		22	90	119	92	113	89	104								**629**	*643*	*14*	*98%*	*581*	**-48**	3
ES	5	Oak View ES	306		44	141	118	145	119	128	122								**817**	*1,012*	*195*	*81%*	*802*	*-15*	
ES	1	Oakcliff ES	300		44	93	132	139	120	105	97								**730**	*752*	*22*	*97%*	*762*	**32**	
ES	4	Panola Way ES	309		44	133	134	151	133	131	135								**861**	*890*	*29*	*97%*	*896*	**35**	
ES	3	Pine Ridge ES	312	12	48	77	102	89	98	88	117								**631**	*969*	*338*	**65%**	*668*	**37**	
ES	2	Pleasantdale ES	315	1	25	132	117	143	116	98	113								**745**	*667*	*-78*	**112%**	*734*	*-11*	10
ES	3	Princeton ES	345		22	141	149	144	161	155	152								**924**	*1,078*	*154*	*86%*	*945*	**21**	
ES	4	Rainbow ES	332		22	65	81	84	57	57	59								**425**	*688*	*263*	**62%**	*494*	**69**	
ES	3	Redan ES	320		20	92	94	76	74	81	70								**507**	*756*	*249*	**67%**	*499*	*-8*	
ES	2	Robert Shaw ES	370		22	63	66	80	93	80	75								**479**	*546*	*67*	*88%*	*543*	**64**	
ES	3	Rock Chapel ES	340	1	26	77	79	73	80	81	84								**501**	*691*	*190*	*73%*	*496*	*-5*	
ES	3	Rockbridge ES	344		22	61	68	74	72	67	65								**429**	*576*	*147*	*74%*	*427*	*-2*	
ES	5	Rowland ES	348		25	104	112	117	89	84	85								**616**	*565*	*-51*	*109%*	*577*	**-39**	5
ES	2	Sagamore Hills ES	350	12	32	69	68	66	62	63	65								**437**	*440*	*3*	*99%*	*439*	*2*	6
ES	3	Shadow Rock ES	362		22	106	98	107	114	98	117								**662**	*771*	*109*	*86%*	*630*	**-32**	
ES	2	Smoke Rise ES	398	1	27	66	71	64	74	61	74								**438**	*565*	*127*	*78%*	*507*	**69**	
ES	5	Snapfinger ES	400		44	132	151	126	139	115	125								**832**	*958*	*126*	*87%*	*779*	**-53**	
ES	3	Stone Mill ES	415		43	95	108	87	92	79	65								**569**	*736*	*167*	*77%*	*557*	*-12*	6
ES	3	Stone Mountain ES	420		20	110	109	93	78	83	77								**570**	*619*	*49*	*92%*	*631*	**61**	7
ES	4	Stoneview ES	425		27	156	151	141	122	135	114								**846**	*833*	*-13*	*102%*	*803*	**-43**	2
ES	5	Toney ES	465		22	72	83	69	64	54	62								**426**	*661*	*235*	**64%**	*446*	*20*	
ES	1	Vanderlyn ES	484		22	104	125	145	109	108	101								**714**	*576*	*-138*	**124%**	*765*	**51**	11
ES	5	Wadsworth ES	139							82	66	96							**244**	*666*	*422*	**37%**	*238*	*-6*	
ES	4	Woodridge ES	492	5	24	109	92	86	98	84	88								**586**	*554*	*-32*	*106%*	*547*	**-39**	3
ES	1	Woodward ES	496		66	196	193	159	162	147	118								**1,041**	*826*	*-215*	**126%**	*1,083*	**42**	12
ES	3	Wynbrooke ES	498		22	87	136	143	134	126	110								**758**	*980*	*222*	*77%*	*790*	**32**	
MS	5	Bethune, Mary McLeod MS	584									296	287	320					**903**	*1,335*	*432*	**68%**	*866*	**-37**	
MS	5	Cedar Grove MS	518									252	302	311					**865**	*1,416*	*551*	**61%**	*821*	**-44**	
MS	1	Chamblee MS	521									228	335	327					**890**	*1,077*	*187*	*83%*	*835*	**-55**	
MS	3	Champion MS	582									267	257	264					**788**	*801*	*13*	*98%*	*777*	*-11*	
MS	4	Chapel Hill MS	523									214	307	339					**860**	*1,170*	*310*	*74%*	*808*	**-52**	
MS	5	Columbia MS	526									292	299	348					**939**	*1,386*	*447*	**68%**	*955*	*16*	
MS	2	Druid Hills MS	573									306	310	287					**903**	*1,206*	*303*	*75%*	*949*	**46**	
MS	3	Freedom MS	524									427	413	395					**1,235**	*1,380*	*145*	*89%*	*1,177*	**-58**	
MS	2	Henderson MS	549									543	529	508					**1,580**	*1,170*	*-410*	**135%**	*1,557*	**-23**	24
MS	4	Lithonia MS	558									355	358	445					**1,158**	*1,326*	*168*	*87%*	*1,144*	*-14*	
MS	5	McNair, Ronald E. MS	544									247	226	226					**699**	*1,461*	*762*	**48%**	*653*	**-46**	
MS	4	Miller Grove MS	568									309	305	362					**976**	*1,161*	*185*	*84%*	*946*	**-30**	
MS	1	Peachtree Charter MS	565									531	465	402					**1,398**	*1,212*	*-186*	**115%**	*1,424*	**26**	8
MS	3	Redan MS	566									237	254	271					**762**	*1,410*	*648*	**54%**	*804*	**42**	
MS	4	Salem MS	569									348	361	384					**1,093**	*1,215*	*122*	*90%*	*1,100*	*7*	
MS	1	Sequoyah MS	570									537	431	448					**1,416**	*1,266*	*-150*	**112%**	*1,399*	*-17*	9
MS	3	Stephenson MS	579									300	353	354					**1,007**	*1,482*	*475*	**68%**	*942*	**-65**	
MS	3	Stone Mountain MS	581									327	279	312					**918**	*1,428*	*510*	**64%**	*919*	*1*	
MS	2	Tucker MS	592									404	386	473					**1,263**	*1,254*	*-9*	*101%*	*1,261*	*-2*	
HS	4	Arabia Mountain HS	503												404	309	297	277	**1,287**	*1,586*	*299*	*81%*	*1,357*	**70**	
HS	5	Cedar Grove HS	519												365	246	218	193	**1,022**	*1,163*	*141*	*88%*	*987*	**-35**	
HS	1	Chamblee HS	522												398	349	312	248	**1,307**	*1,695*	*388*	*77%*	*1,260*	**-47**	
HS	3	Clarkston HS	525												655	312	294	283	**1,544**	*1,206*	*-338*	**128%**	*1,554*	*10*	13
HS	5	Columbia HS	527												450	261	247	258	**1,216**	*1,208*	*-8*	*101%*	*1,196*	*-20*	
HS	1	Cross Keys HS	529												566	307	249	211	**1,333**	*1,215*	*-118*	*110%*	*1,340*	*7*	7
HS	2	DeKalb School of the Arts (DSA)	501											73	91	81	69	56	**370**	*608*	*238*	**61%**	*414*	**44**	

Type	Reg	School	Sch	PPK	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Enroll	*Capacity*	*Seats*	PctCap	*Fcst*	Diff	Portables
HS	2	Druid Hills HS	533												419	303	282	382	**1,386**	*1,206*	*-180*	**115%**	*1,321*	**-65**	
HS	1	Dunwoody HS	535												552	408	371	348	**1,679**	*1,403*	*-276*	**120%**	*1,683*	*4*	
HS	3	Elizabeth Andrews HS	625													126	174	374	**674**	*971*	*297*	**69%**	*708*	**34**	
HS	2	Lakeside HS	555												649	521	437	446	**2,053**	*1,698*	*-355*	**121%**	*2,071*	*18*	
HS	4	Lithonia HS	559												453	328	284	252	**1,317**	*1,254*	*-63*	*105%*	*1,282*	**-35**	
HS	4	M.L. King, Jr., HS	574												538	482	331	333	**1,684**	*1,910*	*226*	*88%*	*1,539*	**-145**	
HS	5	McNair, Ronald E. HS	595												309	169	168	155	**801**	*1,524*	*723*	**53%**	*809*	*8*	
HS	4	Miller Grove HS	564												518	348	319	372	**1,557**	*1,799*	*242*	*87%*	*1,469*	**-88**	
HS	3	Redan HS	567												359	254	242	259	**1,114**	*1,074*	*-40*	*104%*	*1,125*	*11*	5
HS	4	Southwest DeKalb HS	576												419	275	288	303	**1,285**	*1,880*	*595*	**68%**	*1,296*	*11*	
HS	3	Stephenson HS	578												486	375	371	361	**1,593**	*2,058*	*465*	*77%*	*1,495*	**-98**	
HS	3	Stone Mountain HS	580												302	297	218	265	**1,082**	*1,086*	*4*	*100%*	*1,135*	**53**	
HS	5	Towers HS	585												323	224	226	230	**1,003**	*1,244*	*241*	*81%*	*994*	*-9*	
HS	2	Tucker HS	593												623	453	419	356	**1,851**	*1,644*	*-207*	**113%**	*1,842*	*-9*	4
Other	2	Coralwood School and Diagnostic Center	22	63	87	84													**234**	*245*	*11*	*96%*	*212*	**-22**	
Other	3	DeKalb Alternative School	546									2	10	18	86	19	8	5	**148**	*581*	*433*	**25%**	*149*	*1*	
Other	3	DeKalb Early College Academy (DECA)	506												101	70	74	90	**335**	*324*	*-11*	*103%*	*280*	**-55**	
Other	3	Eagle Woods Academy	24									9	18	14	18	8	6	15	**88**	*240*	*152*	**37%**	*11*	**-77**	
Other		East DeKalb Special Facilities	629		2	7	10	5	2	3	5	1	1		1		1	1	**39**				*36*	*-3*	
Other		East DeKalb Campus: State school student	659			2		1	2	2	2	1	3	5	4	3	9	21	**55**				*55*		
Other		East DeKalb Special Services	628	106	162	4					1					1			**274**				*327*	**53**	
Other		East DeKalb Special Ed Testing	901	140	21	1		1		1		1						1	**166**					**-166**	
Other		Gwinnett-Rockdale-Newton Residential Ce	627											2	6	5	2	1	**16**				*14*	*-2*	
Other	1	International Student Center	716										98	196					**294**	*295*	*1*	*100%*	*302*	*8*	16
Other	1	Margaret Harris Comprehensive School	15			4	5	2	3	2	1	10	3	3	4	5	4	19	**65**	*90*	*25*	*72%*	*50*	*-15*	
Other	3	Shadow Rock Center (Testing)	11				1	4	5	5	4								**19**	*155*	*136*	**12%**	*4*	*-15*	
Other		Viewpoint Health	902									1	4	2	4	4	2		**17**				*-17*		
Other	1	Warren Tech	624														1	4	**5**				*-5*		
Other		UHS of Laurel Heights	626						2	3	3	4	4	3	6	4	1		**30**				*34*	*4*	
Charter	4	DeKalb Acad of Tech. & Env. (DATE)	638			72	79	82	83	77	92	88	89	85					**747**				*747*		
Charter	4	DeKalb PATH Academy Charter	636								88	82	104	94					**368**				*366*	*-2*	
Charter	4	DeKalb Preparatory Academy	641			78	75	72	70	71	51	42							**459**				*480*	**21**	
Charter	4	Destiny Achiever's Academy	596												18	38	34	24	**114**				*117*	*3*	
Charter	4	Gateway to College	637													18	33	35	**86**				*91*	*5*	
Charter	4	Globe Academy	645			89	110	103	69	68									**439**				*478*	**39**	
Charter	4	International Community School	635			67	73	73	66	65	65								**409**				*432*	**23**	
Charter	4	Leadership Preparatory Academy	639			52	56	58	61	58	61	67	85	65					**563**				*613*	**50**	
Charter	4	Tapestry	642									32	29	31					**92**				*96*	*4*	
Charter	4	The Museum School	640			60	60	60	60	66	43	47	48						**444**				*462*	*18*	
		77	**ES**	**78**	**2,358**	**8,042**	**8,361**	**8,066**	**7,748**	**7,302**	**7,117**	353	59						**49,484**	**54,058**	**4,574**		**48,993**	**-491**	**214**
		19	**MS**									**6,420**	**6,457**	**6,776**					**19,653**	**24,156**	**4,503**		**19,337**	**-316**	**41**
		21	**HS**											73	**8,879**	**6,428**	**5,816**	**5,962**	**27,158**	**29,432**	**2,274**		**26,877**	**-281**	**29**
		15	**Other**	**309**	**272**	**102**	**16**	**13**	**14**	**16**	**16**	**29**	**141**	**243**	**230**	**119**	**108**	**157**	**1,785**	**1,930**	**747**		**1,474**	**-311**	**16**
		10	**Charter**			**418**	**453**	**448**	**409**	**405**	**400**	**358**	**355**	**275**	**18**	**56**	**67**	**59**	**3,721**				**3,882**	**161**	
		142		**387**	**2,630**	**8,562**	**8,830**	**8,527**	**8,171**	**7,723**	**7,533**	**7,160**	**7,012**	**7,367**	**9,127**	**6,603**	**5,991**	**6,178**	**101,801**	**109,576**	**12,098**		**100,563**	**-1,238**	**304**
																			Enroll	**Capacity**	**Seats**		**Fcst**	**Diff**	**Portables**

Official Capacity Verification

School: DESA at Terry Mill Facility (5068) Capacity: 614 students Rooms: 38

Room Type	Number of Rooms	Capacity per Room	Capacity
R01. Pre-School	0	20	0
R02. Kindergarten	2	20	40
R03. K-5 Early Intervention (EIP) self-contained & pull-out classes	0	18	0
R04. 1-3	9	22	198
R05. 4-8 (E/LA, Math, Social Studies)	9	28	252
R06. 4-8 (Science)	2	0	0
R07. 4-8 (Science) @ 6-8 Middle Schools	0	24	0
R08. K-3 Fine Arts (Music, Art)	8	0	0
R09. 6-8 Fine Arts & World Language	0	28	0
R10. 4-8 (all other subjects)	3	28	84
R11. 9-12 (all other subjects)	0	28	0
R12. 9-12 (E/LA, Math, Social Studies, World Language)	0	28	0
R13. 9-12 (Science)	0	26	0
R14. Typing/Keyboarding	0	24	0
R15. Vocational Labs	0	24	0
R16. Instrumental Music (Band)	1	40	40
R17. Choral Music	0	40	0
R18. Physical Education	1	44	44
R19. SPED - K-5 Gifted	2	12	24
R20. SPED - 6-12 Gifted (Resource and Advanced Content)	0	12	0
R21. SPED - K-5 Resource	0	12	0
R22. SPED - 6-12 Remedial (REP)	0	12	0
R23. Alternative Programs (ask principal)	0	20	0
R24. K-3 ESOL	0	13	0
R25. 4-8 ESOL	0	16	0
R26. 9-12 ESOL	0	20	0
R27. Computer Lab	1	0	0
R28. Spec. Ed. - Self Contained	0	8	0
	38	**Rooms**	682
			0.90
			614

This form was signed off by **Bianca Hamilton** on **11/11/2013** verifying **38** rooms in the building and a building capacity of **614** students.

May 20, 2014 version for DESA at Terry Mill Facility

Facility: \Elementary Schools**DeKalb Elementary School of the Arts**
Address: 797 Fayetteville Road, Atlanta, GA 30316

Attributes:

Facility Code	5068
Super Cluster	6

General Information:

Function:	Elementary School	**Year Built:**	
Gross Area:	68,865 S.F.	**Last Renovation:**	

Facility Description:

The DeKalb Elementary School of Arts campus consists of one main school building located at 797 Fayetteville Road in Atlanta, Georgia. The original campus was constructed in 1958, additions to the main school building were constructed in 1969 and 2004, and a gymnasium building was constructed in 2003. In addition to these buildings, the campus contains a storage building, covered walkway, and playfield. This report contains condition and adequacy data collected during the 2010/2011 Facility Condition Assessment (FCA). The detailed condition and deficiency statements are contained in this report for each building and other facilities on the campus.

Current Repair Cost: $2,471,776.68 **Replacement Cost:** $14,560,649.24 **FCI:** 16.98%



07-Mar-2011
DeKalb Elementary School of the Arts

Facility: \Elementary Schools\DeKalb Elementary School of the Arts\ **1958, 1969 Building**
Address: 797 Fayetteville Road, Atlanta, GA 30316

Attributes:

Building Codes	2010, 2011
Fire Sprinkler System	No

General Information:

Function:	Elementary School	**Year Built:**	1958
Gross Area:	54,291 S.F.	**Last Renovation:**	2010

Facility Description:

The DeKalb Elementary School of Arts, former Terry Mill Elementary School, main building is a one-story building located at 797 Fayetteville Road in Atlanta, Georgia. Originally built in 1958, there have been two additions in 1969 and 2004, and renovations in 2006 and 2010. This report contains condition and adequacy data collected during the 2010/2011 Facility Condition Assessment (FCA). The detailed condition and deficiency statements are contained in this report.

Energy conservation opportunities for this building include: 1) Replacing the aged boiler with an energy efficient model; 2) Replacing the building automation system with an effective energy management system that completely controls HVAC and lighting; and 3) Replacing the light fixtures, lamps, and automatic controls.

Current Repair Cost: $1,986,835.83 **Replacement Cost:** $10,301,138.73 **FCI:** 19.29%


07-Mar-2011
East Elevation


07-Mar-2011
North Elevation


07-Mar-2011
South Elevation


07-Mar-2011
South Elevation

Elementary

1067 Sky Haven ES

Room Category	Room Count	MGT Students/Rm	Capacity
PreSchool:	2	20	40.0
Kindergarten:	2	20	40.0
K-5 Early Intervention (EIP) self-contained pull-out classes:	0	18	0.0
1-3:	7	22	154.0
4-8 (E/LA, Math, Social Studies):	4	28	112.0
4-8 (Science):	0	0	0.0
K-3 Fine Arts (Music, Art):	1	0	0.0
6-8 Fine Arts World Language:	0	28	0.0
4-8 (all other subjects):	12	28	336.0
9-12 (all other subjects):	0	28	0.0
9-12 (E/LA, Math, Social Studies, World Language):	0	28	0.0
9-12 (Science):	0	28	0.0
Typing/Keyboarding:	0	24	0.0
Vocational Labs:	0	24	0.0
Instrumental Music (Band):	0	0	0.0
Choral Music:	0	0	0.0
Physical Education:	1	0	0.0
SPED - K-5 Gifted:	1	12	12.0
SPED - 6-12 Gifted (Resource and Advanced Content):	0	12	0.0
SPED - K-5 Resource:	2	12	24.0
SPED - 6-12 Remedial (REP):	0	12	0.0
Alternative Programs (ask principal):	0	20	0.0
K-3 ESOL:	0.5	13	6.5
4-8 ESOL:	0.5	16	8.0
9-12 ESOL:	0	20	0.0
Computer Lab:	1	0	0.0
Spec Ed - Self Contained:	0	8	0.0
Portable (Count of classrooms, not bldgs):	2	0	0.0
SubTotal	*36*		732.5
Scheduling Factor			90%
Total Capacity			**659**

DeKalb County School System

1701 Mountain Industrial Blvd
Stone Mountain, GA 30083

COMET4 Facility Report

Sky Haven Elementary Facility Executive Summary Report

Report Date: 05 Jul 2011

Facility: \Elementary Schools**Sky Haven Elementary**
Address: 1372 Sky Haven Road SE, Atlanta, GA 30316

Attributes:

Facility Code	1067
Super Cluster	5

General Information:

Function:	Elementary School	**Year Built:**	
Gross Area:	63,875 S.F.	**Last Renovation:**	

Facility Description:

The Sky Haven Elementary School campus consists of two buildings located at 1372 Sky Haven Road SE in Atlanta, Georgia. The original campus was constructed in 1955, additions to the main school building were constructed in 1960, 1966, and 1969, and a gymnasium building was constructed in 2003. In addition to these buildings, the campus contains a storage building, covered walkway, hard surface play areas, playgrounds, and playfield. Due to safety and structural concerns associated with the 1969 addition, the district has condemned the use of that wing by students and staff in 2010. This report contains condition and adequacy data collected during the 2010/2011 Facility Condition Assessment (FCA). The detailed condition and deficiency statements are contained in this report for each building and other facilities on the campus.

Current Repair Cost: $7,194,284.28 **Replacement Cost:** $14,216,158.58 **FCI:** 50.61%



08-Mar-2011
Sky Haven Elementary School

DeKalb County School System

1701 Mountain Industrial Blvd
Stone Mountain, GA 30083

COMET4 Facility Report
Sky Haven Elementary Facility Executive Summary Report

Report Date: 05 Jul 2011

Facility: \Elementary Schools\Sky Haven Elementary**1955, 1960, 1966 Building**
Address: 1372 Sky Haven Road SE, Atlanta, GA 30316

Attributes:

Building Codes	2010, 2011, 2012
Fire Sprinkler System	No

General Information:

Function:	Elementary School	**Year Built:**	1955
Gross Area:	41,957 S.F.	**Last Renovation:**	2009

Facility Description:

The Sky Haven Elementary School main building is a one-story building located at 1372 Sky Haven Road SE in Atlanta, Georgia. Originally built in 1955, there have been three additions in 1960, 1966, and 1969, and a variety of renovations since 1987. Due to the safety and structural concerns associated with the 1969 addition, the district has condemned the use of that wing by students and staff in 2010. This report contains condition and adequacy data collected during the 2010/2011 Facility Condition Assessment (FCA). The detailed condition and deficiency statements are contained in this report.

Energy conservation opportunities for this building include: 1) Replacing the single pane, operable windows with double pane, energy efficient windows; 2) Replacing the cooling tower and aged water source heat pump systems with energy efficient models; 3) Replacing the building automation system with an effective energy management system that completely controls HVAC and lighting; and 4) Replacing the lighting system fixtures and lamps.

Current Repair Cost: $3,964,496.51 **Replacement Cost:** $8,153,126.58 **FCI:** 48.63%



08-Mar-2011
West Elevation



08-Mar-2011
East Elevation



08-Mar-2011
South Elevation



08-Mar-2011
Southeast Elevation

Official Capacity Verification

School: Wadsworth Elementary Magnet Facility (2070) Capacity: 666 students Rooms: 28

Room Type	Number of Rooms	Capacity per Room	Capacity
R01. Pre-School	0	20	0
R02. Kindergarten	0	20	0
R03. K-5 Early Intervention (EIP) self-contained & pull-out classes	0	18	0
R04. 1-3	0	22	0
R05. 4-8 (E/LA, Math, Social Studies)	15	28	420
R06. 4-8 (Science)	0	0	0
R07. 4-8 (Science) @ 6-8 Middle Schools	0	24	0
R08. K-3 Fine Arts (Music, Art)	2	0	0
R09. 6-8 Fine Arts & World Language	2	28	56
R10. 4-8 (all other subjects)	5	28	140
R11. 9-12 (all other subjects)	0	28	0
R12. 9-12 (E/LA, Math, Social Studies, World Language)	0	28	0
R13. 9-12 (Science)	0	26	0
R14. Typing/Keyboarding	0	24	0
R15. Vocational Labs	0	24	0
R16. Instrumental Music (Band)	2	40	80
R17. Choral Music	0	40	0
R18. Physical Education	1	44	44
R19. SPED - K-5 Gifted	0	12	0
R20. SPED - 6-12 Gifted (Resource and Advanced Content)	0	12	0
R21. SPED - K-5 Resource	0	12	0
R22. SPED - 6-12 Remedial (REP)	0	12	0
R23. Alternative Programs (ask principal)	0	20	0
R24. K-3 ESOL	0	13	0
R25. 4-8 ESOL	0	16	0
R26. 9-12 ESOL	0	20	0
R27. Computer Lab	1	0	0
R28. Spec. Ed. - Self Contained	0	8	0
	28	**Rooms**	740
			0.90
			666

This form was signed off by **Cornelia Crum** on **10/14/2013** verifying **28** rooms in the building and a building capacity of **666** students.

May 20, 2014 version for Wadsworth Elementary Magnet Facility

DeKalb County School System

1701 Mountain Industrial Blvd
Stone Mountain, GA 30083

COMET4 Facility Report
Wadsworth Elementary Facility Executive Summary Report

Report Date: 05 Jul 2011

Facility: \Elementary Schools**Wadsworth Elementary**
Address: 2084 Green Forrest Drive, Decatur, GA 30032

Attributes:

Facility Code	2070
Super Cluster	6

General Information:

Function:	Elementary School	**Year Built:**	
Gross Area:	54,142 S.F.	**Last Renovation:**	

Facility Description:

The Wadsworth Elementary School campus consists of two buildings located at 2084 Green Forrest Drive in Decatur, Georgia. The original campus was constructed in 1958, additions to the main school building were constructed in 1960 and 1970, and a gymnasium building was constructed in 2001. In addition to these buildings, the campus contains a storage building, covered walkway, hard surface play area, and playfield. This report contains condition and adequacy data collected during the 2010/2011 Facility Condition Assessment (FCA). The detailed condition and deficiency statements are contained in this report for each building and other facilities on the campus.

Current Repair Cost: $6,452,795.10 **Replacement Cost:** $11,285,503.63 **FCI:** 57.18%



09-Mar-2011
Wadsworth Elementary School

Facility: \Elementary Schools\Wadsworth Elementary\ **1958, 1960, 1970 Building**
Address: 2084 Green Forrest Drive, Decatur, GA 30032

Attributes:

Building Codes	2010, 2011, 2012
Fire Sprinkler System	No

General Information:

Function:	Elementary School	**Year Built:**	1958
Gross Area:	48,664 S.F.	**Last Renovation:**	1983

Facility Description:

The Wadsworth Elementary School main building is a one-story building located at 2084 Green Forrest Drive in Decatur, Georgia. Originally built in 1958, there have been two additions in 1960 and 1970, and a variety of renovations since 2005. This report contains condition and adequacy data collected during the 2010/2011 Facility Condition Assessment (FCA). The detailed condition and deficiency statements are contained in this report.

Energy conservation opportunities for this building include: 1) Replacing the single pane, operable windows with double pane, energy efficient windows; 2) Replacing the aged water source heat pump systems with energy efficient models; 3) Replacing the original lighting system with energy efficient fixtures; 4) Replacing the original plumbing fixtures with low flow fixtures; 5) Replacing the aged boiler with an energy efficient model; and 6) Replacing the building automation system with an effective energy management system that completely controls HVAC and lighting.

Current Repair Cost: $5,775,488.98 **Replacement Cost:** $8,771,282.51 **FCI:** 65.85%



09-Mar-2011
West Elevation



09-Mar-2011
North Elevation



09-Mar-2011
East Elevation



09-Mar-2011
South Elevation

Official Capacity Verification

School: McNair Middle Facility (1057) Capacity: 1461 students Rooms: 76

Room Type	Number of Rooms	Capacity per Room	Capacity
R01. Pre-School	0	20	0
R02. Kindergarten	0	20	0
R03. K-5 Early Intervention (EIP) self-contained & pull-out classes	0	18	0
R04. 1-3	0	22	0
R05. 4-8 (E/LA, Math, Social Studies)	51	28	1428
R06. 4-8 (Science)	0	0	0
R07. 4-8 (Science) @ 6-8 Middle Schools	8	24	192
R08. K-3 Fine Arts (Music, Art)	0	0	0
R09. 6-8 Fine Arts & World Language	1	28	28
R10. 4-8 (all other subjects)	1	28	28
R11. 9-12 (all other subjects)	0	28	0
R12. 9-12 (E/LA, Math, Social Studies, World Language)	0	28	0
R13. 9-12 (Science)	0	26	0
R14. Typing/Keyboarding	0	24	0
R15. Vocational Labs	2	24	48
R16. Instrumental Music (Band)	2	40	80
R17. Choral Music	1	40	40
R18. Physical Education	1	44	44
R19. SPED - K-5 Gifted	0	12	0
R20. SPED - 6-12 Gifted (Resource and Advanced Content)	5	12	60
R21. SPED - K-5 Resource	0	12	0
R22. SPED - 6-12 Remedial (REP)	0	12	0
R23. Alternative Programs (ask principal)	0	20	0
R24. K-3 ESOL	0	13	0
R25. 4-8 ESOL	0	16	0
R26. 9-12 ESOL	0	20	0
R27. Computer Lab	4	0	0
R28. Spec. Ed. - Self Contained	0	8	0
	76	**Rooms**	1948
			0.75
			1,461

This form was signed off by **Ronald Mitchell** on **11/12/2013** verifying **76** rooms in the building and a building capacity of **1,461** students.

May 20, 2014 version for McNair Middle Facility

Official Capacity Verification

School: McNair High Facility (3070) Capacity: 1524 students Rooms: 80

Room Type	Number of Rooms	Capacity per Room	Capacity
R01. Pre-School	0	20	0
R02. Kindergarten	0	20	0
R03. K-5 Early Intervention (EIP) self-contained & pull-out classes	0	18	0
R04. 1-3	0	22	0
R05. 4-8 (E/LA, Math, Social Studies)	0	28	0
R06. 4-8 (Science)	0	0	0
R07. 4-8 (Science) @ 6-8 Middle Schools	0	24	0
R08. K-3 Fine Arts (Music, Art)	0	0	0
R09. 6-8 Fine Arts & World Language	0	28	0
R10. 4-8 (all other subjects)	0	28	0
R11. 9-12 (all other subjects)	16	28	448
R12. 9-12 (E/LA, Math, Social Studies, World Language)	28	28	784
R13. 9-12 (Science)	8	26	208
R14. Typing/Keyboarding	0	24	0
R15. Vocational Labs	12	24	288
R16. Instrumental Music (Band)	2	40	80
R17. Choral Music	1	40	40
R18. Physical Education	2	44	88
R19. SPED - K-5 Gifted	0	12	0
R20. SPED - 6-12 Gifted (Resource and Advanced Content)	0	12	0
R21. SPED - K-5 Resource	0	12	0
R22. SPED - 6-12 Remedial (REP)	8	12	96
R23. Alternative Programs (ask principal)	0	20	0
R24. K-3 ESOL	0	13	0
R25. 4-8 ESOL	0	16	0
R26. 9-12 ESOL	0	20	0
R27. Computer Lab	3	0	0
R28. Spec. Ed. - Self Contained	0	8	0
	80	**Rooms**	2032
			0.75
			1,524

This form was signed off by **Loukisha Walker** on **11/19/2013** verifying **80** rooms in the building and a building capacity of **1,524** students.

May 20, 2014 version for McNair High Facility

Official Capacity Verification

School: Meadowview Elementary Facility (3061) Capacity: 477 students Rooms: 29

Room Type	Number of Rooms	Capacity per Room	Capacity
R01. Pre-School	1	20	20
R02. Kindergarten	3	20	60
R03. K-5 Early Intervention (EIP) self-contained & pull-out classes	0	18	0
R04. 1-3	9	22	198
R05. 4-8 (E/LA, Math, Social Studies)	6	28	168
R06. 4-8 (Science)	2	0	0
R07. 4-8 (Science) @ 6-8 Middle Schools	0	24	0
R08. K-3 Fine Arts (Music, Art)	2	0	0
R09. 6-8 Fine Arts & World Language	0	28	0
R10. 4-8 (all other subjects)	0	28	0
R11. 9-12 (all other subjects)	0	28	0
R12. 9-12 (E/LA, Math, Social Studies, World Language)	0	28	0
R13. 9-12 (Science)	0	26	0
R14. Typing/Keyboarding	0	24	0
R15. Vocational Labs	0	24	0
R16. Instrumental Music (Band)	0	40	0
R17. Choral Music	0	40	0
R18. Physical Education	1	44	44
R19. SPED - K-5 Gifted	1	12	12
R20. SPED - 6-12 Gifted (Resource and Advanced Content)	0	12	0
R21. SPED - K-5 Resource	1	12	12
R22. SPED - 6-12 Remedial (REP)	0	12	0
R23. Alternative Programs (ask principal)	0	20	0
R24. K-3 ESOL	0	13	0
R25. 4-8 ESOL	0	16	0
R26. 9-12 ESOL	0	20	0
R27. Computer Lab	1	0	0
R28. Spec. Ed. - Self Contained	2	8	16
	29	**Rooms**	530
			0.90
			477

This form was signed off by **Norman Thomas, Jr.** on **11/8/2013** verifying **29** rooms in the building and a building capacity of **477** students.

May 20, 2014 version for Meadowview Elementary Facility

DeKalb County School System

1701 Mountain Industrial Blvd
Stone Mountain, GA 30083

COMET4 Facility Report
Meadowview Elementary Facility Executive Summary Report

Report Date: 01 Jul 2011

Facility: \Elementary Schools**Meadowview Elementary**
Address: 1879 Wee Kirk Road, Atlanta, GA 30316

Attributes:

Facility Code	3061
Super Cluster	5

General Information:

Function:	Elementary School	**Year Built:**	
Gross Area:	54,761 S.F.	**Last Renovation:**	

Facility Description:

The Meadowview Elementary School campus consists of two buildings located at 1879 Wee Kirk Road in Atlanta, Georgia. The original campus was constructed in 1961, additions to the main school building were constructed in 1963 and 1966, and a gymnasium building was constructed in 2000. In addition to these buildings, the campus contains a storage building, covered walkway, playgrounds, and playfield. This report contains condition and adequacy data collected during the 2010/2011 Facility Condition Assessment (FCA). The detailed condition and deficiency statements are contained in this report for each building and other facilities on the campus.

Current Repair Cost: $6,061,388.48 **Replacement Cost:** $12,003,315.63 **FCI:** 50.50%



07-Mar-2011
Meadowview Elementary School

Official Capacity Verification

School: Toney Elementary Facility (3069) Capacity: 661 students Rooms: 37

Room Type	Number of Rooms	Capacity per Room	Capacity
R01. Pre-School	1	20	20
R02. Kindergarten	5	20	100
R03. K-5 Early Intervention (EIP) self-contained & pull-out classes	1	18	18
R04. 1-3	12	22	264
R05. 4-8 (E/LA, Math, Social Studies)	8	28	224
R06. 4-8 (Science)	0	0	0
R07. 4-8 (Science) @ 6-8 Middle Schools	0	24	0
R08. K-3 Fine Arts (Music, Art)	2	0	0
R09. 6-8 Fine Arts & World Language	0	28	0
R10. 4-8 (all other subjects)	0	28	0
R11. 9-12 (all other subjects)	0	28	0
R12. 9-12 (E/LA, Math, Social Studies, World Language)	0	28	0
R13. 9-12 (Science)	0	26	0
R14. Typing/Keyboarding	0	24	0
R15. Vocational Labs	0	24	0
R16. Instrumental Music (Band)	0	40	0
R17. Choral Music	0	40	0
R18. Physical Education	1	44	44
R19. SPED - K-5 Gifted	1	12	12
R20. SPED - 6-12 Gifted (Resource and Advanced Content)	0	12	0
R21. SPED - K-5 Resource	3	12	36
R22. SPED - 6-12 Remedial (REP)	0	12	0
R23. Alternative Programs (ask principal)	0	20	0
R24. K-3 ESOL	0	13	0
R25. 4-8 ESOL	0	16	0
R26. 9-12 ESOL	0	20	0
R27. Computer Lab	1	0	0
R28. Spec. Ed. - Self Contained	2	8	16
	37	**Rooms**	734
			0.90
			661

This form was signed off by **Olvier Dean II** on **11/13/2013** verifying **37** rooms in the building and a building capacity of **661** students.

May 20, 2014 version for Toney Elementary Facility

Official Capacity Verification

School: Columbia Elementary Facility (1054) Capacity: 774 students Rooms: 43

Room Type	Number of Rooms	Capacity per Room	Capacity
R01. Pre-School	1	20	20
R02. Kindergarten	7	20	140
R03. K-5 Early Intervention (EIP) self-contained & pull-out classes	3	18	54
R04. 1-3	13	22	286
R05. 4-8 (E/LA, Math, Social Studies)	9	28	252
R06. 4-8 (Science)	0	0	0
R07. 4-8 (Science) @ 6-8 Middle Schools	0	24	0
R08. K-3 Fine Arts (Music, Art)	2	0	0
R09. 6-8 Fine Arts & World Language	0	28	0
R10. 4-8 (all other subjects)	0	28	0
R11. 9-12 (all other subjects)	0	28	0
R12. 9-12 (E/LA, Math, Social Studies, World Language)	0	28	0
R13. 9-12 (Science)	0	26	0
R14. Typing/Keyboarding	0	24	0
R15. Vocational Labs	0	24	0
R16. Instrumental Music (Band)	0	40	0
R17. Choral Music	0	40	0
R18. Physical Education	1	44	44
R19. SPED - K-5 Gifted	1	12	12
R20. SPED - 6-12 Gifted (Resource and Advanced Content)	0	12	0
R21. SPED - K-5 Resource	3	12	36
R22. SPED - 6-12 Remedial (REP)	0	12	0
R23. Alternative Programs (ask principal)	0	20	0
R24. K-3 ESOL	0	13	0
R25. 4-8 ESOL	0	16	0
R26. 9-12 ESOL	0	20	0
R27. Computer Lab	1	0	0
R28. Spec. Ed. - Self Contained	2	8	16
	43	**Rooms**	860
			0.90
			774

This form was signed off by **Raymond Stanley** on **11/7/2013** verifying **43** rooms in the building and a building capacity of **774** students.

May 20, 2014 version for Columbia Elementary Facility

NEEDS ASSESSMENT GUIDELINES

School System/School Safety Plan Checklist

Use this checklist to verify that you have developed everything you need to include in your school system/school safety plan.

Does your plan include the following?

- ❑ An introduction that includes recommended content?
- ❑ A Table of Contents with page numbers?
- ❑ An Approval Statement and dated approval signatures of the principal, superintendent, and school board chair (as appropriate)?
- ❑ A Distribution List and documentation of receipt?
- ❑ A statement of the purpose of the emergency operations plan?
- ❑ A description of who is in charge for incident operations by position?
- ❑ The location and function of your primary and alternate on-site Command Posts, including layout, staffing, displays, etc.?
- ❑ Persons, by title, who will be notified in an emergency?
- ❑ How logistical support will be provided for the incident response, including provision for food, water, emergency lighting, fuel, etc.?
- ❑ Actions planned to protect essential personnel, equipment, and resources during emergencies?
- ❑ The actions that will be taken to assure that all employees and students understand the warning signals and know what to do in an emergency?
- ❑ How emergency information will be disseminated for the disabled, including those who are visually or hearing impaired or non-English speaking?
- ❑ Individual(s) who will serve as the system's or school's point of contact with the media during an emergency and procedures for authenticating information?
- ❑ The individual, by title, who is responsible for directing the incident response?

- ❑ The individuals, by title, who are responsible for maintaining, recall rosters for all incident functions?

- ❑ The individual, by title, who is responsible for safeguarding essential records?

- ❑ The individual(s), by title, who is/are responsible for preparation and distribution of employee and student emergency guidance material?

- ❑ The individual, by title, who is responsible for briefing new employees on the school safety plan and the roles to which he/she is assigned?

- ❑ The individual(s), by title, who is/are responsible for developing, scheduling, and presenting training in safety measures to all students and employees?

- ❑ The individual, by title, who is responsible for the logistical preparations and support detailed under Administration and Logistics?

- ❑ A three-deep line of succession for the principal (and/or superintendent) to ensure continuous leadership.

- ❑ A description of how resources and information are requested and passed through the chain of command to higher levels of the school district.

- ❑ Descriptions of what records are considered essential and how they are protected and preserved.

- ❑ The individual(s), by title, who is/are responsible for records, reports, and expenditures during an emergency?

- ❑ Lists of agreements with voluntary organizations, government agencies, and private organizations that will assist the school district during an emergency?

- ❑ A resource inventory of emergency items available, including lighting, first aid and medical supplies, firefighting equipment, and other basic incident response support equipment?

- ❑ Additional resource requirements for personnel, equipment, and supplies and the source(s) and method for obtaining them?

- ❑ Provision for annual review of the system/school plan conducted jointly with the local first responders and EMA?

- ❑ Provision for updating the plan based on deficiencies identified through drills, exercises, and actual incident?

- ❑ A map of the area showing items that may have an impact on the school, including major highways, railways, airports, power transmission lines and generating stations, industrial complexes, bulk oil and gas storage, pipe lines, etc.? (Consider using Map Quest or a similar site to get an aerial/satellite view of the area.)

- A plot of the facility and floor plan(s) of the building(s) showing the location(s) of heat plants, boilers, generators, flammable liquid storage, other hazardous materials storage, fire extinguisher locations, first-aid supplies, etc.

- Lists with the names, titles, telephone numbers, and organizational responsibilities of all involved in incident operations.

- Checklists that detail specific tasks to be accomplished in an emergency.

- Responsibility matrices.

Draft

EAST ATLANTA CHARTER SCHOOL
FAMILY HANDBOOK

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Section 1

About the School

East Atlanta Charter School 2016-2017 Calendar

[Here will be the school's academic calendar, which is the exact academic calendar for DeKalb County Schools, except that DCSD half-days will be regular full days.]

Who to go to when…

See this person…	…for information about…
Business Operations Manager [Name and contact information]	EACS's charter; Board of Directors; Strategic Plan; Charter Schools Annual Report; Curriculum and Assessment; fundraising and development; issues or questions not addressed elsewhere.
Principal [Name and contact information]	Questions or concerns regarding support for instruction, curriculum and assessment, policy and procedures, community and other partnerships, and parent involvement.
Lead Special Education Teacher [Name and contact information]	IEPs, 504 Plans, and other Special Education instruction and services; standardized assessment, counseling resources
Secretary and Registrar [Name and contact information]	Questions or concerns regarding the facility, student records, and daily operations including scheduling, lunch, transportation to and from school, and technology
Lead Kindergarten Teacher [Name and contact information]	Questions or concerns regarding instructional support for kindergarten teachers.

Lead First Grade Teacher [Name and contact information]	Questions or concerns regarding instructional support for first grade teachers.

In most cases, the primary point of contact for families with the school should begin with the student's classroom teacher. However, if there are questions or issues that cannot be addressed by the student's classroom teacher, please refer to the chart above for a list of who to contact regarding various issues. All faculty and staff contact information can be found on the school's website at www.EastAtlantaCharterSchool.com.

History of East Atlanta Charter School

East Atlanta Charter School started at a kitchen table during a play date with my neighbor and school co-founder Mijha Butcher Godfrey. As our daughters toddled around our feet, we shared our hopes and dreams for their education. We both realized that our ideal school--one where our children could excel in academics while developing advanced proficiency in Spanish and sophisticated communication skills--simply wasn't available to kids in south DeKalb. Both lawyers by training, Mijha and I researched, brainstormed, networked, and carefully crafted a plan for a visionary new school.

We have designed East Atlanta Charter School to:

- foster each child's curiosity, confidence, creativity, and communication skills in English and Spanish;
- cultivate confident, bilingual learners who can think critically and creatively, express themselves elegantly in writing and in speech, solve complex problems, and work collaboratively;
- focus on a thematic approach to the liberal arts; and
- engage and inspire children through highly interactive and student-centered lessons.

East Atlanta Charter School is the result of a completely local effort of a group of passionate, talented professionals who believe in its mission. Designed specifically for the diverse families of South DeKalb, East Atlanta Charter School is unlike any other option available in any DeKalb public school.

Loren Locke

Founding Director

Mission and Vision

The mission of East Atlanta Charter School is to nurture a community of young scholars who will not only achieve very high standardized test scores, but who will also be uncommonly adept at expressing themselves effectively in myriad settings. Our curriculum will focus on the liberal arts, and we will utilize evidence-based best practices in education and classroom management. East Atlanta Charter School teachers will engage and inspire children through highly interactive and student-centered lessons that harness the intense curiosity innate to children.

The vision of East Atlanta Charter School is to create an exceptional educational experience for elementary students that will foster each child's curiosity, confidence, creativity, and communication skills in two languages. Our student body will reflect and embrace our community's racial, ethnic, cultural and socioeconomic diversity. Our teachers will cultivate confident, bilingual learners who can think critically and creatively, express themselves elegantly in writing and in speech, solve complex problems, and work collaboratively.

The EACS Charter

Georgia law grants groups the right (or "charter") to start new public schools that report to the state Department of Education and to their own independent governing boards. By freeing charter schools from many of the constraints of traditional public schools, charter school law in Georgia intends for charter schools to "increase student achievement through academic and organizational innovation". Charter schools are funded through state and local sources.

The charter petition for East Atlanta Charter School was formally approved by the Georgia State Board of Education in [Date] after receiving approval from the DeKalb County Board of Education. EACS operates as a charter school within the DeKalb County School District and serves students living within the boundaries of the school district. The current EACS charter agreement runs from [Date] until [Date]. Please visit our website at www.EastAtlantaCharterSchool.com to view the complete charter agreement.

In exchange for EACS's agreement to meet or exceed the performance-based goals and measurable objectives set forth in its charter agreement, the Georgia State Board of Education granted the school the maximum flexibility allowed by law to charter schools. Pursuant to O.C.G.A. § 20-2-2065(a), EACS is entitled to the maximum flexibility allowed by law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board of Education, or the Georgia Department of Education.

Notwithstanding this maximum flexibility, EACS must comply with the terms of its charter agreement, the Georgia Charter Schools Act, and any rules, regulations, policies, or procedures established by the Georgia State Board of Education consistent with the Charter Schools Act.

The Board of Directors

The EACS Board of Directors is charged with the management of the affairs of the not-for-profit 501(c)(3) corporation, EAST ATLANTA CHARTER SCHOOL, INC., and must pursue such policies and principals as shall be in accordance with law, the provisions of the Article of Incorporation, EACS bylaws, and any written charter entered into by the Board.

As trustees of public funds, the Board is responsible for ensuring the school's long-term financial stability and integrity of the charter. The board sets the strategic plan and ensures that the school fulfills its mission. The Board is responsible for:

Board members serve three-year terms and are not compensated for their service.

Contact information for current board members, the bylaws, and meeting minutes and reports can be found on our website, www.EastAtlantaCharterSchool.com.

Section 2

Teaching and Learning

Academics at EACS

East Atlanta Charter School will provide very rigorous academic training that will ideally situate its 11 year old fifth graders to continue on the road toward university education, but which will also prepare them for their eventual entry into the workforce. Students who complete 6 years at East Atlanta Charter School will have received a strong academic foundation for success in middle school, high school, and college, but with their fluency in Spanish, they will also have a lasting, valuable, marketable, practical skill. For a student who does not pursue higher education or even necessarily complete high school, his Spanish bilingual ability could be one of the few marketable skills he may have to put on his resume.

Every student who completes his or her studies at the East Atlanta Charter School will benefit from all of the research-proven benefits of bilingual education and will be prepared to succeed in middle school. Some will undoubtedly go on to excel in high school, attend prestigious universities, and enter elite fields such as medicine and law. But while many will follow this time-tested yet lengthy path to professional and economic success, others will be prepared to seize more immediate opportunities that exist because of their Spanish bilingualism. One classmate could start his own contracting business, in which he hires and manages Spanish-speaking laborers. Another student could open her own restaurant. Another could work as a diplomat or as a border patrol officer. Another could become a certified court translator or Spanish-language customer service representative, and still another could go into the burgeoning tourism industry of DeKalb County. All of these students will be able to communicate with the substantial minority of people living in the U.S. who speak Spanish as their first, and often only, language. And all of these students will be able to command a higher income and have more professional opportunities because of their bilingual proficiency.

Technology

Technology is used as a learning tool throughout our school. Computer access and internet connectivity is available to students on a daily basis both in the library media centers, in labs, and in the classroom through desktop, laptop, and tablet computers. Other technology is available for instructional purposes, such as LCD projectors, document cameras, scanners, and digital cameras.

Assessment

EACS teachers at all grade levels use a variety of tools to assess student academic performance.

Throughout the school year, students will be formally assessed in core academic subjects (defined as Reading, Language Arts, Math, Science, Social Studies, and Spanish Language Acquisition) through weekly formative assessments, unit-based summative assessments, term-based benchmarks, and the MAP test. Students will also be measured using the Fountas and Pinnell Benchmark Assessment System, administered four times per year, and the Access PowerPro Math system, administered four times per year.

Reporting of Student Progress

While teachers use data from student assessments daily, several reporting structures exist at EACS to afford students and families frequent opportunity to reflect upon student performance.

Weekly Newsletters. Each week a newsletter is sent to parents outlining classroom activity and important reminders and information. Additional home enrichment materials are often included.

Advisor Progress Reports. Halfway through each academic term, each student receives a progress report from his advisor. These reports give feedback on the student's development of his habits of learning and provide current grades for each class.

Warning Reports. If a student is identified for academic or behavioral concerns, an immediate warning report is sent to the student's parents.

End of Term Reports. At the end of each academic term, families receive a detailed picture of their student's performance in each subject area by a narrative that describes the student's skills and habits relative to the standards for that course. These reports also contain that term's grades.

Conferences. After the End of Term Reports are distributed, a meeting between teacher, parents, and, when appropriate, student, is held to review the student's progress and set learning goals for the next term.

Standardized Test Score Reports. Student assessment score reports on tests like the CRCT and MAP are mailed home to families following their arrival to the school. The score reports are accompanied by a cover letter that further explains the tests, a guide to interpreting the score reports, and a series of questions designed to help students reflect upon their performance.

Student Promotion

Students demonstrate their readiness for promotion to the next grade level at EACS based on a variety of criteria. Please see the EACS promotion policy on our website for a complete description of the criteria and policy.

Student Records

School permanent records include all educational and disciplinary materials directly related to a student that the school maintains. EACS will maintain student records in a confidential manner and

comply with all state and federal laws regarding the privacy of these records, including the Family Educational Rights and Privacy Act.

Parents and guardians of a current student may review a student's records in the office, but the files cannot be removed. All financial obligations must be met before a student's records will be transferred to another school.

All student files are maintained in the office and kept under lock with limited access.

Special Education

For students with identified learning disabilities, the special education program at EACS works with students and families to meet students' individual needs by accommodating and/or modifying curriculum, instruction, and/or assessment. A Lead Special Education Teacher oversees the services provided to students with Individualized Education Plans (IEPs) so that students make progress towards their goals. As much as is appropriate, students with identified disabilities are included in classes with their peers, with classroom teachers working in consultation with special education teachers and/or with students working directly with special education teachers. A broad spectrum of special education services are made available to support the specific learning needs of students with IEPs; however, there are instances when, based on the needs of the student, a more appropriate placement for a student may be at either the student's zoned school or at a DeKalb County School District school with programs designed to meet the needs of students with certain types of disabilities.

Extracurricular and Enrichment Activities

EACS offers a variety of activities outside of school hours through its afterschool program and enrichment program. Please visit our website for full details about each program.

Section 3

Parent and Family Involvement

Parent-Teacher-Community Association (PTCA)

The PTCA exits to coordinate and promote parent, teacher, and community involvement and communication within the entire school. The PTCA encourages a positive, supportive atmosphere to enhance students' educational and extracurricular experiences. The responsibilities of the PTCA include fundraising, school-wide volunteer coordination, information sharing within the school and greater community, hosting and promoting PTCA meetings and other school functions.

Family Contract

Each family signs the school's Family Contract. Signing this contract signifies each family's understanding of their commitment to the school.

Communication

Parents and families should be involved in their student's school experience by staying informed about school activities. Each week, an electronic newsletter is sent to the entire school community with important news and information. Please take the time to read this newsletter.

The primary point of contact with the school is your student's classroom teacher. Each teacher's contact information is available on our website, and teachers are expected to respond to all messages within 24 hours.

Section 4

Policies and Procedures

Enrollment

As public schools, charter schools are open to students in accordance with the school's charter agreement. EACS enrolls students as follows:

Pre-enrollment period. Returning students and their siblings, children of full-time employees, and children of board members are pre-enrolled. The pre-enrollment period ends at the beginning of February.

Enrollment. Following the pre-enrollment period, offers of admission will be made in the following order for each grade level:

1. Students residing in the area zoned for McNair High School; then
2. Students residing in DeKalb County School District.

If there are more applicants than the number of spaces available for a grade level, spaces remaining in each class after the pre-enrollment period will be awarded on the basis of a public lottery.

Two waiting lists will be formed if the number of applicants exceeds the number of available spaces: The first list of students residing in the area zoned for McNair High School and the second list of students residing in DeKalb County School District. Students who decline an offer of admission may remain on the waiting list in their present position for a period of 12 months from the date of the original offer of admission. They will be listed as "inactive" on the waiting list and it will be the responsibility of the parent or guardian of that student to inform the school, in writing, to return to "active" status. As additional openings arise, enrollment will continue from the active waiting list in the order of the applicant's lottery numbers, beginning with the first list and, after exhausting that list, continuing to the second list.

If at any point in the year the waiting list is depleted and the school determines it has enrollment openings, then a new one-month enrollment period will be declared.

Siblings, students of full-time employees, and students of governing board members will be placed at the front of the waiting list if a waiting list exists, except not before any other sibling, student of a full-time employee, or a student of a governing board member.

All families must annually submit required enrollment documentation and proof of residency documentation.

Attendance

Students are expected to be in school except in cases of illness or emergency. The school and families must work together closely to ensure the regular attendance of all students. Students are responsible for any work missed due to an absence, whether excused or unexcused. Parents are required to notify the school of a child's absence as soon as possible and preferably before the start of the day on which the student will be absent. If the school has not been notified about an absence in a timely manner, the school will attempt to contact the family by hone to inform them about the absence. The school excuses an absence only after receiving confirmation of a legal reason for absence in writing or by phone from the parent or legal guardian of the child.

Permitted reasons for absence from school include the following: illness, observation of religious holidays, death in family, and reasons excused by the school prior to the absence. The school does not excuse absences for assisting at home, babysitting, family vacations, shopping, or for other reasons deemed not permitted by the school. Continued or chronic absence or tardiness for illegal reasons may result in referral to the Student Support Team or the Division of Family and Children Services, and may result in the retention of a student at grade level or the student being withdrawn from the school.

Make-up Work

Students who have an excused absence shall have the opportunity to make up work. It is the responsibility of the parent and student to contact the teacher(s) involved to determine make-up assignments and establish mutually-agreeable terms. Students will be granted at least the amount of time they were absent to make up the work.

Arrival

All students must arrive and be in their classroom by 8:00 AM each morning. Students may enter the building as early as 7:00 AM. Students who arrive after 7:50 AM will not be permitted to join the breakfast line. Once students have arrived on campus, they are not permitted to leave except with a parent or legal guardian.

Tardiness

All students must arrive as school on time and be picked up promptly at the end of the school day.

Students who arrive late will be issued a late pass before they are sent to class. Parents will then be notified. Only proof of a legal excuse will be considered to excuse tardiness. The following interventions will occur when a student is excessively tardy:

1. The homeroom teacher or other school official will contact the parent by phone.
2. The school will send a letter to the family requesting a meeting to discuss the issue. The school and family will set up an action plan for improvement.
3. Repeated tardiness will jeopardize a student's ability to attend field trips, special assemblies, and continued enrollment at the school.

Late Pick Up

The school day ends at 3:00 PM. Students are expected to be picked up on time between 3:00 PM and 3:15 PM. An after-school program is available, which ends at 6:00 PM. Students are expected to be picked up from the after-school program by 6:15 PM. After 6:15 PM, a $1 per minute late fee will be charged to the family.

The school will make every effort to contact you and the student's emergency contact should the student not be picked up on time. Late pick-ups will be referred to the principal. If excessive late pick-ups occur, the student may be removed from the after-school program and local authorities may be contacted.

Truancy

Georgia law requires all minor students to attend class on a regular basis. Truancy is defined as "the student's decision to be absent from school or from class without legal reason or the permission of his or her parents, guardians, or teachers."

Early Dismissal

Requests to be dismissed before the end of the school day must be limited to emergencies or medical appointments that cannot be scheduled outside of school hours. Students who need to leave early must bring a note from their parents on the morning of the day of early dismissal and give it to their homeroom teacher. A school official will call the parent to confirm the dismissal request and time. No student will be sent to the front office for early dismissal more than 15 minutes prior to the requested time. To protect the dismissal process, no student will be dismissed between 2:30 PM and 3:00 PM.

Dismissal

Students are dismissed each day according to the dismissal information on file with the school. Written permission from the parent or guardian must be provided if a student is to leave school with

anyone who is not the student's parent or legal guardian. Picture identification is required for verification before the student is released.

Building Entrances

When students are dropped off or picked up, they must enter and exit the building through the front door unless otherwise advised.

Change of Address

Parents must complete a change of address form in a timely manner if an address or telephone number change occurs during the year.

Dress Code

While attending school, all students must be in uniform. Uniforms must be neat and clean. If a child is out of uniform, parents will be contacted and required to bring the necessary items. Coats, jackets, and other outer garments that are not part of the school uniform must be stored in the student's assigned locker or other storage location. The uniform requirements are:

Boys:

- Khaki pants or khaki shorts not to exceed 1 inch above the knee in tan or beige color.
- A knit polo-style shirt or button-down that
    - Must have a collar
    - Must have short or long sleeves
    - Cannot have an insignia other than the school insignia
    - Is a solid color
- Black, brown, white, or other solid color closed-toe shoe (tennis shoes preferred)
- Sweater or sweatshirts must be a solid color and cannot have an insignia other than the school insignia

Girls:

- Khaki skirt, khaki shorts, khaki pants, khaki jumper, or khaki skorts not to exceed 1 inch above the knee in tan or beige color.
- A knit polo-style shirt or button-down that
    - Must have a collar
    - Must have short or long sleeves
    - Cannot have an insignia other than the school insignia
    - Is a solid color
- Black, brown, white, or other solid color closed-toe shoe (tennis shoes preferred)
- Sweater or sweatshirts must be a solid color and cannot have an insignia other than the school insignia

Emergency Procedures

During emergencies where evacuation of the building is necessary, alarms will ring continuously. Students and staff should proceed quickly, quietly, and calmly through the halls to their designated emergency muster areas. Fire and emergency procedures are posted near the door of every room in the school building.

Meals

Breakfast will be available to all students. Lunch may be brought to school or purchased from the school cafeteria. Meal prices are posted on our website. Subsidized meal applications for free or reduced cost lunches should be completed during registration. Applications can also be obtained from the school office during the year.

Snacks

Students may bring health snacks with them to school daily to eat during times designated by the teacher.

School Closing

In the event of inclement weather, EACS will follow the DeKalb County School District's inclement weather decision.

Progressive Discipline

When it is necessary to impose disciplinary action, EACS administrators and staff will follow a progressive discipline process that will take into consideration the severity of the behavior, the student's discipline history, the age of the student, and other relevant factors.

Code of Conduct

EACS follows the DeKalb County School District's Code of Student Conduct. This code of conduct is attached to this handbook and is available on our website and on the DeKalb County School District's website.

Electronic Devices

Students should not bring their own personal electronic devices to school except when permission has been given by a teacher for a particular project. Any items not permitted will be confiscated by the teacher and returned to the student's parents.

Student Cell Phone Use

Students may have in their possession a personal cell phone for emergency use only. The phone must be completely turned off during school hours. Any infraction will result in confiscation, and repeated

violations will result in disciplinary action. The school is not responsible for student cell phones that may be lost or stolen.

Daily Health Issues

For minor injuries, each classroom in the building has a first aid kit. If in the judgment of the school staff, a child is significantly injured, the student will be taken to the office for evaluation by office staff. A school official will contact the student's parent or guardian to inform them of the situation and determine what further medical attention is needed. If a child suffers a life-threatening injury, school officials will immediately call 911 and then notify the student's parent or guardian.

Medicine Administration

Any medication, prescription or over-the-counter, that needs to be administered during school hours must be done so with the authorization of EACS staff. No student may carry any medication, including inhalers or epi-pens, without the permission of the school. Self-administration of inhalers and epipens are allowed when approved by the student's physician, parent, and school staff.

All medications must be brought to school by an adult, be properly labeled, and be in its original container. A doctor's order must accompany all medication and a parent must sign a Medication Permission Form.

With parental permission, EACS staff can administer acetaminophen and ibuprofen to students. Staff will first examine the student to determine need.

Abuse and Neglect

Under Georgia law, information about suspected child abuse or neglect must be communicated by school employees to the Division of Family and Children Services. Any school employee who suspects a student is being neglected or abused should immediately communicate this information to one of the school's administrators and to the Division of Family and Children Services.

School Safety Zone

EACS is a designated school safety zone pursuant to O.C.G.A. § 16-11-127.1. Weapons are not allowed on EACS property, at EACS activities, or in any vehicles rented or owned by EACS, with the exception of state and federal law enforcement officers with arrest powers.

BUILDING AND PERSONAL PROPERTY COVERAGE FORM (INCLUDING SPECIAL CAUSES OF LOSS)

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BUILDING AND PERSONAL PROPERTY COVERAGE FORM (INCLUDING SPECIAL CAUSES OF LOSS)

Various provisions in this policy restrict coverage. Read the entire policy carefully to determine rights, duties and what is and is not covered.

Throughout this policy the words "you" and "your" refer to the Named Insured shown in the Declarations. The words "we", "us" and "our" refer to the Company providing this insurance.

Other words and phrases that appear in quotation marks have special meaning. Refer to **SECTION G. DEFINITIONS.**

SECTION A. COVERAGE

We will pay for direct physical "loss" to Covered Property at the "premises" caused by or resulting from any Covered Cause of Loss.

1. Covered Property

Covered Property, as used in this Coverage Part, means the following types of property for which a Limit of Insurance is shown in the Declarations:

a. Building

Building, means the building or structure described in the Declarations, including:

(1) Completed additions;

(2) Fixtures, including outdoor fixtures;

(3) Permanently installed:

(a) Machinery and equipment;

(b) Building glass, including any lettering and ornamentation;

(c) Signs attached to a building or structure that is Covered Property;

(d) Awnings and canopies;

(4) Personal property owned by you that is used to maintain or service a covered building or its "premises", including:

(a) Fire extinguishing equipment;

(b) Outdoor furniture;

(c) Floor coverings; and

(d) Appliances used for refrigerating, ventilating, cooking, dishwashing or laundering;

(5) If not covered by other insurance:

(a) Additions under construction, alterations and repairs to a covered building;

(b) Materials, equipment, supplies and temporary structures, on or within 1,000 feet of the "premises", used for making additions, alterations or repairs to a covered building.

b. Outdoor Signs

Your outdoor signs permanently installed and not attached to a covered building, and located within 1,000 feet of the "premises".

c. Outdoor Fences

Your outdoor fences.

d. Business Personal Property

Your Business Personal Property located in or on the building described in the Declarations or in the open (or in a vehicle) within 1,000 feet of the "premises". Your Business Personal Property consists of the following unless otherwise specified in the Declarations or on the **BUSINESS PERSONAL PROPERTY - SEPARATION OF COVERAGE ENDORSEMENT.**

(1) Furniture;

(2) Machinery and equipment;

(3) "Stock";

(4) All other personal property owned by you and used in your business;

(5) The cost of labor, materials or services furnished or arranged by you on personal property of others;

(6) Your use interest as tenant in improvements and betterments. Improvements and betterments are fixtures, alterations, installations or additions:

(a) Made a part of the building or structure you occupy but do not own; and

(b) You acquired or made at your expense but cannot legally remove;

(7) Leased personal property used in your business for which you have a contractual responsibility to insure. Such leased property is not considered per-

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sonal property of others in your care, custody or control;

(8) Personal Property of Others that is in your care, custody or control or for which you are legally liable.

(a) This does not include personal effects owned by you, your officers, your partners, or if you are a limited liability company, your members or your managers, or your employees (including leased and temporary workers), except as provided in **5. Coverage Extensions, l. Personal Effects**;

(b) This does not include property of others for which you are legally liable as:

1) A carrier for hire; or

2) An arranger of transportation, including carloaders, consolidators, brokers, freight forwarders, or shipping associations; and

(9) Sales samples.

2. Property Not Covered

Covered Property does not include:

a. **Accounts, Deeds, Money or Securities**

Except as provided in **SECTION A. COVERAGE, 5. Coverage Extensions, a. Accounts Receivable,** Accounts, bills, currency, deeds, food stamps or other evidences of debt, "money", notes or "securities";

b. **Animals**

Animals, unless

(1) Owned by others and boarded by you; or

(2) Owned by you and covered as "stock" while inside of buildings

and then only as provided in **3. Covered Causes of Loss, c. Limitations.**

c. **Automobiles**

Automobiles held for sale;

d. **Contraband**

Contraband, or property in the course of illegal transportation or trade;

e. **Electronic Data**

Except as provided in **SECTION A. COVERAGE, 5. Coverage Extensions, d. Electronic Data,** "Electronic data". This Paragraph e. does not apply to your "stock" of prepackaged software.

f. **Excavations, Grading & Backfilling**

The cost of excavations, grading, backfilling or filling;

g. **Foundations**

Foundations of buildings, structures, machinery or boilers, if their foundations are below:

(1) The lowest basement floor; or

(2) The surface of the ground, if there is no basement.

h. **Land, Water or Growing Crops**

Land (including land on which the property is located), water, growing crops or lawns;

i. **Paved Surfaces**

Bridges, roadways, walks, patios or other paved surfaces;

j. **Property While Airborne or Waterborne**

Personal property while airborne or waterborne;

k. **Pilings or Piers**

Pilings, piers, bulkheads, wharves or docks;

l. **Property More Specifically Insured**

Property that is covered under another coverage form of this or any other policy in which it is more specifically described, except as provided in **G. Other Insurance** of the **COMMERCIAL PROPERTY CONDITIONS**;

m. **Retaining Walls**

Retaining walls that are not part of any building described in the Declarations;

n. **Underground Pipes, Flues or Drains**

Underground pipes, flues or drains;

o. **Valuable Papers & Records and Cost to Research**

Except as provided in **SECTION A. COVERAGE, 5. Coverage Extensions, r. Valuable Papers and Records,** the cost to research, replace or restore the information on "valuable papers and records", including those which exist as "electronic data".

This does not apply to "valuable papers and records" held for sale by you.

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p. **Vehicles or Self-Propelled Machines**

Vehicles or self-propelled machines (including aircraft or watercraft) that:

(1) Are licensed for use on public roads; or

(2) Are operated principally away from the "premises".

This paragraph does not apply to:

(1) Vehicles or self-propelled machines or autos you manufacture, process or warehouse;

(2) Vehicles or self-propelled machines, other than autos, you hold for sale;

(3) Rowboats or canoes out of water and located at the "premises"; or

(4) Trailers, but only as provided in **SECTION A. COVERAGE, 5. Coverage Extensions, o. Trailers (Non-Owned Detached).**

q. **Property While Outside of Buildings**

The following property while outside of buildings (except as provided in **SECTION A. COVERAGE, 5. Coverage Extensions**):

(1) Grain, hay, straw or other crops;

(2) Signs, except:

a) Signs attached to a covered building or structure;

b) Signs for which a Limit of Insurance is shown in the Declarations.

(3) Outdoor fences, except outdoor fences for which a Limit of Insurance is shown in the Declarations;

(4) Radio antennas, television antennas or satellite dishes; including their lead-in wiring, masts, and towers; and

(5) Trees, shrubs or plants (other than "stock" of trees, shrubs or plants).

3. Covered Causes of Loss

a. **Risks of Direct Physical Loss**

Covered Causes of Loss means RISKS OF DIRECT PHYSICAL LOSS unless the "loss" is:

(1) Excluded in **SECTION A. COVERAGE, 3. Covered Causes of Loss, b. Exclusions**; or

(2) Limited in **SECTION A. COVERAGE, 3. Covered Causes of Loss, c. Limitations**;

that follow.

b. **Exclusions**

(1) We will not pay for "loss" caused directly or indirectly by any of the following, unless otherwise provided. Such "loss" is excluded regardless of any other cause or event that contributes concurrently or in any sequence to the "loss".

(a) Ordinance or Law

Except as provided in **SECTION A. COVERAGE, 4. Additional Coverages, g. Ordinance or Law**, the enforcement of any ordinance or law:

1) Regulating the construction, use or repair of any building or structure; or

2) Requiring the tearing down of any building or structure, including the cost of removing its debris.

This exclusion applies whether "loss" results from:

1) An ordinance or law that is enforced even if the building or structure has not been damaged; or

2) The increased costs incurred to comply with an ordinance or law in the course of construction, repair, renovation, remodeling or demolition of any building or structure, or removal of its debris, following a physical "loss" to that building or structure.

(b) Earth Movement

1) Earthquake, including any earth sinking, rising or shifting related to such event;

2) Landslide, including any earth sinking, rising or shifting related to such event;

3) Mine subsidence, meaning subsidence of a man-made mine, whether or not mining activity has ceased;

4) Earth sinking (other than "sinkhole collapse"), rising or shifting including soil conditions which cause settling, cracking or other disarrangement of foundations or other parts of realty. Soil conditions

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include contraction, expansion, freezing, thawing, erosion, improperly compacted soil and the action of water under the ground surface.

But if Earth Movement, as described in **(b) 1)** through **4)** above, results in fire or explosion, we will pay for the "loss" caused by that fire or explosion.

5) Volcanic eruption, explosion or effusion. But if volcanic eruption, explosion or effusion results in fire, building glass breakage or volcanic action, we will pay for the "loss" caused by that fire, building glass breakage or volcanic action.

Volcanic action means direct "loss" resulting from the eruption of a volcano when the "loss" is caused by:

a) Airborne volcanic blast or airborne shock waves;

b) Ash, dust or particulate matter; or

c) Lava flow.

All volcanic eruptions that occur within any 168-hour period will constitute a single occurrence.

Volcanic action does not include the cost to remove ash, dust or particulate matter that does not cause direct physical "loss" to the described property.

6) This exclusion **Earth Movement** does not apply to:

a) SECTION A. COVERAGE, 5. Coverage Extensions, a. Accounts Receivable;

b) SECTION A. COVERAGE, 5. Coverage Extensions, p. Transportation;

c) SECTION A. COVERAGE, 5. Coverage Extensions, r. Valuable Papers and Records; or

d) Office furniture that is covered Business Personal Property.

(c) Governmental Action

Seizure or destruction of property by order of governmental authority. However, we will pay for "loss" caused by or resulting from acts of destruction ordered by governmental authority and taken at the time of a fire to prevent its spread, if the fire would be covered under this Coverage Part.

(d) Nuclear Hazard

Nuclear reaction or radiation, or radioactive contamination, however caused.

(e) Utility Services

1) Except as provided in **SECTION A. COVERAGE, 5. Coverage Extensions, q. Utility Services**, the failure of power or other utility services supplied to the "premises", however caused, if the failure occurs away from the "premises". Failure includes lack of sufficient capacity and reduction in supply.

However, if the failure of power or other utility service results in a Covered Cause of Loss, we will pay for that portion of "loss" caused by that Covered Cause of Loss.

2) This exclusion does not apply to Business Income coverage or Extra Expense coverage. Instead, **SECTION A. COVERAGE, 3. Covered Causes of Loss, b. Exclusions, (4) Special Exclusions** applies to these coverages.

(f) War and Military Action

1) War, including undeclared or civil war;

2) Warlike action by a military force, including action in hindering or defending against an actual or expected attack, by any government, sovereign or other authority using military personnel or other agents; or

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3) Insurrection, rebellion, revolution, usurped power, or action taken by governmental authority in hindering or defending against any of these.

(g) Water

1) Flood, surface water, waves, tides, tidal waves, overflow of any body of water, or their spray, all whether driven by wind or not;

2) Mudslide or mudflow;

3) Water or waterborne material which backs up through or overflows or is discharged from a sewer, drain, septic system, sump pump or related equipment; or

4) Water or waterborne material under the ground surface pressing on, or flowing or seeping through:

a) Foundations, walls, floors or paved surfaces;

b) Basements, whether paved or not; or

c) Doors, windows or other openings.

However, if water, as described in **(g)1)** through **(g)4)** above, results in fire, explosion or sprinkler leakage, we will pay for that portion of "loss" caused by that fire, explosion or sprinkler leakage.

5) This exclusion **Water** does not apply to:

a) **SECTION A. COVERAGE, 5. Coverage Extensions, a. Accounts Receivable;**

b) **SECTION A. COVERAGE, 5. Coverage Extensions, p. Transportation;**

c) **SECTION A. COVERAGE, 5. Coverage Extensions, r. Valuable Papers and Records**; or

d) Office furniture that is covered Business Personal Property.

(h) "Fungi", Wet Rot, Dry Rot, and Bacteria

1) Presence, growth, proliferation, spread or any activity of "fungi", wet or dry rot or bacteria. But if "fungi", wet or dry rot or bacteria results in a "specified cause of loss", we will pay for the "loss" caused by that "specified cause of loss".

2) This exclusion does not apply:

a) When "fungi", wet or dry rot or bacteria results from fire or lightning; or

b) To the extent that coverage is provided in **SECTION A. COVERAGE, 5. Coverage Extensions, g. "Fungi", Wet Rot, Dry Rot and Bacteria - Limited Coverage** with respect to "loss" from a cause of loss other than fire or lightning.

Exclusions **b.(1)(a)** through **b.(1)(h)** apply whether or not the "loss" event results in widespread damage or affects a substantial area.

(2) We will not pay for "loss" caused by or resulting from any of the following:

(a) Electrical Current

Artificially generated electrical current, including electric arcing, that disturbs electrical devices, appliances or wires. However, if artificially generated electrical current results in fire, we will pay for that portion of the "loss" caused by that fire.

(b) Delay or Loss of Use

Delay, loss of use or loss of market.

(c) Smoke, Vapor, Gas

Smoke, vapor or gas from agricultural smudging or industrial operations.

(d) Miscellaneous Causes of Loss

1) Wear and tear;

2) Rust or other corrosion, decay, deterioration, hidden or latent defect or any quality in property that causes it to damage or destroy itself;

3) Smog;

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NON - PROFIT ORGANIZATION BLUE CHIP POLICY

PART I

DIRECTORS, OFFICERS, TRUSTEES AND ORGANIZATION LIABILITY COVERAGE

In consideration of the payment of the premium, in reliance on all statements in the "proposal" and all other information provided to us and subject to all the provisions of this policy, including the General Declarations, the Part I Declarations and Coverage Part V General Provisions, we and the "insureds" agree as set forth below.

SECTION I - INSURING AGREEMENT

We will pay on behalf of the "insureds" all "loss" which they shall be legally obligated to pay resulting from any "claim" first made during the "policy period", or any "extended reporting period" included in or endorsed to the policy, for a "wrongful act".

We will have the right and duty to defend the "insureds" against any such "claim".

SECTION II - EXCLUSIONS

We are not liable to pay, indemnify or defend any "claim":

A. Where all or part of such "claim" is based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged violation of the Employee Retirement Income Security Act of 1974 as amended or any rules, regulations or orders promulgated thereunder or any similar provisions of any federal, state or local statutory or common law in connection with any pension or welfare plan established for the benefit of employees of the "organization"; or

B. Brought or maintained by, on behalf of or at the behest of any of the "insureds" in any capacity and regardless of collusion; provided, however, this exclusion does not apply to:

   1. Any "claim" brought or maintained as a derivative action on behalf of the "organization" or any "subsidiary" by one or more persons who are not "directors, officers and trustees" or employees and who bring and maintain the "claim" without the solicitation, assistance or participation of any of the "insureds"; or

   2. Any "claim" brought or maintained by any of the "insureds" for contribution or indemnity, if such "claim" for contribution or indemnity directly results from another "claim" covered by the Coverage Part; or

   3. Any "claim" brought or maintained by an examiner, trustee, receiver, liquidator, rehabilitator, bankruptcy trustee or similar official of the "organization" in connection with a bankruptcy proceeding of the "organization" or any "subsidiary"; or

   4. A "claim" brought or maintained by "directors, officers and trustees" or employees of the "organization" or any "subsidiary" who has not served as "directors, officers and trustees" or employees of the "organization" or any "subsidiary" for at least a four year period prior to the date the "claim" is first made and who bring and maintain the "claim" without the solicitation, assistance or participation of any "directors, officers and trustees" or employees who has served as "directors, officers and trustees" or employees within such four year period; or

C. Based upon, arising out of, or in consequence of, or in any way involving any "wrongful act" in the discharge of the duties of any of the "directors, officers and trustees" or employees as a director, officer, trustee, employee, volunteer or member of any entity other than the "organization" or any "subsidiary", even if directed or requested to serve such other entity by the "organization" or any "subsidiary", provided, however, this exclusion shall not apply to the extent:

   1. Such "claim" is based on the service of any of the "directors, officers and trustees" or employees as a director, officer, governor, trustee or in an executive position equivalent to the foregoing in any "outside organization" if the service is performed at the direction of the "organization" or any "subsidiary"; and

   2. The "loss" resulting from such "claim" is not indemnified by the "outside organization" or any of its insurers; or

D. Where all or part of such "claim" is based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged violation of:

   1. The Securities Act of 1933 as amended or the Securities Exchange Act of 1934 as amended; or

2. Any state Blue Sky or other state securities law applicable to publicly held shares; or

3. Any rule, regulation or order issued pursuant to any of the statutes set forth in Exclusions **II.D.1.** or **II.D.2.** of this Coverage Part, or any federal or state common law concerning such acts, laws, rules, regulations or orders; or

E. Where all or part of such "claim" is based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving a "claim" for a "wrongful act" as defined in Coverage Part **II**, whether or not such coverage part is purchased; or

F. Where all or part of such "claim" is based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving a "wrongful act" as defined in Coverage Part **IV**, whether or not such coverage part is purchased.

With respect to determining the applicability of the above Exclusions, no "wrongful act" or knowledge possessed by any one of the "insureds" shall be imputed to any other "insured" to determine if coverage is available, except the facts pertaining to and knowledge possessed by any past, present or future Executive Director, Chief Financial Officer, President, Chief Executive Officer, Chairman of the Board or General Counsel of the "organization" or any "subsidiary" shall be imputed to the "organization" or any "subsidiary" to determine if coverage is available.

SECTION III - LIMIT OF INSURANCE AND DEDUCTIBLES

A. We will pay 100% of "loss" in excess of the applicable Deductible amount set forth in the Part **I** Declarations up to the Limit of Insurance set forth in the Part **I** Declarations.

B. The Deductible shall apply only to, and be paid by, the "organization". Any "loss" paid by us within the Deductible shall be reimbursed by the "organization" within 30 days of our written request for such reimbursement.

C. "Defense costs" shall be part of and not in addition to the Limit of Insurance set forth in the Part **I** Declarations. "Defense costs" we pay shall reduce the Limit of Insurance. "Defense costs" paid by the "organization" shall be applied against the Deductible.

D. Our maximum aggregate liability for all "loss" resulting from all "claims" under this Coverage Part shall be the Limit of Insurance set forth in the Part **I** Declarations.

SECTION IV - DEFINITIONS

Where set forth in quotes in this Coverage Part, whether in singular or in plural, the following terms shall have the meanings indicated.

A. "Claim" means:

1. A written demand for monetary damages or non-monetary relief; or

2. A civil proceeding commenced by filing of a complaint or similar pleading; or

3. A formal administrative or regulatory proceeding commenced by a filing of charges, formal investigative order or similar document; or

4. An arbitration, mediation or similar alternative dispute resolution proceeding in which monetary damages are sought if the "insured" is required or agrees to participate in such proceeding, with our written consent; or

5. A criminal proceeding against any "directors, officers or trustees" of the "organization" or any "subsidiary" (not any "employees, volunteers or members") commenced by a return of an indictment; or

6. A written request to toll or waive a statute of limitations related to a potential "claim" described in Definitions **A.1** through **A.5.** above;

against any "insured", including any appeal therefrom.

B. "Directors, officers and trustees" means:

1. All persons who were, now are, or shall become a duly elected or appointed director, officer or trustee of the "organization" or a "subsidiary"; and

2. The lawful spouse of a director, officer or trustee, but only to the extent such person is a party to any "claim" solely in such person's capacity as a spouse of a director, officer or trustee of the "organization" or a "subsidiary" and only if the "claim" seeks damages recoverable from marital

community property, property jointly held by the director, officer or trustee and the spouse, or property transferred from the director, officer or trustee to the spouse.

C. "Disqualified person" means a "disqualified person" as that term is defined in Section 4958 of the Internal Revenue Code of 1986, as amended.

D. "Employees, volunteers and members" means:

1. Any person who is a past or present employee, or a past or present committee member, whether or not they are or were salaried, of the "organization" or a "subsidiary"; and

2. Past or present members or volunteers of the "organization" or a "subsidiary" while acting on behalf of the "organization" or a "subsidiary" in a voluntary capacity at the direction of the board of directors, or board of trustees.

E. "Excess benefit transaction" means an "excess benefit transaction" as that term is defined in Section 4958 of the Internal Revenue Code of 1986, as amended.

F. "Excess benefit transaction tax" means any excise tax imposed by the Internal Revenue Service on any "insured" who is an "organizational manager" as a result of such "insured's" participation in an "excess benefit transaction".

G. "Insureds" means:

1. The "organization";

2. Any "subsidiary";

3. "Directors, officers and trustees"; and

4. "Employees, volunteers and members";

including their estates, heirs, legal representatives or assigns in the event of their death, incapacity or bankruptcy.

H. "Loss" means "defense costs" and the total amount of monetary damages which the "insured" becomes legally obligated to pay on account of any "claim" for a "wrongful act" with respect to which coverage hereunder applies, including damages, judgments, settlements, prejudgment and postjudgment interest and punitive or exemplary damages or the multiplied portion of any multiplied damage award if insurable under the applicable law most favorable to the insurability of punitive, exemplary or multiplied damages.

"Loss" shall also include:

Any "excess benefit transaction tax" an "insured" is obligated to pay as a result of a "claim". The maximum Limit of Insurance for any "excess benefit transaction tax" in the aggregate shall be $10,000. This sublimit shall be part of and not in addition to the Limit of Insurance set forth in Part I Declarations and does not increase our maximum aggregate liability under this Coverage Part. The "excess benefit transaction tax" shall not include the 25% excise tax assessed against any "disqualified person" or the 200% tax assessed for failure to correct an "excess benefit transaction".

"Loss" shall not include:

1. Taxes, criminal or civil fines or penalties imposed by law, except as noted above; or

2. Any restitution, disgorgement or similar sums; or

3. Any matter deemed uninsurable under the law pursuant to which this Coverage Part shall be construed.

I. "Organization" means the entity listed as the "Insured Entity" under Item 1. of the Part I Declarations.

J. "Organizational manager" means an "organizational manager" as that term is defined in Section 4958 of the Internal Revenue Code of 1986, as amended.

K. "Outside organization" means any non-profit corporation, community chest, fund or foundation other than the "organization", which is described in Section 501(c)(3) of the Internal Revenue Code of 1985, as amended, and is exempt from federal income taxation.

L. "Subsidiary" means:

1. Any entity in which the "insured entity" owns, directly or indirectly, more than 50% of the outstanding securities or voting rights representing the right to vote for election of directors; and

2. Which is described in Section 501(C)(3) or 501(C)(2) of the Internal Revenue Code of 1986, as amended and is exempt from federal income taxation.

M. "Wrongful act" means any actual or alleged error, misstatement, misleading statement, act, omission, neglect or breach of duty committed, attempted or allegedly committed or attempted on or after the Retroactive Date, if any, set forth in the Part I Declarations and prior to the end of the "policy period" by:

1. Any of the "directors, officers and trustees" or "employees, volunteers and members" in the discharge of their duties solely in their capacity as a director, officer, trustee or employee of the "organization" or any "subsidiary" or member or volunteer of the "organization" or any "subsidiary" while acting in a voluntary capacity at the direction of the board of directors or board of trustees; or

2. Any of the "directors, officers and trustees" or "employees, volunteers and members" of the "organization" in the discharge of their duties solely in their capacity as a director, officer, governor, trustee or in an executive position equivalent to the foregoing in any "outside organization" if the service is performed at the direction of the "organization" or any "subsidiary" or with the consent and knowledge of the "organization" or any "subsidiary"; or

3. The "organization" or any "subsidiary".

PART II

EMPLOYMENT PRACTICES LIABILITY COVERAGE

In consideration of the payment of the premium, in reliance on all statements in the "proposal" and all other information provided to us and subject to all provisions of this policy, including the General Declarations, the Part II Declarations and Coverage Part V General Provisions, we and the "insureds" agree as set forth below.

SECTION I - INSURING AGREEMENTS

A. We will pay on behalf of the "insureds" all "loss" which they shall be legally obligated to pay resulting from any "claim" first made during the "policy period", or any "extended reporting period" included in or endorsed to the policy, for a "wrongful act".

B. If optional "third party wrongful act" coverage is purchased, as set forth in Part II Declarations, we will pay on behalf of the "insureds" all "loss" which they shall be legally obligated to pay resulting from any "claim" first made during the "policy period", or any "extended reporting period" included in or endorsed to the policy, for a "wrongful act".

We will have the right and duty to defend the "insureds" against any such "claim".

SECTION II - EXCLUSIONS

This insurance does not apply to:

A. "Loss" incurred by the "insured" in making physical changes, modifications, alterations, or improvements as part of an accommodation pursuant to the Americans With Disabilities Act or similar provisions of any federal, state or local statutory or common law; provided, however, this exclusion does not apply to "defense costs"; or

B. Any "claim" where all or part of such "claim" is based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving the:

1. Employee Retirement Income Security Act of 1974; or
2. Fair Labor Standards Act (except the Equal Pay Act); or
3. National Labor Relations Act (including the Labor Management Relations Act of 1947); or
4. Worker Adjustment and Retraining Notification Act; or
5. Consolidated Omnibus Budget Reconciliation Act of 1985; or
6. Occupational Safety and Health Act; or

any amendments to or rules, regulations or orders promulgated pursuant to these laws, or similar provisions of any federal, state, or local statutory or common law. However, this exclusion shall not apply to a "claim" for retaliatory treatment of a person with respect to actual or threatened disclosures by such person of any actual or alleged violation of the Employee Retirement Income Security Act, the Fair Labor Standards Act, the National Labor Relations Act (including the Labor Management Relations Act of 1947), the Worker Adjustment and Retraining Notification Act, the Consolidated Omnibus Budget Reconciliation Act or the Occupational Safety and Health Act by any "insured"; or

C. Any "claim" where all or part of such "claim" is based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged obligation of any "insured" under any workers' compensation, unemployment insurance, social security, disability benefits or similar law, or derivative actions arising out of any of these. However, this exclusion shall not apply to any "claim" for retaliatory treatment by an "insured" due to the exercise of rights granted under any such law; or

D. Any "claim" where all or part of such "claim" is based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged "wrongful act" committed, attempted, or allegedly committed or attempted concurrent with or after a lockout, strike, picket line, replacement or other similar actions resulting from labor disputes or labor negotiations; or

E. Any "claim" where all or part of such "claim" is based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving any actual or alleged labor or grievance arbitration or other proceeding pursuant to a collective bargaining agreement; or

F. Any "claim" where all or part of such "claim" is based upon, arising out of, directly or indirectly resulting from or in consequence of, or in any way involving a "wrongful act" as defined in Coverage Part IV, whether or not such coverage part is purchased.

With respect to determining the applicability of the above Exclusions, no "wrongful act" or knowledge possessed by any one of the "insureds" shall be imputed to any other "insured" to determine if coverage is available, except that facts pertaining to and knowledge possessed by any past, present or future Executive Director, Chief Financial Officer, President, Chief Executive Officer, Chairman of the Board or General Counsel of the "organization" or any "subsidiary" shall be imputed to the "organization" or any "subsidiary" to determine if coverage is available.

SECTION III - LIMIT OF INSURANCE AND DEDUCTIBLE

A. The Limits of Insurance shown in the Part II Declarations and the rules below fix the most we will pay regardless of the number of:

1. "Insureds" under this Coverage Part;
2. "Claims" made or suits brought on account of "wrongful acts" or otherwise; or
3. Persons or organizations making "claims" or bringing suits.

B. Our liability shall apply only to that part of each covered "loss" which is excess of the Deductible amount specified in the Part II Declarations and such Deductible amount shall be borne by the "insureds".

C. "Defense costs" incurred by us or by the "insured" with our written consent are part of and not in addition to the Limit of Insurance set forth in the Part II Declarations. Our payment of "defense costs" reduces the Limit of Insurance.

D. Our maximum aggregate liability for all "loss" resulting from all "claims" under this Coverage Part shall be the Limit of Insurance set forth in the Part II Declarations.

SECTION IV - SUPPLEMENTARY PAYMENTS

We will pay with respect to any "claim" we defend:

A. The cost of any appeal bond, attachment bond, or any similar bond, but only for bond amounts within the applicable Limit of Insurance; provided, however, we do not have to apply for or furnish these bonds; and

B. All reasonable expenses incurred by the "insured" at our request to assist us in the investigation or defense of the "claim", including actual loss of earnings up to $250 a day because of time off from work.

These payments will not reduce the Limits of Insurance.

SECTION V - DEFINITIONS

Where set forth in quotes in this Coverage Part, whether in singular or in plural, the following terms shall have the meanings indicated.

A. "Benefits" means perquisites, fringe benefits, payments in connection with an "employee" benefit plan and any other payment, other than salary or wages, to or for the benefit of an "employee" arising out of the employment relationship.

B. "Claim" means a written demand for monetary damage or non-monetary relief; a civil or administrative proceeding commenced by filing of a complaint, charge or similar pleading; an arbitration, mediation or similar alternative dispute resolution proceeding if the "insured" is required or agrees to participate in such proceeding with our written consent or a written request to toll or waive a statute of limitations relating to a potential "claim" described above which is brought by or on behalf of:

1. For the purposes of Insuring Agreement **I.A.**, any past, present or prospective "employee(s)" of the "insured entity" against any of the "insureds", including any appeal therefrom, for:
   - **a.** Wrongful discharge or termination of employment, including constructive discharge; or
   - **b.** Breach of any oral or written employment contract or quasi-employment contract except for that part of any express contract of employment or an express obligation to make payments in the event of the termination of employment; or
   - **c.** Employment related misrepresentation; or
   - **d.** Violation of any federal, state or local law that concerns employment discrimination including sexual harassment involving unwelcome sexual advances, requests for sexual favors or other verbal or physical acts of a sexual nature that:

Eligible School Checklist

A charter school petition may not be submitted by home study programs or schools, existing private schools, sectarian or religious schools, or private for-profit schools.

An applicant can demonstrate that their petition does not involve the conversion of an existing private school by answering NO to all of the following:

a. Will your proposed charter school have the same or substantially the same board of trustees and/or officers as an existing private school? ☒ No ☐ Yes

b. Will your proposed charter school employ a substantial proportion of employees who will be drawn from an existing private school? ☒ No ☐ Yes

c. Will your proposed charter school receive a substantial portion of the assets and property of an existing private school? ☒ No ☐ Yes

d. Will your proposed charter school be located at the same site as an existing private school? ☒ No ☐ Yes

e. Will the private school close within one year of establishment of your proposed charter school? ☒ No ☐ Yes

f. Will a substantial portion of your proposed charter school's students be drawn from the existing private school? ☒ No ☐ Yes

If you answered "yes" to any of the questions above, your proposed school is not eligible to become a charter school with DeKalb County.

Eligible Uses for Quality Basic Education (QBE) Formula Funds

A charter school is authorized to serve one or more of the grades one through twelve. It may also establish a Kindergarten program. However, QBE formula earnings do not cover Pre-K programs.

Charter schools may not provide English language instruction, GED preparation courses, technical certification courses, after school programs, tutorials or other programs or services to parents or family members using Quality Basic Education (QBE) formula funds.

While these services are permitted in the school facilities, they must be funded through other revenue sources and therefore, should not be included in the school's operating budget. Funds for these services, including personal funds, should not be commingled.

DeKalb County
School District

1701 Mountain Industrial Boulevard
Stone Mountain, GA 30083-1027
678-676-1200

Board of Education
Dr. Melvin Johnson, Chair
Mr. James L. 'Jim' McMahan, Vice Chair
Mr. David Campbell
Dr. Karen D. Carter
Mr. John W. Coleman
Dr. Michael A. Erwin
Mr. Thad Mayfield
Dr. Joyce Morley
Mr. Marshall D. Orson

Superintendent
Mr. Michael L. Thurmond

Charter School Letter of Assurances

This Letter of Assurances (hereinafter "Assurances") is made effective the ____ day of _____, 20_____, by and between DeKalb County School District (the "District" or "DCSD") and the petitioner of a proposed charter school: East Atlanta Charter School, in which the petitioner assures that, if approved, the following procedures and obligations will be followed throughout the term of the charter in accordance with the terms of the Charter and all applicable federal, state, and local laws, rules, and regulations. These Assurances enumerate all of these requirements and, the Petitioner hereby provides the legal assurance that the proposed charter school understands and will do these things.

Students, Academic Performance & Student Growth

1. The charter school understands that as a public school, it cannot charge tuition or fees for attendance.

2. The recruitment of students is the responsibility of the petitioner and the charter school. During the recruitment process, the charter will provide parents of potential students with accurate information about the programs, services and amenities available at the school.

3. The charter 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. Additionally, the charter school will adhere to all assessment guidelines and procedures as outlined by the State Assessment Handbook, the State Accommodations Manual, and other state and local guidance on assessment.

4. The charter school agrees to unannounced visits and announced instructional audits conducted by the DeKalb School District's Charter School Office, or the Internal Audit Team, as needed.

5. The charter school will adopt the DCSD Student Code of Conduct, and modify this document to meet the due process needs of the school. An electronic copy of the charter school's Student Code of Conduct will be submitted to the Charter Office by August 1st, each school year.

6. The charter school shall comply with federal due process procedures regarding student discipline and dismissal.

Student Support Services

1. The provision of services and due process procedures will be implemented for students with disabilities and English Language Learners in accordance with all relevant Federal and State laws, rules, and regulations.

2. Establish a Student Support Team (SST) in accordance with state guidelines and local school board policies manual and use DCSD forms for SST.

3. Establish a Section 504 team in accordance with state guidelines and local school board policies.

4. Use DCSD forms for Section 504, special education, counseling services, psychological services, social services and health services.

5. Handle all discipline issues regarding Section 504 students in accordance with federal regulations, state guidelines, and local school board policies.

Petitioner's Initials: YCY

6. Comply with Section 504 by providing the appropriate accommodations and equipment.

7. Immediately notify the DCSD Charter Office, upon receipt of a complaint made by a parent/guardian or student concerning the Individuals with Disabilities in Education Act or §504 Plan, furnish a copy of such complaint and cooperate fully in the investigation, defense and resolution of such complaint.

8. Hire or contract certified Special Education teacher(s), a licensed school counselor, a licensed certified school psychologist or a licensed clinical psychologist, a licensed school social worker, a licensed school nurse, and special education paraprofessionals, to provide services to eligible students (in accordance with State guidelines and DCSD policy).

9. Develop, maintain, and implement an Individualized Education Plan (IEP) for each student identified as needing special education services.

10. If the charter school does not have a certified or Hi-Q identified special education teacher, the school must employ substitute teachers as required by state guidelines until a certified/Hi-Q teacher is hired, and the substitute must be able to knowledgably maintain and implement students' Individualized Education Plans.

11. Handle discipline issues regarding special education students in accordance with federal guidelines, state rules and DCSD policy.

12. Report all allegations of child abuse and/or neglect to the charter school social worker and to the persons required to receive such reports pursuant to state law.

Governance

1. The charter school 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 the charter and in a manner consistent with the Constitution.
2. The charter school's governing board members shall receive initial training and annual training thereafter.

3. The local governance of the charter school shall operate under a structure that retains a local school level governance body of parents, teachers, administrators, and others who are involved in school level governance within the charter.

4. Charter school board members will not constitute a voting majority on any other charter school board, will be voluntary and fully insured and bonded prior to final approval of the charter, and will maintain fully bonded status throughout the term of the charter.

5. No Petitioner and no member of the governing board of the Petitioner or the charter school shall sell, lease, or receive payment for providing textbooks, supplies, services, equipment, facilities, or land to a charter school or other public school in this school system. Nor will the board members receive payment for services as board members.

6. All meetings of the charter governance 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. (Inspection of Public Records).

7. The governing board will be held accountable for the school's operational functions including, but not limited to fiscal oversight and facilities planning.

8. The charter school's governance board members may only receive compensation for reasonable and actual expenses incurred in connection with performance of their duties.

9. The charter school will have a written grievance procedure to resolve student, parent, and teacher complaints, and a written procedure for resolving conflicts between the charter school and the local board of education.

Petitioner's Initials: ZG

DeKalb County School District
Letter of Assurances for East Atlanta **Charter School**

Financial

1. Any surplus funds remaining at the close of each fiscal year, may be placed in a reserve fund, but the reserves should be used to enhance the charter school's academic program, facilities, or personnel plans, in the following school years.

2. The charter school's annual audit will meet GASB guidelines and will contain a complete asset inventory.

3. The charter school is subject to an audit by the District's Internal Audit Department.

4. The DeKalb County School Board requires an annual financial audit by an independent Georgia-licensed Certified Public Accountant, in accordance with O.C.G.A. § 20-2-2065(b)(7), at the school. The financial reporting format shall be in conformity with generally accepted accounting principles.

5. The school will comply and adhere to the State's October 1 financial audit deadline, and forward a copy of the school's annual audit to the DeKalb County School District's Director of Finance and Charter Office no later than October 1st of each year.

6. The school will be responsible for providing various financial reports to the DCSD Charter Schools Office and DeKalb County Board of Education, including but not limited to monthly budget status report, monthly cash reports and quarterly statements.

7. Any financial audit findings may result in termination of the charter after review of by the DCSD Finance Department.

8. The charter school will comply with the federal monitoring requirements for schools receiving federal funds.

9. Any deficit occurring during or at the end of a fiscal year shall be eliminated by funds to be provided by the Petitioner. The charter school shall not request any additional funds from the DCSD to cover any deficit created by the charter school and the DCSD shall not allocate funds for the charter school for the next fiscal year until the deficit has been resolved satisfactorily.

10. The charter school is solely responsible for all debts incurred by the charter school and its governing body, and the DCSD shall not be contractually bound to the charter school or to any third party with whom the charter school has a contract or from whom the charter school has purchased goods or services, except as otherwise agreed in the charter contract.

11. The charter will provide evidence that it has obtained appropriate bonding of the governing board and administrators by October 1st of its first year of operation.

12. In the event the charter school ceases operation for any reason, the charter school and its governing body shall be responsible for closing out the business affairs of the charter school. The charter school shall cooperate with the DCSD to the extent necessary to provide an orderly return of the students to the appropriate schools for which they are zoned. Any surplus remaining at the time any charter school ceases operations shall be remitted to the DCSD. Any furniture and equipment purchased with state or local funds shall be delivered to DCSD.

13. If the charter school plans to cease operation, the school will notify the DCSD Charter Office within 24 hours of the governing board's decision and include the name and contact information for the person responsible for the closing procedures. Unless an emergency closure is necessary, the charter school will ensure that a transition plan is developed, and the school will close at the end of the fiscal year in which it is operating, or another mutually agreed upon date. The charter school shall submit a financial audit for the final year of operation, prepared by an independent Georgia-licensed certified public accountant. This audit shall include a detailed inventory of all assets. Further, should the charter school not have sufficient funds to pay all of its bills, invoices, or other evidence of indebtedness at the time it ceases operation, DCSD shall not be responsible for any debts incurred or contracts signed by the charter school.

14. The petitioner acknowledges that a charter may be terminated or non-renewed by the DeKalb Board of Education if the Board determines that the charter school failed to meet generally accepted standards of fiscal management as described by the District's financial division.

Petitioner's Initials: ZLY

15. The petitioner acknowledges that if, in the judgment of the DeKalb Board of Education, the charter petitioner is in material breach of one or more provisions of this charter and if such material breach is not fully rectified within 30 days after the receipt of written notice to the petitioner identifying the breach and what must be done to rectify it, the DeKalb Board shall be authorized to suspend all payments to the charter school by the District, until such breach is satisfactorily resolved, and/or pursue termination of the charter.

Facilities

1. The school will comply with the Uniform Building Code Inspection and the Standard Building Code, Standard Plumbing Code, Standard Mechanical Gas Code, Americans with Disabilities Act as Amended (ADAAA) access requirements and other applicable fire, health and structural safety requirements, local state, and federal laws.

2. The charter school will meet all applicable codes for sanitation, fire, construction, stability, temperature, ventilation, and suitability of physical space. The charter school will maintain a certificate of occupancy from the required government agency. The charter school will grant access to local health and fire department officials for inspection of the premises or operations of the school for purposes of ensuring the health, safety, and welfare of students and employees pursuant to Georgia Statutes and National Fire Protection Association Life Safety Code, N.F.P.A. 101.

3. The charter school is subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of physical health and safety of school students, employees and visitors; conflicting interest transactions; and the prevention of unlawful conduct.

4. Any future facilities, beyond those proposed in the petition, which will be used to educate students are subject to approval by the local board of education and the State Board of Education prior to occupancy.

School Nutrition & Transportation

1. If the charter elects to participate in the National School Breakfast and Lunch Program, the charter will submit its own application to the GADOE and will be responsible for accurately counting meals and submitting financial reimbursement claims to the GADOE for meals meeting specified nutrient standards.

2. The charter school agree to provide the system with transportation safety documentation, if any, as required by the GADOE no later than June 1 for the pending school year.

3. The charter school's transportation program will comply with applicable law and any vehicles or drivers used for transporting students will meet the same safety standards applicable to public schools in this State.

Personnel

1. The charter school shall submit the Certified Personnel Index (CPI) survey to the DeKalb County School District's Human Resources Department no later than October 1, May 1 and July 1, and other times upon request by Human Resources personnel.

2. The charter school will provide documented annual professional development for all instructional staff.

3. The faculty, instructional staff and all other personnel necessary for the operation of the Charter School shall be employees of the Charter School. Charter School instructors of core subjects shall be certified in those subjects by the Georgia Professional Standards Commission, and any applicable state or federal laws. Teachers will meet all other GAPSC requirements for highly qualified teachers working at charter schools. Paraprofessionals with instructional support duties will meet guidelines and regulations of the Georgia Professional Standards Commission, and any applicable state or federal laws.

4. The charter school 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.

Petitioner's Initials: ZLY

5. The charter school shall remit payments to TRS on behalf of employees and shall employ teachers in accordance with TRS.

Administrative

1. Representatives from the charter school will attend any workshop, in-services and/or training and other meeting(s) as required by the DeKalb County School District. Charter school administrators are responsible for informing the charter staff of all required meetings. Charter school administrators will use the school district's email system and will check the email system daily to ensure they stay informed on all required events and information by DCSD, as this will be DCSD's primary means of communication with the schools.

2. No administrator will be directly responsible for the supervision or evaluation of a member of his/her immediate family.

3. The charter school shall report daily attendance to the DeKalb County School System (DCSD) using the standard, approved method of data collection. Master schedules and student schedules must exist for students in grades K-12, as well as final marks for each course after each semester. DCSD will provide the necessary software and training for the student information system application while the charter school shall provide hardware and the necessary internet service connection. The DCSD Student Information System is to be used for the collection of all data and information required by O.C.G.A. 20-2-320 for mandatory reporting to the State Department of Education (SDOE) and federal agencies (example: discipline). The method of data collection will be that which is currently in use by DCSD and may be changed from time to time based on technology currently in use. Existing periodic and end-of-year checklists provided by DCSD will be used to define when progress reports, report cards and other verifications that are to be produced.

4. The charter school shall maintain all student records in accordance with applicable federal and state laws, regulations, rules and policies. The charter school shall maintain all student records on behalf of the Board during each student's enrollment in the charter school. Upon a student's withdrawal or other matriculation from the charter school, the student's educational records shall be returned within ten (10) business days to the Board's student records center for retention. The charter school shall maintain and ensure the privacy and confidentiality of each student's educational record in accordance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g, and shall not disclose to any unauthorized third party any personally identifiable information concerning any student enrolled in the charter school without first obtaining prior written parental permission.

Maximum Flexibility

1. Local charter schools are subject to the control and management of the DCSD Board of Education and are expected to abide by and enforce all laws and regulations governing the health, safety, and welfare of its students.

2. Pursuant to O.C.G.A. §20-2-2065(a), the charter school will meet or exceed the performance-based goals and measureable objectives, in exchange for maximum flexibility afforded by the law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by a local board of education, the State Board of Education, or the Georgia Department of Education. Notwithstanding this maximum flexibility, the charter school shall comply with the terms of the Charter, the Charter Schools Act, and compliance with all applicable federal and state and local laws that may not be waived, pursuant to O.C.G.A. §20-2-2065, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.

Annual Report and Monitoring

1. The charter school shall and will, by October 1st, submit an annual report to the Georgia Department of Education, the DeKalb County Board of Education and parents/guardians of students enrolled in the school. This report shall include all state-mandated assessment and accountability scores and comply with all requirements set out in O.C.G.A. § 20-2-2067.1(c)(1)-(6). The annual report must indicate the progress made in the previous year in meeting the performance based goals identified in the charter and include all state-mandated assessment scores and state mandated accountability indicators.

2. The charter school must use the template provided by the Georgia Department of Education to complete and submit the annual report, but will adhere to any additional survey or questionnaire requirements provided by the District. The District may exercise its right to include notice of deficiencies or provide comments and feedback in the annual report.

Petitioner's Initials: YCY

3. The charter school shall complete annual reports and surveys, as mandated by the DeKalb County School District, and shall be supervised and monitored by the DeKalb County School District's Charter Office.

Charter Adherence of State and Federal Laws

1. The charter school will not waive and is not exempt from Federal law, nor the following state laws:
    a. School Accountability Provisions, Part 3 of Article 2 of Chapter 14 of Title 20 O.C.G.A. § 20-14-30 through O.C.G.A. § 20-14-41
    b. Shall Not Charge Tuition, O.C.G.A. § 20-2-133
    c. Unlawful Conduct in or near a Public School, O.C.G.A. § 20-2-1180 through O.C.G.A. § 20-2-1182
    d. Reporting Requirements – Student Data Collection, O.C.G.A.§ 20-2-320
    e. Brief Period of Quiet Reflection, O.C.G.A. §§ 20-2-1050, 20-2-1051
    f. Open and Public Meetings, O.C.G.A. § 50-14-1 et seq.
    g. Inspection of Public Records, O.C.G.A. § 50-18-70 et seq.
    h. Fingerprinting and Criminal Record Check of All Personnel Employed by the Charter School, O.C.G.A. § 20-2-211
2. The charter school shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations.
3. The charter school shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age. Moreover, the charter school will seek to ensure that a diverse representation of DeKalb students is enrolled in the charter school.
4. The charter school will provide documentation that the school has applied for accreditation and received probationary status by the Southern Association of Colleges and Schools (SACS), Georgia Accrediting Commission (GAC), or other recognized accrediting commission approved by the State Board of Education no later than October 1st of its first year of operation. The charter school understands if it does not receive full accreditation by the end of its second year of operation, DCSD may pursue termination of its charter.
5. The charter agrees to complete registration for the upcoming school year and provide the names, addresses and home school of all accepted students to DCSD no later than April 1st annually. It is understood that the school can continue to accept students after this date and will continue to update the system on the number of students registered and all other student information as requested. If the charter school does not meet its projected enrollment within twenty percent (20%), DCSD may pursue termination of its charter. If the enrollment levels create a financial hardship that puts student achievement in jeopardy, DCSD may pursue termination of its charter unless the charter school can document additional independent financial support.
6. The charter school shall provide an electronic copy of the complete charter school petition and contract to every parent as a part of the student enrollment procedures.

Assurances for Charter Schools with an EMO/CMO Agreement

1. No provision of the [EMO/CMO] agreement shall interfere with the Charter Board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the charter school.
2. No provision of the [EMO/CMO] agreement shall prohibit the Charter Board from acting as an independent, self-governing public body, or allow public decisions to be made other than in compliance with the Open Meetings Act.
3. Upon termination of the agreement, the charter school governing board shall ensure that the managmenet company immediately turns over all student, personnel, fiscal, and other charter school records to the governing board.
4. Nothing in the agreement between the charter school and the [EMO/CMO] shall be construed in any way to limit the authority of the DeKalb County Board of Education including, but not limited to, the authority to take and enforce action pursuant to O.C.G.A. § 50-14-1 et seq. and O.C.G.A. §50-18-70 et seq.
5. To the extent there are any conflicts between the terms of the charter school's charter and the terms of the managment agreement, the terms of the charter will control.

Petitioner's Initials: YY

6. The Governance team of the school will solely retain authority over the budget. Representatives of the [EMO/CMO] will not serve on the Governing Board.

7. This [EMO/CMO] is the charter school's only management partner.

8. The term of the contract with the [EMO/CMO] does not exceed the term of the charter agreement.

9. If an [EMO/CMO] purchases equipment, materials and supplies for the use of, on behalf of or as the agent of the charter, the [EMO/CMO] agreement shall provide that such equipment, materials and supplies shall be and remain the property of the charter. The [EMO/CMO] shall not charge additional commission, mark-up or similar fees, for the items purchased for the use of, on behalf of or as the agent of the charter. Any such purchases must be made from a third party supplier, unless set forth in the charter petition.

10. The governing board must ensure that, while management partners may make recommendations to the governing board, the Board will not be under any contractual obligation to accept these recommendations.

11. The governing board will ensure that the management agreement contains a section that will reasonably permit either party to terminate the contract.

12. The contract should include provisions dealing with ownership of physical and intellectual property developed by the [EMO/CMO] or by the charter school's employees.

Indemnification Rights & Responsibilities

1. The charter school agrees to indemnify, defend and hold harmless the DeKalb County Board of Education, the DeKalb County School District, and the DeKalb County School System (hereinafter collectively referred to as "DCSD"), their officials, officers, employees, agents, volunteers, and assigns (all of whom hereinafter may collectively be referred to as "Indemnitees"), from any and all claims, demands, suits, actions, legal or administrative proceedings, losses, liabilities, costs, interest, and damages of every kind and description, including any attorneys' fees and/or litigation and investigative expenses, for bodily injury, personal injury, (including but not limited to the charter school's employees), patent, copyright, or infringement on any intellectual property rights, or loss or destruction of property (including loss of use, damage or destruction of DCSD owned property) to the extent that any such claim or suit was caused by, arose out of, or contributed to, in whole or in part, by reason of any act, omission, professional error, fault, mistake, or negligence whether active, passive or imputed, of the charter school, its employees, agents, representatives, or subcontractors, their employees, agents, or representatives in connection with or incidental to the charter school's performance of the charter contract, regardless of whether such liability, claim, damage, loss, cost or expense is caused in part by an Indemnitee.

2. The charter school shall be excused from its indemnification obligations, as stated in Paragraph 1 above:
    b. If the claims, demands, suits, actions, proceedings, losses, liabilities arise solely and exclusively out of the negligence of DCSD or one of the Indemnitees; or
    c. If DCSD fails to:
        i. provide written notice of the third party claim or suit as soon as practicable;
        ii. cooperate with all legally reasonable requests of the charter school; or
        iii. assists the charter school with the defense and/or settlement of such claim or suit.

3. The charter school's obligation to indemnify any Indemnitee shall survive the completion, expiration, or termination of the charter contract, for any reason.

Insurance

1. The charter school shall procure and maintain throughout the term of the charter contract, a policy or policies of insurance providing coverage as set forth below that shall protect the charter school and the Indemnitees from any and all claims as set forth in the Indemnification clause that may arise out of charter school's operations under the charter contract.

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2. The policies shall be obtained from insurance companies approved to do business in the State of Georgia or companies acceptable to DCSD. The Charter School shall procure the insurance policy(ies) at it's own expense and shall furnish to DCSD a certificate(s) of insurance containing the following information:
    a. Name and address of agent/broker;
    b. Name and address of insured;
    c. Name of insurance company, underwriting syndicate, or other insuring entity;
    d. Description of coverage in standard terminology;
    e. Policy period;
    f. Policy Number;
    g. Limits of liability;
    h. Name and address of certificate holder;
    i. Acknowledgment to the DCSD of notice requirements of material adverse change;
    j. Signature of authorized agent/broker;
    k. Telephone number of authorized agent/broker; and
    l. Details of policy exclusions applicable to this Agreement in comments section of Insurance Certificate.

3. In addition to the Certificates of Insurance, the charter school's broker/ insurer shall provide copies of the policy endorsements evidencing the coverage(s) for DCSD through the Indemnification and Insurance obligations assumed by **the charter school.** All certificates/endorsements evidencing primary and excess layers shall be renewed and kept current and up to date on an annual or lesser time basis as needed.

4. The charter school is required to maintain the following insurance coverage(s) during the Term of this Agreement:

    a. **Workers' Compensation Insurance** in the amount of the statutory limits established by the General Assembly of the State of Georgia. The charter school shall have the ability to self-insure its required workers compensation coverage if it is an approved self-insurer in the State of Georgia.

    b. **Comprehensive General Liability Policy** (CGL) including Products and Completed Operations, or equivalent coverage, to include the contractual obligation of the charter school for any liability assumed hereunder.

    c. **Business Auto Policy** to include but not be limited to liability coverage on any owned, non-owned and hired vehicle used by **the charter school** or charter school's personnel in the performance of this Agreement and their operations.

    d. **Educators Professional Liability Insurance (Errors and Omissions)** in the amount of $1,000,000 per Insured per Wrongful Act and $3,000,000 in the annual aggregate per Insured for all Wrongful Acts.

    e. **Crime and Fidelity Insurance** in the amount of $500,000 per loss subject to a deductible of not more than $10,000 per occurrence covering Employee Theft and Dishonesty, Forgery or Alteration, Theft of Money and Securities, Robbery or Safe Burglary, Computer Fraud, and Money Orders and Counterfeit Currency.

5. Should the charter school desire to structure their insurance program utilizing a Commercial Umbrella or Excess Liability Policy, all such policies shall have sufficient limits to provide that there is no gap in coverage between an underlying policy and the secondary layer;

6. All **Risk Property Insurance** in sufficient amounts to cover the replacement cost of all structures and contents to their full value for property owned or leased by **the charter school.** Policy(ies) shall be endorsed to name DCSD as a Loss Payee as their interest may appear. Deductible or Self-Insured Retentions shall not exceed $250,000 per claim;

7. Under all coverage required hereunder, the policy(ies) shall be endorsed to include the following terms and conditions:
    a. Except for Professional Liability policies, all coverage shall be on an "occurrence" not "claims made" basis;

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b. The foregoing policies shall contain a provision that coverage afforded under the policies will not be canceled, allowed to lapse, fail to be renewed, or endorsed to adversely change any coverage applicable to DCSD or an Indemnitee for any reason until at least thirty (30) days prior written notice has been given to DCSD;
c. Shall waive all right of subrogation against Indemnitees for any losses arising out of this Agreement;
d. All such coverage shall remain in full force and effect during the Term and any renewal or extension thereof; and
e. Except for any acceptable secondary layer of protection, the policies shall be primary and not excess to any other coverage provided by or available to the Indemnitees.

8. Under coverage required under Sections 7 (b), (c), (d) and (e) above, the policy(ies) shall be endorsed to include the following terms and conditions:
   a. Except as provided otherwise above, minimum limits of $1,000,000 per occurrence $2,000,000 in the annual aggregate (if applicable) with insurers approved to conduct business in the State of Georgia.
   b. Contractual liability coverage, specifically referencing this Agreement and the Indemnification herein.
   c. Shall include Indemnitees as "Additional Insureds."
   d. A severability of interest or cross liability clause or endorsement applicable to Comprehensive General Liability, Auto, and any Excess Liability policy(ies).

9. The charter school shall require any and all subcontractors performing work under this Agreement to carry insurance of the type and with limits of liability as the charter school shall deem appropriate and adequate for the work being performed. However, the obligations of the charter school to the Indemnitees assumed in Sections "Indemnification", and "Insurance" shall not be reduced or diminished by the standards set for the subcontractors. Further, the charter school agrees that their obligation to indemnify and insure the Indemnitees shall pertain to all losses arising out of the subcontractor's acts or negligence in the same manner and to the same extent as if committed by the charter school. The charter school shall obtain and make available for inspection by DCSD, current certificates of insurance evidencing insurance coverage by such subcontractors.

Other Obligations

1. **Entire Agreement.** This Letter of Assurances constitutes the entire agreement between the Charter school, DeKalb Board of Education, and District, with respect to the matters set forth herein and supersedes all prior, contemporaneous, written or oral negotiations, agreements, or understandings between the Parties regarding such matters, but does not supersede the charter contract, which sets forth an entire agreement between the charter school, DeKalb Board of education, and State Board of Education.

2. **Modification.** The DeKalb Board of Education, or District Designee, reserves the right to require the charter school to sign updated versions of this Letter of Assurances throughout the charter term, as necessary.

3. **Waiver.** No failure or delay by the DeKalb Board of Education, or District Designee, in exercising any right or remedy herein shall operate as a waiver thereof. The rights and remedies of the DeKalb District under this Letter of Assurances are cumulative and are not exclusive of any rights or remedies which it would otherwise have herein.

4. **No Violation.** The charter school represents and warrants that the execution of, and performance under, this Letter of Assurances will not be a breach of, violation of, or conflict with any other contract or agreement to which it is a party or subject, including the charter contract.

5. **Headings/Interpretation of MOU.** The headings contained in this Letter of Assurances are for convenience only and shall not affect in any way the meaning or interpretation of this document.

6. **Severability.** In the event that any term or provision of this Letter of Assurances is found to be, or becomes by operation of law, invalid, unenforceable or void, the remaining terms and provisions shall not be affected thereby and shall remain in full force and effect, and the invalid, unenforceable or void term or provision shall be deemed not to be a part of this Letter of Assurances.

Petitioner's Initials: YLY

7. **Governing Law.** This Letter of Assurances shall be governed by and construed and enforced in accordance with the laws of the State of Georgia.

8. **Notices.** Unless otherwise provided in the charter contract, or this Letter of Assurances, all notices shall be in writing and shall be sent by electronic mail, U.S.P. regular mail, personally delivered, overnight delivery service or certified mail, postage prepaid. Notices shall be deemed given (a) on the date delivered if delivered personally or by electronic mail, (b) on the first business day following the date of dispatch if delivered by overnight delivery service, certified mail, or regular mail, or (c) on the earlier of confirmed receipt or the fifth business day following the date of mailing if sent by certified mail.

   Notices shall be addressed as follows:

   To the DeKalb District:
   DeKalb County School District
   1701 Mountain Industrial Boulevard
   Stone Mountain, Georgia 30083
   Attn: Superintendent

   With a copy to:
   Ronald B. Ramsey, Sr., Chief Legal Officer
   DCSD Office of Legal Affairs
   1701 Mountain Industrial Boulevard
   Stone Mountain, Georgia 30083

   Dr. José G. Boza, Jr., Director
   Leadership Development & Charter Schools Office
   1701 Mountain Industrial Boulevard
   Stone Mountain, Georgia 30083

9. **Counterparts.** This Letter of Assurances may be executed in counterparts, each of which shall be deemed an original, and all counterparts so executed shall constitute one agreement binding upon all the Parties.

Petitioner's Initials: ZCZ

DeKalb County School District
Letter of Assurances for East Atlanta **Charter School**

East Atlanta **Charter School**

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Date

DeKalb County Board of Education

Signature

Name

Chair, DeKalb Board of Education
Title

Date

DeKalb County School District

Signature

Name

Superintendent, DeKalb County School District
Title

Date

Petitioner's Initials: YCY