Wildflower Montessori

Public Schools of Colorado

New Charter School Application

Mesa County Valley School District D51

August 2022

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New School Application Assurances

Wildflower Montessori Public Schools of Colorado
Application to Mesa Valley County School District 51

Wildflower Montessori Public Schools of Colorado affirms that it is a nonprofit organization and by signing below and submitting a New School Application to the Mesa Valley County School District 51, the Applicant hereby affirms the following. Should District 51 communicate the need for additional assurances, WMPSC will comply:

- The Applicant is one or more individuals, a nonprofit, governmental, or other entity or organization (§22-30.5-510, C.R.S.)
- All individuals, corporations, or other entities associated with the Applicant and the New School Application have been identified using legal names, and any aliases, prior names, or business names have been included in the application.
- The proposed school will at all times during the term of any charter contract be organized as a Colorado nonprofit organization established and operated solely for the educational purposes described in the charter contract (§22-30.5-507, C.R.S.)
- The Applicant agrees that Voluntary Dispute Resolution provisions will be included in the charter contract (§22-30.5-509(r), C.R.S., §22-30.5-107.5, C.R.S.)
- The Applicant complies and shall continue to comply with all applicable federal, state, and local laws, rules, and regulations prohibiting discrimination on the basis of race, color, creed, national origin, sex, sexual orientation, marital status, religion, ancestry, disability, need for special education services, or any other protected class.

Printed Name: Rachel Kelley-Cohn / Partner, Wildflower Schools

Signature: Rachel Kelley-Cohn

Date: August 1, 2022

Executive Summary

Wildflower Montessori Public Schools of Colorado (WMPSC) is rooted in our vision to create a network of community-embedded schools that are led by Teacher Leaders, co-created with families and partners, and enable all children to cultivate their unique identities and gifts in pursuit of their fullest potential as individuals and contributors to a more just world.

To do this, WMPSC is creating an ecosystem of four intentionally small, teacher-led charter sites in the Grand Valley where students, grades PK-6, families, and teachers connect deeply and grow together through their school journey. Our mission is to provide families with child-centered, authentic Montessori education that bridges academic outcomes and social-emotional development through intimate learning communities deeply rooted in place, equity, and belonging.

WMPSC Grand Valley is part of the Wildflower state-wide charter ecosystem currently composed of two regions, Grand Valley and Aurora, where multi-site charter schools are proposed. These regional charters are unique - in that they are wholly place-based and led by local Teacher Leaders who bring the Wildflower model to their communities. The WMPSC Grand Valley charter school nurtures each child's unique academic and social needs by providing high quality Montessori learning environments that:

- Offer identity-affirming, differentiated learning opportunities for all students;
- Align with Mesa County Valley School District D51's 2022-2025 Strategic Plan;
- Meet or exceed Colorado state performance management framework standards;
- Consider education to be integral to community health, supporting the transformative solutions outlined in the Mesa County Health Needs Assessment.[1]

The Wildflower School model is a national movement of Montessori micro-schools all across the country, in 14 states and holding charters in Minnesota, New York, and Washington DC. Wildflower began as an idea launched out of the MIT Media lab as a partnership between parents and teachers who envisioned a new, community-centric educational model. Wildflower was founded as a solution to the traditional U.S. education system that operates from a "factory-model" of post-industrialism which views individual schools as institutions, students as products moving through undifferentiated learning experiences, and teachers as using only tools to teach, rather than developing and sustaining relationships with students as the keystone of their work.[2]

Wildflower was also founded as a solution to a society that systematically oppresses people, especially those with marginalized identities, that leads to limited educational and career opportunities resulting, on average, in lower pay and professional respect.[3] These problems, in our schools and in our society, have been reinforced over the last two years during the pandemic. In Grand Valley, these problems are palpable - schools and their staff are under extraordinary and

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[1] *Mesa County Public Health | Working Together for a Healthy Community*. https://health.mesacounty.us/wp-content/uploads/CHNA-2018-2020-Web.pdf.

[2] Rose, Joel. "How to Break Free of Our 19th-Century Factory-Model Education System." *The Atlantic*, Atlantic Media Company, 9 May 2012, https://www.theatlantic.com/business/archive/2012/05/how-to-break-free-of-our-19th-century-factory-model-education-system/256881/.

[3] Massey DS. Segregation and stratification: a biosocial perspective. *Du Bois Review*. 2004;1(1):7–25.

unprecedented pressure; children and families, especially those with marginalized identities, experience the tension arising from injustice, and organizations are rising up throughout the Grand Valley to bring an equity lens to community development efforts. There is a "turning point within Grand Junction, showing that there are people who are dedicated to learning and growing and willing to show up for [social justice] causes."[4]

WMPSC Founding Teacher Leaders, Georgie Reigel and Emma Reicks, have been ignited by the confluence of this moment in history - by this "turning point" in their hometown, the educational need to bring a high quality Montessori option to families, and by the national Wildflower movement that has been successful in other rural places. Emma and Georgie are change makers, laying the foundation for WMPSC to create the Grand Valley ecosystem of microsites that will be identity-affirming, joyful, and child-centered learning environments for 152 children. Georgie and Emma, as experienced educators and trained Montessorians, are driven by the understanding that the Montessori Method is proven effective for *all* students, yet, too often the domain of a homogeneous and largely elite population.

Since March 2021, Emma and Georgie, have been inspired by the founders of Flame Lily, an independent Wildflower preschool in Aurora, Colorado. These founders' passion for bringing equity-rooted, affordable learning environments in co-location with a community center spurred conversations - and these conversations gained momentum to form a Colorado Wildflower Charter Development team - a team composed of local Teacher Leaders; Montessorians; parents; nonprofit, business and government professionals; and the Colorado Wildflower partner. This team broadened the Wildflower concept beyond one preschool to a network of state-wide charter sites. The result was the creation of Wildflower Montessori Public Schools of Colorado (WMPSC) - and evolving the Charter Development team to a formal Board of Directors.

This collective effort to take two Teacher Leaders' dreams, support them, and develop a vision, mission, and charter around it reflects the Wildflower approach. WMPSC is designed to be responsive to educators with a vision for Montessori microsites and communities who hear about Wildflower and want to work together to bring a Wildflower school to their neighborhoods. This is happening in Grand Valley. At a time when marginalized populations, such as Indigenous communities and those living in poverty, are often isolated, WMPSC is building an ecosystem to develop microsites proximal to downtown Grand Junction while connecting services and social networks that will support our families. Georgie and Emma see the need to prioritize belonging and Montessori access - understanding the economically, racially, and even politically diverse population of their hometown.

Our small size makes it easier for children to be seen as individuals and for all families to feel heard in their interactions with teachers, allowing for active classroom roles for parents, parent education on child development, and continuous communication between the whole community supporting each child's needs. WMPSC sites draw on the assets of the neighborhoods they are rooted in, grounded in the belief that change comes from community and that local communities are fully capable of solving the challenges to which they are closest.

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[4] Price, Johneth. "Racial Justice in Rural Colorado." *Harvard Political Review*, 25 Oct. 2020, https://harvardpolitics.com/racial-justice-in-rural-colorado/.

To meet our mission, live our vision, and add educational options to Grand Valley families, WMPSC will create four small Montessori charter sites, serving students in PK-6th grade. Each site enrolls only 32-60 students and is led by two Teacher Leaders. During our first year of operation, WMPSC's inaugural Lower Elementary site, Cactus Bloom Montessori, will serve students in K-3rd grade and be led by Founding Teacher Leaders, Georgie and Emma. With 73 completed interest forms, as of August 2, 2022, Cactus Bloom is expected to easily meet their enrollment target of 48 students. As the chart below shows, by 2027-2028, 152 students will be served across all four sites:

Grade level	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-28)
PK3	0	10	10	10	10
PK4	0	10	10	10	10
K	14	12	12	24	24
1	14	14	12	15	15
2	10	14	14	15	15
3	10	10	14	15	15
4	-	10	10	15	15
5	-	-	10	13	15
6	-	-	-	12	13
Total GV WMPSC Students	48	80	92	149	152
Primary Sites (PK)		1	1	2	2
Lower Elementary Sites (K-3)	1	1	1	1	1
Upper Elementary Sites (4-6)	-	-	-	1	1
Total WMPSC Sites	1	2	2	4	4

Georgie and Emma, like all Wildflower Teacher Leaders, are social entrepreneurs, committed to the art and science of teaching and leading a Montessori classroom. Wildflower Teacher Leaders begin imagining their classroom during the School Startup Journey (SSJ), a systemized, holistic professional development program where entrepreneurial educators use their experience as Montessorians and equity-minded community leaders to develop their unique vision that meets the regulatory expectations of our authorizer, Mesa County Valley School District D51, and the Colorado Department of Education (CDE). What emerges from the SSJ are inspiring, coherent school plans co-designed with the community. The relationships made during this process support recruitment efforts, and also translates into a vibrant school culture that reflects the assets and investment of local businesses and partners who have built and contributed to the neighborhood.

Teacher Leaders continue deep and frequent professional development trainings and equity-rooted coaching long after the SSJ, modeling continuous growth and innovation, motivated by the focus on their own well-being and leadership accountabilities. In the Grand Valley, WMPSC Teacher Leaders are supported by charter-wide staff, including the Shared Services Partner, the equivalent

of a traditional charter CEO, Student Services Coordinator, the equivalent of a Special Education Coordinator, and Finance Partner. Together, the staff and Teacher Leaders create the conditions for our community- and child-centered approach and share the work and responsibilities that ensure schools operate to the highest standards.

Our governance and administrative approach is rooted in radical transparency, and employs thoughtful processes for clarifying accountability, integrating multiple perspectives into decisions and collaboratively resolving conflict. As a charter defined by 'freedom within limits,' the staff and Teacher Leaders are accountable to one another; the Board of Directors holds the Shared Services Partner accountable for charter-wide responsibilities and Teacher Leaders accountable for site-specific responsibilities, including student performance and well-being. The WMPSC Board of Directors is guided by our organizing policies that are the foundation of our work. WMPSC is carefully designed as a thriving inclusive ecosystem, reflecting the interconnectedness of children, adults, and community, in order to realize our vision and exceed the metrics outlined in our charter contract.

A. Vision and Mission

Vision Statement

We envision a diverse network of community-embedded schools that are led by Teacher Leaders, co-created with families and partners, and enable all children to cultivate their unique identities and gifts in pursuit of their fullest potential as individuals and contributors to a more just world.

"Visualizamos una red diversa de escuelas integradas en la comunidad que están dirigidas por maestros líderes, que se crean conjuntamente con familias y compañeros, y que permiten a todos los niños cultivar sus identidades y dones únicos en la búsqueda de su máximo potencial como individuos y contribuyentes a un mundo más justo."

Mission Statement

The mission of Wildflower Montessori Public Schools of Colorado (WMPSC) is to provide families with child-centered, authentic Montessori education that bridges academic outcomes and social-emotional development through intimate learning communities deeply rooted in place, equity, and belonging.

La misión de Wildflower Montessori Public Schools of Colorado (WMPSC) es brindar una educación Montessori auténtica, que una los resultados académicos y el desarrollo socioemocional, en entornos de aprendizaje vibrantes y únicos profundamente arraigados en el lugar, la comunidad y el sentido de pertenencia.

WMPSC is a state-wide charter ecosystem currently composed of two locations, the Grand Valley and Aurora, where Wildflower has proposed opening multi-site charter schools. These charters are unique: they are wholly place-based, led by local Teacher Leaders who leverage the Wildflower model to bring about their vision. In Grand Valley, WMPSC is a network of four intentionally small sites designed to provide an exemplary education to students in grades PK-6. The Grand Valley charter school in Mesa County Valley School District D51 nurtures each child's unique academic and social needs by providing high quality Montessori learning environments that meet or exceed Colorado state academic standards and offer identity-affirming, differentiated learning opportunities for all students.

By creating access to public Montessori education within the historic Western Slope of Colorado, WMPSC is re-centering Montessori to its founding roots in equity and social justice and contributing to D51's strategic plan to prepare and support students and teachers, and to engage and support community partners. The Montessori Method individualizes learning, supporting each child's unique gifts and needs on the path to self-actualization and independence. Montessori is an ideal learning model and approach for children living in diverse but marginalized settings.[5]

[5] Lillard, A., & Else-Quest, N. (2006). The early years: Evaluating Montessori Education. *Science*, *313*(5795), 1993-1994.

The WMPSC Diversity, Equity, Inclusion, and Belonging Agreement (Appendix A_DEIB Agreement) is a commitment that our community agrees to - from Teacher Leaders to board members to staff. This living document expresses a recursive cycle of learning, acting, and reflecting about our diversity and equity practices, modeling for students and families our approach to a more just world. We are intentional about putting tools in place to be inclusive and create environments where every person feels they belong, aligned with D51's Four Core Behaviors.

Additionally, the Wildflower purpose, norms, values, and principles (see figure below) are guideposts for our charter. Our distinctly different model creates thriving sites in the Grand Valley neighborhoods, intentionally small and community-embedded through deep family engagement, teacher-leadership, and sustained local partnerships that endure well after the microsites open.

WILDFLOWER PURPOSE

At Wildflower, we are committed to the liberation of every human being, every community and the human spirit, so that we may all live in harmony with our individual purpose and the world around us, free from oppression and able to follow life's unfolding journey.

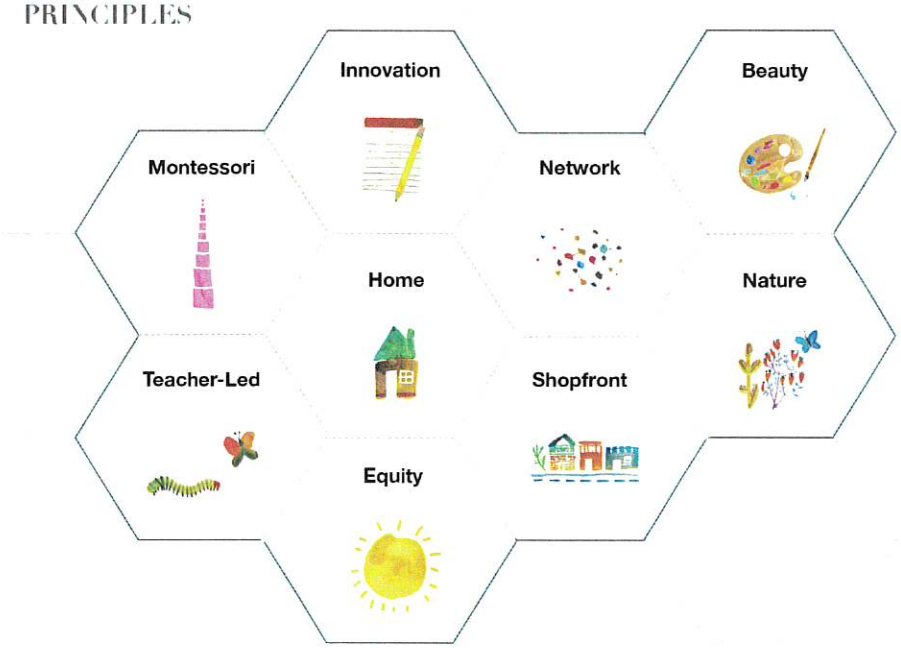
OUR SHARED VALUES

- Connectedness
- Growth

OUR COMMUNITY NORMS

- Anti-Bias Anti-Racist and Unity
- Autonomy with Support
- Awareness and Compassion

OUR PRINCIPLES



B. Evidence of Need, Support, and Involvement

Target Student Population

B.1 WMPSC Growth Plan

The WMPSC growth plan in the Grand Valley will open four microsites proximal to downtown Grand Junction by 2028. Cactus Bloom Montessori, the initial Lower Elementary site, will open in 2023; WMPSC will add a Primary (PK) site in Years 2 and 5; and the Upper Elementary site in Year 4. The detailed growth plan is below:

Grade level	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-28)
PK3	0	10	10	10	10
PK4	0	10	10	10	10
K	14	12	12	24	24
1	14	14	12	15	15
2	10	14	14	15	15
3	10	10	14	15	15
4	-	10	10	15	15
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Total WMPSC Students	48	80	92	149	152
Primary Sites		1	1	2	2
Lower Elementary Sites	1	1	1	1	1
Upper Elementary Sites	-	-	-	1	1
Total WMPSC Sites	1	2	2	4	4

B.2 Projected Growth Plan Process

The WMPSC projected enrollment, growth, and matriculation plans were determined based on opening four microsites in the Grand Valley across five years. The growth reflects:

- Montessori practices of a multi-age classroom;
- Wildflower microsites, averaging 45 students per site, led by two Teacher Leaders;
- Teacher Leaders' interest in opening a WMPSC microsite in the Grand Valley and time to complete the School Startup Journey (Appendix B_Wildflower School Startup Journey Deck);
- Relationship building with community partners and holding a solid reputation with D51 and district families;
- The Grand Valley need to increase PK availability and access;
- Fiscal balance to operate a high-quality micro-school ecosystem supported by charter-wide services.

During our community engagement efforts, we have heard from families about a desire for a small, intimate school community that fosters deep relationships among students and families. Our growth reflects our ability, fiscally and operationally, to offer the following qualities that have been voiced:

- Individualized learning;
- Mixed-age;
- A diverse student body and staff;
- A safe, inclusive learning community.
- Hands-on learning opportunities
- A small, intimate school community that fosters a strong sense of belonging

B.3. Target Student Population

The WMPSC target student population is listed below, based on averages of proximal schools (Section B.5. below) and WMPSC's commitment to building access to Montessori for marginalized students. WMPSC plans to reflect the demographics of D51 as a whole in our target population, knowing that enrollment at WMPSC is open to all students in D51.

School	%BIPOC[6]	% Free or Reduced Lunch Eligible (FRLE)	% Special Education	% Multilingual Learner	% Gifted
WMPSC Anticipated Demographic	38	60	15	6	3.4
Demographic of Mesa County Valley District 51	30.3	45	12.3	3.4	3.4
Chipeta Elementary	43	76	11	14	Not available
Nisley Elementary	48.3	81.6	17.7	10	Not available
Pear Park Elementary	40.7	70.2	13.9	3.8	Not available
Dos Rios Elementary	37	72	19	4.7	Not available
Chatfield Elementary	32	53	17	5	Not available
Clifton Elementary	41.5	85	22	10	Not available

[6]'BIPOC' refers to 'minority' in publicly available data, defined as all non-White federal race categories: American Indian or Alaska Native, Asian, Black or African America, Hispanic or Latino, and Native Hawaiian or Other Pacific Islander.

B.4 Projected Student Demographic Process

The projected student demographics were determined by analyzing the demographics of D51 as a whole and the schools most proximal to downtown Grand Junction, where we plan to locate (detailed in Section I). Additionally, WMPSC is co-creating our microsites advised by local organizations, like Mesa County Partnership for Children and Families, Hilltop Family Resource Center, and Migrant Education Program West-Central Region, and community leader Jose Luis Chavez. These voices have advised that our projected demographics for BIPOC, FRL, special education, and multilingual learners be higher than the district average and more aligned with the families that their organizations serve. This projection correlates to our Wildflower principle of equity and our norm of unity. WMPSC is in Grand Valley to bring the Montessori Method to all students, especially to a demographic with historically less access to the Method and a population that can benefit from identity-affirming and culturally responsive education.[7]

Existing Performance & Educational Options

B.5. Proximal Schools

Included in the tables below are public, public charter, and independent schools in central and east-central Grand Junction, our target area, detailed in Section I. These schools have been analyzed based on their educational model, grade level, programmatic offerings, and cost. Public charter and independent schools are also listed because we are a unique 'alternative' Montessori model that few other proximal schools represent.

School Name	Educational Model	Grade Levels	Programmatic Offerings	Cost
Public				
Chipeta Elementary	Traditional	Pre K - 5th	Transportation Before/After Care Food Service	No Cost
Nisley Elementary	Traditional	Pre K - 5th	Transportation Before/After Care Food Service	No Cost
Chatfield Elementary	Traditional	Pre K - 5th	Transportation Before/After Care Food Service	No Cost
Pear Park	Traditional	Pre K - 5th	Transportation Before/After Care Food Service	No Cost
School Name	Educational Model	Grade Levels	Programmatic Offerings	Cost

[7] Lillard, A. S., Taggart, J., Yonas, D., & Seale, M. N. (2021). An alternative to "no excuses": Considering Montessori as culturally responsive pedagogy. J. Negro Educ.

Charter				
Caprock Academy	Classical Academy	K - 12th	Extended School Day Transportation	No cost
Monument View Montessori	Montessori	Pre K - 3rd	Before and After Care Half- and full-day Kindergarten	PK = $7,900 >K = No cost
Juniper Ridge Community School	Waldorf (in-district)	K - 8	Orchestra Spanish	No cost
Independent				
River Canyon School	Waldorf	Pre K - K	Half-and full-Day	$8,250/year
Heartsong Montessori	Montessori	Pre K	Full-day Aftercare	$8,500/year

b) Personal Survey Results on Performance

Included in this table are schools located in central and east-central Grand Junction. Additionally, we researched the independent charter and in-district charter schools to understand the options and performance of schools in proximity of our proposed locations.

School Name	Overall Performance (2019 CMAS)	Elem Achievement ELA	Elem Achievement Math	Elem Growth ELA	Elem Growth Math
Public D51 Schools in Grand Junction					
Mesa County Valley District 51 (ELEM)	Improvement (52.7)	Approaching DNM ELL, SPED, READ plan	Approaching *DNM ELL, SPED	Meets	Approaching
Chipeta Elementary	Improvement (49.9)	Approaching *DNM ELL, SPED, READ Bonus not earned	Approaching *DNM SPED, ELL	Approaching	Approaching

School Name	Overall Performance (2019 CMAS)	Elem Achievement ELA	Elem Achievement Math	Elem Growth ELA	Elem Growth Math
Public D51 Schools in Grand Junction (continued)					
Nisley Elementary	Priority Improvement (41.6)	Approaching *DNM SPED, FRL, ELL, Minority	DNM overall *DNM SPED, FRL, ELL, Minority	Meets	DNM overall and Minority, SPED,FRL,
Dos Rios Elementary	Priority Improvement (41.3)	Approaching READ Bonus not earned		Approaching	Does Not Meet
Tope Elementary	Performance (71.2)	Meets READ Bonus not earned		Meets	Meets DNM Minority
Orchard Avenue Elementary	Performance (53.3)	Meets READ Bonus not earned	Approaching	Approaching	Approaching *DNM FRL, Minority
Lincoln Orchard Mesa	Improvement (48.7)	Approaching *SPED DNM READ Bonus not earned		Approaching	Approaching *DNM Minority
Pomona Elementary	Performance (64.7)	Meets READ Bonus not earned		Approaching	Meets
Public Charters					
Caprock Academy (Independent)	Performance (70.3)	Meets Insufficient data ELL, SPED READ Bonus earned	Approaching Insufficient data ELL, SPED	Approaching *DNM FRL	Approaching *DNM FRL
Monument View Montessori (Independent)	Insufficient Data				
Juniper Ridge Community School (in-district)	Improvement (50.6)	DNM Insufficient data minority, SPED, ELL READ Bonus not earned	DNM Insufficient data minority, SPED, ELL	Meets Insufficient data minority, SPED, ELL	Approaching insufficient data minority, SPED, ELL

B.7 WMPSC Educational Option

The Grand Valley currently offers limited Montessori options for D51 families, and WMPSC will significantly increase access to an affordable Montessori education option for families in this region. There is only one existing public charter school (Monument View Montessori School), an independent charter school that enrolls approximately 62 students, has a waitlist for 2022-2023, and is located in Fruita. WMPSC will open access for families wishing to enroll their children in a public Montessori school, especially those closer to Grand Junction. While there is an existing independent Montessori school in the area, Heartsong, they do not offer an elementary option, and tuition can often be unaffordable for the target population WMPSC seeks to serve.[8]

The majority of elementary schools in the geographic area in which WMPSC proposes to open are not yet meeting academic performance or growth expectations, as defined by the Colorado Department of Education and D51. Most of these schools, both traditional public and public charter, are either approaching or not meeting in these areas. Given the research outlined in Section E that supports the Montessori Method's effectiveness in academic achievement, particularly for economically disadvantaged students, WMPSC will offer an educational option for the target population that meets or exceeds the academic performance of the regional public and charter schools.

WMPSC also offers a unique opportunity because the Montessori model is inherently designed to support students on an individual and differentiated basis, a model made even more possible by the small size of our microsites. Our Teacher Leaders co-create their microsite with the community, offering individualized support for every student, especially multilingual learners, students with disabilities and mental health needs, and students identified as gifted and talented. WMPSC is targeting to support these subpopulations based on averages either the same as or above district-wide percentages and aligned with public elementary schools in our geographic area.

Existing area schools that offer alternative educational options in both public and private settings (Classical, Montessori, Waldorf) are all at capacity with waitlists. There is a need in D51 for additional spots for families seeking an educational model different from the traditional elementary options currently available in the area.

B.8 Community Engagement

Over the course of the last several months, WMPSC Founding Teacher Leaders Georgie and Emma have initiated an extensive community engagement process involving multiple critical stakeholders in the Grand Valley community, including local parents, area non-profit organizational partners, D51 families and employees, and local community leaders (Appendix B_WMPSC Discovery Interview Framework).

Strategies in which Emma and Georgie have engaged these key stakeholders include:

[8] $8,500 tuition is ~16% median income in Grand Junction ($52,504): 2021 US Census data.

- Social media outreach on local parent groups and community message boards;
- One-on-one Discovery Interviews with prospective parents, community leaders, and community organizations;
- Focus Groups to solicit parent/guardian input on educational experiences and aspirations for the school;
- Informal meet-and-greet/playdate for prospective students and families;
- Outreach to community partners that serve prospective families.

Part of the work of our Founding Teacher Leaders has been virtual and in-person outreach and canvassing at the following partner organizations and local community businesses to garner the required Interest Form. Through our comprehensive community engagement efforts, we have received 73 Interest Forms, 39 for Year 1, detailed in B.9. Outreach and canvassing opportunities that Georgie and Emma have, thus far, attended include:

- Grand Junction Market on Main
- Social Media Outreach on local parent groups and community boards
- Migrant Education Program Family Institute
- Storytime with Mesa County Libraries
- Outreach and marketing material distribution to community partners that serve prospective families

They have also worked to partner with local community leaders and organizations, particularly those that serve the diverse target population WMPSC anticipates in our student body. Teacher Leaders have engaged in Discovery Interview conversations and begun developing mutually beneficial partnerships with the following individuals and organizations:

- Hope of the Grand Valley
- Hilltop Family Resource Center - Sherry Price
- Creative Avenues Preschool - Joy Potter
- Headwaters Housing Partners - Grady Lenkin
- Black Citizens and Friends - David Combs
- Jose Luis Chavez, Cesar Chavez Celebration, community organizer
- D51 Migrant Education Program - Koreena Montoya
- Mesa County Partnership for Children and Families (PCF)
- The Joseph Center
- Local parents and teachers

Additionally, WMPSC Founding Teacher Leaders have engaged both the D51 Superintendent, Dr. Brian Hill, and the D51 Board President, Andrea Haitz, in conversation about the vision and goals of WMPSC. Partnership with D51 leadership and employees is a critical component of our work as an in-district charter school, and these conversations have proved promising and supportive.

Discovery interviews, partnership conversations, and informal connections with local families, such as at the meet-and-greet in the park and the Farmer's Market, were intentionally open-ended, designed to solicit honest feedback about community members' visions for their children's education without expectation or agenda. Through these conversations, our Teacher Leaders learned that families want schools that address the following needs and themes:

- Parents are seen, heard, and involved in their children's education: they want opportunities to be in dialogue and collaborative partnership with their children's schools, including meaningful and intentional connections with teachers and staff;
- School is a place where children are seen for who they are as unique individuals and feel safe being themselves. They want their children to be known, and they want school staff to have a deep understanding of children's backgrounds and specific stories and situations so that their care for and response to children can be individualized;
- Schools are small, allowing for the inclusion of parents and the support for children on an individual level, as stated in the first two bullet points;
- Teachers are empathetic and care for the whole child above and beyond children's racial backgrounds or academic progress;
- Mixed-age classrooms and learning experiences, which allow for more time to follow students' individual learning pathways and for children to learn from and be empathetic to children of different ages.

Many of these desires expressed by community members in the Grand Valley reflect WMPSC's vision for expanding access to individualized Montessori education in the public sector. Additionally, these desires have contributed to and helped to solidify WMPSC's plans for family involvement, including the vision for and development of our local Community Design Teams, which will be hyperlocal coalitions of families, organizational partners, and local community leaders. These Community Design Teams will be involved in and contribute to several key design aspects of the school microsites and will be mobilized once the charter is approved.

Additionally, conversations with local community organizations and leaders about the educational and programmatic needs of historically and educationally disadvantaged students contributed significantly to WMPSC's expected target population, our decision to narrow our site locations to the area that we are proposing (described in more detail in Section I), and our plans to ensure that our organization is more than adequately staffed to support the needs of students in this target population, specifically economically disadvantaged students, multilingual learners, and students with disabilities and mental health needs (described in more detail in Section D).

It continues to be our goal to prioritize connecting with community leaders and organizations that work directly with educationally disadvantaged students and their families and with whom the relational trust has been established. For example, there are plans to engage Hilltop Family Resource Center families by offering a free Montessori class. WMPSC perceives our relationship with D51 as a keystone to build community trust and support. WMPSC also recognizes a language barrier although our outreach and marketing materials (including social media) and forms have been translated into Spanish and a translator joined our events. In our search for a Shared Services Partner, a desired quality is local experience and Spanish-speaking. We plan to continue to engage with families through these partner organizations throughout the fall. Strategies and details for our community engagement plans that will continue through 2022-2023 can be found in Appendix B_WMPSC: GV_Community Engagement Plan Ongoing.

B.9.10.11 Community Interest

Founding Teachers Leaders are using an interest form (Appendix B_WMPSC Interest Form ENG SPA) to solicit interest in enrollment. The following table reflects what we have received to date. We expect that by the end of September, we will exceed 48 letters.

Grade Level	Number of Students in Year 1	Interest Forms
Kindergarten	14	10
1	14	17
2	10	3
3	10	9
Total	**48**	**39**

B.12 Community Support

Even at this early stage, Grand Valley families and community members are energized by the possibility of WMPSC being a viable choice for their child. Teacher Leaders have engaged the following organizations to inform their school design, application, and outreach to families.

- *Mesa County Partnership for Children and Families* (PCF) is focused on strengthening partnerships within the community to leverage resources that support the holistic development of all children locally by increasing and improving quality care in every child care setting, supporting and building future providers, and connecting families to resources that support the health and well-being of their children to ensure that the needs of every child in Mesa County are met. Our team members have connected with Stephanie Bivins, Director, to understand the early childhood landscape and seek advice throughout the application process.
- *Hilltop Family Resource Center* is a "one-stop-shop" for families who need services and supports, including, but not limited to, B4 Babies and Beyond, which helps families access health care coverage through Medicaid and CHP+, Family First, which includes weekly support groups for families plus caregiver support groups, and High Fidelity Wraparound, which supports families in identifying and achieving their goals. Our Teacher Leaders have connected with Sherry Price, Deputy Director, and other staff members to assess the need for additional options in both early childhood and elementary education in the Grand Valley. We plan to participate in upcoming events and distribute information about the school to families who participate in their programs on an ongoing basis. We will continue to build a partnership with the education professionals at Hilltop in the coming months by offering a free Montessori child care class to interested families to provide exposure to these families about what Montessori looks and feels like. Our vision is to build strong relationships with

individual families who will join our Community Design Teams and choose to enroll their children in our Grand Valley sites.

- *Migrant Education Program West-Central Region (MEP)* works to ensure that migrant children fully benefit from the same free public education provided to other children by supporting educational programs that reduce education disruptions that can result from repeated moves. These services include but are not limited to, supporting school enrollment, accessing medical, dental, and mental health care, collaboration and communication with school staff, and registration costs for attendance to conferences, workshops, and training. After conducting a Discovery Interview with members of the MEP team, our Teacher Leader was invited to attend the Family Institute and share information about our microsite. We will continue to engage MEP families one-on-one to include interested parents in our Community Design Teams and hope to co-host an event to provide information and exposure to the Montessori philosophy and practice.
- *The Joseph Center* was created to support families at the intersection of homelessness and parenting. Its mission is to provide hope, establish stability, encourage resourcefulness and confer a sense of belonging to the greater community. Their programs include a day shelter, parent advocacy, integrated financial services, and outreach. Teacher-Leader Emma Reicks has engaged the Outreach Director and has arranged to participate in an upcoming event to engage families.
- *Montessori Education Center of the Rockies (MECR):* MECR is a nationally accredited Montessori training center located just west of the Aurora border in east Denver. One Teacher Leader attended a Montessori certification program at MECR, and MECR will likely be a certification site for future WMPSC Teacher Leaders. We will also connect with teachers currently in their training programs to share information about Teacher Leader opportunities in the WMPSC network if these teachers in training are looking for new communities in which to teach and lead.

In addition to the organizations listed above, WMPSC Teacher Leaders have begun conversations with the following organizations:

- *Hope of the Grand Valley* works to break the cycle of poverty by providing support to families who do not qualify for welfare or housing assistance. This partnership is in its early stages as we have just begun initial conversations with their leadership. We hope to offer a free Montessori child care class during an upcoming parent support group to any interested families to provide exposure to these families about what Montessori looks and feels like. Our vision is to build strong relationships with individual families who will join our Community Design Teams and choose to enroll their children in our Grand Valley sites.
- *Headwaters Housing Partners* is a real estate investment and development firm addressing Western Colorado's housing crisis through public-private partnerships and creative financing structures. One such potential project is a partnership to build a workforce housing development adjacent to the location of our first microsite.

Our work to establish partnerships with community organizations has resulted in the submission of letters in support of this application, which can be found in Appendix B_Letters of Support. Community, organization, and facilities Letters of Support are below.

Community Letters of Support	
Laura Alexander	Executive Director, Montessori Education Center of the Rockies
Stephanie Bivins	Director, Mesa County Partnership for Children and Families
Valerie Carlson	Pastor, American Lutheran Church 631 26 1/2 Rd, Grand Junction, CO 81506
Matt Kramer	CEO, The Wildflower Foundation. Supporter of charter site startup grants; prospective service provider.
Scott Laband	President, Colorado Succeeds. Coalition of business leaders in support of increasing high quality educational opportunities for Colorado children.

Opportunities for Parent/Community Involvement

C.13 WMPSC Parent and Community Input

The Montessori pedagogy is inherently child-focused and individualized. WMPSC parents and guardians will be provided frequent personalized student reports through the use of the Transparent Classroom record-keeping system, as well as attend conference cycles three times per year. Teacher Leaders will immediately and intentionally connect with and engage families in the learning process through home visits before the beginning of school and the initial conference cycle. We plan to create an opportunity for students to visit the classroom before the start of the school year for a 20-30 minutes session to participate in sample Montessori lessons. This early introduction to the school environment gives the children the opportunity to engage with the Teacher Leaders in the classroom, parents and guardians the chance to continue establishing a relationship with Teacher Leaders, and all adults time to observe the children's "work" as they become familiarized with the materials, guides and environment.

The multi-age classroom, wherein a student has the same Teacher Leader for a three-year cycle, is a Montessori element that provides consistency in teaching, learning, and family engagement. The microsite model is intentionally designed for direct and honest communication between home and school. In this model, Teacher Leaders know their students well and share proactively and swiftly on their academic and social-emotional progress.

Our microsites will engage in traditions, activities, and events that strengthen the school-family partnership. Teacher Leaders at each site develop these activities within the context of communities' culture and traditions.

WMPSC ensures that all families can access a Montessori education for their child, regardless of their availability to volunteer, and, as such, there is no requirement for parents to volunteer at the school. Our sites are not reliant on parent volunteer hours. Still, Teacher Leaders will provide a range of volunteer opportunities to meet parents' varying schedules, interests, and skill sets, and family involvement will be encouraged, depending on the capacity of the family. WMPSC will encourage parents to volunteer and keep an updated list of specific ways parents can support the site and their children's learning, both in person and at home.

Families will be integral members of our Community Design Teams and the School Accountability Committee. Our WMPSC Board of Directors will include parents/guardians. Per the Bylaws, the Board of Directors requires two parents/guardian representatives. As such, parents will be involved at all levels of school governance and advising. Teacher Leaders at each site will decide on additional parent/guardian volunteer roles, such as:

- Community liaison
- Activity support or lead (such as music/yoga)
- Field trip support
- Translator
- Advisory Council

We are sensitive to our founding families' linguistic, technological, and particular communication needs. In collaboration with families and in accordance with their needs, Teacher Leaders will make site-based decisions around using phone apps, hard copy information, and/or social media platforms to communicate.

During home visits and registration, Teacher Leaders will ask parents how they would like to receive information and communications. For non-urgent concerns or those who would like to schedule a future visit/appointment with the Teacher Leaders, email will typically be used (with policies giving Teacher Leaders a 24-48 hr time frame to respond Monday-Friday). Teacher Leaders may use Bloomz, Seesaw or other applications for urgent messages or concerns that can be solved quickly. This kind of medium can also help communicate things like snow days, school closures, and other things that need immediate attention. Alongside plans to leverage technology to support school communications, we will ultimately honor families' preferred vehicle to ensure they can each access school information and opportunities for involvement effectively and comfortably.

Like we have done in our current community engagement efforts, we will make every effort to ensure our family communications are communicated in English and Spanish. We will prioritize translating our communications into the other languages our families speak to ensure that communication is accessible to all family members. Teacher Leaders may facilitate monthly family meetings to build community by communicating, educating, and informing parents. Example topics include: "What is Montessori?," "What are practical life skills children can practice at home?," and "How can we help our child develop independence?" Additionally, Teacher Leaders will seek and listen to ideas and concerns raised by parents and guardians. Teacher Leaders will make family events, discussion topics, and site-based schedule decisions through advice they receive from community members, emerging situations, and evolving conditions.

C. School Culture

C.1. WMPSC School Culture

Our sites in Grand Valley are part of the Colorado ecosystem of Wildflower Schools, a decentralized network of small Montessori microsites across fourteen states.[9] The first Wildflower School opened in Cambridge, Massachusetts in 2014. That first school and the others that sprouted around it ignited interest from all over the world in creating teacher-led local microsites using the Wildflower model. Currently, Wildflower has charters in Minnesota, New York, and the District of Columbia.

The Wildflower purpose, values, norms, and principles, described in Section A, underpin our school culture to promote a positive academic environment and reinforce student intellectual and social development. These shared ideas are the roots from which our sites grow and flourish as nurturing and connected learning spaces for wholeness and healing. WMPSC microsites operationalize Wildflower's purpose, norms, values, and principles in the following ways to create a school culture that prioritizes the holistic growth of students, Teacher Leaders,staff, and families:

Wildflower School sites are small.
Typically, 2 Teacher Leaders co-lead and co-teach a microsite of 22-60 students in a one-room (or two-room) school. A multi-age classroom spans multiple years, starting with PK3-K, first through third grades, and fourth through sixth grades. Research shows that small schools engage students and teachers more completely.[10]

Wildflower teachers are social entrepreneurs.
Teacher Leaders lead the classroom and serve as microsite administrators. Handling these facets of a school develops inspiring leaders and conceptually consistent schools. Research shows that operating with a mix of autonomy and support leads to greater job satisfaction, higher retention rates, and greater happiness in the teaching profession.[11] Given the current wave of teachers leaving the education field following the pandemic, compared with the low turnover of Teacher Leaders in the Wildflower network in the past two years,[12] this model is more effective than ever in retaining top talent.

Wildflower School sites are authentic Montessori programs.
The classroom is a beautiful, culturally embedded, and prepared environment where teachers guide children to ensure they learn core concepts. The Montessori Method integrates academic and socioemotional objectives, having a long-term impact on both with even a few years of early exposure to an authentic Montessori environment.[13]

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[9] Wildflower schools are currently in MA, MN, PR, NC, CO, CA, CT, FL, KY, IN, OH, NJ, NY, RI, PA.
[10] Blum, R. W. (2005). A Case for School Connectedness. Educational Leadership, 62 (7), 16-19.
[11] Allen, J. (2019, September Allen: The Solution to the Nation's Teacher Shortage? Make Them Entrepreneurs, With Autonomy, Authority and a Salary to Match. The 74. https://www.the74million.org/article/allen-the-solution-to-the-nations-teacher-shortage-make-them-entrepreneurs-with-autonomy- authority-and-a-salary-to-match.
[12] Wildflower retention rates of Teacher Leaders = 91% [2019-2020]; 84% [2020-2021].
[13] Lillard, A. S. (2018). Rethinking education: Montessori's approach. Current Directions in Psychological Science, 27(6), 395-400.

Wildflower School sites focus on diversity and community.
Wildflower designs schools to be both economically accessible and culturally sustaining. Teacher Leaders engage the community, select a facility and build partnerships that center students of the global majority, and deeply engage parents.

Wildflower School sites are innovative.
Wildflower microsites serve as laboratories for child-centered learning informed by data. Montessori teachers rely on detailed observation protocols to gauge student progress and adjust the classroom environment to maximize learning. All Wildflower sites are built on research and insights from the fields of human development, learning science, and organizational theory to create schools with the capacity for transformation.

C.2. Creating School Culture

In our Montessori environments, Teacher Leaders design every element to help children develop self-regulation and conscious awareness of how their actions affect their individual freedoms and the greater good of the classroom community. From returning a classroom object to its correct place so everyone will be able to find it, to helping a younger child who is struggling with a math concept, to working together to create a class constitution, children develop a sense of agency and understand that they are responsible for themselves and the peaceful tone of the classroom.

To prepare children to thrive not just in school but in life, Teacher Leaders create classroom conditions that allow children the freedom to make choices and experience real-life consequences, such as missing the beginning of an activity if a lunch table has not been cleaned or repairing harm with a peer when conflict escalates. Teacher Leaders emphasize prevention first. Through creating a positive, connected, and peaceful learning environment and using positive behavioral intervention and restorative justice principles, Teacher Leaders foster an environment in which students can understand the impact of poor decisions and use these experiences as an opportunity to learn and make amends. This sort of conscious classroom approach resonates with our culturally responsive pedagogy model.

School culture at Wildflower sites ultimately reflects the "Montessori for Adults" philosophy. As Sep Kamvar, founder of the first Wildflower school and The Wildflower Foundation, wrote:

> *....as the school community settles into Wildflower structures and practices, it creates an ease and joy and growth process that mirrors that of a Montessori classroom. The social environment of the adults is thus prepared to allow for authentic Montessori to flourish, both in the classroom and in the home.*
>
> *My hope is that such structures will allow for the flourishing of our natural capacities as adults for kindness, for generosity of spirit, for open-mindedness and open-heartedness. My hope is that by unlocking the great power of these qualities, we may work gently together to make the world a more beautiful place.*

From the moment a family is introduced to Wildflower during a community engagement event to the time when that same family enrolls their child at a WMPSC site, they are experiencing what the "Montessori for Adults" philosophy means. WMPSC microsites include families and elevate their voices; Teacher Leaders invite students and families to summer open houses and will complete home visits before the first day of school or if the child enrolls mid-year, pending public health safety standards.

Home visits catalyze authentic school-home relationships with families and are a tool for building cultural responsiveness and cultural bridges. Research shows that in addition to academic results, there are "documented outcomes to show the positive impact of home visits, outcomes related to school climate, family involvement, and school/family trust. In addition, anecdote after anecdote from participating teachers and families speaks to the power of the visit in increasing empathy and understanding on the part of both parties, as well as in forming the foundation of a relationship that allows information to be shared effectively."[14]

The staff and Board support Teacher Leaders so they can create and uphold these personalized and authentic connections. For example, the Shared Services Partner allocates time in their schedule to be available on-site when a Teacher Leader needs to attend community input events; and the Board expects that families and Teacher Leaders are present at Board meetings, both as members and as participants during open meetings.

The "Montessori for Adults" philosophy at WMPSC integrates our adoption of Culturally Responsive pedagogy, Conscious Discipline (CD) and Restorative Justice (RJ) discipline approaches, and healing-centered teaching and learning. These show up in our school culture in specific stakeholder groups, such as:

- *Teacher Leaders and Other WMPSC Employees:* Building a strong school culture begins with the hiring process. Cultural fit will inform hiring decisions, as will completion of a Montessori training course (for Teacher Leaders) and relevant experience. In the Wildflower model of two Teacher Leaders sharing leadership of the environment, these Teacher Leaders must work well together. The School Startup Journey (Appendix B_Wildflower School Startup Journey Deck), detailed in Section H, is a process to determine how two Teacher Leaders who share a commitment to starting a school will work in partnership. Teacher Leaders and other staff will be introduced to the culture before school opening. Professional development days before the first day of school will allow staff to immerse themselves in preparing to practice, adopt, and deliver the culture of the microsite, including training on CD and RJ. As the year progresses, Teacher Leaders will engage in regular professional development, giving them ongoing opportunities to revisit or engage more deeply with CD, RJ practices, and classroom safety.

- *Families:* Families and students will be introduced to WMPSC culture at outreach efforts that take place in advance of the enrollment application process and continue through the summer before opening; at a pre-opening student and family orientation where the Teacher

[14] O'Brien, A. (2015, Dec. 22). Family Engagement That Works: Parent-Teacher Home Visits. *Edutopia.* Retrieved from https://www.edutopia.org/blog/family-engagement-works-parent-teacher-home-visits-anne-obrien.

Leaders will teach families about the school's culture and systems through a series of simulations; at individual home visits with each family and student, as described above, and through the provision of the School and Family Handbook that will outline culture, expectations, and practices. Teacher Leaders will offer monthly family education opportunities throughout the year on topics that focus on specific family needs and will regularly organize family events (e.g., a game or movie night). Staff will also engage families in the school culture by promoting participation at school events, including culminating performances, rituals, and traditions.

- *Students:* The first day of school will begin with an introduction to the school culture. Students will enter classrooms where Teacher Leaders engage them in activities introducing them to school-wide values and practices such as where items belong and how to manage their work cycle materials. Teacher Leaders and the classroom community will reinforce these skills, values, and habits across lessons and interactions as students progress through the middle grades. School-wide rituals and routines will be established and put in place. Tools and practices will be displayed in written materials (e.g., family newsletters) and consistently used across classrooms and during whole-school activities to develop shared communication norms and unite all in the WMPSC mission.

C.3 Social-Emotional Learning

The Montessori classroom provides a safe (emotionally, physically, and ethically) and welcoming setting that provides the necessary academic, social, and emotional supports that all students need. The Montessori philosophy helps young children build emotional intelligence through relationships, interactions, and activities. Montessori education emphasizes teaching children to develop peaceful relationships with one another and with themselves and, as a result, is categorized as a mindfulness education among researchers.[15]

Montessori education emphasizes whole child development and is a proven approach to developing children's socioemotional learning, self-regulation, and executive functioning.[16] Montessori requires students to focus on one particular job for as long as they need, and the WMPSC classrooms will present as minimalist, quiet, and calm spaces designed for the optimal learning environment.

In WMPSC's multi-age setting, teachers have deep knowledge of students' capacities and needs, and students experience consistency of teacher expectations (behavioral and academic) because of these long-term relationships. Over the course of these three years, Teacher Leaders can support students' comfort,security, and emotional health in the classroom and provide high levels of mutual caring and concern. Furthermore, the multi-age classroom empowers older children to recognize the responsibility of modeling good behavior and reinforcing behavioral expectations, creating a safer, more supportive learning environment for all students.[17]

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[15] Ronen, S. (2021). Montessori Approach in Public Schools.

[16] Duckworth, A. L., & Carlson, S. M. (2013). Self-regulation and school success. Self-regulation and autonomy: Social and developmental dimensions of human conduct, 40, 208.

[17] Navarra, I. Benefits and Challenges of Mixed-age Classrooms for Small Schools: the Montessori Approach to Early Child-hood Education. (2019, June 6) *of the Journal Scuola Democratica*, 334.

At WMPSC, Teacher Leaders will be responsible for maintaining the social-emotional health of students, beginning on day one and continuing over students' time in that Teachers Leader's classroom. Over that extended period, Teacher Leaders and WMPSC adults will build and maintain authentic relationships with students so that if they are experiencing any stress, family issues, or conflict with other students, WMPSC can address it promptly and thoroughly. "Studies show that students who have a strong alliance with their teacher perform better academically than those who have any sort of conflict. The key for teachers is to find a balance between maintaining strong student relationships and setting and maintaining class procedures and high expectations."[18]

The Teacher Leaders greet students as they to ensure they are ready for the day. Teacher Leaders establish a morning routine of greeting the children and observing them opening their backpacks and communicating with them as they prepare for the day. This routine allows Teacher Leaders to assess that students do not have any objects that are prohibited at school and to understand their mental and social-emotional mindset as the day begins. Teacher Leaders rely heavily on carefully observing the class ecosystem to identify obstacles to its balance and cohesion and prepare appropriate interventions. Interventions include: addressing breaches one-on-one in the moment, bringing issues to the daily community meeting for discussion and problem solving, and preparing small- and whole-group grace and courtesy lessons where role-plays are leveraged to illustrate an issue and allow students to self-correct and practice an alternative behavior. Teacher Leaders respond to any problem or need that a student or students may have, including resolving conflicts through RJ practices. Additionally, WMPSC will contract for counseling and other mental health services in accordance with student needs. WMPSC employs a school psychologist for student support and Teacher Leader consultation.

A physically safe learning environment includes well-developed rules and procedures that students understand. In Montessori settings, classroom ground rules are rules for human behavior that provide limits for the group and the individual. Classroom ground rules allow each child the freedom to choose, concentrate and create.[19] Teacher Leaders will expect to revisit and update these ground rules and procedures to meet students' changing needs and the classroom's changing environment. Teacher Leaders will communicate caring through daily actions that show students they belong and that the Teacher Leader is there to help them learn. For example, Teacher Leaders may provide positive feedback in recognition of a student's effort while also providing meaningful feedback needed to drive change (in behavior and/or academics). Our mission-aligned assessment includes the Minnesota Executive Function Scale (MEFS) and the Developmental Environment Rating Scale (DERS) to detail and monitor aspects of our students' social-emotional learning and inform ongoing Teacher Leader professional development.

C.4. Supporting All Students

Maria Montessori developed her method over 100 years ago based on observations and research in schools serving high-poverty communities and children with special needs. Driven by curiosity, social justice, and an equity mindset, Dr. Montessori was a scientist who applied her medical training to teaching and, in doing so, uncovered universal truths about child development. WMPSC is intentionally creating learning environments where Teacher Leaders are developing sites with a

[18] Chatsworth Hills Academy (2017, May 18). *The Importance of Building Close Student-Teacher Relationships.* Retrieved from https://chaschool.org/importance-building-close-student-teacher-relationships/.
[19] Montessori Academy (2017, Feb. 8). *What is freedom within limits?* Retrieved from https://montessoriacademy.com.au/montessori-freedom-within-limits/.

social justice, identity affirming, and inclusive classroom focus. The WMPSC Diversity, Equity, Inclusion, and Belonging Agreement (Appendix A_DEIB Agreement) calls on the WMPSC community to support all individuals. It builds regular touch points, so the Agreement is a living document to uphold a school culture supportive of students with a variety of needs.

During the Planning Year, staff onboarding, and every Teacher Leader's School Start-up Journey, WMPSC designs for equity. We use the equityXdesign Framework (Appendix C_equityXdesign Framework) to design for the most marginalized students, including students receiving special education services, gifted students, Multilingual Learners, and students at risk of academic failure. Equity shows up in the way we communicate with families and welcome students to events before their first day of school; in the way our Teacher Leaders and staff lean into their own equity and bias work as a regular practice; how our physical spaces accommodate all individuals and how we strive, for not just social justice in our microsites, but environmental and climate justice. We recognize that the most marginalized students and families experience academic gaps - and have less access to resources to create wholeness in their lives.

WMPSC actively embodies a school culture where belonging is centered - and we live into systems where we hold ourselves and one another accountable, even when they are not part of performance management reports.

C.5. Typical WMPSC Student Day

A typical day in the life of a lower elementary child is one where they take ownership as soon as they walk into the building. They begin by greeting one another while they put away their personal items, then collect their work plan to see what their day consists of. The work plan is a tool to track the work they have completed, record their follow-up choices after a lesson, and set priorities in their work.

When the music stops, it informs everyone that it is time for the student-led community meeting. It is a time when both students and adults discuss problems affecting the whole group, which then leads to a discussion where everyone brainstorms solutions they can try. Some days a Teacher Leader might present a whole group lesson, or students will begin to work independently during the morning work cycle.

Throughout the cycle, students are given lessons both individually and in groups. They can move freely around the classroom and work at tables or on the floor. While students receive lessons, their classmates work independently throughout all areas of the classroom. Together they review each other's work, rely on each other for help, share materials, and work collaboratively on projects that interest them.

When it is time for lunch, students clean up by organizing and putting away their completed work. After lunch and recess, there is a read aloud, a time to relax and refresh the mind before the afternoon work cycle. During the afternoon, the students return to their independent work or participate in special classes such as PE, Art, Creative Movement, and Music.

Once again, it is time to clean up and organize for the end of the day. Each child has a classroom job that they complete to get the space ready for the next day, teaching them responsibility for one's environment and community. Lastly, everyone gets their belongings prepared for dismissal. The schedules below detail the order of the day for both Primary and Elementary students. Teacher Leaders finalize this schedule during the School Startup stage, the final stage of the School Startup Journey.

Primary Students Schedule (Schedule may vary depending on average age of class)	
8:15 - 8:30	Arrival
8:30 - 11:15	Classroom work period
11:15 - 11:30	Read Aloud
11:30 - 12:45	Lunch, clean-up, recess
12:45 - 3:15	Nap, afternoon work period, Specials, playtime
3:15	Prepare to go home
3:30	Dismissal
Student day = 7 hours Instructional considering naptime = 4 - 6 hours	

Elementary Students Schedule (Schedule may vary depending on average age of class)	
8:15 - 8:30	Arrival
8:30 - 11:45	Classroom work period
12:00 - 1:00	Lunch, clean-up, recess
1:00 - 1:20	Read aloud
1:20 - 3:15	Afternoon work period or Specials
3:15 - 3:30	Restore classroom and prepare to go home
3:30	Dismissal
Student day = 7 hours Instructional = 5.5 - 6 hours	

C.6. Typical WMPSC Teacher Leader Day

The Teacher Leaders are both teachers and administrators; their schedule reflects how they manage time for these responsibilities. The schedule below is an example of a Teacher Leader's day though exact times will fluctuate based on site design and classroom level:

Teacher Leader Schedule	Teacher Leader #1	Teacher Leader #2
7:30	Arrival	Arrival
7:30 - 8:15	Prepare for students and check-in with each other	Prepare for students and check-in with each other
8:15	Students arrive	Students arrive
8:15 - 8:30	Take attendance and guide students to morning work	Take attendance and guide students to morning work
8:30 - 11:45	Guide students during morning work period	Guide students during morning work period
12:00 - 1:00	Lunch with children + break (teacher planning)	Lunch with children + break (teacher planning)
	Relieved by Teacher Leader Assistant and Recess	Relieved by Teacher Leader Assistant and Recess
1:00 - 1:20	Read Aloud	Administrative work
1:20 - 3:15	Guide students during afternoon work period	Administrative work
	Relieved by Teacher Leader Assistant (such as Specials teacher)	
3:15 - 3:30	Prepare students for dismissal and greet families	Prepare students for dismissal and greet families
3:30 - 4:00	Prepare classroom for next day for students/perform administrative work/afternoon meetings	Prepare classroom for next day for students/perform administrative work/afternoon meetings

A Teacher Leader's day begins with an awareness of self, well before the students enter the space. We must calm and center ourselves before we can connect with our students with respect and peace. We must look at our values, beliefs, habits, strengths, and weaknesses so that we can move and grow with our students emotionally and educationally. Starting the day with a few deep breaths, journaling, silently repeating a simple inspirational phrase, or spending time in nature sets the tone for the day.

Next, the Teacher Leader prepares the physical environment that will serve the needs of their students. They will organize the physical environment to promote independence, self-regulation, and respect. Together with their co-teacher and assistant, they discuss the lesson plans for the day andany observations that might need to be addressed for the community to be successful.

The Teacher Leader greets each child as they enter the classroom, looking at them with a new lens, as each day is a new day to find something great. When everyone has arrived, Teacher Leaders give students a signal that the community meeting is about to begin. The meeting is a time for connection and community, providing a space to share problems while others listen. After the classroom community addresses all the agenda items, the Teacher Leader validates the concern and asks for ideas from the class that focuses on solutions. Depending on the day of the week, the last portion of the meeting is either a time for sharing, project planning, or presenting a whole group lesson.

As the students prepare for their day, choosing their work during the uninterrupted work period, the Teacher Leader observes the children and acts as part of the environment, not the focal point. As the work period unfolds, Teacher Leaders invite children to individual or small group lessons that fit the specific needs of each student. In between those lessons, they observe the room for concentration, discerning the difference between spontaneous, constructive activity and useless activity, then redirecting when needed.

The transition for lunch begins, a time where there is lots of movement. The adults in the space remain calm and purposeful in modeling the behavior expected of the students. Co-teachers either stay with the children for lunch, have planning time, or take their break. When students come in from recess, the Teacher Leader reads a book aloud to the class, focusing on comprehension, vocabulary, and modeling fluent reading of the text. It is the perfect opportunity to tap into the awe and wonder of the elementary child.

The afternoon work period allows the Teacher Leader to continue their observations, record progress, and finish presenting lessons. It is also when the students participate in specials given by the other co-teacher or assistant, providing time for administrative work or meetings. Observing without judgment is an integral and ongoing part of the Montessori educator's day. There are formal observations where the teacher watches each child or the group as a whole and takes lots of notes and informal observations where the teacher gathers information in the moment throughout the school day. These scientifically applied observations skills allow them to assess the environment for a better understanding of what is needed, in addition to looking into the best way to support each child's individual needs. Then there is an opportunity to choose a course of action, observe its effect, and reflect upon the outcome.

As the children prepare the room for the next day, the Teacher Leader assists them with their job responsibilities and reflects on the day. After dismissal, she continues her work of preparing the space for the next day, communicating with parents, record keeping and planning, and meeting with the teaching team to assess the next steps. Teacher Leaders make site-specific decisions regarding abbreviated school days during the month to schedule professional development and administrative time. We expect that bi-monthly the school day ends shortly after lunch. Teacher Leaders are supported on-site to ensure that there is always an additional adult available at the site.

C.7. WMPSC Discipline Philosophy

At WMPSC, restorative practices are how Teacher Leaders, staff, and students build community and support learning. Discipline will not function to punish, marginalize, or harm students. Instead, all policies and practices related to discipline will serve to ensure that students have the knowledge, skills, and dispositions to support their own learning, contribute to the WMPSC community, and thrive in the world beyond school.

Montessori Culture of Discipline

Montessori-trained teachers create a classroom culture where each child feels seen as a unique individual with acknowledged strengths and weaknesses and is encouraged to soar in their areas of strength and to work hard at their areas of challenge. Children are never made to feel embarrassed or inadequate in their challenges because the teacher scaffolds the work so that the child is working at their academic edge without feeling overwhelmed and honors the unique differences that make them who they are and human.

The WMPSC model, with its emphasis on positive behavioral interventions, personalized learning, following the child, and an identity-affirming environment, will combat overreaching disciplinary practices and cultivates each student's sense of belonging. Montessori students enjoy the freedom to move around and work together, practices that align closely with many of the students we intend to engage, who may come from communal and collaborative home cultures.[20]

Montessori education may also help to reduce the overuse of exclusionary discipline (e.g., suspension and expulsion), especially for students whose identity makes them two to three times more likely to be suspended or expelled from school than their peers.[21] This disproportionate discipline is partially attributable to the spread of zero-tolerance policies and school cultures that emphasize uniformity and compliance and to a shortage of culturally sensitive teachers.[22]

At WMPSC, all sites and Teacher Leaders align with the same intervention policies and have some discretion to adapt them for their unique student population. The purpose of discipline is to maintain a safe environment for learning to take place. Consequently, a range of interventions is available in consideration of the nature, frequency, and effects of the offense. These interventions may include but not be limited to:

- *Self-Fixes:* Students will be taught strategies, such as de-escalation and calming techniques, for reflecting on behavior, and adults will give them the opportunity to adjust their behavior with guidance.

- *Repairing Harm:* Students always have the opportunity to address the harm they have caused, even if it appears only to affect themselves. Responsible community members understand that harming oneself harms the group. In a primary classroom, reparations would respond to a child that knocks down someone else's work. They would discuss with an adult or the aggrieved child how they could fix situation. The focus is on

[20] Debs, M. C., & Brown, K. E. (2017). Students of Color and Public Montessori Schools: A Review of the Literature. Journal of Montessori Research, 3(1), 1-15.
[21] Skiba, R. J., Michael, R. S., Nardo, A. C., & Peterson, R. L. (2002). The color of discipline: Sources of racial and gender disproportionality in school punishment. The urban review, 34(4), 317-342.
[22] Shedd, C. (2015). Unequal city: Race, schools, and perceptions of injustice. Russell Sage Foundation.

problem-solving. What can we do to fix it? This approach focuses on what can be done, instead of fixating on the emotions of what has already occurred and cannot be changed. Our Teacher Leaders support children in identifying various ways of solving the problem and choosing one solution. In this case, we would encourage the child to help the other child rebuild their work. If they destroy a material, the child may help the adult repair it. If a child verbally hurt another classmate, they could write a letter to the other child. The critical takeaway is that this is child-led. The Teacher Leader's role is to support the child in taking responsibility for their actions and to make sure the child understands it is their role to repair the harm done to the best of their abilities.

- *Conflict Resolution and Mediation:* WMPSC provides students with the time and space to resolve conflicts in productive manners using restorative justice practices, which may involve individuals or groups. Relevant students will engage in conflict resolution activities as an effective means to repair strains on relationships.

- *Temporary Removal:* WMPSC Teacher Leaders will, to the greatest extent possible, broadly avoid using suspension or expulsion as a means of discipline. Sites are designed and staffed to provide a range of support to address any misbehavior that might disrupt learning or create an unsafe environment. Teacher Leaders will play a primary role in addressing these behaviors, and the school culture will reinforce Conscious Discipline and Restorative Justice approaches. We prioritize these inclusive approaches in all discipline situations. Still, we recognize that there may arise problems that will require us to default to the D51 disciplinary policy, which includes suspension and expulsion as a last resort.

There is an expectation that everyone is always "doing their best work" because doing work that is self-chosen and feels meaningful and purposeful drives students—really, any individual. Our job as teachers and staff is to create conditions that allow students to do their best. Teacher Leaders provide students the history of how humans created math and geometry to help them solve real-life problems and all of the fantastic creations and tools that have arisen from this creation—from architecture and astronomy to coding and space travel. They see themselves as part of this continuum of humans exploring math rather than as kids in a classroom doing math worksheets.

In this classroom culture, there is deep respect between children and behavioral norms. A culture of kindness and support allows children to ask for help when needed and call out a child who is being unkind. In the best classrooms, when children see a friend struggling academically or socially, they step in to offer help. In this culture, children get comfortable rising to their best self—meeting their full potential—and become comfortable with risk-taking in their academic work, practical life, and social situations.[23]

WMPSC Discipline Policy and Procedures

WMPSC views behavior and discipline through the lens of trauma-sensitive approaches, healing-centered engagement, skill building, and approaching our student population in a culturally responsive way. WMPSC understands race and gender disparities in school discipline and also believes that students do not commit infractions at school because they are bad or have

[23] Stephenson, S. M. (2013). Child of the World: Montessori, Global Education for Age 3-12+. Arcata, CA: Michael Olaf Montessori Company.

problems.[24] WMPSC believes students misbehave when they lack the skills to manage their emotions and behaviors. As such, discipline at WMPSC starts with universal, school-wide prevention activities anchored in building structure, routines, and connection opportunities. The focus is on increasing students' capacity to manage their emotions and behaviors in alignment with WMPSC's student code of conduct that will be outlined in the Student and Family Handbook, to be developed once Teacher Leaders are hired in the Planning Year. Essential components of classroom culture at WMPSC root in Conscious Discipline (CD)[25] and Restorative Justice practices.

Conscious Discipline

Conscious Discipline (CD) is a research-supported comprehensive classroom management program and social-emotional curriculum based on current brain research, child development information, and developmentally appropriate practices.[26] The CD approach encourages teachers and children to modify their behavior to build a school and classroom culture of safety, connection, and problem-solving instead of external rewards and punishment. CD consists of a philosophy, common language, and set of behavior management strategies and positive discipline techniques that help adults manage their thoughts, feelings, and actions in the face of daily stressors, as well as teach these skills to students. CD is infused throughout everyday interactions and routines and tools throughout the school day and year. CD supports Teacher Leaders in setting behavioral expectations, building classroom connectedness, and scaffolding social and emotional skill development during daily teachable moments. Teacher Leaders learn and model these skills in their classrooms with teacher training, self-study, and ongoing coaching and support.

Because CD organizes educational environments around the concept of a School Family,[27] it marries well with the Montessori philosophy and our values and principles. It has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children. Each member of the students' community—both adult and child—learns the skills needed to successfully manage life tasks such as learning, forming relationships, communicating effectively, being sensitive to others' needs, and getting along with others. The seven essential skills of Conscious Discipline are:

1. *Composure* - Becoming the person you want your children to be
2. *Encouragement* - Building a School Family
3. *Assertiveness* - Respectfully setting limits
4. *Choices* - Building self-esteem and willpower
5. *Positive Intent* - Creating teachable moments, turning conflict into cooperation
6. *Empathy* - Handling the fussing and the fits
7. *Consequences* - Helping children learn from their mistakes

When adults adopt these skills, their response to conflict facilitates the development of the frontal lobes in children, the area of the brain that controls executive function. Through CD Powers and Skills, adults stay in control of themselves and in charge of children. As adults change their

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[24] Gregory A, Skiba RJ, Mediratta K. Eliminating Disparities in School Discipline: A Framework for Intervention. *Review of Research in Education*. 2017;41(1):253-278.

[25] Conscious Discipline (n.d.). Retrieved from https://consciousdiscipline.com/.

[26] Jones, S., Brush, K. Bailey, R., Brion-Meisels, G., McIntyre, J. Kahn, J., Nelson, B. & Stickle, L. (2017, March). Navigating SEL From the Inside Out. *Harvard Graduate School of Education.* Retrieved from http://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf.

[27] Conscious Discipline (n.d.). *Creating the School Family.* Retrieved from https://consciousdiscipline.com/methodology/school-family/.

attitudes and behaviors, so do the children in their care. CD is unique because it offers tools for assessing positive changes in adult behaviors and skills.

Restorative Justice

WMPSC sees Restorative Justice (RJ, also referred to as Restorative Practice) practices as complementing CD and aligning with our equity commitment. RJ supports children to learn from their mistakes in a positive manner that respects their dignity and is not simply the giving of a punishment that has no meaning or relevance. RJ views misconduct as a violation against people that damages relationships and affects both individuals and the larger school community. RJ focuses on problem-solving through the expression of feelings and strategies to address problems in the future. The RJ model defines accountability as understanding the impact of actions, taking responsibility for choices, and suggesting ways to repair harm to others and the community.

WMPSC's model—with two Teacher Leaders in each classroom and the Montessori work cycles—is an ideal setting for successful RJ implementation. Montessori for Social Justice is raising Montessori educators' skills in implementing RJ practices, recognizing the philosophical alignment between Restorative Justice practices—such as the Peacemaking Circle process—and Montessori philosophy.[28] At WMPSC, RJ practices include:

- Developing trusting and caring relationships between adults and students; creating a sense of community with a commitment to equity;
- Fostering skills in conflict resolution, such as listening, empathy, critical thinking, and self-control;
- Maximizing student involvement in deciding how to resolve problems, which may include asking questions and listening to answers, exploring different responses, reflecting on motives, and allowing for disagreement;
- Assisting students in considering ways to make amends for misbehavior, such as replacing, repairing, cleaning, or apologizing;
- Following up to determine whether the individuals involved solved the problem or need to do more work;
- Encouraging reflection to consider different actions in the future;
- Allowing flexibility for different students, needs, and situations within a culturally responsive setting; celebrating diversity; fostering inclusivity; and considering the unique opportunities and challenges facing every child;
- Minimizing the punitive impact when control is necessary to repair the relationship and address underlying issues.

Restorative practices in schools are based on RJ principles instead of punishment. They aim first to build classroom communities that are supported by clear agreements, authentic communication, and specific tools to bring issues and conflicts forward in a helpful way. They provide specific pathways to repair harm by bringing together those affected by misbehavior in a dialogue to address concerns, achieve understanding, and come to an agreement about setting things right. In addition to serving the cause of fairness and justice, restorative approaches make safer schools,

[28] Montessori for Social Justice (2017). 2017 Conference Keynote and Workshops. Retrieved from http://montessoriforsocialjustice.org/2361-2/.

build positive school culture, decrease suspension rates, and contribute to social and emotional learning, especially for marginalized students.[29]

Ted Wachtel, the founder of The International Institute of Restorative Practice, states that restorative practices enable people, "... to have more voice and more choice in the things that matter to them in everyday life in exchange for taking more responsibility." According to the National Education Association and the Schott Foundation's joint report, schools can directly influence restorative practices within the classroom, the campus, and the community. Within those spheres, educators promote and implement actions aligned with the Four P's: Person, Place, Practice, and Plan. The paradigms and practices in the Montessori pedagogy help Teacher Leaders implement the Four P's across their spheres of influence. WMPSC will implement the Four P's across the classroom, the campus, and the community through PD training in Year 1, during summer institute before school opening, and every summer for new staff of WMPSC. Below is a summary of the Four P's across WMPSC's spheres of influence at each level of classroom, campus, and community.

Person	Place	Practice	Plan
Teacher Leaders model and directly teach interpersonal skills and intentionally work to build trusting relationships with their students. Students learn and apply the habits of interpersonal effectiveness through practices like: • Collaborative learning • Project management • Peer accountability partnership	The trust developed at school is essential to implementing restorative practices school-wide. Teacher Leaders and students work toward shared expectations of behavior and sustain a positive learning environment by practicing and modeling positive behaviors.	Teacher Leaders know a student's behavior at school largely functions on how well their needs are met (both within the school and at home). Instead of punishing and isolating a student that acts out, teachers and advisors work within a growth mindset to help the child see their potential.	Teacher Leaders work to build a feeling of community, establish a shared vision, and build trust through regular events like advisory, all school meetings, and Presentations of Learning.

WMPSC will address problems and concerns with a student, unless it is an emergency, in a one-on-one conversation discreetly. All staff members will guide and address a student with equal respect. Teacher Leaders will engage another staff member for assistance if an issue escalates.

Student Code of Conduct

WMPSC begins with the behavioral and academic student code of conduct outlined in the Student and Family Handbook, which will be developed in the Planning Year. The student code of conduct will clarify shared community values, norms, and expected codes of conduct; types of infractions; preventative, restorative, and punitive measures aligned to infractions; and staff and community roles in maintaining a positive community. The school and the Board of Directors will review the code of conduct on an annual basis during summer professional development. This annual review will incorporate any areas of improvement based on a review of data or feedback from the previous year. Our Student Discipline Policy (Appendix C_WMPSC GV Student Discipline Policy Draft) aligns

[29] Wadhwa, A. (2015). *Restorative justice in urban schools: Disrupting the school-to-prison pipeline*. Routledge.

with Colorado State Law to ensure that WMPSC complies with state code, including C.R.S 22-33-106.

Students and guardians will be asked to sign a verification that they agree with the WMPSC Code of Conduct at the time of registration. Student and Guardian signatures acknowledge that they have read, understood, and agreed to the expectations to build the WMPSC community and hold each other accountable. Unless there are clear mitigating circumstances, we hold that students are responsible and accountable for their actions. The Student and Family Handbook will outline behavioral and academic expectations and an overview of restorative practices. Students and parents/guardians sign the student code of conduct at registration.

Suspension

Though suspension is a widely used disciplinary technique in general and special education, research has raised serious questions about its effects. Frequent use of suspension has many undesirable and unintended outcomes, including a less healthy school environment, lower academic achievement, higher levels of disruptive or antisocial behavior, and higher school dropout rates. WMPSC avoids suspensions to:

- Focus on behavior as a skill;
- Affirm messages to the child about their value as a person and member of the school community;
- Reflect our commitment to Restorative Justice as a learning tool;
- Use MTSS and tiered intervention with fidelity and to individualize supports for social-emotional, behavioral, and traditional academic needs.

Because of these reasons, in as many cases as possible, WMPSC will utilize in-school suspension (ISS) with students who need an opportunity away from the entire community to reflect, regroup, and determine how to restore, similar to the D51 Student Discipline: District Conduct and Discipline, Code JK-1. The ISS space not only allows the student to reflect upon the choices made but also to consider, alongside supportive WMPSC staff, how to restore relationships and re-enter the class or school environment. Also, during ISS, students will engage with academic content through one-on-one or small group support from a team member within the school community.

Some offenses that may require a different consequence, such as out-of-school suspension (OSS). A suspendable offense can result in up to 10 days away from school; however, in that time, WMPSC will work to ensure that students at least have assignments and access to support, if needed, to process through the work. Before returning to school, the student, with at least one family member or community support partner, will engage in a re-entry process, which will include an opportunity to determine the best next steps for returning to the classroom or other restorative efforts. WMPSC will have a maximum of 20 days suspension (no more than ten days per incident) for each student for the year to ensure the loss of in-class instruction is limited. We expect that it would be extremely rare for any student to reach this maximum given the other preventative and restorative practices at WMPSC.

Parent/Guardian Notification

In both ISS and OSS instances, parents/guardians will be notified immediately of the infraction and the associated consequence via a phone call home or in-person conversation. Parents/guardians

have the opportunity, alongside their student, to conference in person with Teacher Leaders to discuss the situation and determine how the WMPSC community can support the student to return to the school environment.

Ground for Suspension or Expulsion

Per Colorado Code 22-33-106,[30] the following may be grounds for suspension or expulsion of a child from a public school during a school year:

- Continued willful disobedience or open and persistent defiance of proper authority;
- Willful destruction or defacing of school property; Behavior on or off school property that is detrimental to the welfare or safety of other students or of school personnel, including behavior that creates a threat of physical harm to the child or other children;
- Declaration as a "habitually disruptive student" means a child who has caused a material and substantial disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event three or more times during the course of a school year. Any student who is enrolled in a public school may be subject to being declared a habitually disruptive student.
- Committing one of the following offenses on school grounds, in a school vehicle, or at a school activity or sanctioned event:
    - Possession of a dangerous weapon without the authorization of the school or the school district;
    - The use, possession, or sale of a drug or controlled substance as defined in section C.R.S. 18-18-102 (5); or
    - The commission of an act that, if committed by an adult, would be robbery pursuant to part 3 of article 4 of title 18, C.R.S, or assault pursuant to part 2 of article 3 of title 18, C.R.S. other than the commission of an act that would be third degree assault under section C.R.S. 18-3-204.
- Repeated interference with a school's ability to provide educational opportunities to other students.
- Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property.
- Making a false accusation of criminal activity against an employee of an educational entity to law enforcement authorities, school district officials, or personnel.

Expulsion

Teacher Leaders will notify parents/guardians of students who are recommended for expulsion. Teacher Leaders will also notify D51 to ensure accountability of the process and be coordinated in terms of alternate options for the student should the expulsion move forward. An expelled student will be subject to due process under Colorado state law. At WMPSC, due process will be as follows (subject to Board of Directors validation):

- Teacher Leaders will follow Colorado state law disciplinary policies and procedures for investigating the facts, obtaining witness statements, and ensuring adherence to due process procedures.

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[30] "National Center on Safe Supportive Learning Environments." *Home | National Center on Safe Supportive Learning Environments (NCSSLE)*, https://safesupportivelearning.ed.gov/.

- While the next steps are determined, the student will be suspended.
- If the behavior violates D51's student code of conduct, the student will be expelled.
- Teacher Leaders will work with D51 to determine the expulsion length and any additional steps required for the student to return to WMPSC.
- Teacher Leaders shall report any documentable or suspected incident involving illegal drugs, firearms, explosives, or other weapons to the Grand Junction Police Department and/or Mesa County Sheriff's Office as outlined in Colorado statutes.

There will be additional considerations when engaging with students with disabilities (see below for more information).

Appeal Process

Following the decision to expel, parents/guardians of the student in question may initiate an appeal process. Teacher Leaders will give written notice of the expulsion to the parent/guardian within 24 hours after making the decision. The parent/guardian can then appeal the decision. All appeals must be filed, orally or in writing, within five days after receipt of the notice of expulsion. Absent a timely request for appeal, the decision to expel will be final. The appeal will be filed with the Board of Directors. A hearing will be held no later than 10 days after the beginning of the expulsion. Notice of the time and place of the hearing will be provided to the parent/guardian, the student, and Teacher Leaders. The Board of Directors may affirm the decision of Teacher Leaders or order removal of the expulsion unconditionally or upon such terms and conditions as it deems reasonable. The action of the Board of Directors is final.

If expulsion is the final decision, WMPSC understands its role in ensuring that expelled students have access to quality educational opportunities. The Shared Services Partner will work with D51 to help connect the expelled students to another school in the D51 School District, depending on the reason and circumstances around the expulsion. Teacher Leaders will conduct an administrative transfer in coordination with D51 to one of the other schools in the district.

Parent/Guardian Communication

As stated above, upon student registration at WMPSC, parents/guardians and students will read and sign the student code of conduct and receive the Student and Family Handbook. This document states the individual, peer, and community behavioral expectations of WMPSC students and guides restorative practice. In addition, the Student and Family Handbook will include, but not be limited to, such items as the school academic and holiday calendar, student fees, student information system, technology policy, learning responsibilities, standardized assessments, and dress code. Teacher Leaders will also introduce families and students to the discipline policy and practices during orientation and individual home visits.

Discipline and Special Education Students

Students with disabilities are neither immune from a school district's disciplinary process nor entitled to participate in programs when their behavior impairs the education of other students. Students with disabilities who engage in disruptive activities and/or actions dangerous to themselves or others will be disciplined in accordance with their IEP, any behavioral intervention plan, and this regulation.

After recommending suspension, removal from a program for more than ten days, or expulsion of a student with an IEP or 504, a Manifestation Determination Review (MDR) will be held to determine: whether the student's misconduct was a manifestation of their disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of their disability, and the student was receiving appropriate services and intervention, then the recommended consequence (e.g.: suspension, temporary removal from a program or expulsion) can move forward. When such consequences for a student with a disability are deemed necessary, they shall be completed in accordance with the Procedural Safeguards, as defined in the Individuals with Disabilities Education Act (IDEA), the Exceptional Children's Education Act (ECEA) and/or Section 504 of the Rehabilitation Act of 1973. However, if it is determined that the behavior was, in fact, a manifestation of the student's disability, the WMPSC team will convene to determine appropriate services and support moving forward.

However, when considering a student for suspension, removal from a program for ten or more days, or expulsion, WMPSC will always take the following factors into account before making a decision:

- The age of the student;
- The disciplinary history of the student;
- Whether the student has a disability;
- The seriousness of the violation committed by the student;
- Whether the violation committed by the student threatened the safety of any student or staff member;
- Whether a lesser intervention would adequately address the violation committed by the student.

Protections in IDEA will apply to any student who has been found eligible for special education services and to any student for whom the school is deemed to have knowledge that they might have a disability (i.e., a student who has not yet been found eligible—including if already referred for an initial evaluation—but the school had a basis of knowledge of a disability). Per 34 CFR § 300.354, should a disciplinary referral remove a student from the classroom, the school will provide free appropriate public education (FAPE) services during the removal period to allow participation in the general education curriculum and to progress towards IEP goals, even if in a different setting. WMPSC will ensure that alternative educational services are provided, to the extent required by law, to a child who has been suspended (in school or out of school) or expelled, enabling them to cover all class material, keep pace with other students, and master curriculum (e.g., additional instructions, phone assistance, home visits, one-on-one tutoring in a location and time of the microsite's choosing).

Implementation, Documentation, and Accountability

The WMPSC Teacher Leaders support both instructional and behavioral aspects within their sites. In terms of behavior, Teacher Leaders employ restorative practices regarding discipline expectations. Teacher Leaders will discuss the next steps with students and parents/guardians once a decision has been made, communicate with the district as needed per discipline procedure

guidelines, and communicate with law enforcement as needed. Once all details have been finalized, Teacher Leaders will ensure all information is recorded within three days of final consequences determination using Infinite Campus. At the end of each semester, Teacher Leaders will review student data to determine trends within particular student groups and consider if there is a disproportionate amount of offenses for traditionally marginalized students. This information will be used to proactively determine the best next steps for all identified students.

Data Collection, SPED and Minority Students

Teacher Leaders are responsible for implementing discipline policies and restorative practices to ensure they equitably and proportionally apply discipline actions across all demographic areas at the site. As stated above, Teacher Leaders oversee that discipline and restorative practices are being implemented fairly and equitably at WMPSC. Teacher Leaders are responsible for entering discipline data, progress monitoring, analyzing data by demographic group (students of color, language learners, gifted and talented, students with disabilities, and at-risk students), and reporting. Teacher Leaders will review all student discipline data and share data at the Board of Directors meeting to hold WMPSC accountable for having a positive school environment with a small amount of discipline infractions. The Student Services Coordinator and Shared Services Partner are also integral to these reporting meetings.

D. Education Program

Curriculum

D.1 Educational Program and Curriculum

WMPSC uses the Montessori Method of instruction to educate PK-6th grade students in four intentionally small microsites. The Montessori Method is a perfect match for our school and our goals and aspirations for students because of its evidence-based outcomes; holistic, child-centered approach; and underlying philosophy focused on serving all children..

Dr. Maria Montessori was an Italian physician and educator who developed her method over 100 years ago based on observations and research in schools serving high-poverty communities and children with special needs. Driven by curiosity, social justice, and an equity mindset, Dr. Montessori applied her medical and scientific training to teaching and uncovered universal truths about child development that led to the creation and refinement of her methodology.

At the core of the Montessori Method is the belief in the innate curiosity and potential of each child. Montessori nurtures students' social, emotional, cognitive, and physical growth, ensuring they are "treading always in the paths of joy and love."[31] It emphasizes academic learning and executive functioning, and students have ample opportunities to learn using multiple modalities driven by their curiosity. Through tangible, hands-on learning materials that are beautiful and child-friendly, students naturally develop their reasoning skills across multiple disciplines and apply and build on their learning in various contexts rather than rote learning. Dr. Montessori developed a complete pedagogy to facilitate the implementation of her method, including an integrated set of student materials and teacher training resources.

While developed a century ago, the Montessori Method is strikingly relevant even, and perhaps especially, today. Its focus on developing of the whole child and cultivating growth mindsets[32] is especially apt for 21st-century learning and living. We have also chosen the Montessori Method due to its proven success with children of different backgrounds and diverse learning styles and needs. We have intentionally designed our school for all students of the Grand Valley, including students with disabilities and multilingual learners. The Montessori Method, with its roots in serving students with special needs and schools in high-poverty communities, aligns well with our commitment to all children.

A substantial body of research shows the Montessori Method, when delivered with fidelity, to be one of the very few educational models that makes a lasting academic and social impact on all children in ways that matter over the long term. A 2003 meta-analysis of 29 school models found

[31] Montessori Early Childhood Programs. (2020). American Montessori Society. https://amshq.org/About-Montessori/Inside-the-Montessori-Classroom/ Early-Childhood.

[32] Lillard, A. S., Heise, M. J., Richey, E. M., Tong, X., Hart, A., & Bray, P. M. (2017). Montessori preschool elevates and equalizes child outcomes: A longitudinal study. Frontiers in psychology, 8, 1783.

Montessori among the top five in terms of student outcomes.[33] Research has also demonstrated that Montessori benefits children from low-income communities and under-represented backgrounds in terms of academic achievement, executive function, creativity, social skills, work habits, attendance, and behavior.[34] In one high-quality lottery-based study of authentic Montessori practice in a 'high-needs' public preschool, students assigned to a Montessori program had no income-based achievement gap by the end of preschool.[35] Dr. Angeline Lillard, Director of The Early Learning Lab at the University of Virginia, writes:[36]

> *"Montessori education made substantial headway in reducing the income gap in achievement across the preschool years. Whereas lower income control children were performing a full standard deviation lower than higher income control children by the end of preschool, the difference in income groups in Montessori was just a third of a standard deviation. Statistically, the lower income Montessori children did not differ from the higher income children in either school group by the fourth time point. In keeping with this, the income-achievement correlation was significantly smaller for children in Montessori than for children in the control group. This is a very important and impressive finding in our national search for ways to better help children born at an economic disadvantage."*

We are committed to serving diverse students with limited access to a Montessori education (the only other public Montessori school in the Grand Valley, Monument View, is in high demand). Research suggests that the Montessori Primary program may particularly benefit low-income Latino children, especially in building their language acquisition skills. A study at George Mason University examined 13,000 low-income Black and Latino students in the Miami-Dade school district enrolled in either a conventional Primary or Montessori Primary program. The study found that while all children showed improvements in language, motor, and cognitive skills by attending preschool, Latino children–most of whose primary language was Spanish–demonstrated significant gains relative to national benchmarks.[37]

Other research findings regarding the efficacy of the Montessori Method include the following:

1. A recent study of public Montessori schools in South Carolina revealed considerable evidence of a Montessori advantage on mitigating education inequalities using an authentic Montessori Method.[38]
2. This same study in South Carolina found, over five years, higher levels of growth in Montessori classrooms compared to traditional classrooms. These students were found to meet or exceed state standards, and the findings were consistent even when disaggregated by income, race, gender, and other variables.[39]

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[33] Borman, G. D., Hewes, G. M., Overman, L. T., & Brown, S. (2003). Comprehensive school reform and achievement: A meta-analysis. Review of educational research, 73(2), 125-230.
[34] Roots in Research: The Ideas and Evidence Behind Wildflower Schools. (2019, January 11). Wildflower Schools. https://wildflowerschools.org/roots-in-research.
[35] Lillard, et al, 2017.
[36] Lillard, et al, 2017.
[37] Ansari, A., & Winsler, A. (2014). Montessori public school pre-K programs and the school readiness of low-income Black and Latino children. *Journal of educational psychology*, *106*(4), 1066.
[38] Culclasure, B., Fleming, D. J., Riga, G., & Sprogis, A. (2018). An evaluation of Montessori education in South Carolina's public schools. The Riley Institute at Furman University. Greenville, SC.
[39] Culclasure et al, 2018.

3. A study conducted in Hartford, Connecticut, showed significantly higher ELA standardized test scores for children in Montessori classrooms than those in non-Montessori classrooms across all three years of the analysis and controlling for student demographics and previous test scores.[40]
4. The Hartford study also showed a significant Montessori advantage in math and social studies in two of the three years.
5. Montessori students in both Hartford and South Carolina showed higher levels of executive functioning, were more persistent in the face of challenges, and reported liking school at higher rates.[41]
6. Low-income students in Hartford who spent three years in high-fidelity Montessori schools significantly closed the achievement gap with higher-income students.[42]
7. A longitudinal study of students in Milwaukee also associated Montessori with a significant and lasting impact in the areas of math and science performance long after preschool and elementary school.[43]

Together, this research demonstrates that Montessori is effective for students in general and is particularly promising for the students we aim to serve in the Grand Valley, with its diverse student population and strong Latino community. Despite the promise and proven success of the Montessori Method across multiple environments and student populations, there are not enough Montessori options for the students of the Grand Valley. We aim to change that with the creation of WMPSC.

Curriculum and Alignment

This is education, understood as a help to life; an education from birth, which feeds a peaceful revolution and unites all in a common aim, attracting them as to a single centre. Mothers, fathers, politicians: all must combine in their respect and help for this delicate work of formation, which the little child carries on in the depth of a profound psychological mystery, under the tutelage of an inner guide. This is the bright new hope for mankind.[44]

Although Montessori education was originally developed more than 100 years ago, Montessori pedagogy now has a firm foothold on the education landscape throughout the world because of its proven approach to building academic foundations for children and supporting the development of strong social-emotional learning, executive function skills, and qualities that align with 21st-century skills and state policy such as compliance with the READ Act. WMPSC sites differentiate themselves from other authentic Montessori schools because we are grounded in the Wildflower purpose, principles, and norms and our central commitments to liberatory learning and identity-affirming education.

Through Montessori's whole-child approach, WMPSC's student learning objectives include academic growth measures and social-emotional development. Montessori presumes that the

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[40] Culclasure et al, 2018.
[41] Culclasure et al, 2018.
[42] Lillard et al, 2017.
[43] Dohrmann, K. R. (2003). Outcomes for students in a Montessori program. Rochester, NY: Association Montessori Internationale/USA.
[44] Montessori, M. (1959). The absorbent mind. Lulu.com.

natural state of all children is positive, peaceful, and intrinsically motivated to learn, including special education students. Teacher Leaders are in a role in the Montessori classroom to guide students in this time-tested curriculum and facilitate growth of themselves and of every child.

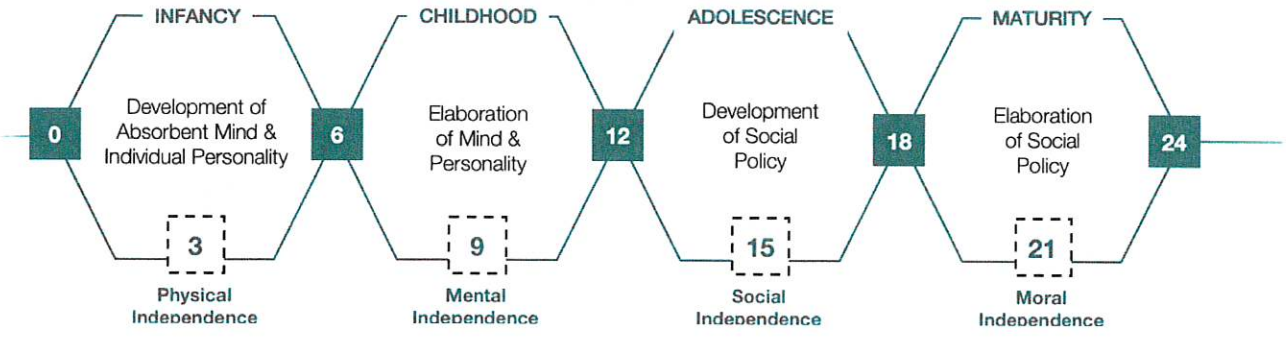
Montessori Planes of Development and Standards

Dr. Maria Montessori designed her curriculum to reflect states of child development based upon her observations and research as a doctor and educator. Across all sites, our Teacher Leaders follow the Montessori curriculum that emphasizes the four planes of human development, learning standards that are aligned with Common Core State Standards and other standardized measures, and our approach toward wholeness. The Montessori curriculum is fully aligned to the Common Core State Standards used broadly throughout D51.

In 2013, over fifty Association Montessori International (AMI) professionals came together to create a curriculum map that aligns the Montessori math and language arts/literacy curriculum with the Common Core State Standards (CCSS). WMPSC relies on these alignments to ensure that the curriculum is consistent with CCSS requirements. Our Teacher Leaders understand and refer to this map (Appendix D_Language Arts Literacy Standards Map & Appendix D_Math Geometry Standards Map) to prepare our Kindergarten and elementary students to meet standards.[45] Additionally, WMPSC Teacher Leaders will use Transparent Classroom, the leading Montessori record-keeping system, which maps the entire Montessori elementary curriculum in alignment with CCSS, Next Generation Science Standards, and College, Career, and Civic Life (C3) Framework for Social Studies Standards.

The Planes of Development divide children's growth into four six-year cycles, ranging from birth to 24 years of age, which are divided into halves to create eight three-year stages. For the WMPSC application, the three relevant 3-year stages that reflect traditional Montessori student organization between three and 11 years of age are:

- PK-K (ages 3-6): The Primary Program
- Grades 1-3 (ages 6-9): Lower Elementary Program
- Grades 4-6 (ages 9-11): Upper Elementary Program



[45] Feez, et al, 2011.

The Primary Program (PreK-Kindergarten)

The Primary Program integrates the following areas of learning:

- Language (oral language, writing, reading)
- Mathematics
- Practical Life
- Sensorial
- Cultural Studies (includes science and social studies)

Primary-age children are "sensorial explorers who manipulate concrete materials to understand ideas."[46] Given their strong desire to gain knowledge of their environment, function independently, and learn through observing and practicing, the 3-6-year-old child is often said to be in the "absorbent mind" stage. Learning standards for primary classrooms will be consistent with the 3-6-year-old child's sensitivity to experiences involving language, order, and movement, while we also measure their social-emotional and cognitive learning skills. We plan to use the following curriculum, aligned with the listed learning standards:

Primary Standards: PK-Kindergarten

Content Area	Selected Standards
Language/Literacy	Montessori Language Curriculum + Common Core State Standards for English Language Arts
Mathematics	Montessori Mathematics Curriculum + Common Core State Standards for Mathematics
Social-Emotional	Montessori Practical Life, Sensorial, Aesthetic & Personal Development Curriculum + Colorado Emotional and Social Wellness Standard
English Language Learning	WIDA Early English Language Learning Standards

The Elementary Program (Grades 1-6)

The curriculum for the Elementary Program includes materials and activities in the following subject areas:

- Language arts (including phonics, spelling, grammar, sentence analysis, foreign language, creative and expository writing, and literature)
- Mathematics (arithmetic, algebra, and geometry)
- Science (natural sciences, physical sciences, and environmental sciences)
- Social sciences (history, civics, economics, anthropology, sociology, and geography)
- Aesthetic development (music, drama, and visual arts)

[46] Irinyi, M. (2008, July 15). Montessori Philosophy: Moving from Concrete to Abstract. NAMC Montessori Teacher Training Blog. https://montessoritraining. blogspot.com/2008/07/montessori-philosophy-moving-from.html.

Elementary children are developing toward intellectual discovery, examining "why" and "how" questions. At this stage, the "reasoning mind" is emerging. Hands-on experiences that apply skills to a wide range of projects and activities include:

- Classifying the world using knowledge systems derived from the educational disciplines;
- Understanding time and change;
- Building a sense of moral order.

The WMPSC Elementary Program will use the following curriculum and standards:

Elementary Standards: Grades 1-6

Content Area	Selected Standards
Language	Montessori Language Curriculum + Common Core State Standards for English Language Arts
Mathematics	Montessori Mathematics Curriculum + Common Core State Standards for Mathematics
Science + Technology	Montessori Cosmic Studies Curriculum + Common Core State Standards for Science + Next Generation Science Standards
Social + Cultural Studies	Montessori History and Geography Curriculum + Common Core State Standards for Social Studies + C3 Framework for Social Studies Standards
The Arts	Colorado Visual and Performing Arts Standards
Social-Emotional	Montessori Practical Life, Aesthetic & Personal Development Curriculum + Colorado Emotional and Social Wellness Standard
Health + Physical Education	Colorado Physical Education Standards
English Language Learning	WIDA English Language Development Standards

Montessori Curriculum

WMPSC adheres to international standards of authentic Montessori as articulated in the Montessori National Curriculum,[47] developed through an international partnership between The Montessori Australia Foundation, The North American Montessori Teachers Association (NAMTA), and Association Montessori Internationale (AMI).

We will adapt and use the Montessori National Curriculum according to the Planes of Development, a structured pedagogical approach based on deep analysis and appreciation of individual children. Carefully designed materials, refined through decades of practice, are used to teach children and provide opportunities for exploration in which children teach themselves and their peers. In a given day, week or year, a teacher's presentations will be nuanced to emphasize

[47] Feez, S., & Miller, J. (2011). Montessori national curriculum.

different "points of interest" based on individual children's learning objectives and trajectory, on a timeline customized for each child. While there is an overall scope and sequence to Montessori, it is linear only when there is a dependency between specific learning objectives. Beyond that, it is personalized for individual children.

There is tremendous consistency across authentic Montessori classrooms in that specific materials are used explicitly to support skill development. Further, lessons and themes are presented individually or in developmentally appropriate, multi-age groupings. All WMPSC Teacher Leaders must be Montessori certified by an approved teacher training program (AMI, AMS) and must use Montessori materials in implementing their instructional programs.

The Montessori National Curriculum, outlined on the following page, meets children's physical, intellectual, social, and emotional needs at progressive stages of maturity.[48] Students who complete the fully implemented Montessori primary and lower elementary curricula are positioned to meet or exceed standards for language, math, science, social studies and other subject areas, and the method uniquely situates its classrooms both to support and benefit from a push-in model of special education and MLL instruction.[49]

[48] Montessori, M. (2004). The Montessori Method: the origins of an educational innovation: including an abridged and annotated edition of Maria Montessori's The Montessori Method. Rowman & Littlefield.
[49] Renton, A. M. (1990). The Montessori environment as a setting for bilingual education. Implementing Montessori in the public sector, 157-161.

Montessori National Curriculum Summary Table

Site	Practical Life	Sensorial	Mathematics	Language	Cultural Studies Science, Geography, History	Aesthetic & Personal Development
PK3	Preliminary exercises; pouring, carrying, polishing, care of person, care of indoor/outdoor environment, Grace & Courtesy	Visual, auditory, tactile, olfactory, gustatory discrimination	Numbers to ten	Spoken language - objects in the environment, read-aloud, sound games, mechanics of writing	Observing natural phenomena, planting & watering	Drawing & painting, singing, musical notation, visual thinking strategies
PK4	Sewing, washing, folding, ironing clothes, preparing food, setting a table, passing objects, accepting and refusing	Temperature, olfactory, constructive triangles, inscribed and concentric figures, bells, music signs and notes	Decimal system, linear counting, memorization of addition, multiplication	Reading, sound-letter correspondence, hand phonetic object game	Puzzle maps, botany cabinet (leaf shapes), zoology vocabulary	
K	Making an introduction, how to apologize, walking gracefully as not to disturb	Chromatic sense, geometric forms (solid and cabinet material)	Skip counting with chains, memorization of addition, multiplication, subtraction, division, passage to abstraction (small bead frame, division with racks & tubes, fractions, measurement)	Phonetic reading, phonograms, word study, puzzle words, reading classification, first books, function of words, parts of speech, word study, spelling	Land and water forms, classification (living, non-living, plant-animal), time, culture/country study	
1 2 3	Care of the environment - plants and animals, table manners, serving and clearing, all of the above, plus mentoring of younger students, preparation for going out	**Geometry & Measurement** Geometry: congruent, similar, equivalent angles, lines, polygons, circles, mass, volume, length	History of math, counting, decimal system, operations, memorization, money, fractions, passage to abstraction	History of language, parts of speech, reading analysis, grammar and syntax, composition, research, functional writing, literature timelines, literature circles, speeches, discussion, debate, drama	Time, first knowledge, natural history (timeline of life), geography (physical and political), nature of the elements, sun & earth, plant kingdom, animal kingdom	Artist study, elements of design, principles of design, choir, band, musical theater, music composition, visual thinking strategies
4 5 6	Care of environment, going out, preparation for tests	**Geometry & Measurement** History of geometry, history of measurement, solid geometry, plane geometry, symmetry, similarity, congruence, equivalence	Data & statistics, percentages, fractions & decimals, powers of numbers, squaring & cubing, algebra, relative numbers	Literature timelines, literature circles, speeches, discussion, debate, drama, advanced study of style	Society & civilization, migration, inquiry & research, map reading & making, work of air, atmosphere & wind, work of water, economic geography, work of humans, chemistry of the plant, human physiology, extended research	All of the above, plus: small ensembles, festival opportunities

Instructional Strategies

WMPSC is committed to providing authentic Montessori environments for our students and keeping Dr. Montessori's commitment to social justice and scientific pedagogy alive at every Wildflower site. Because scientific observation is the foundation of the Montessori Method, Teacher Leaders continually use the concrete, experiential nature of the learning environment to customize their instructional approach. Wildflower sites' commitment to social justice is embodied through identity-affirming education and a mindset of wholeness and belonging for every being in our communities.

To deliver high caliber instruction and learning, sites are small enough to be nimble, andTeacher Leaders respond to feedback quickly and thoughtfully, informed and advised by student performance, affect, and family input.

High-quality instruction at WMPSC reflects this responsive approach within a unique site, designed and led by autonomous Teacher Leaders. Despite variances among microsites, our methods of instruction across sites are consistent in terms of:

1. The Montessori philosophy and prepared environment;
2. Focus on foundational and social-emotional skills;
3. Anti-bias, anti-racist, and identity-affirming education;
4. Welcoming all learning needs.

[1] Montessori Philosophy and Prepared Environment

Montessori philosophy believes that children learn through interacting with their environment with guidance from a specially prepared adult. A prepared environment includes not only physical aspects but the social and emotional context in which Teacher Leaders and students share the work of learning and growing.

Key factors of the prepared environment include:

Focus on concrete, hands-on learning: Montessori education is grounded in the exploration of concepts through hands-on learning, such as golden beads and the stamp game used to teach place value and computation. After using materials to learn value, a child will be guided to calculate using paper and pencil. They may then return to materials, as Montessori manipulatives are engineered to be self-correcting and to support the increasing complexity of concepts.

Scaffolded learning: The concrete materials provide passages to abstraction and introduce increasingly complex concepts, allowing students to pursue both memorization of facts and deep understanding. Our Teacher Leaders' role is to observe their students, present lessons at developmentally appropriate moments, and then step back to allow children to independently explore, test, and master the self-correcting materials without unnecessary adult interruption. In a lower elementary classroom, this would look like one Teacher Leader presenting "Dynamic Addition" to a child during the work period using the golden beads to conceptually understand place value and regrouping. On subsequent days, the child will have an assigned notecard to complete "Dynamic Addition" on their own, with the Teacher Leader observing the child as they work, intervening when the child needs guidance, and offering more challenging addition problems as the skill is mastered.

Enriched, orderly learning environment that promotes independence: Independence is a logical outcome of a highly-enriched, orderly environment supported by Teacher Leaders who invite students into deep engagement with meaningful work. Students exercise independence and responsibility as they choose their work, care for their classroom environment, and engage in teamwork with peers. Teacher Leaders carefully design lessons and the classroom environment to promote academic, physical, intellectual, and social-emotional independence. The example above illustrates how a Teacher Leader presents a lesson and then intentionally steps aside for the student to develop conceptual understanding and skill. The child builds confidence and independence while the Teacher Leader guides the progression of "Dynamic Addition."

Collaborative learning environment: Montessori encourages collaboration through mixed-age groupings, environments that accommodate free movement, and assessment that emphasize mastery over competition.

Community classrooms: From the moment students enter their classroom, they understand that the classroom belongs to them. Materials are accessible, and children play an active role in maintaining the environment as if it were a home. Students feel valuable and respected, which enhances their learning and experience as part of the school community. Especially in the elementary classroom, children lead the distribution of work and solve problems together. For example, our Teacher Leaders will guide students in deciding on snacks, classroom jobs, and other tasks related to a cooperative learning environment.

[2] Focus on Foundational and Social-Emotional Skills

Every child deserves a strong start and a high-quality education. WMPSC seeks to meet the need as an additional provider of strong early childhood and elementary education in D51.

In our first year, we will open one Lower Elementary site, reaching students ages 5-8. We recognize that loving, whole-family environments and research-backed learning methods during these early years of social, emotional, and cognitive development are crucial to the child's development. Authentic Montessori principles inherently align with social-emotional learning (SEL), emphasizing executive functions and social cognition.

In our primary environment, children regularly experience lessons on how to engage respectfully with one another (referred to sometimes as "Grace and Courtesy"). In our elementary classroom, children identify and solve social problems together. For example, if one child feels left out or is mean to someone, it is not uncommon for the children to talk about the issue and get the teacher's support in figuring out how to resolve it.

[3] Identity Affirming and Liberatory Education

WMPSC is a Montessori learning environment that centers identity-affirming education for all students, families, and teachers. In the diverse environment of Grand Valley, our Teacher Leaders and future students have come to Wildflower to embrace the rich opportunity to learn about each other's differences and navigate discussions about diversity, equity and justice; inviting children to be proud of themselves and their families; teaching students to respect and honor differences, recognize bias and speak up for what is right.

Our liberatory education model is a way of being rather than a curriculum at our sites. We promote an understanding of social problems that not only address race and ethnicity but also include gender, language, religious diversity, sexual orientation, physical and mental abilities, and socioeconomic status. We see education as a means towards freedom, rooted in a problem-solving approach that is integrated into all aspects of teaching and learning and our charter's healing and nurturing environment.

We integrate identity affirmation into the teaching and learning in every classroom. We value our students for who they are, both as individuals and as members of a particular group. Whether a student's identity stems from race, ethnicity, socioeconomic status, gender, and/or sexual orientation, we affirm that identity. We validate students by ensuring that we show respect for all of the identities students claim as their own. An example of how this would show up in an embedded way in the classroom is by teaching the stories, celebrations, and accomplishments of leaders and everyday individuals reflective of the cultural, linguistic, and racial backgrounds of our students or providing opportunities for students to share work in their home language.

During the School Startup Journey, Teacher Leaders delve into their own identity to design and cultivate a community of culturally responsive and identity-affirming adults and children. Teacher Leaders come to WMPSC primarily because of their inherent interest in designing and opening a Montessori classroom rooted in liberatory education and identity affirmation. During the School Startup Journey and operation of a site, Teacher Leaders receive additional professional development and growth and connectedness coaching around leadership, Montessori practice, diversity, equity, and inclusion, and/or other inter- and intra-personal skills self-identified as well as growth areas assessed during accountability cycles. The following excerpt from Montessori for Social Justice reflects our understanding of the challenges before us:

> *We made a promise, as Montessorians, to "Follow the child." However, do we really follow the child and honor them when our biases get in the way? Can we effectively guide with respect, inclusivity, enthusiasm, and integrity when we are bound by systemic racism?*
>
> *Our reality check: Our Montessori programs are not inherently unbiased. The biggest reason why is because of us, the teachers, the administrators, the parents. We carefully prepare our environments for our children and attempt to promote safe, inclusive schools and classrooms. We encourage no prejudice without actively practicing anti-bias education. We have pictures on the walls that reflect "diversity" and books about Rosa Parks and Dr. Martin Luther King Jr., but nothing more. We want multiculturalism without embracing an anti-racist mission. Education is liberatory; teachers are agents of change. As Montessorians, we can do more; we can do better.*

By "doing more," Teacher Leaders at our Wildflower sites embody the value of wholeness themselves and teach students by:

- Nurturing each child's construction of a knowledgeable, confident self-concept and group identity; this occurs, for example, through student-led family/teacher conferences, in which

students share with their family members and Teacher Leaders their work portfolios and highlight their individual contributions to the community.

- Promoting each child's comfortable, empathic interactions with people from diverse backgrounds; this occurs, for example, through frequent collaborative group work and explicitly taught and moderated conflict resolution procedures.
- Fostering each child's critical thinking about bias; as an example, an essential component of sharing lessons about history with children is to highlight the celebrations and accomplishments of diverse peoples with a particular focus on those of leaders of color and, at the same time, offer the real stories of how biases have prevented communities of color from equitable access to resources and opportunities.
- Cultivating each child's ability to stand up for themselves and for others in the face of bias; this occurs through, for example, the telling of stories of how leaders have stood up for the rights of others throughout history and providing opportunities for students to do the same in the current context (e.g., participating in or developing school celebrations or actions on International Women's Day or International Day of the Immigrant).

[4] Welcoming All Learning Needs

Teacher Leaders at Wildflower sites value all identities and affirm all learners, including diverse learning preferences and interests, cultural roots and languages, and learning profiles and disabilities. A central belief at WMPSC is that all children are competent and capable individuals who will learn and thrive in the right environments. We are radically inclusive and design our sites for the most marginalized students.

Our Teacher Leaders are supported by the Student Services Coordinator, School Psychologist, Special Education Teacher, and experts in learning science, SEL, and local regulatory practices. WMPSC is exploring to contract with Grand Valley therapists, such as speech-language. We are eager to partner with D51 for district trainings and have partnered with the public Montessori READ Act Collaborative to empower ourselves and add skills to meet all students' learning needs, as described in Section E.

Structure and Supplemental Programming

At Wildflower sites, students learn math, language arts, culture, and science, along with art, movement, and music in morning and afternoon work blocks over the D51 elementary academic calendar year of 170 days of school. WMPSC will operate according to a traditional schedule, August-June, with an average minimum of a 7-hour student day. Teacher Leaders design each site's specific program, including scheduling for:

- Before-care and after-care programming options;
- Clear instructional minutes for work cycles;
- Specials, such as music, yoga, and foreign language;
- Teacher Leader planning time;
- Non-instructional days for professional development and parent-teacher conferences;
- Possibility of summer programming.

During the day, students at Wildflower sites will have uninterrupted work time in the classroom where they choose work they have already had presentations on and repeat that work for as long as they desire during the work period. Students garden, eat lunch communally, care for their environment, and explore the outdoors together.

After School and Summer School Programming

Teacher Leaders will make decisions around after-school and summer programming based on their sites' community needs. This additional programming could include before- or after-school care aligned with families' work schedules or summer programs focusing on opportunities for students to be outside. In alignment with our social and environmental justice values, our summer programming might involve outdoor learning and partnerships with Western Colorado Botanical Gardens and/or Eureka Science Museum. Our charter budget currently shows no revenue or expenses for supplemental programming though this is a budgeting consideration that Teacher Leaders will make during their first year of operation.

Instruction

D.2. Montessori for All

The Montessori classroom is effective for students with diverse learning profiles or those not thriving in traditional settings. Our approach with all students is grounded in honoring the wholeness of the child and their inherent academic, social-emotional potential. The Method is highly personalized and in a "Montessori environment, all children are already on their own informal IEP."

Students who enroll as an English learner (EL), and/or with identified developmental delays, language deficits, medically-fragile or any other learning challenge that inhibits expected progress will be served through a rigorous support process that begins with basic classroom modifications and may progress to more intensive interventions based on the child's needs and identification. We follow the Child Find process and the Child Study protocol developed by NCMPS, which addresses diverse learning and developmental needs with an emphasis on Montessori's natural links with special education.

Students who are performing below age level when they enroll in a Wildflower site may need the following classroom modifications:

- Teachers nearby for greater time periods during independent work
- Direct assistance with attention, focus, and concentration
- Structure for behavior
- Guidance in selecting and performing tasks
- Specific and direct oral language development
- Direct teaching of written language and/or math symbols
- Pre-writing and writing practice with a multi-sensorial technique
- Visual Picture System
- Limit choices
- Language presentations modified with specific techniques

Some modifications are naturally occurring components of the Montessori classroom. In the example of the child learning "Dynamic Addition," this child may grow in their independence at a slowed rate, with the Teacher Leader working aside the student to reteach the lesson after the introduction. Subsequent lessons may involve asking the child to explain the process, tapping into oral expression, and solidifying conceptual understanding. This child may also move away from golden beads as a tool more quickly than others if this manipulative stymies skill building and independence. The Teacher Leader may guide the student to mastering "Dynamic Addition" using pencil and paper (or another material) instead of golden beads.

Our Teacher Leaders employ these strategies daily to support children and differentiate instruction:

Pacing: In Montessori, lessons to the guide's observations of the child's current skill level, not a prescribed idea of when lessons should take place. We encourage children to practice lessons for as long as needed, and since the focus is on preparing the environment, there are always materials/lessons that can be scaffolded up or down. Guides respond to the individual needs of the children instead of addressing the class as a whole.

The principle of limitation: Materials are carefully curated, and shelves only contain what is necessary for the students. In this way, children are not overwhelmed with stimuli.

Multi-age classroom: Older children are encouraged to help and support each other and their younger peers. This creates an atmosphere that is not competitive, as everyone has a turn in needing more help/assisting others.

Physical/concrete materials to support abstract concepts: The environment is multi-sensory, and through beautiful materials, children practice gross and fine motor skills while also learning how to follow directions, concentrate and complete increasingly complex tasks that reflect daily life, such as handwashing and table washing.

Supplemental programs such as sign language, visual picture systems and Applied Behavioral Analysis may also be implemented to complement the curriculum and support each child in developing their full potential. When a Teacher Leader has determined that the student is not making adequate or expected progress, they meet with the Child Study Team (CST) (described in Section E) and begin the Child Find process. For a child that enters WMPSC with an IEP, we follow the multi-tiered system of supports (MTSS).

All communication regarding a student's progress and educational concerns will be delivered in the home language of the student's family and/or a translator made available through the Language Access Portal. Family translators are welcome to attend all meetings and assist with home-school communication. All sites will be ADA accessible, and students, regardless of physical and/or learning disability status, will take part in all school culture-building activities.

WMPSC functions in full accord with federal (IDEA), state (CDE) and local laws and regulations regarding children with special needs. Section E details how we provide fully for children identified

with needs for special education and related services, providing services and space to meet IEPs, including specifications for pull-out instruction. When students leave WMPSC, Teacher Leaders, Special Education Teacher, Student Services Coordinator, and School Psychologist, as needed, work collaboratively to develop a transition plan.

Inclusivity in Montessori

Like the D51 Strategic Plan outlines, all students benefit from an inclusive education where students of varying abilities learn together. The unique characteristics of the Montessori educational program lend themselves to providing this inclusive environment. All students will be included in all day-to-day functions of the school and extra-curricular activities unless stated in the child's IEP, and we will provide the full continuum of services necessary based on student needs. We prioritize a learning environment where special education and related services are integrated into our general education classroom as often as possible. Our Teacher Leaders work in partnership with one another and Teacher Leader Assistant roles, inclusive of contracted special education service providers, to increase capacity for inclusion.

The instructional methods inherent in the Montessori approach are appropriate for student populations with a wide range of learning needs. Students who are at risk for academic failure are a diverse group of individuals with a diverse set of needs, and so there is likely a combination of strategies that can help many at-risk students succeed and stay in school.

Educational researcher Jeanne Ormrod's recommendations guide our strategies to attend to Multilingual Learners, students with special needs, and any other at-risk students,: differentiated instruction, individualized attention to each child, one-on-one and small group instruction, mixed-age groups, peer tutoring, extra time-on-task, repetition and re-teaching, using multiple modalities and multi-sensory lessons, and special concrete materials. Montessori Teacher Leaders employ these strategies routinely with all students, not only with MLLs and students with special needs.

Differentiated and personalized methods of instruction have the advantage of identifying the strengths of children with special needs and MLLs in Wildflower sites. We incorporate these strengths into the students' work plans to support development in other areas. One-on-one and small group instruction are basic strategies for differentiation embedded in the Montessori approach. Teacher Leaders use Infinite Classroom for authorizer and district reporting and Transparent Classroom, the leading Montessori learning management system used for observation record-keeping. A consistent assessment protocol, such as the Phonological Awareness and Literacy Kindergarten (PALS-K) screener and growth measures are used across all WMPSC sites.

Our Teacher Leaders preclude student comparisons, accommodate uneven development, and easily accommodate support and interventions for children who need them. They encourage students to feel successful in school and build self-concepts as competent persons. The entirely differentiated bent of Montessori education permits children to proceed at their own rate for mastery and accommodates as much repetition as the child requires. The specially designed

Montessori manipulative materials assist in the conceptualization of abstractions and in automating math operations, and the routine multi-sensory approach ensures all channels of information are employed to maximize learning in all areas.

For all students, WMPSC will routinely employ Montessori-specific strategies designed to help children with disabilities. Teacher Leaders will teach specific procedures and techniques for training attention, which help children focus on completing tasks and learn perseverance and patience; a set procedure for selecting and performing all tasks, which aids in the development of executive function; and specific techniques for increasing gross-motor skill development, eye-hand coordination and fine-motor skill facility. Using the "Dynamic Addition" example, the lower elementary Teacher Leader intentionally introduces the golden beads with careful consideration by aligning the beads on a place value mat, thoughtfully grouping and moving each bead as she adds, and focusing on the student and materials as she completes the problem. This modeling is a means for the child to then replicate the practice on their own.

Child Study and Multi-Tiered System of Supports

A multi-tiered system of supports (MTSS) process is in place to comply with IDEA Child Find protocol and serve students who enter WMPSC with an IEP. A Special Education Teacher is on staff to support Teacher Leaders beginning in Year 1, as well as contracted therapists and the WMPSC Student Services Coordinator.

All sites use the same universal screeners to initiate this process for students in PK3-PK4 (Ages and Stages Questionnaire). MTSS also begins when Teacher Leaders determine that a student is unsuccessful with Tier 1 instruction - authentic, high-quality Montessori instruction in the general education classroom. The Teacher Leader then implements Tier 2 interventions in the classroom, such as an additional reading/math group or an alternate material (returning to golden beads or using pictorial representations instead of concrete materials). The intervention lasts for 4-6 weeks, and then data are reviewed by the Child Study team. If progress is made, the student continues to be monitored. If progress is not made, the student is referred for an educational evaluation and moved to a Tier 3 intervention comprising intensive instruction in a pullout session with a content and/or behavior specialist. Section E describes the MTSS process in detail.

We are prepared to enroll Tier 3 and 4 special education students and varying disability categories. The following examples are instructional scenarios that illustrate how our charter model accommodates students across the continuum, recognizing that our model is nimble to what the student needs:

- *Ten-hour per week resource for a student as determined by the IEP team with mild disability:* This child could receive specialized reading and or math instruction two hours per day with a Special Education and/or Teacher Leader outside the classroom while the second Teacher Leader remains in the classroom during the morning and afternoon work cycle to maximize inclusion. The student could receive related services throughout the day with a contracted specialist.

- *Fifteen-hour per week pull-out for a student as determined by the IEP team with moderate disability:* This child could receive daily 1-hour, 1-1 or small group pragmatic language and social-communication instruction by a contracted speech-language therapist; daily 1-1 instruction with a contracted occupational therapist in the classroom, in the small instruction room, and out of doors, as possible; and daily 1-1 instruction with a contracted behavior specialist in the classroom and in the small instruction room. We imagine that these specialized services would occur during both the morning and afternoon work cycles so the child has time to work with the Special Education Teacher on Montessori-specific lessons, as appropriate; we would also encourage specialists to meet with the student during lunch and recess so the student can generalize their skills and the Teacher Leaders would have an opportunity to work in collaboration with the specialist and student.

- *Full-time pull-out for a student as determined by the IEP team with intensive disability:* This child could enroll in one of our larger sites with multiple small instructional spaces. The Teacher Leader would greet the student daily, and we would include them in the morning circle. Then, the child could work with our Social Worker and/or a Montessori-oriented behavior specialist for the morning and afternoon work periods. The Special Education Teacher could prepare lessons and consult with the specialist to modify the curriculum for the student's needs and collaborate on positive reinforcement and restorative justice practices if ever needed. The Special Education Teacher could also rotate in with the student during the work periods. To ensure the least restrictive environment (LRE), the child could be included in lunch, recess, and specials. The goal for this scenario is for the child to feel part of the rhythm of the day and to form connections with their Teacher Leaders and classmates.

These examples reflect our preparedness to serve all students and demonstrate our commitment to serving all children along a continuum of impact. Individual service models for each child will vary based on the services needed and the severity of need. Teacher Leaders will also work with specialists toward our collective goal that students with disabilities be integrated into the classroom whenever appropriate; they will have the same access to the general education curriculum as their peers. We will provide accommodations to the student when appropriate, including standardized testing as specified in their IEP protocol. Teacher Leaders are supported throughout the MTSS process by the Special Education Teacher, Special Education Coordinator, and Shared Services Partner, as needed.

The Teacher Leaders will participate in annual training offered through D51, NCMPS, and other organizations, such as the Shelton School, which leads Montessori special education trainings to hone their Child Study practices. We anticipate that Teacher Leaders may also aspire to be Orton-Gillingham trained to build their language instruction skills. Teacher Leaders will have time allotted in their schedule for acting as the Child Study Lead, collaborating with a child's special education team, and engaging in wisdom exchange with other Wildflower Teacher Leaders. WMPSC subscribes to the Child Study protocol developed by NCMPS (Appendix D_Child Study Protocol Deck), which addresses diverse learning and developmental needs with an emphasis on Montessori's natural links with special education. The Child Study protocol is also designed to support the ongoing preparation of the adult as a critical component in preparing the environment. The Child Study protocol is also designed to support the ongoing preparation of the adult as a critical component in preparing the environment. The Child Study protocol is an approach to a

tiered approach like MTSS that is intentionally designed to make the most of the prepared environment "while building a child-centered professional culture that revolves around meeting the needs of all children, resolving difficulties early, and using a wide range of data to support student development."

Multilingual Learners

Teacher Leaders approach Multilingual Learners (MLL) within a wider culturally responsive mindset; each student is viewed not "as a representative of their culture, but as an individual influenced by social and cultural forces within and beyond the classroom." Culturally Responsive Pedagogy (CRP) challenges our community to gain a deeper understanding of not just each MLL and their family, but all our relationships. By grappling with this challenge, we realize the infinite diversity and intersections among what looks like homogeneous groups and how this awareness informs instruction and connections.

The Montessori Method combined with CRP is a powerful combination, ideal for MLL students. Montessori offers 1) individualized education through differentiation for every child; 2) collaboration among students, which fosters student conversation and authentic opportunities for developing language skills; and 3) the application of hands-on Montessori materials, bringing many lessons to life for emergent bilinguals. At the primary level, all presentations are made first without language, allowing students at all levels of English proficiency equal access to content. At the elementary level, language and gesture are closely tied. The child may attend visually and observe the materials presented. After she is successful at perceiving and comprehending the sensory information that is part of the presentation, language is attached to the object, functions, and attributes connected with the concept, thus scaffolding her language and content learning.

Modifications to the traditional Montessori approach (silent lessons) are sometimes necessitated for an MLL student, as oral expression is a component of language learning. WMPSC embraces district MLL support - both in training and on-site student support. Teacher Leaders respond to the diversity of students in their classroom, eager to understand how to best adapt or modify traditional Montessori approaches to best serve MLLs. As an example, a 7-year-old Amharic speaker will be taught the English alphabet using the Montessori Method's multiple materials as both an oral and silent lesson. As he progresses with English acquisition, the student may continue to receive language and math lessons using Montessori materials but may have modifications during a small group cultural lesson; a Teacher Leader could read text or create scaffolded sentence frames which build productive language skills and confidence. A push-in model for MLL instruction is always preferred unless a child's needs, determined through the MTSS process, suggest otherwise.

Our Teacher Leaders plan to complete the MLL training by the end of their second year at their site, beginning the CDE-mandated training during their School Startup Journey planning year. The MLL Teacher's feedback guides WMPSC teachers' continued professional development regarding English language development, disseminating information on how to support children with limited English skills, educating other Teacher Leaders on supporting families to complete the home survey in their language and/or providing an interpreter for the home survey completion, coordinating the WIDA assessment and making the MLL coach's guidance available to all WMPSC Teacher Leaders. All Teacher Leaders are active in building their sites' culturally responsive mindset. As with the Special Education Teacher Leader, the MLL Teacher Leader holds the responsibility to decide

about the resources used across sites to modify the Montessori curriculum to support children's English language acquisition in collaboration with the Teacher Leaders and Special Education Coordinator.

Students Below Grade Level

Montessori education is centered on individualized instruction and helps all children reach their fullest potential at their own unique pace, including children considered to be working "below grade level." Every Wildflower site is a mixed-age classroom. An advantage to the mixed age group is that a student may present as a 6-year-old "below grade level" in a lower elementary classroom and show marked academic and social-emotional growth as the older 9-year-old in the same classroom, no longer presenting "below grade level."

Grade level is assessed by Teacher Leaders at the end of each 3-year cycle during PK3-3rd grade, as opposed to at the end of every year. This is in keeping with the Montessori Planes of Development. However, Teacher Leaders make daily observations, keep careful records, and communicate frequently with parents and the instructional team. In grades 3-6, annual CMAS testing and relevant NAEP testing will occur to inform Teacher Leaders on student academic growth over time; comparing class observation and formative assessment with these standardized measures will provide Teacher Leaders with a more robust picture of a child's progress.

Using the MTSS approach discussed above, both primary and elementary students will receive individual support and, if needed, the IEP accommodations and services they require to successfully complete the Montessori program. Intervention and remedial programs outside the Montessori Method, such as an evidence-based reading program like Orton-Gillingham, may be used when advised by the Special Education Coordinator and Special Education Teacher.

Students Above Grade Level

The whole-child approach of the Montessori curriculum integrates the development of self-reliance, independence, and respectfulness with academic work. As the child matures, they use personal and social skills to inform and evaluate their own work through individual and group self-assessment. Students are respected as both unique and competent, with an innate desire to learn. They are empowered to direct their own learning through the materials and projects they choose to work on, with the close guidance of the teacher and an understanding of their individual learning approaches. Each student has an individual learning plan, the design of which they take an increasingly active role in as they mature.

The mixed-age, highly enriched environment is well equipped to meet the needs of accelerated learners. Besides providing the opportunity for children to choose work that is well above grade level (chapter books, long division, and musical notation for five-year-olds; algebra, geometry, and advanced cultural study for elementary students), multi-age grouping allows each child to find their own pace without feeling "ahead" or "behind" their peers. This allows accelerated learners to serve as helpers for other students and to remain in classes with other members of their age groups while still being academically and intellectually challenged.

Staffing

D. 3. WMPSC Organizational Structure

What many educational models before us have attempted - creating autonomous school structures that value site-based decision-making—WMPSC implements with fidelity through a thoroughly crafted organizational and staffing model that reimagines teacher leadership, prioritizes decision—making closest to a felt need, and develops systems and operating norms for sustaining this decentralized structure.

At full scale, WMPSC will comprise four microsites with 8 Teacher Leaders and 152 students. The strength of multiple microsites' is that it provides a network of support, accountability, and the opportunity to problem-solve and share resources, all while maintaining our commitment to small, community-embedded learning environments. While Teacher Leaders operate as the school's "head of school," "teacher," and "school administrator," Teacher Leaders are deeply supported through the staff, specialized student support roles, and our service provider partnerships. The following anecdote is an excerpt by Erin McKay, a Wildflower Teacher Leader, explaining how this works in practice:

> *My co-head and I are the ones who make decisions about our school and community, but it's nice to know we're not alone on an island. We have a wealth of resources and support from The Wildflower Foundation and from the other Teacher Leaders in our region. It's amazing. This support system is made up of people who seem to be experts in every area, including local certification requirements, the Montessori Method, and equity issues. The Admissions and Finance utilities, developed by the Wildflower Foundation, are extremely helpful in reducing administrative burdens. It's amazing.*
>
> *The decentralized network also ensures that teachers don't have to start from scratch when they want to start a Wildflower School. It's so much work to open a school—the Startup costs, the growing pains—but this way we aren't reinventing the wheel every time. Wildflower offers a ton of streamlined open-source information for its schools. (We also provide it for anyone outside of the Wildflower network who's interested.) We truly want to bring Montessori to as many kids across all socioeconomic strata as possible. We're all separate and autonomous, but we rely on each other to hold ourselves accountable. Embracing non-hierarchy isn't easy and it's not going to work if we don't all show up for each other. Even though it's not easy, it's exciting because it's a new way of handling operations and allows for more freedom in the end.*

Our staffing, in the table below, reflects how the Teacher Leaders are supported at each site and across the charter:

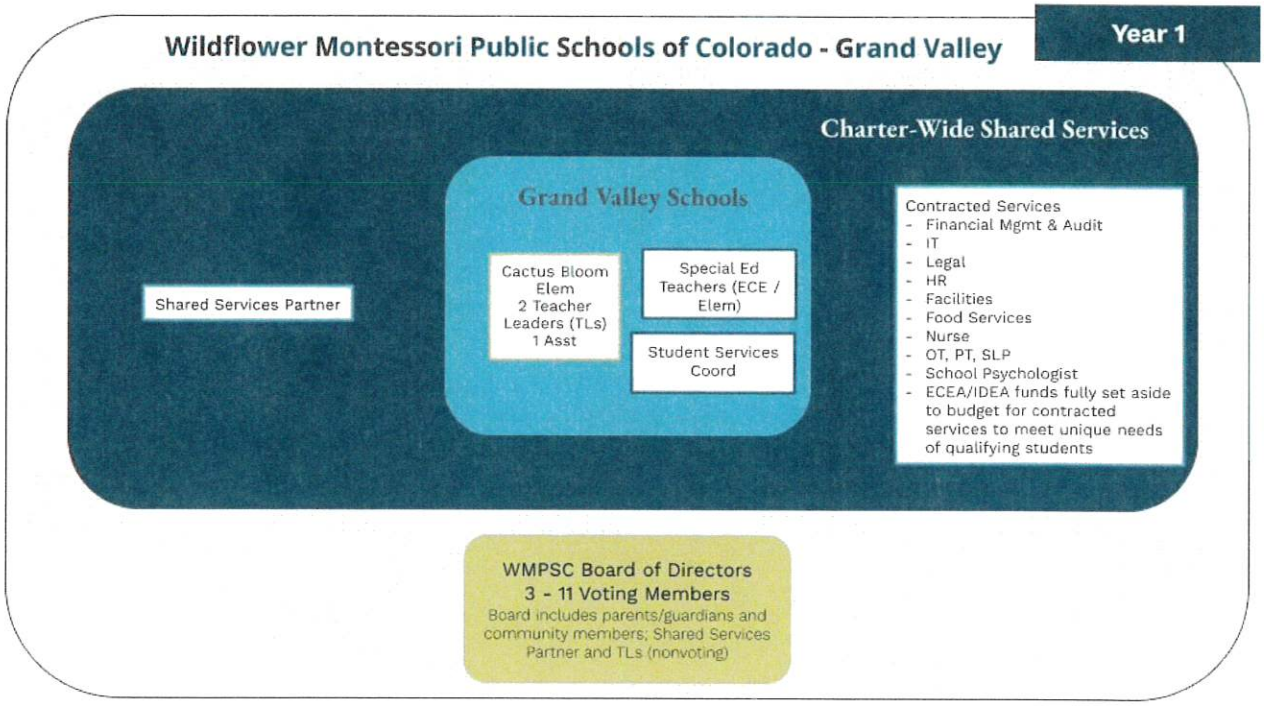
WMPSC Staff	Y0	Y1	Y2	Y3	Y4	Y5
Teacher Leaders	0	2.0	4.0	4.0	8.0	8.0
Teacher Leader Assistant	0	1.0	3.0	4.0	5.0	5.0
ECE + Elementary Special Education Teachers	0	.35	.65	.80	1.25	1.25
Shared Services Partner	.5	1	1	1	1	1
Student Services Coordinator	0	.50	.50	1	1	1
Finance Partner	0	0	0	.50	.75	.75
Contracted Staff						
Teacher Leader	.27	.27	0	.53	0	0
Finance Contractors	The financial services provider and bookkeeper roles will be contracted annually, overlapping the onboarding of a Finance Partner in Year 3					
Speech Language Pathologist	0	Budgeted contracted services				
Occupational and Physical Therapists	0	Budgeted contracted services				
School Psychologist		Budgeted contracted services				
Nurse		Budgeted contracted services				
TOTAL Staff	0.77	5.12	9.15	11.83	15	17

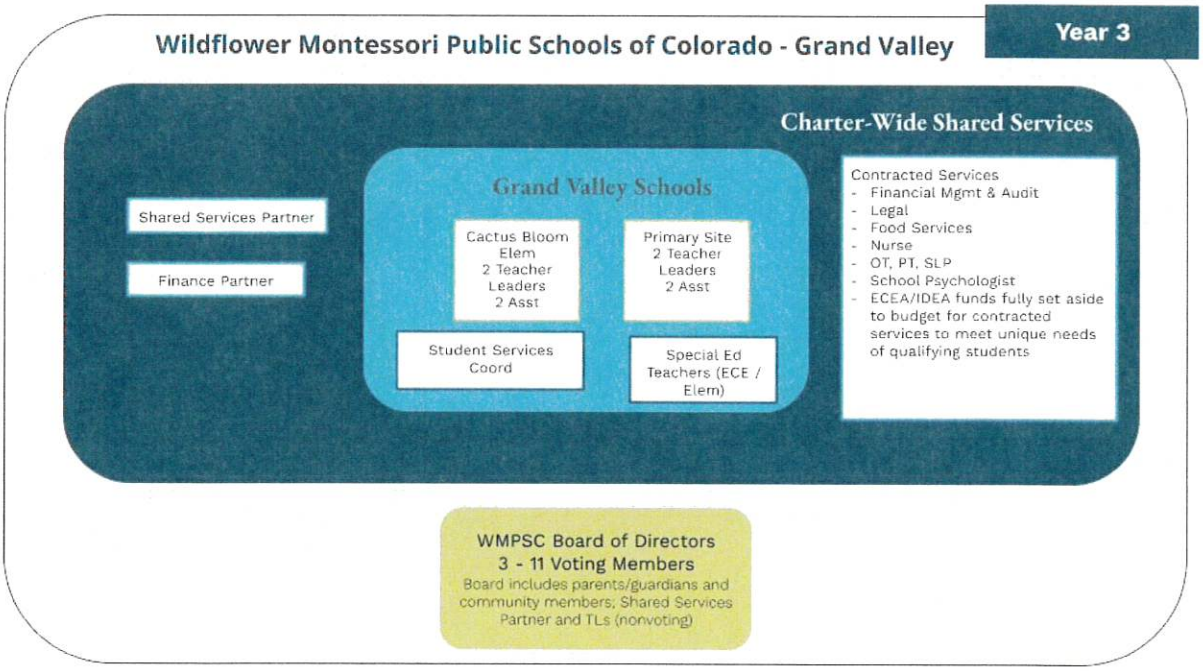
We designed our staffing plan to ensure that Teacher Leaders are supported on-site by Teacher Assistants (reflected in the chart below and in Appendix D_WMPSC: GV Organizational Chart). We maintain a ratio no greater than eight students for every adult in Primary (student/staff ratio 8:1) and an average of 15 students for every one adult in Lower and Upper Elementaries (student/staff ratio 15:1). Charter staff members and learning specialists will also work from sites and be available as an additional adult in the classroom, however, they are not explicitly calculated in the site ratios.

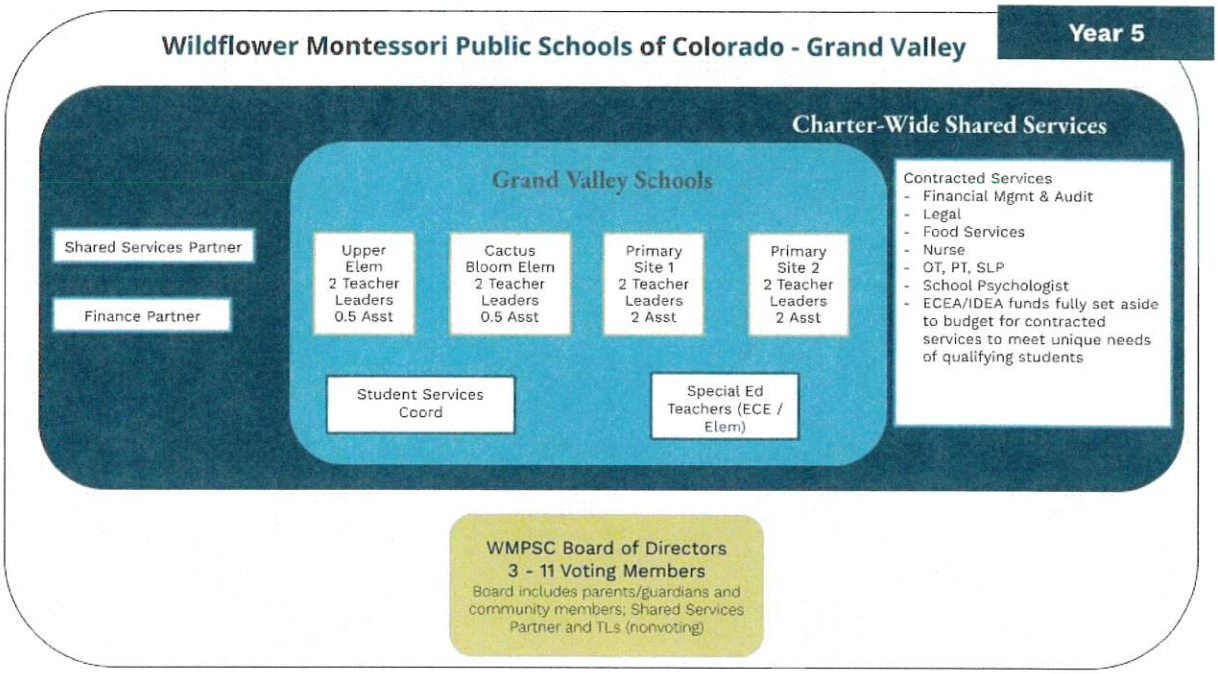
At the onset, WMPSC will initially establish a strong staff that supports excellence in teaching, learning, special education and MLL, compliance, and the growth and launch of new charter sites. We will use contracted finance and accounting expertise in our first three years, as well as contractors for human resources support. As WMPSC sites grow throughout the Grand Valley, the staff will expand to include a Finance Partner in Year 3, and the contractors that were hired to support the charter start-up will be phased out.

Our budget reflects how our staffing expenses will be balanced and how we are investing in creating a sound start-up process to ensure scalable and sustainable growth. WMPSC's formal job descriptions for staff can be found in Appendix D_WMPSC GV Job Descriptions.

The WMPSC organizational structure, as illustrated in the charts below (Years 1, 3, and 5 illustrated below) reflect central principles of our management approach:


Wildflower Montessori Public Schools of Colorado - Grand Valley
Year 1
Charter-Wide Shared Services
Grand Valley Schools
Cactus Bloom Elem
2 Teacher Leaders (TLs)
1 Asst
Special Ed Teachers (ECE / Elem)
Student Services Coord
Shared Services Partner
Contracted Services
- Financial Mgmt & Audit
- IT
- Legal
- HR
- Facilities
- Food Services
- Nurse
- OT, PT, SLP
- School Psychologist
- ECEA/IDEA funds fully set aside to budget for contracted services to meet unique needs of qualifying students
WMPSC Board of Directors
3 - 11 Voting Members
Board includes parents/guardians and community members; Shared Services Partner and TLs (nonvoting)


Wildflower Montessori Public Schools of Colorado - Grand Valley
Year 3
Charter-Wide Shared Services
Grand Valley Schools
Cactus Bloom Elem
2 Teacher Leaders
2 Asst
Primary Site
2 Teacher Leaders
2 Asst
Student Services Coord
Special Ed Teachers (ECE / Elem)
Shared Services Partner
Finance Partner
Contracted Services
- Financial Mgmt & Audit
- Legal
- Food Services
- Nurse
- OT, PT, SLP
- School Psychologist
- ECEA/IDEA funds fully set aside to budget for contracted services to meet unique needs of qualifying students
WMPSC Board of Directors
3 - 11 Voting Members
Board includes parents/guardians and community members; Shared Services Partner and TLs (nonvoting)



D.4 Staff Recruitment and Hiring

WMPSC follows a standardized process for recruitment and hiring, to account for some biases that are common in hiring practices like, "likeability bias." This process, adopted because of its success in other Wildflower regions, includes five stages, from creating a job description to closing communication with all candidates. The stages are outlined below:

Stage	Task
Create Hiring Resources	Create Job Description
	Create Job Posting
	Develop criteria for initial review
	Create Hiring Exercise
	Develop criteria for interviews/hiring decision
	Create interview conversation questions/template
Build Strong, Diverse Candidate Pool	Post job in a variety of paid and free advertising spaces (see Postings tab)
	Use social media to publicize opportunity, including asking networks to post to their social media (see Social Media tab)
	Use networks to reach out to professional connections, including networks of teacher leaders and families in existing schools - ask for references
	Evaluate candidate pool for depth and diversity *before* moving to Initial Review stage

Stage	Task
Initial Review	Use initial review criteria to make preliminary paper cuts--notify candidates
	Schedule and Conduct initial phone interviews
	Invite semifinalists to interview process
Interview Process	Assign Hiring Exercise to semifinalists
	Schedule group conversation with current entrepreneurs
	Conduct group conversations
	Schedule and conduct conversation with current teacher leaders or other stakeholders
	Schedule and conduct conversation with Matt
	Make hiring decision
Make Hire	Make offer to candidate
	After offer accepted, close out remaining candidates
	Complete HR processes

In the Grand Valley, we are beginning to recruit for our first staff position, Student Services Coordinator, as soon as we receive charter approval. We have drafted a job description (Appendix D_WMPSC GV Job Descriptions) and continue to build out the responsibilities of the role as our Founding Teacher Leaders and Interim Shared Services Partner fulfill their responsibilities and best define the scope of the position.

Because WMPSC is focused on a rural place-based and community-embedded model, we center our recruitment for staff positions to the Mesa County and Western Colorado region. Recruitment begins with community engagement, directly communicating with our local partners about our staffing needs. We expand communication to our Wildflower network, posting on both our WMPSC and Colorado hub social media accounts. Our recruitment will also widen to include posting our job description to specific Western Slope and Montessori networks, like the early childhood education and education departments and career services at Colorado Mesa University; Mountain Careers; and Colorado Montessori Association.

The recruitment and hiring process for the Founding Shared Services Partner is managed by the Interim Shared Services Partner and hiring is finalized by the Board Chair. Subsequent recruitment and hiring processes are the responsibility of the Shared Services Partner, with the Board making the final hiring decision. To date, a recruitment process has not been necessary for Teacher Leaders, as they have been drawn to the Wildflower model through Montessori channels. However, we expect that recruitment may be necessary to bring eight Teacher Leaders to complete the School Startup Journey by Year 5. With this in mind, WMPSC is leveraging our partnerships with Montessori-specific organizations, specified in Section B, while also working to cultivate relationships with proximal Montessori organizations, such as Southwest Institute of Montessori Studies and Keres Children's Learning Center, that understand our rural model.

D.5. Professional Development

Teacher Leaders' professional development begins during the School Startup Journey, before employment by WMPSC. At the forefront of their work at this stage is their Montessori training and training and coaching by 228 Accelerator, a coaching and consulting organization that "fuels the scaling of radical and transformative ideas in schools, organizations, and communities."[50] Teacher Leaders use the equity design framework (Appendix C_equityXdesign Framework) to design their site and build a foundation where every student, family, and Teacher Leader is part of an inclusive and equitable community. Teacher Leader professional development is individualized, reflecting growth areas that the Teacher Leader determines during advice sessions.

Teacher Leaders' professional development opportunities and our partnerships align with our charter mission and Teacher Leaders' core responsibilities:

Design and lead a diverse, inclusive, and equitable school community

Core Teacher-Leader Responsibilities:	Aligned Professional Development Opportunities:
• Develop authentic, enduring relationships with community members to inform site design and evolution • Cultivate a committed community of students, families, and stakeholders rooted in partnership • Lead with cultural humility and actively work to disrupt oppressive systems and practices	• School Startup Journey Exploration Albums (Appendix D_Founding Teacher Leader Visioning & Exploration Albums) • Ongoing training and coaching from 228 Accelerator and/or Embracing Equity • Annual Embracing Equity Educators Conference

Guide children in a Montessori environment

Core Teacher-Leader Responsibilities:	Aligned Professional Development Opportunities:
• Co-lead mixed aged groups Montessori classroom designed for diverse population • Employ inclusive teaching practices that meet the needs of every child, including healing-centered instruction • Support caregivers of students to adopt aligned practices at home as desired to create a seamless learning environment • Support all learners, including struggling students and students with special needs	• Compliance and literacy specific training to meet READ Act, such as the Science of Reading • Refine instructional practices to support the development of an inclusive and responsive classroom • NCMPS coaching and classroom feedback for Child Study Protocol • MLL training through a CDE-approved program and through NCMPS • Understanding Interventions and Therapies in a Montessori Setting through Montessori for Inclusion

[50] "About 228" *228 Accelerator*, www.228accelerator.com/about/.

	• Intervention program training, such as Orton-Gillingham reading instruction and Heggerty • Personalized training identified during annual Accountability and Growth Cycles • NWEA MAP, Dibels, Kindergarten Readiness, DERS, and MEFS Administration Training

Employ strong business and administrative practices	
Core Teacher-Leader Responsibilities:	Aligned Professional Development Opportunities:
• Build and maintain a balanced budget and implement sound financial practices to ensure accountability and fiscal health • Ensure accurate and complete records and stay in compliance with regulations at all times • Operate with sound human resource and legal practices • Maintain a healthy, well-functioning facility that meets the needs of students and licensing requirements • Utilize leadership and administrative skills, such as time management, project planning, and systems development, to develop and execute the varied responsibilities of school leadership	• Wildflower Schools network annual Teacher Leader Gathering • Regular WMPSC Community of Practice meetings • Financial and operations self-guided modules and 1-1 support meetings • Medication Administration • Mandated Reporting Compliance • CDE and D51 required PD • School Site Safety Plan • Suicide Prevention and Cyber Safety Trainings • CO League of Charter Schools Conference

Teacher Leaders begin this co-creation during the School Startup Journey. In this systemized, holistic professional development program, entrepreneurial educators use their experience as Montessorians and equity-minded community leaders to develop their programmatic vision for a customized microsite that meets the regulatory expectations of D51 School District and the Colorado Department of Education. What emerges are inspiring, coherent school plans co-designed with and deeply connected to the community. Every microsite will become a valued member of its community through building relationships that go beyond the students and families we serve. These relationships will not only support recruitment efforts but also translate into a vibrant school community that reflects the assets and investment of local businesses, nonprofit organizations, and neighbors who have built and contributed to the neighborhood.

- *The Montessori Institute of Denver (TMI):* The Montessori Institute of Denver is an internationally accredited Montessori training center for early childhood and elementary Montessori certification. WMPSC anticipates sending Teacher Leaders to this training

institute for Montessori certification or ongoing professional development opportunities. We will also connect with teachers currently in their training programs to share information about Teacher Leader opportunities in the WMPSC network if these teachers in training are looking for new communities in which to teach and lead. TMI has been a strong supporter of expanding Montessori into the public sector for decades, beginning with establishing of Family Star Head Start programs. Their support for public Montessori in rural communities is evidenced by the planning grant TMI just received to pilot a sustainable 0-6 training course in two rural regions, one of which is likely to be Grand Junction. TMI has already expressed interest in collaborating on WMPSC's expansion to the Grand Valley by offering local emerging teacher leaders a blended training program where the in-person training component will largely be conducted in Grand Junction.

- *Montessori Education Center of the Rockies (MECR):* MECR is a nationally accredited Montessori training center in east Denver. Several of our future Teacher Leaders attended Montessori certification programs at MECR, and MECR will likely be a certification site for future WMPSC Teacher Leaders. We will also connect with teachers currently in their training programs to share information about Teacher Leader opportunities in the WMPSC network if these teachers in training are looking for new communities in which to teach and lead.

- Moonshot EdVentures: Founding Teacher Leader, Emma Reicks, is a Moonshot Fellow supported by Moonshot's 3-stage program that focuses on leadership development, designing and piloting learning environments alongside communities, and identifying and supporting connections between Fellows and their local and national networks.

Our Teacher Leaders plan to complete the MLL training by the end of their second year at their site, beginning the required 45-hour training during their School Startup Journey planning year. The MLL Teacher's feedback guides WMPSC teachers' continued professional development regarding English language development, disseminating information on how to support children with limited English skills, educating other Teacher Leaders on supporting families to complete the home survey in their language and/or providing an interpreter for the home survey completion, coordinating the WIDA assessment and making the MLL coach's guidance available to all WMPSC Teacher Leaders. All Teacher Leaders are active in building their sites' culturally responsive mindset. As with the Special Education Teacher Leader, the MLL Teacher Leader is responsible for deciding about the resources used across sites to modify the Montessori curriculum to support children's English language acquisition, in collaboration with the Teacher Leaders and Special Education Coordinator.

Teacher Leaders also participate in regular professional development, parent education events, and board meetings. The Shared Services Partner will support our Teacher Leaders to inform them of pertinent continuing education and the most recent changes in special education and general education regulations and policy. An annual retreat is a hallmark of Wildflower sites, where all Teacher Leaders join the Board of Directors and WMPSC employees. The Wildflower Foundation also holds an annual Wildflower Gathering, where Teacher Leaders across the country convene for a weekend of workshops and socializing.

Teacher Leaders will have robust professional development tied to our values of Growth and Connectedness. With the input of the Shared Services Partner, who holds the responsibility for human resources, our Teacher Leaders will create a radically transparent process for coaching, observation, and feedback over the year and provide an external lens to ensure all students learn and grow across academic and social emotional indicators through a culturally responsive Montessori pedagogy. WMPSC will also seek training to meet 45-hour CLDE requirements and MLL student needs.

D 6. Organizational Chart and Accountability Processes

Required Attachments	Content of Attachment	Appendix Item
Organizational Chart	If there is a plan for organizational growth after the first year of operation, include charts for the first and fifth years of operation.	D_WMPSC GV: Organizational Chart
Staff Evaluation Process	Include the process the school will use for staff evaluation that aligns with the school's mission and model and the intent of SB 10-191.	D_WMPSC Growth Accountability Cycle & Site Review Processes

Calendar and Schedule

D 7. School Calendar and Schedule

Required Attachment	Content of Attachment	Appendix Item
School Calendar	Provide a draft annual calendar identifying number of school days, ensuring compliance with statutory requirements	D_SchoolCalendar ENG D_School Calendar SPA
Sample Schedule	Provide a sample student schedule or master schedule that shows start and end times of the school day as well as for daily activities (lunch, class periods)	D_Student and Teacher Leader Schedule

E. Student Services

WMPSC is committed to serving all students in Grand Valley who want to enroll, including those with physical disabilities, Individual Education Plans (IEPs), 504 plans, Multilingual Learners, Gifted and Talented, students with mental health needs, and educationally disadvantaged students. The WMPSC's vision, mission, core values and norms, and principles create a positive and collaborative learning environment for all students to be who they are within a scaffolded and caring learning community.

E.1 WMPSC Prevention Based Framework

WMPSC will use the MTSS framework and the RTI process as a prevention-based tool to identify and monitor student progress and intervention support as needed throughout the school year to ensure students are growing both academically and emotionally. This is used in combination with the Montessori Child Study Protocol, described in Section D and detailed in Appendix D_Child Study Protocol Deck. The MTSS programming is designed to be a comprehensive system to support the needs of all students through evidence-based strategies, while the Child Study Protocol is a framework for facilitating the process of implementing MTSS, which includes structuring Child Study Team (CST) meetings, identifying the lagging skill that is impeding the child's academic or social-emotional development, generating a specific intervention to address that lagging skill, observing the child's progress and collecting data about the effectiveness of that intervention over an identified period, and then revisiting the progress based on the intervention.

Using the Child Study Team (CST) model, Teacher Leaders at each microsite work with the Special Education Teacher, Student Services Coordinator, contracted School Psychologist, Shared Services Partner, Teacher Leader Assistants as needed, and parents and guardians during the MTSS process. The site CST team, composed of the Teacher Leaders and Student Services Coordinator, meets every other week to discuss student data, which includes formative assessments, TL observations, TC record-keeping, behavioral data, and anecdotal data from families/parents. Teacher Leaders identify students of concern in their bi-weekly site-specific CST meetings, collect and collate data on those students, and bring them to the monthly CST gatherings, which both the Special Education Teacher and School Psychologist attend. That team then identifies and develops intervention strategies in collaboration with families and evaluates the efficacy of those interventions using anecdotal and quantitative data over subsequent meetings. We also rely on family input about how the child performs and their affect at home. Valuing a holistic view of students by acknowledging the importance of supporting them both academically and socio-emotionally is a top priority.

WMPSC's data-driven MTSS process, facilitated using the Child Study Protocol, ensures equal access to support systems for all students and aligns with the Montessori Model. The MTSS plan incorporates the Colorado Department of Education's (CDE) five essential components of the MTSS framework:

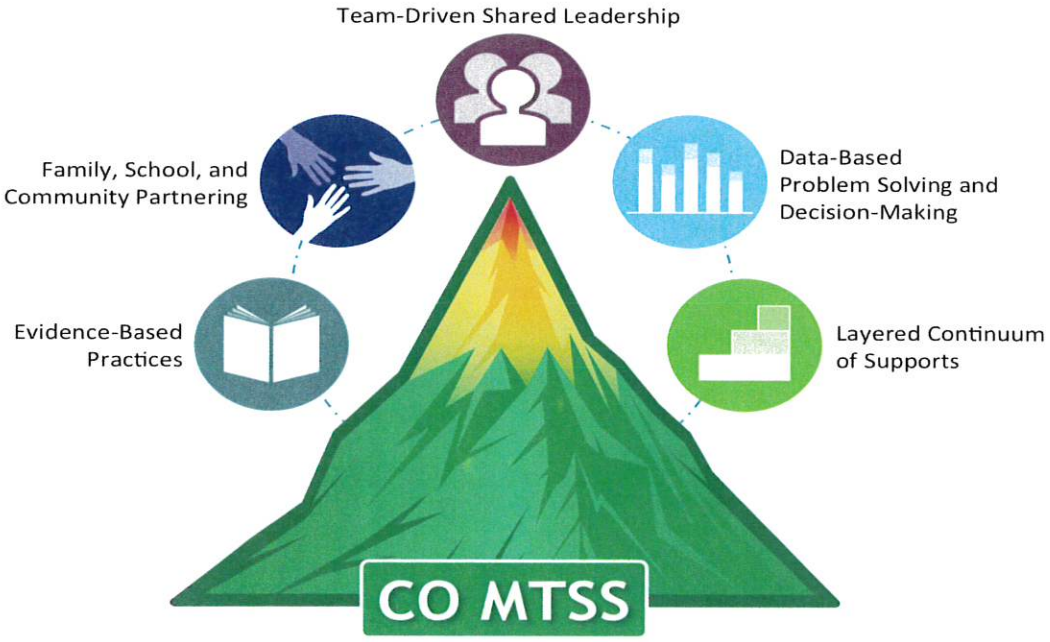
- Team-driven shared leadership;
- Data-based problem;-
- Solving and decision-making approaches;
- Family, school, and community partnering; layered continuum of supports;
- Evidence-based practices.

WMPSC will follow the MTSS process to identify students for intervention, needed support, and acceleration for all students (including English Learners, at-risk students, underperforming students, and gifted and talented students). WMPSC will follow the RTI process within the MTSS framework:

- *Tier 1: (Universal Level)*: Approximately 80% of students fall into this level, and their needs are typically met in the mainstream classroom through WMPSC's delivery of the Montessori curriculum. WMPSC's curriculum is standards-based with differentiated instruction in a team-teaching model. As students undertake follow-up work in groups and individually, teachers can personalize instruction and adapt teaching strategies to address each student's learning style and educational needs. Those struggling to keep up with classes are placed in Tier 2 (Targeted Level).

- *Tier 2 (Targeted Level)*: Approximately 5 to 15% of students fall into this level at any given time. Students at this level may need more targeted, specific interventions to find academic and behavioral success. Students needing intervention at this level are supported with interventions suggested by the CST. Interventions could include a variety of strategies such as modified assignments, copies of notes, or individual checks for understanding. If targeted interventions are not successful and the student continues to struggle to make sufficient academic progress, a more intensive intervention plan will be put in place.

- *Tier 3 (Intensive Level)*: approximately 5% of students fall into this level and require the most intense interventions due to performance being significantly below expected benchmarks. The student may be moved back into Tier 2 support when learning objectives are met through intensive interventions. Students who remain unresponsive to Tier 3 interventions will be referred to the special education team for clinical evaluation to determine the presence of any learning disabilities.



The three tiers are designed to be fluid: Within all three tiers Teacher Leaders are constantly re-assessing students to determine whether interventions are successful or whether new strategies should be used. This is reflected in the diagram above: the wheel at the center identifies the level with the cyclical tasks to analyze, implement, evaluate, and define.

E.2. WMPSC Student Services Support Program

The WMPSC student services support program is informed by Montessori practices of student-centered learning and our charter that is designed to create an inclusive learning environment and infuse a sense of belonging and identity affirmation for all students. WMPSC is committed to providing a continuum of services in the least restrictive environment, underscored by the Montessori Method, which benefits students with and without support needs and views inclusion as natural and necessary.[51]

WMPSC sees our student services support program as fully integrated into our teaching and learning, led by Teacher Leaders who receive professional training that meets state literacy and MLL requirements, as well as follow their own Growth and Connectedness Plan to build their expertise in student services delivery. Teacher Leaders' Professional Development opportunities are described in Section D: Educational Programming. The Teacher Leaders are supported by a Student Services Coordinator (SSC) and robust school-based staff (Special Education Teacher, Teacher Leader Assistants) and contractors (School Psychologist, Licensed Occupational Therapist, Speech-Language Therapist, etc.). These contractors are selected and onboarded to integrate them into the school culture and meet WMPSC's strong hiring process, reflected in the Teacher Leader School Startup Journey (Appendix B_Wildflower School Startup Journey Deck). Contractors follow a process that includes training in Wildflower Ways of Working (Appendix E_Wildflower Self-Management Ways of Working); Montessori Method; and equityXDesign. Contractors are required to shadow a Teacher Leader prior to employment and, as part of the onboarding process, attend a CST meeting and commit to the DEIB Agreement (Appendix A_WMPSC DEIB Agreement).

The onboarding process highlights our Wildflower microsite model and the Montessori classroom culture where all students receive maximum differentiation and are affirmed in their identities, including different learning approaches.The small group and individualized instruction of the Montessori classroom ensure that every child is working on concepts specifically geared toward their level of mastery of that concept.Teacher Leaders work with each student or small group to monitor and adjust the instruction to address the needs of the individual or small group and then, once the student is on track and working toward his or her next goal, the teacher moves on and addresses the next student or group of students at the same personalized level. Montessori Observation protocol and assessment and reporting procedures inform this teaching.

Additionally, the microsite model and multi-age classroom give Teacher Leaders and students the opportunity to be seen and learn from one another in a community that centers student needs in a nimble way. For example, a student requiring accelerated instruction reading might join the older students in the classroom for reading activities, while the same student, finding math more challenging, might stay with his peers or even work with some of the younger students in a class for math-related activities. With the constant shifting of small group activities on an as-needed

[51] Implementing Montessori Education in the Public Sector, 1990 p.273.

basis, students avoid being pigeon-holed into ability groups or always working with the same students considered to be on the same academic level as them. Instead, they move fluidly to the group or activity which is most individually appropriate for their level of mastery at that specific moment in time, guided by the Teacher Leader and the Montessori progress monitoring tools.

Budgeting for the Student Services Support Program

Our fiscal plan fully takes into account how WMPSC will support historically underserved students with special needs, gifted abilities, multilingual learners, and students with mental health and other health needs. The Standardized Budget Template, detailed in Section G reflects an understanding of all funding sources used to serve student subgroups, including students with IEPs.

WMPSC will hire one certified Special Education Teacher to work with our Teacher Leaders, Montessorians trained in the Child Study Process, Orton-Gillingham, and meeting READ Act 'Science of Learning' and MLL requirements. The Student Services Coordinator supports the assessment and reporting of students and the creation and delivery of academic and socio-emotional support for students, with a keen focus on students with IEPs or 504 Plans.

We believe that our current staffing plan will meet the needs of our anticipated special education population. If WMPSC ends up with a higher than expected special education population or students with more severe needs than expected, then WMPSC will confer with D51 and will adjust our expenses accordingly to support students with severe disabilities.

Our staffing currently follows a student services staffing allocation formula, recommended by Colorado Charter Schools Institute (CSI). Our budget and Planning Year processes, however, depends on conference with D51 to finalize alignment with district recommendations. The formula for staff-to-student ratio based on identified student needs is currently slated per below:

Student Services Staff Position	FTE Staff: Student Ratio
Special Education Teacher	1:150
School Psychologist	1:250
Nurse	1:750
Contracted therapists, such as S-L	1:400

Additionally, our expenses include staffing, curriculum and materials, and professional development. We have created our budget to reflect how these expenses grow according to enrollment,site growth, and projected student needs. In Year 0, we are working to secure a working relationship and minimum contract with an occupational therapist, speech and language pathologist, and nurse. WMPSC is prepared to contract for visually impaired, deaf/hard of hearing, audiology, and vision/hearing screenings and services as necessary for an hourly rate. Fundraising is specifically targeted to elevate our special education resources, including staffing a Social Worker by Year 5.

Projected Required Resources for Student Services Support Program:

Staffing	Projected Salary Expense				
Role	Year 1	Year 2	Year 3	Year 4	Year 5
Student Services Support Coordinator	$18,260	$18,625	$35,620	$48,444	$49,413
Special Education Teacher	$16,100	$25,806	$38,286	$56,138	$57,260
School Psychologist	$6,000	$9,180	$12,485	$15,918	$16,236
Nurse	$2,000	$4,000	$4,000	$6,000	$6,000
Contracted therapists such as S-L	$6,000	$6,000	$10,000	$20,000	$20,000

Curriculum and Materials	Projected Expense				
	Year 1	Year 2	Year 3	Year 4	Year 5
Students with Special Needs	$1,500	$2,500	$2,550	$5,306	$5,412
Students with Mental Health Needs	$130	$265	$270	$552	$563

WMPSC is prepared to use curriculum beyond Montessori, and has budgeted curriculum and training to meet these needs. To meet READ Act requirements, WMPSC plans to use Amplify as our assessment tool; Wonder Works and Orton-Gillingham as our intensive curriculum; and The Writing Road to Reading as our supplemental program. Additional curriculum Teacher Leaders will consider to meet the unique learning needs of their students include Zones of Regulation, social Thinking; Step up to Writing; and Fundations.

To meet the ongoing training of Teacher Leaders, we have allocated $4000/year for professional development per Teacher Leader. WMPSC anticipates a special education population at or below 12%. This would likely represent a maximum of nine students per year starting in Year 1 (K-3). To inform the potential IEP services that WMPSC will be prepared to provide its students, we will seek shared data on the current level of services for both PreK and Elementary students from D51.

Each December, a count of eligible IEP students enrolled in the school will be taken. WMPSC will receive funding during the following school year to assist with the services required for those students. As listed in the Budget Assumptions in Section G, statewide estimates for the 2023-2024 school year put these funding levels at $1,600/IEP student from IDEA and $1,232/IEP student from ECEA.

WMPSC looks to consult with D51 and consider ongoing special education insurance models and special education funds to be used with the IDEA and ECEA funds.

E.3. Students Who Have Been Historically Underserved

WMPSC will serve all students who want to enroll in the school. This includes students who are considered historically underserved due to academic, economic, or social-emotional risk factors and educationally disadvantaged, defined by C.R.S. 22-30.5-106(q)) as students in danger of not graduating, being promoted, or meeting other education-related goals. Risk factors may include but are not limited to socioeconomic status; academic background; behavior, cognitive, or physical problems; family or community environment; and school capacity to meet student needs.

The Montessori model truly personalizes an educational approach for each student that especially benefits educationally disadvantaged students, ensuring students will not be able to fall through the cracks. On the contrary, the Montessori model, coupled with WMPSC practices, has the following supports and interventions built in for all students:

- NWEA MAP testing is administered twice a year to identify areas of growth as well as areas in need of further support;
- Presentations of Learning showcase students' areas of challenges and accomplishments;
- Three-year cycles with Teacher Leaders and peers that allows students and adults to know each other well; and
- The development of elementary portfolios over six years to identify personal, academic, and emotional goals and accomplishments of students;
- Individualized standards-aligned observations, record keeping, and reporting in Transparent Classroom.

All historically underserved and educationally disadvantaged students will follow the same procedures described in the above sections as they pertain to their unique needs and circumstances, including students with special needs, those on 504 Plans, those experiencing homelessness, and students in foster care. These procedures include working to address a child's housing needs more directly and students' transportation challenges inherent in their fluid living arrangements so that WMPSC can be a source of continuity and stability in their lives. Our SSC works directly with families and community social services agencies to help prevent our foster and homeless student population from needing to switch schools and curricula mid-year, which would further educationally disadvantage them. Instead, they will have a chance to engage more deeply in their classwork, develop important relationships with their teachers, and benefit from all the academic and socio-emotional supports WMPSC offers.

Additionally, WMPSC is prepared to serve all D51 students regardless of their physical disability. Our sites will meet all ADA requirements and will contract with service providers to provide therapy and adapted education to students directly. We expect that our Teacher Leaders and staff will receive additional training to meet the needs of students with physical disabilities and will integrate this into WMPSC's annual professional development plans and calendar, to be finalized during the Planning Year.

E.4. Students with Special Needs

WMPSC operates in full compliance with federal laws, including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. We also understand the requirements of Colorado's Exceptional Children's Education Act. As such, and in alignment with the Montessori Method, WMPSC is committed to providing a continuum of services in the least restrictive environment appropriate to the individual student's needs. This means that students are in class as much as possible. Special Education providers, such as the Special Education Teacher and contracted licensed therapists, work with Teacher Leaders to know how to meet IEP minutes and support effective student accommodations and modifications. The Special Education Teacher might join a lesson with the Teacher Leader for inclusion support. Some students may require pull-out support; in these situations, the student works with the Special Education provider individually or in a small group. Pull-out support with the Special Education Teacher might occur as an individualized or small group lesson in the classroom. These lessons would be consistent with the classroom culture of individualized or small group lessons for all students. In other cases, the Special Education Teacher might conduct pull-out support in a separate environment. WMPSC will manage IEPs and progress monitoring through Infinite Campus. We are confident that this system facilitates efficient and easy communication with district personnel on special education issues.

The WMPSC budget aligns with the required resources to support students with special needs by allocating funding to employ a certified Special Education Teacher and contracted therapists, such as a certified Speech-Language Pathologist; purchase materials and curriculum for pull-out interventions; subscribe to Infinite Campus, which we will use to monitor all students with special needs students; and support all Teacher Leaders in completing focused professional development to understand and teach a student with special needs.

Several accommodations often present in IEPs and 504s are naturally supported by the Montessori approach to learning, especially given the prevalent use of concrete materials in lessons and independent work. In math, for example, concrete manipulative materials are used to teach nearly all math concepts and can be utilized by children for follow-up work at any point in the child's learning. It is customary in Montessori classrooms for guides to continue integrating concrete manipulatives in students' learning throughout the elementary years. Given that Montessori pedagogy is an individualized approach to student learning, integrating accommodations and modifications set forth in IEP and 504 plans is common and fluid, and coordination of this work between the Teacher Leader and Special Education Teacher will ensure that each individual student is receiving instruction, scaffolding, and support as appropriate, according to their individual needs and learning profiles.

The IEP and Infinite Campus will be used to track progress made toward goals and the effectiveness of various accommodations and modifications. We also will employ a Montessori-based platform, Transparent Classroom, to manage Teacher Leader observations. The SSC is responsible for integrating WMPSC with existing D51 systems for ease of compliance and reporting procedures.

The frequency of progress monitoring will vary by the student's Tier level per below:

1. *Tier 1: Benchmarking* – Assess all students two times per year for universal screening (early identification) and general education progress monitoring.

2. *Tier 2: Strategic Monitoring* – Monitor at-risk students monthly and evaluate the effectiveness of instructional changes.

3. *Tier 3: Intensive Progress Monitoring* – Write individualized annual goals, but monitor progress data much more frequently (ex., bi-weekly or even weekly, depending on the student). The frequent monitoring will take place by the CST via regularly scheduled meetings.

All students with IEPs have a formal annual meeting (which includes the parents/guardians, Special Education Teacher, Teacher Leaders, and SSC). The student's IEP is reviewed at the annual meeting to ensure that the student is meeting the IEP goals or making appropriate progress. Strategies may be refined or modified based on the student's progress. A parent/guardian can submit a special request to have a student's IEP reviewed or modified before the annual evaluation is scheduled. In addition, any time a change is made to an IEP, the special education team must call a formal meeting that involves the student's parents/guardians and Teacher Leaders.

The annual IEP meetings are when a student's progress data is evaluated and discussed to determine if they are ready to continue in the general education program without special modifications or accommodations. If it is determined that the student is ready based on progress data cited in IEP, as well as from qualitative observations from the Teacher Leader and the Special Education Teacher, then the team will prepare a transition plan to ensure a successful transition into the general education program without modifications. This will be discussed at an IEP exit meeting. Parents and guardians are part of this determination. Students who exit the special education program will still be monitored to ensure continued success.

Identification of Students with Individualized Education Plans (IEPs) and 504 Plans

WMPSC anticipates that some students with special education needs will have been already identified prior to enrolling in the school and will have an IEP in place. However, WMPSC also recognized that some students, because of their young age, may not have been identified as needing additional support. As such, we recognize our obligation to ensure that WMPSC has a strong process in place for identifying students who might be in need of additional services.

The CST, described in Section E.1., helps manage this process. If a student is flagged during screening assessment and/or observed to be struggling and the Teacher Leader has already tried a number of Tier 3 interventions that have not been successful, then the Teacher Leader assembles the CST. The CST discusses the challenges the student is having, along with the different interventions that have been tried and the impact of those interventions. Parents and guardians are notified of this process and are invited to attend a meeting at the onset, per Child Study protocol. The Special Education Teacher spends time observing the student in class, working with the Teacher Leaders, recommending additional interventions, and then monitoring the implementation of those interventions for 30 to 45 days.

The CST implements between three to five interventions during the observation and progress monitoring period. At the end of the observation period, the student is referred for special education testing if the interventions have still not proven effective. Families will have been involved in the CST's intervention work, understand their child's successes, and be informed of the testing if it reaches that point. At that time, the Special Education Teacher, Teacher Leaders, and other specialized therapists conduct their own observations and begin testing. To determine eligibility, the special education team must evaluate the child in all areas of the suspected disability. The type of testing and who administers the tests depends on the student's needs. The testing process is based on collecting the broadest base of data possible to ensure that any diagnosis is as accurate as possible.

IEP Development

If the body of evidence indicates that the student has a disability that is having an adverse effect on their educational progress, then the student is eligible for special education services. At this time, the student's family and the special education team meet to review the testing results and begin the development of an IEP for the student. The IEP will be developed and implemented as soon as possible following the determination of eligibility for special education services. When developing an IEP, the team considers the strengths of the student; the concerns of the parents/guardians for the student's education; the results of the evaluation; and the academic, developmental, and functional needs of the student. The IEP will include the following:

- The student's present levels of academic achievement and functional performance, describing how the student is currently doing in school and how the student's disability affects their involvement and progress in the general curriculum;
- Annual goals for the student that can reasonably be accomplished in a year;
- The special education and related services to be provided to the student, including supplementary aids and services (such as a communication device);
- How (and if) the student is to participate in state and district-wide assessments, including what modifications to tests the student needs;
- Service delivery details, such as when services and modifications will begin, how and how often they will be provided, how long they will last; and,
- How school personnel will measure the student's progress toward the annual goals.

Once the IEP has been fully developed, Teacher Leaders, parents, and students (when appropriate) will be included in IEP meetings. IEPs are reviewed annually and are thoroughly re-evaluated triennially.

504 Plan Development

At times, a student is not identified upon enrollment as needing an IEP or 504 plan, but WMPSC staff observes any condition that significantly limits daily activities. When this occurs, Teacher Leaders and the special education teacher will begin the Child Study protocol, request a testing referral, and draft a 504 plan if testing results indicate a need for a 504 plan. Note the distinction between a 504 plan and IEP is that a 504 plan typically addresses the need for "accommodations"

(such as extended time for testing for a student diagnosed as having ADHD) rather than learning "modifications" (such as a modified curriculum or instruction).[52]

E.5. Students with Gifted Abilities

WMPSC believes that all students should be treated like they are gifted and talented (GT). This is evident in the scaffolding and choice in the Montessori curriculum that gives students opportunities for deep learning, high quality of work standards, access to multiple levels of curricula, and a personalized curriculum that allows them to create their own pathway to learning and work to their fullest potential.

If a student enters WMPSC designated as GT, the student and their Teacher Leaders will maintain the student's Advanced Learning Plan (ALP). The WMPSC Teacher Leaders and students work collaboratively to develop ALP goals that support student interests and goals. One Teacher Leader at each site will attend D51 training or complete the CDE ALP Webinar Series to support the development of ALPs. Advanced learning projects aligned to a student's ALP will take place throughout the year. The WMPSC budget aligns with the required resources to support GT students by allocating funding to purchase curriculum and materials for GT enrichment and ALP completion; subscribe to Infinite Campus, which we will use to progress monitor all GT students; and support all Teacher Leaders in completing GT training, as needed.

If a student enters WMPSC without GT identification, Teacher Leaders will refer students for possible gifted identification based on a body of evidence collected during the year, beginning in Kindergarten. Teacher Leaders meet with parents and reference the CDE Gifted Identification Guidance Handbook[53] before evaluation. The body of evidence will be both quantitative (ex., norm-referenced and criterion-referenced tests) and qualitative (ex., performance tasks graded on a rubric, observations, parent input, interviews). Students may be identified as gifted in the following areas: general or specific intellectual ability; creative or productive thinking; leadership abilities; specific academic aptitude in reading, writing, math, social studies, science, or world language; specific talent aptitude in visual arts, performing arts, musical dance, or psychomotor abilities.[54] Teacher Leaders will be responsible for developing qualifying students' ALPs and managing the overall gifted and talented program. Our Teacher Leaders are aware and keep attentive of MLL GT students, given that these students oftentimes are not identified. We do this by observing rates of progress, memory, and attention, as well as non-language specific learning, common in the Montessori classroom, such as using manipulatives to understand math concepts.

E.6. Multilingual Learners

Based on demographic data of Grand Valley students, WMPSC anticipates serving approximately 8% of students that will qualify for Multilingual Learner (MLL) services. The WMPSC budget aligns with the required resources to support MLL students by allocating funding to purchase MLD curriculum for the MLD pull-out interventions; subscribe to Infinite Campus, which we will use to progress monitor all MLL students; and support all Teacher Leaders in completing the CDE

[52] https://www.understood.org/en/school-learning/special-services/504-plan/understanding-504-plans.
[53] https://www.cde.state.co.us/gt/idguidebook.
[54] https://www.cde.state.co.us/gt/idguidebook, p. 20.

recommended 45 hours of training for MLL instruction. Founding Teacher Leaders Georgie and Emma have deep experience teaching MLL locally and in larger urban areas with a significant MLL percentage. Teacher Leaders will attend ongoing MLL training and meetings to respond to current research and practice, and we are seeking a Shared Services Partner who is bilingual.

Identification of English Learners

WMPSC requires that every student's parent/guardian completes a student language data form/parent home language questionnaire as part of the enrollment process. This form identifies students whose primary or home language is one other than English. If a student's first language is not English or if the language regularly used by the student's parent/guardian is not English, then the Teacher Leader gives that student the WIDA-Screener to determine appropriate placement. The WIDA Screener is administered within ten days of the student starting school. When a student qualifies for MLL services, WMPSC sends a letter home to the family (in both English and the native language) notifying them that the student will be receiving MLD services. The student's score on the WIDA Screener determines the level of services and the specific strategies in the MLD Plan. The student's MLD Plan will be developed and shared with the student's family within 30 days of the start of the school year.

Students who are identified as not English proficient receive the most intense level of services: one hour of pull-out instruction four days a week. The pull-out instruction will be provided by the MLD teacher. Students who are identified as limited English proficient will receive one hour of pull-out instruction twice a week. Regardless of the student's MLD level, the MLD teacher works with the Teacher Leaders to support the student. All strategies and support services must begin within 30 days of the student's start date at the school.

Once a student has been designated an MLL, they will be assessed annually (using WIDA Screener) to assess growth and to ensure that they are still receiving the appropriate level of services for their language needs. The MLD teacher identifies the appropriate ACCESS for MLLs assessment based on the student's language skills (Tier A for beginning; Tier B for intermediate; and Tier C for advanced). The specific strategies are discussed in the next section. All strategies and support services must begin within 30 days of the student's start date at the school.

Instructional Programs and Practices for Multilingual Learners

In all MLD instruction, whether in the classroom or pulled-out with the MLD teacher, the following essential components of MLD instruction are followed:

- Explicit language objectives are provided during instruction that incorporates listening, speaking, reading, and writing skills that are appropriate for each student's language proficiency level.
- Instruction incorporates appropriate school-adopted texts and materials as well as specific supplemental resources.
- Instruction and strategies are interactive and provide an open environment that allows ELLs to feel safe to experiment with English.
- Instruction provides ample practice and reinforcement activities that are appropriate for each student's proficiency level.

- Student instructional needs are determined by ongoing formative assessments, common formative assessments, and analysis of student writing, reading, and speaking samples.
- Differentiated instruction is evidenced by teaching strategies as well as questioning strategies that are based on students' proficiency levels.
- Differentiated instruction is evidenced by the intentional grouping of students according to proficiency levels as appropriate for the activity (homogeneous/heterogeneous grouping).
- Presentation of Learning assignments and direct instruction assignments are differentiated based upon students' language proficiency levels.
- Vocabulary instruction and practice are part of ongoing classroom language objectives assessed by comprehension checks (both oral and written).

WMPSC uses sheltered instruction with MLL during pull-out or in the mainstream classroom. This means that the school uses teaching objectives, instruction, and strategies that are determined by the student's English literacy proficiency and that are designed to develop content understanding and access to the core curriculum. Sheltered instruction focuses on teaching so that content and skills are accessible for all students. It focuses on effective teaching strategies for MLL in all content areas. The rationale behind sheltered instruction is that it provides students with opportunities to learn academic content while simultaneously providing learning opportunities with language, literacy, and social interaction skills. In addition, when comprehensible input and social interaction opportunities are combined, learning tends to be deeper, and students retain more information. For teachers, sheltered instruction requires planning that involves content objectives, a focus on language, and social objectives.

In the Planning Year, all WMPSC Teacher Leaders will receive training in sheltered instruction strategies through D51. Teacher Leaders learn the following essentials of sheltered instruction:

1. Tap students' prior knowledge and build background knowledge.
    - Evaluate students' current knowledge.
    - Build a knowledge base that prepares students for instruction.
    - Use both homogeneous and heterogeneous grouping for instruction.
2. Use flexible grouping and cooperative learning strategies.
    - Group students to facilitate cooperation, exploration, practice, and demonstration of both language and content skills and understanding.
3. Use active participation and interactive learning strategies throughout instruction.
    - Give students opportunities to observe, experiment with, build, assemble, disassemble, and manipulate physical objects while developing language skills and content understanding.
    - Move from the concrete to the abstract when presenting lessons.
4. Differentiate instruction by addressing diverse learning styles and developing multiple intelligences. Develop the intellectual capacity of all students.
    - Modify your teaching style to match students' learning styles. If students are not learning the way you teach, then teach the way that students learn.
5. Address listening, speaking, reading, and writing skills throughout instruction. Give students multiple opportunities to take risks with language by providing multiple opportunities for oral expression.
6. Provide access to texts.
    - Adapt the text to match student language acquisition levels.

7. Address students' language acquisition levels through instruction and assessment.
    - Identify the language levels of students.
    - Differentiate instruction based on the language acquisition levels in class.
8. Create a safe learning environment.
    - Provide students with environments and situations that are non-threatening.
    - Lower the affective filter in order to provide students with a safe environment in which to think and learn.
9. Connect with students' home languages and cultures.
    - Strengthen ties between the home and school.
    - Connect the student's home language and culture with school.
    - Maintain high expectations and then help students reach them.

As needed by a student's MLD Plan, the contracted MLD support specialist will provide support to all WMPSC Teacher Leaders on how to best differentiate instruction for MLL students. This MLD teacher will meet with Teacher Leaders during weekly meetings and professional development sessions.

Assessment and Monitoring the Progress of MLL Students

WMPSC creates an MLD plan for each MLL at the school if one is not already in place. If a student enters with an MLD, WMPSC will follow the existing requirements of the existing MLD plan. The MLD plan includes annual goals and benchmarks for the student, as well as strategies for pull-out support and instructional techniques that will be used in the regular classroom. These plans are developed in collaboration with the families and Teacher Leaders. Once an MLD plan is in place, the contracted MLD teacher also develops and maintains a portfolio of each MLL's work. The portfolio includes examples of student work that offer evidence of learning; the portfolio becomes an effective tool for communicating with parents/guardians on the student's progress. The portfolio also includes the student's assessment results from other testing that happens during the school year, including the NWEA MAP in Math, ELA, and science, portfolio work, and Presentation of Learning assessments.

These assessment results, along with WIDA ACCESS results and other examples of student work, provide a comprehensive picture of the student's progress in developing English language skills. If an MLL is struggling to meet benchmarks, the MLD teacher and the student's advisor will collaboratively discuss additional interventions that can be used to support the student's learning. When a student reaches proficiency (Composite = level 6) on WIDA, and all other assessment data indicates strong English language skills, then the student will be considered Fluent English Proficient (FEP) and no longer receive services through the school's MLD program.

Per the CDE's guidelines, once the student is identified as FEP, however, the school will continue to monitor the student's linguistic and academic progress for two years. If the student is not advancing as expected, the school will consider re-evaluating the student to determine if they should re-enter the MLD program. If this occurs, WMPSC will document the rationale for why and notify the parents/guardians of the student to obtain their consent to resume MLD services. Once a student shows progress for two full years of monitoring, they will be moved to exit status in the Colorado Data Pipeline. [55]

[55] https://www.cde.state.co.us/cde_english/1819redesignationguidance, p. 9.

E.7. Students Performing Below Grade Level

Identifying and meeting the needs of students who are performing below grade level happens on an ongoing basis through several interrelated processes: all age-appropriate students will be tested using NWEA MAPS in math, ELA, reading, and science within ten days of the beginning of the school year and each spring to identify areas of growth. Teacher Leaders are continuously observing students as part of the Montessori Method, evaluating student data and drawing conclusions that inform how they can best meet students' needs. The strategies will vary based on the skills and content, the students who are struggling, and the severity of the challenge. Once a student has been identified as performing below grade level, the student enters the MTSS process described in E.1, and all Teacher Leaders will be trained in the NCMPS Child Study protocol by Year 1. The WMPSC budget aligns with the required resources to support students performing below grade level by allocating funding to: employ Teacher Assistants that can provide additional support; subscribe to Infinite Campus, which we will use to progress monitor students; and support all Teacher Leaders in completing training to understand and intervene using Montessori approaches and other research-based support.

E.8. Student Mental Health

WMPSC centers wholeness and healing engaged pedagogy. We recognize the tremendous mental health needs of students, especially aggravated in the last two years by the pandemic and racial injustice. We see school as a place where students can feel safe in their identity, relationships, and growth. As such, WMPSC prioritizes mental health. Teacher Leaders and a contracted School Psychologist hold the responsibility to identify and meet the needs of students who are experiencing acute and chronic mental health distress. Our budget aligns to provide Teacher Leaders ongoing training in suicide prevention as recommended by D51 and CDE and to stay professionally astute to understand and recognize how stress, trauma, anxiety, and depression manifest in learning and behavior. Social-emotional learning strategies, such as stress management and growth mindset, are ways in which Teacher Leaders integrate instruction for all students, including those with specific mental health needs. The WMPSC budget reflects funds to hire a contracted School Psychologist and, as mentioned earlier, it is a goal for WMPSC to allocate philanthropic funds to staff a Social Worker by Year 5 when the charter is fully enrolled. The development of the WMPSC Safety Plan (I.6) will include integrating a cognitive-based staff training program in threat assessment and school crises.

E.9. Student Health

WMPSC will support and address student health, including the process and procedures for immunizations, record keeping, vision and hearing screenings, health care plans, medication administration, and student illnesses, by contracting with a licensed school nurse. Designated WMPSC staff members will be trained to administer medication and first aid. The development of our Safety Plan (I.6) will include consultation with the Mesa County Public Health department. We recognize that environmental health issues, from area wildfires to heat waves to indoor air quality, affect learning and well-being. The WMPSC budget aligns with staffing a nurse, basing these services based on average costs across the Grand Valley charter schools, but allocates training for Teacher Leaders to reflect and sustain commitment to whole child education - which is rooted in healthy children and places.

F. Goals, Objectives, and Pupil Evaluation

WMPSC believes that student observation and data inform instruction and curriculum and that assessments drive accountability toward each student's learning and growth. To invest in this accountability and growth, WMPSC will administer a multi-faceted assessment plan that measures each student's progress toward meeting the Colorado Academic Standards and developing as a self-actualized, self-driven learner.

We are committed to integrating equity into the design of our assessments plan and every aspect of the testing process so that assessment is valuable rather than harmful to our Teacher Leaders' work and our students' identity and learning. Because WMPSC centers students who are too often at the margins of opportunity, we employ intentional, scientific observation and equitable measurement focused on vulnerable populations: students whose first language is not English, students with learning differences and disabilities, and students who live below the poverty line.[56] This approach is the heart of the Montessori Method (See Appendix F_Observing Work Engagement).

This approach requires multiple assessment forms and an understanding that different children excel in various forms of assessment. Teacher Leaders also are deeply committed to observation,[57] record keeping, and observation-informed decision-making about all aspects of the classroom environment and the student experience – a practice known as the Montessori Observation and Record-Keeping Protocol. Teachers gauge student understanding "by the way they use materials, accuracy of written work, ability to transfer concepts to new situations and showing mastery through one child teaching a concept to another."[58]

At the same time, we believe that there is much we can do to help tie the Montessori Observation and Record-Keeping Protocol to external standards used more broadly across the district, state, and nation. We also aim to increase the objectivity of observation data and integrate academic and non-academic assessments that are aligned with the Montessori Method. WMPSC is wholly focused on performance and achievement outcomes at all levels, including academically, non-academically, site-based and charter-wide.

To that end, our culture embraces high expectations for results and accountability, driven first and foremost by the Teacher Leaders who lead each site and are closest to the needs and achievements of their students. Embedded in our mission is a commitment to provide "authentic Montessori education that bridges academic outcomes and social-emotional development." Our Founding Teacher Leaders developed our achievement and growth goals with a lens to close opportunity gaps over time between subgroups. This focus on inclusivity and whole child outcomes supports our ability to exceed D51 and CDE accountability metrics and SEL and executive function benchmarks. To ensure that D51 and CDE receive all required data, our charter

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[56] Milner, H. R. (2018). Assessment for equity. *Educational Leadership*, *75*(5), 88-89.

[57] *Observation in the Montessori classroom is a tool that is used by the adult to follow the child (to assess their abilities and readiness for materials), and developed within the child to help them classify, store, order, and work towards their inner needs* in: Helfrich, S. (2016). Observation. *NAMTA Journal*, 41(3), 259-264.

[58] Scott, C. M. (2017). Un-"chartered" waters: Balancing Montessori curriculum and accountability measures in a charter school. Journal of School Choice, 11(1), 168-190.

staff includes a Shared Services Partner and Student Services Coordinator to steward the process of consistently gathering and submitting accurate data promptly.

F1. School Goals and Progress Monitoring Strategies

WMPSC has formulated SMART goals that are specific, measurable, attainable, and relevant to our mission. The goals include organizational, community and family satisfaction, and academic goals - all designed to measure variables that inform Teacher Leaders, staff, and Board about how we live into our vision and mission.

Organizational Goals

WMPSC strives to demonstrate exceptional fiduciary and financial responsibility and employee well-being. We will measure these goals through continuous feedback, both formally and informally.

WMPSC Goal	Measure	Timeline
Balanced Budget: Annual budgets demonstrate effective and sustainable allocation of financial resources as measured by balanced budgets submitted to D51.	Board of Directors Finance Committee budget review	Monthly
Financial Solvency: EYO annual audit reports demonstrate that WMPSC meets or exceeds professional accounting standards.	WMPSC Audit	Annual
Financial Health: Financial indicators demonstrate financial solvency.	Cash on hand Total margin TABOR min Fund balance Debt-asset ratio	At minimum, annual
Employee well-being: At least 95% of our staff, including Teacher Leaders, Teacher Leader Assistants, staff and contracted staff rate their experience at WMPSC and the embodiment of our vision and mission as 4 out of 5 or better.	Reflection Surveys	Bi-Annual

Community and Family Satisfaction Goals

WMPSC will measure school culture annually through a Net Promoter score and re-enrollment statistics. Every year, WMPSC will provide all stakeholders in our community, including parents and guardians, school partners, and community designers, an anonymous survey. Essential stakeholder groups will participate in the creation of this survey and will advise on its development, implementation, and analysis.

WMPSC Goal	Measure	Timeline
Net Promoter Score:[59] >75; This score will be revisited during the Planning Year in coordination with D51, the Shared Services Partner, and Teacher Leaders	Anonymous survey	Annual
Re-enrollment: At least 85% of the students enrolled at WMPSC for at least six months in the 2023-2024 school year who remain age eligible will re-enroll at WMPSC for the 2024-2025 school year.	Re-enrollment rate	Annual

Additional District Accountability Goals

WMPSC will receive its first Performance Framework in 2025 (after the second administration of state exams). To ensure we demonstrate district-level accountability, we have set a goal in our charter to perform above the other elementary schools in the target area(s), as defined with D51 during the Planning Year. WMPSC seeks high attendance and believes that our microsite model, where families and students have a heightened sense of belonging, will promote our attendance score and family retention. Additionally, WMPSC is interested in measuring students' perception of belonging and to align metrics with D51's use of the Panorama student survey.

WMPSC Goal	Measure	Timeline
Performance Framework: On the 2025 Performance Framework, WMPSC will earn 5% more of the possible points than the average percentage earned by other elementary schools in the target area.	CDE Performance Framework, relative to other elementary schools in District	Annual
Attendance: Average student attendance will be 95% for K-3rd grade during our first year of operation.	Daily attendance	Annual

WMPSC will write an annual Unified Improvement Plan (UIP) as part of CDE's accountability process. The UIP will include the school's demographic information, achievement and growth data, growth and achievement gap analyses, performance reflections, trend analysis, identification of root causes, and action steps for improvement. We will share our UIP annually with all stakeholders along with achievement data which we will report at a minimum, quarterly to D51 and bi-annually at Board of Directors meetings.

[59] The NPS numerical score is the percentage of promoters minus the percentage of detractors. The survey is based on a scale of 0-10 and groups responders based on their score: if a respondent provided a score of 9-10, they are considered promoters; 7-8 are passives; and 0-6 are detractors. NPS is a score that has a scale of -100 to 100. According to Bain, above 0 is good, above 20 is favorable, above 50 is excellent, and above 80 is world class.

F.2. Student Performance Targets

WMPSC has set goals for student growth and achievement by analyzing the Colorado UIP 2021 Outcomes of proximal schools (outlined in Section B) and understanding the 2022-2025 Mesa County Valley School District 51 Strategic Plan and the Prepared and Supported Student Priority Goals outlined. The WMPSC goals amplify the district's emphasis on demonstrating high levels of academic growth and achievement and comply with the Colorado Department of Education Standards of Accreditation Requirements as detailed in the Colorado Charter Schools Act and the Education Accountability Act of 2009 (22-11-101 et seq., C.R.S.).[3] WMPSC sought to bring alignment to subgroups when creating our plan - specifically to align reported "minority students" with "all students" goals.

While we seek partnership with D51 to finalize our goals, performance targets, and assessment, we are currently planning to use the following tools:

- NWEA MAP will be our tool for assessing literacy and mathematics progress and achievement for our grade K-6 students. Public Montessori schools across the country use this assessment tool widely. Writing rubrics adopted from CMAS and revised to fit the Montessori curriculum by Teacher Leaders will also assess Writing Proficiency;
- Colorado Measures of Academic Success (CMAS) assessments and any relative progress monitoring assessments as required by D51, will serve as our achievement measure for all students beginning in grade 3;
- The Minnesota Executive Function Scale (MEFS) will be our direct behavioral measure of executive functions. The test assesses working memory, inhibitory control, and cognitive flexibility;
- The Developmental Environmental Rating Scale (DERS) will be our measure for child and adult behaviors and environmental attributes associated with developmental outcomes such as executive function, linguistic and cultural fluency, social fluency, and emotional flexibility.

Both the MEFS and DERS are used widely in Montessori learning environments, and outcomes on these tests correlate with higher fidelity implementation of Montessori pedagogy, making it a valuable tool for continuous school improvement, standard observation, mentoring self-study, and accountability assessment.[60]

The Mission Specific, Academic Achievement, and Academic Growth goals follow. The Shared Services Partner and Teacher Leaders will use the Planning Year to finalize and seek advice from D51 regarding our academic and non-academic assessments:

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[60] *Montessori Assessment Playbook*. West Hartford, CT: National Center for Montessori in the Public Sector Press, 2019.

Mission-Specific

Measure	Metric	Year 1	Year 2
Minnesota Executive Function Scale (MEFS)	Percentage of students who attend WMPSC at least 90% of the time throughout the course of the academic year making annual progress	N/A	75%
Developmental Environmental Rating Scale (DERS)	Percentage of students who attend WMPSC at least 90% of the time throughout the course of the academic year making annual progress	N/A	90%

Academic Achievement

Measure	Metric	Student Group	Annual Performance Targets	
			Year 1	Year 2
CMAS English Language Arts (3rd-6th)	Mean Scale Score	All Students	740	742
		English Learners	730	733
		Free/Reduced-Price Lunch Eligible	730	731
		Minority Students	740	742
		Students with Disabilities	720	723
		Students with Gifted Abilities	755	756
CMAS Mathematics (3rd-6th)	Mean Scale Score	All Students	730	732
		English Learners	725	728
		Free/Reduced-Price Lunch Eligible	720	721
		Minority Students	730	732
		Students with Disabilities	710	713
		Students with Gifted Abilities	745	746
CMAS Science (5th)	Mean Scale Score	All Students	N/A	600
		English Learners		530
		Free/Reduced-Price Lunch Eligible		520
		Minority Students		600
		Students with Disabilities		480
		Students with Gifted Abilities		698
NWEA English Language Arts and Mathematics (K-6th)	Grade Level Proficiency	ALL	55%	70%
DIBELS (K-2nd)	Grade Level Proficiency	ALL	N/A	80%

Academic Growth

Measure	Metric	Student Group	Annual Performance Targets	
			Year 1	Year 2
CMAS English Language Arts (3rd-6th)	Median Student Growth Percentile	All Students	53	55
		English Learners	52	54
		Free/Reduced-Price Lunch Eligible	50	52
		Minority Students	53	55
		Students with Disabilities	42	43
		Students with Gifted Abilities	55	56
CMAS Mathematics (3rd-6th)	Median Student Growth Percentile	All Students	60	62
		English Learners	51	53
		Free/Reduced-Price Lunch Eligible	45	47
		Minority Students	60	62
		Students with Disabilities	42	44
		Students with Gifted Abilities	64	65
ACCESS for ELLs	Median Student Growth Percentile		80%	82%
NWEA English Language Arts and Mathematics (K-6th)	Individualized Expected Growth Target	ALL	55%	70%

P3. WMPSC Assessment Matrix

WMPSC's assessment takes place in all grades and across subjects. Student assessment may include, but is not limited to:

- Baseline and Summative Assessments to measure student growth;
- Montessori coursework and student portfolios to provide an ongoing record of student work that ensures mastery, based on Montessori lesson rubrics and checklists;
- Formative Assessments to measure achievement on an ongoing basis, including language development, developmental reading, and writing assessments, along with common core standards-based assessments in literacy and math;
- State assessments, as required by CDE and D51.

In consultation with national leaders on educational assessment and research, such as Wildflower Partner Ted Quinn and peers leading Wildflower Montessori charters in New York and Minnesota, WMPSC has identified a suite of assessments we will employ to measure each child's academic and social-emotional growth, development and attainment. The WMPSC Academic Assessment Schedule for the first two years of operations includes:

Name	Content Areas (ex: Math, Early Literacy)	Purpose (Rationale for selection & alignment with curriculum and instruction.)	Type (Diagnostic, Interim, Summative)	Frequency (ex: Annual, 2/year)	Administration Calendar (ex: Jan-Feb)
W-APT	English	Identify language proficiency of K students with a home language other than English	Diagnostic	Upon enrollment	Within 30 days of enrollment
WIDA Screener	English	Identify language proficiency of 1st-6th students with a home language other than English	Diagnostic	Upon enrollment	Within 30 days of enrollment
ACCESS for ELLs	English	Statewide assessment measuring language proficiency and growth	Summative	Annually	CDE Testing Window
CMAS	Reading, Writing, Communication; Math; Social Studies; Science	Statewide assessment measuring academic proficiency and growth	Summative	Annually	CDE Testing Window
School Readiness Assessment if needed (such as PALS)	School Readiness	Assess school readiness	Diagnostic	Annually	Summer, before school
Universal Screener: Ages + Stages Questionnaires	Communication Gross motor Fine motor Problem-solving Personal-social	PreK developmental proficiency and growth	Diagnostic	Annually	Spring
READ assessment (if applicable)	Reading, Writing, Communication;	Monitor students' academic proficiency and growth relative to Colorado Academic Standards in Reading, Writing, & Communication; triangulate literacy data; predict student performance on summative assessment	Formative	3-6x/ year	Formally every Quarter; informally every 6 weeks or less

Name	Content Areas (ex: Math, Early Literacy)	Purpose (Rationale for selection & alignment with curriculum and instruction)	Type (Diagnostic, Interim, Summative)	Frequency (ex: Annual, 2/year)	Administration Calendar (ex: Jan-Feb)
NWEA Map	READ ACT; Academic Proficiency & Academic Growth	Triangulate literacy data; predict student performance on summative assessment	Benchmark	Students in grades K-5, 3x/ year	Baseline during enrollment or September + Mid-year, end of year
Formative Writing Rubric	Language, Writing mechanics, Written expression	Measure writing growth	WMPSC Criterion based	Bi-annually	September, April
W-APT	English	Identify language proficiency of K students with a home language other than English	Diagnostic	Upon enrollment	Within 30 days of enrollment
WIDA Screener	English	Identify language proficiency of 1st-6th students with a home language other than English	Diagnostic	Upon enrollment	Within 30 days of enrollment
ACCESS for ELLs	English	Statewide assessment measuring language proficiency and growth	Summative	Annually	CDE Testing Window
CMAS	Reading, Writing, Communication; Math; Social Studies; Science	Statewide assessment measuring academic proficiency and growth	Summative	Annually	CDE Testing Window
School Readiness Assessment (if applicable)	School Readiness	Assess school readiness	Diagnostic	Annually	Summer, before school
Universal Screener: Ages + Stages Questionnaires	Communication Gross motor Fine motor Problem-solving Personal-social	PreK developmental proficiency and growth	Diagnostic	Annually	Spring

Name	Content Areas (ex: Math, Early Literacy)	Purpose (Rationale for selection & alignment with curriculum and instruction.)	Type (Diagnostic, Interim, Summative)	Frequency (ex: Annual, 2/year)	Administration Calendar (ex: Jan-Feb)
READ assessment (if applicable)	Reading, Writing, Communication;	Monitor students' academic proficiency and growth relative to Colorado Academic Standards in Reading, Writing, & Communication; triangulate literacy data; predict student performance on summative assessment	Formative	3-6x/ year	Formally every Quarter; informally every 6 weeks or less
NWEA MAP	READ ACT; Academic Proficiency & Academic Growth	Triangulate literacy data; predict student performance on summative assessment	Benchmark	Students in grades K-5, 3x/ year	Baseline during enrollment or September + Mid-year, end of year
Formative Writing Rubric	Language, Writing mechanics, Written expression	Measure writing growth	WMPSC Criterion based	Bi-annually	September, April

F4 Corrective Action

The WMPSC MTSS and Montessori Child Study Protocol (Appendix D_Child Study Protocol Deck) is a prevention model. Full implementation of the MTSS procedures in place will allow for ongoing monitoring of progress to goals and system-wide analysis. Our MTSS model enables us to identify and quantify students' gaps in academic achievement, provide appropriate intervention promptly, and assess students' response to intervention. The data gleaned from our MTSS model also informs Teacher Leader instruction, professional development, and growth and accountability processes.

Even with these plans in place, pupil performance could fall below the goals and objectives. The Montessori Method emphasis on student observation, reporting, and nimble instruction is our first line to identify that a student is at risk of not meeting pupil performance targets. The Child Study Steam will use the Montessori Child Study protocol to create a corrective action plan with a timeline. Child Study recognizes the student's needs from a holistic perspective, and Child Study is implemented before a Special Education referral – unless a student enters their program level with an already established IEP or 504 plan.

Typical members of a Child Study Team include family members, Teacher Leaders, specialized service providers, and Student Services Coordinator. After observation, implementation of strategies, and interventions, the team comes together to decide on pursuing an Individualized Education Plan (IEP). Whether the child is referred for special education services or not, the Child Study Team will continue working with the special education teacher(s) and the school psychologist to best support the child.

The Shared Services Partner communicates with the Board of Directors and D51 on this corrective action plan during monthly reporting. The School Accountability Committee of the Board monitors the Teacher Leaders, Student Services Coordinator, and Shared Services Partner during the implementation of the plan. These are touchpoints during the annual Growth and Accountability Cycle (Section H).

As described in Section H and Section E (PD), Teacher Leaders' professional development plan is informed by MTSS, Child Study, and Growth and Accountability processes. Teacher Leaders hold bi-monthly pod meetings to analyze trends in their observation,record-keeping, and assessment data, which informs WMPSC-wide growth areas and professional development training.

Teacher Leaders will meet weekly to discuss quantitative and observational data for students at their site. These data meetings will include the discussion of trends in the formal assessments outlined above, disaggregated by population (e.g., FRL students, MLLs, students on IEPs, etc.), deep dives into individual student work samples in order to inform best instructional practices, and analysis of observational data on student work culture and dynamics. These weekly data meetings will support Teacher Leaders in evolving their instructional practices to best meet the needs of the individual students in the program. Teacher Leaders will bring data, trends, and observations from their site-level discussions to the bi-monthly charter-wide pod meetings outlined above.

G. Budget and Finance

Our charter school budget reflects our core values and mission. As such, WMPSC prioritizes its spending in a way that reinforces its priorities for teacher-led microsites, that are community-embedded authentic Montessori learning environments and that center the whole child in pursuit of a more just world. To do this, we must operate with high fidelity to our core values, and D51 and stakeholder expectations.

G.1 WMPSC Budget

The WMPSC Budget, found as Appendix G_WMPSC GV 5-Year Budget, is our numeric story. It is balanced each year, based on realistic assumptions for revenue and based on local cost of living and target area demographics for expenditures. WMPSC includes reasonable and adequate costs for all staff, services, supplies, equipment, and facilities included in the application and essential to our four microsites implementing our model with excellence. Our 5-Year Budget Summary, along with a planning year, is below:

5 - Year Budget Summary

	Y0	Y1	Y2	Y3	Y4	Y5
Total Revenues	$264,000	$833,054	$1,049,184	$1,346,202	$1 827,537	$1,923,722
Total Expenses	$200,187	$729,139	$930,786	$1,302,132	$1,807,807	$1,858,880
Annual Net Position	$63,813	$103,914	$118,398	$44,070	$19,730	$64,842
Reserved Fund Balance	$6,006	$26,016	$35,143	$47,297	$67,814	$69,357
Unreserved Fund Balance	$57,808	$141,712	$250,983	$282,899	$282,112	$345,411
Total Fund Balance	$63,813	$167,728	$286,126	$330,196	$349,926	$414,768
Total GV WMPSC Students	0	48	80	92	149	152

G.2. WMPSC Budget Development Process

The WMPSC budget was developed by Kaycee Gerhart, finance consultant and Steering Committee member, before the Founding Board was formed and she transitioned to a volunteer position as Board Treasurer. Founding Teacher Leaders, Emma Reicks and Georgie Reigel; Interim Shared Services Partner Hannah Ewert-Krocker; and Wildflower Partners Rachel Kelley-Cohn and Katie Piehl, who holds experience as a former charter school authorizer, were advisors during the budget development process. The budget was reviewed by Isabelle Parker, Wildflower CFO, and the full WMPSC Board of Directors.

This collective effort reflects how WMPSC prioritizes co-creation and our Advice Process (Appendix E_Wildflower Self-Management Ways of Working). In the development of our budget, our mission is our throughline. We have prioritized expenses to provide families with child-centered, authentic Montessori education that bridges academic outcomes and social-emotional development through intimate learning communities deeply rooted in place, equity and belonging. The WMPSC microsite and organizational structure - and our emphasis on Teachers as leaders - guided how we allocated funds to professional development, materials and curriculum, and facilities.

The budget development process was iterative and reviewed frequently by the team; as place- and equity-specific variables were understood, the budget was updated, bringing fiscal balance and mission to center. As an example, as Founding Teacher Leaders brought in data around evolving partnerships and community need, the budget was adjusted to align with a different student demographic that affected income and expenses.

In the Planning Year, the Shared Services Partner (SSP) holds the responsibilities to develop the charter budget, advised by Founding Teacher Leaders and integrating their site-specific budget. The SSP receives support from a contracted finance consultant and the Board Treasurer. Because Kaycee Gerhart was involved in the creation of the budget, she will have first-hand experience to be an on-going advisor and understand levers to ensure fiscal health and sustainability.

G.3. Financial Best Practices

WMPSC will employ a combination of personnel, policies, and procedures to ensure adherence to financial best practices. The roles most critical to the integrity of the learning model are direct employees of WMPSC, while contractors are utilized to meet compliance standards and to fill temporary roles as the shared services staff grows. This blended staffing approach to meeting the needs of the organization allows WMPSC to launch and scale sustainably in the initial years of the charter. Financial Policies and Procedures (Appendix G_Financial Policies and Procedures) will provide operating parameters to ensure that all staff and contractors' Roles and Responsibilities are properly delineated to ensure internal controls standards are met.

In the Planning Year, the Shared Services Partner and Student Services Coordinator will be the only charter-wide employees. These individuals will select the contractors or vendors who will provide core business services during the initial years of the charter, including: financial management and

bookkeeping, audit, internal systems setup, IT support, legal services and counsel, Teacher Leader recruitment, human resources support, fundraising and grant writing, and facilities guidance.

As WMPSC matures into its third operational year, Year 3, we will begin to transition certain key functions to charter-wide shared services employees. A Finance Partner will be hired to take on financial management and strategy. By Year 4, the Shared Services Partner will be responsible for human resources, fundraising and Teacher Leader recruitment. The table below summarizes the in-house shared services staff, as well as the contracted capacities planned for Years 0 through 5:

WMPSC Staff	Y0	Y1	Y2	Y3	Y4	Y5
Teacher Leaders	0	2.0	4.0	4.0	8.0	8.0
Teacher Leader Assistant	0	1.0	3.0	4.0	5.0	5.0
ECE + Elementary Special Education Teachers	0	.35	.65	.80	1.25	1.25
Shared Services Partner	.50	1	1	1	1	1
Student Services Coordinator	0	.5	.5	1	1	1
Finance Partner	0	0	0	.50	.75	.75
Contracted Staff						
Teacher Leader	.27	.27	0	.53	0	0
Finance Contractors	The financial services provider and bookkeeper roles will be contracted annually, overlapping the onboarding of a Finance Partner in Year 3					
Speech Language Pathologist	0	Budgeted contracted services				
Occupational and Physical Therapists	0	Budgeted contracted services				
School Psychologist		Budgeted contracted services				
Nurse	0	Budgeted contracted services				
TOTAL Staff	0.77	5.12	9.15	11.83	17	17

G.4. WMPSC Budget Assumptions

The following table summarizes the assumptions and drivers behind each line item in the full 5-year budget, based on information available as of July 29, 2022:

Revenue and Expense inflation	*A standard assumption of 2% annual expense growth is included. Growth assumptions in revenue vary by funding stream and are noted below.*

Revenues	
Foundation Revenue	$110,000 loan per site, in site planning years for each site. Offered by the Wildflower Foundation with terms of 3% interest and 7-year repayment, to begin in year 3 of operations.
Preschool Tuition Revenue	Tuition: $10,700 per qualifying pupil, 3 and 4 year olds, per year Tuition will be set on a sliding scale based on family ability to pay. Assumes 25% of families will pay full-rate tuition, and 75% of families will pay a subsidized rate ranging from 10-80% of the full rate. Partial rate payees may also qualify for CCAP to subsidize the cost. Tuition rate increases by 5% annually, in line with regional tuition increases.
Food Service Revenue	Breakfast and lunch rate: $5.50/day, in line with D51 school lunch rate Assumes 66% of non-FRL students (40% of enrolled students) will participate in the lunch program. Rate increases by 2% annually, in line with expenses.
Capital Construction	$300 per funded pupil, K-6th grade. Decreases by 1% annually. Cost driver based on statewide revenue data.
Exceptional Children's Ed Act (ECEA)	$1,232 per qualifying pupil. Assumes 15% of students K-6th grade qualify, in alignment with elementary schools located in the targeted regions. No annual growth. Cost driver based on statewide revenue data.
(ELPA) English Language Proficiency Act	$365 per qualifying pupil, beginning in Year 2. Assumes 6% of students K-6th grade qualify, in alignment with elementary schools located in the targeted regions. Decreases by 2% annually. Cost driver based on statewide revenue data.
Gifted and Talented	$500 per qualifying pupil. Assumes 3% of students K-6th grade qualify, similar to district-wide averages. No annual growth. Cost driver based on statewide revenue data.
READ Act	$497.06 per qualifying pupil, beginning in Year 2. Assumes 40% of students K-6th grade qualify, in alignment with elementary schools located in the targeted regions. No annual growth. Cost driver based on statewide revenue data.
Mill Levy Equalization Funds	$800 per funded pupil, K-6th grade. No annual growth. Cost driver assumed, based on historical data.
Title I	$373 per qualifying pupil. Assumes 60% of students K-6th grade qualify, in alignment with elementary schools located in the targeted regions. No annual growth. Cost driver based on statewide revenue data.

Special Ed (IDEA)	$1,600 per qualifying pupil. Assumes 15% of students K-6th grade qualify, in alignment with elementary schools located in the targeted regions. No annual growth. Cost driver based on statewide revenue data.
Title III	$130 per qualifying pupil, beginning in Year 2. Assumes 6% of students K-6th grade qualify, in alignment with elementary schools located in the targeted regions. Decreases by 2% annually. Cost driver based on statewide revenue data.
Title II	$1,500 annually. No annual growth. Cost driver based on statewide revenue data.
Federal Lunch Reimb	Free and reduced lunch rate: $5.63/day Paid lunch rate: $0.35/day Assumes 60% of students K-6th grade qualify for the free and reduced lunch rate and 40% of students qualify for the paid lunch rate. Rate increases by 2% annually, in line with expenses.
Charter School Grant	Colorado Charter Schools Program Grant. Calculated as $100,000 in base funds, plus $900 per Y2 funded pupil, annually for Years 0-2. Calculation based on most recent grant distribution formula from CDE.
Per Pupil Funding (PPR)	$9,265.71 per funded pupil, K-6th grade. Based on estimated D51 PPR rate for 2022-23 school year. Increases by 2.5% annually, in line with typical PPR yearly growth.
Colorado Preschool Program (CPP) Funding	$4,632.85 per qualifying pupil, 3 and 4 year olds. Preschool opens in Year 2 of charter, CPP eligibility assumed to begin in Year 3.. Based on half-day (50%) of estimated 2022-23 D51 PPR rate. Assumes 60% of 3 and 4 year olds qualify for a CPP and slot and that 75% of requested slots are granted. Increases by 2.5% annually, in line with typical PPR yearly growth.
Expenses	
Salaries of Regular Employees	Teacher Leaders: average $55,200 per FTE Teacher Leader Assistant: average $27,000 per FTE Shared Services Partner: $70,500 Student Services Coordinator: $45,650 Finance Partner: $65,000 Special Education Teacher: average $46,000 per FTE FTE allocations by year can be found in Section G
Salaries of Temporary Employees - Subs	Substitutes at $160/day. Assumes 4 days per instructor (Teacher Leaders and Teacher Leader Assistant) per year. Includes contracted time for Teacher Leaders (TLs) in site planning year. Assumes 80% FTE for 2 TLs for 2 months.
Medicare	Calculated as 1.45% of total payroll, including both regular and temporary employees.

Social Security	Calculated as 6.2% of total payroll, including both regular and temporary employees. Year 0 only.
PERA Expense	20.4% of total payroll, beginning in Year 1. Rate increase of 0.25% annually to address the unfunded pension obligation. Cost driver based on statewide expense data.
Health Insurance	$5,000 per employee per year. Assumes single premium coverage with 80% of employees eligible/participating.
Dental Insurance	$330 per employee per year. Assumes single premium coverage with 80% of employees eligible/participating.
Prof Services - Food Service	$6.50 for breakfast and lunch per student per day. Assumes 90% of students will participate in school provided meals.
Banking and Payroll Service Fees	$120 per employee per year.
Professional Education Services	Professional development and contracted staff to provide student support. Professional development: $4,000 per TL and Special Educator/year and $500 per TL Assistant and non-instructional staff member/year Student Supports School Psychologist: $6,500, starting in Year 1 Physical Therapist: $3,000, starting in Year 1 Occupational Therapist: $3,000, starting in Year 1 Speech Language Pathologist: $5,000, starting in Year 1 Consulting Nurse: $2,000, starting in Year 1 Investment in Student Supports professional development grows in proportion to projected student enrollment each year.
Other Services - Assessments	Annual purchase of NWEA MAPS licenses and other priorities determined during Planning Year.
Legal Services	$5,000 for start-up needs in Year 0 and $3,500 in Year 1. $2,000 allocated charter-wide annually in future years.
Audit and Accounting Services	Average of $12,000 per year budgeted for independent annual audit. Contracted financial management and accounting services budgeted in first years of charter (Y0-Y2). Financial management will transition to in-house Finance Partner starting Y3.
Consultant Services	$4,000 in Year 0 and Year 1 for Facilities and HR support. Restricted totals in Year 1-Year 5 are set-aside funds to support students who qualify for special services to meet their unique needs. These set-asides are funded with Title I and IDEA funds.
Technical Services	Average of $2,000 for charter-wide services annually. Additional expenses budgeted in site planning years.

Utility Services	Average of $330 per site per month for water, sewage, gas and electric.
Repairs and Maintenance Service	5% of annual rent costs
Rental of Land and Buildings	Assumes $3,000/mo for Lower Elementary facility, in alignment with most recent discussions with prospective site. Rent costs for all other sites based on an average of 40 sq ft/student at a cost of $20/sq ft. Cost per square foot is based on the high-end of the range of available commercial space in the targeted regional area.
Rental of Equipment	Flat $1,000 per site per year.
Insurance	Liability/Building/Theft/Fidelity with growth in alignment to increased enrollment and number of facilities.
Unemployment Insurance	Calculated as 0.3% of total payroll. Cost driver based on statewide expense data.
Workers' Comp Insurance	Calculated as $2.00 per $100 of payroll. Cost driver based on statewide expense data.
Advertising, Marketing and Recruiting	Minimum $2,000 budgeted charter-wide annually to support enrollment. Additional expense budgeted in site planning years.
D51 Admin Expense	4% of PPR. Cost driver based on statewide averages.
General Supplies	Instructional materials and curriculum. Assumes $15,000 one-time expense per site for suite of Montessori materials and $3,000 per site for special education and social-emotional support curriculum. Average of $5,000 per site allocated for annual materials replenishment.
Food and Meeting Expenses	$4,000 in Year 0 and $2,000 annually in future years for Board support and development.
Leasehold Improvements	$65,000 per site for renovations in planning year.
Furniture and Fixtures	$10,000 per site in planning year. Average of 10% budgeted annually for repairs and replacement.
Dues and Fees	Average of $2,000 per year.
Contingency	Minimum of $5,000 set aside annually for unanticipated expenses or cost increases.

Miscellaneous Expenditures	Wildflower School Contribution are costs associated with training, coaching, and brand use specific to Wildflower model. Expense begins in the first year of site operations. Additional information on the benefits received from Wildflower are detailed in Appendix G_Wildflower Network Membership in Action and Appendix G_Wildflower Membership Agreement DRAFT.
Interest Expense	3% annual, based on balance of Wildflower Foundation loans
Redemption of Principle	7-year repayment of Wildflower Foundation loans ($110,000 per site). Repayment begins in the third year of site operations.

The ultimate financial goal for the 5-year budget plan is to ensure a positive operating income and both short- and long-term financial solvency. WMPSC understands the need to manage cash very tightly in the first three years, and has built a budget that allows surplus funds to be set aside beyond the TABOR reserve as enrollment increases.

G.5.6. Financial Reporting & Accountability Processes

WMPSC recognizes the importance of sound fiscal management, and especially in our decentralized structure where each site has autonomy to make budgetary decisions that impact their community, we will establish financial procedures to ensure smooth financial management practices.

WMPSC will establish a charter-wide Finance Committee consisting of the Board Treasurer, Shared Services Partner, Teacher Leader representatives from each regional charter, and contracted financial management provider(s). This committee will meet monthly and process monthly close out reports, hold each other accountable for site financial operations by reviewing monthly bank statements, budget vs actual and balance sheet reports, and establish a sound financial structure documented in detailed procedures that outline Roles and Responsibilities across the WMPSC community. With the Finance Committee spearheading efforts, WMPSC is committed to meeting state and authorizer transparency requirements and will adopt a budget annually, including forecasting beyond the fiscal year. The WMPSC will maintain a balanced budget each year through monthly monitoring of financial statements by the full Board of Directors.

During the Planning Year, WMPSC will finalize and activate the Financial Policies and Procedures, currently in draft (Appendix G_WMPSC Financial Policies and Procedures). These procedures will include processes for payroll including a salary schedule and compensation policies. WMPSC is committed to meeting all D51 and state reporting requirements and will report on all expected financial metrics at least annually and submit annual tax 990 forms. As demonstrated in our proposed budget and contingency budget, we are committed to meeting and maintaining TABOR and Special Education minimum balance requirements.

WMPSC understands that, per charter requirements, we will be required to conduct thorough audits of finances and operations, annually. A certified public accountant will be contracted annually to perform a financial audit and report findings to the Board of Directors, independent of

the consultant or provider conducting financial management for the charter throughout the year. The specific process for identifying and selecting the contracted auditor are detailed in Appendix G_WMPSC Financial Policies and Procedures.

WMPSC is requesting waivers from the state to ensure that our decentralized financial management structure remains true to our organizational mission and supports financial operations and decision-making closest to the felt impact, most often with the microsites and Teacher Leaders.

- C.R.S. §22-32-110(1)(y) Accepting Gifts, Donations, and Grants
- C.R.S. §22-32-109(1)(b) Local Board Duties Concerning Competitive Bidding

WMPSC will comply with all requirements of the Colorado Financial Transparency Act (C.R.S. § 22-44-301 et seq.) by posting all required documents on the charter's website following the timeline established by CDE. These postings will follow the most recent template for charters per CDE. WMPSC is prepared to provide the transparency necessary to the WMPSC Board of Directors, D51, and CDE. Appendix G_ WMPSC Board Development Plan outlines financial management and oversight as a core priority and includes policy development, training, and reporting practices for the ongoing board moving through planning and operations.

WMPSC is committed to implementing a sustainable, yet innovative model of decentralized operations that reinforced teacher leadership, along with sound financial management and accountability to D51 and others. WMPSC will report on these metrics to the Board of Directors regularly, so that there is transparency in financial operations and to equip all stakeholders with the information they need to be active advice givers. We intend to finalize financial reporting metrics with D51 during the Planning Year; below are a list of metrics and expectations we are prepared to report on:

Draft Financial Reporting Metrics

WMPSC Goal	Measure	Timeline
Balanced Budget: Annual budgets demonstrate effective and sustainable allocation of financial resources as measured by balanced budgets submitted to D51.	Board of Director Finance Committee budget review Presented to the Board monthly	Monthly
Financial Solvency: EYO annual audit reports demonstrate the WMPSC meets or exceeds professional accounting standards	WMPSC Audit	Annual
Financial Health: Financial indicators demonstrate financial solvency.	Cash on hand Total margin TABOR min Fund balance Debt-asset ratio	At minimum, annual; monitored monthly by Finance Committee

G.7. Restricted Grant Funding Expenditures

Our budget assumes we will secure a Colorado Charter School Program (CCSP) Grant, but does not include Wildflower Colorado grant funds or site-specific fundraising. The CCSP Grant will be used to help seed WMPSC's initial growth and startup capital for the charter school in its first three years. Funds will be used to support allowable expenses within the Year 0-Year 2 budgets, including: staffing, materials and supplies, and technology.

We will prioritize any additional restricted grant funding to support further special education, mental health, and MLL services. Specifically, we are prepared to increase the FTE for the Student Services Coordinator and School Psychologist, as well as hire a social worker and MLL teacher with this additional philanthropic revenue (non-CCSP). Our student population, and Teacher Leader and family advice will guide these decisions. We also expect to use grant funding towards facilities' renovations and training that will extend our inclusive Montessori model. As an example, the Montessori "peace corner" may need to be a larger calm space for students with sensory needs.

Wildflower Colorado has a track record of securing substantial philanthropic funding to support current and emerging local schools. During WMPSC's period of community building, stakeholder engagement and planning, we have heard ample interest from funders in continuing to support the growth of Montessori microsites in Colorado. We are confident that partnering with D51 to increase accessibility for PK-6th grade students via the charter model will only accelerate philanthropic support from current and emerging local and national funders.

Wildflower Colorado's demonstrated track record of philanthropic support includes raising over $1,500,000 from the following sources over the past four years:

- Wend Collective: $900,000 (over 6 years)
- Gary Community Ventures: $320,000 in PRI loan funds
- Constellation Philanthropy: $61,500
- The Buell Foundation: $25,000
- The Donnell-Kay Foundation: $25,000
- Gates Family Foundation: $80,000
- Walton Family Foundation: $50,000
- The Telluray Foundation: $65,500
- State of Colorado CIRCLE Grant Fund: $50,000

We are also actively pursuing grants from the following local and national philanthropic sources to support WMPSC:

- The Daniels Fund: $100,000
- Charter School Growth Fund Entrepreneur in Residence (EIR) Seed Grant: $250,000
- Gates Family Foundation: $100,000-$150,000
- Louis Calder Foundation: $100,000
- The Buell Foundation: $75,000
- The City of Grand Junction: $100,000
- Western Colorado Community Foundation: $50,000
- The Denver Foundation: $50,000

- State of Colorado Emerging and Expanding Child Care Grant: $50,000

G.8. Cash Flow During Planning Year

As is typical for Wildflower charter schools, the largest expenses are facilities and staff. WMPSC is planning for a lean year during the Planning Year, staffing only a part-time Shared Services Partner and contractors to set up foundational systems and processes required to create a successful new charter. Teacher Leaders will be completing their School Startup Journey and become contracted employees of WMPSC on May 1, 2023 (Appendix G_WMPSC GV Cash Flow Forecast).

WMPSC is seeking the Colorado Charter School Program (CCSP) grant. To plan for funding prior to receiving the CCSP funds, The Wildflower Foundation will play a role in providing cash flow since CCSP is a reimbursable grant.

WMPSC and The Wildflower Foundation

WMPSC is a member of The Wildflower Foundation (TWF) through two separate agreements that serve different, yet critical purposes: The Membership Agreement (previously referred to as the Affiliation Agreement) and the Services Agreement. The Membership Agreement is an agreement signed by every school in the Wildflower Network that defines the expectations for schools that are part of the Wildflower Network, as well as the benefits of membership. In order to operate as a "Wildflower School," WMPSC must have a signed Membership Agreement. The Wildflower Network Membership in Action (Appendix G_Wildflower Network Membership in Action) provides concrete examples for how Wildflower-affiliated schools may fulfill the commitments of their membership to the Network.

Agreement	Parties	Summary
Membership Agreement	The Wildflower Foundation and Charter Board	• Defines the relationship between The Wildflower Foundation and the charter organization / board; • Teacher Leaders sign a commitment and acknowledgement; • This agreement holds as long as the organization is "A Wildflower School;" • Includes a School Contribution fee of 2-4% of total revenue, once operational.

Additionally, WMPSC may choose to engage TWF for more direct, tailored support to help fulfill its mission in a Wildflower charter setting by entering into a Services Agreement. The Board of Directors may contract with TWF on an annual basis and can continue or dissolve this contractual relationship at any time. It is an at-will relationship, and no Wildflower Foundation staff person will serve as a voting member on the Board of Directors. The Board and TWF will discuss WMPSC needs during the Planning Year and TWF is prepared to support WMPSC with a Services Agreement. WMPSC anticipates establishing a Services Agreement with TWF in the first four years of the charter, starting with immediate support to set up key operating systems and hiring, recruit

Teacher Leaders, and fundraise on behalf of WMPSC. The Services Agreement will be revisited each year to determine additional charter-specific WPSC support wishes to contract for.

Agreement	Parties	Summary
Services Agreement	The Wildflower Foundation and Charter Board	• Optional agreement for additional supports to operate as charter; • Defines the work TWF may take on in the Charter Entity, including any additional payment for service; • Not a condition of membership; • Revisited as roles evolve; • This agreement tends to phase out as the charter becomes more established; • The charter may use portions of its CCSP grant to fund this work, particularly in startup.

WMPSC and TWF are ready to re-imagine charter school governance that truly prioritizes Teacher Leader decisions and centers the child's needs. The WMPSC Board of Directors will be able to learn from the experiences of operating Wildflower charters in Minnesota, New York City, and soon-to-open Washington, D.C. and participate in a network of fellow board members operating decentralized charter schools across the country. Together, this gathering of the communities provide the mentorship and professional learning community needed to bolster WMPSC's board operations and development and position this Board of Directors to be a leader of innovative charter organizational design and governance.

G.9. Contingency Planning

WMPSC is prepared to preserve the credibility of our model and still meet our organizational mission, even at a lower than expected enrollment or increased expenditures. In the event that a contingency budget is necessary, these adjustments allow WMPSC to remain authentic to its learning model and in compliance with D51 requirements. In contingency planning for less than expected enrollment we are able to sustain at 80% enrollment in the first three years while still implementing the proposed program with fidelity. Adjustments to our budget include keeping the Student Services Coordinator role at 0.5 FTE through Year 3, decreasing Teacher Leader Assistant staffing, decreasing facility renovations to focus strictly on health and safety improvements and adjustments to general expenses based on a per pupil cost. Even with our contingency plan, we are still able to maintain a maximum instructor to student ratio of 1:18.

The WMPSC 3 - Year Contingency Budget tells the story of a more lean operating structure, where we work to preserve the integrity of the model while also focusing resources where they are most critical - at the microsites. Through this exercise, we plan for 80% enrollment leading to a decrease of $124,807 in Year 1 revenues. To account for the decline in enrollment, we arrive at a balanced budget by making the following adjustments to save $71,846 in spending in Year 1.:

Year 1, Adjustments to Budget at 80 Percent Enrollment

	Full Enrollment Budget	Contingency Budget (80 percent enrollment)	Notes on Reductions
Enrollment	48	38	Reflects 20% reduction
Teacher Leader Assistant	Lower Elem: 1	Lower Elem: 0.5	Reduce FTEs of site-based staff in alignment will smaller student enrollment
Charter-wide Services FTE	Shared Services: 1 Student Srvs Coord: 0.5 Sp Ed: 0.35	Share Services: 1 Student Srvs Coord: 0.5 Sp Ed: 0.25	Reduce SpEd FTEs in alignment with smaller student enrollment
Sites	1	1	In year 1, maintain 1 site even with lower enrollment
Total Revenue	$833,054	$708,247	Reflects 20% enrollment reduction
Total Expenses	$729,139	$657,293	Cost reductions reflect necessary adjustments without cutting key program expenses
Total Fund Balance	$167,728	$132,068	The charter is able to remain solvent and meet TABOR requirements and WMPSC mission.

These decisions will balance the budget while allowing us to maintain the number one promise to families which is the teacher to student ratio and our focus on providing services that encourage our students' deep sense of belonging and identity affirmation.

A balanced contingency budget for 80% enrollment was modeled for Years 2 and 3 as well and is available in Appendix G_WMPSC 3-Year Contingency Budget. Should WMPSC continue to see student enrollment at 80% of projections for the first three years of the charter, the following additional modifications will be made:

- Additional reduction of FTEs for site-based staff in alignment will smaller student enrollment
    - Teacher Leader Assistant in Lower Elementary from 1.0 FTE to 0.5 FTE in Y2 and from 2.0 FTE to 1.0 FTE in Y3
- Additional reduction of charter wide services expenses, reducing FTEs of:
    - Student Services Coordinator from 1.0 FTE to 0.5 FTE in Y3
    - Special Educators from 0.65 FTE to 0.45 FTE in Y2 and from 0.8 FTE to 0.55 FTE in Y3. These adjustments maintain the same overall special education instructor-to-student ratios as the baseline budget, but reflect changes due to lower enrollment

- Reduction of site renovation budgets from $65,000 to $42,000. Sites will prioritize improvements focused on ensuring student health and safety and aesthetic enhancements will be deprioritized
- All expenses based on per pupil drivers reduced to reflect continued lower enrollment

In the event of lower enrollment, these adjustments allow WMPSC to remain authentic to its learning model and in compliance with authorizer requirements. The decreases in staffing and site plans, as well as other student-based expenses, are in line with the lowered enrollment numbers. Static expenses such as facilities leases, site furniture, instructional materials and other basic operational expenses, are sustained in the contingency budget to best preserve the charter mission and educational experience.

Should lower than expected enrollment persist through Year 3 of the charter, we may adjust strategy by growing enrollment first before adding additional sites in later years, recognizing that additional sites may be too costly until enrollment grows to sufficient levels. While our growth of sites may temporarily stagnate, our enrollment does not need to and we can continue to cultivate growth through additional enrollment within existing sites.

Incorporated into the baseline and contingency budget plans, Teacher Leaders from each site have a site budget that they developed with advice from the Board, Shared Services and Finance Partners, and local experts, including Wildflower Partner, Isabelle Parker, who supports Teacher Leaders across the country as they set up their local site budgets.

H. Governance

Governance

WMPSC will employ self-management tools and practices with strong leadership from the Board of Directors. Aligned to our "Montessori for Adults" philosophy,[61] we believe creating an environment that empowers educators and increases their ownership cultivates an environment for adults to be grounded in their purpose and live into their full potential as educators and leaders. In alignment with Wildflower principles, norms, and values (Section A), WMPSC will follow a decentralized decision-making structure and use the practices of self-management to organize itself, make decisions, engage in discourse when disagreements inevitably arise, and always strive toward radical transparency. These operating strategies have proven successful in other non hierarchical organizations studied and documented by Frederic Laloux and have been implemented in Wildflower public charter systems in Minnesota and New York City (Appendix E_Wildflower Self-Management Ways of Working).[62] By using self-management practices in this construct, WMPSC centers Teacher Leader autonomy and maintains clear accountability to stakeholders, both internal and external.

WMPSC Board of Directors

WMPSC is governed by a Board of Directors that is committed to our mission. It holds the accountabilities of the charter, entrusted to it by D51, and it fulfills those accountabilities by establishing a policy environment that supports bringing the charter to life. The Board of Directors is a critical stakeholder for decisions the Shared Services Partner and Teacher Leaders are making in service of WMPSC. The Board of Directors establishes this environment within the construct of the charter, laws, and its own governing Bylaws and other organizing policies (Appendix H_WMPSC Bylaws)

The Board of Directors have clear roles and responsibilities. The Board is ultimately accountable to D51 for meeting the metrics in the charter and holds the following responsibilities:

- Uphold fiduciary responsibilities
- Maintain compliance with all applicable laws and policies, WMPSC charter, and other legal requirements
- Hire the Shared Services Partner and Teacher Leaders, and facilitate the annual leadership review that results in reflection of accountabilities against the purpose and performance of the charter
- Review and discuss Teacher Leader(s) annual performance reviews
- Validate the annual charter budget
- Review, revise and renew service provider and major contractor partnerships
- Review Wildflower Network Membership (Appendix G_Wildflower Membership Agreement Draft) every two years

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[61] Kamvar, Sep. (2021) *The Wildflower Collection,* accessed at: https://connected.wildflowerschools.org/posts/4415963-montessori-for-adults-by-sep-kamvar.

[62] Laloux, F. (2014). Reinventing Organizations: A guide to creating organizations inspired by the next stage in human consciousness. Nelson Parker.

- Evaluate each site through the membership reflection process, charter performance metrics, and Teacher Leader performance reviews
- Validate policies to reinforce Teacher Leader autonomy in alignment with accountabilities and laws
- Maintain Teacher Leader autonomy by resisting making decisions that the Board is not closest to and that would lead to less ownership of those decisions by people closer to the work.

To activate these responsibilities, each board member is asked to sign WMPSC Board Commitments that help to establish clarity of expectations and how the Board of Directors will carry out its responsibilities (Appendix H_WMPSC Board of Director Commitments). The Board will fulfill its responsibilities through a committee structure (detailed above), policy development timeline, and dashboard of reporting accountability.

H.1 Founding Board Member Matrix

The composition of the WMPSC Board is state-wide, with members residing proximal to the Grand Valley and Aurora regions. The Founding WMPSC Board embodies the charter-wide cultural and linguistic diversity, history and knowledge of the unique communities our sites intend to serve, as well as the areas of expertise required to fulfill the Board's obligations to our non-profit organization. The WMPSC Board holds expertise in the following areas:

- Legal
- Finance
- Real estate
- Marketing/communications
- Mental health
- Multilingual learning
- Special Education
- Montessori in the Public Sector

	1	2	3	4	Non-voting Members			
Board Member	Henderson	Beidleman	Gerhart	Chavez	White	Briggs	Reicks	Reigel
Term	8/22-8/25	8/22-8/24	8/22-8/23	8/22-8/24				
Board Position	Chair		Treasurer					
Finance			X					
Legal		X						
Grand Valley Community Member				X			X	X
Communications / Marketing	X	X			X			

	1	2	3	4	Non-voting Members			
Board Member	Henderson	Beidleman	Gerhart	Chavez	White	Briggs	Reicks	Reigel
Community Engagement	X	X	X	X	X		X	
Colorado Charter Board, Leadership, or Teaching	X	X	X			X		X
Multi-Language (MLL) Certification					X	X		
Instructional Coaching		X					X	X
Mental Health		X			X			
Grand Valley Community Member				X			X	X
Parent of Public School Student	X				X	X		X
DEIB Experience or Expertise				X	X		X	
Real Estate / Facilities								
SPED Certification and Expertise		X						
Technology/Data Specialist								

Additionally, WMPSC's ongoing Board Development plan (Appendix G_WMPSC Board Development Plan) centers the accountabilities of the Board of Directors by:

- Continuing the work of equity-focused school design to inform the Board strategy and priorities
- Hiring key leadership, including the Shared Services Partner role
- Setting policies and development of tools that microsites can use to develop their own site-specific plans
- Supporting Teacher Leaders through the School Startup Journey and Wildflower Network Membership
- Ensuring establishment of systems that will support sound and compliant operations in alignment with the charter contract and applicable laws and policies.

H.2. Founding Board Development

The WMPSC Founding Board was formed in July 2022, transitioning from the Founding Steering Committee which formed in Fall 2021. The cultivation of a Steering Committee began by Rachel Kelley-Cohn, Wildflower Regional Site Entrepreneur, as a response to Teacher Leader interest to

create Wildflower charter schools in Grand Valley and Aurora. This Teacher Leader interest paralleled family interest to access identity-affirming microsites rooted in Montessori pedagogy.

Since the fall of 2021, this community of visionary leaders has met in person and virtually 17 times, and this application reflects only part of the expansive range of broad and detailed thinking required to move an idea to impact. WMPSC has had an intentional approach to governance development, working to center relationship building, relevancy within the community, prioritizing Teacher Leaders, and committing to self-reflection and growth. The Board, through this focus, has been building an identity that manifested itself in the organization's mission and vision. The Founding Board reflects the community and students the sites intend to serve, by modeling Wildflower's purpose, values, and norms, and also being a group of diverse individuals carrying out anti-bias and anti-racist education. Full bios of the Founding WMPSC Board can be found in Appendix H_WMPSC Bios. As the Board develops, it will further be representative of the communities we serve, comprised of founding families and parents, voices not yet heard, and non-voting Teacher Leaders.

H.3. Board Recruitment

Our strategy to sustain an engaged Board to meet their responsibilities includes: a process to vet new members ensuring their capacity, a thorough onboarding process for new members, clearly defined roles and responsibilities for board members that focus the members' time and leverage their expertise, and both formal and informal meetings that build connection and commitment. We acknowledge that our model requires consistent and deep engagement from our Board of Directors, as well as a collaborative spirit to work in partnership with Teacher Leaders and the Shared Services Partner and, ultimately, the responsibility to ensure that every microsite thrives.

Board member recruitment centers relationship building. Starting with key contributors to the mission and vision of WMPSC, prospective board members are identified through referrals from community partners, funder contacts, and teacher leader networks. Our effort to attract strong candidates balances WMPSC's need for critical areas of expertise with a bottoms up approach to board development that prioritizes hyper-local representation from the landscapes our schools intend to serve. As defined in our Bylaws, the Governance Committee stewards the process of board member nomination and recommendation. The Committee establishes values and priorities for board member recruitment and discussion of our governance philosophy. This committee continuously reviews the Skill Matrix to ensure the necessary board member expertise and experience while also holding a commitment to membership centered in and from the communities our schools serve. Presently, the Board has identified the skill areas currently needed to round out expertise, which include real estate development, ECE, and multilingual language; the Board also seeks to widen socioeconomic representation on the Founding Board.

To fulfill these skill and diversity needs, Rachel Kelley-Cohn, the WMPSC Founding Board, and Teacher Leaders are actively cultivating relationships with communities, identifying possible board members to the Governance Committee. This networking will eventually be led by Shared Services Partners in each charter location and continuously present as charter sites open and increased hyper-local relationships are generated. Ultimately, the committee will bring forward recommendations of new board members and follow the process outlined in WMPSC Bylaws.

Board members will be asked to sign the Board Commitment, Conflict of Interest, and the Diversity, Equity, Inclusion, and Belonging (DEIB) Agreement within 14 days of being seated on the Board (Appendix H_WMPSC Board of Director Commitments, Appendix H_WMPSC Conflict of Interest Policy Draft, Appendix A_DEIB Agreement).

H 4. Governance Structure

WMPSC will fulfill its responsibilities by creating and sustaining a policy environment that supports the charter and the work of the Teacher Leaders and WMPSC staff. The Board will be organized to support this policy environment as defined in the WMPSC Bylaws. The Bylaws state that the Board will be composed of between three and eleven voting members, in addition to non-voting Teacher Leader(s) and Community Design Team Board Representatives as well as administrative leadership. Aligning with our commitment to the local communities we serve, guardians of enrolled students and community members will be included among the voting members of the Board.

The Board of Directors will include a Chair, Treasurer and Secretary. The Board Chair will work with Board members to appoint committee chairs. The Board Chair will preside at all board meetings. The Secretary will perform duties of the Board Chair in their absence, including presiding at any board meetings where the Chair is not present. The Treasurer will be the lead fiscal officer of WMPSC, and the Secretary will keep minutes of the board meetings and retreats.

The Board will use a committee structure to organize its work and responsibilities. The Board of Directors will create standing committees with the following charges:

- *School Accountability Committee:* Our students' identity is affirmed and they are prepared to transform their world. The School Accountability Committee is responsible for making recommendations to Teacher Leaders and charter-wide staff concerning priorities for spending school funds, the preparation of and adherence to the school's Performance, Improvement, Priority Improvement, or Turnaround plan, and fidelity to our mission and to WMPSC's contract with D51.
- *Equity and People:* Our community reflects our mission and is strengthened by our presence. The Equity and People Committee ensures that all WMPSC stakeholders are living into WMPSC's values, purpose, and norms and that our staff, Board, and student populations are representative of the diversity in our communities.
- *Finance and Facilities:* Our organization and our microsites are financially sound. The Finance Committee is charged with ensuring that WMPSC and all of our microsites have balanced budgets, appropriate reserves, and sound, compliant facilities.
- *Governance:* We maintain a policy environment that meets the needs of the school and our community. The Governance Committee ensures that our policies and procedures adhere to holacracy and WMPSC's Ways of Working and that our Board of Directors represents the diversity of our local communities and includes the breadth of expertise necessary to fulfill our mission and vision.

In addition to the Board committees, WMPSC includes advisory committees that are unique to our model. These include: the Community Design Team, hyper-local committees proximal to microsites whose purpose is to facilitate our participatory processes of co-designing charter sites with

Teacher Leaders and community members; and Teacher Leader pod structures, which are regional groups of Teacher Leaders that provide peer support and accountability for site performance, Wildflower's ways of working, and leadership development one another as educators and Montessorians, modeling wholeness, growth and connectedness and the Wildflower Ways of Working.

H.5.6. Board Training and Onboarding

To date, the Board has engaged in Wildflower's Self-Management Learning Series that supports our self-managed organizational structure and carrying out key governance responsibilities using the practices of roles and responsibilities, advice, conflict resolution, and radical transparency. (Appendix E_Wildflower Self-Management Ways of Working). The Board has also engaged in equityXdesign training by 228 Accelerator (Appendix C_equityXdesign Framework) that supported the development of the DEIB Agreement.

Board members will continue to participate in similar workshops, as well as specific governance workshops held by local organizations, such as the Colorado League of Charter Schools. In particular, WMPSC plans to seek out training to support self-management governance, employment matters, financial management and oversight, and responsible monitoring and evaluation of school and pupil performance - especially supporting serving students with special needs. The Board will also seek support with succession planning to further strategize how to stagger Founding Board members and ideally onboard one to two new members every year, pulling in specific regional and skill set expertise. The staggered terms of Board members are identified in the Founding Board Member Matrix (H.1).

WMPSC has created a board development plan (Appendix G_Board Development Plan) that specifies board training, capacity building, self-evaluation, and succession planning. The annual budget allocated to board training is $4,000 during the Planning Year, and $2,000 each following year. The onboarding of board members includes reviewing an overview of WMPSC and a clear outline of expectations included in the organizing policies, Board Commitment, and DEIB and Conflict of interest policies. Members will be oriented to the WMPSC charter contract, have opportunities to meet Teacher Leaders and visit sites, and engage in the Wildflower self-management learning series. The Board's Governance Committee will facilitate support for this learning plan and coordinate resources from the wider Wildflower network.

Learning Plan	Month 1	Month 2	Month 3
Overview of WMPSC organizing policies	Bylaws, Board commitment, DEIB Agreement, COI	Finance and Employee policies	Additional policy review
School community	TL meet/greet	Site visits	Attend school event
WF Ways of Working	Holacracy and self-management	Self-mgmt learning series	Self-mgmt learning series con't
WMPSC Accountabilities	Contract review	Charter Goals	Board priorities

H.7. Open Meeting Law, C.O.R.A., and FERPA

Community members, including all Teacher Leaders, staff, and parents and families will be invited and encouraged to attend all open sessions of board meetings. All board meetings will be open to the public; only those matters allowed for a closed session under Colorado Open Meetings Act will be held in closed session; and any official action of the Board taken in closed meeting will be reported on in the following open session. . Our board meeting schedule will be posted on our website. The Board of Directors will operate according to the Colorado Open Meetings Act, per Article III. Section I of the WMPSC Bylaws:

> *Section 1. Meetings. The Board of Directors will meet at least ten (10) times per year to discuss WMPSC operations, to hear reports and updates from the charter community, and to discuss business related to the responsibilities outlined in these bylaws. The Board shall be subject to and hold meetings in accordance with the Colorado Open Meetings Act. The Board shall be subject to and hold meetings in accordance with the Colorado Open Meetings Act.*
>
> *Directors may meet in-person or electronically (virtually) so long as all Directors participating and the public can all hear each other during the meeting, and technology is in place to ensure such. Directors attending virtually shall be counted as present for all purposes, and virtual attendance shall count toward a quorum. Should any Director plan to attend a board meeting virtually, they will make that known to the Board Secretary at least 24 hours in advance of the scheduled Board meeting. The Board Secretary shall then provide for virtual access to the meeting to Directors and members of the public.*

The Open Records Act creates a general presumption in favor of public access to government documents. The WMPSC Board of Directors understands the importance of staying in compliance of this law including the following:

- The board secretary shall record board meeting minutes;
- The School Accountability Committee shall record School Accountability meeting minutes;
- Minutes will be posted on the school website in a timely manner;
- Minutes will be preserved in paper and electronic forms;
- The Board will make every effort to responding to CORA requests within three working days;
- The Board will file an extension for extenuating circumstances.

The WMPSC Board will work to develop a policy surrounding CORA requests so that it does not become a financial burden of the school. As soon as the charter application is approved, the WMPSC Board will be in full compliance with the law.

Additionally, WMPSC will meet the requirements of FERPA (Family Educational Rights and Privacy Act), which addresses the privacy of students' educational records. Board meetings are scheduled to train Board members about their legal obligations with regard to the Open Meetings Act, Colorado Public Records Act, and FERPA. The first training will take place in October 2022. There will be training held at the Board retreat before the end of the 2022-23 fiscal year and throughout

2023. Directors commit to building awareness and maintaining compliance with legal requirements per the WMPSC Board Commitments (H_WMPSC Board of Director Commitments).

H.8. Board Materials

Required Attachments	Attachment Description	Appendix Item
Resumes of board members	One file for each member of the applicant team and Board	H_Resume_HendersonLatia H_Resume_BeidlemanMorgan H_Resume_GerhartKaycee H_Resume_ChavezJose H_Resume_Ewert-KrockerHannah H_Resume_ReicksEmma H_Resume_ReigelGeorgie
Bios of board members	Brief biography of each Board member	H_WMPSC Bios
Board Member Commitment	Board member commitment that is signed by all board members and addresses conflicts of interest	H_WMPSC Board of Director Commitments
Board Bylaws	Should address: • board election or appointment process • board member criteria • board size • terms and term limits • duties and expectations • requirements for how often the board will meet • attendance requirements • procedures for board meetings and voting • board officers and their roles • board committees • removal • Conflict of Interest (or reference a standalone Conflict of Interest policy).	H_WMPSC Bylaws H_WMPSC Conflict Of Interest Policy Draft
Articles of Incorporation		H_Articles Of Incorporation

Leadership

As described in Section D, WMPSC unapologetically centers the Teacher Leader as the staff member best positioned to bring the dream of schooling that creates safe, affirming, just Montessori learning environments to life. Teacher Leaders have a critical role with a broad responsibility. WMPSC believes that teachers who have autonomy with support and are also

leaders making decisions in the best interest of their students and school community have great job satisfaction.[63]

In the WMPSC organizational structure, leadership is distributed. Individuals or roles are not accountable to just one person, they are accountable to the full community. However, to foster growth and meet external reporting requirements, roles do have points of accountability. For instance, the Shared Services Partner is held accountable by the Board of Directors through facilitation of their hiring and evaluation processes, and in serving as the staff liaison to the Board of Directors. However, the Shared Services Partner is also accountable to peer staff and Teacher Leaders to fulfill their roles and responsibilities.

Teacher Leaders also practice shared accountability to the community and are hired by the Board of Directors during the Startup stage of the School Startup Journey (Appendix B_Wildflower School Startup Journey Deck). When making hiring decisions, the Board must get advice from the Shared Services Partner, peer Teacher Leaders, and other staff before inviting Wildflower Network Membership and making hiring decisions that would affect the WMPSC community. Teacher Leaders and Teacher Leader Assistant roles are site-specific roles.

H 9. School Leadership

Teacher Leaders are our most critical staff members, and the 12-18-month School Startup Journey is the process where qualified teachers become Teacher Leaders at WMPSC. Our staffing is designed to support a minimum of two Teacher Leaders co-leading each site (and up to four Teacher Leaders in the case of the co-location of two sites) to reach their maximum potential in educating students, centering family engagement, and modeling wholeness in an identity-affirming education model. The staff–Special Education Teacher, School Psychologist, Teacher Leader Assistants, Student Services Coordinator, Finance Partner, and contracted providers work in service of the network of WMPSC sites and students, and with Teacher Leaders to support the operation and compliance of individual sites and the charter (Appendix H_WMPSC Employment Policy).

Teacher Leaders

A WMPSC Teacher Leader is a Montessori teacher with an entrepreneurial spirit, a passion for social justice and characteristics that allow them to evolve as an educator, co-teacher and human being through the School Startup Journey. The Teacher Leader holds the responsibility to be the general education teacher and the academic leader, to balance administrative work and educator capacity at the site level.

Teacher Leaders embody our Wildflower principles, norms, and values by possessing:

- A commitment to authentic Montessori;
- Entrepreneurial leadership;
- A commitment to serving diverse communities
- A generosity of spirit;
- A willingness to work hard;
- A desire to learn and grow.

[63] Senechal, J., Sober, T., Hope, S., Johnson, T., Burkhalter, F., Castelow, T., Varljen, D. (2016). Understanding teacher morale.

Shared Services Partner

The charter-wide role of the Shared Services Partner is to build systems and lines of communication for charter staff and Teacher Leaders to do their best work in service of students, families and communities, while ensuring sites have the autonomy and flexibility to be responsive and adaptive to the unique needs of each school community. This role is also the default for any responsibility not captured in another role and activates all staff roles to keep an eye on charter-wide metrics and overall school performance.

The Shared Services Partner is the direct contact between the Board of Directors and the other staff. Primary responsibilities currently include the strategic growth, back office operations, and facilitating reflection and learning of peers including Teacher Leaders. The Shared Services Partner collaborates with Teacher Leaders to ensure that site-level activities are synthesized with charter-level activities and are communicated with public education stakeholders such as D51 and CDE. The Shared Services Partner also collaborates with Teacher Leaders to ensure that site-level activities are aggregated to monitor performance metrics and performance goals set forth in the charter. The Shared Services Partner serves as the first point of contact for key stakeholders such as the Board of Directors, D51, and other federal and local agencies.

Job descriptions of the Teacher Leader and Shared Services Partner are in Appendix D_WMPSC GV Job Descriptions.

H 10 Leadership Recruitment

Our key leadership roles, the Shared Services Partner and Teacher Leaders, are held accountable by the Board of Directors and also hired by the Board. However, the process to be hired is different for each of these roles.

Currently, Hannah Ewert-Krocker is the Interim Shared Services Partner until the charter is approved and WMPSC initiates a hiring process for the role (Appendix H_Resume: Ewert-KrockerHannah). Hannah Ewert-Krocker was drawn to Wildflower as a steeped public Montessorian with expertise in public school development and operations. Once the charter is approved, the Founding Board will launch a formal search for a permanent Shared Services Partner in November, 2022, to be hired in January 2023.

Emma Reicks and Georgie Reigel are Founding WMPSC Teacher Leaders (Appendix H_Resume_ReicksEmma and Appendix H_Resume_ReigelGeorgie). Rather than a recruitment process, Emma and Georgie, and all Wildflower Teacher Leaders engage in a 12-18 month School Startup Journey (SSJ) that is intense and self-selecting with the expectation that at least one of two Teacher Leaders at each school will have a minimum of three years of "in-field" teaching experience. Teacher Leaders who have successfully moved through the SSJ and meet charter requirements are considered highly qualified for their positions, as they have engaged in the rigorous journey process that includes two intense and purposeful Advice Process sessions demonstrating an astute vision of their site, fiscal health and sustainability data, community input, and operationalizing details.

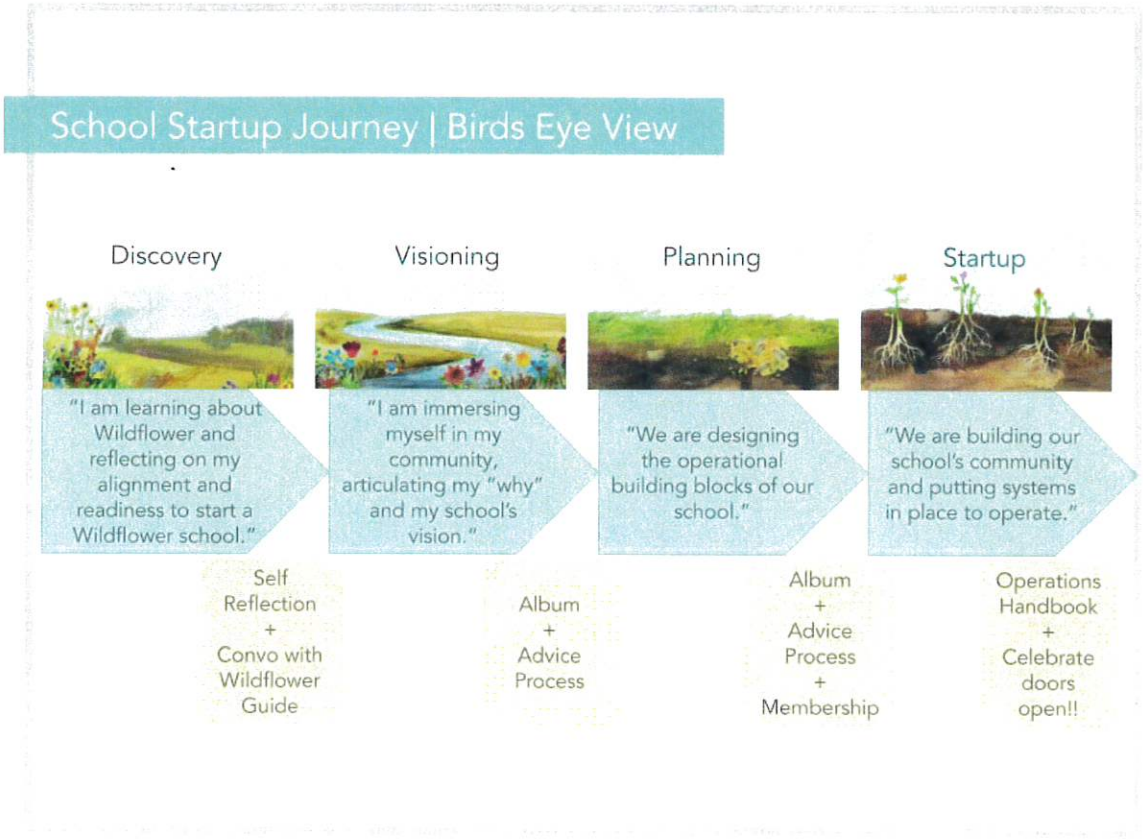
The School Startup Journey

WMPSC Teacher Leaders' journeys with Wildflower often start as a response to an open invitation, as opposed to a recruitment and hiring process. Every WMPSC site begins as an idea during the School Startup Journey (Appendix B_Wildflower School Startup Journey Deck) and is realized through self-reflection, community participation, the guidance of the Wildflower network and Shared Services Partner, and the support of all WMPSC staff and The Wildflower Foundation.

Teacher Leaders not only need to possess an authentic Montessori background and hold an experience with running a school or other non-profit business, but also be committed to operating within the Wildflower model of self-management and designing and sustaining a culturally responsive school that meets (or exceeds) our charter goals and the WMPSC commitment to equity and identity affirmation. The School Startup Journey also affirms a commitment to or experience with running a school or other non-profit business to meet the necessary administrative responsibilities of Teacher Leadership. Teacher Leaders also begin required MLL training through CDE if they do not possess it prior to entering the SSJ.

The School Startup Journey includes a developmental framework organized into four phases: Discovery, Visioning, Planning and Startup. In each stage, Teacher Leaders focus on developing their school plan around core guiding questions (see figure below). Through engagement in learning opportunities and school Startup activities, Teacher Leaders will form their own point of view on these core guiding questions and will create a portfolio of work that supports and demonstrates their point of view.

Once a Teacher Leader believes their thinking on the core guiding questions for that stage is fully developed, they will use the Advice Process to share their work so far and gather advice from others. After gathering advice from their stakeholder team and others interested in engaging, the Teacher Leader prepares for and decides whether to move to the next stage of the SSJ. This point is critical to the journey: the Teacher Leader is the decision-maker, charting their own path, but the advice-givers help ground the Teacher Leader in the reality of the necessary preparedness to move ahead and help bring to light potential blind spots in their plans or their mindsets.



We describe this framework as developmental because the work of the early stages never really ends- rather, transitioning into a new phase is representative of a shift in focus, and a welcoming of greater detail and complexity into the work. For example, every person in the Wildflower ecosystem begins their journey in Discovery - learning about Wildflower and about what it means to be a Wildflower school. This work of deepening our understanding and continually growing is foundational to the way that all members of the Wildflower ecosystem work, an expression of our core values and norms. In Visioning, Teacher Leaders learn more about themselves and the vision for their microsite, identifying their priorities for growth as individuals. Similarly, the core work of the Planning stage is focused on thinking through the details of bringing a site to life and developing a strategy; though the shift into the Startup stage indicates a shift in focus toward implementation, Teacher Leaders will continually refine and rebuild their plans as they learn.

The end of the Planning stage is a critical point of a Teacher Leader's SSJ, at which the team is now activated to implement the plan they devised. At the end of the Planning stage, Teacher Leaders enter the School Startup stage where they become employees of WMPSC. This transition is a step-by-step process whereby Teacher Leaders share the detailed work they have completed throughout the Visioning and Planning stages and request that they be recommended to the Board of Directors by the Shared Services Partner to:

1. become a WMPSC employee;
2. deepen neighborhood specific community engagement;
3. begin the Startup stage which includes facility acquisition;
4. enroll and open a new WMPSC site;
5. receive financial support.

Teacher Leaders in WMPSC are supported by the staff once they complete the Planning stage of the SSJ and begin onboarding to become employees of WMPSC. We expect our Founding Teacher Leaders to move from the Planning to Startup stages in early 2023, at which time they will work with the permanent Shared Services Partner to continue the planning year activities.

H.11 School Leadership Evaluation

While our school accountability processes rely on largely the same inputs and have the same aims as traditional systems, the internal mechanics of the WMPSC system are very different. We believe most people are intrinsically motivated to do good work and that they have the deepest insight into their own performance. We see the most important aspect of accountability as being accountability to oneself. Relatedly, we think of the most impacted stakeholders in retention or compensation decisions as being the individuals themselves. For these reasons, all of our accountability processes center on the individual, who gathers input into their own performance (both absolute and relative), considers goals, results, and context and determines any next steps. The same self-management tools we use for other decisions - the right of stakeholders to object to harmful decisions through the Conflict Resolution Process and Radical Transparency - provide important guardrails to ensure that decisions are made in the service of WMPSC's mission and vision.

Accountability systems are in place at WMPSC through the self-management practices of advice giving and conflict resolution as well as the more formal Growth and Accountability Cycle, outlined below. This evaluative process culminates in an annual Summative Self Reflection which meets the intentions of Colorado SB 10-191. The Summative Self Reflection is an annual document created by every staff member and submitted to the Board in April. Teacher Leaders use tools to create a thorough reflection document, which involves the input of every WMPSC stakeholder. The Shared Services Partner stewards the process for Teacher Leaders and charter-wide staff decide annually who will steward the process for one another. This process supports staff to receive the feedback he/she needs from specific stakeholders according to the established timeline and this Self Reflection is a tool for evaluation.

The responsibility of the School Accountability Committee is to work closely with Teacher Leaders and the Shared Services Partner to collect, review, report, and evaluate the goals outlined in Section F: Goals, Objective & Pupil Performance Standards. The Annual Leadership Growth and Accountability Cycle is our process to exceed compliance requirements and performance standards while including varied WMPSC stakeholders' voices in the process:

Annual Growth and Accountability Cycle Overview

Tools to support self-management	Timeline	Stakeholders involved in feedback
Annual Goal and Reflection	Goal advice provided in August; Reflection advice provided in February	Teacher Leader partner, Shared Services Partner; 2 other Montessori/Academic leaders identified by the Teacher Leader; 1 additional Board member
Instructional Coaching / Professional Development	August - May	Montessori Instructional Coach (Teacher Leaders) or Growth and Connectedness Coach (Shared Services Partner)
WMPSC Site Review Process	January - April	Board Officer, Shared Services Partner, Student Services Coordinator (Grand Valley), Operations (Aurora) or Finance Partner, Site Parent, Parent Board Rep
DEIB Agreement 'Shelf Work' Reflection	February-April	Community Design Team Member, Teacher Leader, Parent Board Rep
Annual Community Site Survey / Net Promoter score	March	Anonymous survey for all stakeholders in the community
Annual Summative Self-reflection	Submitted to Board in May	Teacher Leader partner, Teacher Leader Board Reps

Growth and Accountability Cycle: Shared Services Partner

The School Accountability Committee will also define and steward an annual Growth and Accountability Cycle for the Shared Services Partner. The purpose of this process is to support the year-long cycle, designed to hold school leadership accountable through frequent touchpoints looking at the following elements:

- Charter-wide progress on each element of WMPSC's established charter goals;
- Progress towards mission-related goals, such as:
    - Community engagement in microsite neighborhoods;
    - Belonging and identity affirming site culture;
    - Equity approach and modeling;
- Ability to activate the Advice Process and Conflict Resolution Process with staff, Teacher Leaders, and Board;
- Fiscal health of WMPSC;
- Staff satisfaction and retention;
- Student attendance and retention.

Growth and Accountability Cycle: Teacher Leaders

For a Teacher Leader, this would start with collection of family and peer input and incorporation of student achievement results and other results, all facilitated by processes supported by WMPSC staff. If the Shared Services Partner or board members have direct exposure to the Teacher Leader's work, they may provide input at this stage as well. Once an individual has considered all of the input and integrated it with their own perspectives to form an opinion on the whether they should continue in their role, what they should focus on developmentally, and what if anything should happen to their compensation, the Shared Services Partner and the School Accountability Committee of the Board have the formal opportunity to offer advice – for example, to suggest that an individual overweighed one aspect of input vs. another or underappreciated the value or consequence of some aspect of the individual's work, or even that they came to the wrong decision on whether they should continue in their role. Next, the individual considers advice, and may refine their determination and next steps. At this point, the Shared Services Partner and the School Accountability Committee receive the evaluations, and they can object to any decisions they identify as harmful.

Outside the formal processes described above, school accountability happens on an ongoing basis through the functioning of strong self-management processes and a focus on growth and connectedness. In operating self-management, if one Teacher Leader believes that their partner should leave WMPSC, the Conflict Resolution Process gives clear guidance for what to do with that thought to take action. The process can result in a Teacher Leader departure. If a Teacher Leader at one site believes that another site in the charter is not meeting charter goals and mission, they would also use the Conflict Resolution Process which could result in changes to that site. The hallmark of this system is that it gives individuals and the Board access to a tremendous amount of information along the way. These stakeholders can step in when they think things are headed in the wrong direction, but it makes explicit something that good managers do in traditional arrangements: it leaves individuals in charge of the most important decisions that impact their work and career except in the unusual case where an individual demonstrates an inability to handle that responsibility.

Site Review Process

Because our charter is made up of multiple sites, each site is held accountable to charter-wide performance and meeting charter goals. The Site Review Process is the annual process used by WMPSC stakeholders to review every site under the charter (Appendix D_WMPSC Growth Accountability Cycle & Site Review Processes). Stakeholders included in this process are the site Teacher Leaders, a Board Officer, Shared Services Partner, Student Services Coordinator or Finance Partner, and parents / guardians. During the Site Review Process, stakeholders use defined criteria to provide Teacher Leaders advice on the site's operation and alignment with the WMPSC mission.

Beyond this annual routine practice, the Teacher Leaders will provide the Board regular updates on site progress and performance, and the Shared Services Partner will report on charter-wide performance. During the Planning Year, we will seek to refine these processes with the advice from stakeholders close to the decision making, including Teacher Leaders, parents, families, Community Design Team, and Shared Services Partner.

I. Operations

Teacher Leaders and charter-wide staff will use Infinite Campus as the primary student information system. Infinite Campus will house student demographic information, attendance, behavior, annual academic performance data (such as CMAS or ACCESS), and information about students with special needs, such as IEP and 504 designations and accommodations. The Shared Services Partner and Student Services Coordinator will work together to maintain student data in Infinite Campus and provide reports, as necessary, to D51 and the CDE. WMPSC will contract for in-depth training for both the Shared Services Partner and the Student Services Coordinator during the Planning Year to ensure seamless setup of this system prior to the beginning of the school year.

Teacher Leaders at WMPSC will also use Transparent Classroom, the leading online Montessori record keeping system, to record student academic progress, including lessons received and skills mastered, for each individual student. Transparent Classroom aligns Montessori curriculum lessons with the Common Core State Standards, Next Generation Science Standards, and College, Career, and Civic Life Framework for Social Studies. Teacher Leaders will use Transparent Classroom to provide individualized reports for each student that demonstrate student mastery of standards. Teacher Leaders will be responsible for entering student-specific data into Transparent Classroom. These two data platforms will be part of onboarding for all Teacher Leaders and staff.

Our governance and administrative approach is rooted in radical transparency, and employs thoughtful processes for clarifying accountability, integrating multiple perspectives into decisions and collaboratively resolving conflict. The following organizing draft policies, developed by the WMPSC Board of Directors, embody this approach. WMPSC will be in full compliance of federal, state, and local law and is committed to the Wildflower Ways of Working (Appendix E_Self-Management Ways of Working).

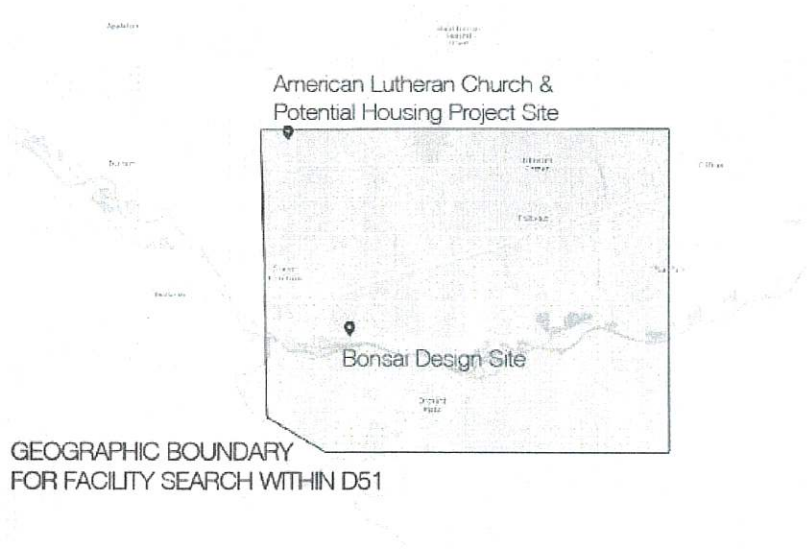
Required Attachments	Naming Convention for Saving Each Attachment
Enrollment policy	I_WMPSC Enrollment Policy
Discipline policy	C_WMPSC GC Student Discipline PolicyDraft
Employee Policy	H_WMPSC Employment Policy
Grievance Policy	I_Grievance Policy and Procedures
Requested Waivers	I_Waivers

Facilities

WMPSC sites are intentionally small and embedded in rural communities that traditionally have not had access to Montessori programs. Each microsite seeks to be connected directly to the public life of its community, both visually and physically. In Grand Valley, we aspire to build our microsites

in co-location with housing developments and non-profit organizations, and proximal to community activity, from Clifton to Las Colonias to the downtown Grand Junction area.

Our network of four sites throughout the central region of D51 (see image below) create an interdependent ecosystem - a continuum of PK-6th grade learning for students and families, and a regional hub where Montessori Teacher Leaders support one another. This ecosystem strengthens the neighborhoods, brings community together and informs how Teacher Leaders evolve and adapt the identity affirming learning environments. At the same time, each microsite is its own thriving community. Each unique site is designed with needs and preferences of families in mind and is no larger than 2,400 SF, based on American Montessori International and Montessori Foundation facility recommendations, calculating an average of 40 SF needed per student and a peak enrollment of 60 students.[64] Cost, opportunity for co-location partnership, and each microsite vision will also drive specific site locations.



As community-embedded learning spaces, WMPSC sites will partner with local nonprofits to ensure that each child is healthy, safe, engaged, and supported, and that families are linked with a variety of services. As Section B describes, WMPSC in Grand Valley is building relationships with Mesa County Partnership for Children and Families, Hilltop Family Resource Center, and the Migrant Education Program West-Central Region to amplify their work. We believe that our charter provides facilities, providers, and acts as a thought partner to more fully activate the vision and mission of the organization where we will co-locate.

This type of 2 generation approach to teaching and learning already has a proof point: Flame Lily Montessori, a Wildflower preschool in Aurora and Project Worthmore, an Aurora nonprofit that provides wrap-around programming to increase quality of life among local refugees are co-locating to offer education and skill building to parents while their children receive a high quality early childhood education. Project Worthmore started in 2011 as a grassroots effort to address the lack of services for refugees in Aurora and recently purchased an old Aurora Mental Health building at 16th and Elmira that offers more space than the organization needs. The neighborhood where

[64] https://mmsdamps.files.wordpress.com/2017/07/ami-school-standards-7092.pdf/
https://www.slideshare.net/marco313/designing-facilities.

Project Worthmore opened its first community hub is a largely African immigrant neighborhood where Flame Lily's founders were also looking to locate their early childhood program.

The value of Flame Lily's co-location and partnership with Project Worthmore in Aurora is described below:

> *Project Worthmore has a food-sharing program that delivers 160 packages of fresh food from their community farm to refugee families, a community navigation program where staff and volunteers conduct home visits and a dental clinic that provides screenings at apartment complexes where the majority of refugee communities are resettled. Deliveries of essential services are critical to supporting resettlement, but what they don't offer is the gift of time and community support to help recent refugees get their bearings and find careers. That is where Flame Lily Montessori provides a unique and timely value-add to the development of "The Roots" in Northwest Aurora. Led by local BIPOC leaders, Flame Lily will open in August, adding over 30 high quality childcare spots for 3-6 year olds to a community hub already entrusted by families furthest from opportunity and serving as a feeder program for WMPSC's NW elementary school proposed to open near the Anschutz Medical Campus in the fall of 2023.*

1.3 Facility Assessment

Given our vision of community-embedded, intentionally small sites in Grand Valley, we have developed the following criteria for identifying viable spaces:

- Along primary commuting routes and public transportation;
- Neighborhood characterized by diversity representative of Las Colonias and Clifton;
- Size of facility reflects the need for 40 SF per student at full enrollment of 60 students;
- Total size of at least 2000 SF;
- $20 rental cost per SF;
- Close proximity to community parks, green spaces and civic spaces;
- Flexibility to create capacity for 1-2 classrooms and 1-2 small group instruction and/or assessment space;
- Space for a kitchen, student medicine administration, on-site storage and Teacher Leader and staff administrative workspace;
- Restroom facilities meeting CDE child care licensing regulations for before/after care;
- Meets accessibility requirements/ADA compliant;
- Parking is available as needed for ease of family drop off/pick up;
- Sites are by-right from a zoning perspective;
- Option to sign a 5-10 year lease agreement.

In addition to these broad criteria, the Walkthrough Worksheet (Appendix I_Facilities Walkthrough Worksheet) is an identification tool used by Wildflower's Teacher Leaders to support the facility search. Founding Teacher Leaders will work with the Grand Junction Community Development department to ensure our facility meets zoning compliance. They will also collaborate with the hyper-local Community Design Teams determine the ideal locations for their microsites, informed

by local data including enrollment trends at nearby neighborhood schools; child care desert areas; transportation considerations; co-location opportunities with community collaborators; proximal business and organizational partnerships; and family interest. The site identification process is done as part of the School Startup Journey, explained in Section E, and is supported by a team of local advice givers most impacted by the Teacher Leaders' location decisions.

Cosmos Montessori in Minneapolis, Minnesota is an example, below, of the small-scale facility we seek. Specific attention is paid to the site's reflection of the Wildflower principles and to the presence of a culturally responsive space that makes every community member feel welcome and safe.

The WMPSC facility search is currently led by Gregg Kampf, a Grand Valley real estate attorney. During our preliminary search, we identified several sites that meet WMPSC's search criteria. Specifications are below.

I.4. Facility Location

Our growth plan reflects that new sites will be added to the WMPSC network in Grand Valley during our first, second, and fourth years of operation.

	Year 1 (2023-24)	Year 2 (2024-25)	Year 3 (2025-26)	Year 4 (2026-27)	Year 5 (2027-28)
Total WMPSC Students	48	80	92	149	152
Primary Sites		1	1	2	2
Lower Elementary Sites	1	1	1	1	1
Upper Elementary Sites	-	-	-	1	1
Total WMPSC Sites	1	2	2	4	4

Founding Teacher Leaders, Emma and Georgie, have focused the search for the first WMPSC microsite on two potential locations.

The first potential location is American Lutheran Church (ALC), 631 26 1/2 Rd, Grand Junction, CO 81506 (see Appendix B_Letters of Support). This location is contingent on a potential project with the Grand Valley Housing Authority and Headwaters Housing Partners to purchase three acres from the church on which to build workforce housing. This type of partnership, where a WMPSC site is embedded within a housing development is ideal. The space at ALC offers: adjacent bathrooms and a kitchen; over 2000 square feet with ample natural light; and is ADA compliant. There is ample parking for family pick-up and drop-off, and green space for outdoor play. This location is within a 15-minute commute to Nisley Elementary, Pear Park Elementary, and Chatfield Elementary. Grand Valley Transit Route 2 has a stop at 7th Street and Patterson, .8 mi from the school. Our real estate advisor, Gregg Kampf, has drafted a lease for the review of the church council, which will occur in the coming weeks.

Below are photos of the proposed initial site:

A second site is a 2,000 SF space within a new development in Las Colonias - the Bonsai Design building at 1601 Riverfront Drive. This location in Las Colonias is ideal because of its proximity to Clifton, Orchard Mesa, Fruitvale, and the downtown area. This 2,071 sq. ft shell condition unit on the ground floor offers the open space and ample natural light ideal for a Montessori classroom environment, and Its proximity to the Colorado River and Las Colonias Park also expands opportunities for nature education. There is available space in the parking lot for both parking, pick-up/drop-off, and transformation into an outdoor play space (assuming permissions from the property owner to utilize the surrounding green space. The space is on the ground floor and ADA compliance would be ensured during the renovation process.Our real estate advisor, Gregg Kampf, has initiated an exploratory conversation with the building's legal representation and provided information found in Appendix I_Bonsai Property Information.

Beyond these two sites that are being explored, our priority for facility research and acquisition is as follows:

- Co-location with non-profit partners providing direct services to families (such as the example of the Headwaters Housing project);
- Rent and renovate 2,000-3,000 sq ft shopfront/community-embedded spaces (such as the Bonsai property);
- Co-locate two microsites or open as stand alone sites in retail or office spaces; for budgeting purposes we have assumed the most expensive option, each school operating independently.

Our facility search is also aspirational and unconventional. We imagine possibilities like co-location with a vineyard to meet the needs of agricultural working families; within a museum or public garden, like the Western Colorado Botanical Garden; or next door to a senior center. WMPSC is actively working to engage the community in order to find the best place where experiential and intergenerational teaching and learning is our norm. Because our model of schooling is purposefully smaller and closer to community, Wildflower schools in other locations[65] have been successful in and thriving in these types of learning environments. We expect the same in Grand Valley.

We understand that securing a facility is a difficult and time-consuming effort so we are already building a team to support this endeavor. We believe an approved charter expedites the facility search process, and we have made inroads and are building relationships with key partners so we can take action on facilities quickly once we obtain authorizer approval. Additionally, the small scale of our sites provides a significant advantage not feasible for more traditional, larger schools. As described above, we have already identified two viable facility options that meet criteria for the WMPSC initial site and align with our mission and vision.

In order to search and secure a site, Founding Teacher Leaders follow the VAMPS facility timeline centers the needs of the community and Teacher Leaders who are closest to the community and can best understand strategies for facility location and design that is aligned with individual school and community need:

	Description	Responsible	Timing
Site 1 Lower Elem Site Search; engage Community Design Team	Explored different options and engaging w/ American Lutheran Church	TLs Realtor Advisor: Gregg Kampf, pro bono	June 2022
Site 1: negotiations	Leases drafted	TLs Landlord Legal	July 2022

[65] Wildflower Schools with co-location models include: Flame Lily, Aurora, CO, co-located in a community center; Sundrops, San Jose, CA, co-located in an affordable housing development; Lirio Montessori, Minneapolis MN, co-located in a church; and Mariposa Montessori, Puerto Rico, co-located with a women's shelter.

		Advisor: Gregg Kampf, pro bono	
Site 1: Execute lease	Sign lease to start no sooner than April 2023	WMPSC Board Landlord	Pending Charter Approval: April 2023
Site 1 Renovations	Site does not require renovations	N/A	N/A
Site 1: Fire Inspection	Coding and safety, aligns with safety plan	TLs SSP	May 2023
Site 1: Design and set-up classroom	Access to Wildflower design supports	TLs	June 2023
Site 1: Ready to serve	Open houses, room set up complete	TLs	Aug 2023
Stie 2: CH1 Site Search; engage Community Design Team	Explore either co-location with Headwaters Housing Partners development within target region, but closer to Chatfield or Clifton where childcare desert is prominent[66]	TLs Realtor Pro bono Advisor	Jan-June 2023
Site 2 CH1: negotiations; research contractors	Expand partnerships with contractors, such as Quality Builders of Colorado, Inc.; draft leases	TLs Landlord Legal Pro bono Advisor	July-Dec 2023
Site 2 CH1: Childcare Licensing; Identify contractor	Access WF support to assist preparation of license process; Use procurement process for contractor bidding	TLs Landlord SSP	Aug 2023 - Feb 24
Site 2 CH1: Execute lease	Sign lease to start no sooner than April 2024	WMPSC Board Landlord	April 2024
Site 2 CH1: Renovations	Renovations commence	Contractors SSP TLs Landlord	May-July 2024
Site 2 CH1: Fire Inspection	Coding and safety, aligns with safety plan and licensing requirements	TLs SSP	July 2024
Site 2 CH1: Set-up classroom	Access to Wildflower design supports	TLs	July 2024
Site 2 CH1: Ready to serve	Open houses, room set up complete	TLs	Aug 2024

[66] Center for American Progress, https://childcaredeserts.org/

Sites 3 and 4: Upper Elem / CH2 Site Searches; ; engage Community Design Team	Specific locations informed by family demand; researched need; TL engagement with community design team	TLs Realtor Probono Advisor	Jan-June 2025
Sites 3 and 4 Upper Elem / CH2: negotiations; research contractors	Use procurement process for contractor bidding	TLs Landlord Legal Pro bono Advisor	July-Dec 2025
Site 4 CH2: Childcare Licensing; Identify contractor (both sites)	Access WF support to assist preparation of license process; Use procurement process for contractor bidding	TLs Landlord SSP	Aug 2025 - Feb 2026
Sites 3 and 4 Upper Elem / CH2: Execute lease	Sign lease to start no sooner than April 2026	WMPSC Board Landlord	April 2026
Site 3 and 4 Upper Elem / CH2: Renovations	Renovations commence	Contractors SSP TLs Landlord	May-July 2026
Sites 3 and 4 Upper Elem / CH2: Fire Inspection	Coding and safety, aligns with safety plan and licensing requirements	TLs SSP	July 2026
Sites 3 and 4 Upper Elem / CH2: Set-up classroom	Access to Wildflower design supports	TLs	July 2026
Sites 3 and 4 Upper Elem / CH2: Ready to serve	Open houses, room set up complete	TLs	Aug 2026

Safety

16. WMPSC Safety Plan

WMPSC will form a charter-wide Grand Valley emergency management team comprised of the Shared Services Partner, two Teacher Leaders, and two parents or guardians of children attending WMPSC. The team will develop a Grand Valley Safety, Readiness and Incidence Management Plan (also known as the Emergency Operations Plan) in coordination with local first responders and guided by the Colorado Safety Schools Act requirements and D51 Safety and Security department.

The Shared Services Partner holds the responsibility for the charter to be in compliance of:

- Colorado Safe Schools Act (C.R.S. 22-32-109.1)
- Claire Davis School Safety Act
- Emergency Operations Planning
- Threat Assessments
- Site Assessments

Our safety plan will include annual training for all WMPSC employees. Teacher Leaders at each site will also create and maintain a site-based Safety, Readiness and Incidence Management Plan in collaboration with the Shared Services Partner and in alignment with and to supplement the charter-wide plan. Teacher Leaders will hold responsibility for site-specific compliance and to teach students and staff proper procedures in the event of an emergency or crisis.

Transportation

L7 WMPSC Transportation Plan

WMPSC does not plan to provide free bus transportation during our first five years of operation. Our community-embedded sites will be situated along commuting and public transportation lines to ease getting to and from WMPSC. To support students for whom transportation is challenging, we have allocated funds for local subsidized bus passes (to cover an estimated 35% of students for 10 months annually).

Ultimately, our aim is to provide busing to all families, which we believe will be helpful for our families, encourage enrollment and attendance, and be cost effective. We have not included this expense in our first five years' budget in order to be conservative during our startup years and because much will depend upon the location of our sites.

We have built flexibility into our morning schedule to accommodate all families, regardless of transportation method, and to facilitate carpooling. Most students will arrive at 8:15 a.m. for the start of school, but parents may elect to have their child arrive earlier for breakfast and/or early care hours, to be decided on a site-by-site basis. This will help parents who have limited means to transport their child to school and/or who use the same vehicle to go to work.

For all parents, regardless of the time their child starts school, the doors of the school will open at 7:30 a.m. and close at 3:30 p.m. (later, if after care hours are established at the site). Again, this will help with carpooling and provide parents with more options for dropping off and picking up their children.

We will work closely with D51 to support the needs of our students with IEPs and 504s, and students qualifying for free/reduced lunch who need to arrive 30 minutes prior to the start of the school day. This will be part of our contract negotiations with the District once we receive authorization.

Experiential learning and field trips are a core component of our model, and Teacher Leaders will determine how to best integrate these into their program to reinforce and expand on student learning and growth. We will carefully select and contract with a private transportation company to

provide transportation for field trips and, as possible, seek to use the immediate community within walking distance for outings. We will only contract with a company that meets all regulatory requirements for transporting children and has a strong safety record. We will seek funding and/or adjust site budgets to incorporate these transportation costs along with the other costs associated with these crucial off-site learning experiences. Teacher Leaders may also choose to offer parents the opportunity to volunteer as chaperones for such outings and will comply with all District regulations for parents chaperoning students.

Food Services

18 WMPSC Food Services Plan

WMPSC will offer breakfast and lunch to all students regardless of ability to pay. We want to ensure all students are fed and there is no stigma attached to free or reduced lunch.

Our sites will initially participate in the National School Lunch Program (NSLP) and designate D51 as its School Food Authority and food service provider. By participating in NSLP, we will ensure our food service program is compliant with both Federal USDA guidelines and food safety and facility regulations. Partnering with the district to provide meals and manage reimbursements will ensure consistent quality of meals and reduce administrative complexity during our startup years.

All eligible students will be strongly encouraged to complete the Free and Reduced Lunch Form annually. We will closely follow policies regarding federal and state free lunch programs as they might continue to evolve in response to the pandemic, to ensure that no student goes without breakfast or lunch, including during closures and summer break. As per current policy, students who meet qualification guidelines will receive their meals free or at a reduced price.

Breakfast and lunch will be made available to all other students and staff at a regular price, which will be determined on an annual basis, taking into account actual costs, but prioritizing affordability for families. We have included in our budget an allowance to cover meals in the event a student forgets payment (we will not charge them).

While we plan to start with D51 as our School Food Authority, we will explore other food sourcing options once we are fully operational. Nutrition and environmental sustainability - and the cultural relationship between food and people - are very much a part of WMPSC's holistic approach to children's education and well-being. The Grand Valley holds a unique tension between having a history of farming, hunting, and harvesting and currently being an agricultural hub, yet also being deemed a low access food desert by the US Department of Agriculture.[67] WMPSC is committed to ensuring that our children and their families have access to better food, including by potentially growing and producing our own. As such, we have begun to research options such as adopting the 'Building a Healthy School' toolkit from the Colorado League of Charter Schools and being part of Colorado's Farm to School initiative, as well as partnering with initiatives in D51 and leveraging

[67] US Department of Agriculture, Food Desert Map: https://www.ers.usda.gov/data-products/food-access-research-atlas/go-to-the-atlas/.

their comprehensive nutrition services and programming offered through Colorado Live Well School Food Initiative Nourish Colorado.

Legal Agreement & Insurance Coverage

1.9. Legal Agreement

WMPSC will act in accordance with all state and local charter school law. Per Mesa County Valley School District 51's Relations with Charter Schools requirements (Appendix I_D51 Exclusive Chartering Authority), WMPSC commits to working with D51 on agreement during charter contract negotiations:

WMPSC understands and agrees to the relationship between D51 and WMPSC "be established by a contract which shall incorporate the charter application once it is approved. The contract also shall reflect all agreements between the district and the charter school including the release of the charter school from Board policies and all requests for release from stale regulations which the Board and the charter school shall jointly request from the State Board of Education."

1.10. Insurance and Liability

WMPSC will engage Epic Brokers and Philadelphia Insurance Companies to provide all our required insurance coverage, including directors and officers, comprehensive general liability, building and contents, errors and omissions (including Teacher Leaders), blanket occupational accident, and excess workers' compensation insurance. We will obtain coverage for each charter site, its employees, and its activities, as well as for the Board of Directors.

We have included all these insurance policies in our budget based on actual or best-guess estimates. We have budgeted for comprehensive general liability coverage at $2,000,000 per occurrence to include bodily injury, property damage, abuse and molestation, employee benefits, and employment practices, as well as an additional $1,000,000 in coverage for errors and omissions. Once we have secured our facilities, we will obtain building and contents insurance. We have also budgeted for workers' compensation per state law and will ensure this is in place before employees are hired.

WMPSC agrees that it will not extend the faith and credit of D51, its authorizer, to any third party or entity. WMPSC acknowledges and agrees that it has no authority to enter into a contract that would bind the authorizer, and that WMPSC's authority to contract is limited by the same provisions in law or authorizer policy that apply to D51 itself, unless specific exemptions have been obtained. WMPSC is limited in its authority to contract by the amount of funds obtained from D51, as provided hereunder, or from other independent sources. The WMPSC Board of Directors shall have the authority to approve contracts to which the charter is a party, subject to the requirements and limitations of the Colorado Constitution, state law, authorizer policies, the provisions of the contract, and the Charter Agreement.

To the extent not covered by insurance or otherwise barred by the Colorado Governmental Immunity Act, WMPSC agrees to indemnify and hold the Authorizer and its agents and employees harmless from all liability, claims, and demands on account of injury, loss, or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss, or damage or any other losses of any kind whatsoever that arise out of or are in any manner connected with the charter's operations. The foregoing provision shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability provided by the Colorado Governmental Immunity Act.

Wildflower Montessori
Public Schools of Colorado

Diversity, Equity, Inclusion, & Belonging Agreement

The mission of Wildflower Montessori Public Schools of Colorado (WMPSC) is to provide families with child-centered, authentic Montessori education that bridges academic outcomes and social-emotional development through intimate learning communities deeply rooted in place, equity and belonging.

WMPSC centers our collective commitment to diversity, equity, inclusion, and belonging; all employees and voting and nonvoting board members will sign this agreement. We name below our definitions of these terms so we all have a common understanding of what must be true within WMPSC to embark on our mission. We outline a path to learning and growing together and as individuals so that we can design the future we envision for our children.

Wildflower Montessori Public Schools of Colorado (WMPSC) is committed to diversity, equity, inclusion, and belonging across our charter and all stakeholders.

- ***Diversity***: *Encompassing a wide range of identities, including race, ethnicity, gender, age, national origin, religion, ability / disability, sexuality, socioeconomic status, education, marital status, language, veteran status, physical appearance, political ideology, life experiences, etc.*
- ***Equity***: *Access, opportunity, and advancement that ensures all people have what they need to be successful, while acknowledging that there are historically underserved and underrepresented populations and striving to identify and eliminate barriers that have prevented the full participation of some groups.*
- ***Inclusion***: *An environment in which any individual or group can be and feel welcomed, respected, supported, and valued as a fully participating member; one that embraces differences and respects all people.*
- ***Belonging***: *The feeling that an individual is an important member of a group; that one readily identifies as a member of the group and feels a sense of connection, security, and affinity within it.*[1]

[1] University of Washington, Office of DEIB

We believe that working and modeling DEIB requires a shared agreement; tools and supports; and recursive embedded reflection to iterate on our practice and keep our agreement dynamic and alive.

As a member of the WMPSC community, we *share an agreement* to:

1. Decenter whiteness and White Supremacy Cultural Norms
2. Engage in individual and community DEIB professional and personal development, such as Equity X Design
3. Take action to counter structures and systems of white supremacy that impact our community directly and indirectly
4. Commit to interrogating and actively countering Domination Culture with tools like, "Brene Brown on Power and Leadership" and Design for Belonging

We are supported to grow in our practice of DEIB using the following *tools and supports to take action*:

1. Pedro Noguera's Excellence in Equity framework to align with the Colorado landscape
2. Montessori peace practices cultivated through Montessori for Social Justice and other Montessori-based ABAR organizations and resources.
3. Independent self-driven activities or tools that support action.

We are held accountable to embed DEIB in all facets of WMPSC - governance, operations, enrollment, internal relationships, community-engagement, teaching and learning – by engaging in *recursive, embedded reflection to iterate on our practice:*

1. Equity Roadmap used during board development and organizational design
2. Application of Equity X Design principles to school and organizational design
3. Center DEIB reflections in all staff self-reflection and evaluation practices
4. Equity Report meeting and improvement planning process no less than annually with resources like the Education Board Partners Equity Toolkit

_____ _____

Partner Signature Date

The School Startup Journey

Wildflower School Startup Journey

"The concept of an education centered upon the care of the living being alters all previous ideas. Resting no longer on a curriculum, or a timetable, education must conform to the fact of human life."

Maria Montessori

School Startup Journey | phases

1. School Startup Journey Overview
   - Birds Eye View
   - SSJ Milestones by Phase
2. Discovery
   - Overview & Milestones
   - Learning Resources
   - Self-Assessment
   - Transition into Visioning
3. Visioning
   - Overview & Milestones
   - Visioning Album
   - Learning Resources
   - Visioning Advice Process
   - Transition to Planning
4. Planning
   - Overview & Milestones
   - Planning Album
   - Learning Resources
   - Planning Advice Process
   - Affiliation with Wildflower
   - Transition into Startup
5. Startup
   - Overview & Milestones
   - Startup Operations Handbook
   - Learning Resources
6. Celebrate doors open!

School Startup Journey | welcome!

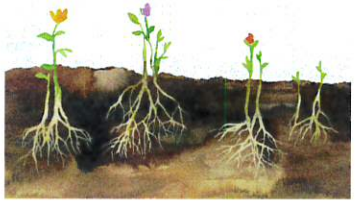
This resource will guide you through the School Startup Journey. It is divided into four phases:

Discovery

Visioning

Planning

Startup



This deck links to learning resources from Wildflower's resource library, Connected. It also includes a set of albums for you to write reflections, describe your school, plan your budget, and capture other inputs.

The School Startup Journey

The School Startup Journey is the process through which an Emerging Teacher Leader opens their Wildflower school.

The journey is divided into four phases: Discovery, Visioning, Planning and Startup. While every journey is unique, Wildflower has noted that many teachers take between 15 - 18 months to open their school.

DISCOVERY

"I am learning about Wildflower and reflecting on my alignment and readiness to start a Wildflower school."

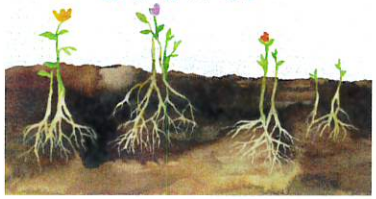
VISIONING

"I am immersing myself in my community, articulating my "why" and my school's vision."

PLANNING

"We are designing the operational building blocks of our school."

STARTUP



"We are building our school's community and putting systems in place to operate."

School Startup Journey | birds eye view

Discovery

"I am learning about Wildflower and reflecting on my alignment and readiness to start a Wildflower school."

Self Reflection + Convo with Wildflower Guide

Visioning

"I am immersing myself in my community, articulating my "why" and my school's vision."

Album + Advice Process

Planning

"We are designing the operational building blocks of our school."

Album + Advice Process + Affiliation

Startup

"We are building our school's community and putting systems in place to operate."

Operations Handbook + Celebrate doors open!!

School Startup Journey | milestones

Discovery

15 - 18 months
before doors open

- ❑ Opportunities to learn about Wildflower
- ❑ Self-assessment
- ❑ Conversation with an Operations Guide or Hub Entrepreneur

Visioning

12 - 15 months
before doors open

- ❑ **Visioning Album**
- ❑ Identify a partner
- ❑ Community engagement
- ❑ Articulate school vision, your 'why' and your initial school plan
- ❑ **Wildflower Advice Process**

Steps in **bold** are Wildflower specific milestones

Planning

9 - 12 months
before doors open

- ❑ **Planning Album**
- ❑ Attend local and national WF events
- ❑ Choose legal structure
- ❑ **Select a Wildflower school name**
- ❑ Create budget
- ❑ Form school board
- ❑ Adopt board & school policies
- ❑ Incorporate business
- ❑ Form facilities team
- ❑ Identify a facility
- ❑ Develop admissions process
- ❑ Draft website content
- ❑ **Wildflower Advice Process**
- ❑ **Affiliation**

Startup

6 - 9 months
before doors open

- ❑ Sign lease
- ❑ **Apply for & receive WF startup funding**
- ❑ Publish website
- ❑ Apply for nonprofit status
- ❑ Design logo
- ❑ Facilities renovations
- ❑ Secure required licenses
- ❑ Set up/ learn payroll and bookkeeping systems
- ❑ Select benefits
- ❑ Hire staff
- ❑ Prepare classroom plans and schedules
- ❑ Enroll children
- ❑ Host family events
- ❑ Open the school to children & families!

School Startup Journey Supports

As you and your Teacher Leader partner proceed through the School Startup Journey you will have access to a wide array of supports. Below are several examples of these supports, though not an exhaustive list:

Community of Teacher Leaders: connections with other Teacher Leaders through events, hub meetings, racial affinity spaces and one-to-one conversations

Operations Guide: a Wildflower partner who will support you with bringing your school vision to life through the School Startup Journey.

Wildflower Resources: tools, templates and best practices provided by other schools and content experts.

The School Startup Journey

Listen to founding Teacher Leaders of The Riverseed School, Ebony Marshman and Zani Dalili-Ortique, describe their School Startup Journey.

This audio clip is from the Montessori in Action podcast, "A Conversation with the DC Wildflower Public Charter School Leadership Team" hosted by Elizabeth Slade. Click here to listen to the full podcast.

Zani Dalili-Ortique (left) and Ebony Marshman (right), founding teacher leaders of The Riverseed School, the first site of the D.C Wildflower Public Charter School.

Discovery

Wildflower School Startup Journey

Discovery Navigation

Discovery Tools

- Preview the Self-Assessment

Discovery Learning Resources

- Wildflower Community Connections
- What is a Wildflower School?
- The Wildflower Network
- The School Startup Journey
- Affiliating with Wildflower
- Finances

Next steps

- Self-Assessment
- Survey

Discovery | overview & milestones

Purpose

The Discovery phase is an opportunity to learn about:

- Wildflower schools and Teacher Leaders
- The Wildflower Foundation
- Wildflower's purpose and how we work together

Time

- This phase is self-guided and self-paced. We estimate that it may take 3-6 weeks to engage fully with the content and self-assessment, but we understand that each teacher's journey is unique.

Milestones

- Complete the self-assessment
- Engage in a conversation with a Wildflower Operations Guide or partner to decide whether to begin the journey of opening a Wildflower school.

Preview the Self-Assessment

At the end of Discovery we invite you to take a brief self-assessment to reflect on your interest and readiness to open a Wildflower school.

If you'd like to take a sneak peek at the self-assessment now, you're welcome to.

Once you have completed the assessment at the end of this phase, we invite you to share your self-assessment with your local Wildflower contact and schedule a follow-up conversation to discuss your reflections and next steps.

Personal Reflection

As you begin this phase, take a few minutes to ground yourself in why you are here by reflecting on these questions:

- What intrigues me about Wildflower?
- What am I hoping to learn by completing this phase?

You can reflect on these questions, discuss them with a friend or partner, or write down your responses in a journal. Your answers are your own and are only meant to serve you.

Visioning

Wildflower School Startup Journey

Visioning Navigation

Visioning Tools

- Visioning Overview
- Visioning Checklist
- Visioning Album

Visioning Learning Resources

- Wildflower Community & Culture
- Your Story
- School Vision
- Family & Community Engagement
- Finance
- Sneak Peak of School Operations Categories

Advice Process & Conflict Resolution

- Advice Process Introduction
- Conflict Resolution Introduction
- Use the advice process

Transition into Planning

- Survey

Visioning | Overview & milestones

Learning Objectives

- Engage with your community to assess their needs
- Articulate your "why"
- Articulate your school's vision
- Learn about Wildflower's advice process and conflict resolution process

Time

- This phase generally takes 1-3 months, 12-18 months before opening your school
- This phase can be done individually or as a team

Milestones

- Complete a Visioning Album
- Collect advice from an advice panel of Wildflower teacher leaders and school community members to decide whether to continue the journey of opening a Wildflower school

Visioning Checklist

During Visioning, these are some of the main things you will do:

- ❑ Engage with learning resources
- ❑ Attend Wildflower community events, like the Teacher Leader Stories series and local hub events
- ❑ Complete a Visioning Album
- ❑ Learn about the Wildflower Advice Process and Conflict Resolution
- ❑ Select an advice panel
- ❑ Complete the advice process on your album
- ❑ Decide whether to continue along the School Startup Journey

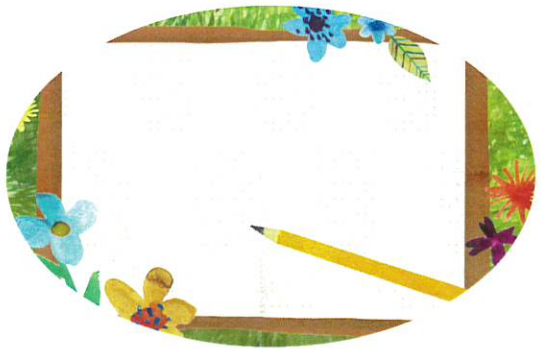
It takes a community of support to move through the SSJ!
Your Operations Guide will be your first line of support with the activities on this list.

Visioning Album

Your Visioning Album is a workbook where you will start crafting your school vision, explore your community's needs and articulate your personal "why."

Click here to open your album in English or Spanish

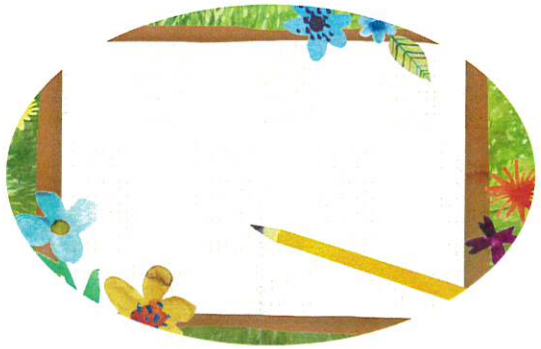
The learning resources on the following slides can support you as you create your album.



Album Examples

There are many ways to complete your School Startup Album. The most common is by writing your album, but some teams have experimented with using audio, video and visuals to bring their vision to life.

Click here to see several examples of Visioning Albums (previously called Exploration Albums)



WF Community & Culture | building relationships

Visioning is a great time to begin making connections with members of the Wildflower community!

If you are located in a hub with existing Wildflower schools: you may want to schedule a time to visit a school and speak with the Teacher Leaders.

If you are not located in a hub or are the first school in your region: you may want to schedule a phone call or Zoom meeting with Teacher Leaders to learn about their lived experience. Your Ops Guide can help you to make these connections.

Your Story | inspiration

Your story is the anchor for why the school exists. As you build relationships in your community and invite others to join you in bringing your school to life, it will be important to return to your "why."

Listen to Stacy Abrams for some guidance and inspiration. Then, head to your album and complete the "Your Story" exercise.

3 Questions to Ask Yourself About Everything You Do <12 min>

Your Story | articulating your 'why'

Corina Velazquez, Founder and Teacher Leader of The Rose School, South Bronx, NYC

"My why— why open my own school, why Wildflower, why Rose—is to invest in underserved communities like the communities where I come from here in New York City. The core of my work is investing in Black, Indigenous, and People of Color and providing liberatory education. Living into that investment as a Teacher Leader has been an incredible journey."

Family & Community Engagement | place and community

It is never too early to begin thinking about the ways in which your school will exist at the intersection of *people* and *place*.

Watch Bryan Stevenson's video *We Need to Talk about an Injustice* for an inspiring call to work in proximity with your community.

Next, head to your album and complete the "Place & Community" and "Engagement & Partnerships" sections.

We Need to Talk about an Injustice, <23 mins>

Planning

Wildflower School Startup Journey

Planning Navigation

Planning Tools

- Planning Overview
- Planning Checklist
- Planning Album

Planning Learning Resources

- Wildflower Community & Culture
- Finance
- Governance & Compliance
- Facilities
- Human Resources
- Community & Family Engagement
- Planning Advice Process

Transition into Startup

- Wildflower Affiliation
- Survey

Planning | overview & milestones

Learning Objectives

- Develop the operational plans for your school (e.g., budget, facility, marketing)
- Expand school leadership skills
- Formally affiliate with the Wildflower Network

Time

- This phase typically takes 3-6 months, 9-12 months before opening your school
- This phase is typically completed as a team. If you do not yet have a partner, you may want to discuss your timeline with your Operations Guide as partnership can impact both timeline and access to funding.

Milestones

- Complete your Planning Album
- Collect advice from an advice panel of Wildflower teacher leaders and community members
- With your board, decide whether to affiliate the school with Wildflower

Planning Checklist

During Planning, these are some of the main things you will do:

- ❑ Identify a co-leader partner
- ❑ Refine your school's vision
- ❑ Complete your Planning album
- ❑ Engage your local community and build relationships within Wildflower
- ❑ Select your school's name using the Wildflower name selection process
- ❑ Legally incorporate the business
- ❑ Form the school's board
- ❑ Hold first board meeting; adopt board governance bylaws and policies
- ❑ Develop the school's operating budget
- ❑ Conduct facilities search
- ❑ Assemble a facilities team
- ❑ Complete the advice process on your Planning album
- ❑ Decide with the board whether to affiliate the school with Wildflower

Project Management | timeline and dependencies

As you enter the Planning phase, the number of tasks can begin to feel a bit overwhelming.

To help you organize the work, Wildflower offers this project management tool aligned with the School Startup Journey.

As you organize your work, and plan your timeline, please note that Affiliation is a prerequisite for the following actions in the next phase:

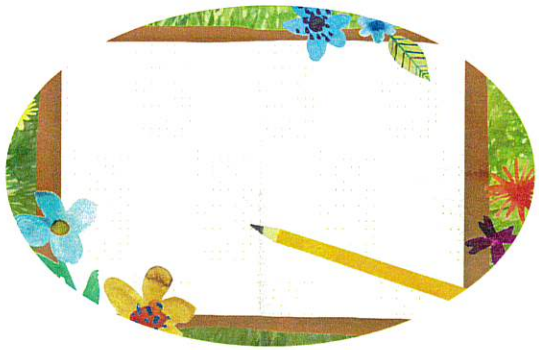
- Applying for and receiving Wildflower funding (grants & loans)
- Applying for nonprofit status using the Wildflower Group Exemption
- Requesting a school logo
- Publishing your school website

For this reason, we recommend that schools complete the Planning phase and affiliate *at least* 6 months prior to school opening.

Planning Album

Your Planning Album is a place to start creating the operational building blocks of your school, including your first budget model, community engagement plans and facility research.

Click here to access your album in English or Spanish

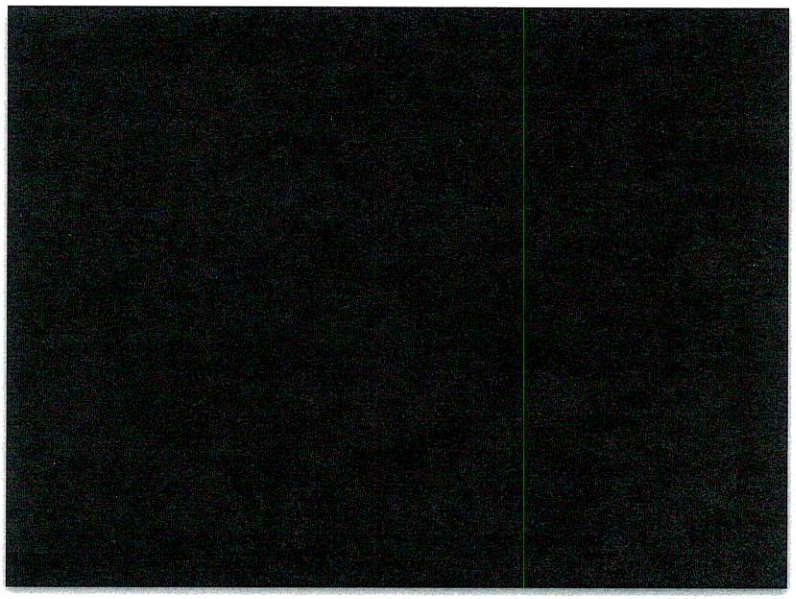


Planning Advice Process

At the end of this phase you will share your album with your advice panel, just as you did in Visioning.

Once again, this advice panel will help you look at your album from different vantage points.

After integrating their advice, you'll decide whether you would like to continue with your journey and affiliate your school with the Wildflower Network.



Watch this 5 minute video to refresh your memory on the advice process!

WF Community & Culture | connection opportunities

There are many opportunities to engage with the Wildflower community as you move through the SSJ!

Hub/Pod Meetings

Join regular hub/pod meetings in your region to get to know your local teacher leader network.

Teacher Leader Stories Series

Join a space held for emerging teacher leaders, as current teacher leaders share their experience of opening and running a Wildflower school.

Affinity Spaces

Wildflower's racial affinity groups support racial identity development in the context of Wildflower's purpose, norms, and values. We currently have a black affinity space and a PoC (People of Color) affinity space that meet regularly.

Planning advice process

When your planning album is complete, and you feel prepared to move ahead with the process, it is time to lead your Planning advice session.

Once again, you will:

1. Invite your advice givers
2. Share your album in advance (we recommend giving at least 1 week of time for your advice givers to engage with your album)
3. Convene your advice panel
4. Synthesize the advice you receive
5. Close the loop by sharing your summary and decision

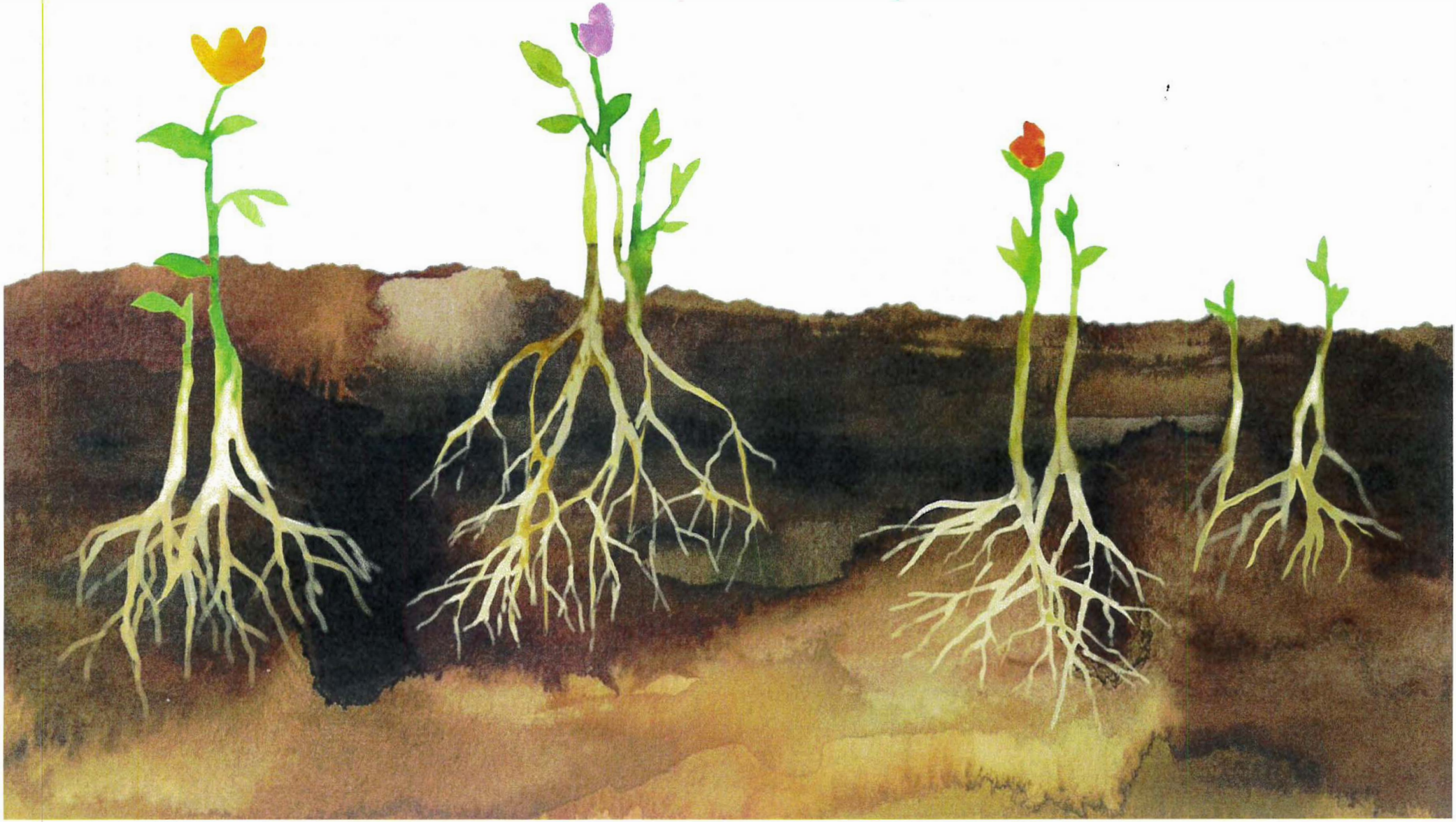
Milestone | Wildflower affiliation

Once you have completed the Advice Process, you and your partner will decide whether to affiliate the school with Wildflower.

Click here to access more information about affiliation.

Startup

Wildflower School Startup Journey



Startup Navigation

Startup Tools

- Startup Overview
- Startup Checklist
- Startup Operations Handbook

Startup Learning Resources

- Wildflower Community & Culture
- Finance
- Governance & Compliance
- Facilities
- Human Resources
- Community & Family Engagement
- Classroom Program & Practices

Celebrate school opening!!

Startup | overview & milestones

Learning Objectives

- Learn how to use common school operations tools and platforms (such as Quickbooks Online, Gusto and Transparent Classroom)
- Put your school operational plans into action
- Learn how to oversee complex projects; such as building renovations and licensing applications

Time

- This phase *generally* takes 6 - 9 months but can be heavily impacted by admissions timelines, funding constraints and facilities/construction processes.
- Regular timeline check-ins are common
- This phase is *typically* completed as a team.

Milestones

- Open the school to children and families!

Startup Checklist

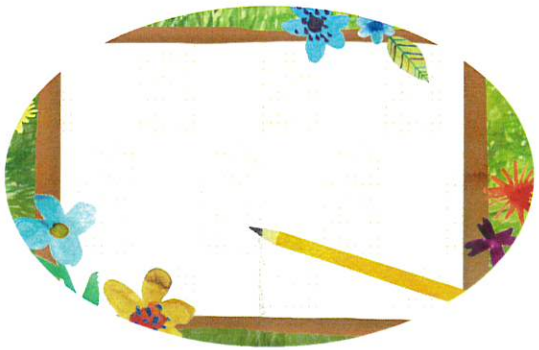
During Startup, these are some of the main things you will do:

- ❑ Sign a lease for your facility
- ❑ Apply for nonprofit status
- ❑ Apply for & receive Wildflower startup funding
- ❑ Publish school website
- ❑ Design logo
- ❑ Oversee your facility renovations
- ❑ Set tuition
- ❑ Licensing paperwork and approval
- ❑ Set up payroll and bookkeeping systems
- ❑ Select and set up staff benefits
- ❑ Hire staff
- ❑ Prepare classroom plans and schedules
- ❑ Enroll children
- ❑ Host family events
- ❑ Open doors and celebrate!

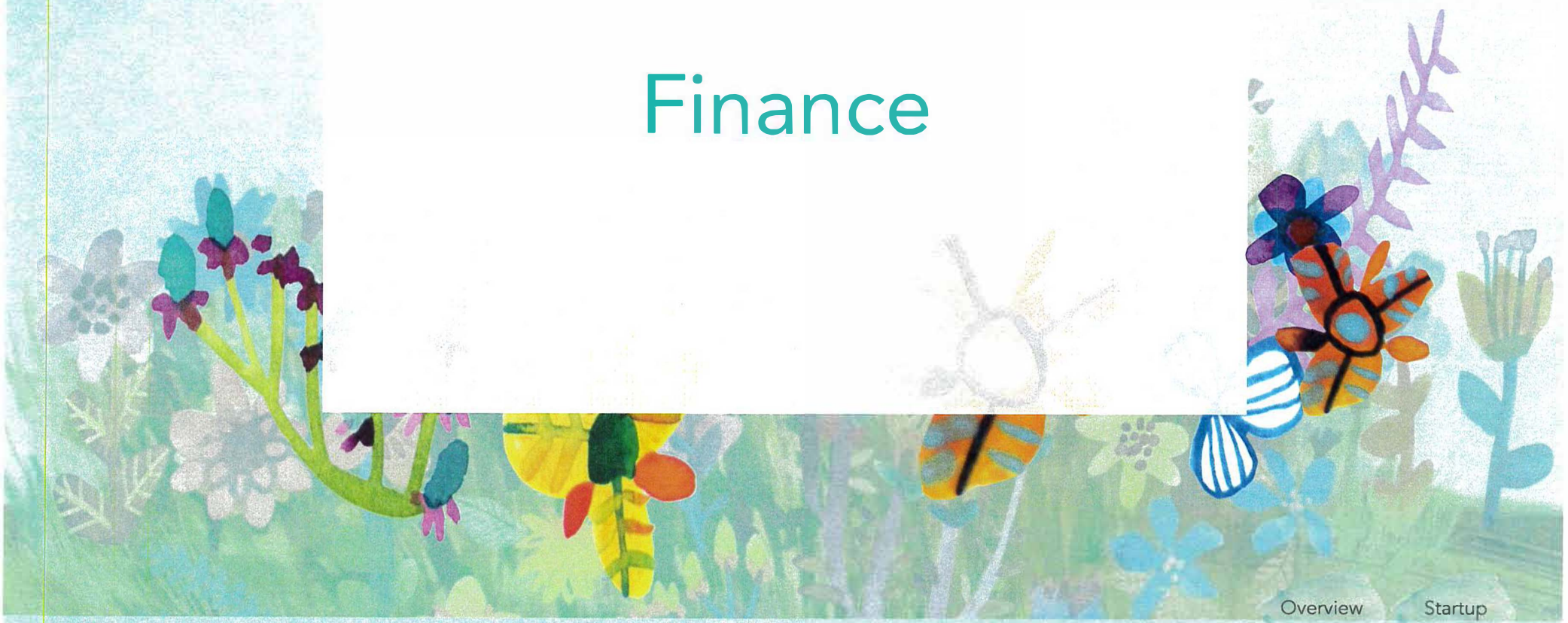
Startup Operations Handbook

Your Startup Operations Handbook is a place to store key information and plans related to your school operations. The hope is that this handbook continues to be useful to you after school opening.

Click here to open the handbook template in English or Spanish.



Finance

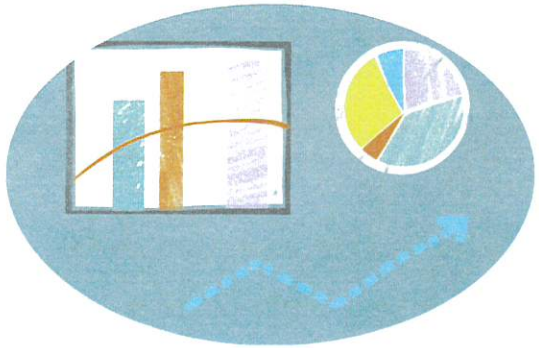


Finance | finalize your budget

As you make more decisions regarding your enrollment, staffing, tuition, facility, rent and renovations, it is important to continually update your budget.

We recommend that you work with your Operations Coach to finalize your budget using these updated costs.

In the course of finalizing your budget you will also finalize your tuition - an important step prior to publishing your tuition on your website and enrolling families.

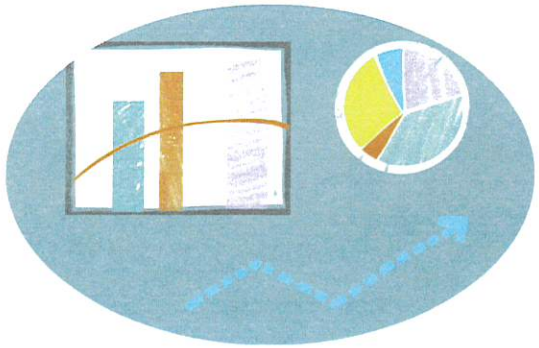


Finance | setting tuition

Flexible tuition models

Moving from "scholarship" to "Financial aid"

https://connected.wildflowerschools.org/posts/4396562-flexible-tuition-model



Facilities | overview

Wildflower Facilities Manual

- Local zoning/permitting/licensing knowledge-gathering
- Lease Negotiations
- Renovation Cost Estimate: work with an owner's rep or get estimates from contractors
- Legal & business review of lease: more information here
- Sign Lease
- Interior/Exterior Design: The Wildflower School design process
  Building your facilities team, including contractor, owners rep, real estate agent/ broker, designer, architect (possibly - make informed decision)
- Renovations

Facilities | purchasing classroom materials

We recommend reviewing this list of vendors for Montessori materials and furniture.

Community & Family Engagement | marketing resources

Once your school has affiliated with Wildflower, you have access to Wildflower's marketing and branding resources.

As you create your school's marketing materials, we encourage you to explore this Wildflower Marketing Starter Kit. Embedded in this kit are four key links to Wildflower marketing assets:

1. Professional Wildflower school photos: taken of some of the first Wildflower schools
2. Wildflower Illustrations: created by Wildflower graphic designer Kim Smith
3. Wildflower Style Guide: includes suggested colors, fonts, and images to use to market your school.
4. Montessori Quotes: compiled by Wildflower Teacher Leaders over the years

Community & Family Engagement | create & publish school website

Once your school has affiliated, you are welcome to publish the school's website. If your content is ready to go, this should be a fairly quick process! Wildflower currently offers two website options:

Use Wildflower's Wordpress Template

Click here to start!

Benefits: easy setup; Wildflower editing support

Drawbacks: challenging interface; limited customization options

Example: Wildwood Montessori

Design your own website

Many schools use Wix or Squarespace

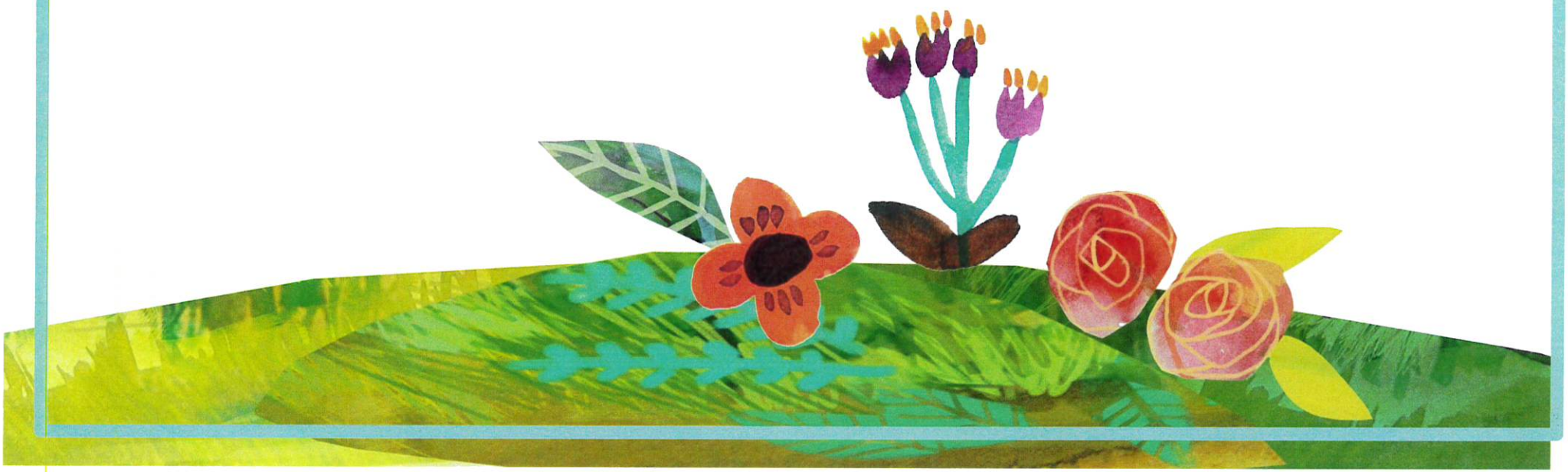
Benefits: flexibility and greater customization

Drawbacks: limited Wildflower support with setup or editing

Example: Roxbury Roots Montessori

Celebrate Doors Open!

Take time to celebrate this incredible accomplishment with your team and with all of Wildflower! We are here to support you, and are so proud of what you've accomplished for the children and families in your community!



Wildflower Montessori
Public Schools of Colorado

WMPSC Discovery Interview Framework

Key Outcomes:

- ☐ Building relational trust and creating space for deep listening, intimacy, new perspectives, and genuine learning.
- ☐ Learning more about the people most impacted by, and involved in, the educational issues you seek to offer an alternative to through launching WF.

Pre-Interview

Connect with 10+ families who live/attend schools within their target neighborhood and set up one-on-one, in-person interviews (~30 min each). Ideally these interviews happen in-person. Identify a time and space that feels safe (home visit, coffee shop) and convenient for the student/family participating.

These interviews shouldn't feel transactional. Walk into them completely open to the possibility that these students and families may not join the design team and may not enroll at a WF school. Maintain the stance of a learner and listener who is not trying to "solve" anything.

Interview

- Introduction
  - Based on your relationship with this student/family, pause to introduce yourself. Who are you? Where do you come from? What brought you to this moment?
  - Describe why you are conducting the interviews and how you will use the data.
  - State that each question is voluntary.
- Interview
  - Ask for stories, not solutions.
  - Make sure questions are free of acronyms and jargon.
  - Stay neutral and ensure you aren't asking questions that suggest a right answer.
  - Include questions about experiences in a range of contexts for a broad picture. For example, when asking about a sense of belonging in school, ask about belonging in other settings as well.
  - Ask open-ended, story-based questions. Remix or start with the ones below:
    - What are your needs/hopes/dreams for your child's educational experience?
      - What does that ideal educational experience look like/sound like/feel like for you and your child?
    - What have been your best/worst experiences with school?
      - Follow-up: Can you share a story that would help me understand more about...?
    - Tell me about a time when you felt connectedness within a larger community.
    - What kind of role do you want to play in your students' educational experience/school?

Questions for Families

- Tell me about your child, especially as a learner.
- What kind of environments/situations does your child thrive in?
- What has your child's school experience been to date?
- What type of person do you want your child to be in the future? How do you want their school to prepare them for their future?
- As a parent how do you feel connected and heard ?
- What unique strengths do you see in your child(ren)? How are they or aren't they supported in their current (school) communities?
    - What do you see as your child's unique power (for good) in the world and how do you envision that being nurtured by those who support your child and your family in an ideal world?
- What do you want your child(ren) to know/feel/learn as they move through their elementary years?
- Tell me about your hopes and dreams for … in elementary
- Where do you plan to enroll your child for school and why?
- Have you explored the various education models that are available to you based on where you live?
- What are some things that are challenging about where your child currently goes to school? What are some things that are going well at your child's current school?
- Is there anything I haven't asked you that you'd like to share to help me understand your experience?
- As we move forward with our Community Design Team for families to get involved in the co-creation of this school, what's the best for us to spread the word about that? Are you interested in joining these meetings?
    - If so, what is your general availability/preference for a monthly meeting?

Questions for Partner Organizations

- What are the stories you've heard about experiences in education in this area from families with whom you work?
    - Where do they look for schools?
    - What are they looking for in a school?
    - What challenges do they face in the educational system here?
- What, in your experience, might invite a family's interest in exploring a new school as an option? Or in contributing to that school's vision?
- Are there families to whom you could connect us who might be interested in sharing their children's educational experiences or curious to learn about new options?
- What are some assets/strengths you see in your community, especially those that are emerging (vs. thoroughly established)?
- What are some needs of families in your community that currently lack adequate support?
- What questions do you think we should ask partner organizations?
- What is the mission of your organization?
- What does it look like to implement your mission?
- Do you interact with families as part of your mission?
- Let me tell you about Wildflower… Based on my description is there anything I said that is a great fit between our organizations? Any opportunities to collaborate?

What makes our Wildflower charter school different?

- We have clear values and principles that we stick to, including **ABAR**, **equity**, home/family connection. We live our principles at Wildflower and hold them front and center.
- SIZE -- these children are going to be seen, known, and safe, particularly important during a time of violence in schools, pandemic learning loss, etc. The size makes it possible to foster and build real community.
- Focus on the whole child -- what's inside the child is just as important as academics.
- Teacher Leaders are empowered to represent and collaborate alongside their communities. There is real collaboration between teachers and families in the community, especially in the school design and decision-making process.
- Teachers have to be themselves -- authentic.
- Targeting BIPOC and low-income communities.

Wildflower Montessori
Public Schools of Colorado

Wildflower Schools - Community Engagement Plan - Phase 1

April-December 2022

Month	Overarching Aim(s)	Key Outcomes
March/April		• ETLs launch participatory research to inform their Visioning albums and solicit advice from community members and network partners.
May/June/ July	Identify and build trust with the core group of students, families, and community partners who will make up the community design team.	• ETLs conduct one-on-one discovery interviews with current students and families within the boundaries of their target neighborhood. Extend invitation to design team meetings. • Record interviews and identify trends (this data will be used during the first CDT meeting and form the foundation of your "Evidence of Support" section of the charter application). • Meet with potential partner organizations to share information about Wildflower's charter application and solicit input about what educational needs exist in the community. • Begin social media campaign and distribute WMPSC newsletter to engaged families • Create marketing materials and ask partner organizations to share with their networks.
August/ September	Create opportunities for sharing of vision and information with the community about Wildflower and community educational goals.	• Plan and host virtual and in-person town halls to solicit feedback from a wide range of community members about their individual and collective visions for the education of children in the community. • Conduct "freedom dreaming" exercises with community members. • Continue partner organization meetings and outreach.
October 2022	Expand reach in the community.	• Table in the local community to spread the word about WMPSC and solicit intent-to-enroll forms. • Follow up one-on-one with virtual town hall attendees. • Continue partner organization meetings and outreach. • Offer a free Montessori class to parents at Hilltop family Resource Center and Hope of the Grand Valley.
October 2022	Refine & align on shared values and community norms.	• Host one design team meeting: ○ Review results of discovery interviews with design team members

		○ Develop deep trust and collective mentality of design team ○ Clarity on the non-negotiables and where is there flexibility to customize within each community ○ Collectively align on: ■ *Shared Values* • Connectedness • Growth ■ *Community Norms* • ABAR + Unity • Autonomy with Support • Awareness and Compassion • Recruit and train folks to table with ETLs at community events.
November 2022	Define Montessori principles and reach high levels of clarity on what a Montessori classroom is and what's possible within them.	• Host design team meetings. Meeting outcomes: ○ Collectively align on and develop working definitions/criteria for what the following principles will look like within each microschool: ■ Innovation ■ Home ■ Equity ■ Beauty ■ Nature ○ Review viable options for shopfront locations and provide feedback
December 2022	Provide families the information they need to make a decision about entering the lottery	• Host community information sessions and solicit intent to enroll forms • Introduce Design Team • Reach out 1:1 to families who have expressed interest and provide logistical information for school enrollment • Answer questions

INTEREST FORM

Wildflower Montessori
Public Schools of Colorado

Completing this Interest Form lets us know you are interested in sending your child to a Wildflower public charter school, growing to serve children pre-K to 6th grade in Grand Junction, CO.

This form is used to demonstrate an interest in having your child(ren) enroll but does not obligate the student to attend nor does it guarantee admission. We'll stay in touch throughout the application process and notify you when the formal enrollment process begins. All of your information will be kept confidential.

WMPSC does not and shall not discriminate on the basis of race, color, religion, gender, gender expression, national origin, primary language, disability, or sexual orientation.

I,_____, am interested in learning more about Wildflower Montessori Public Schools, **scheduled to open August 2023,** in Grand Junction, CO. I am aware that this form serves only as a demonstration of my desire for, and interest to learn more about, the new district public charter school. ***This form in no way guarantees my child's enrollment in this school, nor does it legally bind me to enroll my child(ren).***

Parent/Guardian Signature: _____ **Date:** _____

Please complete information about each of your children.

Full Name of Child	**Child's Date of Birth**	**Current Grade Level (Fall 2022)**	**Current School (Fall 2022)**

Name of Parent/Guardian: _____

Phone:_____ Email Address: _____

Student's Home Address: _____

City, State, Zip: _____

FORMULARIO DE INTERÉS

Wildflower Montessori
Public Schools of Colorado

Completar este formulario de intención de inscripción nos permite saber que está interesado en enviar a su hijo a una escuela chárter Wildflower, que sirve a niños de pre kínder a sexto grado en Grand Junction, CO.

Este formulario se utiliza para demostrar interés en que su(s) hijo(s) se inscriba(n), pero no obliga al estudiante a asistir ni garantiza la admisión. Nos mantendremos en contacto durante todo el proceso de solicitud y le notificaremos cuando comience el proceso de inscripción formal. Toda su información se mantendrá confidencial.

WMPSC no discrimina ni discriminará por motivos de raza, color, religión, género, expresión de género, origen nacional, idioma principal, discapacidad u orientación sexual.

I,_____, me gustaria aprender mas de Wildflower Montessori Public Schools, que va a abrir **Agosto 2023,** en Grand Junction, CO. Entendio este formulario de intención de inscripción nos permite saber que está interesado en enviar a su hijo a una escuela chárter Wildflower, que sirve a niños de pre kínder a sexto grado en Grand Junction, CO. Entiendo que este formulario se utiliza para demostrar interés en que su(s) hijo(s) se inscriba(n), pero no obliga al estudiante a asistir ni garantiza la admisión.

Firma: _____ **La Fecha:** _____

Favor de llenar un formulario por cada niño.

El nombre de niño/a(s)	Fecha de nacimiento	Grado (otoño de 2022)	Escuela (otoño de 2022)

Nombre del padre/guardián: _____

Número de Teléfono _____ Correo Electrónico: _____

Dirección: _____ Ciudad y Código Postal _____

Laura Alexander, Executive Director
LAlexander@mecr.edu
3975 Martin Luther King Jr Blvd, Denver CO 80205
(303) 494-3002 www.mecr.edu

1 August 2022

Mesa County Valley District 51
2115 Grand Ave, Grand Junction, CO 81501

Re: Letter of Support for Wildflower Schools

Dear Superintendent Hill and the D51 Board of Directors,

I am pleased to submit a letter of support for Cactus Bloom Wildflower Charter Public Montessori School. As a public charter, this teacher-led, Montessori school will expand the offerings of Montessori into rural Western Colorado.

The Montessori Education Center of the Rockies (MECR) has trained teachers for over 40 years in Colorado. We firmly believe that the Montessori pedagogy is transformational for educators, families, and most importantly, the world's children. We applaud Wildflower School's vision of liberatory learning environments that center students of the global majority.

MECR looks forward to partnering with interested adult learners to become educators in these community-embedded charter schools. Also, parents and community members who wish to learn more about the Montessori pedagogy are welcome to attend workshops hosted at our training center on the Clayton Early Learning Campus in Denver.

Thank you for considering Cactus Bloom's charter application.

Sincerely,
Laura Alexander
Montessori Education Center of the Rockies

Mesa County
PARTNERSHIP
for Children & Families

510 29 ½ Road
Grand Junction, CO 81505
mesacountypcf.org

July 28, 2022

Dear Superintendent Hill and the Board of Directors:

The Partnership for Children and Families (PCF) is dedicated to the historical roots of child abuse prevention as well as council legislation promoting the quality and accessibility of early childhood services, supporting the mission to create, coordinate, and sustain a resource rich, inclusive community so that all children reach their full potential in safe and optimally nurturing environments.

PCF supports efforts to increase access to high quality, licensed child care in Mesa County. Early childhood education (ECE) is a critical and rapid time of human development, pivotal to healthy development and we work closely with multiple partners on our community wide initiative, Child Care 8000 (CC8K), to improve the availability and quality of early childhood education. With a deep understanding of the local early childhood industry, we continue to build strong ECE foundations, provide continuous quality support, ECE workforce development, engage within the community, and advocate for efforts supporting early childhood.

We recognize that multiple community partners are imperative to moving the needle for our children and families. PCF is glad to offer our support to Wildflower Schools to expand quality ECE opportunities for our community.

Sincerely,

Stephanie Bivins

Stephanie Bivins, M ED, PCF Director

GROW, LIVE AND SHARE FAITH

American Lutheran Church

631 26½ Road, Grand Junction, Colorado 81506

Faith is the assurance of things hoped for, the conviction of things not seen. Hebrews 11:1

July 6, 2022

Superintendent Dr. Brian Hill

District 51 School Board

Dear Superintendent Dr. Brian Hill and District 51 School Board,

I am pleased to submit this letter of support for the application of Wildflower Montessori Public Schools of Colorado (WMPSC). WMPSC is pursuing a location for their charter school program at American Lutheran Church 631 26 ½ RD. We are very interested in leasing our available classrooms to Wildflower for their charter school. Co-location of Wildflower's charter school would bring a valuable asset to our church community, and we would be pleased to lease available space to WMPSC for the purpose of opening one of their charter school sites.

Sincerely,

Rev. Valerie Carlson

Pastor Valerie Carlson

(970) 242-7835 + email: info@alcgj.org + www.alcgj.org

August 2, 2022

Re: Letter of Support for Wildflower Montessori Public Schools of Colorado (WMPSC)

Dear Mesa Valley County School District 51 Board of Education,

It is with great pleasure that I share this letter of support for Wildflower Montessori Public Schools of Colorado (WMPSC) and for the thoughtfully constructed and dedicated WMPSC Board that is working to found beautiful teacher-led, Montessori learning environments in the Grand Valley.

The leadership of Emerging Teacher Leaders, Emma Reicks and Georgie Reigel, demonstrates how deeply connected this team is to the needs of Grand Valley families and the opportunities inherent in joining D51's portfolio of schools.

Wildflower is a community of people and schools committed to the liberation of every human being, every community, and the human spirit, so that we may all live in harmony with our individual purpose and the world around us, free from oppression and able to follow life's unfolding journey.

We look forward to supporting WMPSC in the same ways we support and facilitate connection between all schools in our network. Some examples of support include:

- School start-up grants and loans, including funds for renovations for new school build-outs similar to those provided to Wildflower charters in Minnesota (up to $130,000 per school), New York (up to $150,000 per school), and Washington D.C. (up to $150,000 per school);
- Tools, templates, and coaching/guidance for starting a school, for the charter overall and for individual sites;
- Cohort network of leaders navigating start-up together through the School Startup Journey;
- Gatherings - virtual and in person- to support professional learning, deepen connection, and exchange wisdom across a national network of teacher leaders and Wildflower partners.

We already see strong indications of the demand for this school model in both the energetic and enthusiastic responses of community members across the Grand Valley as well as from local educators exploring teacher leader roles in the proposed network. The Wildflower Foundation looks forward to partnering with WMPSC to bring their vision for community-embedded Montessori micro-schools to life in your community.

WMPSC has our strong support and commitment to ongoing engagement and we look forward to collaborating with them into the future.

Sincerely,

Matthew Kramer
Chief Executive Officer, The Wildflower Foundation

The Wildflower Foundation
1330 Lagoon Ave, 4th Floor, Minneapolis, MN 55408

COLORADO SUCCEEDS
Great Schools are Good Business

August 1, 2022

Mesa County Valley School District
2115 Grand Avenue
Grand Junction, CO 81501

Mesa County Valley School Board of Education,

It is my pleasure to provide a letter of support on behalf of Wildflower Schools' to open four public micro-Montessori schools to serve students in the Grand Junction community by providing high quality, student-centered programming.

Wildflower Schools operates high-quality early education through personalized and experiential learning. They provide the metro area's most underserved students with high-quality educational services while also training and upskilling its current and future workforce. The set expectations and get out of the way by giving their teacher leaders maximum autonomy in how they achieve them.

They empower local learning providers by distributing leadership and decision-making, ensuring those closest to the student are the ones making the decisions that affect them. I'm especially excited about their ability to:

- Serve a diverse community of students and families,
- Focus on community improvement through education, and
- Center and empower educator retention and growth.

Over the last two years, we watched students from all corners of the country struggle given the ongoing COVID-19 pandemic. Schools have been forced to adapt on the fly with varying degrees of success. Micro-schools and personalized learning demands increased and are seemingly here to stay. Because of Wildflower Schools unique model, they offer the ability meet these demands head on.

Lastly, because Wildflower Schools are intentionally small, they can avoid obstacles to success, including facility shortages or administrative burdens; their non-hierarchical working approach puts decision-making closest to those impacted to ensure that educators are responsible for the decisions that impact their schools and that there is an active role for students and parents in each school community. Because of their agile model, they can operate in response to community interest as independent by intentionally partnering with community-based organizations to ensure children and families thrive.

For these reasons, I strongly recommend Mesa County Valley School Board of Education approve and support Wildflower Schools application to operate seven micro-schools in your community.

Thank you for your consideration,

Scott Laband
President

equity xdesign

A PRACTICE FOR TRANSFORMATION

Caroline Hill
Michelle Molitor
Christine Ortiz

EQUITY X DESIGN
COLLABORATIVE

RACISM AND INEQUALITY ARE PRODUCTS OF DESIGN. THEY CAN BE REDESIGNED.

We are a country founded on the genocide of one people and the enslavement of another. We have yet to reconcile the impact of this inheritance on us all.

The experiment of America is 240 years old. In these 240 years, systems were designed that isolate and separate us, that empower a chosen few with the privilege of invention, innovation, and creativity, that lay the groundwork for misunderstanding, fear, and ultimately hate.

Racism and inequality are products of design. They can be redesigned.

We believe that in community, with thoughtful and deliberate action, we can design the obsolescence of those systems. We offer **equityXdesign**, a practice that organizations, teams, and individuals can use to mitigate the impact of racism and sexism in design practices.

As a collaborative, this work is our voice—an offering to the legacy of liberation, truth, and democracy. We collectively leverage the magic of relationships across difference to design right-fit solutions. Christine empowers people to reimagine themselves as school designers and founders. Michelle helps people find their own voices as anti racist leaders for equity. Caroline activates the voices of the marginalized to strengthen relationships, particularly those across lines of difference. Given who we are and what we know, we feel uniquely positioned to contribute to this fight, in this way—at the intersection of equity and design. We know it is not the only thing that needs to be done. It is no silver bullet, but it is where we think our energy has the greatest return.

As leaders from the racial equity and design and innovation spaces, we offer **equityXdesign**—a new way to think about and approach achieving equity. **equityXdesign** creates the conditions and relationships for inclusive innovation. A process for anti-racist and equitable design, it is guided by three central beliefs: innovation's need for inclusion and intentional design, the indistinguishable relationship between the past and the present, and our moral imperative to live in the future we desire to create.

equityXdesign is a practice that merges the consciousness of racial equity work with the methodology of design thinking.

equityXdesign is a practice that merges the consciousness of racial equity work with the methodology of design thinking. We believe that designing for the most affected and marginalized, letting their voices and experiences lead, and acknowledging the barriers to engagement are critical for this new process. Most importantly, we believe this design work must happen across racial difference. All people have the capacity for innovation. We believe it is this multiplicity of entry points that will create the conditions for new invention and innovations for equity. This practice is for teams of educators, designers, advocates, and agitators committed to building internal capacity and confidence designing for equity. It is

reserved for those who believe we are stronger together and have the bold imagination to cultivate new ideas, invent equitable institutions, and reform biased policies.

MOVING EQUITY WORK TOWARD ACTION

American history has created a segregated world where white people are rarely in community with others. The isolation creates myths, stories, and beliefs that go unchallenged, and people of color are not immune. The work of acknowledgement, the telling of truths, and the opportunities for community and reflection are necessary before we can move forward. If we remain unwilling to do serious individual, institutional, and structural work as a people, our path toward a truly equitable future will stagnate.

Helping us see and understand our history, bringing us in community with one another in ways that allow us to hear each other, the raising of voices traditionally lost in the white noise of hegemonic discourse—this is the power of equity work.

From large government agencies to schools, tech startups, nonprofits, and philanthropic groups, the education ecosystem has a very narrow definition of inequity and how it manifests, often focusing only on explicit and intentional racism. But racism today looks different than it did in our Jim Crow past. Overwhelmingly, individuals no longer believe in the biological inferiority of black and brown people; however, while we may all claim egalitarian values, and while it is no longer socially acceptable to treat others differently because of the color of their skin, most of us hold implicit biases that impact our behavior and allow for structural and systemic inequality to remain.

We are living in a "colorblind" society that often recognizes racism as anomalous, individual acts of aggression or the mere acknowledgment of difference, not the silent structures that continue to divide."[1] The victories of the civil rights movement, and now the Obama presidency, have reinforced the notion that we are a post-racial society. However, the lived experiences of millions of people of color reveal otherwise. Racism and other forms of discrimination have simply shifted from explicit and interpersonal to structural and less overt manifestations. The rise of identity-based aggression cannot distract us from recognizing anchoring systems of oppression and how they manifest in the lives of people.

Most of us hold implicit biases that impact our behavior and allow for structural and systemic inequality to remain.

Our individual actions can cumulatively serve to maintain existing forms of inequity—or they can serve to dismantle systems of oppression.

Historically, we have put the expectations of this change entirely on individuals, requiring each of us to maintain a fully developed relationship with our own racial identity, an intimate knowledge of the history of oppression and current manifestations of inequality, and the personal comfort and initiative to see, call out, and actively fight hegemonic systems. The focus of equity work for most organizations leans

toward the having of courageous conversations about race and power and on individual racial identity development work. While this approach is necessary, it will not, alone, end individual, institutional, and systemic inequality.

Identity development work takes time and is never complete. Individuals can engage in such work without ever taking action to dismantle systems of oppression—particularly those that benefit from status quo systems or from being seen having such courageous conversations. Additionally, personal work can only progress when individuals first understand and then commit to doing deeper and often painful work. For many, this personal work is often seen as unnecessary.

We must start with individuals, but we cannot stop there.

Equity work helps us understand where we are and how we got here, but it is missing the tools for building a different reality. It is here that design thinking can lead the way.

Institutions are the sum of the people within them, and they create the systems and structures we live in. The work of racial equity is to create safe spaces for people, to connect them, and then to move from merely understanding the role of the individual to understanding the role individuals play in institutions and systems. Only then can we move to action.

Our current paradigms and tools for truth, reconciliation, and anti-racist action are insufficient for the magnitude of the challenge we face. Racial equity work engages people in meaningful and authentic conversation, sparking individual transformation but not preparing people to create long-term systemic change. Organizations that engage in racial equity work may create space for individuals to find themselves personally awakened to their role and identity in society, ready to change their institutions for the better, but without the tools to take such action. Consultancies and protocols are not equipped for the complexities of racism's manifestations within individuals, institutions, and societal structures.

Some say talk is cheap. We disagree. Talk is deeply important, but it is simply not enough. We need to move toward new designs. For many, talking about racism and our long history of oppression feels paralyzing. The complexity of racism on individual, institutional, and structural levels feels insurmountable. Equity work helps us understand where we are and how we got here, but it is missing the tools for building a different reality. It is here that design thinking can lead the way.

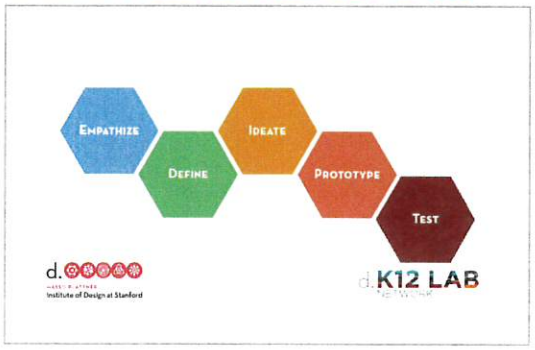
DESIGN THINKING: IN NEED OF AN EQUITY RETROFIT

In recent years, design thinking has left its roots as a tool used for product design and emerged as a powerful problem-solving methodology across fields and sectors. This shift in how design thinking is used has come in concert with a societal shift in the way we identify problems and understand solutions. Our current charge is to solve problems where there is no one solution, where more data and information

doesn't necessarily make things more clear, where the problem is hard to even define. For instance, we know that solving issues of terrorism is less about building better weapons and more about interrupting radical group recruitment strategies. We know that issues of environmental degradation are no longer about technologies for clean energy; they are about incentivizing corporate and consumer behavior changes. We know how the brain learns, but we can't figure out how to create school environments that are socioeconomically and racially integrated.

Problem-solving is no longer about inventing things; it is about recreating systems. And in a world that continues to increase in complexity and technology, design thinking can simplify, humanize, and order this chaos.

TRADITIONAL DESIGN THINKING PROCESS



This shift in the way we define problems necessitates a shift in the tools and mindsets we use to solve them. Design thinking provides a framework for complex, iterative, and targeted solutions: It emphasizes the need to define the problem well and build sooner to get better feedback, and it has fundamentally changed the relationship between designers and those they are designing for. This focus on the end user is so central that design thinking is often simply referred to as user- or human-centered design.

While elevating the user in the design process has been the key to its success, it is also the reason why our current approach to design thinking needs to be retrofitted. **If we believe design thinking is the right tool to use to redesign products, systems, and institutions to be more equitable, then we must redesign the design thinking process, mindsets and tools themselves to ensure they mitigate for the causes of inequity**—the prejudices of the human designers in the process, both their explicit and implicit personal biases, and the power of mostly invisible status quo systems of oppression.

The role of implicit bias is particularly distressing as we consider the design thinking process. In its current state, it may be doing as much harm as it is good. While engaging with end users, many forms of design thinking still see the designer as separate from the user and grant the designer the power in the relationship—the power to decide with whom to do empathy work, the power to interpret the results, the power to decide the framing of the problem, and the power to pick the best solution.

Many forms of design thinking grant the designer the power in the relationship.

It stands to reason that any problem definition or solution created by biased individuals—which we all are—will perpetuate inequity if the process does not actively acknowledge and combat bias. **A process that is itself colorblind will be blind to the effects of color in both problem and solution.**

We see this regularly in our work facilitating design challenges with organizations. An example: The well-intentioned, usually white, educated, and middle- to upper-middle-class designers working with low-income urban (code for black and brown) schools to help design new programs know it is important to engage in empathy work, so they ask the principal to give them access to some parents to interview. The principal emails the PTA for volunteers, which are often not representative of the general student body. After a few interviews, the designers go back to their conference room to decide what the parents and students need. They brainstorm options, narrowing to those that fit within the existing structure of the school. In the best-case scenario, the program is something the school community can in fact benefit from—but it is unlikely to be designed to serve students and families most in need or to question status quo systems or structures. But these are essential when designing for equity.

There are many failings in this illustration, some of which can be attributed to a lack of rigor in using true design methodologies. However, even when pure design is applied, issues of power and bias have powerful sway. We can do better.

AN ALTERNATE PATHWAY

Two of the greatest hindrances to fighting inequality are literally hiding in plain sight: our implicit biases and the prevalent narrative of "colorblindness." **If we don't even know we're doing something wrong, how can we be expected to change it?**

We can enhance the design thinking process with tools frameworks that account for and make visible our individual biases; push us past the individual to the institutional, systemic, and historic inequality at play; and fight against hegemonic ideologies.

equityXdesign is a framework that reimagines all of us as designers, adjusts for our implicit biases, and minimizes the scale and amplification of a dominant identity throughout.

Instead of asking individuals to think their way into a new way of behaving, relying on their individual levels of awareness around issues of inequity, we can provide them with a framework that embeds that awareness. We can make design thinking, an already widely accepted and valued process for innovation and problem-solving, into a process that provides individuals with experiences that elevate their understanding of inequality while also providing tools to dismantle systems of inequality.

This is **equityXdesign**: an additional layer of checks, tools, and activities that, when laid on top of traditional design thinking methodologies, will illuminate racism and inequality—individual, structural, and institutional—that exists in the individuals involved in the design team and potentially shapes the way problems are framed and solutions are proposed.

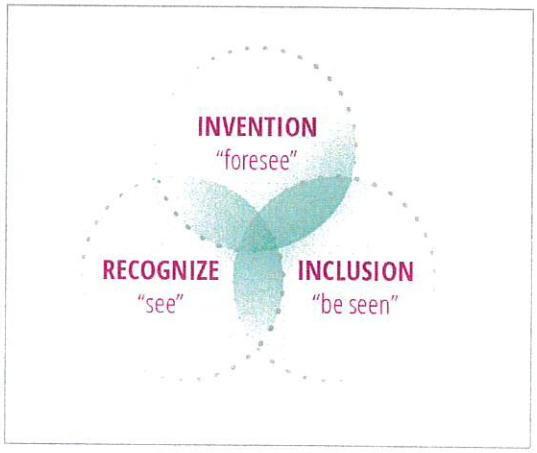
Design thinking is an ideal starting point. When merged with the power of equity work, we believe it can be used to tackle our most urgent equity-based problems.

EQUITYXDESIGN: DESIGN THINKING'S RETROFIT

equityXdesign intentionally convenes people across difference and builds a common language for system-wide change. It is a framework that reimagines all of us as designers, adjusts for our implicit biases, and minimizes the scale and amplification of a dominant identity throughout. It creates guardrails and checkpoints that nudge design teams to identify problems through a lens of equity, brainstorm transformative possibilities, and prototype and test these possibilities in low-cost, low-resolution, inclusive, and participatory environments.

Pastored by the spirit of inclusive invention, the process engages designers in their own identities and the identities and experiences of their co-designers in order to seed collaborative, inclusive innovation and invention. **The centering ethos—see, be seen, and foresee—overlays the three beliefs we believe are preconditions for equitable design. These beliefs lead us to the five design principles that guide our actions.**

CENTERING BELIEFS



THE EQUITYXDESIGN FRAMEWORK

BELIEF #1

LEARNING TO SEE: HISTORICAL CONTEXT MATTERS

Evolutionary science tells us that the most beneficial traits survive; we are the recipients of the genetic legacy of our parents, grandparents, and great-grandparents. And social inheritance mimics this genetic inheritance: We inherit the traits and characteristics of legacies of privilege and oppression. **We must see both who we were (our historical selves) and who we are (our current selves).** In order to understand the present time and space we occupy, we must understand the inherited legacy surrounding the thing we are designing, the place we are designing in, and the community we are designing with.

BELIEF #2

BE SEEN: RADICAL INCLUSION

equityXdesign is intentional about bringing diverse stakeholders together across race, role, gender, and socioeconomic status to build relationships and lay the groundwork for community. Inclusion is not merely the absence of exclusion: Radical inclusion requires going further—identifying barriers that exclude and eliminating them; welcoming different people, stories, and experiences to the innovation conversation; creating spaces where everyone can truly bring their full selves and be equally valued. Radical inclusion is not simply about reducing hate or respecting difference; it is about truly loving others.

BELIEF #3

FORESEE: PROCESS AS PRODUCT

Process dictates product. In order to design for equity, we must design equitably. The practice of equitable design requires that we are mindful how we achieve equity. Inclusive design practices raise the voices of the marginalized, strengthen relationships across difference, shift positions, and recharge our democracy. Because exclusion feeds inequity, we can no longer argue that there is not enough time to include the community. We must make time for the magic of human connection, especially across difference.

These core beliefs, and the manifestations thereof, lead us to the following design principles:

DESIGN PRINCIPLE 1:
DESIGN AT THE MARGINS

Our current innovation conversation is exclusive, accessible only to the powerful and privileged. This erodes the innate creative agency and leadership in the marginalized, reduces the experience of incredibly complex people, and often leads to the allocation of resources to symptoms while neglecting the existence, permanence, and resilience of root causes.

The current social order blames the marginalized for their experience without acknowledging or attempting to redesign oppressive historical structures. **equityXdesign** expects the privileged to trust and listen to the voices on the margins to identify the root causes of inequity and the ways they manifest. It positions the marginalized as leaders in the design process and experts in their experience, arming them with a process to solve their own problems. Designing at the margin means that those in privileged positions do not solve for those experiencing oppression; rather, in true community, both the privileged and marginalized build collective responsibility and truly innovative solutions for our most intractable problems. Even the use of the word *marginalized* linguistically parallels the exclusion of individuals. The definition of a group simply by their relationship to the dominant culture is a problem that continues to persist.

DESIGN PRINCIPLE 2:
START WITH YOURSELF

Our identities (race, gender, upbringing, social status, home language, etc.) create our lens for the world and how we make sense of it. We must be aware of this lens when engaging in design. When we design for people without understanding the impact of their historical stories, our understanding slips into paternalism. When we design for people without accounting for our own biases, our understanding slips into stereotypes. We must raise our awareness of our own identities and how bias impacts our thoughts, choices, conclusions, and assumptions in order to truly co-create with others.

DESIGN PRINCIPLE 3:
CEDE POWER

Equity requires a nonviolent, action-oriented spirit of co-creation and co-invention, necessitating an inversion of legacy power structures. Expertise cannot be quantified in degrees, and the designer-end user dichotomy is no longer useful. We must acknowledge the power dynamics that allow some votes to count more than others. Equitable design demands that practices change and evolve—that we redefine roles, revalue ways of knowing, and reassess the ways we reach decision. We recognize the potential for cede power to reinforce the hegemonic view of power as a zero-sum game—more for you must mean less for me. This is not the case. We believe that shared power is in the interest of everyone and does not require a growth in the ranks of the powerless. And yet, this work still requires each of us, who hold power in some ways, to deeply question its inheritance and its locus and to cede it when necessary.

DESIGN PRINCIPLE 4:
MAKE THE INVISIBLE VISIBLE

The relationships between people and problems are often governed by sets of heuristics—techniques that allow problems to be solved with speed, agility, and economy. However, these preexisting schemas can perpetuate exclusionary assumptions and biased practices, manifesting as implicit bias, power dynamics, and hegemonic practices that govern relationships with people in our organizations, schools, and governments. By making them visible, we can assess their impact and create a space for reflection and repair.

DESIGN PRINCIPLE 5:
SPEAK TO THE FUTURE

Because an equitable reality has never existed, we cannot look to our past to learn how to create an equitable future. With no guide, we must speak this reality into existence. In order to write a different story, we have to use different language. We must replace our current discourse.

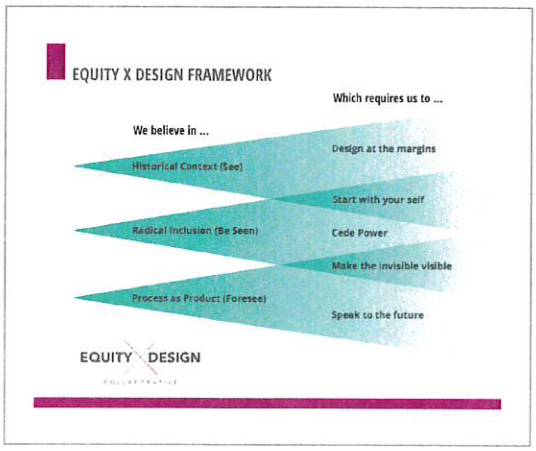
Discourse 1 is our current, and hegemonic, discourse—the language typically used to talk about, question, and plan the work of reform. This dialogue supports and maintains the status quo without appearing unresponsive to outside demands for improvement. Discourse 2, the discourse of transformation, is the language that tends to be about uncomfortable, unequal, ineffective, prejudicial conditions and relationships. This discourse creates space for ambiguity, change, and the opportunity to be a part of a purposeful structure.[2]

There is an often-overlooked power in language and discourse to influence and control ideas, beliefs, actions, and ultimately culture. When we notice how hegemony dominates our conceptual understanding of problems and how they impact others who are different, we have a powerful opportunity to see the end users' historical selves and how that self manifests in the present.

When we take control of our language, when we speak to the future, we lay the groundwork to create something new—together.

There is an often-overlooked power in language and discourse to influence and control ideas, beliefs, actions, and ultimately culture.

THE FRAMEWORK



EQUITYXDESIGN IN ACTION

Equity Design Collaborative believes change will come from the intersection of equity, design and collaboration. We harbor no false beliefs that any exclusive group of individuals is capable of creating the tools society needs to dismantle systemic inequity. Our hope is to create a network of collaborators, inventors, and designers who prioritize equity. At the connections, nodes of opportunity create space where radical inclusion strengthens our individual and collective humanities.

The following modes and adaptations to the design process represent the some of the latest retrofits for the stages of the invention practice. They are currently in the pilot phase of development.

Transformational Empathy

Mode 1: Meta-Empathy Maps

The design thinking process begins with empathy to build an understanding of another's experience. **equityXdesign** transforms empathy into a tool that helps people recognize how implicit bias and identity can impact their understanding of others. At the center of transformative empathy is listening to understand while also understanding how we listen. Through the use of a modified empathy map and three essential empathy questions, we facilitate this awareness and support the synthesis of the empathy experience.

- **Individual:** How does my identity impact how I understand my user's experiences?
- **Institutional:** What are the important customs and practices at play in my user's experience?
- **Structural:** What are the ways customs and practices work together to include or exclude your user?

Mode 2: Notice and Reflect[3]

Adding additional modes to the design thinking process revealed more ways of connecting with others during the empathy stage—notice and reflect. The essence of these modes is captured in a pre-empathy identity reflection activity, which asks individuals to start by articulating some of their core values, emanating from their heart, followed by how they define their own identities. They then reflect on how they are feeling in that moment, biases that might be at play, and finally, any noticings the reflection process created about the empathy work that is about to be done.

"NOTICE AND REFLECT" DESIGN PROCESS

Equity Pauses

A sense of urgency can mask hegemonic strategy. Our common discourse of urgency and business-as-usual creates little time for reflection; our pace of life eclipses our awareness. Strategic equity pauses stop the clock to reflect on our language, ideas, and hunches in the context of a discourse of transformation. Without this moment to think, our brains default to the familiar and the known, making a repeat of past practice likely. Incorporating these discourse checks and pauses after each stage ensures that our ideas remain on the path of achieving equity.

Brainstorming and Transformation Cards

One of the fundamental rules of brainstorming is to build on the ideas of others. Alex Osborn, considered as the originator of classical brainstorming, created a checklist that can help transform existing ideas by prompting users to modify, rearrange, substitute, and magnify. We have built on those core prompts with a suite of equity transformations, asking users to move more to the margin, adjust their discourse, and invert power.

Defining and Solving the Right Problems in the Right Way

Adopting others' perspectives through a lens of equity requires acknowledgement of the ways privilege and oppression work to include some and exclude others. The following form positions the needs of a person opposite societal obstructions and institutional inhibitors:

A person needs a way to *(insert the needs of another)* because *(insert the values, beliefs, and morals of the person)*. Surprisingly, *(state a fact that demonstrates the intent to meet the need)* but *(insert an institutional inhibitor or societal obstruction)*.

Invention with an equity lens requires teams to identify and test the riskiest assumptions about how we understand and know other people. **Risky assumptions without an equity lens are racist assumptions.** This is especially true when we are designing at the margins. Because our implicit biases frame our assumptions about ourselves and other people, their experiences, and the best ways to solve their problems, awareness of our biases at this stage is necessary to reverse hegemonic invention.

A TECHNICAL TOOL FOR MORAL WORK

As a culture, we currently have limited courage, will, and skill to talk candidly about race and inequity. The current discourse around equity exists in one of two opposing extremes: morality and linear reasoning and logic.

Morality: Driven by our emotions, we talk and evaluate the degree of goodness. We talk about good people and bad people. We learn about microaggressions and reflect on our moral responsibility to be better. This inspires the motivated and engaged to remain critical of relationships, language, and assumed cultural norms, alienating those without the skill or will for engagement.

Linear reasoning and logic: This technical discourse prefers to quantify equity and reduce it numbers, strategy, and outcomes. This conversation leaves little room for the real experience of people—the meaning, magic, surprise, and possibility.

Our current equity discourse is either a moral conversation or a technical conversation. It is not often both.

The complex work of achieving equity requires a dialogue bold and sophisticated enough to hold both moral and technical ways of thinking, acting, and designing. This integration requires tools that can marry the head and heart while allowing a truly diverse set of thinkers—technologists, freedom fighters, and everyone in between—to create and design in service of reconciliation.

Our current equity discourse is either a moral conversation or a technical conversation. It is not often both.

Equity—the integral sum of inclusive practices and that obstruct, threaten, and dismantle systems of oppression and amplify, privilege, and promote the voices of the most marginalized and most affected—is the work of our time. It demands enhancements, retrofits, and retooling of our current toolkits to meet this pressing need. Simply put, work across difference that privileges the voices and perspectives of the most affected "bends the moral arc of universe towards justice."[4]

We do not have the answers, but we are committed to solving this problem. We do believe that disciplined processes that support the transformation of all of us and our inventions keeps us moving toward realizing the American dream for all people.

Join us to solve it.

ACKNOWLEDGEMENTS

A number of individuals played midwife to the labor of love that was this paper. Our appreciation goes to Lavada Berger, Katie Boody, Jenn Charlot, Liz City, David Clifford, Nicola Chin, Justin Cohen, Shane Donovan, Ola Friday, David Fu, Zachary Herrmann, Nicole Jarbo, Kristen Moore, Andrew Pratt, Beth Rabbitt, Dwight Rhodes, Emily Rummo, Emily Stoetzer, Rob Strain, Keaton Wadzinski, Jeff Wetzler, and Susie Wise. Any errors or faults with this paper are our own.

[1] Bonilla-Silva, 2014, page 302.

[2] Eubanks, Eugene. "Changing the Discourse in Schools." ICT Changing Education (n.d.): n. pag. Changing the Discourse in Schools. Race, Ethnicity, and Multiculturalism Policy and Practice. Web.

[3] David Clifford, Senior Learning Experience Designer at the Stanford d.School K12 Lab. A veteran educator, master craftsman, and longtime practitioner of equity and design, David is working with the K12 Lab at Stanford to explore the intersection between equity consciousness and design consciousness with both EDC and the National Equity Project.

[4] Martin Luther King, Jr./Theodore Parker.

Wildflower Montessori
Public Schools of Colorado

WMPSC School Discipline Policy and Procedures

Overview

Every WMPSC student has a right to be educated in a safe and supportive learning environment and to be treated in a manner that is respectful, culturally responsive, centered on healing, and free from disparate or discriminatory discipline. Every staff member has a right to be provided with the support, training, and resources to meet the needs of students struggling with social, emotional, and/or behavioral challenges and to work in a school environment that provides a structure for teaching and supporting positive behaviors.

WMPSC aligns with the Colorado Board of Education's that effective learning and teaching takes place in a safe, secure and welcoming environment and that safe schools contribute to improved attendance, increased student achievement and community support. WMPSC will partner with Mesa County Valley School District 51, reviewing their published Student-Parent Handbook and consider alignment with their Conduct and Discipline Code. WMPSC follows the following safe school standards:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff in crisis prevention and management.
5. Training programs for staff in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Procedures for safe, confidential reporting of security and safety concerns at each school.
8. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
9. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials and local medical personnel to discuss crisis prevention and management strategies, including involvement by these parties in the development and revision of crisis prevention and management plans.
10. Training programs for staff in safety precautions and procedures related to fire prevention, natural disaster response, accident prevention, public health, traffic, bicycle and pedestrian safety, environmental hazards, civil defense, classroom and occupational safety, and special hazards associated with athletics and other extracurricular activities.
11. Procedures for the reporting of criminal activity to law enforcement.

12. Each site Teacher Leader shall be responsible for the supervision and implementation of the safe school program at his or her school. The Shared Services Partner shall submit annually, in the manner and by the date specified by the State Board of Education, a written report to the Board of Education concerning the learning environment in the school during that school year. The report shall contain, at a minimum, the information required by law. The annual safety reports from every school in the district shall be compiled and submitted to the state department of education in a format specified by the State Board of Education. The report shall be made available to the public.
13. Procedures for notifying parents of an employee's criminal charges when such notification is required by state law.

Purpose

The purpose of this policy is to ensure all WMPSC students, families, and staff have access to an equitable, safe, and supportive learning environment.

Centering on Wildflower Ways of Working

WMPSC is committed to practicing Wildflower's Ways of Working, including Self-Management practices of Roles and Responsibilities, Radical Transparency, Advice Process, and Conflict Resolution. We honor Teacher Leader autonomy to solve challenges within the school community wherever possible and commit to seeking advice actively to support collective problem solving and conflict resolution.

Self-Discipline and Positive Behavior Guidance[1]

Discipline in a Montessori environment is not imposed on the child but, rather, is created in the child when there is a beautiful balance between freedom and structure. Maintaining this delicate balance is one of the foundations of the Montessori environment. It is on this foundation of freedom and structure that the child builds executive function and self-regulation, which in turn allows for discipline and self-efficacy to develop through a positive environment of practice and modeling. Freedom is not often associated with discipline. Usually, people assume that since the child is offered freedom—to move, to communicate, to choose, and to repeat—there is no structure to the environment.

Freedom, however, does not mean one can do whatever one wants. Responsibility to oneself and one's community are essential components of freedom. We offer freedoms, but within limitations that facilitate the development of responsibility and an internal sense of control. We support students in building skills to respond to challenges.

The development of self-discipline in this manner allows the individual to choose the right behavior because it is right for him or herself, and for the community. Inner discipline is not something automatically present within the child, but rather evolves under the right care and in the proper environment. As adults in the child's life, we need to model and guide while supporting the child

[1] Based on guidance developed by Cosmos Montessori Teacher Leaders, Veronica Vital and Laura Cefalu

through the process of developing self-discipline. We begin by offering limited freedoms based on the child's abilities to make appropriate choices at that particular time. As the child's ability to make choices and follow rules improves, more freedom is offered.
WMPSC is committed to understanding individual needs, following the child, and practicing redirection and interventions without impacting student autonomy, and to support with experiences that will help children build skills to respond to challenges. WMPSC will model these expectations by treating children with dignity and respect and providing them with challenging and absorbing activities. WMPSC will also practice positive behavior guidance by establishing clear and realistic limits that are developmentally appropriate and are enforced firmly and consistently.

Positive behavior guidance techniques include:

- Clear and consistent school and classroom expectations
- Explicit discussions of freedoms and responsibilities in the classroom, hallways, lunch area, playground, bathrooms, and other locations
- Encouraging and acknowledging children when they make positive choices
- Noticing behaviors and correcting without criticism
- Anticipation of problems before they occur and teaching children how to anticipate challenging situations
- Redirection from conflicts toward constructive activity
- Offering children alternatives to aggressive behavior, such as walking away, acknowledging their emotions, or talking through a problem
- Modeling and teaching children conflict resolution and mediation techniques

School Commitments

WMPSC will develop structures that ensure families are included and vital partners on issues affecting their children's education, explicitly shaping the school environment to support a blending of home and school and responding to the needs of children and families. With an emphasis on growth and learning, this policy and [school name's] practices are meant to evolve. WMPSC is committed to:

- Creating a welcoming environment for children and families that fosters caring and reciprocal relationships based on trust.
- Using Wildflower's Ways of Working to develop strategies that reinforce Wildflower values, to resolve conflicts that may arise, and use the advice process early and often to support positive discipline practices.
- Including families in the decision-making process when reviewing and/or updating this policy and accompanying practices and guidance.
- Being intentional about having family and community representation in school positive self-discipline and equitable school discipline discussions.
- Providing all families with school policies and procedures.
- Informing families of their children's positive behavior progress and learning, and if any challenges arise, the family will be engaged as a stakeholder and partner

- Gaining perspective from the child's community: seeking advice from family and other key stakeholders in the child's life to inform perspective on strategies, discuss interventions, and develop a plan for additional supports.
- Providing a pathway for resolving conflicts related to discipline strategies and practices for families (See Community Conflict Resolution Policy for more information).

Positive Behavior Interventions and Non-Exclusionary Practices

Positive approaches to discipline can improve student engagement, academic performance, and teacher satisfaction, while also reducing violence and disciplinary incidents in schools.[2]

WMPSC will determine the positive intervention and non-exclusionary practices based on incidents, circumstances, impact on the learning environment, and considering the health and safety of the child and community. WMPSC will use interventions and based on the different levels of behavior exhibited in the chart below. This is not meant to be exhaustive, but rather to guide appropriate interventions and supports to build executive function and positive self-discipline already present within the child. At all levels Teacher Leaders are encouraged to seek advice within the Wildflower community and engage stakeholders in informing decisions of strategies to employ. WMPSC will document all Level 2 and higher interventions and align documentation with data privacy policies.

The positive disciplinary practices outlined below should not be used to exclude students from school or otherwise deprive them of such an education, unless it is essential to preserving the safety of students and staff.

Level	Examples of Demonstrated Behavior	Examples of Positive Interventions / Non-Exclusionary Practices
1	Minor infraction with no prior incidents or pattern of behaviors. Other interventions have not been put in place.	Take a break and redirection: children take a short break from activities in the classroom to regain their self-control and/or engage in healing practices that regulate, calm, and/or respond to a child's need (e.g. movement). Practice reparations as a natural consequence: For example, children may be called to replace, clean, or fix damaged property and/or assist to make up for lost learning time. Conflict resolution process: guided prompts for building understanding and to learn about actions

[2] Russell Skiba et al., Are Zero Tolerance Policies Effective In The Schools? An Evidentiary Review and Recommendations (2006), available at http://www.apa.org/pubs/info/reports/zero-tolerance-report.pdf.

		and the effects they have, recognizing roles and actions, with words. Positive responsiveness to making amends and supporting needs of those involved. Facilitate choice and/or redirection when possible
2	Pattern of minor infractions, especially interrupting learning for self and those around them. Breaking of classroom norms regarding respect for self, others, and the environment. Interventions for minor disruptions have not been successful.	Social Conference: Invite the child to discuss the issue with staff and possibly family, express needs, build awareness of impact of behavior on learning and the environment (gain perspective from the child) Consult with family and other key stakeholders in the child's life: Gain perspective on strategies, discuss interventions, develop a plan for additional supports (gain perspective from the community)
3	Significant emotional distress and/or physical behavior that places child or others in the environment at physical/emotional risk. Interventions for level two behavior have not been successful.	Behavior Plan: A plan developed with family and key stakeholders with detailed actions and supports needed to fully participate in the environment. Engage community for plan development and advice including social worker, behavioral specialist, and/or psychologist. Determine resourced supports needed to aid the child's path to self-discipline. Restitution planning as appropriate Temporary separation: Timebound, less than one day break from the environment appropriate to the child's age and maturity level. Separation will be communicated to the family the same day. Seeking advice: Teacher Leaders are committed to seeking advice for supporting children and engaging the Wildflower network and key stakeholders to support positive discipline strategies.
4	Major or repeated infractions including but not limited to assault, weapons, threatening behavior, attempt or willful bodily	Consultancy: Seeking advice within the Wildflower community to support WMPSC strategies and/or revisiting advice offered. Seek understanding of patterns of behavior, environmental influences (adult relationships, other children, etc) and

or emotional injury to another. Repetitive violent behavior.[3]	reflections of possible biases impacting behaviors and supports. Restitution planning as appropriate Providing a referral for needed support services, including parenting education, home visits, other supportive education interventions, or, where appropriate, an evaluation to determine if the child is eligible for special education services or section 504 services. Suspension: Applicable only for children Kindergarten and older. Suspension must include an alternative education plan to not disrupt the child's learning during this period and cannot last more than five school days. Suspension may be in-school or out of school suspension. WMPSC will actively seek advice regarding suspensions as outlined below. Expulsion Recommendation: Applicable only for children Kindergarten and older. WMPSC will actively seek advice regarding expulsions as outlined below. WMPSC must bring the expulsion decision to the WMPSC board for validation.

Seeking Advice for Positive Discipline Decisions, Including Suspensions and Expulsions

While protecting the child's identity, WMPSC will use the advice process frequently when assessing the child's needs and that of the environment. The purpose of using the advice process for decisions related to discipline and interventions is to proactively seek feedback on options, reflect on individuals' identities and potential biases, bring awareness to strategies employed, and surface opportunities for continued growth and learning.

Stakeholders

Consistent with the Wildflower advice process, Teacher Leaders, as the decision-makers, will determine the stakeholders to engage in advice. Stakeholders include those who are most impacted by the decision, whose accountabilities are activated, and who may have the most

[3] Violent behavior is defined as hitting, biting, kicking, spitting, threats, excessive teasing. Violent behavior may cause physical and/or emotional distress, or require medical attention. See also WMPSC Bullying Policy.

relevant lived experience and expertise. Stakeholders may include children (if they are old enough), families, WMPSC , and whomever might have to vouch for the decision to outside stakeholders. Teacher Leaders will engage in the advice process in the following ways:

- Reflecting on and naming individual identities that may influence perspectives, internal biases, and needs
- Engaging the charter community, especially peer Teacher Leaders, to surface strategies, opportunities for growth, and reflecting on and learning from practices
- Seeking opportunities for additional supports including but not limited to coaching and professional development.

Reporting Suspensions and Expulsion Decisions

WMPSC will follow the processes for reporting suspensions and expulsion decisions required by CDE and D51.

Suspension

WMPSC will proactively seek advice with stakeholders any suspension lasting more than five consecutive school days and will clearly state the reason for extended suspension, inviting opportunity for continued engagement through the advice process.

A child will be provided an alternative education plan and materials to work in an area designated by school leadership on site, or will be suspended out of school. Materials may be provided prior to the suspension period, or when the child returns.

Expulsion Recommendations

Any decision to expel a child must first be brought to the WMPSC Board for validation. This can be processed through a special board meeting, and following Open Meetings Law, may be closed.

WMPSC will only engage in expulsion proceedings after all other options have been exhausted and/or the child engages in behaviors identified in Level 4 above. Prior to presenting an expulsion recommendation to the WMPSC board, WMPSC will use the advice process with the WMPSC Charter Circle outlined above. While protecting the child's identity, WMPSC will use the advice process before determining whether expulsion is the only option available.

Legal References

LEGAL REFS.: C.R.S. 9-1-101 through 9-1-106 (construction requirements, fire escapes, etc.)

C.R.S. 22-1-130 (6) (safe school plan must include parent notification of employee criminal charges)

C.R.S. 22-3-101 through 22-3-104 (eye protective devices)

C.R.S. 22-32-109.1 (1)(b.5) (definition of "community partners" that board may wish to consult with in developing and implementing its safe school plan)

C.R.S. 22-32-109.1 (2) (safe schools plan)

C.R.S. 22-32-109.1 (2)(b) (detailing information required in annual principal reports on the learning environment)

C.R.S. 22-32-109.1 (2.5) (districts are "encouraged" to adopt a child sexual abuse and assault prevention plan as part of the safe schools plan)

C.R.S. 22-32-110 (1)(k) (board authority to adopt policies related to employee safety and official conduct)

C.R.S. 22-32-124 (2), (3) (building inspections)

C.R.S. 24-10-106.5 (duty of care)

CROSS REFS.: ECA/ECAB, Security/Access to Buildings

GBGAA*, Staff Training in Crisis Prevention and Management

KDE, Crisis Management (Safety, Readiness and Incident Management Planning)

KI, Visitors to School

Sources and Model Policies Referenced

- Cosmos Montessori (p. 5-6), Lirio Montessori (p. 6-8), and Water Lily Montessori (p. 8-11) Student and Family Handbooks
- Friendship PCS Discipline Policy (p. 24, Student Handbook)
- Indiana Department of Education: Research-Based Equitable School Discipline Model Policy, 2019-20
- Great River School Discipline Policy (p. 50, Student and Family Handbook)

CCSS Language Arts & Literacy

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Representative AMI Language Curriculum

	Activity ID	Presentations/Activities	Material
The History of Spoken Language: Explorations	42000	Story of the English Language	
	42001	Research history and geography of languages	History of Language charts (Proto-Indo-European through West Germanic)
	42002	Research, make charts, timelines, tracing spoken language history	Research materials
	42003		
The History of Written Language: Stories	42005	Great Story:The story of our alphabet	Language charts
	42006	Pre-alphabetic Systems: Pictographs	Oral stories and charts
	42007	Ideographs	Language charts
	42008	Other Methods for Communicating in Signs	Language charts
	42009	Mesopotamia – Cuneiform	clay tablet and wedge stick
	42010	Ancient Egypt – Hieroglyphics	Language charts
	42011	Phoenicians – The First Alphabet	Language charts
	42012	The Greek Alphabet	Language charts
	42013	The Roman Alphabet	Language charts
	42014	After the Romans/Current alphabet	Language charts
	42015	Invention of Printing	Books
	42016		
The History of Written Language: Explorations	42018	Study of Written Language/History	
	42019	Research, make charts, timelines, tracing written language history	Research materials
Handwriting in the Elementary Class	42022	Introduction to Handwriting, Pencil Grip, Posture	pencil/paper, green boards
	42023	Initial Stroke Method for Forming Individual Lower-Case Letters	pencil/paper, green boards
	42024	Correct Formation: Slope, Slant, Shape, Style	pencil/paper, green boards
	42025	Joining Letters	pencil/paper, green boards
	42026	Making Capital Letters	pencil/paper, green boards
	42027	Handwriting Analysis: child learns to analyze handwriting for size, slope, formation, joins, spacing, attractiveness, fluency	pencil/paper, green boards
	42028	Fine Motor Development using handwork, arts and crafts media	handwork, knitting, crocheting, stitching
	42029	Calligraphy	Calligraphy supplies
Reading Foundations (N.B. Most of these activities and many of the materials are found in the 3-6 classroom, not the 6-12. However, non-readers and non-fluent readers must continue to develop these basic skills.)	42100	Alphabet Work: Forms and Sounds of the letters	Sandpaper Letters
	42101	Non-readers & non-fluent readers: Phonetic Words - Sounds of the Letters, Consonants and Short Vowels	Small Moveable Alphabets in multiple colors
	42102	Non-readers & non-fluent readers: Phonetic Words - Initial Single Consonant/Single Vowel, Ending Letter a Single Consonant	Small Moveable Alphabets in multiple colors
	42103	Non-readers & non-fluent readers: Phonetic Words - Digraphs - Final 2 – 3 Letters, Beginning Letter a Single Consonant	Small Moveable Alphabets in multiple colors
	42104	Non-readers & non-fluent readers: Label and read objects in the environment	labels/pencil
	42105	Non-readers & non-fluent readers: Phonograms	phonogram cards/words/Object Boxes
	42106	Non-readers & non-fluent readers: Further Phonogram Work	Phonogram Booklets
	42107	Non-readers & non-fluent readers: Puzzle Words	puzzle words
	42108	Spelling Variations: Silent 'e'	spelling rules
	42109	Spelling Variations: Phonogram Cards	phonogram cards
	42110	Transition to Reading Sentences	early reading books, grammar boxes
	42111	Sentence Reading	Classified Nomenclature: Definition Cards
	42112	follow commands, collaborate	activity/command cards
	42113	reading for facts/reading for pleasure	books/library
	42114	Word Reading	Classified Nomenclature: Labels
	42115	Compound Words	Charts
	42116	Correct Expression	Interpretive Reading Slips/Examples
	42117	Assess children's reading ability: phonological awareness, miscue analysis, analysis of reading strategies, comprehension, fluency	leveled reading books
Reading in Elementary	42200	Fluent Readers: Interpretive Reading	Interpretive reading cards
	42201	Learn Etymologies of Words	etymology given in lessons/activities
	42202	Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	nomenclature material
	42203	How to use a dictionary	dictionary
	42204	Independent Silent Reading	books/library
	42205	Teacher reads aloud to class	books/library
	42206	Individual/small group reading aloud	books/library
	42207	Reading for Research: use of content material	books/library
	42208	Fiction Reading	books/library
	42209	Non-fiction Reading	books/library
	42210	Introduction to Various Reference Books	Reference Books: Atlas, Encyclopedia, Thesaurus, Texts, etc.
Literature	42260	Introducing children to a wide range of literary genres, styles, periods, etc.	Literature
	42261	Reading Plays	plays
	42262	Making Literary Timelines (author's life, genre, period, country, etc.)	
	42263	Literature Circles: small groups read and discuss a literary work	Books, Short Stories, Poems
Word Study: Affixes, Compound Words, Word Families	42300	Suffixes	word study charts, moveable alphabets
	42301	Finding the Root	word study charts, moveable alphabets
	42302	Finding the meaning of the root	dictionaries, card materials
	42303	Prefixes	word study charts, moveable alphabets
	42304	Compound Words	objects and labels
	42305	Contractions	labels/pencil
	42306	Word Families	word study charts, moveable alphabets

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	Activity ID	Presentations/Activities	Material
Word Study: Affixes, Compound Words, Word Families	42307	Suffixes, Classified, e.g. noun, adjective, change of gender, etc.	word study charts, moveable alphabets
	42308	Finding words w/suffixes, root or prefixes in books	books
	42309	etymology/meaning of words w/specific suffixes or prefixes	dictionaries, card materials
	42310	further work, such as making lists	pencil/paper
	42311	Alphabetizing	pencil/paper, card materials
	42312	classification of prefixes, by number, size, time, place	pencil/paper
Spelling	42400	Exploring Spelling Foundations & Rules	Orthography Folders
	42401	Common Spelling Rules	Spelling Charts for Rules
	42402	Introduction to Spelling	moveable alphabets, pencil/paper
	42403	Strategies for Spelling, sounding out, identify consonants, syllabification	pencil/paper
	42404	Spelling Lists	phonogram cards, books
	42405	Spelling: Contractions	pencil/paper
	42406	Dictation	pencil/paper
	42407	Spelling: Homonyms	language charts
	42408	Making child's personal dictionary	personal dictionary
	42409	etymologies	dictionary, language material
Punctuation	42450	Rules for Capitalization	punctuation and capitalization charts
	42451	Rules for End-Of-Sentence Punctuation	punctuation and capitalization charts
	42452	Rules for Comma Usage	punctuation and capitalization charts
	42453	Use Of Semicolon, Colon, Dash	punctuation and capitalization charts
	42454		
Grammar			
Parts of Speech: Grammar Boxes			
The Noun	42500	Everything Has a Name	story told by teacher
	42501	Concept and Language of Noun	grammar box words and noun symbol
	42502	making lists of nouns, booklets, scrolls	paper/pencil
	42503	The Number of the Noun: Singular, Plural	Noun material
	42504	The Gender of the Noun: Masculine, Feminine	Filler box noun material from grammar boxes
The Article	42506	Article: Oral Introduction	story told by teacher
	42507	Article Grammar Box	Article Grammar box/filling box, symbols box
	42508	Article: Definite, Indefinite	
The Adjective	42510	Adjective: Oral Introduction	story told by teacher/objects in environment
	42511	Adjective Grammar Box	Adjective Grammar Box, filling box, symbols
	42512	Adjective: Impressionistic Chart of Noun Family	Noun family chart
	42513	Adjective: Command Cards	Adjective Command Cards
	42514	Adjective: Transposition	Adjective Grammar Box, Filling Box
The Verb	42516	Verb: Oral Introduction	story told by teacher
	42517	Verb Grammar Box	Verb Grammar Box, filling box, symbols
	42518	Verb: Impressionistic Chart of Noun Family and Verb	Impressionistic chart noun family and verb
	42519	Verb: Command Cards	Verb Command Cards
	42520	Verb: Transposition	Verb Grammar Box, Filling Box
The Preposition	42522	Preposition: Oral Introduction	story told by teacher
	42523	Preposition Grammar Box	Preposition Grammar box, filling and symbols
	42524	Preposition: Command Cards	Preposition Command Cards
	42525	Preposition: Transposition, change of word order for whole phrase w/in sentence	Preposition Grammar box, filling box
The Adverb	42527	Adverb: Oral Introduction	story told by teacher
	42528	Adverb Grammar Box	Adverb Grammar box, filling and symbols
	42529	Adverb: Command Cards	Adverb Command Cards
	42530	Adverb: Transposition/word order	Adverb grammar box, filling box
The Pronoun	42532	Pronoun: Oral Introduction	story told by teacher
	42533	Pronoun Grammar Box	Pronoun Grammar Box, filling and symbols
	42534	Pronoun: Command Cards	Pronoun Command Cards
The Conjunction	42536	Conjunction: Oral Introduction	story with pencils and pink ribbon
	42537	Conjunction Grammar Box	Conjunction Grammar box, filling & symbols
	42538	Conjunction: Command Cards	Conjunction Command Cards
The Interjection	42540	Interjection Grammar Box	Interjection Grammar Box
	42541		
Parts of Speech: Further Work			
The Noun, Further Work	42544	Classification of the Noun: Proper, Common	Noun Classification materials/cards
	42545	Classification of the Noun: Concrete, Abstract	Noun Classification materials/cards
	42546	Classification of the Noun: Collective	Noun Classification materials/cards
	42547	Classification of the Noun: Mass/Material	Noun Classification materials/cards
	42548	Classification Work Chart	Noun Classification Chart, noun cards
The Adjective, Further Work	42550	Oral Introduction to Positive, Comparative, Superlative Degrees	objects from environment
	42551	Positive, Comparative, Superlative Degrees	Adjective card material
	42552	Positive, Comparative, Superlative Degrees: Spelling Changes or Irregular	Adjective card material
	42553	Classification of Adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive	Adjective classification chart, adjective cards
	42554	Detective Adjective Game	triangles and labels
The Verb, Further Work – Tenses	42556	Concept of Simple Tenses (Past, Present, Future): Oral Introduction	Verb Card material
	42557	Concept and Language of Conjugation (present tense only)	Verb Card material with pronoun cards
	42558	Agreement of the Pronoun and the Verb Form	Verb Card material

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	Activity ID	Presentations/Activities	Material
The Verb, Further Work – Tenses	42559	Conjugation Simple Tenses (past, present, future), Regular Verbs	Verb Card Material
	42560	Conjugation Simple Tenses (past, present, future), Irregular Verbs	Verb Card Material
	42561	Conjugation Simple Tense (past, present, future), Irregular Verbs: be, have, do	Verb Card Material
	42562	Conjugation Simple Progressive Tenses (past progressive, present progressive, future progressive), Regular and Irregular Verbs	Verb Card Material
	42563	Conjugation Intensive or Negative Form	Verb Card Material
	42564	Perfect Tenses (further distinctions of past time)	Verb Card Material
	42565	The Formation of Compound Tenses	
The Verb, Further Work – Voice			
	42567	Concept and Language of Active and Passive Voice	written work
	42568	Formation of Passive Voice from Active and Active from Passive	written work
The Verb, Further Work – Mood			
	42570	Concept and Language of Indicative Mood	written work
	42571	Concept and Language of Imperative Mood	written work
	42572	Concept and Language of Subjunctive Mood	written work
	42573	Mood: Finite and Non-finite Forms	
	42574	Mood: Finite and Non-finite Forms: Infinitive & Participle	
The Verb, Further Work – Verbals			
	42576	Notional, Auxiliary, Linking verbs	
	42577	Gerund	
	42578	Participle	
	42579	Infinitive	
The Verb, Further Work – Conjugation			
	42581	Verb Conjugation, Complete	Verb Card Material
	42582	Principal Parts of the Verb	
The Preposition, Further Work			
	42584	Children find prepositions in their own writing, analyze patterns, etc.	student writing
The Adverb, Further Work			
	42586	Classification of adverbs	pencil/paper
	42587	Logical adverb game	verb/adverb card material
The Pronoun, Further Work			
	42589	Personal Pronouns: Declension (Subjective, Objective, Possessive Cases)	
	42590	Pronoun: Impressionistic Charts of the Personal Pronouns	Impressionistic Pronoun Charts
	42591	Classification of Pronouns	
	42592	Different types of Pronouns	Grammar books, literature
	42593		
Sentence Analysis			
Introduction to Sentence Analysis	42596	Analyze simple sentence, subject/predicate	Analysis Material (circle/arrow)
	42597	Analyze simple sentence, subject/predicate/direct object	Analysis Material (circles/arrows)
	42598	Analyze simple sentence, subject/predicate/direct and indirect objects	Analysis Material (circles/arrows)
	42599	Children write and analyze their own sentences	paper/pencil
Analysis of Simple Sentences/Action Verb (having one independent clause)			
	42602	Introduce longer sentences with one independent clause	Sentence Analysis Arrows/circles with names & questions
	42603	Analyze sentences with adverbial modifiers	Sentence Analysis Arrows/circles with names & questions
	42604	Analyze sentences with attributives and appositives	Sentence Analysis Arrows/circles with names & questions
	42605	Analyze sentences with compound subject, compound predicate	Sentence Analysis Arrows/circles with names & questions
	42606	Analyze sentences with elliptical construction	Sentence Analysis Arrows/circles with names & questions
	42607	Analyze sentences with inverted order (question, emphasis, poetic construction)	Sentence Analysis Arrows/circles with names & questions
	42608	Analyze sentences with verb phrase, emphatic form, modal, negation)	Sentence Analysis Arrows/circles with names & questions
	42609	Analyze sentences with imperatives	Sentence Analysis Arrows/circles with names & questions
	42610	Analyze sentences with "names only" box	Sentence Analysis Arrows/circles with names only
	42611	Student composes and analyzes own sentences with various features	paper/pencil
Additional Sentence Analyses	42613	Linking Verb: Using Chart A	Chart A
	42614	Explore Noun of Direct Address	Chart A
	42615	Reflexive Verb and Reflexive Pronoun	Sentence Analysis arrows/circles
	42616	Introduce Transitive/Intransitive Verbs	Transitive/Intransitive Charts
	42617	Verbals: gerund, participle, infinitive	Sentence Analysis arrows/circles
	42618	Analyze a sentence and its parts, using Chart A	Chart A
Analysis of Compound, Complex, and Compound Complex Sentences	42620	Introduce Compound Sentences and label parts	pencil/paper, Sentence Analysis material
	42621	write and find in literature compound sentences	pencil/paper, books
	42622	Introduce Complex Sentences and label parts	pencil/paper, Sentence Analysis material
	42623	Classification of conjunctions	Chart D
	42624	Introduce Compound Complex Sentences and label parts	pencil/paper, Sentence Analysis material

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	Activity ID	Presentations/Activities	Material
Clause Analysis	42627	Compound Sentences with Coordinate Clauses	pencil/paper, Sentence Analysis material
	42628	Analyze Complex Sentences Using Chart B	Chart B
	42629	Noun Clause as Subject	pencil/paper, Sentence Analysis material
	42630	Noun Clause as Direct/Indirect Object	pencil/paper, Sentence Analysis material
	42631	Adjectival Clause	pencil/paper, Sentence Analysis material
	42632	Adverbial Clause	pencil/paper, Sentence Analysis material
	42633	Complex Sentences - Dependencies of Clauses: Using Arrows and Dependencies Circles	Arrows and Dependency Circles
	42634	Complex Sentences - Dependencies of Clauses: Using Chart C	Chart C
	42635	Write compound and complex sentences and analyze parts	pencil/paper
	42636	write and find in literature complex sentences for analysis	pencil/paper, books
	42637	write and find in literature compound complex sentences for analysis	pencil/paper, books
Written Expression			
Sentence Building	43000		
	43001	Sentence Building – Words	pencil/paper
	43002	Sentence Building – Phrases	pencil/paper
	43003	Sentence Building – Clauses	pencil/paper
	43004	Sentence Building – Agreement of Subject and Predicate	pencil/paper
	43005	Sentence Building – Comma Splices, Run-on Sentences, Sentence Fragments	pencil/paper
	43006	Sentence Building – Misplaced Modifiers	pencil/paper
	43007	Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	pencil/paper
	43008	Sentence Structure Variations	pencil/paper
	43009		
Expressive Writing Techniques	43100	Figures of Speech (metaphor, simile)	pencil/paper, examples
	43101	Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	pencil/paper, examples
	43102	Introduce use of thesaurus to expand word choice in writing	thesaurus
	43103	Strategies for Writing (graphic organizers, note cards, etc.)	paper/pencil
	43104	Story Writing: Making a Plot Summary	paper/pencil
	43105	Story Writing: Developing characters	
	43106	Story Writing: Further elements of story writing	
	43107	Question Game and mapping ideas	pencil/paper
	43108	Embellish through illustration, illuminated letters	art media
Writing Process	43500	Pre-Writing: Making a concept map	pencil/paper
	43501	Pre-Writing: Making an outline from the concept map	pencil/paper
	43502	Pre-Writing: Organizing a team-based writing project	
	43503	Writing a rough draft	pencil/paper
	43504	Proofreader's Marks	Chart
	43505	How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content	student writing
	43506	Revising your first draft	student writing
	43507	How to edit the work of others	student writing
	43508	Further development of Ideas and content	student writing
	43509	Writing for publication	student writing
	43510	Pre-Writing: Choosing a topic	
Written Expression Genres	43600	Exploring Different Genres in the Elementary Classroom	pencil/paper
	43601	Writing a Paragraph - parts of a paragraph (topic sentence, body, concluding sentence)	pencil/paper
	43602	Writing Effective Topic Sentences	pencil/paper
	43603	Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	student's writing
	43604	Analyze writing for effective paragraphs	student's writing
	43605	Introduce the writing of essays	pencil/paper
	43606	Introduce types of essays (Narrative, Expository, Memoir, Persuasive, Literary).	pencil/paper
	43607	Writing an effective thesis sentence	pencil/paper
	43608	Explore classroom publications (class newsletter, anthologies, etc.)	publications
	43609	letter writing, thank you notes, written messages	Form of a Letter material, pencil/paper
Reports and Research	43700	The Parts of a Book	Books
	43701	Using an encyclopedia	Encyclopedias
	43702	Research Ideas/Developing Questions	Graphic Organizers, Paper/Pencil
	43703	Introduce Research Procedure for Reports and Projects	Research resources, pencil/paper
	43704	Evaluating Information Sources	Information Sources
	43705	Introduce and offer practice with writing a simple report	Research resources, pencil/paper
	43706	Introduction to Technical Writing: Lab Reports, Brochures, etc.	Research resources, pencil/paper
	43707	Guided Note-taking	note cards/pencils
	43708	Preparation and practice of Going Out	maps, phone books, brochures, etc.
	43709	Keeping a Field/Nature Journal	Journal
	43710	Create timelines, charts, booklets	Research resources, pencil/paper

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	Activity ID	Presentations/Activities	Material
Poetry	43800	Types of Poetry - Writing	Poetry books, pencil/paper
	43801	Memorization, Recitation	Poetry
	43802	Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	poems, card materials
	43803	Types of Poetry - Reading	Poetry books, pencil/paper
Style			
	43900	study one's own writing for style	own writing
	43901	analyze literature for style	stories, novels, poems
	43902	Symbolize parts of speech in writing and analyze for patterns	Grammar symbols and piece of writing
	43903	explore style in various forms, such as newspapers, poetry, research	various literature sources
Spoken Language and Listening			
	45000	Oral Presentations - how to be an audience/presenter	written work to present
	45001	Drama activities	Play, poems, written work to perform
	45002	Children listen and respond to stories, poems, and songs	poems, stories, songs
	45003	Class Meetings: Creating classroom rules	class of children
	45004	Class Meetings: Grace and courtesy/protocol for class meetings	class of children
	45005	Conflict Resolution: protocol for peer-mediated conflict resolution	class of children, Teacher-made card materials
	45006	Grace and courtesy, e.g. how to ask a question, offer an answer, etc.	small group
	45007	Presenting a Report	
	45008	Giving a Speech	group of children with written work to share
	45009	Organized Debate	
	45010	Reporting, speech-making, debates	group of children with written work to share
	45011	Taking Notes from a Lecture Or Dictation	Examples From Literature & Command Cards
	45013	Regular, individual meetings between teacher and child	

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Language

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps	COMMENTS
Conventions of Standard English	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow		C	
	L.1.1a Print all upper- and lowercase letters.	42022 Introduction to handwriting, pencil grip, posture 42023 Initial stroke method for forming individual lower case letters 42024 Correct formation: slope, slant, shape, style 42025 Joining letters 42026 Making capital letters 42027 Handwriting analysis for size, slope, formation, joins, spacing, attractiveness and fluency	Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards	C	
	L.1.1b Use common, proper, and possessive nouns.	42544 Classification of the noun: proper, common 42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	Noun classification materials/cards None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
	L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42581 Verb conjugation, complete 42582 Principal parts of the verb	Verb card material Verb card material with pronoun cards Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	42589 Personal pronouns: declension (subjective, objective, possessive cases) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
	L.1.1e 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).	42556 concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42581 Verb conjugation, complete 42582 Principal parts of the verb	Verb card material Verb card material with pronoun cards Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.1.1f Use frequently occurring adjectives.	42510 Adjective: oral introduction 42511 Adjective grammar box 42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition 42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game	Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels	C	
	L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).	42536 Conjunction: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards	Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards	C	
	L.1.1h Use determiners (e.g., articles, demonstratives).	42506 Article: oral introduction 42507 Article grammar box 42508 Article: definite, indefinite 42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: spelling changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game	Story told by teacher Article grammar box/filling box, symbols box None listed Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels	C	
	L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).	42522 Preposition: oral introduction 42523 Preposition grammar box 42524 Preposition: command cards 42525 Preposition: transposition, change of word order for whole phrase w/in sentence	Story told by teacher Preposition grammar box/filling box, symbols box Preposition command cards Preposition grammar box/filling box, symbols box	C	
	L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: spelling changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43004 Sentence building – agreement of subject and predicate 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 45007 Presenting a report 43008 Sentence structure variations	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Written work to present	C	
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps	COMMENTS
	L.1.2a Capitalize dates and names of people.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42544 Classification of the noun: proper, common	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Noun classification materials/cards	C	
	L.1.2b Use end punctuation for sentences.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper	C	
	L.1.2c Use commas in dates and to separate single words in a series.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper	C	
	L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts	C	
	L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies 42101 Non-readers & non-fluent readers: phonetic words - sounds of the letters, consonants and short vowels 42102 Non-readers & non-fluent readers: phonetic words - initial single consonant/ single vowel, ending letter a single consonant 42103 Non-readers & non-fluent readers: phonetic words - digraphs - final 2 – 3 letters, beginning letter a single consonant 42104 Non-readers & non-fluent readers: label and read objects in the environment 42105 Non-readers & non-fluent readers: phonograms 42106 Non-readers & non-fluent readers: further phonogram work 42107 Non-readers & non-fluent readers: puzzle words 42108 Spelling variations: silent 'e' 42109 Spelling variations: phonogram cards	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Small moveable alphabets in multiple colors Small moveable alphabets in multiple colors Small moveable alphabets in multiple colors Labels/pencil Phonogram cards/words/object boxes Phonogram booklets Puzzle words Spelling rules Phonogram cards	C	
Conventions of Standard English	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow		C	
	L.2.1a Use collective nouns (e.g., group).	42546 Classification of the noun: collective	Noun classification materials/cards	C	
	L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	42503 The number of the noun: singular, plural	Noun material	C	
	L.2.1c Use reflexive pronouns (e.g., myself, ourselves).	42532 Pronoun: oral introduction 42533 Pronoun grammar box 42534 Pronoun: command cards 42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns 42615 Reflexive verb and reflexive pronoun 42616 Introduce transitive/intransitive verbs	Story told by teacher Pronoun grammar box/filling box, symbols box Pronoun command cards None listed Impressionistic pronoun charts None listed Grammar books, literature Sentence analysis arrows/circles Transitive/intransitive charts	C	
	L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	42581 Verb conjugation, complete 42582 Principal parts of the verb 42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material None listed Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game 42510 Adjective: oral introduction 42511 Adjective grammar box 42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition 42527 Adverb: oral introduction 42528 Adverb grammar box 42529 Adverb: command cards 42530 Adverb: transposition/word order 42586 Classification of adverbs 42587 Logical adverb game	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box Story told by teacher Adverb grammar box/filling box, symbols box Adverb command cards Adverb grammar box/filling box, symbols box Pencil/paper Verb/adverb card material	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps	COMMENTS
Conventions of Standard English	L.2.1f 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).	42567 Concept and language of active and passive voice 42568 Formation of passive voice from active and active from passive 42596 Analyze simple sentence, subject/predicate 42597 Analyze simple sentence, subject/predicate/direct object 42598 Analyze simple sentence, subject/predicate/direct and indirect objects 42599 Children write and analyze their own sentences 42602 Introduce longer sentences with one independent clause 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject, compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42608 Analyze sentences with verb phrase (emphatic form, modal, negation) 42609 Analyze sentences with imperatives 42610 Analyze sentences with "names only" box 42611 Student composes and analyzes own sentences with various features 42620 Introduce compound sentences and label parts 42621 Write and find in literature compound sentences 42622 Introduce complex sentences and label parts 42623 Classification of conjunctions 42624 Introduce compound complex sentences and label parts	Written work written work Sentence analysis material arrow/circle Sentence analysis material arrows/circles Sentence analysis material arrows/circles Pencil/paper Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names only Sentence analysis arrows/circles with names only Pencil/paper, sentence analysis material Pencil/paper, books Pencil/paper, sentence analysis material Chart D Pencil/paper, sentence analysis material	C	
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.2.2a Capitalize holidays, product names, and geographic names.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42544 Classification of the noun: proper, common	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Noun classification materials/cards	C	
	L.2.2b Use commas in greetings and closings of letters.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper	C	
	L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
	L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	42105 Non-readers & non-fluent readers: phonograms 42106 Non-readers & non-fluent readers: further phonogram work 42107 Non-readers & non-fluent readers: puzzle words 42108 Spelling variations: silent 'e' 42109 Spelling variations: phonogram cards	Phonogram cards/words/object boxes Phonogram booklets Puzzle words Spelling rules Phonogram cards	C	
	L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies 43102 Introduce use of thesaurus to expand word choice in writing 43700 The parts of a book 43701 Using an encyclopedia	Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Thesaurus Books Encyclopedias	C	
	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow		C	
	L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	42500 Everything has a name 42501 Concept and language of noun 42502 Making lists of nouns, booklets, scrolls 42503 The number of the noun: singular, plural 42504 The gender of the noun: masculine, feminine 42506 Article: oral introduction 42507 Article grammar box 42508 Article: definite, indefinite 42510 Adjective: oral introduction 42511 Adjective grammar box 42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition 42516 Verb: oral introduction 42517 Verb grammar box 42518 Verb: impressionistic chart of noun family and verb 42519 Verb: command cards 42520 Verb: transposition 42527 Adverb: oral introduction 42528 Adverb grammar box 42529 Adverb: command cards 42530 Adverb: transposition/word order 42532 Pronoun: oral introduction 42533 Pronoun grammar box 42534 Pronoun: command cards	Story told by teacher Grammar box words and noun symbol Pencil/paper Noun material Filler box noun material from grammar boxes Story told by teacher Article grammar box/filling box, symbols box Article grammar box/filling box, symbols box Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box Story told by teacher Verb grammar box/filling box, symbols box Impressionistic chart noun family and verb Verb command cards Verb grammar box/filling box, symbols box Story told by teacher Adverb grammar box/filling box, symbols box Adverb command cards Adverb grammar box/filling box, symbols box Story told by teacher Pronoun grammar box/filling box, symbols box Pronoun command cards	C	

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Conventions of Standard English	L.3.1b Form and use regular and irregular plural nouns.	42503 The number of the noun: singular, plural	Noun material	C	
	L.3.1c Use abstract nouns (e.g., childhood).	42545 Classification of the noun: concrete, abstract	Noun classification materials/cards	C	
	L.3.1d Form and use regular and irregular verbs.	42516 Verb: oral introduction 42517 Verb grammar box 42518 Verb: impressionistic chart of noun family and verb 42519 Verb: command cards 42520 Verb: transposition 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs	Story told by teacher Verb grammar box/filling box, symbols box Impressionistic chart noun family and verb Verb command cards Verb grammar box/filling box, symbols box Verb card material Verb card material Verb card material	C	
	L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs** 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.3.1f Ensure subject-verb and pronoun-antecedent agreement.*	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	42586 Classification of adverbs 42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game"	Pencil/paper Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards Triangles and labels	C	
	L.3.1h Use coordinating and subordinating conjunctions.	42536 Conjunction: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards42622 introduce complex sentences and label parts 42623 Classification of conjunctions 42624 Introduce compound complex sentences and label parts 42626 Independent coordinate clauses 42627 Compound sentences with coordinate clauses 42628 Analyze complex sentences using chart b 42629 Noun clause as subject 42630 Noun clause as direct/indirect object 42631 Adjectival clause 42632 Adverbial clause 42633 Complex sentences - dependencies of clauses: using arrows and dependencies circles 42634 Complex sentences - dependencies of clauses: using chart c 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis	Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards Chart D Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Chart b Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Arrows and dependency circles Chart C Pencil/paper Pencil/paper, books Pencil/paper, books	C	

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Conventions of Standard English	L.3.1i Produce simple, compound, and complex sentences.	42596 Analyze simple sentence, subject/predicate 42597 Analyze simple sentence, subject/predicate/direct object 42598 Analyze simple sentence, subject/predicate/direct and indirect objects 42599 Children write and analyze their own sentences 42602 Introduce longer sentences with one independent clause 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject, compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42608 Analyze sentences with verb phrase (emphatic form, modal, negation) 42609 Analyze sentences with imperatives 42610 Analyze sentences with "names only" box 42611 Student composes and analyzes own sentences with various features 42613 Linking verb: using chart a 42614 Explore noun of direct address 42615 Reflexive verb and reflexive pronoun 42616 Introduce transitive/intransitive verbs 42617 Verbals: gerund, participle, infinitive 42618 Analyze a sentence and its parts, using chart A 42620 Introduce compound sentences and label parts 42621 Write and find in literature compound sentences 42622 Introduce complex sentences and label parts 42623 Classification of conjunctions 42624 Introduce compound complex sentences and label parts 42626 Independent coordinate clauses 42627 Compound sentences with coordinate clauses 42628 Analyze complex sentences using chart B 42629 Noun clause as subject 42630 Noun clause as direct/indirect object 42631 Adjectival clause 42632 Adverbial clause 42633 Complex sentences – dependencies of clauses: using arrows and dependencies circles 42634 Complex sentences – dependencies of clauses: using chart C 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43004 Sentence building – agreement of subject and predicate 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks 43008 Sentence structure variations	Sentence analysis material arrow/circle Sentence analysis material arrows/circles Sentence analysis material arrows/circles Paper/pencil Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names only Sentence analysis arrows/circles with names only Chart A Chart A Sentence analysis arrows/circles Transitive/intransitive charts Sentence analysis arrows/circles Chart A Pencil/paper, sentence analysis material Pencil/paper, books Pencil/paper, sentence analysis material Chart D Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Chart B Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Arrows and dependency circles Chart C Pencil/paper Pencil/paper, books Pencil/paper, books Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Written work to present	C	
	L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.3.2a Capitalize appropriate words in titles.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42026 Making capital letters	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper, green boards	C	
	L.3.2b Use commas in addresses.	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Moveable alphabets, pencil/paper Pencil/paper	C	
	L.3.2c Use commas and quotation marks in dialogue.	42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper	C	
	L.3.2d Form and use possessives.	42589 Personal pronouns: declension (subjective, objective, possessive cases) 42553 Classification of adjectives	None listed Pencil/paper	C	
	L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present Progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time)	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed	C	
	L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts	C	
	L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42210 Introduction to various reference books 43102 Introduce use of thesaurus to expand word choice in writing 43701 Using an encyclopedia	Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Thesaurus Encyclopedias	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps	COMMENTS
	L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Thesaurus Encyclopedias	C	
	L.4.1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	42532 Pronoun: oral introduction 42533 Pronoun grammar box 42534 Pronoun: command cards 42589 Personal pronouns: declension (subjective, objective, possessive cases) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns 42615 Reflexive verb and reflexive pronoun 42631 Adjectival clause	Story told by teacher Pronoun grammar box, filling and symbols Pronoun command cards None listed Impressionistic pronoun charts None listed Grammar books, literature Sentence analysis arrows/circles Paper/pencil, sentence analysis material	C	
	L.4.1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs	Verb card material	C	
	L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	42556 Concept of simple tenses (past, present, future): oral introduction 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42572 Concept and language of subjunctive mood 42576 Notional, auxiliary, linking verbs	Verb card material Verb card material None listed Written work None listed	C	
	L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	42512 Adjective: impressionistic chart of noun family 42514 Adjective: transposition 43008 Sentence structure variations	Noun family chart Adjective grammar box/filling box, symbols box Pencil/paper	C	
	L.4.1e Form and use prepositional phrases.	42523 Preposition grammar box 42524 Preposition: command cards 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42603 Analyze sentences with adverbial modifiers 43002 Sentence building – phrases	Preposition grammar box/filling box, symbols box Preposition command cards Preposition grammar box/filling box, symbols box Sentence analysis arrows/circles with names & questions Pencil/paper	C	
	L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	42596 Analyze simple sentence, subject/predicate 42597 Analyze simple sentence, subject/predicate/direct object 42598 Analyze simple sentence, subject/predicate/direct and indirect objects 42599 Children write and analyze their own sentences 42602 Introduce longer sentences with one independent clause 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject, compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42608 Analyze sentences with verb phrase (emphatic form, modal, negation) 42609 Analyze sentences with imperatives 42610 Analyze sentences with "names only" box 42611 Student composes and analyzes own sentences with various features 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43004 Sentence building – agreement of subject and predicate 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks 43008 Sentence structure variations	Sentence analysis material arrow/circle sentence analysis material arrows/circles Sentence analysis material arrows/circles Pencil/paper Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names only Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper	C	
	L.4.1g Correctly use frequently confused words (e.g., to, too, two; there, their).*	42407 Spelling: homonyms	Language charts	C	
	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.4.2a Use correct capitalization.	42450 Rules for capitalization	Punctuation and capitalization charts	C	
	L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.	43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks	Pencil/paper	C	
	L.4.2c Use a comma before a coordinating conjunction in a compound sentence.	42620 Introduce compound sentences and label parts 42621 Write and find in literature compound sentences 42623 Classification of conjunctions	Pencil/paper, sentence analysis material Pencil/paper, books Chart D	C	
	L.4.2d Spell grade-appropriate words correctly, consulting references as needed.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies 42203 How to use a dictionary 42210 Introduction to various reference books	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	

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	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Play, poems, written work to perform Poems, stories, songs Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with work to share None listed Examples from literature & command cards	C	
	L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	42522 Preposition: oral introduction 42523 Preposition grammar box 42534 Preposition: command cards 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42536 Conjunction: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards 42540 Interjection grammar box 42584 Children find prepositions in their own writing, analyze patterns, etc. 42623 Classification of conjunctions	Story told by teacher Preposition grammar box/filling box, symbols box Preposition command cards Preposition grammar box/filling box, symbols box Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards Interjection grammar box/filling box, symbols box Student writing Chart D	C	
	L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material	C	
	L.5.1c Use verb tense to convey various times, sequences, states, and conditions.	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed	C	
	L.5.1d Recognize and correct inappropriate shifts in verb tense.*	43505 How to edit you own work for organization, sentence fluency, voice, conventions, & mechanics, work choice, ideas, & content 43506 Revising your first draft	Student writing Student writing	C	
	L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).	42538 Conjunction: command cards 42623 Classification of conjunctions	Conjunction command cards Chart D	C	
	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.5.2a Use punctuation to separate items in a series.*	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks	Punctuation and capitalization charts Pencil/paper	C	
	L.5.2b Use a comma to separate an introductory element from the rest of the sentence.	42452 Rules for comma usage 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributive and appositives 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42622 Introduce complex sentences and label parts 43002 Sentence building – phrases 43003 Sentence building – clauses 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks 43008 Sentence structure variations	Punctuation and capitalization charts Preposition grammar box, filling box Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Pencil/paper, sentence analysis material Pencil/paper Pencil/paper Pencil/paper Pencil/paper	C	
	L.5.2c 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?).	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks	Punctuation and capitalization charts Pencil/paper	C	
	L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.	43703 Introduce research procedure for reports and projects 43706 Introduction to technical writing: lab reports, brochures, etc.	Research resources, pencil/paper Research resources, pencil/paper	C	
	L.5.2e Spell grade-appropriate words correctly, consulting references as needed.	42203 How to use a dictionary 42210 Introduction to various reference books 42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow 45000 Oral presentations--how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Play, poems, written work to perform Poems, stories, songs Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with work to share None listed Examples from literature & command cards	C	

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	L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).	42589 Personal pronouns: declension (subjective, objective, possessive cases) 42591 Classification of pronouns 42592 Different types of pronouns	None listed None listed Grammar books, literature	C	
	L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.*	42558 Agreement of the pronouns and verb form 42590 Pronoun: impressionistic charts of the personal pronouns 43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, word choice, ideas, & content 43506 Revising your first draft	Verb card material Impressionistic pronoun charts Student writing Student writing	C	
	L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, word choice, ideas, & content 43506 Revising your first draft	Student writing Student writing	C	
	L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 42611 Student composes and analyzes own sentences with various features 42621 Write and find in literature compound sentences 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis 43008 Sentence structure variations 43600 Exploring different genres in the elementary classroom 43900 Study one's own writing for style 43901 Analyze literature for style 43902 Symbolize parts of speech in writing and analyze for patterns 43903 Explore style in various forms, such as newspapers, poetry, research	Literature Plays None listed Books, short stories, poems Pencil/paper Pencil/paper, books Pencil/paper Pencil/paper, books Pencil/paper, books Pencil/paper Pencil/paper Own writing Stories, novels, poems Grammar symbols and piece of writing Various literature sources	C	
	L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/ parenthetical elements.*	42453 Use of semicolon, colon, dash 42452 Rules for comma usage 43509 Writing for publication 43703 Introduce research procedure for reports and projects"	Punctuation and capitalization charts Punctuation and capitalization charts Student writing Research resources, pencil/paper	C	
	L.6.2b Spell correctly.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
Knowledge of Language	L.1.3 begins in grade 2				
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
	L.2.3a Compare formal and informal uses of English	42000 Story of the English language 42001 Research history and geography of languages 42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42202 Reading nomenclature/card material in a variety of subjects 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42263 Literature circles: small groups read and discuss literary work 43008 Sentence structure variations	None listed History of language charts (proto-indo-european through west germanic) Research materials None listed Research materials Nomenclature material Books/library Books/library Literature Plays Books, short stories, poems Pencil/paper	C	

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Knowledge of Language	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
	L.3.3a Choose words and phrases for effect.*	42514 Adjective: transposition 42520 Verb: transposition 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42530 Adverb: transposition/word order 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject, compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42608 Analyze sentences with verb phrase (emphatic form, modal, negation) 42609 Analyze sentences with imperatives 42610 Analyze sentences with "names only" box 42611 Student composes and analyzes own sentences with various features 43001 Sentence building--words 43002 Sentence building--phrases 43008 Sentence structure variations 43100 Figure of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy 43102 Introduce use of thesaurus to expand word choice in writing 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Adjective grammar box, filling box Verb grammar box, filling box Preposition grammar box, filling box Adverb grammar box, filling box Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names only Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper, examples Pencil/paper, examples Thesaurus Written work to present Play, poems, written work to perform Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with written work to share None listed Group of children with written work to share	C	
	L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.	42000 Story of the english language 42001 Research history and geography of languages 42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42202 Reading nomenclature/card material in a variety of subjects 42260 Introduce children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42263 Literature circles: small groups read and discuss a literary work 43900 Study one's own writing for style 43901 Analyze literature for style 43903 Explore style in various forms, such as newspapers, poetry, research 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	None listed History of language charts (proto-indo-european through west germanic) Research materials None listed Research materials Nomenclature material Literature Plays Books, short stories, poems Own writing Stories, novels, poems Various literature sources Written work to present Play, poems, written work to perform Small group None listed Group of children with written work to share None listed Group of children with written work to share	C	
	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	

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	L.4.3a Choose words and phrases to convey ideas precisely.*	42514 Adjective: transposition 42520 Verb: transposition 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42530 Adverb: transposition/word order 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject, compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order (question, emphasis, poetic construction) 42608 Analyze sentences with verb phrase (emphatic form, modal, negation) 42609 Analyze sentences with imperatives 42610 Analyze sentences with "names only" box 42611 Student composes and analyzes own sentences with various features 43001 Sentence building – words 43002 Sentence building – phrases 43008 Sentence structure variations 43100 Figure of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy 43102 Introduce use of thesaurus to expand word choice in writing 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Adjective grammar box, filling box Verb grammar box, filling box Preposition grammar box, filling box Adverb grammar box, filling box Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names only Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper, examples Pencil/paper, examples Thesaurus Written work to present Play, poems, written work to perform Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with written work to share None listed Group of children with written work to share	C	
	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
	L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	43600 Exploring different genres in the elementary classroom 43601 Writing a paragraph – parts of a paragraph (topic sentence, body, concluding sentence) 43602 Writing effective topic sentences 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs 43605 Introduce the writing of essays 43607 Writing an effect thesis sentence 43608 Explore classroom publications (class newsletter, anthologies, etc.) 43609 Letter writing, thank you notes, written messages 43900 Study one's own writing for style	Pencil/paper Pencil/paper Pencil/paper Student's writing Student's writing Pencil/paper Pencil/paper Publications Form of a letter material, pencil/paper Own writing	C	
	L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	42000 Story of the English language 42001 Research history and geography of languages 42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	None listed History of language charts (Proto-Indo-European through West Germanic) Research materials None listed Research materials Literature Plays None listed Books, short stories, poems Plays, poems, written work to perform Poems, stories, songs	C	
	L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
	L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.*	42514 Adjective: transposition 42520 Verb: transposition 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42530 Adverb: transposition/word order 42599 Children write and analyze their own sentences 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks 43008 Sentence structure variations 43505 How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content 43900 Study one's own writing for style	Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Paper/pencil Paper/pencil Paper/pencil Paper/pencil Paper/pencil Paper/pencil Paper/pencil Student writing Own writing	C	
	L.6.3b Maintain consistency in style and tone.*	43505 How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content 43604 Analyze writing for effective paragraphs 43900 Study one's own writing for style	Student writing Student writing Own writing	C	

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Vocabulary Acquisition and Use	L.1.4 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.	See detailed standards that follow	42203 Use of dictionary 42210 Other reference material	C	
	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42116 Correct expression 42117 Assess children's reading ability 42200 Interpretive reading"	Interpretive reading slips Leveled readers Interpretive reading cards	C	
	L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	42300 Suffixes 42312 Classification of prefixes	Word study charts, moveable alphabets Pencil/paper	C	
	L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	42301 Finding the root 42302 Finding the meaning of roots	Word study charts, moveable alphabets Dictionaries, pencil/paper, card materials	C	
	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	See detailed standards that follow	Verb command cards	C	
	L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	
	L.1.5b 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).	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	
	L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	This is alluded to, but not the key concept of the material.
	L.1.5d 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.	42517 Verb grammar box 42159 Verb: command cards 42553 Classification of adjectives	Verb grammar boxes Verb command cards Adjective cards	C	

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Vocabulary Acquisition and Use	L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	42205 Teacher read aloud 42206 Individual/small-group read aloud 42537 Conjunction grammar box	Books/library	C	
	L.2.4 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.	See detailed standards that follow 42263 Literature circle	Books, short stories, poems	C	
	L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box 42540 Interjection grammar box 42200 Interpretive reading	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards	C	
	L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	42303 Prefixes	Word study charts, moveable alphabets	C	
	L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	42301 Finding the root 42302 Finding the meaning of the root	Word study charts, moveable alphabets Dictionaries, card material	C	
	L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	42304 Compound words	Objects and labels	C	
	L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	42203 Dictionary use	Dictionary	C	
	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	See detailed standards that follow 42544 Classification of nouns: proper, common 42545 Classification of nouns: concrete, abstract 42546 Classification of nouns: collective 42547 Classification of nouns: mass, material 42548 Classification noun chart 42523 Preposition grammar box	Noun classification materials, cards Noun classification materials, cards Noun classification materials, cards Noun classification materials, cards Noun classification chart, cards Preposition grammar box/filling box, symbols box	C	
	L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	42553 Adjective classification chart 42511 Adjective grammar box	Adjective classification chart, adjective cards Adjective grammar box/filling box, symbols box	C	
	L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	42517 Verb grammar boxes 42519 Verb: command cards 42553 Classification of adjectives	Verb grammar box/filling box, symbols box Verb command cards Adjective cards and chart	C	
	L.2.6 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).	42205 Teacher reads aloud 42206 Reading aloud in group and individually 42263 Literature circles	Books/library Books/library Books, short stories, poems	C	
	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.	See detailed standards that follow 42263 Literature circle 42203 Dictionary use 42210 Use of various reference materials	Books, short stories, poems Dictionary Thesaurus	C	
	L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box 42540 Interjection grammar box 42200 Interpretive reading	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards	C	

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	L.3.4b 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).	42300 Suffixes 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42312 Classification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Dictionaries Card materials	C	
	L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	42301 Finding the root 42302 Finding the meaning of the root	Word study charts, moveable alphabets Dictionaries, card material	C	
	L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	42203 How to use a dictionary 42309 etymology/meaning of words w/specific suffixes or prefixes	Dictionary Card material	C	
	L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Literature Paper/pencil, examples	C	
	L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Pencil/paper, examples, books	C	
	L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	42207 Reading for research: use of content material 42544 Classification of the noun: proper, common	Books/library Noun classification, materials/cards	C	
	L.3.5C distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.G., Knew, believed, suspected, heard, wondered).	42200 Interpretive reading 42570 Concept and language of indicative mood 42571 Concept and language of imperative mood 42572 Concept and language of subjunctive mood	Interpretive reading cards Written work	C	
Vocabulary Acquisition and Use	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).	42200 Interpretive reading 42603 Analyze sentences with adverbial modifiers	Interpretive reading cards Sentence analysis arrows/circles with names & questions	P	
	L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42203 Dictionary use 42210 Use of various reference materials	Dictionary Thesaurus	C	
	L.4.4A use context (e.G., Definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box 42517 Verb grammar box 42523 Preposition grammar box 42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box 42540 Interjection grammar box 42200 Interpretive reading 42263 Literature circles	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards	C	
	L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.4.4c 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.	42203 How to use a dictionary 42210 Use of various reference materials	Dictionary Thesaurus	C	
	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow 43100 Figures of speech 43101 further creative elements	Pencil/paper, examples	C	
	L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	43100 Figures of speech	Pencil/paper, examples	C	

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	L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	43100 Figures of speech	Pencil/paper, examples	C	
	L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	42309 Etymology 43102 Introduce use of thesaurus to expand word choice in writing 42313 Word study (synonyms and antonyms)"	Dictionary, card material Thesaurus Synonym chart Antonym chart	C	
	L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	42513 Adjective: command cards 42519 Verb: command cards 42524 Preposition: command cards 42529 Adverb: command cards 42534 Pronoun: command cards 42538 Conjunction: command cards 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Article command cards Verb command cards Preposition command cards Adverb command cards Pronoun command cards Conjunction command cards Nomenclature materials	C	
	L.5.4 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.	42203 Dictionary use 42210 Use of various reference material	Dictionary Thesaurus	C	
	L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	42205 Teacher reads aloud to class	Books/library	C	
	L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
Vocabulary Acquisition and Use	L.5.4c 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.	42203 Introduction to the dictionary 42210 Introduction to various reference books	Dictionary Thesaurus Almanac, encyclopedia	C	
	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow	Pencil/paper, examples	C	
	L.5.5a Interpret figurative language, including similes and metaphors, in context.	43100 Figurative language	Pencil/paper, examples	C	
	L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	43901 Analyze literature for style 43100 Figures of speech	Pencil/paper, examples, books	C	
	L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	42407 Spelling: homonyms 42313 Word study - synonyms, antonyms	Homonym chart Synonym chart Antonym chart Paper, pencil	C	
	L.5.6 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).	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature materials	C	
	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	See detailed standards that follow 42203 Dictionary use 42210 Use of various reference books	Dictionary Thesaurus	C	

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Vocabulary Acquisition and Use	L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	42200 Interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42111 Sentence reading 42112 Follow commands/collaborate 42113 Reading for facts/reading for pleasure 42263 Literature circles 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject/compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order 42567 Concept and language of active and passive voice	Interpretive reading cards Etymologies given in lessons and activities Nomenclature materials, definition cards Activity/command cards Books/library Short stories/poems Sentence analysis arrows/circles with names & questions Written work	C	
	L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	42203 Introduction to the dictionary 42210 Introduction to various reference books	Dictionary Thesaurus	C	
	L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	42203 Dictionary use	Dictionary	C	
	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow 43100 Figurative language	Pencil/paper, examples	C	
	L.6.5a Interpret figures of speech (e.g., personification) in context.	43101 Further creative elements	Pencil/paper, examples	C	
	L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	43101 Further creative elements (analogies)	Pencil/paper, examples	C	
	L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	43101 Further creative elements (connotations and denotations)	Pencil/paper, examples	C	
	L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	42208 Fiction reading 42209 Non-fiction reading 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Books, library Nomenclature materials	C	

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Speaking & Listening

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
SL: Comprehension and Collaboration	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion	C	The teacher can easily cover this requirement during lessons with the children by having discussions. it can be done in any appropriate lesson at any appropriate time.
	SL.1.1a 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).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion	C	
	SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	45006 Grace and courtesy	Small group	C	
	SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.	45006 Grace and courtesy	Small group	C	
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	45006 Grace and courtesy 45011 Taking notes from a lecture or dictation	Small group Examples from literature and command cards	C	Teacher can supplement with videos, CDs, etc.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	45000 Oral presentations 45006 Grace and courtesy	Work to share or present Small group	C	
	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	45000 Oral presentation 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.1a 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).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meeting 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	45000 Oral presentations 45006 Grace and courtesy	Work to share or present Small group	C	
	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.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45007 Presenting a report 45008 Giving a speech 45009 Organized debate	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.3.1a 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.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Examples from literature and command cards Note cards/pencils Books/library	C	
	SL.3.1b 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).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	45006 Grace and courtesy	Small group	C	
	SL.3.1d Explain their own ideas and understanding in light of the discussion.	45000 Oral presentations 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present	C	

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SL: Comprehension and Collaboration	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.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates 42263 Literature circles: small groups read and discuss a literary work	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	Teacher can supplement with videos, CDs, etc."
	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.4.1a 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.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	45002 Children listen and respond to stories, poems and songs 45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings	Songs, poems, stories Class of children Class of children	C	
	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45007 Presenting a report 445000 Oral presentations – how to be an audience/presenter 45010 Reporting, speech-making, debates	Written work to be presented	C	
	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	45009 Organized debate		C	
	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group	C	
	SL.5.1a 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.	45006 Grace and courtesy, e.g. how to ask a question, offer and answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings	Class of children	C	
	SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.	45003 Class meetings: Creating classroom rules	Class of children	C	
	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for cass meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for cass meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Cards Note card/pencils Books/library	C	Teacher can supplement with videos, CDs, etc.
	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	45009 Organized debate 45010 Reporting speech-making, debates	Group of children with written work to share	C	

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SL: Comprehension and Collaboration	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.	43702 Research ideas/ developing questions 43703 Introduce research procedure for reports and projects 45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45009 Organized debate 45010 Reporting, speech making, debates	Graphic organizers, paper/pencil Research resources, paper/pencil Written work to present Poems, stories, songs Small group share	C	
	SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed	45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for cass meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for cass meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Cards Note card/pencils Books/library	P	Teacher can supplement with videos, CDs, etc.
	SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	43702 Research ideas/developing questions 45000 Oral presentations – how to be an audience/ presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for cass meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Graphic organizers, paper/pencil Written work to present Poems, stories, songs Small group share	C	
SL: Presentation of Knowledge and ideas	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	43108 Embellish through illustration, illuminated letters	Art media	C	
	SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution	Class of children Class of children, teacher-made card materials	C	
	SL.2.5 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.	43108 Embellish through illustration, illuminated letters 43801 Memorization, recitation 45001 Drama activities	Art media Poetry Play, poems, written work to perform	C	Teacher can supplement with videos, CDs, etc.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	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.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations - how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
SL: Presentation of Knowledge and ideas	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.	42200 Fluent readers: interpretive reading 42206 Individual/small group reading aloud 43108 Embellish through illustration, illuminated letters 43800 Types of poetry – reading 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Books/library Art media Poetry books, pencil/paper Poetry Poems, card materials Play, poems, written work to perform	C	Teacher can supplement with videos, CDs, etc.
	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/ presesnter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	
	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	43108 Embellish through illustration, illuminated letters	Art media	C	Teacher can supplement with videos, CDs, etc.
	SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	45004 Class meetings: grace and courtesy/ protocol for class meetings 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Share Share	P	
	SL.5.4 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.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	
	SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	43108 Embellish through illustration, illuminated letters	Art media	C	Teacher can supplement with videos, CDs, etc.
	SL.5.6 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 here for specific expectations.)	45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	P	
	SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	43108 Embellish through illustration, illuminated letters	Art media	P	Teacher can supplement with videos, CDs, etc.
	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/ presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	

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Reading – Foundational Skills

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RF: Print Concepts	RF.1.1 Demonstrate understanding of the organization and basic features of print.	42022 Introduction to handwriting, pencil grip, posture 42023 Initial stroke method for forming individual lower-case letters 42024 Correct formation: slope, slant, shape, style 42025 Joining letters 42026 Making capital letters 42027 Handwriting analysis: child learns to analyze handwriting for size, slope, formation, joins, spacing, attractiveness, fluency	Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards	C	
	RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash	Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts	C	
RF: Phonological Awareness	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	Phonological awareness is mainly built through sound games such as those played in the Primary.
	RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
RF: Phonics and Word Recognition	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3b Decode regularly spelled one-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3f Read words with inflectional endings.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42408 Making child's personal dictionary	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Personal dictionary	C	
	RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.2.3c Decode regularly spelled two-syllable words with long vowels.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.2.3d Decode words with common prefixes and suffixes.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42403 Strategies for spelling, sounding out, identify consonants, syllabification	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper	C	
	RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
	RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Interpretive reading cards Etymology given in lessons/activities Nomenclature material	C	
	RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials	C	
	RF.3.3b Decode words with common Latin suffixes.	42409 Etymologies 42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionary, language material Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Books Dictionaries, card materials	C	
	RF.3.3c Decode multisyllable words.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Interpretive reading cards Etymology given in lessons/activities Nomenclature material	C	
	RF.3.3d Read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper	C	
RF: Phonics and Word Recognition	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper	C	
	RF.4.3a 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.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42403 Strategies for spelling, sounding out, identify consonants, syllabification	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper	C	
	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42304 Compound words 42305 Contractions 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42310 Further work, such as making lists 42311 Alphabetizing: slassification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Objects and labels Labels/pencil Word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper Pencil/paper, card materials	C	
	RF.5.3a 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.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42304 Compound words 42305 Contractions 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42310 Further work, such as making lists 42311 Alphabetizing: classification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Objects and labels Labels/pencil Word study charts, moveable alphabets Word study charts, moveable alphabets Books Dictionaries, card materials Pencil/paper Pencil/paper, card materials	C	
RF: Fluency	RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Books/library Books/library	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
	RF.1.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech	Books/library Books/library Written work to present Group of children with written work to share	C	
	RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.2.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems, and songs	Books/library Books/library Written work to present Poems, stories, songs	C	
	RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.3.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs Types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Written work to present Play, poems, written work to perform Poems, stories, songs Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
	RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.4.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	Written work to present Play, poems, written work to perform Poems, stories, songs	C	
	RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.5.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	
	RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Written work to present Play, poems, written work to perform Poems, stories, songs Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials	C	
	RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library Books/library Books/library Books/library Books/library Books/library	C	

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Reading – Informational Text

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RI: Key Ideas and Details	RI.1.1 Ask and answer questions about key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.1.2 Identify the main topic and retell key details of a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	42262 Making literary timelines (author's life, genre, period, country, etc.) 42207 Reading for research: use of content material	Books/library	P	
	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	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.	42262 Making literary timelines (author's life, genre, period, country, etc.)		P	
	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	P	
	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	42209 Non-fiction reading 42207 Reading for research: use of content material	Books/library Books/library	C	
	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Books, short stories, poems Books/library	C	
	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Books, short stories, poems Books/library	C	
	RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	P	
	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	42200 Fluent readers: interpretive reading 42207 Reading for research: use of content material	Interpretive reading cards Books/library	C	
	RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	42200 Fluent readers: interpretive reading 42207 Reading for research: use of content material 43104 Story writing: making a plot summary	Interpretive reading cards Books/library Paper/pencil	C	
	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
RI: Craft and Structure	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.1.5 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.	42207 Reading for research: use of content material 43700 The parts of a book 42203 How to use a dictionary 43701 Using an encyclopedia	Books/library Book Dictionary Encyclopedia	C	
	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	43700 The parts of a book	Book	P	

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RI: Craft and Structure	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.2.5 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.	42203 How to use a dictionary 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43700 The parts of a book	Dictionary Literature Book	P	
	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	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.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	42203 How to use a dictionary 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43700 The parts of a book		P	
	RI.3.6 Distinguish their own point of view from that of the author of a text.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 43900 study one's own writing for style 43901 Analyze literature for style	Books, short stories, poems Books/library Own writing Stories, novels, poems	C	
	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library	C	
	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Literature Plays	C	
	RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RI.5.5 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.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	42200 Fluent readers: interpretive reading 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
RI: Integration of Knowledge and Ideas	RI.1.7 Use the illustrations and details in a text to describe its key ideas.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Nomenclature material Books, short stories, poems Books/library	C	
	RI.1.8 Identify the reasons an author gives to support points in a text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 2205 Teacher reads aloud to class	Books, short stories, poems Books/library Books/library	C	
	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	P	
	RI.2.8 Describe how reasons support specific points the author makes in a text.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RI: Integration of Knowledge and Ideas	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	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).	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	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).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Books, short stories, poems Books/library Books/library Books/library	C	
	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	42207 Reading for research: use of content material	Books/library	P	
	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.5.7 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.	42207 Reading for research: use of content material	Books/library	P	
	RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library Books/library	C	
	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library Books/library	C	
	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	2263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 42210 Introduction to various reference books	Books, short stories, poems Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc	C	
	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
RI: Range of Reading and Level of Text Complexity	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.2.10 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.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
	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.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RI: Range of Reading and Level of Text Complexity	RI.5.10 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.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	
	RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems Books/library Books/library Books/library	C	

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Reading – Literature

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RL: Key Ideas and Details	RL.1.1 Ask and answer questions about key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.1.3 Describe characters, settings, and major events in a story, using key details.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	42002 Research, make charts, timelines, tracing spoken language history 42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Research materials Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature	C	
	RL.2.3 Describe how characters in a story respond to major events and challenges.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays	C	
	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.	42002 Research, make charts, timelines, tracing spoken language history 2200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Research materials Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature	C	

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RL: Key Ideas and Details	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	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays	C	
	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary 43800 Types of poetry - writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Research materials Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc. Paper/pencil Poetry books, pencil/paper Poetry Poems, card materials	C	
	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material	Books/library Books/library Books/library Books/library	C	
	RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Research materials Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc. Paper/pencil Poetry books, pencil/paper Poetry Poems, card materials	C	
	RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature Plays Paper/pencil Paper/pencil Student's writing Student's writing	C	
	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material	Books/library Books/library Books/library Books/library	C	
	RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary	Research materials Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc. Paper/pencil	C	
	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud	Books/library Books/library Books/library	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RL: Craft and Structure	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems Books/library Books/library Books/library	C	
	RL.1.6 Identify who is telling the story at various points in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	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.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42309 Etymology/meaning of words w/specific suffixes or prefixes	Interpretive reading cards Books, short stories, poems Books/library Dictionaries, card materials	C	
	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Books, short stories, poems Books/library Plays Poems, card materials	C	
	RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Literature Books, short stories, poems Pencil/paper, example Pencil/paper, example	C	
	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 45001 Drama activities	Books, short stories, poems Books/library Play, poems, written work to perform	P	
	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems Books/library	C	
	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy 42309 Etymology/meaning of words 43901 Analyze literature for style	Literature Books, short stories, poems Pencil/paper, example Pencil/paper, example	C	
	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 45001 Drama activities	Books, short stories, poems Books/library Plays Play, poems, written work to perform	P	
	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 45001 Drama activities	Books, short stories, poems Books/library Plays Play, poems, written work to perform	C	

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RL: Integration of Knowledge and Ideas	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays		C	
	RL.1.8 not applicable to literature				
	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C	
	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C	
	RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C	
	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)	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C	
	RL.3.8 not applicable to literature				
	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)	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C	
	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems Books/library Books/library Books/library Plays	C	
	RL.4.8 not applicable to literature				
	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 43600 Exploring different genres in the elementary classroom	Literature Books, short stories, poems Pencil/paper	C	
	RL.5.7 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).	Types of poetry – reading 43800 Types of poetry – writing 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Poetry books, pencil/paper Poetry books, pencil/paper Poems, card materials	P	
	RL.5.8 not applicable to literature				
	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading	Books, short stories, poems Books/library Books/library	C	
	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they see and hear when reading the text to what they perceive when they listen or watch.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	Books, short stories, poems Books/library Books/library Poems, card materials Play, poems, written work to perform poems, stories, songs	C	
	RL.6.8 not applicable to literature				
	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays Types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Books, short stories, poems Books/library Books/library Books/library Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials Plays	C	
RL: Range of Reading and Level of Text Complexity	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RL: Range of Reading and Level of Text Complexity	RL.2.10 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.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	
	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.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of Poetry – Reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	
	RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	
	RL.5.10 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.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	
	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Dictionary Books/library Books/library Books/library Books/library Literature Books, short stories, poems Poetry books, pencil/paper Poems, card materials	C	

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Reading – History

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RH: Key Ideas and Details	RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books	Research materials Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	
	RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary	Research materials Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc. Paper/pencil	C	
	RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	42207 Reading for research: use of content material	Books/library	P	
RH: Craft and Structure	RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library	C	
	RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library	P	
	RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work	Books/library Books/library Books/library Books/library Books/library Books/library Literature Books, short stories, poems	C	
RH: Integration of Knowledge and Ideas	RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	42019 Research, make charts, timelines, tracing written language history	Research materials	P	
	RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work	Books/library Books/library Books/library Books/library Books/library Books/library Literature Books, short stories, poems	C	
	RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work	Books/library Books/library Books/library Books/library Books/library Books/library Literature Books, short stories, poems	C	
RH: Range of Reading and Level of Text Complexity	RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc	C	

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Reading – Science & Technology

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RST: Key Ideas and Details	RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	P	
	RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books 43104 Story writing: making a plot summary	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	
	RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Experiment cards (in geography) Measurement activities (in math)		C	
RST: Craft and Structure	RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Etymology given in lessons/activities Nomenclature material	P	
	RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	
	RST.6-8.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books"	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	
RST: Integration of Knowledge and Ideas	RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	P	
	RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	
	RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	
RST: Range of Reading and Level of Text Complexity	RST.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesauraus, texts, etc.	C	

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Writing Standards

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
W: Text Types and Purposes	W.1.1 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. EXAMPLE: *I read Charlotte's Web. I do not like Templeton the rat. Templeton is mean. I like Charlotte.*	Reading foundations: 42112 Command cards 42113 Reading for facts/pleasure 42117 Leveled reading books Reading elementary: 42200 Interpretive reading cards 42204 Independent reading 42205 Teacher reads aloud 42206 Individual/small group reading Literature: 42263 Literature circles 43000 Sentence building: 43001 Words 43002 Phrases 43007 Punctuation Expressive writing techniques: 43103 Strategies Writing process: 43510 Topic 45013 Regular, individual meeting between teacher/guide & child	Pencil/paper Small moveable alphabets multiple colors, Interpretive reading cards, Leveled reading books, Books/library	C	[redacted] Montessori practice provides a rich verbal communication environment and diverse writing opportunities that extend and enhance the standards at this level.
	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	History of spoken language: explorations-oral preparation for writing 42000 Story- language 42002 Research materials History of written language: stories 42015-42014 Charts History of written language-explorations - 42019 Research materials Reading foundations: (see 1.1) Reading in elementary: (see 1.1) 45310 Pre-writing: choosing a topic 43600 Exploring different genres 43701 Encyclopedias/reference materials 43705 Simple report writing 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper, Reference materials: encyclopedia, atlas; Information and research source Key stories	C	See note above.
	W.1.3 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.	History of spoken language-oral preparation for writing (see 1.2) History of written language: explorations (see 1.1) Reading in elementary (see 1.1) Word study (see 1.1) Grammar: Parts of speech: grammar boxes 42544 Noun-proper and common 42556 Simple tenses 42586 Adverb, further work 45013 Regular, individual meeting between teacher/guide & child	Pencil/paper Poems Books Key stories Grammar boxes Sentence analysis material Language charts	C	See note above.
	W.2.1 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.	Reading in elementary: 42203 Dictionary 42208 Fiction reading 42209 Non-fiction reading Literature: 42260 Various literature Word study: 42309 Etymology Grammar: Parts of speech: grammar boxes 42503 Noun: singular and plural 42504 Noun: gender 42508 Article: definite, indefinite 42513 Adjective: comomand cards 42520 Verb: command cards 42524 Preposition: command cards 42530 Adverb: command cards 42534 Pronoun: command cards 42538 Conjunction: command cards 42545-42548 Noun classification: concrete, abstract, collective, mass/material, work chart 42550-42544 Adjective: comparison, spelling, classification, detective adjective game 42557-42560 Verb: conjugation simple tenses-regular, irregular 42584 Preposition-further work 42586 Adverb - further work classification 42590 Personal pronouns Analysis of simple sentences/action verb 42603-42605 Adverbial modifiers, attributives, compound subject, compound predicate Analysis of compound sentences 42620 Compound sentences introduction 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper, Reference materials: dictionary, eytmological dictionary; Grammar box filling cards, Grammar commands, Grammar symbols, Detective adjective game, Verb card material, Classification charts, Sentence analysis material	C	See note above. Extend work of 1.1
	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	History of Written Language-Explorations - 42019 research materials Reading in Elementary: (see 2.1) 42201 etymology 42202 nomenclature 42207 reading research 42210 reference books Spoken Language and Listening: 45007 presentation of written work 45013 regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil, Reference materials: encyclopedia, atlas; time lines, graphic organizers, nomenclature material, charts, notecards, information and research sources	C	Extend work of 1.2

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W: Text Types and Purposes	W.2.3 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.	Literature: 42261 Plays 42262 Literature-time lines Expressive writing techniques: (see 2.1) 43105 Story writing-developing characters 43800 Types of poetry - writing 43803 Types of poetry - reading 43903 Various literature sources 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper Time lines Poetry Plays	C	Extend work of 1.3
	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	Reading in elementary: 42210 Reference-thesaurus Word study: 42302 Meaning of root 42305 Contractions 42306 Word families 42307 Suffixes-classified 42308 Finding suffixes, prefixes in books 42309 Etymology of suffixes, prefixes Analysis of compound sentences 42621 Write and find compound sentences Written expression: 43004 Agreement of subject/predicate 43005 Run on sentences, sentence fragments Expressive writing techniques: 43102 Use of thesaurus Writing process: 43504 Proofreader's marks 43505 How to edit own work Genres: 43603 Types of paragraphs (persuasive) Style: 43902 Symbolize and analyze patterns 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials:thesaurus, eytmological dictionary, Graphic organizers Charts Sentence analysis material Grammar symbols	C	Extend work of 2.1
	W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Written expression genres 43602 Topic sentences 43603 Types of paragraphs 43604 Analyze effective paragraphs	Paper/pencil Peers & adults	C	
	W.3.1b Provide reasons that support the opinion.	43107 Question game and mapping ideas	Question game form	C	
	W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	42538 Conjunction 42584 Preposition, further work 42584 Adverb, further work	Grammar commands	C	
	W.3.1d Provide a concluding statement or section.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil	C	
	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Written expression: genres 43601 Paragraph 43603 Types of paragraphs Reports and research: 43703 Research resources 43705 Report writing 43707 Guided note taking 43903 Various sources 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials: encyclopedia, atlas; time lines Graphic organizers Nomenclature material Charts Notecards Information and research sources	C	Extend work of 2.2
	W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Expressive writing techniques: 43108 Embellish – illustration 43602 Topic sentences 43710 Timelines, charts, booklets	Art media Paper/pencil Peers & adults	C	
	W.3.2b Develop the topic with facts, definitions, and details.	43704 Evaluate information sources	Nomenclature material	C	
	W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	42536 Conjunction 42586 Adverb, further work	Grammar commands Adverb card material	C	
	W.3.2d Provide a concluding statement or section.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil Peers & adults Content and fiction books for examples	C	
	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Written expression: genres 43601 Paragraph 43606 Types of paragraphs 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials: dictionary, thesaurus, encyclopedia, atlas; Time lines Graphic organizers Charts Notecards Information sources	C	Extend work of 2.3
	W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Expressive writing techniques 43104 Story writing-plot 43105 Developing characters	Books for examples Paper/pencil Key stories	C	
	W.3.3B use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	43100 Figures of speech 43101 Further creative elements 43102 Thesaurus 43105 Developing characters	Thesaurus Books for examples	C	
	W.3.3C use temporal words and phrases to signal event order.	42586 Adverb, further work	Adverb card material	C	
	W.3.3d Provide a sense of closure.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil Peers & adults	C	
	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	42200-42201, 42205-42210 Elementary reading 42263 Literature 43008 Written expression 43100-43107 Expressive writing Strategies and new skills using reasons and information 43500-43510 Writing process 43601-43603 Genre 43605 Introduction to types of essays 43608 Types of writing 43704-43709 Research 43901-43903 Style	Interpretive reading materials Dictionaries (with etymology), Read aloud literature, Literature for personal reading Content-area books Rubric for narrative, fiction & non-fiction writings Student writing exemplars	C	Extend, expand, and enhance the work of 3.1

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W: Text Types and Purposes	W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	42262, Making literary timelines 42263, Literature circles 43103, Strategies for writing 43500-43510 Writing process 43602, 43604 Genres 43701, 43704 Research	Rubrics Templates, Graphic organizers	C	
	W.4.1b Provide reasons that are supported by facts and details.	43103, 43104, 43106, 43107 Expressive techniques	Paper/pencil Peers & adults Books for examples	C	
	W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	42544-42548 Parts of speech further work noun 42551-42554 Adjective 42558-32565 Verb tenses 42567, 42568 Verb voice 42584 Preposition 42586. 42587 Adverb 42589-42593 Pronoun 42596-42599 Intro. To s.A 42602-42606 Simple sentences 42613 Linking verb/ chart a 42620-42624 Sentence analysis	Sentence analysis materials Language charts	C	
	W.4.1d Provide a concluding statement or section related to the opinion presented.	43500-43510 Writing process 43601 Writing a paragraph 43602 Writing effective topic sentences Extend, expand, ehance 3.1D writing process	Paper/pencil Peers & adults Graphic organizers	C	
	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Expressive 43100-43103, 43107 43500-43510 Writing process Expression 43600-43605 Reports and research 43702, 43706,43707 Style 43900	Content reading materials Rubrics Templates Graphic organizers	C	Extend work of 3.2
	W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	43103 Expressive writing – strategies 43108 Embellish- illustration 43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline	Rubrics Templates Graphic organizers	C	
	W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline, 43705,06, 07, 10 Reports & research	Research materials, Reading materials Writing exemplars Graphic organizers	P	
	W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	43505, 06, 08 Writing process 43604 Written expression genres	Language charts	C	
	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42207, 42209, 42210 Reading/content & non-fiction, reference books 42300-42312 Word study (classifying), 43709, 43710 Reports & research 43900, 43901 Style	Content-area books Dictionaries, Thesaurus	C	
	W.4.2e Provide a concluding statement or section related to the information or explanation presented.	43601, 43602 Written expression genre	Rubrics Templates Graphic organizers	C	
	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	43000-43009 Sentence building 43100-43108 Expressive writing techniques 43500-43510 Writing process, 42200, 42208 Clause analysis 43900, 43901 Written expresion sentence building	Literature books Rubrics Templates Graphic organizers	C	Extend work of 3.3
	W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	43104 Story writing-plot 43105 Story writing-characters	Key stories Literature books Rubrics Templates Graphic organizers	C	
	W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	43000, 43001 Written expression sentence building 43105 Story writing-characters 43100 Figures of speech 43101 Further creative elements 43102 Thesaurus	Key stories Literature books Rubrics Templates Graphic organizers	C	
	W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	42556 - 42565 Further work with verb/tenses 2570, 42571, 42572, 42573, 42573 Further work with verb/mood 42613 Additional sentence analysis/linking verbs 42631, 42632 Clause analysis/adjecitval & adverbial clauses 43001, 43002 Written expression/sentence bulding 43103, 43106 Expressive writing techniques/ strategies, further elements of story writing 43505 Writing process/editing 43601 Written expression/paragraphing 43710 Research/timelines	Language charts, Writing exemplars	C	
	W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	43100 Figures of speech 43101 Further creative elements 43102 Thesaurus	Language charts, Writing exemplars Literature	C	
	W.4.3e Provide a conclusion that follows from the narrated experiences or events.	43505 Writing process 43603 Written exression genre 43900, 43901 Written expression sentence building 45013 Regular, individual meeting between teacher/guide & child	Writing exemplar, Graphic organizers Literature	C	
	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Extend, expand, and enhance work of 4.1 42626-42628 Additional sentence analysis 42631-42634 Clauses & complex sentences	Paper/pencil Peers & adults Sentence analysis materials	C	Extend work of 4.1
	W.5.1a 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.	Extend, expand, and enhance work of 4.1A	Paper/pencil Peers & adults Graphic organizers Templates	C	Extend work of 4.1a
	W.5.1b Provide logically ordered reasons that are supported by facts and details.	Extend, expand, and enhance work of 4.1B	Paper/pencil Peers & adults Question game form	C	Extend work of 4.1b

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	W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	42613-42618 Sentence analysis 42620-42624 Compound & complex sentences 42626-42637 Clause analysis	Sentence analysis materials Language charts	C	Extend work of 4.1c
	W.5.1d Provide a concluding statement or section related to the opinion presented.	Extend, expand, and enhance work of 4.1D 43508 Writing process/development of ideas & content 43607 - Written expression /thesis	Paper/pencil Peers & adults Books for examples	C	Extend work of 4.1d
	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Extend, expand, and enhance work of 4.2	Paper/pencil Peers & adults Books for examples	C	Extend work of 4.2
	W.5.2a 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.	"Extend, expand, enhance 4.2A 43108 Expressive writing/embellish 42263 Literature/lit. Circles 43502 Writing process/team-based writing	Paper/pencil Peers & adults Books for examples Art media Technology resources	C	Extend work of 4.2a
	W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline	Paper/pencil Peers & adults Graphic organizers, templates	C	
	W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Extend work of 4.1C 42613-42618 Sentence analysis 42620-42624 Compound & complex sentences 42626-42637 Clause analysis	Sentence analysis materials Language charts	C	
	W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Extend, expand, and enhance work of 4.2d	Content-area books Dictionaries, Thesaurus	C	Extend work of 4.2d
	W.5.2e Provide a concluding statement or section related to the information or explanation presented.	Extend, expand, and enhance work of 4.2e	Rubrics Templates Graphic organizers	C	Extend work of 4.2e
	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Extend, expand, and enhance work of 4.3	Literature books Rubrics Templates Graphic organizers	C	Extend work of 4.3
	W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	42262 Literature/literary timelines Extend, expand, enhance 4.3a	Literature books Rubrics Templates Graphic organizers	C	
	W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Extend, expand, and enhance 4.3b 43105 Story Writing-Characters	Literature books Rubrics Templates Graphic organizers	C	
	W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Extend, expand, enhance 4.3c	Language charts Writing exemplars	C	Extend work of 4.3c
W: Text Types and Purposes	W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Extend, expand, enhance 4.3d	Language charts Writing exemplars Literature	C	1)Experiences outdoors and in with real plants and animals give a foundation of sensory experience 2)Related vocabulary is given with materials and used in communicating with each other, adults in the environment, and perhaps people in the store when the students purchase animal supplies.
	W.5.3e Provide a conclusion that follows from the narrated experiences or events.	Extend, enxpand, enhance 4.3e	Writing exemplars Graphic organizers Literature	C	Extend work of 4.3e
	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	42113 Reading for facts/pleasure 42117 Leveled reading books 42602-42611 Sentence analysis 42629, 42630 Clause 42635, 42636, 42637 Compound complex written expression: 43004, 43005, 43006 Writing process 43510, 43500, 43502 Groupwriting, 43509 Genre 43600-43605 Style 43901, 43902, 43903, 45009, 45013 Regular, individual meeting between teacher/guide & child	Books Sentence analysis materials Language charts Papaer pencil, peers & adults	C	Extend work of 5.1
	W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.	42611, 43607 Sentence analysis	Sentence analysis materials	C	
	W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	42626-42634 Additional sentence analysis	Sentence analysis materials	C	Extend work of 4.1b
	W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	42300-42312 Word study/classifying 43001-43003 Written expression	Language charts Card material	C	Extend work of 4.1c
	W.6.1d Establish and maintain a formal style.	3008 Written expression - sentence building/ variations 43900, 43901 Style/analyze personal style, analyze lit. styles	Paper/pencil Peers & adults	C	
	W.6.1e Provide a concluding statement or section that follows from the argument presented.	Extend, expand, and enhance 5.1d	Paper/pencil Peers & adults	C	Extend work of 4.1d
	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	42202, 42203, 42204, 42207, 42209 Reading/ nomenclature , dictionary use, indep. rdg., rdg. for research, non-fiction rdg. 43603, 43604, 43606, 43607, 43608 Written expression genre/types of paragraphs, analysis of para., thesis statements, classroom publications, science command writing 43701-43705 Reports & research/reference use, developing ideas & questions, reports & technical writing 45013 Regular, individual meeting between teacher/guide & child	Classified nomenclature Command cards Books Templates, Graphic Organizers	C	Extend work of 5.2

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W: Text Types and Purposes	W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	42210 Reading/reference books 43603 Written expression genre/types of paragraphs	Books Templates Graphic organizers	C	Technology resources may be required
	W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	42210 Reading/reference books 3007 Sentence building/punctuation 43103, 43107 Expressive writing techniques/ strategies for writing, question game 43508, 43509 Writing process/developing ideas & content, writing for publication	Question game form Books Templates Graphic organizers	C	
	W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	42626-42628 Clause analysis/ind. coordinate clauses, compound sentences with coord. clauses, analyze complex sentences	Sentence analysis materials Language chart B	C	
	W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42201-3 Reading/etymology, nomenclature, dictionary use 42306-09 Word study/word families, roots, etymology 43706-43707 Reports & research/technical writing and note-taking	Classified nomenclature Dictionaries Word study charts & materials	C	
	W.6.2E establish and maintain a formal style.	43008 Sentence building/sentence variation 43900-43901 Style/analyze personal style, analyze others & literary style 45013 Regular, individual meeting between teacher/guide & child	Books Paper/pencil Peers & adults	C	see 6.1C
	W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.	43505 Writing process/editing work for clarity	Paper/pencil Peers & adults	C	see 6.1.e
	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	42208 Fiction reading 42260,42261, 42263, Literary genres, plays, literature circles 42113 Reading for facts/pleasure Extend work of 5.3C verbs 42620-42624 Sentence analysis 43100 Figures of speech 43104, Story writing 43510, 43500 Pre-writing choosing a topic and making a concept map 43509, Writing for publication Genre: 43600, 01, 03 45013 Regular, individual meeting between teacher/guide & child	Key stories Books Sentence analysis material Paper/pencil Peers & adults	C	Comparative style analysis. Extend work of 5.3
	W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/ or characters; organize an event sequence that unfolds naturally and logically.	43105 Story Writing-Characters 43106 Story writing elements	Books Key stories Paper/pencil Peers & adults	C	
	W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	42553 Adjective 43102 Thesaurus 43106 Story writing elements	Grammar materials Books Key stories Paper/pencil Peers & adults	C	
	W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	42623 Conjugations 43102 Thesaurus 43106 Story writing elements	Grammar materials Books Key stories Paper/pencil Peers & adults	C	
	W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	43101 Further creative elements 43102 Thesaurus 43100 Figures of speech 43800ab Poetry 45013 regular, individual meeting between teacher/guide & child	Books Key stories Paper/pencil Peers & adults	C	
	W.6.3e Provide a conclusion that follows from the narrated experiences or events.	43106 Story writing 43505 Edit own work for organization voice, fluency, ideas & content	Books Key stories Paper/pencil Peers & adults	C	
W: Production and Distribution of Writing	W.1.4 begins in grade 3				
	W.1.5 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.	43500-43510 writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.
	W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	43502 Team-based writing project	Paper/pencil Peers & adults	C (produce, publish, collaborate) X (digital tools)	
	W.2.4 begins in grade 3				
	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	43500-43510 Writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.
	W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	43502 Team-based writing project	Paper/pencil Peers & adults	C (produce, publish, collaborate) X (digital tools)	
	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.)	43500-43510 Writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.

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	W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)	43505 Edit own work 43506 Revising 43507 Edit work of others 43508 Further development	Paper/pencil Proof reading symbols chart Peers & adults	C	
	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.	43502 Team-based writing project 43507 Edit work of others	Paper/pencil Proof reading symbols chart Peers & adults	C (produce, publish, interact, collaborate) X (keyboarding)	
	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	43100-43108 Expressive writing 43500-43509 Writing process 43600-43608 Written exp. Genres 43700-43710 Reports & research 43900-43903 Style	Writing exemplars Literature books Rubrics Templates Graphic organizers	C	
	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	43103, 43107 Expressive writing techniques/ strategies, question game 43500-43510 Writing process 43601, 43602, 43603, 43604 Written expression/ topic sentences, paragraphs, analyzing effective paragraphs	Rubrics Graphic organizers Writing exemplars	C	
	W.4.6 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 one page in a single sitting.	Expressive writing: 43100-43108 Writing process; 43500-43510 Written exp. Genres: 43600-43608 Reports & research: 43700-43710 Style: 43900-43903	Research materials, Reading materials, Writing exemplars, Graphic organizers	X	Digital sources required
W: Production and Distribution of Writing	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Extend, expand, and enhance 4.4	Paper/pencil Peers & adults	C	
	W.5.5 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 here.)	Extend, expand, and enhance 4.5	Paper/pencil Peers & adults	C	
	W.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.	Extend, expand, enhance 4.6	Paper/pencil Peers & adults	P (internet, keyboarding)	Access to digital resources
	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	43509 Writing for publication 43900-43903 Study writing for style, analyze literature for style, symbolize parts of speech and analyze patterns 45013 Regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	C	Same as W.1, Same as W. 5.4 add style
	W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 here.)	45013 Regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	C	Same as W.1, Same as W5.5
	W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	45013 regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	X (internet, keyboarding)	Same as W.1, ame as W5.6 but without guidance Access to digital resources
	W.1.7 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).	43500-43510 Writing process 43502 Team-based writing project 43600-43603 & 43608 Written expression genres 43700-43705 Reports and research 43800-43803 Poetry	Books Timelines Command cards Key stories Paper/pencil Peers & adults	C	
W: Research to Build and Present Knowledge	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	43500-43510 Writing process 43600 Written expression genres 43700-43705 Reports and research	Books Key stories Paper/pencil Peers & adults	C	
	W.1.9 begins in grade 4			X (digital sources)	Extend work of 4.1.9
	W.2.7 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).	43500-43510 Writing process 43502 Team-based writing project 43600-43603 & 43608 Written expression genres 43700-43705 Reports and research 43706 Lab reports 434708 Field journal 43800-43803 Poetry	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Command cards	C	

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CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
W: Research to Build and Present Knowledge	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	43500-43510 Writing process 43600-43603 & 43608 Writing expression genres 43700-43705 Reports and research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.2.9 begins in grade 4				
	W.3.7 Conduct short research projects that build knowledge about a topic.	43700-43710 Reports and Research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	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.	43700-43710 Reports and research 43702 Graphic organizers 43704 Evaluate information sources 43707 Note taking	Paper & pencil Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Peers & adults	C	Access to digital resources
	W.3.9 begins in grade 4				
	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	42201, 42202, 42204, 42206, 42207, 42209, 42210 Reading/etymology, nomenclature, ind. Rdg.,Grp. Rdg., Rdg. For research, non-fitcion rdg., Reference books 43700-43708 Reports & research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	Access to digital resources
	W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	"42205, 42206, 42207 Reading /Nomenclature, Read Aloud, Rdg. For Research 45000, 45007-45011 Spoken Language/Oral Presentations, Speeches, Debates, reporting, Taking Notes & Dictation 43700-43708 Reports & Research/Using research materials, evaluating sources, note-taking, writing, types of research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	Access to digital resources
	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	42200-42210 Reading in elementary/interpretive rdg, rdg, for research, etc. 42260-42263 Literature 43100, 43101, 43103, 43104, 43107 Expressive writing 43701, 43704 Reports and research/using ref. Books, evaluating info. Sources, 43901, 43903 Style/analyze literature, explore style in various forms	Content-area book Literature books Timelines History, geography, biology charts Nomenclature	C	Access to digital resources
	W.4.9a Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	42200, 42208 Reading/fluent rdg., Interpretive rdg., Fiction rdg. 42260- 42263 Literature/styles, periods, plays, literary timelines, lit. circles 43104-43107 Expressive writing/story writing - plot, character, setting, question game 43600 Written expression genres/exploring genres 43800 Types of poetry – writing 43803 Types of poetry – reading 45001, 45002 Spoken language/drama activities, listen & repsond to stories, poems, & songs	Books/timelines Key stories History, geography, biology charts Nomenclature	C	Access to digital resources
	W.4.9b Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	43103, 43107 Expressive writing/strategies for writing, question game 43601- 43608 Written Expression Genres/ Effective Writing, Analyzing writing, Types of, & Purposes for writing, etc. 43700, 43702, 43704-43710 Reports & Research/ Research ideas, Develping questions, Evaluating, Note-taking, etc. 45001, 45007-45011Spoken Language/Oral Presentations, Speeches & Debate, Reporting, Taking Notes, etc.	Content-area book Literature books Timelines History, geography, biology charts Nomenclature	C	Access to digital resources
	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Extend, expand, enhance 4.7	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Command cards	C	Access to digital resources
	W.5.8 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.	Extend, expand, and enhance 4.8	"Timelines	C	Access to digital resources
	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Extend, expand, and enhance 4.9	Books Paper & pencil Peers & adults	C	
	W.5.9a 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]").	Extend, espand, and enhance 4.9a	Books Paper & pencil Peers & adults	C	
	W.5.9b 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]").	Extend, espand, and enhance 4.9b	Books Paper & pencil Peers & adults	C	

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W: Research to Build and Present Knowledge	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	42019 History of language/research, make charts, timelines, tracing written language history 42202,42204,42207, 42209,42210 Reading/ nomenclature, ind, rdg., Non-fic.rdg., Rdg. for research, ref. books 43007 Sentence building/punctuation 43103 Expressive writing/strategies for writing 43510 43509 Writing process/choosing a topic, writing for publication 43600-43609 Written exp. genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43705, 43710 Reports & research/parts of a book, various research materials, create timelines, charts, booklets 45011, 45013 Spoken language & listening/ taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	42019 History of language/research, make charts, timelines, tracing written language history 42202, 42204, 42207, 42209, 42210 Reading/ nomenclature, indep. Rdg., Rdg. For research, non-fic. Rdg, ref. Books 43007 Sentence building/punctuation 43103, 43107 Expressive writing techniques/ strategies for writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609 Written exp. Genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43706, 43710 Reports & research/ parts of a book, various research materials, technical writing, create timelines, charts, booklets 45011, 45013 Spoken language & listening/ taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Books Question game form	P	Access to digital resources
	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	42019 history of language/research, make charts, timelines, tracing written language history 42117 Assessing rdg-rdg. foundations/reading comprehension/fluency 42202, 42204, 42207-42210 Reading/ nomenclature, indep. rdg., rdg. for research, fiction rdg., Non-fic. rdg, ref. books, 42260-42263 Literature/reading plays, literary circle 43100-43107 Expressive writing techniques/ figures of speech, using thesaurus, story writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609, Written expression genres/ exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43710 Reports & research/ parts of a book, various research materials, create timelines, charts, booklets 43800 Types of poetry – writing 43802 Study of poetry 43803 Types of poetry – reading 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.6.9a Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").	42117 Assessing rdg-rdg. foundations/reading comprehension/fluency 42208 Reading/fiction reading 42260-42263 Literature/introducing children to literature/genres/styles/periods, reading plays 43100-43101, 43104-43106 Expressive writing techniques/figures of speech and creative elements, story writing 43500A, 43509 writing process/ choosing a topic, writing for publication 43600-43609 Written expression genres/writing types & parts of paragraphs, essays, analyzing writing 43707 Reports & research/guided note-taking 43800 Types of poetry – writing 43803 Types of poetry – reading 43802 Study of poetry 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").	42019 History of language/research, make charts, timelines, tracing written language history 42117 Assessing rdg-rdg. foundations/reading comprehension/fluency 42207, 42209, 42210 Reading/reading for research, non-fiction reading, reference books 43510, 43509 Writing process/pre-writing, writing for publication 43600-43609 Written expression genres/writing paragraph, topic sentences, essays, analyze writing 43700-43704, 43707 Reports & research/parts of a book and research sources, guided notetaking 45013 Spoken languagae & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.1.10 begins in grade 3				
	W.2.10 begins in grade 3				
W: Range of Writing	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.	Written Expression 43103-43108 Expressive Writing Techniques: strategies, stories 43500-43510 Writing Process 43600-43604 Genres: expository, descriptive, narrative, persuasive 43608 publications, letters, thank you notes 43700-43710 Reports and Research 43800 Types of Poetry - Writing	Books Paper & pencil Peers & adults Timelines Key Stories History, Geography, Biology Charts Nomenclature	C	

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	W.4.10 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.	42019 History of written language/research, make charts, timelines, tracing written language history 43004- 43009 Written expression/sentence building - agreement, fragments, modifers, punctuation use, sentence structure & variations 43100-43108 Expressive writing/figurative language, creative elements, story writing, question game, embellsihment 43500-43510 Written expression – writing process/pre-writing through editing & revising to publication 43600-43608 Written expression genres/types of writing, parts of writing, analysis & evaluation writing 43702, 43705-43710 Reports & research/ developing ideas & questions, non-fiction writing types 43800-43803 Reading, writing, study of poetry 43902-43903 Style/symbolize for sentence patterns & rhythyms, explore style through various types of writing	Books Paper & pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature	C	
	W.5.10 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.	Extend, expand, and enhance 4.10 42611 Analysis of simple sentences/student composes and analyzes own sentences with various features 42635-42637 Write compound/complex sentences and analyze parts 43700-43706 Parts of a book, encyclopedia, research, technical writing 45000 Spoken language and listening/oral presentations & reports, speachmaking & debates, taking notes from lecture or dictation 45013 Regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature	C	
	W.6.10 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.	42019 History of written language/research, make charts, timelines, tracing written language history 42611 Analysis of simple sentences/student composes and analyzes own sentences with various features 42635-42637 Clause analysis/write compound/ complex sentences and analyze parts 43001-43006, 43008, Sentence building/words, phrases, clauses, agreement, fragments, etc., Sentence structure variations 43100-43107 Expressive writing techniques/ figurative language, strategies for writing, story writing 43700-43706, 43710 Reports & research/parts of a book, encyclopedia, research, technical writing, create timelines, charts, booklets 43800 Types of poetry – writing 43803 Types of poetry –reading 45000, 45007, 45010, 45011, 45013 Spoken language & listening/oral presentations, presenting a report, reporting, speech-making, debates, taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature	C	

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Writing – History, Science & Technology

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
WHST: Text Types and Purposes	WHST.6-8.1 Write arguments focused on discipline-specific content.	42207, 42209, 42210 Reading/content area rdg., Non-fic. Rdg., Reference books. 43606, 43607 Written expression/essays, thesis statements 43705, 43706 Reports & research/reports, technical writing 43903 Style/explore, use of various styles for a purpose 45004-06, 45009-11 Spoken language & listening/grace & courtesy, conflict resolution asking questions, speeches, debate, reporting, taking notes from lecture or dictation	Books Paper, pencil Peers & adults Student created and other prepared writing examples Graphic organizers & templates	P	Some children (11/12 y.O.) Will be developmentally prepared for this work and undertake "formal" argument writing AMI provides generalized experiences through the elementary curriculum that provide the foundation for content-specific work to be undertaken at the third plane/ adolescence/middle school. Access to digital resources
	WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	43606, 43607 Written expression/essays: expository & persuasive, thesis statements 43704 Reports 7 research/evaluating sources	Books Paper, pencil Peers & adults Student created and other prepared writing examples Graphic organizers & templates	C	Some 11/12 y.o. will be developmentally prepared for this work. Certainly, elementary children must be exposed to comparison-contrast exercises and Venn diagrams as foundational to this sub-standard. AMI provides generalized experiences built upon developmental readiness throug hthe elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school. Access to digital resources
	WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	43504 Writing process/edit for organization, ideas & content 43606, 43607 Written expression/essays: expository & persuasive, thesis statements 43704 Reports & research/evaluating sources 45011, 45013 Spoken language and listening/	Books Paper, pencil Peers & adults Student created and other prepared writing examples	C	Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of data depending on its sophistication AMI provides generalized experiences built upon developmental readiness throug the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school. Access to digital resources
	WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	42620-624 Analysis of compound, complex, compound-complex sentences/types, parts, classification 42260-637 Clause analysis/further study - types and parts of clauses, writing, analysis of clauses 43000-008 Sentence building/words, phrases & fragments, modifiers, sentences, structure & variations	Sentence analysis materials Books Paper, pencil Peers & adults Student created and other prepared writing examples	C	Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of data depending on its sophistication. AMI provides generalized experiences built upon developmental readiness throug the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school.
	WHST.6-8.1d Establish and maintain a formal style.	43505, 43506, 43508 Writing process/edit & revise for 6 analystical traits, revising drafts, further development of ideas & content 43900-903 Style/analyze personal style, analyze style of others, symbolize & analyze patterns, explore forms & styles	Grammar symbols Paper, pencil Peers & adults Student created and other prepared writing examples	C	
	WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.	Extend, expand, and enhance work of 6.1e 43508 09 Writing Process/Development of Ideas & Content, Writing for publication 43604, 43607 Written Expression/Analyze effective paragraphs, Thesis 45013 Spoken Language & Listening/Regular, individual meeting between teacher/guide & child	Paper, pencil Peers & adults Student created and other prepared writing examples	C	
	WHST.6-8.2 Write informative/ explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes	Extend the work of 6.2	Historical timelines Great lessons & key stories Geography & science charts Classified nomenclature: geography, history, botany, zoology Command cards for science, esp. Procedural Books Templates Graphic organizers Student generated writing	C	
	WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Extend, expand, and enhance the work of 6.2a	Templates Graphic organizers Student generated writing	C	Access to digital resources
	WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Extend, expand, and enhance the work of 6.2b	Books Historical timelines Great lessons & key stories Geography & science charts Classified nomenclature: geography, history, botany, zoology Student generated writing	C	Access to digital resources
	WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Extend, expand, and enhance the work of 6.2c	Sentence analysis materials Student generated writing	C	

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WHST: Text Types and Purposes	WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42207 Reading/use of content rdg 42504, 42507 Writing process/editing for word choice, ideas & content, further development of ideas & content	Books Peers & adults Student generated writing	C	
	WHST.6-8.2e Establish and maintain a formal style and objective tone.	Extend, expand, and enhance the work of 6.2e 43505, 43507-509 Writing Process/Editing for word choice, Further development of ideas & content, Writing for publication	Peers & adults Student generated writing	C	Some 11/12 y.o. will be developmentally prepared for this work and able to mantain objectivity in written and spoken language. AMI provides generalized experiences built upon developmental readiness throug the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school."
	WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	Extend, expand, enhance the work of 6.2f 43509 Writing Process/Writing for publication 45013 Spoken Language & Listening/Regular, individual meeting between teacher/guide & child	Peers & adults	C	
WHST: Production and Distribution of Writing	WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Same as 6.4	Paper, pencil Peers & adults	C	
	WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Extend, expand, enhance the work of 6.5	Paper, pencil Peers & adults Student generated writing	C	
	WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	45013 regular, individual meeting between teacher/guide & child	Paper, pencil Student generated writing Adult	X (technology)	Access to digital resources
WHST: Research to Build Present Knowledge	WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Extend, expand, enhance the work of 6.7	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Paper, pencil Peers & adults	C	Some 11/12 y.o. will be developmentally prepared for this work and able to generate additional ""focused"" questions and possible explorations that go beyond the experience in a formal manner. AMI provides generalized experiences built upon developmental readiness throug the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school.
	WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Extend, expand, and enhance the work of 6.8	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Books Question game form	P	Access to digital resources required Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of source material depending on its sophistication. AMI provides generalized experiences built upon developmental readiness throug the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school."
	WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.	Extend, expand, and enhance the work of 6.9	Books Paper, pencil Peers & adults	C	AMI provides generalized experiences built upon developmental readiness throug the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school.
WHST: Range of Writing	WHST.6-8.10 Write routinely over extended time frames (time for 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.	Extend, expand, and enhance the work of 6.10	Books Paper, pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature Student generated writing	C	

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CCSS Math & Geometry

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Math Cluster Overview Chart

Domain	Cluster Objectives	K	1	2	3	4	5	6	7	8
Counting and Cardinality	Know number names and the count sequence.	x								
	Count to tell the number of objects.	x								
	Compare numbers.	x								
Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	x								
	Represent and solve problems involving addition and subtraction.		x	x						
	Understand and apply properties of operations and the relationship between addition and subtraction.		x							
	Add and subtract within 20.		x	x						
	Work with addition and subtraction equations.		x							
	Work with equal groups of objects to gain foundations for multiplication.			x						
	Represent and solve problems involving multiplication and division.				x					
	Understand properties of multiplication and the relationship between multiplication and division.				x					
	Multiply and divide within 100.				x					
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.				x					
	Use the four operations with whole numbers to solve problems.					x				
	Gain familiarity with factors and multiples.					x				
	Generate and analyze patterns.					x				
	Write and interpret numerical expressions.						x			
	Analyze patterns and relationships.						x			
Number and Operations in Base 10	Work with numbers 11–19 to gain foundations for place value.	x								
	Extend the counting sequence.		x							
	Understand place value.		x	x						
	Use place value understanding and properties of operations to add and subtract		x	x						
	Use place value understanding and properties of operations to perform multi-digit arithmetic.				x	x				
	Generalize place value understanding for multi-digit whole numbers.					x				
	Understand the place value system.						x			
	Perform operations with multi-digit whole numbers and with decimals to hundredths.						x			
Measurement and Data	Describe and compare measurable attributes.	x								
	Classify objects and count the number of objects in each category.	x								
	Measure lengths indirectly and by iterating length units.		x							
	Tell and write time.		x							
	Represent and interpret data.		x	x	x	x	x			
	Measure and estimate lengths in standard units.			x						
	Relate addition and subtraction to length.			x						
	Work with time and money.			x						
	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.				x					
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.				x					
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.				x					
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.					x				
	Geometric measurement: understand concepts of angle and measure angles.					x				
	Convert like measurement units within a given measurement system.						x			
	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.						x			
Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	x								
	Analyze, compare, create, and compose shapes.	x								
	Reason with shapes and their attributes.		x	x	x					
	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.					x				
	Graph points on the coordinate plane to solve real-world and mathematical problems.						x			
	Classify two-dimensional figures into categories based on their properties.						x			
	Solve real-world and mathematical problems involving area, surface area, and volume.							x		
	Draw, construct, and describe geometrical figures and describe the relationships between them.								x	
	Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.								x	
	Understand congruence and similarity using physical models, transparencies, or geometry software.									x
	Understand and apply the Pythagorean Theorem.									x
	Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.									x
Number and Operations—Fractions	Develop understanding of fractions as numbers.				x					
	Extend understanding of fraction equivalence and ordering.					x				
	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.					x				
	Understand decimal notation for fractions, and compare decimal fractions.					x				
	Use equivalent fractions as a strategy to add and subtract fractions.						x			
	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.						x			
Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.							x		
	Analyze proportional relationships and use them to solve real-world and mathematical problems.								x	
The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.							x		
	Compute fluently with multi-digit numbers and find common factors and multiples.							x		
	Apply and extend previous understandings of numbers to the system of rational numbers.							x		
	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.								x	
	Know that there are numbers that are not rational, and approximate them by rational numbers.									x
Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions.							x		
	Reason about and solve one-variable equations and inequalities.							x		
	Represent and analyze quantitative relationships between dependent and independent variables.							x		
	Use properties of operations to generate equivalent expressions.								x	
	Solve real-life and mathematical problems using numerical and algebraic expressions and equations.								x	
	Work with radicals and integer exponents.									x
	Understand the connections between proportional relationships, lines, and linear equations.									x
	Analyze and solve linear equations and pairs of simultaneous linear equations.									x
Statistics and Probability	Develop understanding of statistical variability.							x		
	Summarize and describe distributions.							x		
	Use random sampling to draw inferences about a population.								x	
	Draw informal comparative inferences about two populations.								x	
	Investigate chance processes and develop, use, and evaluate probability models.								x	
	Investigate patterns of association in bivariate data.									x
Functions	Define, evaluate, and compare functions.									x
	Use functions to model relationships between quantities.									x

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Representative AMI Math Curriculum

Activity ID	Content Strand	Material	Presentations/Activities
	Great story of mathematics/history		
40001		Charts/story	The story of our numerals
40002			Making charts/making models
40003			Making timelines
40004			Research: number systems, cultural history, decimal system
	The decimal system, categories and place value		
40008		Golden beads & presentation tray	Introduce decimal/whole number categories
40009		Golden beads & decimal cards	Association of symbol & quantity 1, 10, 100, 1000's
40010		Decimal cards	Understanding zero
40011		Golden beads & trays	Forming numbers using concrete quantities of beads
40012		Golden beads & decimal cards	Forming numbers w/decimal cards, hiding zeroes
40013		Golden beads, decimal cards & trays	Creating quantities w/symbols up to 9,999
40015		Wooden hierarchical material	Introduction to quantity & language, up to million
40016			Geometric shape and families to millions
40017		Number cards 1, 10, 100… 1,000,000	Introduction to symbol to millions
40018		Whm & number cards	Symbol and quantity into millions
40019		Golden beads, decimal cards	Expanded notation/decomposing numbers
40020		Sbf/lbf & sbf/lbf paper	Expanded notation/decomposing numbers
40021		Bank game	Expanded notation (along w/multiplication)
	Quantity & symbol: whole numbers: numeration		
40024		Spindle boxes (0 - 9), bead stair (1 - 9)	Introduce/review numbers 1 - 10
40025		Snake game (1-10), memory games	Introduce/review numbers 1 - 10
40026		Cards & counters	Introduce odd/even numbers
40027		Golden beads	Counting and numbers 1 – 10
40028		Golden beads	Exchange/change game across categories
40029		Teen boards, bead bars	Introduce/review counting 11 - 20
40030		Ten boards & bead bars	Introduce/review counting 1 - 100
40031		Golden beads, base board	Decimal system (numbers to thousands using base board in base 10)
40032		Small bead frame	Counting to 1000
40033		Hundred & thousand chain & labels	Counting to 1000
40034		Short/square bead chains & labels	Linear & skip counting
40035		Long/cube bead chains & labels	Linear & skip counting
40036		Large bead frame	Counting to millions
40037		Sbf/lbf and sbf/lbf paper	Presentation of symbol up to millions
	Whole numbers: addition		
40041		Golden beads	Concept of static addition with whole numbers
40042		Golden beads & decimal cards	Static addition (no carrying)
40043		Large bead frame	Static addition (no carrying)
40044		Stamp game	Static addition (no carrying)
40045		Stamp game w/square paper	Static addition w/recording
40046		Golden beads & decimal cards	Dynamic addition (w/carrying)
40047		Large bead frame	Dynamic addition (w/carrying)
40048		Dot game	Dynamic addition (w/carrying)
40049		Stamp game	Dynamic addition (w/carrying)
40050		Lbf and lbf paper	Dynamic addition w/recording
40051		Stamp game w/square paper	Dynamic addition w/recording
40052		Golden beads & decimal cards	Special cases, using zero in all terms of equation
40053		Lbf, stamp game w/paper	Introduce/consolidate algorithm
40054		Golden beads	Addition word problems, problem solving
40055		Bead bar material and pencil/paper	Addition word problems, problem solving
40056		Bead bar material and pencil/paper	Commutative law of addition
40057		Bead bar material and pencil/paper	Associative property of addition

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Activity ID	Content Strand	Material	Presentations/Activities
40059	Memorization of addition facts	Addition strip board	Addition math facts, memorization
40060		Addition practice/finger charts	Addition math facts, memorization
40061		Addition snake game	Addition math facts, memorization
40062		Bead bar material and pencil/paper	Memorization of facts (addition)
40064	Whole numbers: subtraction		
40065		Golden beads	Concept of static subtraction with whole numbers
40066		Golden beads & decimal cards	Static subtraction (no borrowing)
40067		Large bead frame	Static subtraction (no borrowing)
40068		Stamp game	Static subtraction (no borrowing)
40069		Stamp game w/square paper	Static addition w/recording
40070		Golden beads & decimal cards	Dynamic subtraction (w/borrowing)
40071		Large bead frame	Dynamic subtraction (w/borrowing)
40072		Dot game	Dynamic subtraction (w/borrowing)
40073		Stamp game	Dynamic subtraction (w/borrowing)
40074		Lbf and lbf paper	Dynamic subtraction (w/borrowing)
40075		Stamp game w/square paper	Dynamic subtraction (w/borrowing)
40076		Golden beads & decimal cards	Special cases, using zero in all terms of equation
40077		Lbf, stamp game w/paper	Introduce/consolidate algorithm
40078		Golden beads	Subtraction word problems, problem solving
40079		Bead bar material and pencil/paper	Subtraction word problems, problem solving
40081	Memorization of subtraction facts	Subtraction strip board	Subtraction math facts, memorization
40082		Subtraction practice/finger charts	Subtraction math facts, memorization
40083		Subtraction snake game	Subtraction math facts, memorization
40084		Bead bar material and pencil/paper	Memorization of facts (subtraction)
	Laws of multiplication		
40087		Golden beads w/decimal cards	Introduce multiplication
40088		Bead bars	Concept of simple multiplication (facts)
40089		Bead bars	Build the decanomial w/bead bars
40090		Practice charts, bead bars, booklets	Memorization of multiplication facts
40091		Bead chains	Skip counting, memorization of facts
	Commutative law of multiplication		
40094		Bead bars and cards	Concept and language of commutative law
	Distributive law of multiplication		
40096		Bead bars, cards, parentheses, envelopes	Concept and language of distributive law
40097		Bead bars	Sensorial exploration
40098			Passage to more symbolic representations with beads
40099			Passage to more symbolic representations without beads
40100			Passage to more symbolic representations on paper
40101		Golden beads & decimal cards	Extension to the decimal system: multiplication of composite numbers
40102			Extension to the decimal system: multiplication of composite numbers and passage to more symbolic representation with number cards
40103		Paper	Extension to the decimal system: multiplication of composite numbers and passage to more symbolic representation on paper
40104			
	Long multiplication		
	Checkerboard		
40107		Checkerboard & bead bars	Introduction to the checkerboard
40108		Checkerboard & bead bars & number tickets	Multiplication by a one-digit multiplier
40109		Checkerboard & bead bars & number tickets	Multiplication by a multi-digit multiplier (using bead bars, no facts)
40110		Checkerboard & bead bars & number tickets	Multiplication by a multi-digit multiplier (using bead bars, some facts)
40111		Checkerboard, bead bars, no. Tickets, paper	Multiplication by a multi-digit multiplier (using all facts, recording problem and final product)

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Activity ID	Content Strand	Material	Presentations/Activities
40112		Checkerboard, bead bars, no. Tickets, paper	Multiplication by a multi-digit multiplier (using facts, recording problem, partial products, and final product)
40113			Multiplication by a multi-digit multiplier (no beads, using facts, recoding problem and final product)
	Large bead frame		
40115		Large bead frame & lbf paper	Multiplication by a one-digit multiplier
40116		Large bead frame & lbf paper	Multi-digit multiplier
40117		Large bead frame & lbf paper	Multi-digit multiplier (recording partial products, adding partial products, checking)
40118			
	Bank game		
40120		Bank game	Multiplication by a one-digit multiplier
40121		Bank game	Two-digit multiplier
40122		Bank game	Three-digit multiplier
	Flat bead frame		
40124		Flat/gold bead frame & paper	Multiplication by a two-to four-digit multiplier (writing final product only)
40125		Flat/gold bead frame & paper	Multiplication by a two-to four-digit multiplier (writing partial products)
	Geometric form of multiplication		
40127		Graph paper, colored pencils	Geometric form of multiplication
	Multiplication summary		
40129		Paper/pencil	Consolidate multiplication fact memorization
40130		Paper/pencil & appropriate material	Traditional multiplication algorithm
40131		Paper/pencil	Multiplication word problems
	Long division		
	Division with boards, racks, and tubes		
40134		Racks & tubes materials	Division by a one-digit divisor
40135		Racks & tubes materials	Division by a multi-digit divisor
40136		Racks & tubes and paper/pencil	Recording intermediate remainders, quotient, final remainder
40137		Racks & tubes and paper/pencil	Recording what has been used, intermediate remainders, quotient, final remainder
40138		Racks & tubes and paper/pencil	Special cases
	Division with stamps		
40140		Stamp game	Division with stamps
	Division summary		
40142		Pencil/paper	Traditional division algorithm
40143		Pencil/paper	Division word problems
	Multiples, factors, and primes		
	Multiples		
40146		Short bead chains 1^2 - 10^2	Concept and language of multiple using short chains
40147		Bead bars	Further investigation of multiples using bead bars (one-and two-digit numbers)
40148		Multiples of numbers paper	Further investigation of multiples using multiples of numbers paper
40149		Tables A & B	Calculation of multiples using table A and table B
40150		Bead bars & paper/pencil	Concept and language of common multiple
40151		Multiples of numbers paper	Investigation of common multiple using multiples of numbers paper
40152		Table C	Investigation of numbers using table C (leading to concept and language of prime number)
40153		Bead bars & paper/pencil	Concept, language, and notation for least common multiple (lcm)
	Factors		
40155		Pegs and pegboard	Concept and language of factor using pegs/ pegboard
40156		Pegs & pegboard with white strips	Concept and language of common factor
40157		Table C	Concept and language for prime factor using table C
40158		Pegs & pegboard	Calculation of prime factors using pegboard

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Activity ID	Content Strand	Material	Presentations/Activities
40159		Pegs & pegboard, pencil/paper	Using prime factors to find the least common multiple (lcm) of numbers
40160		Pegs & pegboard, pencil/paper	Concept, language, and notation for greatest common factor (gcf)
40161		Sieve of eratosthenes	Handout: sieve of eratosthenes
40162			
	Divisibility		
40165		Gold beads and paper tickets	Divisibility by 2, 5, and 25
40166		Gold beads and paper tickets	Divisibility by 4 and 8
40167		Gold beads, paper tickets, pencil/ paper	Divisibility chart
40168		Gold beads and paper tickets	Divisibility by 3 and 9
40169		Gold beads and paper tickets	Divisibility by 11
40170			
	Fractions		
	Introduction and equivalence		
40173		Red metal fraction insets	Fractions: quantity and language
40174		Fraction insets & labels	Fractions: symbol, notation, further language
40175			Fractions: other representations
40176		Fraction insets	Equivalence: sensorial
	Operations: simple cases		
40178		Fraction insets and paper tickets	Simple addition (denominators common, reduction)
40179		Fraction insets and paper tickets	Simple subtraction (denominators common, reduction)
40180		Fraction insets and paper tickets	Simple multiplication (by single-digit whole number, reduction)
40181		Fraction insets and paper tickets	Simple division (by single-digit whole number, reduction)
	Operations: beyond simple cases		
40183		Fraction insets and paper tickets	Addition/subtraction: uncommon denominators
40184		Fraction insets and paper tickets	Multiplication by a fraction less than one
40185		Fraction insets and paper tickets	Division by a fraction less than one (measurement/ group)
40186		Fraction insets, paper tickets, lg. Skittles	Division by a fraction less than one (partitive / sharing)
	Operations: passages to abstraction		
40188		Transparencies prepared with fraction lines	Addition/subtraction: finding a common denominator using transparencies
40189		Pencil/paper	Addition/subtraction: finding a common denominator by multiplying the denominators
40190		Pencil/paper	Addition/subtraction: known denominator, finding the numerators by raising or reducing a fraction
40191		Pencil/paper	Addition/Subtraction: Finding the Least Common Denominator (LCD)
40192		Pencil/paper	Abstraction of the rules for operations with fractions
40193	Applications with Fractions		
	Decimal Fractions		
	Introduction to Decimal Fractions		
40197		Decimal cubes and beads	Decimals: quantity and language
40198		Label strip for decimal board	Decimals: symbol
40199		Decimal board (yellow board) & cubes/beads	Decimals: formation and reading
	Operations: Simple Cases		
40201		Decimal board (yellow board) & cubes/beads	Addition and subtraction using the decimal board
40202		Pencil/paper	Algorithm for addition and subtraction of decimals
40203		Decimal board (yellow board) & cubes/beads	Multiplication by a unit multiplier
40204		Decimal cubes and skittles	Division by a unit divisor
	Multiplication with Decimals: Beyond Simple Cases		
40206		Decimal checkerboard	Multiplication by a fraction using the decimal checkerboard
40207		Felt squares for decimal checkerboard	Category multiplication in the decimal system (whole and decimal numbers, using felt squares)

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Activity ID	Content Strand	Material	Presentations/Activities
40208		Decimal checkerboard and beads	Multiplication of a fraction by a fraction using the decimal board
40209		Pencil/paper	Algorithm for multiplication of decimals
	Division with decimals: beyond simple cases		
40211		Decimal beads and skittles	Division by a mixed number or by a decimal using skittles
40212		Pencil/paper	Algorithm for division of decimals
	Introduction to percentage with the centessimal frame		
40214		Centessimal frame	Concept, language, and notation of percentage
40215		Red fraction insets and centessimal frame	Conversion of fraction insets to percentage using the centessimal frame
	Special topics extending the exploration of decimals		
40217		Pencil/paper	Relative size of terms when multiplying and dividing (positive) numbers
40218		Pencil/paper	Rounding of decimal fractions
40219		Pencil/paper	Conversion of common to decimal fractions (and vice versa)
40220			
	Squares and cubes of numbers		
	Squares		
40223		Bead squares and short chains	Concept and notation of the square of a number
40224		Bead squares and short chains	Exploring squares of numbers 1 – 10
40225		Numerical (paper) decanomial	Numerical decanomial
	Cubes		
40227		Bead cubes and long chains	Concept and notation of the cube of a number
40228		Bead cubes and long chains	Exploring cubes of numbers 1 – 10
40229		Bead cubes and long chains	Building the tower of jewels
	Operations with squares and cubes		
40231		Bead squares and cubes and paper tickets	Operations with numbers written as squares and cubes
40232			
	Squaring		
	Squaring: arithmetic passages		
40235		Gold square of 10 & rubber bands & tickets	Transformation of the square of 10 into a binomial
40236		Gold square of 10 & rubber bands & tickets	Transformation of the square of 10 into a trinomial, quadranomial, polynomial
40237		Bead squares and bead bars and tickets	Exploring the binomial: building a larger square from a smaller square
40238		Bead squares and bead bars and tickets	Exploring a polynomial: squaring a sum (one-digit terms)
40239		Golden beads and tickets	Application to decimal numbers: squaring a binomial using golden beads (whole numbers ≤ 99)
40240		Pegboard & pegs, guide square & tickets	Application to decimal numbers: squaring a binomial using hierarchical pegs (whole numbers) and introduction to guide squares
40241		Guide squares and paper/pencil	Guide squares: deriving the decimal formula for the square of a polynomial
	Squaring: algebraic passages		
40243		Gold bead squares, rubber bands, bi-cube lid	Squaring a binomial, algebraic
40244		Gold bead squares, rubber bands, tri-cube lid	Squaring a trinomial, algebraic
40245			
	Cubing		
	Cubing: arithmetic passages		
40248		Wooden cubing material	Transformation of a given cube into a cube of a binomial
40249		Wooden cubing material	Building from a cube to a larger cube with wooden cubing material
40250			Cubing a binomial, numeric, starting from the square
40251			Cubing a binomial, numeric, staring from the cube of the first term
40252			Cubing a trinomial, numeric, starting from the square

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Activity ID	Content Strand	Material	Presentations/Activities
40253			Cubing a trinomial, numeric, staring from the cube of the first term
	Cubing: algebraic passages		
40255			Cubing a binomial, algebraic
40256			Cubing a trinomial, algebraic
	Cubing: application to decimal numbers		
40258		Trinomial & hierarchical cubes & tickets	Cubing a decimal number (three-digit) using the hierarchical cube
40259			
	Square root		
	Square root: sensorial passages		
40262		Bead squares 1-10, paper/pencil	Concept, language, and notation for square root
40263		Bead squares 1-10, paper/pencil	Introduction: one-digit roots
40264		Gold bead material, paper/pencil	Two-digit roots: using golden bead material
40265		Gold bead material, n-n^2 chart	Two-digit roots: observing the n – n2 chart
40266		Pegboard/pegs, n-n^2 chart, guide squares	Two-digit roots: using pegboard (writing results only)
40267		Pegboard/pegs, n-n^2 chart, guide squares	Two-digit roots: writing
40268		Pegboard/pegs, n-n^2 chart, guide squares	Two- digit roots: four-digit numbers
40269		Pegboard/pegs, n-n^2 chart, guide squares	Three-digit roots and beyond: three-digit roots
40270		Pegboard/pegs, n-n^2 chart, guide squares	Three-digit roots and beyond: zero in the root
40271		Pegboard/pegs, n-n^2 chart, guide squares	Three-digit roots and beyond: zero at the end of the root
40272		Pegboard/pegs, n-n^2 chart, guide squares	Three-digit roots and beyond: four-digit roots, writing
	Square root: passages to abstraction		
40274		Pegboard/pegs, n-n^2 chart, guide squares	Leading to abstraction: using more than one category at a time
40275		Pegboard/pegs, n-n^2 chart, guide squares	Leading to abstraction: calculating the next root digit
40276		Paper/pencil, guide squares	Calculating square root on paper
40277		Paper/pencil	Rule for extraction of square root
40278			
	Cube root		
	Cube root: sensorial passages		
40281		Bead cubes 1-10, tickets	Concept, geometric representation, language, and notation for cube root
40282		White 2cm cubes	Extracting a cube root using 2cm cubes (for numbers less than 250)
40283		Wooden cubing material	Extracting a cube root for four- to six-digit numbers using chart and wooden cubing material (by category)
	Cube root: passages to abstraction		
40285		Wooden cubing material, n-n^3 chart	Extracting a cube root of four- to six-digit numbers using wooden cubing material: consolidation of the calculations of identical groups of prisms
40286		Hierarchical cube, n-n^3 chart	Extracting a cube root of seven- to nine-digit numbers using the hierarchical/decimal trinomial: writing the calculations from the decimal values of the cubes and prisms
40287		Paper/pencil	Rule for extraction of cube root
	Signed numbers		
40291		Elementary/negative snake game	Introduction to signed numbers
40292		Elementary/negative snake game	Addition of signed numbers
40293		Elementary/negative snake game	Multiplication of signed numbers
40294		Elementary/negative snake game	Subtraction of signed numbers
40295		Elementary/negative snake game	Division of signed numbers
40296		Paper/pencil	Word problems using signed numbers
40297			
	Powers of Numbers		
40300		Box of 1cm cubes, powers of two material	Factors of the same number for the power of that number

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Activity ID	Content Strand	Material	Presentations/Activities
40301		Powers of two material	Unit can be any physical size
40302		Wooden cubing material	Any number has powers
40303		Wooden cubing material, pencil/ paper	Special case: multiplication or division of powers of numbers having the same base
40304		Decimal board & reciprocal strip	Negative exponents for base 10
40305		Paper/pencil	Operations with numbers written in exponential notation
40306		Paper/pencil	Operations: numbers written in expanded power notation
40307			
	Non-decimal bases		
40310		Number base board & gold beads	Counting in a non-decimal base
40311		Number base board & gold beads	Operations in different bases
40312		Number base board, gold beads, bead bars	Conversion of notation from one base to another using bead material
40313		Number base board, gold beads, bead bars	Conversion from notation of any base to base 10 using expanded power notation
40314		Paper/pencil	Algorithm for conversion of notation from one base to another
40315			
	Ratio and proportion		
40318	Ratio	Objects from environment, paper/ pencil	Concept, language, and notation for ratio
40319		Paper/pencil	Ratio can be expressed as a fraction
40320		Pegboard & pegs, paper/pencil	Ratios are equal if they are equivalent fractions
40321		Paper/pencil, objects from environment	Problem-solving using ratio
	Proportion		
40323		Metal inset material, powers of two	Concept, language, and notation for proportion
40324		Paper/pencil, objects from environment	Solving equations with proportion
40325		Paper/pencil	Cross multiplication
40326	Word problems	Paper/pencil, objects from environment	Word problems with ratio and proportion
	Introduction to algebra		
40329		Bead bars, number & operations tickets	Concept of an equation and balancing an equation using the laws of equivalence
40330		Bead bars, number & operations tickets	Order of operations
40331		Bead bars, number & operations tickets	Solving an equation for one unknown using the laws of inverse operations
40332		Bead bars, number & operations tickets	Solving for one unknown using more than one operation
40333		Paper/pencil	Solving equations having fractional coefficients
40334		Paper/pencil	Translating verbal problems into equations
40335		Paper/pencil	Solving for two unknowns when there is a pair of equations
40336		Paper/pencil	Solving for two unknowns
40337		Paper/pencil, prepared word problems	Algebraic word problems
40338			
	Graphing		
40340		Graph examples, paper/pencils	Introduce graphing (interpreting & constructing graphs)
40341		Graph paper/pencils	Types of graphs
40342			
	Statistics & probability		
40344		Graph paper/pencil	Introduce statistics
40345		Graph paper/pencil	Statistic concepts: range, median, mode, mean
40346		Bead bars, objects from the environment	Probability, estimation
	Word problems		
	Solving for distance, time, and speed		
40349		Group of children	Preliminary: run a race
40350		Gold beads & word problem labels	Solving for distance

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Activity ID	Content Strand	Material	Presentations/Activities
40351		Gold beads & word problem labels	Solving for time
40352		Gold beads & word problem labels	Solving for speed
	Solving for principal, time, interest, and rate		
40354			Preliminary: discuss banking
40355		Gold beads & word problem labels	Solving for interest
40356		Gold beads & word problem labels	Solving for rate
40357		Gold beads & word problem labels	Solving for principal
40358		Gold beads & word problem labels	Solving for time
40359			
	Measurement		
40361		Objects from environment, e.G. Paperclips	Concept of measurement: non-standard unit of measurement for length
40362		Measuring tools	Concept of measurement: standard unit for measurement for length
40363		Measuring tools	Introduction to the customary/english system
40365	Metric system	Decimal board & handmade cards	Introduction to the metric system
40366		Card material	Metric system abbreviations
40367			Metric system conversions: how many smaller units are in a larger unit?
40368			Metric system conversions: how many larger units are in a smaller unit?
40370	Other measurements		Volume
40371			Weight
40372			Area
40373			Temperature
	Geometry		
	The history of geometry		
40377	Stories for geometry	Rope for the story (3-4-5)	The story of how geometry got its name
40378			Thales of miletus
40379			Pythagoras of croton
40380			Plato of athens
40381			Euclid of alexandria
40382			
	Congruency, similarity, and equivalence		
40384		Red metal inset material	Concept, language, and notation for congruent geometric figures
40385		Red metal inset material	Concept, language, and notation for similar geometric figures
40386		Red metal inset material	Concept, language, and notation for equivalent geometric figures
40387		Constructive triangles	Further investigation of congruent, similar, and equivalent figures using constructive triangles
40388			
	Geometry nomenclature		
40390		Geometry nomenclature material	Introduction to the material
40391		Geometry nomenclature material	Activity one
40392		Geometry nomenclature material	Activity two
40393		Geometry nomenclature material	Activity three
40394		Geometry nomenclature material	Activity four
40395			
	Lines		
40397		String	Types of lines
40398		String/scissors/marker	Parts of a straight line
40399		Box of geometry sticks	Positions of a straight line
40400		Box of geometry sticks	Positions of two straight lines
40401			
	Angles		
40403		Box of geometry sticks, right angle tool	Types of angles
40404		Box of geometry sticks	Parts of an angle
40405		Box of geometry sticks	Pairs of angles
40406		Box of geometry sticks	Angles formed by two lines cut by a transversal

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Activity ID	Content Strand	Material	Presentations/Activities
40407			Story of the babylonians
40408		Montessori protractor	Measurement of an angle in degrees using the montessori protractor
40409		Standard protractor	Measurement of an angle in degrees using the standard protractor
40410			
	Polygons		
40412		Box of geometry sticks	Types of polygons, named by the number of sides
40413		Box of geometry sticks	Parts of a polygon
40414		Box of geometry sticks	Diagonals of a polygon related to the sum of interior angles of a polygon
40415		Box of geometry sticks	Regular and irregular polygons
40416		Box of geometry sticks	Parts of a regular polygon
40418	Triangles	Box of geometry sticks	Parts of a triangle
40419		Box of geometry sticks	Types of triangles according to sides
40420		Box of geometry sticks, right angle tool	Types of triangles according to angles
40421		Pythagorean plate	The story of pythagoras
40422		Box of geometry sticks	Types of triangles according to sides and angles
40424	Quadrilaterals	Box of geometry sticks	Types of quadrilaterals
40425		Box of geometry sticks	Parts of a quadrilateral
40426		Box of geometry sticks	Family tree of quadrilaterals
	Circles		
40429		Lg. Paper/box of sticks/pencils/ string	Parts of a circle
40430		Insets of polygons/circle, ruler, paper/pencil	Circumference
40431		Box of sticks w/curved lines or circle	Positions of a circle and a straight line
40432		Box of sticks w/curved lines or circle	Position of two circumferences
	Equivalence with iron material		
40435		Red metal equivalence insets	Triangle equivalent to rectangle
40436		Red metal equivalence insets	Rhombus equivalent to rectangle
40437		Red metal equivalence insets	Trapezoid equivalent to rectangle
40438		Red metal equivalence insets	Decagon equivalent to rectangles i and ii
40439		Red metal equivalence insets	Equivalence of regular polygon to rectangle (example: pentagon)
	Area		
40442	Introduction to area	Yellow area material (w/grid lines)	Concept of measuring a surface with unit squares
40443		Yellow area material, rectangle	Concept of transforming a surface into a rectangle in order to measure area
40444		Yellow area material	Identifying base and height of rectangle, parallelogram, and triangles
	Deriving area formulas using yellow area material		
40446		Yellow area material, paper/pencil	Deriving the formula for the area of a rectangle
40447		Yellow area material, paper/pencil	Deriving the formula for the area of a parallelogram
40448		Yellow area material, paper/pencil	Deriving the formula for the area of a triangle
	Deriving area formulas using iron material		
40450		Red metal equivalence insets/iron material	Area of triangle
40451		Red metal equivalence insets/iron material	Area of rhombus
40452		Red metal equivalence insets/iron material	Area of trapezoid
40453		Red metal equivalence insets/iron material	Area of decagon: rectangle i
40454		Red metal equivalence insets/iron material	Area of decagon: rectangle ii
40455		Red metal equivalence insets/iron material	Area of regular polygon (example: pentagon)

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Activity ID	Content Strand	Material	Presentations/Activities
	Deriving area formulas using paper material		
40458		Prepared divided circles and rectangles	Area of circle
	Pythagorean theorem		
40461	Equivalence with iron material	Pythagorean plate i	Pythagorean theorem: plate i
40462		Pythagorean plate ii	Pythagorean theorem: plate ii
40463		Euclid's plate	Pythagorean theorem: plate iii (euclid's plate)
	Volume		
40466		2Cm and 1cm white cube material	Concept of volume
40467		Rectangular prism, volume material, a 2cm cube	Volume of right prism
40468		Solid and divided prism materials	Volume of right prisms with non-rectangular bases
40469		Hollow prisms and sand	Volume of square pyramid
40470		Geometric solids and sand	Solids of rotation
40471		Geometric solid cylinder, paper/ pencil	Volume of a cylinder
40472		Geometric solid cone, paper/pencil	Volume of a cone
40473		Geometric solid sphere, paper/ pencil	Volume of a sphere
	Surface area		
40476	Lateral and total surface area:	Geometric solids, paper/pencil	Rectangular prism
40477			
	Geometric design and construction		
40479	Geometric design	Metal insets	Metal inset techniques
40480		Metal insets and paper/pencils	Designing using the metal insets
40481		Ruler, paper/pencil	Techniques using a straight-edge or ruler
40482		Compass, paper/pencil	Techniques using a compass
40483		Geometry tools, paper/pencil	Designing geometric figures/ designing with a straight-edge and compass
40485	Geometric constructions	Straws/string, geometric solids, paper/pencil	Geometric constructions

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CC: Counting and Cardinality	Know number names and the count sequence.	Kindergarten				
	Count to tell the number of objects.	Kindergarten				
	Compare numbers.	Kindergarten				
OA: Operations and Algebraic Thinking	Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Kindergarten				
	Represent and solve problems involving addition and subtraction	1.OA.A.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.	40041/40065 Golden Beads /Static Addition and Subtraction 40042/40066 Golden Beads & Decimal Cards/Static Addition and Subtraction 40043/40067 Large Bead Frame/Static Addition and Subtraction 40044/40068 Stamp Game/Static Addition and Subtraction 40045/40069 Stamp Game w/square paper/writing using symbolic representation 40051 Stamp Game with Squared Paper	Golden Bead Material Large Bead Frame Stamp Game	C	Attention should be given to some problems with missing addends. (8+?= 10) Some problems that show missing minuends and subtrahends. (10 - what number = 6)
		1.OA.A.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.	40054/40078 Word Problems Golden Beads Addition and Subtraction 40055/40079 Bead Bar Addition and Subtraction 40051 Stamp Game with Squared Paper	Stamp Game Golden Bead Material Bead Bars Symbols for operations, and solving for the unknown in an equation	C	Lessons should include a variety of ways to solve for the unknown and balance equations
		2.OA.A.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.	40054/40078 Golden Beads/Addition and Subtraction Word Problems 40055/40079 Bead Bars/Addition and Subtraction Word Problems	Golden Bead Material Bead Bars	C	Lessons should include a variety of ways to solve for the unknown and balance equations. Word problems should include the language "adding to, taking from, putting together, taking apart, and compare"
	Understand and apply properties of operations and the relationship between addition and subtraction.	1.OA.B.3. Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)	40056 Bead Bar/Commutative Property of Addition 40061 Snake Game (Associative Property)	Bead Bars	C	Acknowledge the Commutative and Associative Properties apparent in these lessons. Add vocabulary of "Unknown Quantity". IMPORTANT: AMI math curriculum includes math problems beyond 20 and introduces both Static and Dynamic Addition and Subtraction. These concepts are presented early and supported by materials which include quantity and symbol. (40046 ,40047, 40048, 40049 for addition and 40070 ,40071, 40072, 40073 for subtraction)
		1.OA.B.4. Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	40083 Snake Game Subtraction	Subtraction Snake Game	C	
	Add and subtract within 20.	1.OA.C.5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	40091 Bead Chains 40034/40044 Review of Skip Counting 40036 Large Bead Frame	Short and Long Bead Chains	C	The intention of this standard is to help a child understand how to 'count up' from the known quantity: if you add 5 and three, you begin with 5 and count up: "6, 7, 8."
		1.OA.C.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).	40061/40083 Snake Game 40059 Addition Strip Board 40060 Addition Finger Charts 40081 Subtraction Strip Board 40082 Subtraction Finger Charts	Bead Bars Addition Strip Board and Finger Charts Subtraction Strip Board and Finger Charts	C	These materials continue to support the concepts of missing number and unknown quantity found in algebra. Previous knowledge of decomposition of numbers with golden beads is needed. The purpose of this standard is for children to be able to create equivalent sums and for this they need to know that different added can create a sum to build tens for mental addition and subtraction
		2.OA.B.2. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	40059 Addition Strip Board 40060 Addition Finger Charts 40061 Addition Snake Game 40081 Subtraction Strip Board 40082 Subtraction Finger Charts 40083 Subtraction Snake Game 40027 Golden Beads 40047/40071 Large Bead Frame	Addition Strip Board and Finger Charts Subtraction Strip Board and Finger Charts Bead Bars Golden Beads Large and Small Bead Frame Boxes of tickets with equations and answers for all four operations	C	Flash cards can help here as well
	Work with addition and subtraction equations	1.OA.D.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.	Introduction to Algebra 40329 Concept of Equation and Balancing 40330 Order of Operations 40331 Solving Equation/Inverse Operations 40332 Solving Equation/More than One Operation	Bead Bars and Operations Tickets	C	For first grade, the concept of balance can be easily shown as a child weighs objects on a balance scale, apply language, number and symbols to the relationships seen
		1.OA.D.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 = .	40061/40083 Snake Game 40059 Addition Strip Board 40060 Addition Finger Charts 40081 Subtraction Strip Board 40082 Subtraction Finger Charts 40094 Concept Commutative Law	Bead Bars and Cards Snake Game Addition and Subtraction Strip Boards Addition and Subtraction Finger Charts Number Cards and Symbols	C	Emphasize the missing addend or subtrahend in a variety of ways

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OA: Operations and Algebraic Thinking	Work with equal groups of objects to gain foundations for multiplication.	2.OA.C.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.	40087 Golden Beads/Intro. To Multiplication 40088 Concept of Simple Multiplication 40091 Skip Counting	Cards and counters	C	The concept of odd and even would have been practiced in the primary, but this material could be borrowed for a review in elementary
		2.OA.C.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.	40107 Introduction of Checkerboard 40108 Multiplication by a One-Digit Multiplier 40109 Multiplication by a Multi-Digit Multiplier (Using Bead Bars, No Facts)	Bead bars/number tickets Checkerboard	C	Graph the multiplication equation on graph paper to visually see the array
	Represent and solve problems involving multiplication and division.	3.OA.A.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.	40089 Decanomial w/bead bars	Bead bar box (decanomial)	C	Emphasis on additional language as extension. Array Graph the array on graph paper so that the child can visually see the array
		3.OA.A.2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 ÷ 8.	40051 Stamp Game with Squared Paper 40134 Racks and Tubes/Division by a One-Digit Divisor	Stamp game Racks and tubes	C	Reminder to use CCSS language as it applies to work in division (divisor, dividend, quotient)
		3.OA.A.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.	40131 Multiplication Word Problems 40143 Division Word Problems 40442 ff. Area Work		C	Practicing with instruments of measurement (metric and standard), graphing, gaining the concept and practice measuring perimeter, area, and practice with hand made and oral word problems would all help with this standard
		3.OA.A.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 = ?.		Finger charts Decanomial	C	Emphasize various ways to consider the unknown quantity being asked using finger charts: Multiplication 8x6=(what number), 8x(what number)=48, (what number)x6=48. Division 48 : 6=(what number), 48 : 8=(what number), (what number) divided by 8=6, and (what number) divided by 6=8.
	Understand properties of multiplication and the relationship between multiplication and division	3.OA.B.5. Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)	40056 Commutative Law of Addition 40057 Associative Property of Addition 40094 Commutative Law of Multiplication 40096-40104 Distributive Law of Multiplication and Associative Laws	Materials for commutative, distributive and associative properties	C	All three laws are inherent in this objective.
		3.OA.B.6. Understand division as an unknown-factor problem. For example, find 32 ÷ 8 by finding the number that makes 32 when multiplied by 8.			C	Practice inverse number operations
	Multiply and divide within 100	3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 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.	40110 Checkerboard and Bead bars (Multi-Digit Multiplier, some facts.) 40111 Checkerboard (Multi-Digit Multiplier, recording/ final product) 40112-400113 Checkerboard	Materials for checkerboard	C	AMI curriculum creates problems in categories of units, tens, hundreds, thousands,to millions. Problems are not confined within 100. Emphasize and practice the concept of fact families, and written and oral story problems to show the relationship of multiplication and division.
	Solve problems involving the four operations, and identify and explain patterns in arithmetic.	3.OA.D.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 (Order of Operations).	40330 Order of Operations 40331 Solving an Equation for One Unknown Using the Laws of Inverse Operations 40337 Algebraic Word Problems 40056 Commutative Law of Addition	Bead bars Box of operation symbols and number cards Algebra materials	P	Concepts covered in Montessori Math Curriculum can support additional problems. For example: Rounding off using Golden Beads. Stressing concept of estimating while using large bead frame, checkerboard, racks and tubes, stamp game for problems in all four operations. Practice with oral and written word problems. Translate verbal problems into equations.
		3.OA.D.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.		Golden beads	C	
	Use the four operations with whole numbers to solve problems.	4.OA.A.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.	Previously presented Montessori materials are applicable to these concepts.		C	Create oral and written word problems as extensions to the concepts learned with Montessori materials.
		4.OA.A.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.	Previously presented Montessori materials are applicable to these concepts.		P	AMI Guide responsible to create extensions to previously presented Montessori materials
		4.OA.A.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.	Previously presented Montessori materials are applicable to these concepts.		P	Help the child to look at various ways to see the operation/missing number/remainder etc. For example: when using racks and tubes, help the child analyze the relationship of the physical remainder left in the bowl(s) with the equation written with the remainder.

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OA: Operations and Algebraic Thinking	Gain familiarity with factors and multiples.	4.OA.B.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.	40146 Multiples using Short Bead Chains 40147 Investigating Multiples Bead Bars 40148 Further Investigation of Multiples Using Multiples of Numbers Paper 40149 Multiples Tables A & B 40150 Concept Common Multiple 40151 Investigating Common Multiple 40152 Table C 40153 Least Common Multiple/LCM 40155 Pegs and Pegboard/Factors	Bead bars/100 paper/tables a,b and c peg board	C	Generally: We must use mathematical language from the beginning so that the children understand and are comfortable using it themselves - it is an integral part of any math presentation. AMI guides are aware of and can use the language inherent in the Montessori Math Curriculum and introduce it naturally, so when children encounter it in the CCSS, it is very familiar to them.
	Generate and analyze patterns.	4.OA.C.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.	40148 Further Investigation of Multiples Using Multiples of Numbers Paper 40152 Multiples - Table C 40155 Pegs and Pegboard/Factors 40156 Pegs and Pegboard/Common Factor 40157 Table C 40158 Pegs and Pegboard/Prime Factor 40159 Pegs and Pegboard/Paper LCM 40160 Pegs and Pegboard/ Greatest Common Factor (GCF) or Highest Common Factor (HCF)	Multiples - table C Pegs/pegboard	C	Oral and written word problems.
	Write and interpret numerical expressions.	5.OA.A.1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.	40235 Transform Square of 10 Binomial 40236 Transform Square of 10 Trinomial, Quadranomial, Polynomial. 40237 Binomial Squares Larger Sq. from Smaller Sq. 40238 Binomial Squaring a Sum 40239 Squaring a Binomial Golden Beads 40240 Pegboard/Binomial Hierarchical Pegs 40241 Deriving Formula/Guide Square 40242 Squaring a Binomial, Algebraic 40243 Squaring a Trinomial, Algebraic	Golden beads/ bead bars/ pegboard and hierarchical pegs/guide squares Box of numbers and symbols	C	Emphasize the symbols used in Algebraic expressions: parentheses, brackets, equal signs, exponents, etc.. Stress also the idea of Order of Operations. Become increasingly aware of the Distributive, Commutative, Associative properties that are part of the squaring of binomials, trinomials, quadranomials and polynomials. Extend understanding into the further exploration of Order of Operations found in derived formulas.
		5.OA.A.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 x (8 + 7). Recognize that 3 x (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	40056 Bead Bar Material and Pencil and Paper 40337 Algebraic Word Problems	Bead bars Box of numbers and symbols	C	Oral and written word problems.
	Analyze patterns and relationships	5.OA.B.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.			P	Bringing awareness of this simple concept may be comparatively easy as children already extend lessons on graph paper - for example: children are already familiar with using graph paper when graphing a Checkerboard problem, or when they find the square root of a number and represent that on graph paper. Using the graph paper as a number line would be easy.
NBT: Number and Operations in Base 10	Work with numbers 11–19 to gain foundations for place value.	Kindergarten			C	
	Extend the counting sequence.	Kindergarten			C	
		1.NBT.A.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.	40030 Introduce/Review counting 1 - 100 40031Decimal System (Numbers to 1000's Using Base Board in Base 10)	Teen boards, bead bars Golden beads, base board	C	
	Understand place value.	1.NBT.B.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. 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).	40008 Introduce Decimal/Whole Number Categories 40009 Association of Symbol & Quantity 1, 10, 100, 1000's 40010 Understanding zero 40011Forming numbers using concrete quantities of beads 40012 Forming numbers w/decimal cards, hiding zeroes	Teen boards, bead bar Golden beads & decimal cards & trays	C	
		1.NBT.B.3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	##	Red metal inset material Golden bead material Decimal cards	C	
		2.NBT.A.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).	40012 Forming numbers w/decimal cards, hiding zeroes 40013Creating Quantities w/Symbols up to 9,999	Golden beads Decimal cards Trays	C	
		2.NBT.A.2. Count within 1000; skip-count by 5s, 10s, and 100s.	40032 Counting to 1000 40033 Counting to 1000 40034 Linear & Skip Counting 40035 Linear and Skip Counting	Small bead frame Hundred & thousand chain & labels Short/square bead chains & labels Long/cube bead chains & labels	C	
		2.NBT.A.3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	40019 Expanded Notation/Decomposing numbers 40020 Expanded Notation/Decomposing numbers	Golden Beads, Decimal Cards LBF Paper	C	

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NBT: Number and Operations in Base 10	Understand place value.	2.NBT.A.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.	40384 Concept, Language, and Notation for Congruent Geometric Figures 40385 Concept, Language, and Notation for Similar Geometric Figures 40386 Concept, Language, and Notation for Equivalent Geometric Figures 40009 Association of Symbol & Quantity 1, 10, 100, 1000	Red metal inset material Golden bead material Decimal cards	C	
	Use place value understanding and properties of operations to add and subtract	1.NBT.C.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.	40043 Static Addition (no carrying) 40044 Static addition (no carrying) 40045 Static Addition with recording 40046 Dynamic Addition (w/carrying) 40065 Concept of Static Subtraction with whole numbers 40066 Static Subtraction (no borrowing)	Large bead frame Stamp game	C	
		1.NBT.C.5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	40147 Further Investigation of Multiples Using Bead Bars (One-and Two-Digit Numbers 40149 Calculation of Multiples Using Table A and Table B Linear & Skip Counting) 40035 Linear and Skip counting	Bead bars Tables A & B Pencil	C	
		1.NBT.C.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.	40047 Dynamic Addition (w/carrying) 40071 Dynamic Subtraction (w/borrowing) 40049 Dynamic Addition (w/carrying) 40073 Dynamic Subtraction (w/borrowing)	Golden beads & decimal cards Large bead frame Stamp game	C	
		2.NBT.B.5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	40047 Dynamic Addition(w/carrying) 40071 Dynamic Subtraction (w/borrowing)	Large bead frame	C	
		2.NBT.B.6. Add up to four two-digit numbers using strategies based on place value and properties of operations.	40047 Dynamic Addition (w/carrying) 40053Introduce/Consolidate Algorithm	Large bead frame Stamp game w/paper Pencil	C	
		2.NBT.B.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.	40047 Dynamic Addition (w/carrying) 40071 Dynamic Subtraction (w/borrowing) 40053 Introduce/Consolidate Algorithm	Large bead frame Stamp game w/paper Pencil	C	
		2.NBT.B.8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.	40047 Dynamic Addition(w/carrying) 40071 Dynamic Subtraction (w/borrowing)	Large bead frame	C	
		2.NBT.B.9. Explain why addition and subtraction strategies work, using place value and the properties of operations.	40056 Commutative Law of Addition 40057 Associative Property of Addition 40079 Subtraction Word Problems	Bead bar material Pencil/paper	C	
		3.NBT.A.1. Use place value understanding to round whole numbers to the nearest 10 or 100.	40020 Expanded Notation/Decomposing numbers	Small bead frame Large bead frame Sbf & lbf paper	C	
		3.NBT.A.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.	40047 Dynamic Addition (w/carrying) 40071 Dynamic Subtraction (w/borrowing) 40053 Introduce/Consolidate Algorithm	Stamp game w/paper Large bead frame Pencil	C	
		3.NBT.A.3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.	40088 concept of simple multiplication (facts) 40089 Build the Decanomial w/Bead Bars	Bead bars	C	
	Use place value understanding and properties of operations to perform multi-digit arithmetic.	4.NBT.B.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.	40053 Introduce/Consolidate Algorithm	Large bead frame Stamp game with paper	C	
		4.NBT.B.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.	40115 Multiplication by a One-Digit Multiplier	Large bead frame W/paper Pencil	C	
		4.NBT.B.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	40127 Geometric Form Multiplication 40442 Concept of Measuring a Surface with Unit Squares	Graph paper Colored pencils Ruler Yellow area material (w/grid lines)	C	

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NBT: Number and Operations in Base 10	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.A.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.	40127 Geometric Form of Multiplication	Graph paper Colored pencils Ruler	C	
		4.NBT.A.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.	40020 Expanded Notation/Decomposing numbers 40384 Concept, Language, and Notation for Congruent Geometric Figures 40385 Concept, Language, and Notation for Similar Geometric Figures 40386 Concept, Language, and Notation for Equivalent Geometric Figures 40009 Association of Symbol & Quantity 1, 10, 100, 1000	Sbf/lbf Sbf/lbf paper Pencil Red metal inset material	C	
		4.NBT.A.3. Use place value understanding to round multi-digit whole numbers to any place.	40020 Expanded Notation/Decomposing numbers	Sbf/lbf Sbf/lbf paper Pencil	C	
	Understand the place value system.	5.NBT.A.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.	40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199 Decimals: Formation and Reading 40127 Geometric Form of Multiplication	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads Graph paper Colored pencils Ruler	C	
		5.NBT.A.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.	40111 Multiplication by a Multi-Digit Multiplier (Using All Facts, Recording Problem and Final Product) 40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199Decimals: Formation and Reading	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads Checkerboard Bead bars Paper Pencil	C	
		5.NBT.A.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 x 100 + 4 x 10 + 7 x 1 + 3 x (1/10) + 9 x (1/100) + 2 x (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.	40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199 Decimals: Formation and Reading	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads	C	
		5.NBT.A.4. Use place value understanding to round decimals to any place.	40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199 Decimals: Formation and Reading	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads	C	
	Perform operations with multi-digit whole numbers and with decimals to hundredths.	5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm.	40129 Consolidate Multiplication Fact memorization 40130 Traditional Multiplication Algorithm	Paper/pencil	C	
		5.NBT.B.6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	40135 Division by a Multi-Digit Divisor 40136 Recording Intermediate Remainders, Quotient, Final Remainder 40137 Recording What has been used, Intermediate Remainders, Quotient, Final Remainder 40112 Multiplication by a Multi-Digit Multiplier (Using Facts, Recording Problem, Partial Products, and Final Product) 40127 Geometric Form of Multiplication	Racks & tubes materials Paper/pencil Checkerboard Bead bars No. Tickets, paper Graph paper Colored pencils Ruler	C	
		5.NBT.B.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.	40201 Addition and Subtraction using the Decimal Board 40203 Multiplication by a Unit Multiplier 40206 Multiplication by a Fraction Using the Decimal Checkerboard 40207 Category Multiplication in the Decimal System (Whole and Decimal Numbers, Using Felt Squares) 40208 Multiplication of a Fraction by a Fraction Using the Decimal Board 40211 Division by a Mixed Number or by a Decimal Number 40212 Algorithm for Division of Decimals	Decimal board (yellow board) & cubes/beads Felt squares for decimal checkerboard Decimal checkerboard Beads Numbers Paper Pencil	C	
MD: Measurement and Data	Describe and compare measurable attributes.	Kindergarten				
	Classify objects and count the number of objects in each category.	Kindergarten				
		Kindergarten				
	Measure lengths indirectly and by iterating length units.	1.MD.A.1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.	40361 Concept of Measurement: non-standard unit of measurement for length 40442 Concept of measuring a surface with unit squares	Objects from environment Yellow area material	C	
		1.MD.A.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.	40361 Concept of Measurement: non-standard unit of measurement for length 40442 Concept of measuring a surface with unit squares	Objects from environment Yellow area material	C	

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MD: Measurement and Data	Tell and write time.	1.MD.B.3. Tell and write time in hours and half-hours using analog and digital clocks.	In Geography album: Time Measurement – My Day		C	
	Represent and interpret data.	1.MD.C.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.	40340 Introduce Graphing (interpreting & constructing)	Graph examples Paper Pencils	C	
		2.MD.D.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.	40361 Concept of Measurement: non-standard unit of measurement for length 40442 Concept of measuring a surface with unit squares 40340 Introduce Graphing (interpreting & constructing)	Objects from environment Yellow area material Graph examples Paper Pencils	C	
		2.MD.D.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 problems4 using information presented in a bar graph.	40340 Introduce Graphing (interpreting & constructing)	Graph examples Paper Pencils	C	
		3.MD.B.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.	40340 Introduce Graphing (interpreting & constructing)	Graph examples Paper Pencils	C	
		3.MD.B.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.	40362 Concept of Measurement Standard Unit for Measure	Measuring tools	C	
		4.MD.B.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.	40173 Fractions: Quantity and Language 40174 Fractions: Symbol and Notation, further language 40175 Fractions: Other Representations	Red metal insets Fraction insets and labels	C	
		5.MD.B.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.	40173 Fractions: Quantity and Language 40174 Fractions: Symbol and Notation, further language 40175 Fractions: Other Representations 40374 Liquid measurements: Standard and Metric	Red metal insets Fraction insets and labels	C	
	Measure and estimate lengths in standard units.	2.MD.A.1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	40362 Concept of Measurement: Standard Unit for Measure	Measuring tools	C	
		2.MD.A.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.	40362 Concept of Measurement: Standard Unit for Measure 40361 Concept of Measurement: Non-Standard Unit of Measure	Measuring tools Objects in the environment	C	
		2.MD.A.3. Estimate lengths using units of inches, feet, centimeters, and meters.	40362 Concept of Measurement: Standard Unit for Measure 40361 Concept of Measurement: Non-Standard Unit of Measure		C	Using measuring tools, the children can play a game of "Guess And Measure", estimating a link and then measuring to see how close they got.
		2.MD.A.4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	40362 Concept of Measurement: Standard Unit for Measure 40361 Concept of Measurement: Non-Standard Unit of Measure	Objects in the environment	C	
	Relate addition and subtraction to length.	2.MD.B.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.	40054/40055 Addition Word Problems, problem solving	Golden beads Bead bars Word problems involving length	C	
		2.MD.B.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.	40291 Introduction to Signed Numbers	Elementary/negative snake game	P	Information in the lesson Introduction to Signed Numbers can be adapted to present only the positive whole numbers.
	Work with time and money.	2.MD.C.7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.		In geography album: time measurement – my day	C	
		2.MD.C.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?	40054/40055 Addition Word Problems, problem solving	Golden beads Bead bars Word problems involving money	C	

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MD: Measurement and Data	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	3.MD.A.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.	40054/40055 Addition Word Problems, problem solving	Golden beads Bead bars Word problems involving time	C	
		3.MD.A.2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	40370 Volume 40371 Weight 40372 Area 40374 Liquid measurements: Standard and Metric	Objects in the environment Pan balance Measuring cups, beakers, graduated cylinders, etc.	C	
	Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	3.MD.C.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.	40442 Measuring Surface w/Unit Sqs 40443 Transforming Surface to Rectangle to Measure Area	Yellow area material (w/grid lines) Yellow area material, rectangle	C	
		3.MD.C.6. Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).	40442 Measuring Surface w/Unit Sqs	Yellow area material (w/grid lines)	C	
		3.MD.C.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 lengths a and b + c is the sum of a x b and a x 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.	40444 Identifying bxh 40446 Formula for Area of Rectangle 40447-40448 Formula for Parallelogram and Triangle 40450-40455 Area of Triangle, Rhombus, Trapezoid, Decagon and Regular Polygons like Pentagons	Yellow area material Yellow area material, paper/pencil Yellow area material, paper/pencil Red metal equivalence insets/iron material	C	Mapped AMI activities also cover deriving formulas for the area of parallelograms and triangles, and explores areas of rhombus, trapezoid, decagons and regular polygons like pentagons. Word problems extend this work and provide real-world experience.
	Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	3.MD.D.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.	40416 Parts of a Regular Polygon 40442 Measuring Surface w/Unit Sqs 40443 Transforming Surface to Rec	Box of geometry sticks Yellow area material (w/grid lines) Yellow area material, rectangle	P	Mapped AMI activities introduce concept of perimeter but do not specifically address problem-solving with perimeter.
	Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	4.MD.A.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), ...	40361 Non-standard Unit for Length 40362 Standard Unit for Length 40363 Intro to Customary English Syst 40365 Intro to Metric System 40366-40368 Metric Syst Conversions	Objects from the environment Measuring tools Measuring tools Decimal board & handmade cards Card material	P	Creation of conversion table not directly noted in lessons here.
		4.MD.A.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.	40349 Preliminary Run a Race 40350-40352 Solving Dist, Time, Speed 40340-40341 Intro to/Types of Graphs 40354-40358 Solving for Interest, Rate, Principle, Time 40370-40373 Volume, Weight, Area, Temperature	Group of children Gold beads & word problem labels Graph examples, paper/pencils Golden beads & word problem labels	C	
		4.MD.A.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.	40334 Trans Verbal Probs to Equations 40337 Algebraic Word Problems 40331-40332 Solving for One Unknown	Paper/pencil Paper/pencil Bead bars, number/operations tickets	C	
	Geometric measurement: understand concepts of angle and measure angles.	4.MD.C.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.	40403 Types of Angles 40404 Parts of an Angle	Box of geometry sticks, right angle tool Box of geometry sticks	C	
		4.MD.C.6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	40408 Measurement of Angle Degrees 40409 Measurement of Angle Degrees	Montessori protractor Standard protractor	C	
		4.MD.C.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.	40408 Measurement of Angle Degrees 40409 Measurement of Angle Degrees 40405 Pairs of Angles 40406 Angles Cut by a Transversal	Montessori protractor Standard protractor Box of geometry sticks Box of geometry sticks	C	Mapped AMI activities go beyond standard to cover various types of angles created by transversals.

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MD: Measurement and Data	Convert like measurement units within a given measurement system.	5.MD.A.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.	40367 Conversions Small to Large Unit 40368 Conversions Large to Small Unit		C	
	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5.MD.C.3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	40466 Concept of Volume	2Cm and 1cm white cube material	C	
		5.MD.C.4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft., and improvised units.	40466 Concept of Volume	2Cm and 1cm white cube material	C	
		5.MD.C.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. a. Apply the formulas V=LxWxH and V=BxH 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. b. 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.	40467 Volume of Right Prism 40468 Right Prisms w/Non-Rec Bases	Rectangular prism, volume material, a 2cm cube Solid and divided prism material	C	Mapped AMI activities also cover Volume of Square Pyramid, Solids of Rotation, Volume of a Cylinder, Volume of a Cone and Volume of a Sphere
G: Geometry	Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Kindergarten				
	Analyze, compare, create, and compose shapes.	Kindergarten				
		1.G.A.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.	40390 Introduction to the Material 40391 Activity One 40392 Activity Two 40393 Activity Three 40394 Activity Four 40412 Types of Polygons, Named by the Number of Sides	Geometry nomenclature material Box of geometry sticks Right angle tool	C	
		1.G.A.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.	40479 Metal Inset Techniques 40480 Designing Using the Metal Insets 40481 Techniques Using a Straight-Edge or Ruler 40482 Techniques Using a Compass 40483 Designing Geometric Figures/ Designing with a Straight-Edge and Compass	Metal insets Ruler Compass Geometry tools Straws/string Geometric solids	C	
		1.G.A.3. Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	40173 Fractions Quantity and Language 40174 Fractions Symbol, Notation, Further Language 40174 Fractions Symbol, Notation, Further Language 40176 Equivalence Sensorial	Red metal fraction insets Labels	C	
	Reason with shapes and their attributes.	2.G.A.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.	40390 Introduction to the Geometry Nomenclature Material 40391 Activity One 40392 Activity Two 40393 Activity Three 40394 Activity Four 40412 Types of Polygons, Named by the Number of Sides 40415 Regular and Irregular Polygons 40424 Types of Quadrilaterals	Geometry nomenclature material Box of geometry sticks Right angle tool	C	
		2.G.A.2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them.	40442 Concept of Measuring a Surface with Unit Squares	Yellow area material	C	
		2.G.A.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.	40173 Fractions Quantity and Language 40174 Fractions Symbol, Notation, Further Language 40175 Fractions Other Representations 40176 Equivalence Sensorial	Red metal fraction insets	C	
		3.G.A.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.	40424 Types of Quadrilaterals 40425 Parts of a Quadrilateral 40426 Family Tree of Quadrilaterals	Box of geometry sticks Right angle tool	C	

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G: Geometry	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	3.G.A.2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.	40173 Fractions Quantity and Language 40174 Fractions Symbol, Notation, Further Language 40175 Fractions Other Representations 40176 Equivalence Sensorial	Red metal fraction insets Labels	C	
		4.G.A.1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	40397 Types of Lines 40398 Parts of a Straight Line 40499 Positions of a Straight Line 40400 Positions of Two Straight Lines	"String Scissors Box of geometry sticks	C	
		4.G.A.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.	40499 Positions of a Straight Line 40400 Positions of Two Straight Lines 40403 Types of Angles 40404 Parts of an Angle 40420 Types of Triangles According to Angles	Box of geometry sticks Right angle tool	C	
		4.G.A.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.	40387 Further Investigation of Congruent, Similar, and Equivalent Figures Using Constructive Triangles	Constructive triangles	P	Children who have worked with the constructive triangles will have discovered the concept themselves; the teacher will need to provide the language "line of symmetry"
	Graph points on the coordinate plane to solve real-world and mathematical problems.	5.G.A.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).	40340 Introduce Graphing (Interpreting & Constructing Graphs) 40341 Types of Graphs	Graph paper Graph examples	P	
		5.G.A.2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. Classify two-dimensional figures into categories based on their properties.	40340 Introduce Graphing (Interpreting & Constructing Graphs) 40341 Types of Graphs	Graph paper Graph examples	C	
	Classify two-dimensional figures into categories based on their properties.	5.G.B.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.	40390 Introduction to the Geometry Nomenclature Material 40426 Family Tree of Quadrilaterals	Geometry nomenclature material	C	
		5.G.B.4. Classify two-dimensional figures in a hierarchy based on properties.	40391 Introduction to the Geometry Nomenclature Material 40422 Types of Triangles According to Sides and Angles 40426 Family Tree of Quadrilaterals	Geometry nomenclature material Box of sticks	C	On Standardized Tests, the question often asks students to classify figures into a chart based on properties.
	Solve real-world and mathematical problems involving area, surface area, and volume.	6.G.A.1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	40446-48 Deriving the formula for rectangles, parallelograms and three kinds of triangles 40450-55 Formulas with metal insets of equivalent figures-triangles, rhombus, trapezoid, decagon and regular polygons	Yellow material for area, iron insets for equivalence	C	Word problems and hands-on building projects within the classroom extend these concepts and provide real-world experience.
		6.G.A.2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = b h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	40466 Concept of volume 40467 Volume of a right prism	1 & 2 Cm volume cubes, whole and divided geometric solids, hollow solids	C	Much more work is done with a variety of figures including hexagonal, triangular solids and pyramids in lessons 40468-40469.
		6.G.A.3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.			X	
		6.G.A.4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	40476 Total and Lateral Area	Geometric solids & paper	C	
NF: Number and Operations--Fractions	*"(Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.) (Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)"*					AMI starts much earlier, e.g., K, 1, 2
	Develop understanding of fractions as numbers	3.NF.A.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.	40173 Fractions: Quantity and Language 40174 Fractions: Symbol, Notation, Further Language 40175 Fractions: Other Representations	Red metal fraction insets and labels Divided squares and triangles Constructive triangles	C	

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NF: Number and Operations--Fractions	Develop understanding of fractions as numbers	3.NF.A.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.			X	Concepts of fractions on number line are not covered, although the same concepts are developed in the context of divided polygons in the Fraction Insets AMI lesson not numbered: "Fractions as Parts of a Set" (HMTI, 2013)
		3.NF.A.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 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.	40176 Equivalence: Sensorial	Red fraction insets and labels Box of fraction pieces Fraction charts 3, 4, 5, & 11	P	AMI lesson not numbered: "Nomenclature for Equivalence" (HMTI, 2013) completes equivalence table
	Extend understanding of fraction equivalence and ordering.	4.NF.A.1. Explain why a fraction a/b is equivalent to a fraction (n x a)/(n x 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.	40176 Equivalence: Sensorial	Red fraction insets and labels Divided squares and triangles Box of fraction pieces Fraction charts 3, 4, 5, & 11	P	AMI work starts earlier, e.g. 1-2; this is an outcome of "repeated effortful practice" of the students
		4.NF.A.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.	40176 Equivalence: Sensorial	Red fraction insets and labels Box of fraction pieces Fraction charts 3, 4, 5, & 11	P	
	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.	4.NF.B.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.	40178 Simple Addition (Denominators Common, Reduction) 40179 Simple Subtraction (Denominators Common, Reduction)	Fraction insets and paper tickets	C	
		4.NF.B.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 x (1/4), recording the conclusion by the equation 5/4 = 5 x (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 x (2/5) as 6 x (1/5), recognizing this product as 6/5. (In general, n x (a/b) = (n x a)/b.) c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?	40180 Simple Multiplication (by Single-Digit Whole Number, Reduction)	Fraction insets and paper tickets	C	Related lessons might be: 40319 Ratio can be Expressed as a Fraction, 40320 Ratios are Equal if They are Equivalent Fractions

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NF: Number and Operations--Fractions	Use equivalent fractions as a strategy to add and subtract fractions.	5.NF.A.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.)	40183 Addition/Subtraction: Uncommon Denominators 40188 Addition/Subtraction: Finding a Common Denominator Using Transparencies 40189 Addition/Subtraction: Finding a Common Denominator by Multiplying the Denominators 40190 Addition/Subtraction: Known Denominator, Finding the Numerators by Raising or Reducing a Fraction 40191 Addition/Subtraction: Finding the Least Common Denominator (LCD) 40193 Addition/Subtraction - Finding a Common Denominator Using Graph Paper 40194 Raising/Reducing a Fraction Arithmetically	Fraction insets and paper tickets Box of fraction pieces Transparencies prepared with fraction lines Graph paper	C	
		5.NF.A.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.	40193 Applications with Fractions		P	This is an outcome of "repeated effortful practice" of the child, however it would be helpful to have some reliable sample problems
	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	5.NF.B.3. Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?	40181 Simple Division (by Single-Digit Whole Number, Reduction)	Fraction insets and paper tickets Large skittles	C	
		5.NF.B.4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. a. Interpret the product (a/b) x q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a x q ÷ b. For example, use a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15. (In general, (a/b) x (c/d) = ac/bd.) 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.	40180 Simple Multiplication (by Single-Digit Whole Number, Reduction) 40184 Multiplication by a Fraction Less than One	Fraction insets Paper tickets Box of fraction pieces	P	"AMI lesson not numbered: ""Multiplication Using Graph Paper"" (HMTI, 2013) AMI does not directly map multiplication of fractions to area, except loosely in using graph paper to find common denominator"
		5.NF.B.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 x a)/(n x b) to the effect of multiplying a/b by 1.	40184 Multiplication by a Fraction Less than One 40180 Simple Multiplication (by Single-Digit Whole Number, Reduction)	Fraction insets paper tickets box of fraction pieces	C	This is an outcome of repeated practice of working problems. If the child does not come to this realization a separate discussion may occur guiding the child through the materials.
		5.NF.B.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.	40192 Abstraction of the Rules for Operations with Fractions 40193 Applications with Fractions		C	This is an outcome of "repeated effortful practice" of the child, however it would be helpful to have some reliable sample problems
		5.NF.B.7. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (1Students 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) x 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 x (1/5) = 4. b. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?	40185 Division by a Fraction Less than One (Measurement/Group) 40186 Division by a Fraction Less than One (Partitive / Sharing)"	Fraction insets and paper tickets Large skittles Pencil/paper	C	

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NF: Number and Operations--Fractions	Understand decimal notation for fractions, and compare decimal fractions.	4.NF.C.5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.4 For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.	40197 Decimals: Quantity and Language 40198 Decimals: Symbol 40199 Decimals: Formation and Reading 40201 Addition and Subtraction Using the Decimal Board 40202 Algorithm for Addition and Subtraction of Decimals	Decimal cubes and beads Label strip for decimal board Decimal board (yellow board) & cubes/beads	C	
		4.NF.C.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.	40214 Concept, Language, and Notation of Percentage 40215 Conversion of Fraction Insets to Percentage using the Centessimal Frame 40219 Conversion of Common to Decimal Fractions (and vice versa)	Centessimal frame Red fraction insets and centessimal frame Pencil/paper	C	
		4.NF.C.7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	40218 Rounding of Decimal Fractions	Centessimal frame Graph paper	P	AMI doesn't directly teach number line for fractions
(RP) Ratios and Proportional Relationships	Understand ratio concepts and use ratio reasoning to solve problems.	6.RP.A.1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	40318 Concept, Language, and Notation for Ratio 40319 Ratio can be expressed as a fraction	Objects from the classroom, paper and pencil	C	
		6.RP.A.2. Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠w 0, and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is 3/4 cup of flour for each cup of sugar." "We paid $75 for 15 hamburgers, which is a rate of $5 per hamburger."1	40321 Problem solving using Ratio	Objects from the classroom, paper and pencil	P	
		6.RP.A.3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed? c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	40321 Problem solving using Ratio 40320 Ratios are equal if they are equivalent fractions 40350-40352 Solving for Distance / Time / Speed	Pegboard and pegs, paper and pencil Paper/pencil, objects from the environment	P	Teacher should introduce the term "rate" when presenting these lessons
(NS) The Number System	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.	6.NS.A.1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. For example, create a story context for (2/3) ÷ (3/4) and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that (2/3) ÷ (3/4) = 8/9 because 3/4 of 8/9 is 2/3. (In general, (a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb. of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi? Compute fluently with multi-digit numbers and find common factors and multiples.	40185 Division by a fraction less than one (Measurement/ Group) 40186 Division by a fraction less than one (partitive/ sharing) 40192 Abstraction of the Rules for Operations with Fractions	Fraction insets and paper tickets Fraction insets, paper tickets, large skittles	C	Provide word problems that meet the needs for this standard
	Compute fluently with multi-digit numbers and find common factors and multiples.	6.NS.B.2. Fluently divide multi-digit numbers using the standard algorithm.	40142 Traditional Algorithm	Pencil/paper	C	
		6.NS.B.3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	40209 Algorithm For Multiplication of Decimals 40202 Algorithm for Addition and Subtraction of Decimals 40212 Algorithm for Division of Decimals	Pencil/paper	C	
		6.NS.B.4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example, express 36 + 8 as 4 (9 + 2).	40096 Distributive Law of Multiplication 40153 Concept, Language, and Notation for LCM 40160 Concept, Language, and Notation for Greatest Common Factor (GCF)	Bead bars, cards, parentheses, envelopes, bead bars. Pencil and paper Pegboard	P	Finalize the abstraction by practicing the specific examples that are featured in the standard
	Apply and extend previous understandings of numbers to the system of rational numbers.	6.NS.C.5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	40291 Introduction to Signed Numbers 40296 Word Problems Using Signed Numbers		C	

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(NS) The Number System	Apply and extend previous understandings of numbers to the system of rational numbers.	6.NS.C.6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.			X	
		6.NS.C.7. Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret –3 > –7 as a statement that –3 is located to the right of –7 on a number line oriented from left to right. b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write –3 oC > –7 oC to express the fact that –3 oC is warmer than –7 oC. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of –30 dollars, write |–30| = 30 to describe the size of the debt in dollars. d. Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than –30 dollars represents a debt greater than 30 dollars.	40291 Introduction to Signed Numbers 40296 Word Problems Using Signed Numbers		P	Absolute value portions not covered.
		6.NS.C.8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.			X	
(EE) Expressions and Equations	Apply and extend previous understandings of arithmetic to algebraic expressions.	6.EE.A.1. Write and evaluate numerical expressions involving whole-number exponents.	40231 Operations with Numbers Written as Squares and Cubes Squaring: Arithmetic Passages 40135, 40236, 40237, 40238, 40238, 40239, 40240, 40241 Cubing: Arithmetic Passages 40248, 40249, 40250, 40251, 40251, 40252, 40253 40306 Operations with Numbers Written in Exponential Notation 40307 Operations: Numbers Written in Expanded Power Notation	Bead squares and cubes, paper tickets, paper and pencil. Gold squares, rubber bands, tickets, golden beads, pegboard and pegs, guide squares, paper and pencil. Wooden cubing material/ paper and pencil.	C	
		6.EE.A.2. Write, read, and evaluate expressions in which letters stand for numbers. a. Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as 5 – y. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. For example, describe the expression 2 (8 + 7) as a product of two factors; view (8 + 7) as both a single entity and a sum of two terms. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole- number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). For example, use the formulas V = s3 and A = 6 s2 to find the volume and surface area of a cube with sides of length s = 1/2.	40243 Squaring a Binomial, Algebraic 40244 Squaring a Trinomial, Algebraic 40255 Cubing a Binomial, Algebraic 40256 Cubing a Trinomial, Algebraic 40329 Concept of an Equation and Balancing an Equation Using the Laws of Equivalence 40330 Order of Operations	Gold bead squares, rubber bands, bi cube lid, tri cube lid.	C	
		6.EE.A.3. Apply the properties of operations to generate equivalent expressions. For example, apply the distributive property to the expression 3 (2 + x) to produce the equivalent expression 6 + 3x; apply the distributive property to the expression 24x + 18y to produce the equivalent expression 6 (4x + 3y); apply properties of operations to y + y + y to produce the equivalent expression 3y.	Distributive Law of Multiplication 40096, 40097, 40098, 40099, 40100, 40101, 40102, 40103 (especially 40100 Passage to More Symbolic Representations on Paper)	Bead bars, cards, parentheses, envelopes, golden beads, decimal cards, pencil and paper.	C	
		6.EE.A.4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.	40243 Squaring a Binomial, Algebraic 40244 Squaring a Trinomial, Algebraic 40255 Cubing a Binomial, Algebraic 40256 Cubing a Trinomial, Algebraic 40329 Concept of an Equation and Balancing an Equation Using the Laws of Equivalence 40330 Order of Operations Introduction to Algebra 40329, 40330, 40331, 40332	Gold bead squares, rubber bands, bi cube lid, tri cube lid. Paper and pencil Bead bars	C	May need to fill in with some lessons on writing equivalent expressions.

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(EE) Expressions and Equations	Reason about and solve one-variable equations and inequalities.	6.EE.B.5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Introduction to Algebra 40329, 40330, 40331, 40332	Paper, pencil, and ruler.	C	Introduce use of a number line and bar figures. Idea of a pan balance in relation to balancing an equation. Venn Diagrams. Equation vs. inequality.
		6.EE.B.6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Introduction to Algebra 40329, 40330, 40331, 40332 40337 Algebraic Word Problems	Paper, pencil, and ruler. Prepared word problems.	C	Need to introduce the use of tables. Previous knowledge of addition, subtraction, multiplication, and division.
		6.EE.B.7. Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	40337 Algebraic Word Problems	Pencil and paper, and prepared problems.	C	Bar models. Word problems would need to be specific for these situations.
		6.EE.B.8. Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	40337 Algebraic Word Problems	Pencil and paper, and prepared problems.	P	Word problems would need to be written specifically for these.
	Represent and analyze quantitative relationships between dependent and independent variables.	6.EE.C.9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation d = 65t to represent the relationship between distance and time.	40340 Introduce Graphing 40341 Types of Graphs Word Problems Solving for Distance, Time, and Speed 40349, 40350, 40351, 40352	Graph examples, paper and pencil, ruler. Golden beads and word problem labels.	P	Word problems would need to be written specifically for these.
(SP) Statistics and Probability	Develop understanding of statistical variability.	6.SP.A.1. Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.			X	
		6.SP.A.2. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.			X	
		6.SP.A.3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.			X	
	Summarize and describe distributions.	6.SP.B.4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	40341 Types of Graphs		P	
		6.SP.B.5. Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.			P	Parts (A) and (B) are practiced during science experiments and field work. Parts (see) and (D) are not covered.

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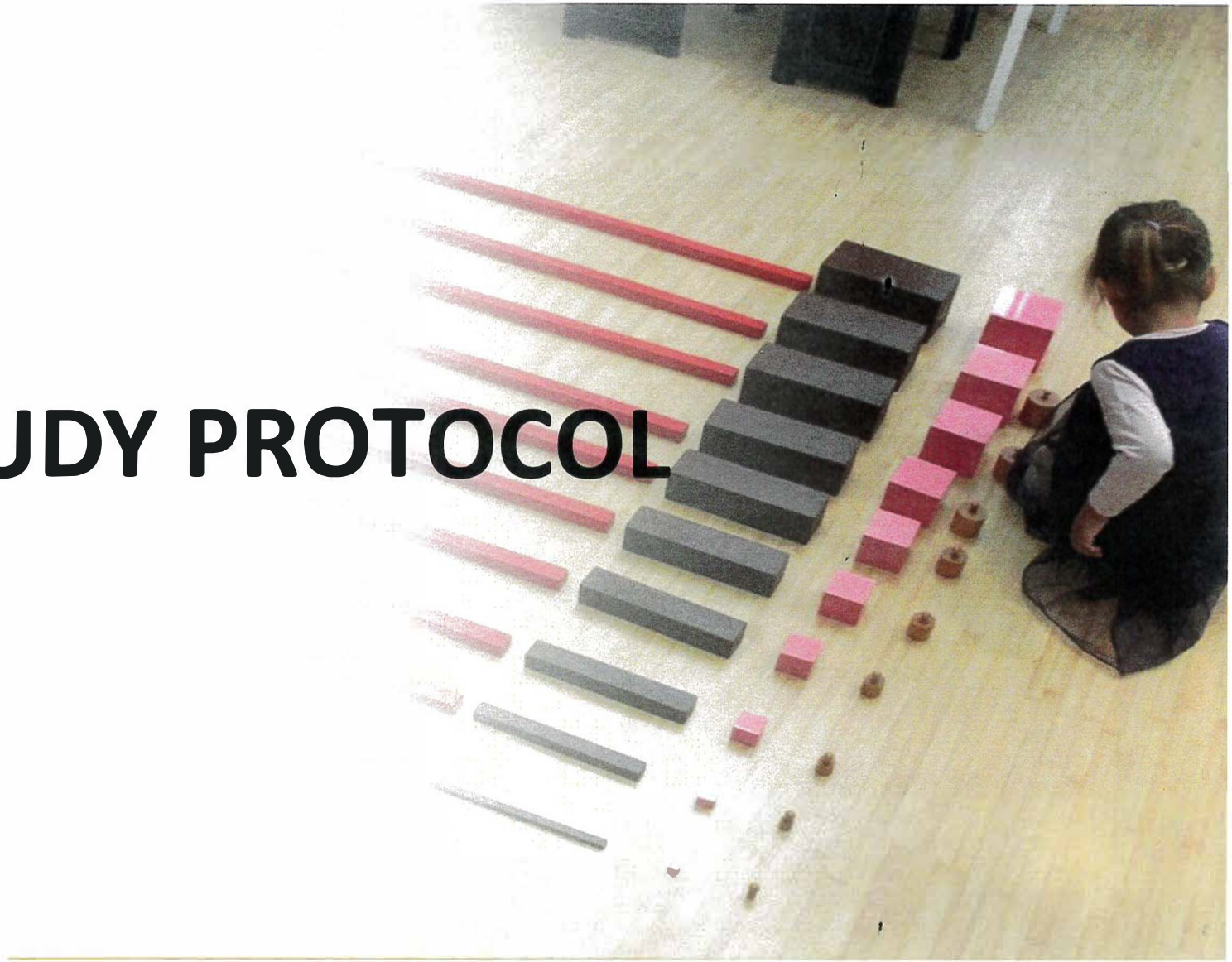

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CHILD STUDY PROTOCOL

Planning Montessori interventions to meet needs, remove obstacles, and build skills

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PUBLIC SECTOR

THE ABSORBENT MIND

And so we discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being. It is not acquired by listening to words, but in virtue of experiences in which the child acts on his environment. The teacher's task is not to talk, but to prepare and arrange a series of motives for cultural activity in a special environment made for the child.

– Maria Montessori

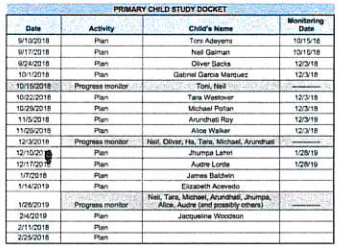
CHILD STUDY PROCESS: TIER I STEPS

(Prework)

Family Meeting

Child Study Meeting

Progress Monitoring



PRIMARY CHILD STUDY DOCKET

Date	Activity	Child's Name	Monitoring Date
9/19/2018	Plan	Toni Adeyemi	10/15/18
9/17/2018	Plan	Neil Gaiman	10/15/18
9/24/2018	Plan	Oliver Sacks	12/3/18
10/1/2018	Plan	Gabriel Garcia Marquez	12/3/18
10/15/2018	Progress monitor	Toni, Neil	----------
10/22/2018	Plan	Tara Westover	12/3/18
10/29/2018	Plan	Michael Pollan	12/3/18
11/5/2018	Plan	Arundhati Roy	12/3/19
11/26/2018	Plan	Alice Walker	12/3/18
12/3/2018	Progress monitor	Neil, Oliver, Ha, Tara, Michael, Arundhati	----------
12/10/2018	Plan	Jhumpa Lahiri	1/28/19
12/17/2018	Plan	Audre Lorde	1/28/19
1/7/2018	Plan	James Baldwin	
1/14/2019	Plan	Elizabeth Acevedo	
1/28/2019	Progress monitor	Neil, Tara, Michael, Arundhati, Jhumpa, Alice, Audre (and possibly others)	----------
2/4/2019	Plan	Jacqueline Woodson	
2/11/2018	Plan		
2/25/2018	Plan		

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TIER I

On the Radar

Who is showing signs of difficulty?
What obstacles are in the way of healthy development?
What modifications can be made to remove obstacles?
How will we monitor progress?

Instructional Teams suggest classroom modifications; Progress is monitored through classroom record-keeping
Universal Screens provide baseline data

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Child Study Protocol

This is a protocol for fostering robust program level team meetings focused on Child Study. The purpose of this tool is to develop the first phase of an Action Plan for students who are showing difficulties thriving within the Montessori prepared environment.

Prior to the Meeting *(At least one family meeting has occurred)*

The Presenting Teacher completes the *Child Study Student Summary*.

Step 1: What's Going on with this Child? 8 Minutes

The Facilitator invites presenting teacher to describe their concerns about a particular child, referring to the *Child Study Student Summary*. The rest of the team listens silently and takes notes.

Step 2: Clarifying the Situation 5 Minutes

The Facilitator manages clarifying questions from the team. The presenting teacher answers questions as directly as possible.

Step 3: Defining the Problem 10 Minutes

The Facilitator supports an open discussion in which the team offers suggestions and analyses about the *cause* of the child's difficulty or challenge. The Facilitator helps teachers categorize difficulties through B.A.S.E. with attention to obstacles, lagging skills, unmet needs.

Step 4: Articulating the Goal 10 Minutes

Based on the discussion in Step 3, the Facilitator proposes a "SMART" goal for reducing the difficulty. The presenting teacher responds to the proposal and the Facilitator helps the group refine the goal.

Step 5: Completing the Plan up to 10 Minutes

The Facilitator invites the entire team to generate as many potential interventions as possible in five minutes. Using sticky notes, the participants write one intervention per note.
After five minutes, the Facilitator invites the team to read their suggestions while one team member groups the sticky notes in categories that emerge. Following the reading and display, the presenting teacher and the team choose three or four strategies as the foundation of an Action Plan. The Convener records the interventions. Having identified goals and strategies, the team agrees on indicators of progress and a date to report back on progress. The Convener records these details in a master record, and is responsible for distributing the Action Plan to the presenting teacher.

The Facilitator

The Facilitator is charged with keeping the meeting running smoothly. This entails:

- Keeping time
- Reminding participants of the goals, when necessary
- Paraphrasing and summarizing during steps 3–5

The Convener

The Convener is charged with maintaining accurate records of all cases brought to the team for discussion. This entails maintaining a comprehensive docket of cases detailing:

- Date the teacher requested a meeting
- Date the meeting was held and plan developed
- Dates progress monitoring occurred

The Convener also manages the schedule of meetings and distributes agendas, detailing the cases to be discussed, prior to each meeting.

SMART Goals

- Specific—must be concrete
- Measureable— progress must be evident in data
- Attainable—must be a goal that is within reach of the student's current capacities
- Relevant— appropriate to the child's developmental stage and level
- Timely— progress must be evident within a period lasting no longer than 4-6 weeks

B.A.S.E

Behavioral
Academic
Social
Emotional

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THE PROTOCOL

Step 1	What's Going on with this Child?
Step 2	Clarifying the Situation
Step 3	Defining the Problem
Step 4	Articulating the Goal
Step 5	Completing the Action Plan

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PUBLIC SECTOR

THE ROLES

The Facilitator

The Facilitator is charged with keeping the meeting running smoothly. This entails:

- Keeping time
- Reminding participants of the goals, when necessary
- Paraphrasing and summarizing during steps 3–5

The Convener

The Convener is charged with maintaining accurate records of all cases brought to the team for discussion. This entails maintaining a comprehensive docket of cases detailing:

- Date the teacher requested a meeting
- Date the meeting was held and plan developed
- Dates progress monitoring occurred

The Convener also manages the schedule of meetings and distributes agendas, detailing the cases to be discussed, prior to each meeting.

Wildflower Montessori Public Schools of Colorado - Grand Valley

Year 1

Charter-Wide Shared Services

Shared Services Partner

Grand Valley Schools

- Cactus Bloom Elem
  - 2 Teacher Leaders (TLs)
  - 1 Asst
- Special Ed Teachers (ECE / Elem)
- Student Services Coord

Contracted Services
- Financial Mgmt & Audit
- IT
- Legal
- HR
- Facilities
- Food Services
- Nurse
- OT, PT, SLP
- School Psychologist
- ECEA/IDEA funds fully set aside to budget for contracted services to meet unique needs of qualifying students

WMPSC Board of Directors
3 - 11 Voting Members
Board includes parents/guardians and community members; Shared Services Partner and TLs (nonvoting)

Wildflower Montessori Public Schools of Colorado - Grand Valley

Year 3

Charter-Wide Shared Services

Shared Services Partner

Finance Partner

Grand Valley Schools

- Cactus Bloom Elem
  - 2 Teacher Leaders
  - 2 Asst
- Primary Site
  - 2 Teacher Leaders
  - 2 Asst
- Student Services Coord
- Special Ed Teachers (ECE / Elem)

Contracted Services
- Financial Mgmt & Audit
- Legal
- Food Services
- Nurse
- OT, PT, SLP
- School Psychologist
- ECEA/IDEA funds fully set aside to budget for contracted services to meet unique needs of qualifying students

WMPSC Board of Directors
3 - 11 Voting Members
Board includes parents/guardians and community members; Shared Services Partner and TLs (nonvoting)

Wildflower Montessori Public Schools of Colorado - Grand Valley

Year 5

Charter-Wide Shared Services

Shared Services Partner

Finance Partner

Grand Valley Schools

- Upper Elem: 2 Teacher Leaders, 0.5 Asst
- Cactus Bloom Elem: 2 Teacher Leaders, 0.5 Asst
- Primary Site 1: 2 Teacher Leaders, 2 Asst
- Primary Site 2: 2 Teacher Leaders, 2 Asst
- Student Services Coord
- Special Ed Teachers (ECE / Elem)

Contracted Services
- Financial Mgmt & Audit
- Legal
- Food Services
- Nurse
- OT, PT, SLP
- School Psychologist
- ECEA/IDEA funds fully set aside to budget for contracted services to meet unique needs of qualifying students

WMPSC Board of Directors
3 - 11 Voting Members
Board includes parents/guardians and community members; Shared Services Partner and TLs (nonvoting)

Wildflower Montessori
Public Schools of Colorado

Wildflower Montessori Public Schools of Colorado Shared Services Partner, Grand Valley

Summary

As the Founding Shared Services Partner at WMPSC Grand Valley, you will develop and operationalize the charter school's operations, governance, and administrative support for school sites, in collaboration with Teacher Leaders. The Shared Services Partner reports to the Board of Directors.

Our Mission

The mission of Wildflower Montessori Public Schools of Colorado (WMPSC) is to provide families with child-centered, authentic Montessori education that bridges academic outcomes and social-emotional development through intimate learning communities deeply rooted in place, equity, and belonging.

Essential Responsibilities

- Enhance and implement a Year 0 startup and operations plan for WMPSC in alignment with D51 authorizer expectations, state and federal requirements, and Wildflower Teacher Leader School Startup timelines.
- Collaborate closely with the WMPSC Board and Founding Teacher Leaders in planning, developing, and operating microsite locations in Grand Valley.
- Design and implement WMPSC enrollment, reporting, human resources, financial management and student information data systems, in collaboration with contracted staff.
- Develop reporting standards and protocols in conjunction with Teacher Leaders and Finance Partner/contractor.
- Maintain compliance reporting schedule and communicate all charter school requirements to Teacher Leaders, Finance Partner, and D51.
- Maintain and track all charter compliance systems and requirements, including metrics to help sites meet accountability expectations, monitor these systems, and ensure schools maintain all records required to certify compliance.
- Identify and steward key community and back office partnerships that strengthen Teacher Leaders' ability to deliver culturally responsive Montessori learning environments, especially with non-profit organizations that work alongside the neighborhood and school communities we serve.
- Develop and operationalize a comprehensive communications plan alongside Teacher Leaders to advance and support WMPSC.
- Partner with The Wildflower Foundation to ensure all commitments outlined in the Membership Agreement between The Wildflower Foundation and WMPSC advance our mission.
- Maximize access to revenue assistance for low-income families charter-wide.

Minimum Qualifications

- 5+ years of experience leading charter school operations and governance
- Bachelor's degree, Master's degree preferred

Preferred Attitudes, Knowledge, and Skills

- Entrepreneurial leadership - You are flexible, open-minded, see opportunity in obstacles, and are energized by using creativity and resourcefulness to anticipate challenges and create solutions to problems.
- Commitment to serving diverse and multifaceted communities - You are eager to increase access to Montessori to racially and socioeconomically diverse communities and are deeply committed to supporting the development of intersectional communities. You understand the role race, along with ethnicity, gender/gender identity and sexual orientation, play in contributing to persistent inequity. You have engaged in culturally responsive and anti-racist practices with the students and families you serve. You have fluency in multiple languages to speak with our stakeholders and families.
- Willingness to bring your full self to this work as the culture shaper - You have the aptitude, stamina, time, and appetite to raise yourself to the challenge of starting and supporting social entrepreneurs who are launching distinct intimate school communities. You will be a key leader who weaves and supports the interdependence across classroom sites.
- A desire to learn and grow - You are eager to stretch beyond your current experience, to develop new skills and expertise and to more deeply explore your purpose and potential.
- Ability to work effectively with all internal and external stakeholders - You enjoy and are competent working with a variety of stakeholders in Western Colorado, including Teacher Leaders, staff, volunteers, board members, donors, and partners. You are able to ensure smooth and efficient operations across school sites.
- Curiosity toward the edge of innovative practices - You have an interest in learning and practicing self-management and are eager to join with staff and participate in a system of governance in which autonomy is valued and power is distributed. This work is ever-evolving and you prioritize transparency, requesting and sharing advice with one another, a commitment to participation in conflict resolution practices, and clearly articulating roles and responsibilities to ensure that each staff member is able to lead within their role.

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Wildflower Montessori Public Schools of Colorado shall not discriminate, on the basis of race, color, national or ethnic origin, creed, religion, sex or gender, disability, age, marital status, sexual orientation, status with regard to public assistance, or in any other way based on personal identity markers that do not relate to the capacity of an individual person to carry out the responsibilities of a role.

Wildflower Montessori Public Schools of Colorado
Teacher Leader, Grand Valley

Summary

As a Teacher Leader at Wildflower Montessori Public Schools of Colorado (WMPSC), you will design and operate a new charter school site in Grand Valley in Western Colorado, in partnership with other Teacher Leaders and in collaboration with the Shared Services Partner and other charter-wide support roles. WMPSC Teacher Leaders lead through direct engagement with their families and report to the Board of Directors.

Our Mission

The mission of Wildflower Montessori Public Schools of Colorado (WMPSC) is to provide families with child-centered, authentic Montessori education that bridges academic outcomes and social-emotional development through intimate learning communities deeply rooted in place, equity, and belonging

Essential Responsibilities

- Designs and plans a new WMPSC microsite in Grand Valley, proximal to downtown Grand Junction, through the Wildflower School Startup Journey.
- Identifies a physical space for a new WMPSC microsite - including identifying, leasing and renovating a community embedded site in co-creation with the Community Design Team.
- Prepares a Montessori learning environment in alignment with your vision, the community's needs, the WMPSC Grand Valley charter contract, and the regulations in D51 and Colorado Department of Education.
- Aligns practices with charter policies and plans and school site-based practices that center the child and their sense of belonging.
- Builds and maintains a balanced site budget and implements sound financial practices to ensure accountability and fiscal health.
- Leads with cultural humility and actively works to disrupt oppressive systems and practices.
- Co-leads a mixed-age group Montessori classroom.
- Maintains compliance with the school's charter and accountability expectations.
- Co-creates the school design with and for families and children and cultivates a committed community of students, families, and stakeholders rooted in partnership. Develops authentic, enduring relationships with community members to inform ongoing site design and evolution.
- Supports all learners, especially students with special needs by employing inclusive teaching practices, including healing-centered instruction, that meet the needs of every child.
- Collaborates with the Special Education Teacher, Shared Services Partner, Student Services Coordinator and contracted service providers to best anticipate and serve all students' needs.
- Ensures accurate and complete records, collaborating with the Shared Services Partner and D51 to stay in compliance with regulations at all times.
- Operates with sound human resource and legal practices.

- Maintains a healthy, well-functioning facility that meets the needs of students and licensing requirements.
- Supports caregivers of students to adopt aligned practices at home as desired to create a seamless learning environment.
- Utilizes leadership and administrative skills to operate and communicate with transparency to all stakeholders, including WMPSC Board of Directors.

Minimum Qualifications

- Completion of an AMI, AMS or other MACTE accredited primary or elementary Montessori training program and/or commitment to complete training during School Startup Journey
- Bachelor's degree required
- Colorado licensure encouraged but not required

Preferred Attitudes, Knowledge, and Skills

- A deep commitment to authentic Montessori - Your expertise will position you to be a highly effective facilitator of children's learning and to extend the values of Montessori to include the adults within your school community.
- Entrepreneurial leadership - You are flexible, open-minded, see opportunity in obstacles, and are energized by using creativity and resourcefulness to anticipate challenges and create solutions to problems.
- Commitment to serving diverse and multifaceted communities - You are eager to increase access to Montessori to racially and socioeconomically diverse communities and are deeply committed to supporting the development of intersectional communities. You understand the role race, along with ethnicity, gender/gender identity and sexual orientation, play in contributing to persistent inequity. You have engaged in culturally responsive and anti-racist practices with the students and families you serve.
- Generosity of spirit - You build authentic relationships in diverse settings, practice gratitude, and lead with love. You seek advice openly and are comfortable working in a non-hierarchical organization.
- Willingness to work hard - You have the aptitude, stamina, time, and appetite to raise yourself to the challenge of starting and leading your own school. You will not be alone, but you will be busy.
- A desire to learn and grow - You are eager to stretch beyond your current experience, to develop new skills and expertise and to more deeply explore your purpose and potential.

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Wildflower Montessori Public Schools of Colorado shall not discriminate, on the basis of race, color, national or ethnic origin, creed, religion, sex or gender, disability, age, marital status, sexual orientation, status with regard to public assistance, or in any other way based on personal identity markers that do not relate to the capacity of an individual person to carry out the responsibilities of a role.

Wildflower Schools

Emma Reicks
School Startup Exploration Album

Exploration is the phase of the School Startup Journey to learn more deeply about Wildflower and yourself. This Exploration Album invites you to reflect on why you want to open a Wildflower school, how you will grow into the role of a teacher leader, and whether Wildflower is the community in which you envision your school.

Wildflower Schools are ...

- Led in partnership by at least two Teacher Leaders, both of whom teach and administer the school
- Racially and socioeconomically diverse, anti-bias, and anti-racist
- Authentically Montessori
- Community embedded and community-responsive
- Intentionally small - 1-2 classrooms
- Committed to wholeness, self-management, and a non-hierarchical way of operating

With Wildflower ...

- You are part of a national community of teachers, coaches, and support staff united by 9 Principles. Local "pods" of Teacher Leaders provide space for ongoing collaboration, support, and accountability between schools.
- You have access to customized tools to help start and operate your school:
    - Startup Roadmap
    - Budget & financial management tools, training, and support
    - Admissions, enrollment, and recordkeeping software
    - GSuite: school emails, calendar, drive
    - Marketing/Branding: trademarked name, logo, website
    - Expedited path to 501c3 formation (become a legal non-profit school)
    - Guidance on board formation & governance
    - Recommended vendors for business insurance, payroll, and benefits
    - Teacher Leader support helpdesk

- You have the opportunity to apply for grants and low-interest loans through Wildflower, for which you are not personally liable.

Wildflower Schools

This Exploration Album is divided into 7 sections that set a strong foundation for the journey ahead.

1. **Your Story**
2. **School Vision**
3. **Initial School Financial Assumptions**
4. **Place & Community**
5. **Engagement and Partnerships**
6. **Learning and Growth Plan**
7. **Advice Process Toolkit**

Feel free to make this template your own by adding additional information or answering questions in a format that is comfortable for you (images, audio recording, video - have fun with this!).

Your Exploration Album can be completed individually or as a team. Your School Operations Guide will support you as you develop your album and prepare for the advice process.

What's Next?

Once you've completed sections 1-7 of your Exploration Album, you'll practice the Advice Process by sharing your album with 3 members of the Wildflower community, as well as other stakeholders like community members, for their advice as you decide whether you feel called and ready to open a Wildflower school at this time. The Advice Process Toolkit at the end of this album will guide you

School Snapshot

Teacher Leader Name(s)	Emma Reicks
Ages you plan to serve	6-9 years (with Primary campus at separate campus); grandfather upper elementary into separate campus
Type of school (independent, charter, district partnership, etc.)	District Partnership or Independent Charter
Any special characteristics of your school (language immersion, forest school, etc.)	Intergenerational Site or Learning Community *I'm interested in incorporating this programming in the long-term, not in the first few years
Location	Grand Junction, CO

Please paste a photo of your Montessori training credentials below. If you don't yet have your Montessori credentials, please add a note describing your Montessori experience, other teaching experience, and plan for certification.

Ten years' teaching, coaching, and administration experience in K-12 public schools, most recently as an Assistant Principal at 5-8 KIPP middle school in San Antonio. I hold a current K-6 CO teaching license and an M.Ed in Elementary Education.

I hold a primary diploma from NAMC and completed my primary 3-6 AMI certification at Southwest Institute of Montessori Studies in June 2021. I also volunteer at a public Montessori charter school in the lower elementary classroom. I am enrolled in the SIMS 6-12 elementary diploma program for '21-22 with anticipated graduation in May of '22.

Please paste a link to your resume, employment history, or LinkedIn profile.

Reicks resume

At Wildflower, we are building a library of School Startup Albums to share amongst emerging teacher leaders. Would you be willing for your album to be added to this collection? YES.

Your Story

Your story is the anchor for why this school exists. As you build relationships in your community and invite others to join you in bringing your school to life, it will be important to start with and constantly return to your "why."

Listen to Stacy Abrams, 3 Questions to Ask Yourself About Everything You Do for some guidance and inspiration.

The following questions are provided to help you craft a 2-minute story that you will be able to share with families, partners, donors, and community activists. Your answers can be brief to keep your story to 2 minutes.

After you write your story of WHY, practice delivering it to people you trust, to yourself in the mirror, to your family, etc. Then, when you meet with your advice-givers, you will have the chance to share it with them as they prepare to support you with the most helpful advice possible.

You + Wildflower: What motivates you to start a Wildflower school?

I have aspired in the last ten years of my career as a public school teacher, instructional coach, and school administrator to foster a school environment that promotes equity through rigorous academics, executive function skill-building, and critically conscious practice. I have poured myself into this work because I believe that access to an excellent education that opens choice and opportunity is a right for all children. Unfortunately, the traditional public education system, despite the best intentions, innovations, and reforms, remains an industrial-era model deeply entrenched in oppression. If we are to provide an education that is truly liberating, one that opens opportunities for all students to live lives of their choosing, then we need to look outside this model.

Montessori education is humanizing, rigorous, individualized, and centered in connectedness with one another and the earth. Montessori students also achieve at high levels; in fact, one recent study found that lower income students who spent three years in Montessori schools significantly closed the achievement gap with higher-income students (Lillard *et al*, 2017). I aspire to open a Wildflower micro-Montessori because it is one way to address the opportunity gap currently experienced by students in the low income communities here. Grand Junction isn't characterized by the enormous income inequality found in other counties in Colorado. However, there are a number of low-income neighborhoods that are classified as child care deserts and whose public neighborhood elementary schools are currently on state improvement plans. Opening a Wildflower Montessori in proximity to these neighborhoods would afford a childcare option that is safe, beautiful, rigorous, and affordable for these families, preparing their children for increased success in elementary school and their entire academic trajectory. Intentionally diversifying the class as much as possible would yield benefits for all students. Currently, authentic Montessori access is extremely limited in the valley, with only one private primary classroom and one public lower elementary classroom. Both locations have lengthy waiting lists.

Micro schools, especially Montessori micro schools, meet the need of our current context; the pandemic caused tremendous stress and trauma for many children and their families, so it is all the more important that their school community feels safe, welcoming, and responsive to the academic, social, and emotional needs of the children. The mixed-age groupings allow for depth of relationships and increased trust.

Wildflower Schools also function differently at an organizational level than other school systems. Colorado schools, and those across the nation, are in crisis. Teachers are overwhelmed, underpaid, and exhausted; they are leaving the profession at alarming rates. The decentralized organizational structure puts decision-making power back into the hands of its teacher-leaders. Two co-teacher leaders function as the school administrators and teachers, allowing them to make the decisions most appropriate for their students and context. An extensive network of Wildflower teacher-leaders and coaches support the schools with advice, coaching, tools and resources, but the schools ultimately function independently. My experience as a teacher and administrator uniquely position me for this role. I have also experienced first-hand the lack of autonomy, burn-out, and frustration that characterizes the Achievement-Orange charter school systems detailed in Reinventing Organizations (Laloux, 2014). I could not sustain in that environment over the long-term. Wildflower Schools' emphasis on self-management, evolutionary purpose and wholeness fosters sustainability, joy, and empowerment.

I learned in my AMI diploma course about Montessori for aging adults and intergenerational Montessori. Both of my grandfathers died by suicide, and my grandmother's slow decline into dementia was painful and heartbreaking. I still grapple with what could have been different for them if they felt a stronger sense of community, purpose, and worthiness, and how the support and stimulation of the elderly, like that of young children, is often dependent on wealth and resources. This partnership would be a long-term aspiration for the elementary campus.

Values: What are your values and how have they come to shape your identity? Can you think of a moment in which one of your values was solidified in your life? Why is this value important to you?

Integrity:
One moment that solidified this value was in the summer of 2020 when I made the decision to resign from a position with a charter network. I had felt conflicted about this decision for weeks, as I knew that my departure would leave a gap in support for teachers and therefore impact students at the campus. However, I could not continue to participate in practices that I felt were not developmentally appropriate, humanizing, or in the best interest of students and families. I similarly felt too great a conflict in values with the school leadership and their beliefs about how the teachers should operate and be treated. I resigned and pursued my Montessori certification, committed to do what I needed to do to increase access to Montessori in my community.

Learning/Growth:
I committed to the most rigorous Montessori training programs that I could access so that I can lead our campus with a lens of excellence. I continuously seek opportunities to grow in my practice as an ABAR educator and parent. I love to read, listen to podcasts, and attend workshops so that I can lead and work competently.

Equity: What are your thoughts/beliefs about equitable learning environments? What experiences in creating equitable learning environments have led you to these thoughts/beliefs?

My most successful teaching experiences were when I provided individualized instruction and afforded the students choice in their learning. I would specifically point to Readers' and Writers' workshop while teaching middle school ELA and center and small group work as a lower elementary teacher. The students were authentically engaged in their work because they had chosen it and were receiving the appropriate level of support. I did not use traditional "classroom management" structures like incentives and consequences; the students were intrinsically motivated to complete their learning. I believe they felt more trusted and respected because they were granted the autonomy to direct themselves, move freely, and choose texts or work that they found interesting.

Although the campus where I most recently worked as a founding teacher and Assistant Principal earned an A ranking from TEA in 2019, and I am very proud and grateful to the students and staff for their incredible commitment and effort, these results came at a cost. Adding after-school tutoring and Saturday School to 9-hour instructional days and taking away recess and flex classes to complete work or as a consequence for behavior are a few examples of the practices that were deemed necessary to achieve our academic goals and maintain a "strong culture." We also did not retain most of our teachers until the 2018-2019 school year, which meant most of our students were taught by inexperienced teachers in one or more subjects every year. Our old rented building regularly flooded with heavy rains and lacked a gymnasium. Many of our classrooms had over thirty students. We weren't able to give our students an experience that equated to their wealthy, white peers in neighboring communities. I often talked to students about how they *felt* coming to our school. Many appreciated the connection with peers, knew their teachers and administrators cared for them and wanted them to be successful, but there was rarely genuine excitement or a feeling of pride and ownership of the school.

I'm reflecting about how this lives in a campus that serves primarily white students and am committed to my ongoing learning and growth towards becoming an ABAR educator in this context.

Montessori: Why did you choose to teach the Montessori pedagogy? What attracts you to the Montessori approach?

Informed by neuroscience and child development
Mixed age environments and multi-year relationship-building
Respect and trust of the child - individualization, choice, agency, kindness, curiosity and exploration
Emphasis on both executive functions and academic skills
Peace education, liberatory education
Rigor

Partnership: Why are you choosing to start a school with a partner? Given your knowledge of who you are and your strengths and areas of growth, describe your ideal co-teacher-leader. If you already have a partner, how do you complement one another? Where may you run into challenges and how will you address these?

Although my experience in public education spans a decade, my experience in Montessori is limited. A partner with more Montessori teaching experience would complement my experience in school administration. An ideal partner would have also an equity lens and be willing to continue learning and growing in identity development and reflection on anti-racist schooling. If we are able to move forward with establishing the school as an intergenerational Montessori site, I would want a co-founder who felt passionate about this initiative.

My partner, Georgie Riegel, is a trained Montessorian who has taught in a lower elementary Montessori setting for the last four years. She is very committed to creating an inclusive, ABAR space for children and expanding Montessori access in our valley. She is humble, kind, and passionate about this model of education. It is clear from my time in her school that she is relationship-centered and approaches her work with humility and intentionality.

Works cited

Laloux, F. (2014) Reinventing Organizations. Brussels: Nelson Parker.

Lillard, A.S., Heise, M.J. R., Eve M., Tong, X., Hart, A., & Bray, P.M. (2017) Montessori Preschool Elevates and Equalizes Child Outcomes: A Longitudinal Study. Frontiers in Psychology, 8.

School Vision

Describe a scene from your future Wildflower school. Who are the children in this scene? What context from their home environments do they bring with them to school? How are their needs being met at school? How do parents feel when they drop their child off at your school in the morning? Who are the adults in the room? What does the school look like? What is on the walls, shelves? What does the school feel like?

I envision a place where students feel like they can exhale the moment they walk in the door because they know they are accepted and loved for who they are. I see families being greeted by first names and warm smiles, who engage easily in conversation with one another and have built deep relationships over the years as members of the school community. I see a classroom that is beautiful, orderly, and bustling with quiet activity. The space is flooded with natural light from large windows with a variety of workspaces for the children to choose from. Students move fluidly throughout the space while the two lead guides engage small groups. They are intrinsically driven by their own curiosity to learn and explore; they conduct their own research on topics that interest them and excitedly share their findings with classmates. Other children work independently or collaboratively with partners, spread on the floor and among tables, engrossed by curiosity. They are eager to manipulate the materials and expand their knowledge of taught concepts. An assistant thoughtfully observes from the perimeter, careful to not intervene unnecessarily but ready to offer support as needed. The walls are decorated with the artwork of local artists and student vision maps. There is a cozy library space filled with inclusive texts that provide windows and mirrors for the children's experiences. An outdoor space includes garden boxes that the children tend.

https://montessori-architecture.org/repertoire/stichting-casaschool/

Who are the community members outside of the room that are influencing what we see in it? How is your school connected to the community around it?

I hope to establish connections with many of the surrounding local farms in Palisade and have a garden space at our school so that students have direct experience and knowledge of sustainable farming. The community

is also rich with artists and artisans that I hope to feature in our class decor and as guest speakers and presenters.

We are fortunate to live in a place of incredible natural beauty. I hope to incorporate extensive learning opportunities about the flora, fauna, and landscape, including the history of the Colorado National Monument. Additionally, the students will have the opportunity to plan going outs to The Museum of the West, the Colorado National Monument, and other state and local nature reserves.

It is also important to me that our students have a strong understanding of the history of where we live, including its first inhabitants that were unjustly displaced. I plan to incorporate stories of the Southern Ute tribe and host speakers to share more about this important history.

How are Wildflower's 9 Principles evident in the description of your school that you wrote in the questions above?

Authentic Montessori/Teacher-Led - my co-founder and I are rigorously trained and deeply committed to authentic Montessori implementation. Therefore, the classroom environment will contain authentic, beautiful materials and our practices will reflect Montessori beliefs and pedagogy. Students between the ages of 6-12 will co-learn and collaborate. The environment will be peaceful, productive, and will foster rigorous thinking.
Shopfront - I do not anticipate that we will locate in a shopfront setting for a variety of reasons; however, the classroom environment will have a cozy, family-like feel, with limited staff and a class size less than 33. The space might be a house that has been modified to meet the needs of the Montessori curricular and space requirements so that children can have ample room to move and work at a space of their choosing.
Home/Beauty - The space will feel more like a home environment than a traditional school - lots of natural light, open space, rugs, plant life, open shelving, a garden, and pictures and artifacts from students' homes. We will also feature artwork that depicts our local landscape by local artists. Because our students' entire education would have been disrupted by the pandemic and the many stressors it has caused, it is all the more important that our school feels like a comfortable place characterized by deep, authentic connections between students, staff, and families.
Innovation & Equity - Our school will be innovative in the community just by virtue of the Montessori model; it is not widely available. My co-founder and I are committed to our ongoing professional and personal development, especially in ABAR practices, and will strive to implement our new learning.
Nature - Palisade especially provides a beautiful natural backdrop for a Montessori school due to its rich farming and vineyard landscape. Climate and nature activism and learning will be embedded into our school. Grand Junction is named due to its location at the conjunction of rivers, and it is also home to the Colorado National Monument, so there is tremendous opportunity to explore and learn about the natural landscape.
Network - We are excited to be a part of a growing network of Wildflower schools in CO and will continue to build our relationship with these campuses through shared professional development, advice processes, and hopefully campus tours and meetings. We will leverage the broader Wildflower network of support and offer our support.

At Wildflower we value personal growth, and we support one another with growth. Which of Wildflower's 9 Principles do you feel you need more support around? What questions do you have about expressing Wildflower's Principles in your school?

Teacher-Led - I know I will need support and development in the administrative processes of opening and running a school. Operations, HR, and finance are not areas where I have extensive experience.
Equity - I need more training in implementing ABAR practices in a Montessori setting.

Having an intentionally racially and economically diverse school requires nurturing the multiple identities that individuals hold and preparing an environment that is able to reckon with the legacy of racism in education. How will your school do so?

Regardless of the specific location chosen within the Grand Valley for our campus, the significant majority of students will be white. However, I am committed to reflecting the demographics of where we locate.

Initial School Financial Assumptions

Your budget is a numerical expression of your vision. Teacher leaders report that it's important to start thinking about budget early - but that it can be an overwhelming and unfamiliar part of startup. With this in mind, the following exercise is a first entry into budgeting. You'll start by answering just a few questions about your school's financial assumptions as best you can. These questions relate to the five big budget levers - **enrollment, revenue per student, staffing, compensation and facility costs.** ***To learn more about these budget levers, watch this video.***

In the Exploration phase, it's natural that your answers will be approximations. During Planning and Startup, you'll gradually edit and add detail to these questions to create a complete, sustainable budget. For an overview of the budget process from Exploration through Startup, click here.

Question	Your Current Thinking
At full capacity, how many students will you have in your program each year? *Many Wildflower schools enroll between 25-30 students per classroom.*	30
What is the average revenue per student, across all ages/types of revenue? *If you are in a hub, your operations coach can provide this number. There are multiple things that will eventually impact your exact revenue; for now, this is an approximate average.*	Y0: $13707 Y1: $13072 Y2: $13298 Y3: $12,486 Y4: $12736
At full capacity, how many teacher-leaders will work for the school? (Use decimals for part-time teacher-leaders.) *Most Wildflower schools have 2 teacher-leaders.*	2
At full capacity, how many assistants will work for the school? (Do not include extra staffing for any before or after school programs. Use decimals for part-time assistants.) *Many Wildflower schools have 1-2 teaching assistants.*	1
What is the estimated average salary per teacher-leader once the school is stable? *This number can be an approximate range at this time.*	$60k Y1 with annual 2% COLA
What is the estimated average salary per assistant? *This number can be an approximate range at this time.*	$15/hr - $29k
What is the average rent per square foot in the general neighborhood? *If you are in a hub, your operations coach can provide this number. You may also use loopnet.com to run a search in your target neighborhood. A typical Wildflower shopfront*	

school is 1800-2200 square feet plus outdoor space.	

Place & Community

Your school will exist at the intersection of people and place. Tied to Wildflower's equity principle, the questions below will help you reflect on your connection to the community, the neighborhood's demographics, and the need for a Wildflower school in your proposed location.

Listen to Bryan Stevenson, We Need to Talk about an Injustice for an inspiring call to build proximity with your community.

"Get close to people you care about helping. Proximity is essential because it will change you."

What is your personal connection to the community you plan to serve? How does your racial identity reflect this community? If your racial identity is different from this community, how do you anticipate demonstrating allyship? Are there other identities you hold that relate to the community?

I lived in Grand Junction from age 2-18. I am white, Protestant, and from the upper middle class. My father is a family physician that has operated his own practice for over 30 years in the community, and my mother was a homemaker during my childhood. They now also own a small business.

My racial identity does reflect the majority of the students we will serve in our school; it is critical that the school fosters white allyship through ABAR practices. The community overall is heavily politically conservativel, and the majority of the population do not have school-aged children. However, people aged 25-34 comprise one of the two largest subgroups that moved to the valley in '19-20.

Who are members of this community that you plan to seek advice from as you develop plans for your school?

- Beth Long - former Director and Founder of Montessori of Grand Junction
- Melanie Oster-Duvey - RN, Mesa County Public Health
- Jessica Miracle - owner of Adagio Dance, son attends Heartsong Montessori
- Sean and Maeve Goodbody - attorneys, two children attended Heartsong, recently had a son
- Kathleen Mumaw - School Director of Juniper Ridge
- Amber Pommerane - School Director of River Canon School (Waldorf PreK/Kindergarten)
- Jose Luis Chavez - community organizer
- David Combs - District 51 School Board candidate, community organizer

What is the racial makeup of the community? (You can pull from this resource.) What is considered low income in this neighborhood? Moderate income? High income? (You can pull from this resource.)

https://www.census.gov/quickfacts/grandjunctioncitycolorado

78.3% White
17% Hispanic or Latino

Median household income - $52, 504
2019 income limit area - $55, 750 for a family of 4

A few data points from the Grand Valley Housing Needs Assessment published June 22:

- 25-34 years and 45-64 years are the predominant age groups of people moving into the Grand Valley
- 26% of Clifton residents live in poverty - the highest rate in Mesa County; Clifton, GJ, Fruita, and Palisade saw poverty rates increase between 2010-2019
- Palisade and Clifton median gross rents increased by double digits
- 44% of D51 students qualify for free/reduced lunch

How will your proposed location attract and be accessible to low and moderate income households?

I am currently exploring the Las Colonias area, between downtown and Orchard Mesa.

- 8 (Las Colonias) - median family income = $51, 055

According to the 2019 CDE School Accountability Report Cards:

- At Dos Rios - 82% of tested students in ELA (3rd-5th grade) qualify for free/reduced lunch and 40% were designated minority students
- At Chipeta - 80% of tested students in ELA (3rd-5th grade) qualified for free/reduced lunch and 49% were minority students

Note - significant new development occurring in the Las Colonias area - phttps://www.loopnet.com/Listing/879-Struthers-Ave-Grand-Junction-CO/20684008/
Opportunity to leverage a new build for school space?

How will your proposed location support the building of a racially diverse student population?

Although the population in the valley is overwhelmingly white, the proportion of racially diverse students at Dos Rios and Chipeta is between 40-49%.

What are the existing Montessori and educational opportunities within a 15 mile radius of your community? Who do they serve? Are there any gaps between the existing Montessori and other educational opportunities currently offered and the current needs in the community?

There is one public Montessori elementary in Fruita. The school serves ages 3-9. However, only the lower elementary guide is trained in Montessori, and there is only one classroom at each grade level. There is one private Montessori Children's House in the downtown Grand Junction area, again only serving one class.

Both campuses currently have waiting lists.

Elementary-aged children in the Las Colonias area are zoned to Chipeta Elementary, Dos Rios Elementary, and Pear Park elementary in District 51. Chipeta (49.9/100) and Pear Park (50.2/100) were accredited with Improvement Plans by CDE in 2019 (most recent state data). Dos Rios elementary scored Priority Improvement (Year 1 turnaround) (41.3/100). The existing Montessori elementary is approximately 10 miles from the Las Colonias area.

There is a private Waldorf PreK/K that serves as a feeder to the in-district Waldorf K-8 school in Grand Junction. The Waldorf elementary/middle has grown rapidly; they are rated as "Improvement Plan" with an overall score of 50.6/100).

D51 elementary school boundary map

It is also of note that special populations within the district have lagged in their achievement. This link illuminates the data from 2019 CMAS. Of particular note:

- Elementary students classified as students with disabilities and those previously identified for a READ plan scored in the 1st percentile statewide, while English Learners scored in the 13th percentile on the CMAS ELA assessment.
- Elementary students classified as students with disabilities also scored in the 1st percentile on the CMAS math assessment, with English Learners scoring in the 9th percentile.

Engagement and Partnerships

Building relationships with families and other community members serves many important purposes: providing a way for you to deeply understand the needs of your community, building trust, and eventually identifying families to enroll.

Family Engagement Exercise

Creating an inclusive, intentionally diverse school means you will be interacting with families from a range of backgrounds. Imagine two families with diverse identities approach you about your school. They are asking you the following questions. Respond as though you were sharing with them about your school.

Scenario 1:

Describe this family's identity *(e.g., single Latina mom with 2 children working full time):*
White, second-generation Palisade residents, 2 small children

Question from family	1-2 line answers
What do you do? *This can be simple and to the point: "We are a charter Montessori school serving children ages 6-12 in Minneapolis."*	I am the co-founder and lead guide in a Montessori Elementary School. We serve students in 1st-6th grade. Our partner school is a Children's House for ageas 3-6.
How is this Montessori school different from traditional childcare?	The Children's House offers an environment that fosters independence; the guides are highly trained and skilled in preparing an environment specific to children's developmental and social needs. The mixed aged environment allows children to work at their own pace and benefit from the leadership and modeling of older peers. It is not a "daycare," but a rigorous learning environment that equips children with functional independence and academic skills to thrive in Kindergarten and beyond.
Who is on the founding team and what do you bring?	First, I am the parent of a toddler who attends the Children's House. I also grew up in Grand Junction and have 10 years' experience working in public education, teaching in several grades and serving as an administrator in an A-rated public charter middle school. I have a master's degree in Elementary Education and AMI diplomas in both 3-6 and 6-12 from Southwest Institute of Montessori Studies.
Why are you passionate about this work?	Early childhood education matters; research has shown a quality early childhood education has a significant impact on a child's academic trajectory. Unfortunately, quality programs can be difficult to access. **What has your experience been in trying to find preschool options for your children?** I have also seen firsthand that the traditional schooling model, based in the Industrial era, does not serve the academic, social, and developmental needs of students. The small size, mixed-age environment, and co-teacher model of our school allows us to tailor our instruction to each child and foster a peaceful, rigorous, and relationship-centered environment.
What are the expectations for me as a parent/guardian enrolling my child in your school?	It is important that we maintain open and consistent communication so that we can best partner together to meet your child's needs.

Scenario 2:

Describe this family's identity *(e.g., dual income Black family with 2 children and a full-time nanny):* White family, recently moved to Palisade from CA, two elementary-aged children	
Question from family	**1-2 line answers**
What do you do? *This can be simple and to the point: "We are a charter Montessori school serving children ages 6-12 in Minneapolis."*	We are a public Montessori elementary school serving students age 6-9.

How is this Montessori school different from traditional childcare?	What struck me most immediately about the Montessori classroom was the physical environment. These environments are carefully prepared, the materials specific and beautiful, to foster the multi-modal and independent learning of a child. Montessori teachers call ourselves "guides" because, unlike in a traditional educational setting where the teacher directs all learning and all children learn the same content, we "follow the child" to determine what exercises meet their interests and developmental needs. Mixed-age classrooms also separate us from a traditional public school classroom. Because there is a span of three years among the children, we are able to better differentiate to the needs of all our learners. Older students gain leadership and empathy skills and the younger children have the benefit and possibility of learning from these peers.
Who is on the founding team and what do you bring?	First, I am the parent of a toddler who attends the school. I also grew up in Grand Junction and have 10 years' experience working in public education, teaching in several grades and serving as an administrator in an A-rated public charter middle school. I hold a 3-6 and 6-12 diploma from Academy of Montessori Internationale, which is recognized internationally as a rigorous and authentic program and a Master's degree in elementary education.
Why are you passionate about this work?	After spending most of my career working in traditional public schools, I wanted to explore what alternative educational models exist and their results. I have learned through my study and experience that this model balances the rigorous academic and social emotional development in a way I hadn't seen before. Students are leaving their Montessori environments with academic preparedness, curiosity and love of learning, and independence.
What are the expectations for me as a parent/guardian enrolling my child in your school?	Because the Montessori educational model is different than what you may have experienced as a student or seen from your child's previous schools, it is important to us that we maintain consistent and open communication. We will host a series of parent education events to that parents feel confident in the rationale for our practices and able to support their children at home.

Community Engagement Exercise

Start by reading through Wildflower's Local Partnerships for Marketing one-pager. Next, fill out this chart identifying 3 local community partners you plan to engage.

Partner	What will you do to develop this partnership?	What do you think you will be able to collaborate on?
Example: Southside Parent Network	*I will set up a meeting with the parent who leads this network to introduce myself and the school. I will offer to share SPN events with my families.*	*We could collaborate on a joint event that provides an info session to the network about Montessori education.*
1. Mesa County Library		Potential location for marketing/informational event.
2. Child and Migrant Services, Migrant Education Program	Outreach via shared connections	Opportunity to support at events
3. Department of Health and Human Services	I have some connections with staffers who work with new mothers and foster care.	Connect with providers to host informational event and get referrals
4. Creative Avenues Daycare	The director is a former teacher at GJHS; her daycare facility is in Orchard Mesa	Inquire about holding a table or hosting an information session for parents
5. Hilltop Family Resources	Outreach via shared connections	Opportunity to support with events, share information about the school at parent events

Networking Opportunities:

- School Board candidate events and board meetings
- LEE conversation
- Current Monument View and Heartsong parents
- River Canyon School families (Waldorf PreK/K)
- American Lutheran Church

Learning and Growth Plan

Wildflower teacher leaders have found certain skills, knowledge, and mindsets to be particularly important to develop as you go through the process of starting a school. No teacher comes into this journey fully ready, but all of us at Wildflower are lifelong learners on a path of growth. Reflecting on these areas will help you make an informed decision about what your unique path will look like and what support you will need along the way.

Begin by reflecting on the questions below. Then, have a conversation with your Operations Guide and/or your Growth & Connectedness Coach to produce a summary outlining your growth plan and intentions as you move forward.

Montessori

This looks like Montessori certification, strong grounding in Montessori theory, and experience as a lead guide in an authentic Montessori classroom.

- Where am I relative to that?
- What is my investment in getting there?
- What support will I need to get there?

Equity Mindset

This looks like regular, ongoing unpacking of your own racial identity and socialization within a white dominant culture, creating a school environment in which the needs of all children are met and the identities of all children are celebrated, and actively addressing the legacy of racism in your school.

- Where am I relative to that?
- What is my investment in getting there?
- What support will I need to get there? (See Wildflower's list of vetted equity trainings & consultants)

Administrative/Small Business Experience

This looks like comfort with finance & budgeting, tax & legal compliance, facilities management, marketing, admissions, enrollment, HR, parent communication/support, and assistant teacher hiring/support.

- Where am I relative to that?
- What is my investment in getting there?
- What support will I need to get there?

Entrepreneurial Mindset

This looks like starting something from scratch, finding creative solutions when tough challenges arise, and actively collaborating with a network for support.

- Where am I relative to that?
- What is my investment in getting there?
- What support will I need to get there?

Self-Management & Wholeness

This looks like leading a classroom with an equal teacher leader partner, co-directing the operations of your school, talking openly about feelings, practicing self-care, and learning to use conflict as a tool for healing & growth.

- Where am I relative to that?
- What is my investment in getting there?
- What support will I need to get there? (See Wildflower's list of vetted coaches)

Local Licensing Requirements

This looks like meeting local licensing requirements to both teach and administer my school.

- Where am I relative to that?
- What is my investment in getting there?
- What support will I need to get there?

After meeting with your Operations Guide and/or Growth & Connectedness Coach about these reflections, write up a summary of your growth plan and intentions moving forward in the chart below.

	Priority Areas for Development	**Resources and Timeline**
Montessori	Working to complete AMI elementary diploma with SIMS this year, anticipated graduation June 2022. I have already completed the primary AMI diploma.	Practice teaching with Georgie this spring, ongoing strategic evaluation of our curricula, give lessons to one another for feedback Plan professional development days to execute lessons around topics Observation in AMI upper elementary classroom Ongoing observation (potentially co-observation) with Georgie of Montessori classrooms next year and attendance to Montessori conferences
Equity Mindset	Lots of work on an individual/personal level here, need more training on ABAR in Montessori	Participated in the Embracing Equity cohort AMI Social Justice Webinar series Texts to read Remembering Indigenous Voices resource guide Book study, speakers, panels for families
Administrative/ Small Business Experience	Area of growth; my husband has worked in school operations and HR for the last several years and is a source of support and development here, but I need to do more to prepare to lead in school operations, finance, and HR.	If they would be willing to host me as a remote/partially remote learner, I'd love to participate in a Moonshot fellowship in academic year '22. I'm also on the lookout for local opportunities for new business owners and entrepreneurs. Colorado League of Charter Schools - attend

		conference next year to network Colorado Montessori Association - attend conference next year AMI conference - attend next year Potentially pursue Montessori Administrator license
Entrepreneurial Mindset	I enjoy the challenge of seeking creative solutions and innovating to solve problems. I consider myself a "go-getter" and am excited by the prospect of doing something new and different to make a significant positive impact.	
Self-Management & Wholeness	I have read Reinventing Organizations, completed Brene Brown's "Dare to Lead" training, and done a lot of personal work and reflection in this area.	Continue with Wildflower self-management series
Local Licensing Requirements	Need to research re: Principal licensure, public charter licensing requirements, required trainings , facility , maintaining CDE certificate	WF Operations Guide District or CSI central support team Need to complete English learner professional learning designation for CO teaching license

Inspiration: How will my leadership/our school be different because of what I'm prioritizing for my growth? What do I find energizing about my path?
I've never served as a teacher and administrator simultaneously but am excited to do so. Relationships are at the core of a successful school environment, and so to have the opportunity to teach the students over multiple years in a micro-school environment while serving as a co-administrator, I believe the depth of relationships with the students and families will be essential and powerful.

Support: What am I most nervous about? Where will I need support?
I'm most nervous about my lack of skill and experience in HR and operations but believe with the support of Wildflower, Moonshot, and my professional network I can climb the learning curve and be effective in this area. I am somewhat nervous about maintaining proper compliance measures and juggling teaching and administrative duties. Although I do bring many years of teaching experience to the role, the Montessori curricula and pedagogy is extremely rigorous and calls for a level of individualization across all subjects. It will take time for me to internalize the curricula so that it can be leveraged to the greatest benefit of the students.

Strength: What have I experienced and what skills have I built that I'm bringing with me and will leverage?

I was a founding teacher and administrator at a public charter school for the last five years. Founding a school is a unique and challenging experience, and though every school founding is different, I do think I have a strong sense of the many hats a teacher/administrator needs to wear in the first years. We were also responsible for recruiting students every year, so telling the story of our school and connecting with families was a skill I developed. I received a great deal of professional development in instructional coaching and data analysis through Relay Graduate School and TNTP, so this is also a skillset I bring to our partnership.

My training at SIMS is very rigorous; I believe I will enter the classroom with very strong theoretical and practical knowledge of the Montessori method, especially given I will hold diplomas in both primary and elementary. I also have an M.Ed in elementary education and several years' experience teaching and coaching in elementary classrooms.

At a high-level, I bring strong detail orientation, time management, and strategic thinking to my work. I am also a parent of two young children, which I consider an enormous strength as an educator.

Advice Process Toolkit

1. Watch this 4 minute video on the role of the Advice Process in the SSJ

2. Select your advice-givers

These should include 2 current teacher leaders (1 from your hub if you are in an established hub), 1 foundation partner, and any other stakeholder in your decision to open a school (e.g., a community member or parent). Your Operations Guide can help you select your advice givers.

Questions to help you identify advice-givers:

- Who will be affected by my decision to open a Wildflower school?
- What burning questions are on my mind? What are the skillsets/profiles that might help address those questions?
- Are there Teacher Leaders at Wildflower who have opened schools similar to mine that I can ask to be advice-givers?
- Have I chosen a group of people with diverse, varied perspectives?

ROLE	NAME	Email Address	1st Session Friday 1.28.22 (3:30-4:30 MT)	2nd Session Friday 2.11.22 (3:30-5:00 MT)
Advice-Receiver	Emma	emma.reicks@gmail.com	yes	yes
Hub Representative	Ana Celedon	ana@flamelilymontessori.org	yes	yes
Community Representative	Maeve Goodbody	maeve.goodbody@gmail.com	yes	yes
National TL at same level	Diane Sulivan (Cambridge)	diane@wildrosemontessori.org	yes	yes
Community Representative	Jessica Miracle	info@adagiodancegj.com	yes	yes
Georgie	Georgie	Georgiereigel@gmail.com	yes	yes
Rachel	Rachel	rachel.kelley-cohn@wildflowerschools.org	yes	yes

3. Plan for your advice session

This Exploration Advice Process Facilitation Guide includes a core set of questions you may ask during your advice session.

4. Engage in your advice session
You will facilitate a conversation to seek advice on your Exploration Album. The guide above can help frame your conversation. You will lead this conversation, and your Operations Guide often joins as an observer.

5. After your advice session, summarize advice received & share your summary with your advice-givers
Document the advice you received in the chart below. Share this with your advice givers to see if they still have additional advice or questions about decisions you've made.

6. Close the loop on your advice process
If advice-givers have no open questions after reading your summary, your advice process loop is closed and you can continue along with your decision. If any advice-giver still has open questions after reading the advice summary, they take the initiative to have a compassionate conversation with you until issues are resolved. If you choose not to take advice, and the advice giver feels that the decision will cause harm, the advice-giver can raise Conflict Resolution (e.g., a facilitated conversation) to build more understanding and move to a resolution. This resolution would mean your advice process loop is closed. Your Operations Guide can provide support in moving through the Conflict Resolution Process.

7. Inform your Operations Guide that you are moving into Planning.

Advice Process Summary

Topic	Advice Received	What are you planning to do with this advice? Are you integrating it into your plans? If you are not taking a piece of advice, why not?
Alignment between your story, vision, and Wildflower's principles, values and norms		
Initial Financial Assumptions		
Place & Community		
Engagement & Partnerships		
Learning & Growth Plan		
Other		
Based on this advice, my overall decision on whether to open a Wildflower school is... *(e.g., continue*		

along my startup journey, pause my journey while I gain more experience, etc.)
I have closed the loop with my advice-givers by sharing my summary, working through any conflict, and coming to a decision:

Georgie Reigel
School Startup Exploration Album

Exploration is the phase of the School Startup Journey to learn more deeply about Wildflower and yourself. This Exploration Album invites you to reflect on why you want to open a Wildflower school, how you will grow into the role of a teacher leader, and whether Wildflower is the community in which you envision your school.

Wildflower Schools are ...
• Led in partnership by at least two Teacher Leaders, both of whom teach and administer the school • Racially and socioeconomically diverse, anti-bias, and anti-racist • Authentically Montessori • Community embedded and community-responsive • Intentionally small - 1-2 classrooms • Committed to wholeness, self-management, and a non-hierarchical way of operating

With Wildflower ...

• You are part of a national community of teachers, coaches, and support staff united by 9 Principles. Local "pods" of Teacher Leaders provide space for ongoing collaboration, support, and accountability between schools.
• You have access to customized tools to help start and operate your school:
  ○ Startup Roadmap
  ○ Budget & financial management tools, training, and support
  ○ Admissions, enrollment, and recordkeeping software
  ○ GSuite: school emails, calendar, drive
  ○ Marketing/Branding: trademarked name, logo, website
  ○ Expedited path to 501c3 formation (become a legal non-profit school)
  ○ Guidance on board formation & governance
  ○ Recommended vendors for business insurance, payroll, and benefits
  ○ Teacher Leader support helpdesk

- You have the opportunity to apply for grants and low-interest loans through Wildflower, for which you are not personally liable.

Wildflower Schools

This Exploration Album is divided into 7 sections that set a strong foundation for the journey ahead.

1. **Your Story**
2. **School Vision**
3. **Initial School Financial Assumptions**
4. **Place & Community**
5. **Engagement and Partnerships**
6. **Learning and Growth Plan**
7. **Advice Process Toolkit**

Feel free to make this template your own by adding additional information or answering questions in a format that is comfortable for you (images, audio recording, video - have fun with this!).

Your Exploration Album can be completed individually or as a team. Your School Operations Guide will support you as you develop your album and prepare for the advice process.

What's Next?

Once you've completed sections 1-7 of your Exploration Album, you'll practice the Advice Process by sharing your album with 3 members of the Wildflower community, as well as other stakeholders like community members, for their advice as you decide whether you feel called and ready to open a Wildflower school at this time. The Advice Process Toolkit at the end of this album will guide you

through the process. Your Operations Guide will be your main point of support through the Advice Process.

School Snapshot

Teacher Leader Name(s)	Georgie Reigel
Ages you plan to serve	Lower Elementary 6-9 with the possibility of Kindergarten
Type of school (independent, charter, district partnership, etc.)	Charter
Any special characteristics of your school (language immersion, forest school, etc.)	
Location	Grand Junction or Palisade

Please paste a photo of your Montessori training credentials below. If you don't yet have your Montessori credentials, please add a note describing your Montessori experience, other teaching experience, and plan for certification.

AMERICAN MONTESSORI SOCIETY

dedicated to better education for all children through the philosophy and practices of the Montessori Method

awards

Georgie Reigel

the

Elementary I Credential

with all rights, duties and privileges pertaining to it in recognition of satisfactory completion of approved Montessori program requirements

This program is accredited by the Montessori Accreditation Council for Teacher Education (MACTE), and is recognized by the U.S. Department of Education

Montessori Education Center of the Rockies
Teacher Education Program

President

June, 2019
Date

Laura Alexander
Teacher Education Program Director

Certificate issued November, 2019
Credential Number: 61619

Please paste a link to your resume, employment history, or LinkedIn profile.

https://docs.google.com/document/d/1Rl0fpMzWjP0pWqIHO7emAjNMWHvCBKtLCF2nxfiBfxM/edit?usp=sharing

At Wildflower, we are building a library of School Startup Albums to share amongst emerging teacher leaders. Would you be willing for your album to be added to this collection? Yes

Your Story

Your story is the anchor for why this school exists. As you build relationships in your community and invite others to join you in bringing your school to life, it will be important to start with and constantly return to your "why."

Listen to Stacy Abrams, 3 Questions to Ask Yourself About Everything You Do for some guidance and inspiration.

The following questions are provided to help you craft a 2-minute story that you will be able to share with families, partners, donors, and community activists. Your answers can be brief to keep your story to 2 minutes.

After you write your story of WHY, practice delivering it to people you trust, to yourself in the mirror, to your family, etc. Then, when you meet with your advice-givers, you will have the chance to share it with them as they prepare to support you with the most helpful advice possible.

You + Wildflower: What motivates you to start a Wildflower school?

What motivates me to start a Wildflower school is the desire to provide a free, authentic Montessori education in a micro school setting where children experience and learn in a beautifully prepared environment that accepts all people. When I look around the western slope of Colorado I see a need for more compassion, empathy, and inclusion, which is why I want to empower my students to make a difference by seeing past racial, ethnic, cultural, and economic differences. Additionally, I want to partner with all stakeholders so that the school is rooted in community from the ground up.

When I looked at the Wildflower model I was drawn to so many of their core principles. What intrigued me the most was the teacher-leader model in a decentralized network. At the beginning of my Montessori journey, I knew that one day I wanted to either have my own school or be part of a community that was true to the Montessori principles. In addition, it is important to me to be part of a community that supports one another and celebrates along the way.

I know that I can do both of those things in partnership with Wildflower! This realization motivates me to look within myself and think about what my school would look, feel, and evolve into. Not only is that inspiring, it is empowering! I have been on my own Montessori island, working hard to convince others of the brilliance of the method. I believe that by collaborating with my co-teacher-leader, the community, and the Wildflower network there will no longer be the need to convince, as it will be the foundation of our school. Together we will create a space that is built upon peace and acceptance.

Values: What are your values and how have they come to shape your identity? Can you think of a moment in which one of your values was solidified in your life? Why is this value important to you?

My personal core values consist of compassion, creativity, family, acceptance and positivity. There was a time in my life where I was struggling personally and financially. I knew that I couldn't give up, no matter how hard it was. By choosing to be mindful, I was able to place all of my energy on the positive versus the chaos that was happening around me. I found that by having a positive mindset it allowed me to be more adaptable, courageous, and open to change.

Equity: What are your thoughts/beliefs about equitable learning environments? What experiences in creating equitable learning environments have led you to these thoughts/beliefs?

I believe that all students deserve universal access to education, regardless of any type of disadvantage they might have. I further believe that an authentic Montessori environment innately provides students with a space that celebrates individuality and independence. I strive to consistently and continually make every student feel as though their voice matters and that their abilities and perspectives are not only valued but are a necessary part of our classroom ecosystem. I also understand that every student should be met academically, socially, and emotionally where they are, not where they should be.

Montessori: Why did you choose to teach the Montessori pedagogy? What attracts you to the Montessori approach?

I became a Montessori guide to follow in my mother's footsteps and to provide my youngest child with the opportunity to experience Montessori pedagogy. But along the way I found that my passion to teach is driven by my need and want to empower my students to realize that they have the ability to change the world, whether that means focusing on the environment, peace, equity, justice and/or their own personal quest for knowledge.

Partnership: Why are you choosing to start a school with a partner? Given your knowledge of who you are and your strengths and areas of growth, describe your ideal co-teacher-leader. If you already have a partner, how do you complement one another? Where may you run into challenges and how will you address these?

I am choosing to start a school with a partner because I can't do this alone and I would never want to. I want someone to share my passion with, so that we can inspire each other and remind each other along the way why we do what we do. I want a thought partner so that we can both reach out for advice or brainstorm together when needed. I want someone with whom I can share success and to reexamine when faced with failure.

I see our partnership as an opportunity to provide continuity for our children, as well as providing both parents and students with the option of whom to approach with questions or concerns. It will also allow us the ability to teach to our strengths.

Things get hard sometimes and when they do, the support of a like minded partner will get you through anything. Luckily, I feel as though I have found that person, Emma is someone who I connect with on a deep level. She is supportive, kind, intelligent, direct, experienced, passionate, hard working, and unafraid of a challenge. Our personalities complement one another and most importantly, I just enjoy being around her.

We had the opportunity to participate in an Energenetics workshop with each other. The results of our

personal profiles provided us with what we already knew: our personalities and the way we think and behave are a perfect complement of one another. The information shared from the workshop has provided us with additional tools to help us develop a common language when any sort of gap/conflict arises. I have no doubt that this awareness will strengthen our communication and respect towards one another.

Taking all of that into account, as I reflect on areas that I need to name and work on, one that stands out is to not be afraid to communicate when things are uncomfortable. I realize that I need to change my outlook towards conflict to being one that is more fluid, in contrast to it being one that has barriers. For example, I know that if I do not voice my wonderings with Emma before they become bigger than they actually are, they will consume my everyday actions and thoughts in a way that is not productive. Additionally, when presented with a difficult conversation, my goal is to be open by being vulnerable and present in the conversation instead of avoiding the conflict altogether.

School Vision

Describe a scene from your future Wildflower school. Who are the children in this scene? What context from their home environments do they bring with them to school? How are their needs being met at school? How do parents feel when they drop their child off at your school in the morning? Who are the adults in the room? What does the school look like? What is on the walls, shelves? What does the school feel like?

As I look towards the future of our Wildflower school, our students are independent, kind, inquisitive, just, fair and respectful. They are confident in their place in the world and they understand and welcome the challenges that they will have to make a more peaceful planet. They love to learn and can't wait to delve into their day. They respect each other and the space around them.

Some of our community members will share the same beliefs of equity, while others will be introduced to an anti bias/anti racist society for the first time. This will provide an opportunity for all of us to embrace and respect other's differences and to eliminate those barriers of prejudice, misinformation and bias. I believe our students and family members will become the changemakers in the greater community, because their voice will be powerful and kind.

When our parents drop off their children they will feel a strong sense of gratitude for the community that their children learn in and that they are part of. They will know that every need of their child is being met and that they are part of something bigger than themselves. Their children will be in a place that sees no biases or challenges that can't be solved. They will know that their child is making a difference on a daily basis. Most importantly, there will be an underlying feeling throughout campus of the endless potential of each child. They are happy and can't wait to come into the building.

The adults in the school are welcoming and compassionate. They love what they do and do not want to be anywhere else. They look forward to being with one another, to share their successes, to brainstorm ideas, to constantly reflect on what can be improved upon, to help and support one another, to build each other up with positivity, and lastly help sculpt the amazing children who walk through the door every day.

The school is aesthetically beautiful! Every physical aspect from the drop off area, to the classroom and the indoor-outdoor connection is clean, purposeful, devoid of clutter, and accessible to everyone who enters. There is a sense of calmness and peace. There is nature all around. When you come into the front of the school you know that you are part of a community that cares and wants you to be there.

The classroom is child-centered, accessible, and most importantly it is a place that fosters the children's growing independence. The materials are displayed neatly on child-sized shelves so that they can be accessible without adult assistance. Additionally, the shelves are placed in the room to create a series of "rooms" where each curriculum area is placed. There is a feeling of openness while being cozy and serene. There is a large open space for group meetings and larger group lessons, as well as an area that has a sink and small kitchen for art, science, cooking, or lessons that might be messier.

The shelves are filled with materials that are a concrete representation of the curriculum perfectly placed with the most concrete material first leading to the most abstract or advanced. The walls are prepared as carefully as the floor space, as they greatly influence the environment. There are diverse sampling of cultural art, beautiful photographs and illustrations that support the current areas of cultural studies, timelines and children's work.

There is a connection to nature everywhere to cultivate a love for the environment and a sense of stewardship. Inside there are many varieties of plants, flowers, classroom pets, and most materials that are used are made of natural materials. Ideally, there is an outdoor space where we would have a garden. Lastly, the spaces are large enough inside and out to be able to have community wide events so that all members can participate.

Who are the community members outside of the room that are influencing what we see in it? How is your school connected to the community around it?

The front of the school has a beautiful welcome area where there is a staff member to greet anyone who enters. This person's role is integral to our school, as they are the first contact and/or the liaison to our current, future, and past families, as well as the broader community. They are the quintessential role model of grace and courtesy, as they too understand and believe in the Montessori philosophy and curriculum.

The greater community is made up of current extended family members and alum, as well as outside business members who are nearby. I see a partnership between our surrounding community, one that benefits and supports one another and taps into the potential of the child. The students will have a connection to real world experiences by interacting and collaborating with others. "Going out" is an important tenet of the Montessori curriculum. Maria Montessori said, "Instruction becomes a living thing. Instead of being illustrated, it is brought to life. In a word, the outing is a new key for the intensification of instruction ordinarily given in the school." Our students will be empowered to find the answers to their own questions by going out into the community to solidify their learning in the classroom. These outings will enhance their independence, responsibility, and citizenship. Examples might include trips to the local library, bakery, park, veterinarian office, art galleries, river trail and the local history museums.

I also see our students helping the community by keeping the surrounding environment clean and beautiful, going to local retirement homes and reading to residents, working at a food bank for others in need, or creating art that can be displayed in local parks. The possibilities are endless, all due to being in close proximity to others.

How are Wildflower's 9 Principles evident in the description of your school that you wrote in the questions above?

Many of the 9 Wildflower Principles are reflected in my answers. As a Montessorian, having an **Authentic Montessori** environment is a principle that I have been working towards at my current school. I have witnessed first-hand how important it is. As a public Montessori school, we must be committed to providing an authentic, inspiring educational environment for children. The Montessori approach is more than just academics. Our school will possess all the core components of a Montessori education: prepared environment, mixed age classroom, trained Montessori guides, Montessori learning materials, child directed work, uninterrupted work periods, and practical life activities.

Being **co-teacher led** will allow for the everyday needs of the students and families to be made by the adults who are operating closely with the day-to-day operations.

Storefront: Our school will be highly visible, inviting, and attractive and centrally located within the community. It will have an ample outdoor recreation area for the students.

Innovation: Montessori education is innovation and staying connected to other like-minded guides through the WF network will provide a conduit for information, support, and ongoing innovation.

Home: The collaborative energy at our school will be the norm. It will begin as an expectation for each family to participate in parent education events, fundraising, work days on the campus, assist in classroom needs, share their expertise/knowledge/special skill with the student body, and or participate on a school committee, but over the course of their volunteer time they too will sense the importance and value of our partnership, as it benefits their child and all of the children in the school.

Equity: My entire motivation for becoming a Montessori teacher is to empower my students to know that inside each one of them is the impetus to create change for the betterment of all.

Beauty and Nature: As expressed in my narrative the attention to aesthetic beauty and nature is paramount to the Montessori Approach.

Decentralized-Network: Is evident in the description of my school. Big and small decisions will be made by the immediate stakeholders in the best interests of the children with the support of the WF foundation.

At Wildflower we value personal growth, and we support one another with growth. Which of Wildflower's 9 Principles do you feel you need more support around? What questions do you have about expressing Wildflower's Principles in your school?

Going forward I feel that I will need more support and professional development in WF's 9th principle, **Decentralized-network,** because up until my introduction to the WF model I have only experienced a typical hyarcheal organization framework. Additionally, I hope to have support with how to marry the dynamics of the Charter School structure and the responsibilities of being a public school with the non-hyarcheal framework of WF successfully. Since then I have had the opportunity to go through WF's self-management series, which has provided me with many concepts to already work on. I hope going forward that there can be some professional development that unites the other WF Charter Public Schools together so that we can help support one another through these unchartered waters.

Having an intentionally racially and economically diverse school requires nurturing the multiple identities that individuals hold and preparing an environment that is able to reckon with the legacy of racism in education. How will your school do so?

Dr. Montessori believed in education for peace. It is our responsibility as Montessorians and citizens of this world to educate ourselves to create change for our students. As a white woman in a largely homogenous community it will be important to address this. Below are ways that I plan to empower my students and

community:

- bring in guests who will speak to experiences of unrepresented or marginalized groups
- Strive for diversity among staff and the student body by utilizing a weighted lottery as well as strategic approaches for recruiting diverse staff members
- introduce books that address race and ethnicity to students in the classroom, as well as provide a library for community members to check out
- ABAR training for all staff members to deepen our understanding of social justice issues
- Provide more training for all staff in the mechanisms of diverse cultures, so that they will be able to have a nuanced understanding of the situation that minority families deal with, which will help them bridge the social gap between the school and the families that are part of the community
- Continually create a space that is open to honest conversations about privilege and how we can use that information to prepare us to be educators of social change for our community
- Make sure that race is part of the curriculum

Initial School Financial Assumptions

Your budget is a numerical expression of your vision. Teacher leaders report that it's important to start thinking about budget early - but that it can be an overwhelming and unfamiliar part of startup. With this in mind, the following exercise is a first entry into budgeting. You'll start by answering just a few questions about your school's financial assumptions as best you can. These questions relate to the five big budget levers - **enrollment, revenue per student, staffing, compensation and facility costs.** ***To learn more about these budget levers, watch this video.***

In the Exploration phase, it's natural that your answers will be approximations. During Planning and Startup, you'll gradually edit and add detail to these questions to create a complete, sustainable budget. For an overview of the budget process from Exploration through Startup, click here.

Question	Your Current Thinking
At full capacity, how many students will you have in your program each year? *Many Wildflower schools enroll between 25-30 students per classroom.*	32
What is the average revenue per student, across all ages/types of revenue? *If you are in a hub, your operations coach can provide this number. There are multiple things that will eventually impact your exact revenue; for now, this is an approximate average.*	PPR $8,410
At full capacity, how many teacher-leaders will work for the school? (Use decimals for part-time teacher-leaders.) *Most Wildflower schools have 2 teacher-leaders.*	2
At full capacity, how many assistants will work for the school? (Do not include extra staffing for any before or after school programs. Use decimals for part-time assistants.) *Many Wildflower schools have 1-2 teaching assistants.*	1
What is the estimated average salary per teacher-leader once the school is stable? *This number can be an approximate range at this time.*	$60,000
What is the estimated average salary per assistant? *This number can be an approximate range at this time.*	$30,000
What is the average rent per square foot in the general neighborhood? *If you are in a hub, your operations coach can provide this number. You may also use loopnet.com to run a search in your target neighborhood. A typical Wildflower shopfront school is 1800-2200 square feet plus outdoor space.*	$3,200

Place & Community

Your school will exist at the intersection of people and place. Tied to Wildflower's equity principle, the questions below will help you reflect on your connection to the community, the neighborhood's demographics, and the need for a Wildflower school in your proposed location.

Listen to Bryan Stevenson, We Need to Talk about an Injustice for an inspiring call to build proximity with your community.

"Get close to people you care about helping. Proximity is essential because it will change you."

What is your personal connection to the community you plan to serve? How does your racial identity reflect this community? If your racial identity is different from this community, how do you anticipate demonstrating allyship? Are there other identities you hold that relate to the community?

I am relatively new to this community, however I feel as though I am here for a greater purpose. There are only a few Montessori trained guides on the western slope of Colorado and I am currently the only Lower Elementary guide. My goal is to provide children a place to learn that is diverse and that transcends social, economic, gender, religious or other biases. My racial identity is part of the majority in our community. This commonality allows for innate acceptance that I hope to utilize to bring about more awareness and acceptance. To challenge stereotypes, prejudices, lack of information, and assumptions of other's identities.

Who are members of this community that you plan to seek advice from as you develop plans for your school?

- Current school community
- CMU-husband is professor in Theatre Dept and is the Vice-President of the Faculty Senate
- Close like-minded friends and neighbors
- Dance community-Absolute Dance in Grand Junction (one of the largest studios) I teach 2 classes once a week

What is the racial makeup of the community? (You can pull from this resource.) What is considered low income in this neighborhood? Moderate income? High income? (You can pull from this resource.)

https://www.census.gov/quickfacts/grandjunctioncitycolorado

78.3% White
17% Hispanic or Latino

Median household income - $52, 504
2019 income limit area - $55, 750 for a family of 4

A few data points from the Grand Valley Housing Needs Assessment published June 22:

- 25-34 years and 45-64 years are the predominant age groups of people moving into the Grand Valley
- 26% of Clifton residents live in poverty - the highest rate in Mesa County; Clifton, GJ, Fruita, and Palisade saw poverty rates increase between 2010-2019
- Palisade and Clifton median gross rents increased by double digits
- 44% of D51 students qualify for free/reduced lunch

How will your proposed location attract and be accessible to low and moderate income households?

There are three census tracts under current consideration:

- 8 (Las Colonias) - median family income = $51, 055
- 17.02 (Palisade) - median family income = $66, 250

According to the 2019 CDE School Accountability Report Cards:

- At Dos Rios - 82% of tested students in ELA (3rd-5th grade) qualify for free/reduced lunch and 40% were designated minority students
- At Chipeta - 80% of tested students in ELA (3rd-5th grade) qualified for free/reduced lunch and 49% were minority students
- At Taylor Elementary - 46% of tested students in ELA (3rd-5th) qualified for free/reduced lunch and 22% were designated as minority students.

Current MVMCS student's zip codes: (shows that families will travel)

- Delta 1
- Palisade 2
- Fruita 7
- Clifton 5
- Grand Junction 34

How will your proposed location support the building of a racially diverse student population?

Our goal is to find a building in the community near Los Colonias which would access students from the surrounding areas that are racially and economically diverse. Another possibility would be to look for a shop front building in downtown Grand Junction or Palisade to tap into the surrounding community.

What are the existing Montessori and educational opportunities within a 15 mile radius of your community? Who do they serve? Are there any gaps between the existing Montessori and other educational opportunities currently offered and the current needs in the community?

Monument View Montessori Charter School (EC-LE) is in Fruita, CO on 1956 US-6. Heart Song Montessori(EC) is in downtown Grand Junction on 248 S 4th St. Current MVMCS student's zip codes: (shows that families will travel)

- Delta 1

- Palisade 2
- Fruita 7
- Clifton 5
- Grand Junction 34

Heart Song's student base are primarily from Grand Junction. It is a tuition based school with a few Ccap positions.

MVMCS Elementary performance:
70% are above benchmark in math
74% were at or above benchmark in reading

Taylor Elementary:
24% Math Proficiency
45% Reading Proficiency

Chipeta Elementary:
16% Math Proficiency
29% Reading Proficiency

Dos Rios Elementary:
17% Math Proficiency
32% Reading Proficiency

Engagement and Partnerships

Building relationships with families and other community members serves many important purposes: providing a way for you to deeply understand the needs of your community, building trust, and eventually identifying families to enroll.

Family Engagement Exercise

Creating an inclusive, intentionally diverse school means you will be interacting with families from a range of backgrounds. Imagine a prospective family approaches you about your school with the following questions. Respond as though you were sharing with them about your school. As you craft your answers, reflect on who the parents in your community are: their multiple identities, their relationship to Montessori, their childcare needs, their hopes for their children, etc. This is a great exercise to role play with your co-TL or friends/family.

Question from family	**1-2 line answers**
What do you do? *This can be simple and to the point: "We are a charter Montessori school serving children ages 6-12 in Minneapolis."*	We are a free, authentic Montessori Charter school in a micro school setting serving children ages 5-9 in Grand Junction.
How is this Montessori school different from traditional childcare?	A Montessori education is a path for peace; one that educates the whole child in areas of knowledge and allows for individual exploration, magnifying their perspective of self to the Universe.
Who is on the founding team and what do you bring?	Both Emma Reicks and myself bring multiple years of teaching and leadership experience, in addition to our love of Montessori Philosophy.
Why are you passionate about this work?	I want to empower my students to realize that they have the ability to change the world, whether that means focusing on the environment, peace, equity, justice and/or their own personal quest for knowledge.
What are the expectations for me as a parent/guardian enrolling my child in your school?	To engage in your child's educational journey by being an active participant in the school and at home.

Community Engagement Exercise

Start by reading through Wildflower's Local Partnerships for Marketing one-pager. Next, fill out this chart identifying 3 local community partners you plan to engage.

Partner	What will you do to develop this partnership?	What do you think you will be able to collaborate on?
Example: Southside Parent Network	*I will set up a meeting with the parent who leads this network to introduce myself and the school. I will offer to share SPN events with my families.*	*We could collaborate on a joint event that provides an info session to the network about Montessori education.*
1. Local Library	I will set up a meeting with the person who organizes events at the main branch and then reach out to other branches to schedule a time to introduce myself and the school.	We could provide demonstrations and information sessions on the Montessori Method.
2. Eureka-local kids science museum and education center	I will set up a meeting with the executive director to introduce myself and the school in the hopes to create a partnership.	We could collaborate on how Montessori education encompasses science education by giving a demonstration. We will also ask to advertise for our school at their museum.
3. Grand Junction Parks and Recreation Center	I will set up a meeting with the director of Parks and Recreation Center to introduce myself and our school.	We could collaborate on a parent education night on the benefits of a Montessori Education.

Learning and Growth Plan

Wildflower teacher leaders have found certain skills, knowledge, and mindsets to be particularly important to develop as you go through the process of starting a school. No teacher comes into this journey fully ready, but all of us at Wildflower are lifelong learners on a path of growth. Reflecting on these areas will help you make an informed decision about what your unique path will look like and what support you will need along the way.

Begin by reflecting on the questions below. Then, have a conversation with your Operations Guide and/or your Growth & Connectedness Coach to produce a summary outlining your growth plan and intentions as you move forward.

Montessori

This looks like Montessori certification, strong grounding in Montessori theory, and experience as a lead guide in an authentic Montessori classroom.

- Where am I relative to that?
- What is my investment in getting there?
- What support will I need to get there?

Equity Mindset

This looks like regular, ongoing unpacking of your own racial identity and socialization within a white dominant culture, creating a school environment in which the needs of all children are met and the identities of all children are celebrated, and actively addressing the legacy of racism in your school.

- Where am I relative to that?
- What is my investment in getting there?
- What support will I need to get there? (See Wildflower's list of vetted equity trainings & consultants)

Administrative/Small Business Experience

This looks like comfort with finance & budgeting, tax & legal compliance, facilities management, marketing, admissions, enrollment, HR, parent communication/support, and assistant teacher hiring/support.

- Where am I relative to that?
- What is my investment in getting there?
- What support will I need to get there?

Entrepreneurial Mindset

This looks like starting something from scratch, finding creative solutions when tough challenges arise, and actively collaborating with a network for support.

- Where am I relative to that?
- What is my investment in getting there?
- What support will I need to get there?

Self-Management & Wholeness

This looks like leading a classroom with an equal teacher leader partner, co-directing the operations of your school, talking openly about feelings, practicing self-care, and learning to use conflict as a tool for healing & growth.

- Where am I relative to that?
- What is my investment in getting there?
- What support will I need to get there? (See Wildflower's list of vetted coaches)

Local Licensing Requirements

This looks like meeting local licensing requirements to both teach and administer my school.

- Where am I relative to that?
- What is my investment in getting there?
- What support will I need to get there?

After meeting with your Operations Guide and/or Growth & Connectedness Coach about these reflections, write up a summary of your growth plan and intentions moving forward in the chart below.

	Priority Areas for Development	Resources and Timeline
Montessori	Creating a resource for collaboration with Emma	Emma is the resource. On-going process for theory/practice meetings.
Equity Mindset	Opportunities to share as much diverse collaboration with community members and materials as possible	Continuously reaching out to people and resources in the community
Administrative/Small Business Experience	Tax, budgeting, and legal	Wildflower, Emma has experience, and community members
Entrepreneurial Mindset	Support with boundaries, self-care and time-management	Wildflower, reaching out to other schools and their leaders for feedback on best practices, setting ongoing systems for checking in with each other
Self-Management & Wholeness	Not being afraid of conflict and using conflict as an area for progress and growth	Wildflower, and understanding and learning the ways of working. Self-exploration through research and professional development
Local Licensing Requirements	Getting a bigger picture of all licenses needed facilities, for staff, for age-groups, and for leadership (resources)	Wildflower, state agencies, other schools in district, CSI, CO League of Charter Schools, CDE Schools of Choice Office, and

		District

Inspiration: How will my leadership/our school be different because of what I'm prioritizing for my growth? What do I find energizing about my path?
I think by awareness and planning my prioritizing for growth will shape the foundation of our school. I am energized by keeping those priorities at the forefront of everything we do. Just like my students, I want to continue to learn and grow by focusing on doing my very best.

Support: What am I most nervous about? Where will I need support?
I am most nervous about the tax, budget and legal responsibilities. I will rely on WF, Emma's previous experience, and the expertise of surrounding community members.

Strength: What have I experienced and what skills have I built that I'm bringing with me and will leverage?
My 26 years of experience as a teacher whether in the arts or as a Montessori guild will bring a level of maturity, knowledge, professionalism, and adaptability to our school. My collaborative skills will be an asset to my co-teacher/leader, staff, and community, on top of my love of the Montessori method.

Advice Process Toolkit

1. Watch this 4 minute video on the role of the Advice Process in the SSJ

2. Select your advice-givers

These should include 2 current teacher leaders (1 from your hub if you are in an established hub), 1 foundation partner, and any other stakeholder in your decision to open a school (e.g., a community member or parent). Your Operations Guide can help you select your advice givers.

Questions to help you identify advice-givers:

- Who will be affected by my decision to open a Wildflower school?
- What burning questions are on my mind? What are the skillsets/profiles that might help address those questions?
- Are there Teacher Leaders at Wildflower who have opened schools similar to mine that I can ask to be advice-givers?
- Have I chosen a group of people with diverse, varied perspectives?

Name of advice-giver:	Their racial identity:	Their role/connection to Wildflower:	Their area of expertise:
1.			
2.			
3.			
4.			

3. Plan for your advice session
This Exploration Advice Process Facilitation Guide includes a core set of questions you may ask during your advice session.

4. Engage in your advice session
You will facilitate a conversation to seek advice on your Exploration Album. The guide above can help frame your conversation. You will lead this conversation, and your Operations Guide often joins as an observer.

5. After your advice session, summarize advice received & share your summary with your advice-givers
Document the advice you received in the chart below. Share this with your advice givers to see if they still have additional advice or questions about decisions you've made.

6. Close the loop on your advice process
If advice-givers have no open questions after reading your summary, your advice process loop is closed and you can continue along with your decision. If any advice-giver still has open questions after reading the advice summary, they take the initiative to have a compassionate conversation with you until issues are resolved. If you choose not to take advice, and the advice giver feels that the decision will cause harm, the advice-giver can raise Conflict Resolution (e.g., a facilitated conversation) to build more understanding and move to a resolution. This resolution would mean your advice process loop is closed. Your Operations Guide can provide support in moving through the Conflict Resolution Process.

7. Inform your Operations Guide that you are moving into Planning.

Advice Process Summary

Topic	Advice Received	What are you planning to do with this advice? Are you integrating it into your plans? If you are not taking a piece of advice, why not?

Alignment between your story, vision, and Wildflower's principles, values and norms		
Initial Financial Assumptions		
Place & Community		
Engagement & Partnerships		
Learning & Growth Plan		
Other		
Based on this advice, my overall decision on whether to open a Wildflower school is... *(e.g., continue along my startup journey, pause my journey while I gain more experience, etc.)*		
I have closed the loop with my advice-givers by sharing my summary, working through any conflict, and coming to a decision:		

Wildflower Montessori
Public Schools of Colorado

WMPSC Growth and Accountability Cycle & Site Review Process Criteria

The responsibility of the School Accountability Committee is to work closely with Teacher Leaders and the Shared Services Partner to collect, review, report, and evaluate the goals outlined in Section C: Goals, Objective & Pupil Performance Standards and to meet Colorado SB 10-191. The Student Accountability Committee (SAC) stewards the Shared Services Provider and Teacher Leaders to complete the School Leadership Evaluation Cycle and all board members hold a responsibility to be active in the annual cycle. Board training is provided to support charter-wide, site-specific, and Leadership accountabilities.

While our school accountability processes rely on largely the same inputs and have the same aims as traditional systems, the internal mechanics of the WMPSC system are very different. We believe most people are intrinsically motivated to do good work and that they have the deepest insight into their own performance. We see the most important aspect of accountability as being accountable to oneself. Relatedly, we think of the most impacted stakeholders in retention or compensation decisions as being the individuals themselves. For these reasons, all of our accountability processes center on the individual, who coordinates the process to gather input into their own performance (both absolute and relative), considers goals and results, considers context and determines any next steps. The same self-management tools we use for other decisions - the right of stakeholders to object to harmful decisions through the Conflict Resolution Process and Radical Transparency - provide important guardrails to ensure that decisions are made in the service of WMPSC's mission and vision.

Every touchpoint of the Growth and Accountability Cycle includes different stakeholders and we will actively seek family and community voices to be advice givers in decision-making. Below is a summary of the Annual Leadership Growth and Accountability Cycle for Shared Services and Teacher Leaders, explained below and detailed in a Growth and Accountability Toolkit, in development during the Planning Year:

Annual Leadership Growth and Accountability Cycle for Shared Services Partner and Teacher Leaders

Tools to support self-management	**Timeline**	**Stakeholders involved in feedback**
Annual Goals and Reflection	Goal advice provided in August; Reflection advice provided in February	Teacher Leader partner, Shared Services Partner; 2 other Montessori/Academic leaders identified by the Teacher Leader; 1 additional Board member

Instructional Coaching / Professional Development	August - May	Montessori Instructional Coach (Teacher Leaders) or Growth and Connectedness Coach (Shared Services Partner)
WMPSC Site Review Process	January - April	Board Officer, Shared Services Partner, Student Services Coordinator (Grand Valley), Operations (Aurora) or Finance Partner, Site Parent, Parent Board Rep
DEIB Agreement 'Shelf Work' Reflection	February-April	Community Design Team Member, Teacher Leader, Parent Board Rep
Annual Community Site Survey / Net Promoter score	March	Anonymous survey for all stakeholders in the community
Annual Summative Self-reflection	Submitted to Board in May	Teacher Leader partner, Teacher Leader Board Reps

Growth and Accountability Cycle: Shared Services Partner

The School Accountability Committee will define and steward an annual Growth and Accountability Cycle for the Shared Services Partner. The purpose of this process is to support the year-long cycle, designed to hold school leadership accountable through frequent touchpoints looking at the following elements:

- Charter-wide progress on each element of WMPSC's established charter goals;
- Progress towards mission-related goals, such as:
    - Community engagement in school site neighborhoods;
    - Belonging and identity affirming site culture;
    - Equity approach and modeling;
- Ability to activate the Advice Process and Conflict Resolution Process with staff, Teacher Leaders, and Board;
- Fiscal health of WMPSC;
- Staff satisfaction and retention;
- Student attendance and retention.

Growth and Accountability Cycle: Teacher Leaders

For a Teacher Leader, this would start with collection of family and peer input and incorporation of student achievement results and other results, all facilitated by processes supported by WMPSC staff. If the Shared Services Partner or board members have direct exposure to the Teacher Leader's work, they may provide input at this stage as well. Once an individual has considered all of the input and integrated it with their own perspectives to form an opinion on the whether they should continue in their role, what they should focus on developmentally, and what if anything should happen to their compensation, the Shared Services Partner and the School Accountability Committee of the Board have the formal opportunity to offer advice – for example, to suggest that an individual overweighed one aspect of input vs. another or underappreciated the value or consequence of some aspect of the individual's work, or even that they came to the wrong decision on whether they should continue in their role. Next, the individual considers advice, and may refine their

determination and next steps. At this point, the Shared Services Partner and the School Accountability Committee receive the evaluations, and they can object to any decisions they identify as harmful.

Outside the formal processes described above, school accountability happens on an ongoing basis through the functioning of strong self-management processes. As an example, if one Teacher Leader believes that their partner should leave WMPSC, the Conflict Resolution Process gives clear guidance for what to do with that thought to take action. The process can result in a Teacher Leader departure. If a Teacher Leader at one site believes that another site in the charter is not meeting charter goals and mission, they would also use the Conflict Resolution Process which could result in changes to that site. These conversations can be initiated by any employee of the charter network, including Teacher Leaders, Board Members, or charter-wide staff. The hallmark of this system is that it gives individuals and the Board access to a tremendous amount of information along the way. These stakeholders can step in when they think things are headed in the wrong direction, but it makes explicit something that good managers do in traditional arrangements: it leaves individuals in charge of the most important decisions that impact their work and career except in the unusual case where an individual demonstrates an inability to handle that responsibility.

Site Review Process

Because our charter is made up of multiple sites, each site is held accountable to charter-wide performance and meeting charter goals. The Site Review Process is the annual process used by WMPSC stakeholders to review every site under the charter (Appendix H_WMPSC Site Review Process Draft). Stakeholders included in this process are the site Teacher Leaders, a Board Officer, Shared Services Partner, Operations or Finance Partner, and parents / guardians. During the Site Review Process, stakeholders use defined criteria to provide Teacher Leaders advice on the site's operation and alignment with the WMPSC mission.

Beyond this annual process as a routine practice, the Teacher Leaders will provide the Board regular updates on site progress and performance, and the Shared Services Partner will report on charter-wide performance. During the Planning Year, we will seek to refine these processes with the advice from stakeholders close to the decision making, including Teacher Leaders, parents, families, Community Design Team, and Shared Services Partner.

WMPSC Site Review Process

The Site Review Process is one of the Growth and Accountability Cycle Tools completed annually and used by WMPSC stakeholders to observe and interview every site under the charter. Stakeholders included in this process include: site Teacher Leaders, Shared Services Partner, Board Officer, Parent/Guardian Board Rep, Site Parent, and 1 staff member.

During the Site Review Process, stakeholders use the WMPSC Criteria to validate the site team's request for realignment and provide them advice on the site's operation. The Matrix is intended to ensure and document that each new site is appropriately aligned with WMPSC's mission and charter-wide accountabilities.

Teacher Leaders set up the Site Review process by December 1 and will usually occur between January and April of each school year; within 30 days after the site visit occurs, the Teacher Leader ; the process is complete by May 1.

In response to the written evidence, advice and visits, the School Accountability Committee of the Board of Directors will provide the Teacher Leader site team with detailed feedback on how the site continues to align with Charter Goals criteria. Validation responses include the following:

- Aligned: the Board has determined that the site aligns with WMPSC Site Review Criteria.
- Aligned with Conditions: the Board believes that the site does not fully align with Site Review Criteria, and must achieve one or more specific conditions or milestones to satisfy such conditions within 45 days.
- Does not Align: Shared Services Partner along with the Board Chair will work with Teacher Leaders to make significant changes within 45 days and the broader charter community will be informed of the shifts.
- Recommendations: Stakeholders and the Board may provide recommendations for any of the above validation responses; recommendations represent the informed suggestions of the Board.

Following the site review feedback, Teacher Leaders will prioritize three primary ways that the Board and Operations staff can help Teacher Leaders sustain their site.

WMPSC Site Review Criteria

Wildflower Network Alignment

Each Teacher Leader has articulated their commitment to Wildflower Values, Norms, and Principles, and any self-management practices.

Each Teacher Leader has consistently acted in alignment with Wildflower Values, Norms, Principles, and any corresponding Practices throughout their experience in the Exploration and Planning phases of the Wildflower School Startup Journey.

Teacher Leader Professional Development

Each Teacher Leader has received, reflected, and implemented advice from coaching and School Accountability Committee feedback cycles

Each Teacher Leader has pursued professional development in areas required for local district and CDE regulation as well as self-growth.

School Culture Goals

Site meets Essential Elements goals

Academic Goals

Site meets Student Progress goals

Site meets Student Achievement and Growth goals

Site Vision and Community

The site identity (i.e. brand, vision statement) aligns with Wildflower's principles and branding guidelines.

The site team has embedded the neighborhood and site community within their continuing planning and events.

The site team has reflected on how to evolve their program to meet neighborhood and community needs.

Equity Lens

DEIB Agreement, Shelf Work

Site teams embody an equity lens and continue to operate with this foundation.

Each Teacher Leader continues on-going work of identity, social justice, and culturally responsive education.

Roles and Responsibilities

Site team has determined roles and corresponding responsibilities for all team members through which at least two Teacher Leaders share a mix of administrative and instructional accountabilities.

Site team has made changes to roles and responsibilities, responding to their own needs and the operation of the site.

Recruitment and Enrollment

Site team has defined a recruitment and enrollment plan that aligns with WMPSC enrollment policies and processes.

Site team has met enrollment projections and if not, has reflected on the obstacles of meeting enrollment.

Budget

Site team has defined a balanced site budget that is based on research-based assumptions and aligns with WMPSC accounting practices and financial policies.

Site team has allocated funds to the charter wide budget and reflected on how their site contributes to charter fiscal health

Belonging, Liberation, Growth & Wholeness

Teacher Leaders have each defined an individual learning plan with learning priorities identified in each of the following areas: developing new skills, equity, and wholeness.

School District 51

MESA COUNTY VALLEY

Engage, Equip, and Empower

Adopted: February 1, 2022

July 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
S	M	T	W	T	F	S
	1	2	3	W	T	6
7	T	W	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	E/MC	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	EE	27	28	29	30	

October 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	W	IE/EC	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	T	W	T	F	S
		1	2	3	EM	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	CD	22	23	24	25	26
27	28	29	30			

December 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	H
H	26	27	28	29	30	31

January 2023						
S	M	T	W	T	F	S
1	H	3	4	5	W	7
8	9	10	11	12	13	14
15	16	T	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	CD	21	22	23	24	25
26	27	28				

March 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	IE	W	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	EM	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	EC	13
14	15	16	17	18	19	20
21	22	23	W	25	26	27
28	H	30	31			

June 2023						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Classes Begin August 10 Elementary & Middle Schools

Classes Begin August 12 Kindergarten & High Schools

All Schools Classes Not in Session

Teacher Workdays (W)
August 4, 9
October 13
January 6
March 17
May 24

Teacher In-Service (T)
August 5, 8
January 17

Teacher Ed Effectiveness (EE)
September 26

Elementary Planning/MS Conference (HS in Session) (E/MC)
September 6

Elem Conference/MS/HS In-Service (IE/EC) (No School)
October 14

Elementary Planning/MS Inservice (HS in Session) (EM)
November 4
April 14

Elementary Planning, MS/HS In-Service (IE) (No School)
March 16

Elem Conferences Only (MS/HS in session) (EC)
May 12

Check with your school for Parent Teacher conference dates

Schools Not in Session (Holidays and/or Vacation Breaks)

September 5	Labor Day
November 21-25	Thanksgiving Break
December 22-Jan 5	Winter Break
January 16	Martin Luther King Jr Day
February 20	President's Day
March 20-24	Spring Break

Statistical Record Data

Total number of contact days elementary - 170

Total number of contact days middle - 171

Total number of contact days high - 172

Classes Begin	August 10
1st Quarter Ends	October 12 (43 ES/MS - 42 HS)
2nd Quarter Ends	December 21 (42 ES/MS - 43 HS)
3rd Quarter Ends	March 15 (45 ES/MS/HS)
4th Quarter Ends	May 23 (40 ES - 41 MS - 42 HS)

School District 51
MESA COUNTY VALLEY
Engage, Equip, and Empower

Aprobado: 1ero de febrero del 2022

Julio 2022

D	L	M	M	J	V	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						

Agosto 2022

D	L	M	M	J	V	S
	1	2	3	W	T	6
7	T	W	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Septiembre 2022

D	L	M	M	J	V	S
				1	2	3
4	5	E/MC	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	EE	27	28	29	30	

Octubre 2022

D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	W	IE/EC	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Noviembre 2022

D	L	M	M	J	V	S
		1	2	3	EM	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	CD	22	23	24	25	26
27	28	29	30			

Diciembre 2022

D	L	M	M	J	V	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	H
H	26	27	28	29	30	31

Enero 2023

D	L	M	M	J	V	S
1	H	3	4	5	W	7
8	9	10	11	12	13	14
15	16	T	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Febrero 2023

D	L	M	M	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	CD	21	22	23	24	25
26	27	28				

Marzo 2023

D	L	M	M	J	V	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	IE	W	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Abril 2023

D	L	M	M	J	V	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	EM	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Mayo 2023

D	L	M	M	J	V	S
	1	2	3	4	5	6
7	8	9	10	11	EC	13
14	15	16	17	18	19	20
21	22	23	W	25	26	27
28	H	30	31			

Junio 2023

D	L	M	M	J	V	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	

Primarias y secundarias comienzan clases el miércoles 10 de agosto

Kinder y preparatorias comienzan clases el viernes 12 de agosto

Fechas cuando no hay clasess

Día de trabajo para maestros (W)
4 y 9 de agosto
13 de octubre
6 de enero
17 de marzo
24 de mayo

Capacitación para maestros (T)
5 y 8 de agosto
17 de enero

Día del educador eficaz (EE)
26 de septiembre

Planificación solo para primara/Sec. Conf. (Prep. tienen clases)(E/MC)
6 de septiembre

Primaria Conf./Sec./Prep. en capacitación (IE/EC) (No hay clases)
14 de octubre

Planificación solo para primarias/Sec. en capacitación (Prep. tienen clases) (EM)
4 de noviembre
14 de abril

Planificación solo para primarias, Sec./Prep. en capacitación (IE) (No hay clases)
16 de marzo

Conferencias solo para primarias (Sec./ Prep. tienen clases) (EC)
12 de mayo

Verifique las fechas de las conferencias de padres y maestros con su escuela

No hay clases (Días festivos y/o vacaciones)

5 de septiembre 2022	Día del trabajo
21-25 de noviembre 2022	Vacaciones/Día de Acción de Gracias
Del 22 de Dic. al 5 de enero	Vacaciones de invierno
16 de enero 2023	Día de Martin Luther King Jr.
20 de febrero 2023	Día de los Presidentes
20-24 de marzo 2023	Vacaciones de primavera

Datos de registro estadístico

Número de días escolares en la escuela primaria - 170
Número de días escolares en la escuela secundaria - 171
Número de días escolares en la escuela preparatoria - 172

Comienzan las clases	**10 de agosto**
Fin del 1er trimestre	12 de octubre (43 PRIM/SEC- 42PREP)
Fin del 2° trimestre	21 de diciembre (42 PRIM/SEC – 43 PREP)
Fin del 3er trimestre	15 de marzo (45 PRIM/SEC/PREP)
Fin del 4° trimestre	23 de mayo (40 PRIM- 41 SEC-42 PREP)

Wildflower Montessori Public Schools of Colorado, Grand Valley Student Schedule

Primary Students (Schedule may vary depending on average age of class)	
8:15 - 8:30	Arrival
8:30 - 11:15	Classroom work period
11:15 - 11:30	Read Aloud
11:30 - 12:45	Lunch, clean-up, recess
12:45 - 3:15	Nap, afternoon work period, Specials, playtime
3:15	Prepare to go home
3:30	Dismissal

Student day = 7 hours
Instructional considering naptime = 4 - 6 hours

Elementary Students (Schedule may vary depending on average age of class)	
8:15 - 8:30	Arrival
8:30 - 11:45	Classroom work period
12:00 - 1:00	Lunch, clean-up, recess
1:00 - 1:20	Read aloud
1:20 - 3:15	Afternoon work period or Specials
3:15 - 3:30	Restore classroom and prepare to go home
3:30	Dismissal

Student day = 7 hours
Instructional = 5.5 - 6 hours

The Teacher Leaders are both teachers and administrators;their schedule reflects how they manage time for these responsibilities. The schedule below is an example of a Teacher Leader's day though exact times will fluctuate based on site design and classroom level:

Teacher Leader Schedule	Teacher Leader #1	Teacher Leader #2
7:30	Arrival	Arrival
7:30 - 8:15	Prepare for students and check-in with each other	Prepare for students and check-in with each other
8:15	Students arrive	Students arrive
8:15 - 8:30	Take attendance and guide students to morning work	Take attendance and guide students to morning work
8:30 - 11:45	Guide students during morning work period	Guide students during morning work period
12:00 - 1:00	Lunch with children + break (teacher planning)	Lunch with children + break (teacher planning)
	Relieved by Teacher Leader Assistant and Recess	Relieved by Teacher Leader Assistant and Recess
1:00 - 1:20	Read Aloud	Administrative work
1:20 - 3:15	Guide students during afternoon work period	Administrative work
	Relieved by Teacher Leader Assistant (such as Specials teacher)	
3:15 - 3:30	Prepare students for dismissal and greet families	Prepare students for dismissal and greet families
3:30 - 4:00	Prepare classroom for next day for students/perform administrative work/afternoon meetings	Prepare classroom for next day for students/perform administrative work/afternoon meetings

Self Management Ways of Working

Our values and norms lead us to ways of working that are at once collaborative and independent. Each of us has substantial freedom, and there are limits to our freedom shaped by the freedoms of others.

At the heart of our approach to self-management is the idea that decisions get made in the process of doing work, by the person doing the work, without the need for ratification by others. Four systems and processes allow us to work in this way:

- The Roles and Responsibilities Process
- The Advice Process
- The Conflict Resolution Process
- Radical Transparency

Supported by these processes and Wildflower's values and norms, every Wildflower partner is free to act without supervision or management as they work to bring energy to a role.

Roles & Responsibilities Process

Wildflower is an ecosystem of organizations with common purpose and shared values and community norms. Each organization within the Wildflower ecosystem must have a process for assigning roles and responsibilities that aligns with these foundations.

The common components of role and responsibility processes at Wildflower are:

1. A role is a discrete activity or group of activities that has a purpose, one or more responsibilities or accountabilities, and may also have authority to allocate particular resources or make particular decisions. All roles and responsibilities derive their individual purpose from their capacity to contribute to the Wildflower ecosystem's expression of its overall purpose
2. Roles and responsibilities are public. They must be accessible within an organization and across the Wildflower ecosystem
3. An organization's list of roles and responsibilities must cover all of the organization's work, and because roles and responsibilities evolve continuously, there must be clear ownership for as-yet-unspecified roles and responsibilities
4. Every partner can propose new roles and responsibilities within their own organization that they deem necessary to carry out their own roles or express their organization's purpose; and every organization can propose new roles and responsibilities of other organizations within the ecosystem
5. Roles and responsibilities can only be assigned to a partner with their consent
6. The specific processes for creating and assigning roles and responsibilities vary across organizations, but the processes must be clear and publicly accessible for all to see in every organization

The most important organizations within the Wildflower ecosystem are Wildflower schools. Wildflower schools may use any role and responsibility assignment process they choose so long as it meets the tests laid out above, and they are also free to use the sensible default Teacher-Leader Role and Responsibility process. Here are several examples of the ways schools have outlined their Roles and Responsibilities.

The Wildflower Foundation's purpose is to foster the overall success of the Wildflower ecosystem, and as such the foundation is responsible for any role that cuts across multiple organizations that is not explicitly held by some other Wildflower organization. These roles and responsibilities may include providing support to other Wildflower organizations and stewarding shared assets. As the steward of Wildflower's brand, the foundation establishes the processes by which organizations may start to use the brand and thereby join the Wildflower ecosystem, and through which organizations maintain the right to continue to use the brand and participate in the Wildflower ecosystem on an ongoing basis. The Wildflower Foundation has adopted the Holacracy constitution as its framework for creating, amending and assigning roles for the foundation's own work and for all cross-organizational work within the Wildflower ecosystem.

All people energizing any role in any organization within the Wildflower ecosystem are Partners of The Wildflower Foundation and can participate in the foundation's roles and responsibilities process.

Advice Process

In the process of energizing a role, partners in the Wildflower ecosystem will frequently face choices or consider actions that impact others, within their own organizations and across Wildflower organizations. In a typical organization, decisions impacting multiple stakeholders are made through hierarchy or consensus, neither of which align with our commitment to autonomy with support. At Wildflower, we trust in each of us to make decisions that support the expression of Wildflower's purpose, and we use the advice process to ensure that decision-makers are fully informed about stakeholder perspectives before decisions get made.

When a partner faces a situation of making a choice that impacts others, they must follow the advice process.

The Steps of the Advice Process

1. Confirm that she has the authority to make the decision or take the action in question. This is done by reviewing the public roles and responsibilities lists. If decision-making authority is ambiguous, the partner must clarify authority through the roles and responsibilities process before acting.
2. Determine who else within the Wildflower ecosystem is a stakeholder in the decision – because it impacts that person's ability to carry out her role. If it isn't clear whether a decision impacts other partners' ability to carry out their roles, the decision-maker must publicly post the impending decision to allow other partners the opportunity to let her know about any potential impacts.
3. Ask for advice from other partners impacted by the decision, following the parameters below, and welcome unsolicited advice from other partners even if you did not recognize them as stakeholders or solicit their input.
4. Offer impacted stakeholders the opportunity to object, if the stakeholder disagrees with the decision-maker's authority to make the decision or if a course of action will do harm. (A stakeholder's preference for an alternative course of action is not grounds for objecting.) If a

stakeholder objects, the decision-maker must adjust their proposed course of action to resolve the objection, or they may challenge the objection through the conflict resolution process.

5. Once the decision-maker has solicited the advice of the stakeholders and resolved any objections, the decision-maker can go ahead and make their decision, after which she should close the loop with anyone who offered advice and publicly post the decision. This includes explaining her rationale and decision to anyone whose advice she chose not to follow.

The Rules of the Advice Process

1. The overall purpose of this advice process is meant to ensure that decisions are made only after considering the input of stakeholders. This means that, at a minimum, advice must be solicited at the point when a decision is ready to be made, generally by laying out a proposal for the decision. When generating the proposal itself is a time-consuming task, advice may (and generally should) be sought earlier in the process with less formality, but this does not replace the need to seek advice at the decision stage.
2. The advice process is meant to have the adviser assume the perspective of the decision-maker, not to "vote" from their own perspective as a stakeholder. When asking for advice, ask what the stakeholder would do if she were the decision-maker. Don't ask about her personal preferences. When offering advice, though you may make reference to personal preferences, respond in total as if you are being asked to make the decision. As noted in the roles and responsibilities process, the purpose of each role at Wildflower derives from its potential to contribute to the overall ecosystem's expression of Wildflower's purpose, and thus every partner is expected to make decisions and offer advice consistent with the greater good.
3. When asking for advice, you must share your objectives and any relevant context that impacts the decision. When asked for advice, if you do not feel you have enough context to give advice, you may ask for additional context.
4. When you recommend against a course of action, and in particular when you object to a course of action, be as specific as possible about your concerns, and offer a positive alternative if you can, or a path to addressing the objection you raised. When you receive advice that recommends against a course of action, you may ask for additional specificity or a positive alternative.
5. You may choose not to give advice, if you don't have a strong opinion or if you don't have time to give advice. This allows people to ask for advice more freely, knowing that you won't feel an obligation to respond. Generally, no-advice is taken by the decision-maker to mean either that

you trust her judgment and don't feel the need to give input, or that you agree with the path that the decision-maker is considering.

6. While you may put out a request for advice in public settings (e.g., through public posting or faculty meetings), you should always invite the advice itself to be offered privately, and when you offer advice, you should usually do so privately (e.g., through a direct conversation or a direct email). Offering advice publicly (e.g., through a reply-all) tends to crowd out divergent thinking.

Solicited vs. Unsolicited Advice

You need not be asked for advice in order to offer it. If you see a decision being considered and believe you are a stakeholder, let the decision-maker know that you'd like to be considered a stakeholder and offer advice. If you discover this after a decision has already been made, let the decision-maker know and offer your advice after the fact. Few decisions are permanent, and everyone can learn from situations like these. If you see a decision not being made, or an action not being taken, and you would be a stakeholder if the decision or action were considered, you may offer unsolicited advice to suggest a course of action as well. If you would like to give advice in a situation where you are not a stakeholder, you may offer to do so, but the decision-maker is not required to consider advice from non-stakeholders and not obligated to explain their rationale if they choose not to take such advice.

As always, if any of us are concerned that a partner has not followed the advice process, we are invited to use the conflict resolution process to resolve our concerns.

Conflict Resolution Process

In a hierarchical system, differences of opinion are addressed by decision-making from above. In Wildflower organizations, absent a hierarchy, we turn to a conflict resolution process that engages our core values of connectedness and growth and seeks to resolve tensions and build our individual and collective capacity for self-management at the same time.

The principal mechanism for this process is direct compassionate conversation between partners - through which we grow our understanding, compassion, and connectedness, and from which we can

grow, personally and as a community. It is often the case that a creative and unifying solution is the natural outgrowth of the compassionate conversation approach. In alignment with our commitment to autonomy with support, when direct conversation does not produce a mutually acceptable solution, we offer additional supports and structure to the process, as described below.

Any partner may initiate a conflict resolution process with respect to any decision made by any other Wildflower partner, within an organization or across organizations in the ecosystem, that impacts her ability to carry out one of her roles.

Stages of the Conflict Resolution Process

1. A Direct Compassionate Conversation:

The first step for an individual (or group) who has a tension is to directly request an un-facilitated compassionate conversation with the person (or group) involved. Our hope is that tensions will be addressed and solutions identified through this conversation, but we recognize this may not always be possible. At any point, either party may elect to move to the next stage of the process.

2. A Peer Facilitated Compassionate Conversation:

If the concern is not addressed (and/or some tensions remain) after an un-facilitated conversation, any of the participants may request the support of any mutually-agreeable peer facilitator. Wildflower will provide optional training to individuals interested in facilitating such conversations. Our hope is that tensions will be addressed and solutions identified through this conversation, but we recognize this may not always be possible. At any point, either party may elect to move to the next stage of the process.

3. A Professionally Facilitated Conversation:

If the concern is not resolved through a peer-facilitated compassionate conversation, the parties may turn to a coach/facilitator trained in conflict-resolution. Our hope is that tensions will be addressed and solutions identified through this conversation, but we recognize this may not always be possible. At any point, either party may elect to move to the next stage of the process.

4a. For Conflicts within The Wildflower Foundation or that Cross Organizational Boundaries, The Conflict-Resolution Panel:

If the concern is not resolved through a professionally facilitated compassionate conversation, any participant may choose to bring the concern to the Wildflower Conflict-Resolution Panel, comprised of three to five individuals selected by the Lead Link of the Foundation Administration circle serving one year, renewable terms. To a greater extent than in the prior phases of the process, the Conflict-Resolution Panel may share its perspective on the issues surfaced by the conflict, and unlike in prior phases, they may make binding determinations on topics such as interpreting Wildflower's founding documents. Sometimes, solutions may be generated or tensions resolved directly in this setting, but often the panel will make a suggestion on a narrow aspect of the conflict, with the hope that the parties will then be able to resolve the conflict through direct or facilitated compassionate conversation. In some cases, the panel will decide that the substance of a particular decision is sufficiently consequential or far reaching that they will choose to invite the Lead Link of the Foundation Administration circle to join the panel before making a decision.

Though we leave nearly all decision making in the hands of our Partners using our self-management processes, we reserve two particular decisions that emerge from conflict for the conflict resolution panel inclusive of the CEO of The Wildflower Foundation: involuntary termination of a Partner's employment with The Wildflower Foundation or dissolving the affiliation between an individual Wildflower school or organization and the broader Wildflower community.

4b. For Conflicts within a Single Wildflower Organization Other than the Foundation

When conflicts emerge within a single organization other than the Foundation, that organization's board of directors shall serve as the Conflict Resolution Panel, unless that role has been explicitly delegated to another individual or group of people.

Rules of the Conflict Resolution Process

- Participation is required. All partners must honor the request for a compassionate conversation from another partner, and must engage as an opportunity to cultivate greater clarity,

alignment, and good will. If the request for a facilitated conversation is refused, then the requester may bring the matter directly to the Conflict Resolution Panel

- Facilitators are not decision-makers. They may share perspectives with participants to help them observe the situation more clearly or consider alternative framings, but it is up to the participants to incorporate those perspectives as they see fit. Participants are not required to compromise during facilitated conversations, though there is nothing wrong with anyone choosing to compromise of their own volition

Radical Transparency

Transparency across the entire Wildflower ecosystem at all times and on nearly all topics allows us to learn from one another, catch one another's mistakes, and collaborate with each other. By default, all information should be shared across all partners in the Wildflower ecosystem, and with the public as well. In some cases, we place limits on that for the short-term - for example, we ultimately intend to make all compensation information public, but we have not yet decided how we will do that. In some other cases, we treat an information as personal and we leave it up to the discretion of an individual as to whether to share it. Sometimes, we encourage that sharing as a part of our commitment to radical transparency, but we recognize that partners may need time to develop comfort with sharing. Other times, we treat information as private to an individual and leave it entirely up to them about whether they share.

Information that Should Always Be Shared

- Information about what each of us are working on – through to do lists and project status updates
- Information about how we are doing our work - project plans when they exist and budgets including all detail other than salary information (see note below)
- Information about the impact or results of our work – information about aggregate student learning and development, parent satisfaction and fundraising progress

Information that Should Ultimately Be Shared Transparently, but is Not Yet

- Salary information

Personal Information, Shared at the Discretion of the Individual

1. An individual's description of their own evolutionary edge - what areas she's working to grow in. We support and encourage maximum transparency for this
2. Tensions that any of us feel - as a result of a lack of clarity regarding the ownership of a decision or a role, or a disconnect between our expectations for how something would happen and how it actually happened. We support and encourage maximum transparency for this as well, but do not share other people's concerns without their consent
3. Other personal information - we leave it to each person's discretion to bring personal information into the public sphere, and we do not share potentially personal information on behalf of others
4. Details about individual student or family financial or educational situations should remain private unless the student/family explicitly decides to share it

Observing Work Engagement: Primary

This observation rubric helps the observer develop a detailed understanding of the level of engagement in a Primary classroom. It can be as a tool for self-assessment, in coaching, or group reflection.

School/Classroom: _____

Visit focus: _____ # of children: _____ Date: _____

Work Engagement of Children

Observe for two minutes or until you count each student once. Tally each category observed, making one tally mark per student.

At the beginning of the visit Time:	ENGAGING IN WORK	USING WORK AS A PROP	IN BETWEEN WORK	RECEIVING HELP	WANDERING/ INTERFERING	DISRUPTING
	engaging in age-appropriate and concentrated work with peers or in presentation	not engaging with material or passively allowing peers to complete without attending	in process of selecting, setting up, observing others, or putting away work	consulting with or receiving direction from a teacher in class	moving aimlessly or conversing without focus	dangerous, demeaning, destructive; prevents others from concentrating
tally marks						
totals						

Work with Montessori Materials Observed

*Indicate material being used as prop

PRACTICAL LIFE	SENSORIAL	MATHEMATICS	LANGUAGE	OTHER

Work Engagement of Children (Repeat)

At the end of the visit Time:	ENGAGING IN WORK	USING WORK AS A PROP	IN BETWEEN WORK	RECEIVING HELP	WANDERING/ INTERFERING	DISRUPTING
	engaging in age-appropriate and concentrated work with peers or in presentation	not engaging with material or passively allowing peers to complete without attending	in process of selecting, setting up, observing others, or putting away work	consulting with or receiving direction from a teacher in class	moving aimlessly or conversing without focus	dangerous, demeaning, destructive; prevents others from concentrating
tally marks						
totals						

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Observing Work Engagement: Elementary

This observation rubric helps the observer develop a detailed understanding of the level of engagement in an Elementary classroom. It can be as a tool for self-assessment, in coaching, or group reflection.

School/Classroom: _____

Visit focus: _____ # of children: _____ Date: _____

Work Engagement of Students

Observe for two minutes or until you count each student once. Tally each category observed, making one tally mark per student.

At the beginning of the visit Time:	**ENGAGING IN WORK** engaging in age-appropriate and concentrated work with peers or in presentation	**USING WORK AS A PROP** not engaging with material or passively allowing peers to complete without attending	**IN BETWEEN WORK** in process of selecting, setting up, observing others, or putting away work	**RECEIVING HELP** consulting with or receiving direction from a teacher in class	**WANDERING/ INTERFERING** moving aimlessly or conversing without focus	**DISRUPTING** dangerous, demeaning, destructive; prevents others from concentrating
tally marks						
totals						

Work with Montessori Materials Observed

*Indicate material being used as prop

CULTURAL (HISTORY, SCIENCE, GEOGRAPHY, ARTS, MUSIC)	**LANGUAGE**	**MATHEMATICS AND GEOMETRY**	**PRACTICAL LIFE** (CARE OF THE ENVIRONMENT, SOCIAL ACTIVITY)

Work Engagement of Students (Repeat)

At the end of the visit Time:	**ENGAGING IN WORK** engaging in age-appropriate and concentrated work with peers or in presentation	**USING WORK AS A PROP** not engaging with material or passively allowing peers to complete without attending	**IN BETWEEN WORK** in process of selecting, setting up, observing others, or putting away work	**RECEIVING HELP** consulting with or receiving direction from a teacher in class	**WANDERING/ INTERFERING** moving aimlessly or conversing without focus	**DISRUPTING** dangerous, demeaning, destructive; prevents others from concentrating
tally marks						
totals						

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6 YEAR BUDGET PROPOSAL

AUTHORIZER: Mesa County Valley School District 51

Wildflower Montessori Public Schools of Colorado - Grand Valley

as of August 2, 2022

6 YEAR BUDGET-Summary

	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Physical Pupil Count	0	48	80	92	149	152
Funded Pupil Count	N/A	48	60	72	109	112
REVENUE						
Per Pupil Revenue	$ -	$ 444,754	$ 569,841	$ 700,905	$ 1,087,619	$ 1,145,493
CPP Revenue	-	-	-	48,674	94,793	97,162
Tuition Revenue	-	-	161,610	180,066	357,801	372,541
State Funding Sources	-	61,924	87,882	104,025	151,061	159,434
Federal Funding Sources	154,000	205,001	215,632	75,471	110,434	122,552
Grants/Contributions/Fundraising	110,000	110,000	-	220,000	-	-
Interest Income	-	-	-	-	-	-
Activities & Student Fees	-	11,374	14,218	17,062	25,829	26,540
TOTAL REVENUE	$ 264,000	$ 833,054	$ 1,049,184	$ 1,346,202	$ 1,827,537	$ 1,923,722
EXPENSE						
Salaries and Benefits	53,793	344,903	582,618	754,151	1,153,304	1,180,448
Authorizer Services	-	17,790	22,794	28,036	43,505	45,820
Purchased Services (w/o Bldg Costs)	39,294	168,031	198,031	223,088	313,212	329,379
Utilities & Building Expenses	65,600	72,649	11,040	85,219	22,409	22,810
Rental - Land/Building	6,000	40,000	56,000	65,020	105,262	106,428
Student Activities	-	-	-	-	-	-
Supplies and Materials	19,000	35,700	13,525	32,722	21,649	24,290
Books, Periodicals, & Software	-	-	-	-	-	-
Non-capital equipment	-	-	-	-	-	-
Furniture and fixtures	10,000	20,400	2,000	23,184	4,330	4,416
Contingency	5,000	5,000	5,000	15,000	15,000	20,000
Other Expenditures	1,500	24,666	39,778	75,712	129,137	125,290
TOTAL EXPENSE	$ 200,187	$ 729,139	$ 930,786	$ 1,302,132	$ 1,807,807	$ 1,858,880
NET OPERATING INCOME	63,813	103,914	118,398	44,070	19,730	64,842
OTHER SOURCES/USES OF FUNDS	-	-	-	-	-	-
SURPLUS/(SHORTFALL)	$ 63,813	$ 103,914	$ 118,398	$ 44,070	$ 19,730	$ 64,842
Beginning Fund Balance	$ -	$ 63,813	$ 167,728	$ 286,126	$ 330,196	$ 349,926
Ending Fund Balance	$ 63,813	$ 167,728	$ 286,126	$ 330,196	$ 349,926	$ 414,768
Restricted or assigned	6,006	26,016	35,143	47,297	67,814	69,357
Unrestricted/Unassigned	57,808	141,712	250,983	282,899	282,112	345,411
Unrestricted/Unassigned Fund Balance as % of Tota	29%	20%	27%	22%	16%	19%

ENROLLMENT PLAN

Projected Number of Full-Time Students Per Year

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
ECE	0	20	20	40	40
KG	14	12	12	24	24
1	14	14	12	15	15
2	10	14	14	15	15
3	10	10	14	15	15
4		10	10	15	15
5			10	13	15
6				12	13
7					
8					
9					
10					
11					
12					
Total # students	48	80	92	149	152
Total # funded*	48	60	72	109	112

**does not include ECE*

Projected Number of Part-Time Students Per Year

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5

STAFFING PLAN

	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AVG Annual Salary
INSTRUCTIONAL STAFF	**N/A**	**48**	**80**	**92**	**149**	**152**	
Teacher Leaders	0.0	2.0	4.0	4.0	8.0	8.0	$55,200
Teacher Leader Assistants	0.0	1.0	3.0	4.0	5.0	5.0	$27,000
Total Instructional Staff	**0.0**	**3.0**	**7.0**	**8.0**	**13.0**	**13.0**	
Admin/Support/SPED	**N/A**	**48**	**80**	**92**	**149**	**152**	
Shared Services Partner	0.50	1.00	1.00	1.00	1.00	1.00	$70,500
Student Services Coordinator	0.00	0.50	0.50	1.00	1.00	1.00	$45,650
Finance Partner	0.00	0.00	0.00	0.50	0.75	0.75	$65,000
Special Education Teachers (Elem)	0.00	0.10	0.15	0.30	0.50	0.50	$46,000
Special Education Teachers (ECE)	0.00	0.25	0.50	0.50	0.75	0.75	$46,000
STIPENDS/ADDITIONAL PAY							
Total Admin & Support	**0.5**	**1.9**	**2.2**	**3.3**	**4.0**	**4.0**	
TOTAL SALARIES	**$ 35,250**	**$ 251,762**	**$ 442,026**	**$ 545,105**	**$ 862,920**	**$ 878,900**	2% increase/yr
Total # Teachers	0.00	3.00	7.00	8.00	13.00	13.00	
Total # Admin & Support	0.50	1.85	2.15	3.30	4.00	4.00	
Total Staff	0.50	4.85	9.15	11.30	17.00	17.00	
Student/teacher ratio		16:1	11:1	12:1	11:1	12:1	
Student/staff ratio		10:1	9:1	8:1	9:1	9:1	

STAFFING PLAN

	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	AVG Annual Salary
INSTRUCTIONAL STAFF	**N/A**	**48**	**80**	**92**	**149**	**152**	
Teacher Leaders	0.0	2.0	4.0	4.0	8.0	8.0	$55,200
Teacher Leader Assistants	0.0	1.0	3.0	4.0	5.0	5.0	$27,000
Total Instructional Staff	**0.0**	**3.0**	**7.0**	**8.0**	**13.0**	**13.0**	
Admin/Support/SPED	**N/A**	**48**	**80**	**92**	**149**	**152**	
Shared Services Partner	0.50	1.00	1.00	1.00	1.00	1.00	$70,500
Student Services Coordinator	0.00	0.50	0.50	1.00	1.00	1.00	$45,650
Finance Partner	0.00	0.00	0.00	0.50	0.75	0.75	$65,000
Special Education Teachers (Elem)	0.00	0.10	0.15	0.30	0.50	0.50	$46,000
Special Education Teachers (ECE)	0.00	0.25	0.50	0.50	0.75	0.75	$46,000
STIPENDS/ADDITIONAL PAY							
Total Admin & Support	**0.5**	**1.9**	**2.2**	**3.3**	**4.0**	**4.0**	
TOTAL SALARIES	**$ 35,250**	**$ 251,762**	**$ 442,026**	**$ 545,105**	**$ 862,920**	**$ 878,900**	2% increase/yr
Total # Teachers	0.00	3.00	7.00	8.00	13.00	13.00	
Total # Admin & Support	0.50	1.85	2.15	3.30	4.00	4.00	
Total Staff	0.50	4.85	9.15	11.30	17.00	17.00	
Student/teacher ratio		16:1	11:1	12:1	11:1	12:1	
Student/staff ratio		10:1	9:1	8:1	9:1	9:1	

ASSUMPTIONS

REVENUE	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
5710 · Per pupil funding (100%)	$ 9,040	$ 9,266	$ 9,497	$ 9,735	$ 9,978	$ 10,228
5810 · CPP Funding	$ -	$ -	$ -	$ 48,674	$ 94,793	$ 97,162
CPP Slots Requested		0.00	0.00	10.00	19.00	19.00
3113 · Capital construction - Per Pupil	$ -	$ 300.00	$ 297.00	$ 294.03	$ 291.09	$ 288.18
3130 · ECEA	$ -	$ 8,624	$ 11,088	$ 13,552	$ 19,712	$ 20,944
ECEA/IDEA Eligible Student Count		7.00	9.00	11.00	16.00	17.00
3140 · English Language Proficiency Act (ELPA)	$ -	$ -	$ 1,030	$ 1,261	$ 1,482	$ 2,196
Projected ELL %		6.00%	6.00%	6.00%	6.00%	6.00%
Projected ELL Students		2.88	3.60	4.32	6.54	6.72
3150 · Gifted & Talented	$ -	$ 500	$ 500	$ 500	$ 500	$ 500
Projected GT Students		2.00	2.00	2.00	4.00	4.00
3206 - READ Act	$ -	$ -	$ 9,444.14	$ 9,941.20	$ 10,438.26	$ 13,917.68
Projected SRD Pupils		19.00	20.00	21.00	28.00	28.00
3241-Mill Levy Equalization Funds	$ -	$ 38,400	$ 48,000	$ 57,600	$ 87,200	$ 89,600
4010 · Title I	$ -	$ 10,742	$ 13,428	$ 16,114	$ 24,394	$ 25,066
4027 · IDEA	$ -	$ 11,200	$ 11,200	$ 14,400	$ 17,600	$ 25,600
4365 · Title III	$ -	$ -	$ 367	$ 449	$ 528	$ 782
4367 - Title II	$ -	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500
Projected FRL %	N/A	60.00%	60.00%	60.00%	60.00%	60.00%
Projected K-12 FRL Students	N/A	28.80	36.00	43.20	65.40	67.20
Preschool tuition (annual)	N/A	$ 10,700	$ 11,235	$ 11,235	$ 11,235	$ 11,235

EXPENSE						
D51 Admin expense		4%	4%	4%	4%	4%
CDE Admin expense						
PERA-based on calendar yr	0%	20.40%	20.65%	20.90%	21.15%	21.40%
Social Security	6%	N/A	N/A	N/A	N/A	N/A
Medicare	1%	1%	1%	1%	1%	1%
State Unemployment	0%	0%	0%	0%	0%	0%
Insurance	-	6,266.88	10,653.70	12,496.79	20,644.15	21,481.00

ASSUMPTIONS

REVENUE	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
5710 · Per pupil funding (100%)	$ 9,040	$ 9,266	$ 9,497	$ 9,735	$ 9,978	$ 10,228
5810 · CPP Funding	$ -	$ -	$ -	$ 48,674	$ 94,793	$ 97,162
CPP Slots Requested		0.00	0.00	10.00	19.00	19.00
3113 · Capital construction - Per Pupil	$ -	$ 300.00	$ 297.00	$ 294.03	$ 291.09	$ 288.18
3130 · ECEA	$ -	$ 8,624	$ 11,088	$ 13,552	$ 19,712	$ 20,944
ECEA/IDEA Eligible Student Count		7.00	9.00	11.00	16.00	17.00
3140 · English Language Proficiency Act (ELPA)	$ -	$ -	$ 1,030	$ 1,261	$ 1,482	$ 2,196
Projected ELL %		6.00%	6.00%	6.00%	6.00%	6.00%
Projected ELL Students		2.88	3.60	4.32	6.54	6.72
3150 · Gifted & Talented	$ -	$ 500	$ 500	$ 500	$ 500	$ 500
Projected GT Students		2.00	2.00	2.00	4.00	4.00
3206 - READ Act	$ -	$ -	$ 9,444.14	$ 9,941.20	$ 10,438.26	$ 13,917.68
Projected SRD Pupils		19.00	20.00	21.00	28.00	28.00
3241-Mill Levy Equalization Funds	$ -	$ 38,400	$ 48,000	$ 57,600	$ 87,200	$ 89,600
4010 · Title I	$ -	$ 10,742	$ 13,428	$ 16,114	$ 24,394	$ 25,066
4027 · IDEA	$ -	$ 11,200	$ 11,200	$ 14,400	$ 17,600	$ 25,600
4365 · Title III	$ -	$ -	$ 367	$ 449	$ 528	$ 782
4367 - Title II	$ -	$ 1,500	$ 1,500	$ 1,500	$ 1,500	$ 1,500
Projected FRL %	N/A	60.00%	60.00%	60.00%	60.00%	60.00%
Projected K-12 FRL Students	N/A	28.80	36.00	43.20	65.40	67.20
Preschool tuition (annual)	N/A	$ 10,700	$ 11,235	$ 11,235	$ 11,235	$ 11,235

EXPENSE

D51 Admin expense		4%	4%	4%	4%	4%
CDE Admin expense						
PERA-based on calendar yr	0%	20.40%	20.65%	20.90%	21.15%	21.40%
Social Security	6%	N/A	N/A	N/A	N/A	N/A
Medicare	1%	1%	1%	1%	1%	1%
State Unemployment	0%	0%	0%	0%	0%	0%
Insurance	-	6,266.88	10,653.70	12,496.79	20,644.15	21,481.00

6 YEAR BUDGET-Detail

	YEAR 0	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Physical Pupil Count		48	80	92	149	152
Funded Pupil Count	N/A	48	60	72	109	112
REVENUE						
1000 · Foundation revenue	$ 110,000	$ 110,000	$ -	$ 220,000	$ -	$ -
1300A · Preschool tuition revenue	-	-	161,610	180,066	357,801	372,541
1510 · Interest on investments	-	-	-	-	-	-
1600 · Food service revenue	-	11,374	14,218	17,062	25,829	26,540
1700 · Pupil activities	-	-	-	-	-	-
1740 · Fees	-	-	-	-	-	-
1920 · Contributions and donations	-	-	-	-	-	-
3113 · Capital construction	-	14,400	17,820	21,170	31,729	32,276
3130 · Exceptional Children's Ed Act (ECEA)	-	8,624	11,088	13,552	19,712	20,944
3140 · English language proficiency act (ELPA)	-	-	1,030	1,261	1,482	2,196
3150 · Gifted & Talented	-	500	500	500	500	500
3161 · State child nutrition reimb	-	-	-	-	-	-
3206 - READ Act		-	9,444	9,941	10,438	13,918
3241-Mill Levy Equalization Funds		38,400	48,000	57,600	87,200	89,600
4010 · Title I	-	10,742	13,428	16,114	24,394	25,066
4027 · Special Ed (IDEA)	-	11,200	11,200	14,400	17,600	25,600
4365 · Title III	-	-	367	449	528	782
4367 · Title II	-	1,500	1,500	1,500	1,500	1,500
4555 · Fed lunch reimb	-	27,559	35,137	43,008	66,411	69,604
5282 · Charter school grant	154,000	154,000	154,000	-	-	-
5710 · Per pupil funding (100%)	9,040	444,754	569,841	700,905	1,087,619	1,145,493
5810 · CPP funding	-	-	-	48,674	94,793	97,162
TOTAL REVENUE	$ 273,040	$ 833,054	$ 1,049,184	$ 1,346,202	$ 1,827,537	$ 1,923,722
EXPENSE						
[illegible]00 · Salaries of Regular Employees	$ 35,250	$ 251,762	$ 442,026	$ 545,105	$ 862,920	$ 878,900
) · Salaries of temporary employees-subs	14,720	16,640	4,480	35,201	10,676	11,775
0221 · Medicare	725	3,892	6,474	8,414	12,667	12,915
0222 · Social security	3,098	-	-	-	-	-
0230 · PERA expense	-	54,754	92,203	121,284	184,766	190,604
0250 · Health insurance	-	16,800	35,280	41,675	77,792	81,682
0251 · Dental insurance	-	1,056	2,154	2,472	4,483	4,572
0290 · Other Employee Benefits	-	-	-	-	-	-
0300 · Prof services-food svcs	-	44,064	56,182	67,392	102,024	104,832
0313 · Banking & Payroll Service Fees	700	1,224	2,289	1,356	2,040	2,040
0320 · Professional-education services	-	30,400	45,645	51,225	83,845	85,522
0300A · Other Services - Assessments	1,500	2,460	1,327	4,566	7,450	7,600
0331 · Legal services	5,000	3,500	2,000	2,040	2,000	2,100
0332 · Audit & accounting services	8,000	30,000	32,640	26,341	23,112	23,574
0334 · Consultant services	4,000	25,942	26,025	32,224	44,004	53,644
0340 · Technical services	8,000	10,000	5,000	5,100	2,000	2,100
0410 · Utility services	600	4,549	8,240	9,806	17,146	17,489
0423 · Custodial services	-	-	-	-	-	-
0430 · Repairs and maintenance service	-	1,800	2,800	3,251	5,263	5,321
0441 · Rental of land and buildings	6,000	40,000	56,000	65,020	105,262	106,428
0442 · Rental of Equipment	1,000	2,000	2,000	2,000	4,000	4,000
0520 · Insurance	2,944	6,267	10,654	12,497	20,644	21,481
0525 · Unemployment insurance	150	805	1,340	1,741	2,621	2,672
0526 · Workers' Comp insurance	-	5,368	8,930	11,606	17,472	17,814
0531 · Telephone/fax	-	-	-	-	-	-
0533 · Postage	-	-	-	-	-	-
0540 · Advertising, Marketing & Recruiting	8,000	6,000	4,000	5,000	2,000	2,000
0580 · Travel, registration, entrance	-	-	-	-	-	-
0595A · D51 Admin expense	-	17,790	22,794	28,036	43,505	45,820
[illegible]595B · CDE Admin expense	-	-	-	-	-	-
) · General supplies	15,000	33,660	11,444	30,600	19,484	22,082
0611 · Office supplies	-	-	-	-	-	-

0630 · Food & meeting expenses	4,000	2,040	2,081	2,122	2,165	2,208
0640 · Books and periodicals	-	-	-	-	-	-
0650 · Electronic media materials	-	-	-	-	-	-
· Leasehold improvements	65,000	66,300	-	72,162	-	-
3 · Furniture and fixtures	10,000	20,400	2,000	23,184	4,330	4,416
0735 · Non-capital equipment	-	-	-	-	-	-
0810 · Dues and fees	1,500	2,040	2,000	2,122	2,165	2,208
0840 · Contingency	5,000	5,000	5,000	15,000	15,000	20,000
0851 · Transportation/field trips	-	-	-	-	-	-
0890 · Miscellaneous expenditures	-	19,326	31,178	39,490	65,097	68,192
Interest Expense		3,300	6,600	6,600	12,375	10,890
Redemption of Principle		-	-	27,500	49,500	44,000
TOTAL EXPENSE	$ 200,187	$ 729,139	$ 930,786	$ 1,302,132	$ 1,807,807	$ 1,858,880
NET OPERATING INCOME	$ 72,853	$ 103,914	$ 118,398	$ 44,070	$ 19,730	$ 64,842
OTHER SOURCES/(USES) OF FUNDS	-	-	-	-	-	-
SURPLUS/(SHORTFALL)	$ 72,853	$ 103,914	$ 118,398	$ 44,070	$ 19,730	$ 64,842
Beginning Fund Balance	$ -	$ 72,853	$ 176,767	$ 295,165	$ 339,236	$ 358,966
Ending Fund Balance	$ 72,853	$ 176,767	$ 295,165	$ 339,236	$ 358,966	$ 423,807
Restricted or assigned	6,006	26,016	35,143	47,297	67,814	69,357
Unrestricted/Unassigned	66,848	150,752	260,022	291,938	291,152	354,450
Unrestricted/Unassigned Fund Balance as % of Total Expenses	33%	21%	28%	22%	16%	19%

Total Instructional Expenses	**$ 44,720**	**$ 288,951**	**$ 487,694**	**$ 616,970**	**$ 972,205**	**$ 1,000,506**
% of Total Expenses	***22%***	***40%***	***52%***	***47%***	***54%***	***54%***
Total Non-Instructional Expenses	**$ 155,467**	**$ 412,360**	**$ 396,599**	**$ 607,973**	**$ 700,101**	**$ 727,832**
% of Total Expenses	***78%***	***57%***	***43%***	***47%***	***39%***	***39%***
Salary %	0%	56%	71%	64%	72%	72%
	100%	44%	29%	36%	28%	28%
Total variances	$ -	$ 27,829	$ 46,493	$ 77,189	$ 135,501	$ 130,542
Facility Costs	**$ 71,600**	**$ 112,649**	**$ 67,040**	**$ 150,239**	**$ 127,671**	**$ 129,238**
% of Total Expenses	***36%***	***15%***	***7%***	***12%***	***7%***	***7%***

Wildflower Montessori
Public Schools of Colorado

WMPSC Financial Policies and Procedures

WMPSC will follow all state and federal requirements regarding financial budgeting, accounting and reporting. WMPSC will follow the Generally Accepted Accounting Principles (GAAP) established by the Financial Accounting Standards Board to ensure controls, prevent fraud and use and manage funds appropriately and most effectively. The Board of Directors will approve and, along with staff, implement strict internal systems and financial policies to maintain compliance with all relevant local and federal financial regulations. Management of funds will be as transparent as possible to facilitate straightforward auditing, and the Board of Directors' Finance Committee will work with the Board Treasurer and the Finance Partner to create and maintain an Internal Systems and Financial Policies Handbook to outline the practices that will most effectively ensure legal compliance. During the planning year, WMPSC will contract with an external financial consultant or financial services provider ("Financial Services Provider") to assist with the establishment and initial implementation of financial management. It is expected that in Year 2, finances will begin to be managed in-house with a Finance Partner.

WMPSC will maintain appropriate internal controls to ensure protection of the school's financial resources. This includes separation of duties as much as possible, careful review of all bank statements, credit card transactions, second signature on large checks, and tight processes for accounts payable and receivable.

Financial Policies and Procedures Handbook

In developing the WMPSC Financial Policies Handbook the school will review and implement best practices, and use the following references as resources to ensure compliance: The Financial Policies and Procedures of the District; The Colorado Department of Education Financial Policies and Procedures Handbook; Colorado Revised Statutes (C.R.S.); Colorado Code of Regulations (C.C.R.); Federal laws as contained in the United States Code (U.S.C.); Federal regulations and other guidance as published in the Federal Register; Governmental Accounting and Financial Reporting Standards, published by the Governmental Accounting Standards Board. Codification is updated annually as of June 30th.

Topics that will be covered by the Financial Policies and Procedures Handbook include: Board Powers and Duties; Budgeting Process; Fiscal Accounting, Reporting and Inventories; Audits and Financial Monitoring; Financial Reporting and Transparency; Banking Services Deposit of Funds, Authorized Signatures, Allowable Investments; Check Writing and Card Purchasing; Procurement Procedures; Expenditures; Reimbursements; Contracts; Equipment Control and Disposition; Ethics and Conflicts of Interests (for staff and board members); Loans and Lines of Credit; Financial

Records Retention; Payroll; Cash Receipts and Handling; Risk Management; and other relevant financial controls, policies, and procedures.

Financial Services Provider

WMPSC will partner with a Financial Services Provider for support on financial management and controls until the Finance Partner is hired in Year 2. The Financial Services Provider will support charter and site leadership in developing and implementing financial policies and procedures. Ongoing training and guidance provided by APS will be incorporated into the financial policies & internal systems; financial policies & procedures will be reviewed by the Board of Directors, Operations Partner, and Financial Services Provider and/or Finance Partner at least annually to ensure continued compliance.

Bookkeeping

The accounting provider and Financial Services Provider and/or Finance Partner will use an industry standard accounting software program to maintain books and prepare reports to the Board, any external monitors and APS. Revenue and expenditures will be tracked and reported consistent with the Colorado Department of Education's Financial Policies and Procedures Handbook and Chart of Accounts.

Expenditures

Authorization and Processing of Disbursements: The charter will follow established fiscal policies covering charter and site expenditures and specific check signing authority, which will include dollar thresholds that require Board approval. Only the Financial Services Provider and Shared Services Partner will have the authority to sign checks or otherwise authorize payments (for example, via electronic accounts payable system). Dual signatures, including at least one from the Treasurer or Board Chair, will be required on checks over a pre-established dollar threshold.

Depositories and Investments

Banking Arrangements / Reconciliation: WMPSC will maintain its accounts at a federally insured and Colorado Public Depository Protection Act ("PDPA") approved commercial bank. Funds will be deposited in non-speculative accounts including federally insured savings or checking accounts or invested as allowed under C.R.S. 24-75-101, et. seq.. Bank statements will be sent directly to the charter for review and reconciliation. The Financial Services Provider will forward monthly reconciliations to the Board Treasurer as well.

Financial Reporting

Internal Reporting: Upon hire, the Financial Services Provider will provide detailed financial reports to the Board monthly. These reports will include at minimum a revenue and expense statement, a balance sheet and cash projections. Prior to every Board meeting, the Treasurer and the Finance

Committee will meet to review these financial statements. The committee will present the report to the Board and discuss financial performance in the context of the school's financial goals. External Reporting: As needed, the Financial Services Provider will develop financial reports for dissemination to all appropriate stakeholders on behalf of WMPSC and its Board of Directors. An auditor that will not be the same firm as the Financial Services Provider, selected by the Finance Committee from APS and OSSE approved auditor list, will prepare audited financial statements on an annual basis and file the Form 990.

WMPSC will comply with all Uniform Guidance and other federal regulations for federally funded purchases.

Financial Transparency

The WMPSC Steering Committee is dedicated to efficient and effective financial oversight and transparency. We will follow the Required Financial Transparency found in the Colorado Public School Financial Transparency Act, Colorado Revised Statutes, 22-44-304.

Annual Audits

The approved auditor list will be used to select an independent CPA to perform annual audits in full compliance with the Colorado laws and APS requirements. The Board's Finance Committee will be accountable for interviewing potential auditors and recommending the top candidates to the Board of Directors for selection. The Board will then decide which auditor to use. The Board and WMPSC Financial Services Provider and Teacher Leaders will provide the auditor with all requested information with transparency and responsiveness. At the end of each audit engagement, the auditor will present their report at a Board of Directors meeting, at which the Financial Services Provider and Teacher Leaders are present, in keeping with practices aligned with self-governance. The Board of Directors will file a copy of the completed audit with APS each year by the deadline specified by the APS.

Annual Budgeting

The annual budget is the financial plan for the operation of the school. The annual operating budget will be based on a fiscal year which shall be from July 1 to June 30. It provides the framework for both expenditures and revenues for the year and future years and translates into financial terms the educational programs and objectives of the school.The budget must be developed and presented in accordance with all applicable state statutes and The Colorado Department of Education Financial Policies and Procedures Handbook. The budget format shall itemize expenditures of the school by fund and show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year. The budget also shall disclose planned compliance with spending limitations outlined in Article X, Section 20, of the Colorado constitution, including holding TABOR reserve funds in an unrestricted general fund or in cash funds.

In order to ensure the fiscal health and ongoing financial stability of WMPSC, the following process will be in place:

- The school accountability committee shall make recommendations for the budget and priorities for spending school moneys. The school shall consider the school accountability committee's recommendations regarding spending state, federal, local, or private grants and any other discretionary moneys and take them into account in formulating the proposed budget for presentation to the Board of Directors.
- The Financial Services Provider and/or WMPSC Finance Partner, Shared Services Partner and Teacher Leader(s) with the role of site budgeting will draft individual site budgets annually by each spring. The budget will reflect the mission, values and strategic priorities of each site and WMPSC. It will show a statement of activity, statement of financial position and monthly cash flow projections.
- The Financial Services Provider and/or WMPSC Finance Partner will compile the site budgets into an overall budget for the school and present the budget draft to the Finance Committee. That committee will review the budget to ensure it complies with the WMPSC's long term financial goals and is realistic given the charter's past performance. After incorporating any suggested edits, the Financial Services Provider and the Treasurer will present the draft budget to the Board by May of each year.
- The Board will review the budget to ensure it reflects the charter's mission and strategic priorities and is consistent with WMPSC's long term financial goals. The Board will approve the budget before it is submitted to the APS.

Conflicts of Interest

There will be clear expectations that members of WMPSC's Board of Directors should always act in the collective best interest of the organization and not for individual interests. As such, all Board members and staff persons in decision-making roles will be required to comply with the school's conflicts of interest policies review and Board members will sign a Conflict of Interest Form each year. The purpose of the Conflict of Interest policies and procedures are to protect the overall interests of WMPSC as an organization whenever considering entrance into a transaction or arrangement that might benefit private interests of a member of the Board or staff person in a decision-making role, and the policy will supplement but not replace all applicable state and federal laws governing conflicts of interest. School decision-makers will have a duty to disclose any possible conflicts and a requirement to recuse themselves from involvement in decisions where there exists or may exist a conflict of interest, and clear procedures will be established for the determination of whether a conflict of interest does or does not exist. For Board members, the signed Conflict of Interest Form will lay out the Board's procedures for addressing a conflict of interest, and the consequences of a violation to the conflict of interest policy. Among other safeguards, minutes of the Board will contain the names of individual Board members who disclosed or were found to have a financial interest in connection with a conflict of interest, and the conflicted Board members will be precluded from voting on matters pertaining to the Conflict of Interest.

Wildflower Network Membership in Action

The Wildflower Network Membership Agreement articulates the commitments we all make as part of the Wildflower community to keep the community strong. It describes the limits we have set to maintain cohesion and a common identity, while carefully tending to the freedoms Teacher Leaders and schools have to chart their own path in bringing the Wildflower Beliefs to life.

Below are the commitments schools and the Foundation make when signing the Wildflower Network Membership Agreement.

School Commitments	Foundation Commitments
Wildflower Beliefs: Affirming the school is working toward expressing the Wildflower Purpose and Principles	**Network:** Cultivating the Wildflower network community
Policies: Following Wildflower Network Policies outlining our Ways of Working	**Teacher Leader Voice:** Centering Teacher Leader voice in advice processes, tool development, and organizational leadership
Network: Participating in and contributing to the Wildflower network	**Resources:** Creating and sharing school support tools and resources in an open source manner
Branding: Using Wildflower branding, like the tagline, "Wildflower Schools"	**Branding:** Allowing use of Wildflower branding and marks, and schools to be identified as, "A Wildflower School"
Nonprofit Status: Operating as a nonprofit organization and remaining in good standing	**Funding:** Offering opportunities to apply for funding
School Contribution: Contributing financially to shared cost of maintaining the network community	**Organizational Transparency:** Sharing Foundation financials, operating and governance information, annually and as requested
Organizational Transparency: Sharing school financials, demographics, operating and governance information, annually and as requested	**Responsible Data Use:** Protecting sensitive data by minimizing use and de-identifying data

We expand on examples of these school and Foundation commitments in action. There are boundless ways we all live into this agreement and support the manifestation of the network. These are some of the most common ways in which these commitments are practiced in action.

School Commitments in Action

Wildflower Beliefs: Affirming the school is working toward expressing the Wildflower Purpose and Principles.

- Cultivating a liberatory Montessori learning environment and committing to related and critical ongoing individual and collective work.
- Developing policies to prioritize enrollment that represents the school's community.
- Maintaining an intentionally small, teacher-led school community.
- Leading in and out of the classroom and operating with a non-hierarchical structure.

Policies: Following Wildflower Network Policies outlining our Ways of Working

- Using self-management practices (i.e. advice process, roles and responsibilities process, conflict resolution process, and radical transparency) in startup and ongoing operations.
- Creating co-leadership structures through Roles and Responsibilities development within the school.
- Using the Advice Process to make all decisions that impact others, during the School Startup Journey and beyond.
- Processing disagreements and objections using the Conflict Resolution Process before moving forward.
- Making information about the school available to the public and Foundation so as to learn from and support wisdom exchange in the network.

Network: Participating in and contributing to the Wildflower network

- Participating and contributing to a local pod community (or an equivalent structure) that regularly convenes and acts as the first source of support for schools."
- Offering advice and input to others across the network.
- Serving on another Wildflower school's board.
- Serving on a Startup Journey advice panel for emerging schools.
- Participating in webinars and other Wildflower gatherings on a regular basis.
- Contributing to the Wildflower knowledge sharing space (i.e. Connected).
- Providing feedback on Wildflower tools and resources on an ongoing basis so the Foundation can continue to improve them over time.

Branding: Using Wildflower branding synonymous with Wildflower Schools

- Following Wildflower branding guidelines
- Choosing a school name that is nature themed and in alignment with the Wildflower name selection process.

- Using, "A Wildflower School" or applicable Wildflower charter tagline in signage, website and marketing materials.

Nonprofit Status: Operating as a nonprofit organization and remaining in good standing

- Remaining in good standing with legal agreements made with the Foundation (e.g. membership agreement, loan agreement).
- Remaining in compliance with federal and local government regulations.
- Building a board of directors that includes community members and at least one Teacher Leader from another Wildflower school

School Contribution: Contributing to the share of costs of maintaining the network community

- Budgeting for a network fee in the school's annual budgeting process.
- Making an annual contribution in accordance with Wildflower guidance to support the development and maintenance of network tools, resources, and events.

Organizational Transparency: Sharing school financials, demographics, operating and governance information, annually and as requested

- Completing the Wildflower Teacher Leader survey.
- Annually providing updated school information about staff, enrollment, programming via survey.
- Providing to the Foundation a copy of the tax form 990 filed with the IRS.
- Providing financial statements, already prepared for school board meetings, upon request.
- Supporting the Foundation's distribution of a survey to families on students' demographic and school experiences.

Foundation Commitments in Action

Network: Cultivating the Wildflower network community

- Gathering the Wildflower community annually for collective growth and learning.
- Guiding Teacher Leaders through the startup journey and as needed, afterward.
- Sharing advice from veteran Wildflower teachers.
- Offering administrative skills advice and coaching (e.g., Human Resources, Finance).
- Connecting Teacher Leaders to vetted coaches (e.g., Montessori, equity).
- Offering virtual spaces for connection and professional development (e.g. webinars, virtual teacher gatherings, affinity spaces, liberatory leadership and restorative justice training).
- Organizing diversity, equity, inclusion, and justice learning opportunities.

Teacher Leader Voice: Centering Teacher Leader voice in advice processes, tool development, and organizational leadership

- Offering a Teacher Leader role on the Foundation's board of directors.
- Seeking Teacher Leader advice when developing supports for schools.
- Offering Foundation roles to Teacher Leaders through Roles Marketplace.

Resources: Creating and sharing school support tools and resources

- Maintaining a school development framework (School Startup Journey) with guidance on how to navigate the startup process.
- Offering customized tools for financial management, admissions, Montessori recordkeeping, operations, board management, and human resources.
- Offering an optional fast and free path to gain 501(c)(3) status.
- Staffing a real-time response virtual help desk for questions big or small.
- Curating a broad spectrum of resources available to you in an online knowledge sharing platform (i.e. Connected) and through regular email distribution.
- Providing guidance and crisis management tools to support schools through major leadership transitions, unforeseeable global crises, financial crises, etc.

Branding: Allowing use of Wildflower branding and marks, and schools to be identified as, "A Wildflower School"

- Offering Teacher Leaders a process to develop a brand-aligned logo and school name.
- Developing marketing tools and templates, including a website template.
- Giving schools permission to use, "A Wildflower School" mark in marketing materials.

Funding: Offering opportunities to apply for funding

- Offering opportunities to apply for startup loans and/or grants, when available.
- From time to time, offering funding to support Montessori or other professional development training opportunities.
- Offering funding application opportunities through periods of crisis.

Organizational Transparency: Sharing Foundation financials, operating and governance information, annually and as requested

- Sharing organizational information like partner demographics and Foundation financial statements, upon request.
- Making organizational decisions, roles, and policy changes transparent via Slack and/or email.

Responsible Data Use: Protecting sensitive data by minimizing use and de-identifying data

- Using data properly by following data privacy policies and best practices such as limiting external sharing to ensure data remain protected.

Wildflower Network Membership Agreement

This Wildflower Network Membership Agreement (the "Agreement" or "Network Membership Agreement") is effective as of _____ ("Effective Date") by and between The Wildflower Foundation, a Minnesota nonprofit corporation ("TWF"), and _____, a _____ [state, location] nonprofit corporation (the "School" or "Member"), and is in consideration of, the following terms and conditions. Often used terminology related to this Agreement are defined in Exhibit A.

WHEREAS, the Wildflower Network of Wildflower Member Schools, TWF, Foundation partners, and community stakeholders ("Wildflower Network") works toward the liberation of every human being, every community, and the human spirit, so that we may all live in harmony with our individual purpose and the world around us, free from oppression and able to follow life's unfolding journey (the "Wildflower Purpose"); and

WHEREAS, TWF exists to support the entire Wildflower Network, and acts on behalf of the Network in areas where the Members of the Network have shared interests, including administering the process by which schools join the Network, remain in the Network, and separate from the Network; and

WHEREAS, the School, by signing this Agreement, becomes a Member of the Wildflower Network. As a Member, the School agrees to primarily perform activities that advance the Wildflower Purpose, to not knowingly partake in activities that inhibit the Wildflower Purpose, and to operate in alignment with the Wildflower Principles ("Wildflower Principles") through its operations. By signing the Teacher Leader Acknowledgment and Commitment Form set forth in Exhibit B, commit to uphold the terms of the Agreement and the Network Policies; and

WHEREAS, the School and its Teacher Leaders commit to uphold the terms of the Agreement and to adhere to TWF's Network Policies (the "Network Policies") available on TWF's website or other designated public social media platform, which include policies outlining the ways the Wildflower Network community agrees to interact with one another through defined Roles and Responsibilities, Advice Process, Conflict Resolution, and Radical Transparency processes. Network Policies are promulgated by TWF, whether before or after the Effective Date, and may be amended from time to time with advice from the Network, it being understood that amendments to the Network Policies may require revision of this Agreement.

NOW, THEREFORE, TWF and the School hereby agree as follows:

1. Grant of Membership into the Wildflower Network. TWF hereby grants the School Membership into the Wildflower Network subject to the terms and conditions of this Agreement. Upon execution of this Agreement, the School shall be entitled to all

Benefits of Membership within the Wildflower Network and acknowledges and agrees to the Expectations of Member Schools. The School acknowledges and agrees that the Benefits of the School may be suspended, revoked, amended, limited or terminated pursuant to this Agreement and the Network Policies.

2. Term. The term of this Agreement shall commence as of the Effective Date and shall continue unless and until the School's Membership with TWF is dissolved in accordance with the terms of this Agreement or upon amendment.

3. Benefits of Membership: The Benefits offered to Schools in The Wildflower Network, facilitated by the work of TWF and Member Schools ("Benefits"), will evolve over time as the needs of Member Schools evolve. These Benefits include but are not limited to:
    a. **Being Part of a Community:** Schools can expect that decisions made by other Members and TWF will be made in alignment with Wildflower's Purpose and the Network Policies. Schools will experience a community focused on the Teacher Leader experience and with a shared sense of responsibility for each Member's success. Schools will have opportunities to access the wisdom and support of other Members of the Network through storage and upkeep of the resources and contribute their own wisdom and support for the benefit of other Members. TWF facilitates these available benefits through work such as pod and hub meetings, affinity spaces, ongoing virtual and in-person learning opportunities, and networking opportunities.
    b. **Tools and Resources**: Members have access to the tools and resources that have been created to help schools express the Wildflower Purpose and Principles and open and operate a thriving Wildflower school at every step of the journey. Tools and resources include, but are not limited to, iterative self-reflection tools and practices; website design; finance, operations, and governance tools; operations advice; marketing resources; and the Wildflower group 501(c)3 exemption.
    c. **Common Brand**: Members contribute to and benefit from a positive common brand, promulgated by the Wildflower Network (See Section 5).
    d. **Funding Opportunities**: Members may apply for, from time to time, funding opportunities identified by TWF and partners for startup and operating activities.
    e. **Community Organizational Transparency**: Members shall have access to TWF financials, operating and governance information, annually and as requested.

4. Expectations of Member Schools: As a Member of the Wildflower Network, the School agrees to the following, and just as Benefits evolve over time, so may the Expectations of Members of The Wildflower Network. Evolution of expectations may require revisions to this Agreement or the Network Policies and will be made following the Network Policies Advice Process. Expectations of Membership include:
    a. **Wildflower Purpose and Principles**: The School shall use its best efforts to express the Wildflower Purpose and Principles in the design and operation of its program. This includes supporting fellow Members of the decentralized network and strengthening the Network as a whole.

b. **Network Policies**: The School agrees to comply with, and be bound by, the Network Policies. The School's board of directors shall adopt the Network Policies.
c. **Common Brand**: The School shall include, "A Wildflower School" on its website and in the School's signage to identify with the Wildflower Marks (See Section 5 and Exhibit C). The school shall use a Wildflower-aligned logo design and name in accordance with the Network Policies.
    i. ***Wildflower or nature-themed name***: The School shall choose a name that is a wildflower or nature-themed and avoid duplication with other Wildflower schools in nearby areas.. The School shall go through the Advice Process with TWF before finalizing its school name.
    ii. ***Wildflower logo design***: The School shall work with a Wildflower-validated designer and use Wildflower branding guidelines when developing its logo. Schools shall go through the Advice Process with TWF before finalizing their logo design.
d. **Reputation**: The School shall conduct itself in a manner that benefits the good reputation of the other schools in the Wildflower Network and TWF and does not disparage or degrade good will in the community or nationally.
e. **Nonprofit Status**: The School shall operate as a nonprofit organization and remain in good standing under the laws of the state or territory of its incorporation or formation and shall adopt governance policies consistent with nonprofit best practice and outlined in the Network Policies. The school shall be designated as tax-exempt under Section 501(c)(3) of the IRS Code and maintain tax-exempt status for the duration of this agreement.
f. **School Contribution**: The School shall contribute financially to the shared cost of maintaining the Network community, in accordance with the expectations set by TWF using the Advice Process. The School agrees to pay in a timely manner all fees and dues established by TWF from time to time, beginning the first year the School serves students.
g. **Organizational Transparency**: The School shall transparently share with TWF school financials, demographics, operating and governance information, annually and as requested through surveys and other means of data request for the purposes of gathering feedback and stewarding the reputation of the overall Wildflower community. The School shall comply with all applicable laws and permit TWF's representatives to inspect the School's books and to interview its employees and volunteers upon request.
h. **Ongoing Iterative Self-Reflection**: The Schools shall at least annually engage in self-reflection and include in that process an analysis of its progress meeting these Expectations of Network Membership.

5. Wildflower Marks. Schools can be recognized by the broader public as a Member of the Wildflower Network through the use of the Wildflower visual identifiers ("Marks"). See Exihibit C for a list of the Wildflower Marks.
    a. **Marks Ownership and Usage**: The School acknowledges and agrees that TWF is the owner of the Wildflower Marks. The School recognizes that it has no rights

therein except those rights set forth in this Agreement. The School will only use the Marks in service of the Wildflower Purpose and Principles.

b. **No challenges to the Marks or its ownership:** The School agrees not to contest the ownership or validity of any rights of TWF in the Marks, or any registration or pending registration of any mark of TWF with the United States Patent and Trademark Office or with any state or other governmental authority, domestic or foreign. The School agrees to execute any and all documents and agreements reasonably necessary to the registration and protection of the Marks. The School further agrees that it shall not attempt to register or otherwise gain any right in or to any service mark or trademark that is confusingly similar to any of the Marks or any mark adopted in the future by TWF.

c. **Warranties.** TWF makes no warranties regarding ownership of any rights in or the validity of the Marks.

6. Termination

a. **Voluntary Membership**: The School may end its Membership in the Wildflower Network at any time and for any reason, including its own iterative self-reflection process, and all fees due to TWF will be prorated at time of termination.

b. **Resolution of Conflict**: If the school becomes engaged in Wildflower's Conflict Resolution Process as defined by the Network Policies, and that process results in a decision by a duly-authorized authority to terminate the School's Membership with the Wildflower Network, the School's Membership is immediately terminated.

c. **Obligations upon Termination of Membership:** If the School's Membership is terminated, for any reason including the voluntary decision of the School, in accordance with the Network Policies, TWF will remove the School from TWF's website and no longer refer to the School as a "A Wildflower School." Upon termination the School shall:

   i. Immediately cease all use of the Wildflower Marks;

   ii. Promptly communicate to its community in a written communication approved in advance by TWF that it is no longer a part of the Wildflower Network of schools; and

   iii. Change its name and logo such that they are, as determined in the sole judgment of TWF, distinctive from and not confusingly similar to the School's current name and logo, any other Wildflower Member School, or Wildflower common branding.

d. **Remedies**. In the event of any breach or default under any of the terms, conditions, covenants or provisions of this Agreement by one of the parties, the other party shall have, in addition to a claim for damages for that breach or default, and in addition to any right or remedy available at law, in equity or as otherwise provided in this Agreement, the right to demand and have specific performance of this Agreement.

7. Indemnification

a. **School:** The School hereby agrees to indemnify and hold TWF and any and all Wildflower schools harmless from any and all claims, demands, suits, and

liabilities, of any nature whatsoever, arising out of or in any way connected with the School's performance of its Membership Expectations, use of the Marks, or otherwise, except that any liabilities which occur as a result of specific actions taken by the School at the direction of TWF or the School's proper and authorized use of the Marks shall not be subject to this indemnification. In the event that TWF is or becomes a party to any litigation or proceeding arising out of the School's performance of its Membership Expectations, use of the Marks, or otherwise, or is joined as a party to any such litigation or proceeding in which the School is a party, TWF shall have the right to retain its own counsel to represent it. The indemnification provided herein shall remain in effect notwithstanding termination of the School's Membership with TWF as determined by the Network Policies.

b. **The Wildflower Foundation**: TWF hereby agrees to indemnify and hold the School harmless from any and all claims, demands, suits and liabilities, of any nature whatsoever, arising out of or in any way connected with TWF's performance on its own behalf of the Wildflower Purpose or as a result of the School's proper and authorized use of the Marks. In the event that the School is or becomes a party to any litigation or proceeding arising out of TWF's performance on its own behalf of the Wildflower Purpose or as a result of the School's proper and authorized use of the Marks, or if the School is joined as a party to any such litigation or proceeding in which TWF is a party, the School shall have the right to retain its own counsel to represent it at its own expense. The indemnification provided herein shall remain in effect notwithstanding termination of the School's Membership with TWF as determined by the Network Policies.

8. Miscellaneous
   a. **Governing Law**: This Agreement shall be governed by, and shall be construed and interpreted in accordance with, the internal laws of the State of Minnesota without the application of any principles of conflicts of law that would require or permit the application of the laws of any other jurisdiction.
   b. **Not a Franchise:** Nothing in this Agreement shall be deemed or constructed as creating a joint venture, partnership, agency relationship or franchise between TWF and the School. Except as provided otherwise in this Agreement, the School has the sole discretion to determine the School's methods of operation, accounting practices, the types and amounts of insurance the School carries, the School's personnel practices, advertising and promotion practices, the people served by the School, and the School's service areas and methods. If any provision of this Agreement is deemed to create a franchise relationship between the parties, then the parties shall negotiate in good faith to modify this Agreement so as to effect the parties' original intent as closely as possible in a mutually acceptable manner without creating a franchise agreement.
   c. **Disclaim Warranty of Success:** The School acknowledges and agrees that neither this Agreement, nor any information or material obtained in connection or as a result of this Agreement, including use of the Marks, guarantees or warrants the success of the School or any venture of the School, financial or otherwise,

pre-dating or after the execution of this Agreement. The School's reliance upon material or information obtained as a result of this Agreement is solely at the School's own risk.

d. **Conflict Resolution:** Except as provided in the Network Policies, neither TWF nor the School will bring any action or proceeding against the other in any court, whether local, state, federal or otherwise, and all disputes arising in connection with this Agreement or otherwise between the School and TWF shall be settled in accordance with Network Policies. In the event either party should commence any action or proceeding including Conflict Resolution with the other to enforce any of the terms, conditions, covenants or provisions of this Agreement, the party prevailing in any such action or proceeding shall be entitled to all reasonable attorneys' fees and costs by the other party.
e. **Substitution in Proceedings**: The School shall cooperate with and immediately inform TWF of any suits or proceedings in which the School is a party or which have been threatened in writing. In that regard TWF may, at any time, according to TWF's sole discretion, in its name or in the name of the School, be substituted for the School as the real party in interest in any such litigation or proceeding, and prosecute, defend, compromise, or otherwise resolve the litigation or proceeding, at TWF's sole expense.
f. **Third Parties:** Unless otherwise specifically provided in this Agreement, nothing expressed or implied in this Agreement is intended or shall be construed to confer upon or to give any person other than the parties hereto, and their respective successors and assigns, any benefit, right or remedy under or by reason of any term, provision, condition, covenant, undertaking, warranty, representation or agreement contained in this Agreement.
g. **Invalidity of Particular Provisions:** If any portion of this Agreement shall be deemed to be invalid or unenforceable, then the remaining portions of this Agreement shall be fully effective, valid and enforceable.
h. **Entire Agreement**: TWF and the School agree that this Agreement contains the entire agreement between the parties. This Agreement is intended by the parties to supersede all other agreements, including, without limitation, any agreement, whether written or oral, that previously may have been entered into by TWF and the School, or their predecessors in interest, with respect to the matters set forth in this Agreement.
i. **Waiver and Amendment**: A waiver of any provision of this Agreement must be agreed to by both parties in writing and cannot be construed as a waiver of any subsequent Agreement. This Agreement may only be amended by written mutual agreement of the parties.
j. **Conflicts:** To the extent possible, this Agreement and the Network Policies shall be read and interpreted in such manner as shall result in no conflict amongst the same. In the case of an irreconcilable conflict between this Agreement and the Network Policies, this Agreement shall govern.

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

THE WILDFLOWER FOUNDATION

By: _____

Its: _____

SCHOOL

By: _____

Its: _____

Exhibit A

Often-Used Membership Agreement Language

The Membership Agreement is a document that defines the relationship between a Wildflower school or charter and the rest of the Wildflower Network, including all other Wildflower schools and The Wildflower Foundation (TWF). Below are some terms that are used in this Membership Agreement. As Schools signing a legal document (i.e. Wildflower Network Membership Agreement) you may decide to seek your own legal counsel for advice and interpretation of terms in the Membership Agreement.

Benefits: Advantages of being part of the Wildflower Network community, facilitated by the work of The Wildflower Foundation and other Member Schools.

Charter School: The legal authority to start and operate a public school that is granted by an authorizer on behalf of a state government. Charter schools receive funding from the government, admit students by lottery, and are tuition-free for all students (starting in kindergarten in some states and as early as PK3 in others). Charter schools are subject to some but not all of the regulations that apply to many district schools. In many states, applying for a charter and staying in compliance with charter regulations requires significant administrative work and so The Wildflower Foundation applies for a charter that will serve multiple sites. When that happens, the multiple sites operate within a single legal entity.

Effective Date: Date of execution and when this agreement becomes binding

Expectations: A Member School's agreed limits to its freedoms that support the common brand and vitality of the Wildflower Network.

Marks: Words, phrases, and styles that the general public identifies with The Wildflower Network and the Wildflower Purpose and Principles. A list of the Marks are available in Exhibit C.

Member / School: A Montessori school, part of the Wildflower Network by virtue of signing a Membership Agreement, led by one or more Teacher Leaders that seeks to express the Wildflower Purpose and Principles. Most Wildflower schools are legally independent nonprofit organizations (with 501(c)3 status and their own Boards of Directors) that are funded through a mix of tuition and government funding and are directly licensed and regulated by a state or territorial government. Member Schools may share a legal entity for the purpose of accessing additional public funding (e.g., to apply for and hold a charter).

Membership Agreement: The document that outlines the terms of membership in the Wildflower Network.

Member School Site (if charter): A single location that is part of a multi-site legal 501c3 charter school organization established by a nonprofit board.

Network Policies: A set of policies maintained by The Wildflower Foundation that include Wildflower's Ways of Working and branding guidelines. The Network Policies are applicable to schools and school sites and accessible through Wildflower Connected.

Teacher Leaders: A person who both serves as a Montessori guide and lead administrator of a Wildflower school.

Wildflower Principles: The nine characteristics present in all Wildflower Member Schools that describe critical ways that our schools bring our purpose, values, and norms to life:

Authentic Montessori	Equity	Beauty
Teacher Led	Innovation	Nature
Shopfront	Home	Network

Wildflower Purpose: At Wildflower, we are committed to the liberation of every human being, every community, and the human spirit, so that we may all live in harmony with our individual purpose and the world around us, free from oppression and able to follow life's unfolding journey.

Exhibit B

Teacher Leader Acknowledgement and Commitment

I, _____, do hereby certify that I am a Teacher Leader with respect to _____ [name of School], party to this Wildflower Membership Agreement, located at _____ [street address, if applicable] with an Effective Date of _____ (the "Agreement").

By signing this Acknowledgment, I hereby commit to uphold the terms of the Membership Agreement and the Wildflower Network Policies referenced herein in service of the Wildflower Purpose and Principles.

As the Teacher Leader of _____ [name of School], I acknowledge that _____ [name of School] is subject to the terms under the Membership Agreement.

I certify that I have been provided and given the opportunity to review the Agreement, and that I have read and understand the terms of such Agreement. I further acknowledge that I have read the Network Policies and understand that the School will follow the terms of the Network Policies.

Both parties may terminate participation or modify the Agreement. Such termination or modification may mean that the School shall no longer be entitled to certain privileges named in the Membership Agreement.

_____ _____

[Signature] Date

Exhibit C

Wildflower Marks

A Wildflower School
Wildflower Schools
Wildflower Foundation
Wildflower Network

WMPSC Board Development - Operational

WMPSC Vision: We envision a diverse network of community-embedded schools that are led by Teacher Leaders, that are co-created with our families, and that enable all children to cultivate their unique identities and gifts in pursuit of their fullest potential as individuals and contributors to a more just world.

WMPSC Mission: To provide an authentic Montessori education that bridges academic outcomes and social emotional development across vibrant, one-of-a-kind learning environments deeply rooted in place, community, and a sense of belonging.

Purpose aligned priorities	**School Accountability: Our students' identities are affirmed and they are prepared to transform their world.** **Equity and People: Our community reflects our mission and is strengthened by our presence.** **Governance: We maintain a policy environment that meets the needs of the school site and our community** **Financial: Our organization and our school sites are financially sound.**											
Timeline	**Quarter 1**			**Quarter 2**			**Quarter 3**			**Quarter 4**		
	July	August	September	October	Nov	December	January	February	March (board retreat)	April	May	June
Priority Deep Dive	Review previous school year student assessment data, attendance data, and leadership reflections and evaluations.			Review student attrition data and enrollment and staff retention data. Reflect on school site culture: attendance, suspensions, conferences, special populations programming			Review board roles and responsibilities, policy calendar and governance actions, and site-based policies and plans.			Review previous year financial and preliminary and final budgets for following year, analyze fund balance and authorizer financial benchmarks.		
Learning Priorities	Responsible monitoring and evaluation of school and pupil performance			Employment matters			Self-Management governance			Financial monitoring and accountability		
Charter Accountability / Metrics Data Shares	Teacher pipeline	Annual site performance	Transparency and website compliance	Site and staff demographic (Oct 1)	Fall assessments report	Financial performance mid-yr	Family Survey data review	Envir. Ed evaluation	Sensible default policies	Financial performance update / predictor	Spring assessments report	Preliminary site performance
Policy Cyclical Review Schedule	Multilingual Learner Plan	Conflict Resolution Process	School Site Community Conflict Resolution	Enrollment, lottery policy	Emergency Management Plan	Financial Environment	Pledge of allegiance	Anti-Bullying	Nepotism	TL accountability process	Employee Handbook	Family Handbook
	Assessment Calendar	Shared Serves Partner accountability process	Special Ed Plan	FERPA Notification	Transportation	Fund balance	Bylaws	Harassment	Conflicts of Interest	Document Retention	Student fees	School discipline
	Self-Management and Rule of Order Policy	DEIB Agreement			Data Privacy		Public Comment	Nondiscrimination	Whistleblower	Site Affiliation Criteria		
Board Mtg Priorities (Secretary Tracks)	Family handbooks: advice	Family handbooks: validated	Shared Serves Partner accountability process	Key committee projects activated / assigned	Charter Circle accountability review	Charter Circle roles' growth / learning plan for yr	Financial Environment: advice	New board member onboarding	**Semi-annual reflection: board member roles and responsibilities***	Governance for new / evolving roles	Site / charter budget: advice	Site / charter budget: validated
	TL growth / learning plan for yr	Unified Improvement Plan (UIP) update/review	Site Policies and Plans: validated	Audit report validated	**Annual board retreat / annual meeting***	Board onboarding / continuous learning toolkit	**Board recruitment / succession planning***	Forecasted budget for following school yr	Open Meeting Law training	Site Crisis Response Plans	Site calendars	TL accountability review
	Semi-annual reflection: determine board development priorities for yr*	Site leases	Conflicts of Interest forms	FERPA Training	Officers and committee appointments	Current year site budget revisions	Confirm hire of SSP	Financial Environment: validated	Equity x Design Training	Unified Improvement Plan (UIP) update/review	Review Summative Self Reflection	Employee Handbooks: advice
	Employee Handbooks: validated	Site assessment calendars	Equity x Design training	Charter assurances of compliance	**Board accountability review***	Unified Improvement Plan (UIP) update/review						
	CDE Schools of ChoiceCCSP Technical Training	Site Policies and Plans: advice		SSP hiring process initiated								

***Items in Bold algin with required board annual training, capacity building, reflection and self-evaluation, and succession planning.**

G_WMPSC GV Cash Flow Forecast

WMPSC Monthly Cash Flow As of: August 2022	Projected Aug 22	Projected Sep 22	Projected Oct 22	Projected Nov 22	Projected Dec 22	Projected Jan 23	Projected Feb 23	Projected Mar 23	Projected Apr 23	Projected May 23	Projected Jun 23	Notes
Deposits												
Colorado Charter School Program (CCSP) Grant									$ 45,891.17	$ 9,905.17	$ 10,155.17	
Wildflower Loan				$ 16,000.00		$ 94,000.00						
Total Deposits	$ -	$ -	$ -	$ 16,000.00	$ -	$ 94,000.00	$ -	$ -	$ 45,891.17	$ 9,905.17	$ 10,155.17	
Withdrawals												
Net Salary Payments						$ 5,875.00	$ 5,875.00	$ 5,875.00	$ 5,875.00	$ 13,235.00	$ 13,235.00	
Payroll Tax payments						$ 145.83	$ 145.83	$ 145.83	$ 145.83	$ 145.83	$ 145.83	Medicare and Unemployment Insurance Taxes
Payments to PERA												n/a, PERA waived in Year 0, will begin for all employees Year 1; Social security paid in Year 0
Payments for other Employee Benefits						$ 516.33	$ 516.33	$ 516.33	$ 516.33	$ 516.33	$ 516.33	Social security, Year 0 only
Purchased Professional Services				$ 4,000.00	$ 6,000.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	$ 2,500.00	Legal, Finance/Accounting, IT, Facilities, HR
Building Rental										$ 3,300.00	$ 3,300.00	Rent and utilities for 2 months
Equipment Rental										$ 500.00	$ 500.00	
Student Assessments										$ 1,500.00		Assessment platfonn license
Advertising, Marketing and Recruiting				$ 500.00	$ 500.00	$ 500.00	$ 1,000.00	$ 1,500.00	$ 1,500.00	$ 1,500.00	$ 1,000.00	
Insurance				$ 368.00	$ 368.00	$ 368.00	$ 368.00	$ 368.00	$ 368.00	$ 368.00	$ 368.00	
Banking and Payroll Service Fees					$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	$ 100.00	
Supplies and Materials						$ 15,000.00						
Facility Improvement										$ 32,500.00	$ 32,500.00	
Furniture and Fixtures						$ 10,000.00						Furniture set for Lower Elementary
Food and Meeting Expenses					$ 2,000.00			$ 1,000.00			$ 1,000.00	Board development
0890 · Miscellaneous Expense				$ 500.00		$ 500.00			$ 500.00			Annual membership dues and fees
0840 · Contingency											$ 5,000.00	
Total Withdrawals	$ -	$ -	$ -	$ 5,368.00	$ 8,968.00	$ 29,630.17	$ 4,630.17	$ 6,130.17	$ 5,630.17	$ 42,930.17	$ 46,930.17	
Net Activity - Cash Basis	**$ -**	**$ -**	**$ -**	**$ 10,632.00**	**$ (8,968.00)**	**$ 64,369.83**	**$ (4,630.17)**	**$ (6,130.17)**	**$ 40,261.00**	**$ (33,025.00)**	**$ (36,775.00)**	
SUMMARY RECAP												
Beginning Cash Balance	$ -	$ -	$ -	$ -	$ 10,632.00	$ 1,664.00	$ 66,033.83	$ 61,403.67	$ 55,273.50	$ 95,534.50	$ 62,509.51	
Current Month Income/(Loss)	$ -	$ -	$ -	$ 10,632.00	$ (8,968.00)	$ 64,369.83	$ (4,630.17)	$ (6,130.17)	$ 40,261.00	$ (33,025.00)	$ (36,775.00)	
Ending Cash Balance	$ -	$ -	$ -	$ 10,632.00	$ 1,664.00	$ 66,033.83	$ 61,403.67	$ 55,273.50	$ 95,534.50	$ 62,509.51	$ 25,734.51	
Reconciliation												
Outstanding A/P	$ -	$ -	$ -	$ 10,632.00	$ (8,968.00)	$ 64,369.83	$ (4,630.17)	$ (6,130.17)	$ 40,261.00	$ (33,025.00)	$ (36,775.00)	
Ending Available Cash Balance	$ -	$ -	$ -	$ -	$ 10,632.00	$ 1,664.00	$ 66,033.83	$ 61,403.67	$ 55,273.50	$ 95,534.50	$ 62,509.51	

Y0-Y3 CONTINGENCY BUDGET PROPOSAL

AUTHORIZER: Mesa County Valley School District 51

Wildflower Montessori Public Schools of Colorado

as of August 2, 2022

4 YEAR BUDGET-Summary

	YEAR 0	YEAR 1	YEAR 2	YEAR 3
Physical Pupil Count	0	38	68	78
Funded Pupil Count	N/A	38	48	58
REVENUE				
Per Pupil Revenue	$ -	$ 352,097	$ 455,873	$ 564,618
CPP Revenue	-	-	-	48,674
Tuition Revenue	-	-	161,610	180,066
State Funding Sources	-	50,924	74,504	88,456
Federal Funding Sources	143,200	186,222	195,043	63,885
Grants/Contributions/Fundraising	110,000	110,000	-	220,000
Interest Income	-	-	-	-
Activities & Student Fees	-	9,005	11,374	13,744
TOTAL REVENUE	$ 253,200	$ 708,247	$ 898,404	$ 1,179,443
EXPENSE				
Salaries and Benefits	53,793	322,407	553,402	674,618
Authorizer Services	-	14,084	18,235	22,585
Purchased Services (w/o Bldg Costs)	39,294	154,882	181,670	194,522
Utilities & Building Expenses	42,500	49,179	11,040	84,523
Rental - Land/Building	6,000	40,000	56,000	64,120
Student Activities	-	-	-	-
Supplies and Materials	19,000	35,700	13,525	32,722
Books, Periodicals, & Software	-	-	-	-
Non-capital equipment	-	-	-	-
Furniture and fixtures	10,000	20,400	2,000	22,122
Contingency	-	-	-	-
Other Expenditures	1,500	20,640	34,835	69,812
TOTAL EXPENSE	$ 172,087	$ 657,293	$ 870,707	$ 1,165,025
NET OPERATING INCOME	81,113	50,955	27,697	14,418
OTHER SOURCES/USES OF FUNDS	-	-	-	-
SURPLUS/(SHORTFALL)	$ 81,113	$ 50,955	$ 27,697	$ 14,418
Beginning Fund Balance	$ -	$ 81,113	$ 132,068	$ 159,765
Ending Fund Balance	$ 81,113	$ 132,068	$ 159,765	$ 174,183
Restricted or assigned	5,163	22,928	32,230	41,888
Unrestricted/Unassigned	75,951	109,141	127,535	132,295
Unrestricted/Unassigned Fund Balance as % of Tota	44%	17%	15%	11%

ENROLLMENT PLAN

	Projected Number of Full-Time Students Per Year			Projected Number of Part-Time Students Per Year		
	YEAR 1	YEAR 2	YEAR 3	YEAR 1	YEAR 2	YEAR 3
ECE	0	20	20			
KG	12	12	12			
1	10	10	10			
2	8	10	10			
3	8	8	10			
4		8	8			
5			8			
6						
7						
8						
9						
10						
11						
12						
Total # students	38	68	78			
Total # funded*	38	48	58			

****does not include ECE***

STAFFING PLAN

	YEAR 0	YEAR 1	YEAR 2	YEAR 3	AVG Annual Salary
INSTRUCTIONAL STAFF	**N/A**	**38**	**68**	**78**	
Teacher Leaders	0.0	2.0	4.0	4.0	$55,200
Teacher Leader Assistants	0.0	0.5	2.5	3.0	$27,000
Total Instructional Staff	**0.0**	**2.5**	**6.5**	**7.0**	
Admin/Support/SPED	**N/A**	**38**	**68**	**78**	
Shared Services Partner	0.50	1.00	1.00	1.00	$70,500
Student Services Coordinator	0.00	0.50	0.50	0.50	$45,650
Finance Partner	0.00	0.00	0.00	0.50	$65,000
Special Education Teachers (Elem)	0.00	0.05	0.10	0.20	$46,000
Special Education Teachers (ECE)	0.00	0.20	0.35	0.35	$46,000
STIPENDS/ADDITIONAL PAY					
Total Admin & Support	**0.5**	**1.8**	**2.0**	**2.6**	
TOTAL SALARIES	**$ 35,250**	**$ 233,300**	**$ 418,418**	**$ 480,101**	2% increase/yr
Total # Teachers	0.00	2.50	6.50	7.00	
Total # Admin & Support	0.50	1.75	1.95	2.55	
Total Staff	0.50	4.25	8.45	9.55	
Student/teacher ratio		15:1	10:1	11:1	
Student/staff ratio		9:1	8:1	8:1	

ASSUMPTIONS

REVENUE	YEAR 0	YEAR 1	YEAR 2	YEAR 3
5710 · Per pupil funding (100%)	$ 9,040	$ 9,266	$ 9,497	$ 9,735
5810 · CPP Funding	$ -	$ -	$ -	$ 48,674
CPP Slots Requested		0.00	0.00	10.00
3113 · Capital construction - Per Pupil	$ -	$ 300.00	$ 297.00	$ 294.03
3130 · ECEA	$ -	$ 8,624	$ 11,088	$ 13,552
ECEA/IDEA Eligible Student Count		7.00	9.00	11.00
3140 · English Language Proficiency Act (ELPA)	$ -	$ -	$ 816	$ 1,009
Projected ELL %		6.00%	6.00%	6.00%
Projected ELL Students		2.28	2.88	3.48
3150 · Gifted & Talented	$ -	$ 500	$ 500	$ 500
Projected GT Students		2.00	2.00	2.00
3206 - READ Act	$ -	$ -	$ 9,444.14	$ 9,941.20
Projected SRD Pupils		19.00	20.00	21.00
3241-Mill Levy Equalization Funds	$ -	$ 30,400	$ 38,400	$ 46,400
4010 · Title I	$ -	$ 8,504	$ 10,742	$ 12,980
4027 · IDEA	$ -	$ 11,200	$ 11,200	$ 14,400
4365 · Title III	$ -	$ -	$ 290	$ 359
4367 - Title II	$ -	$ 1,500	$ 1,500	$ 1,500
Projected FRL %	N/A	60.00%	60.00%	60.00%
Projected K-12 FRL Students	N/A	22.80	28.80	34.80
Preschool tuition (annual)	N/A	$ 10,700	$ 11,235	$ 11,235

EXPENSE

D51 Admin expense		4%	4%	4%
CDE Admin expense				
PERA-based on calendar yr	0%	20.40%	20.65%	20.90%
Social Security	6%	N/A	N/A	N/A
Medicare	1%	1%	1%	1%
State Unemployment	0%	0%	0%	0%
Insurance	-	4,961.28	9,055.64	10,595.10

4 YEAR BUDGET-Detail

	YEAR 0	YEAR 1	YEAR 2	YEAR 3
Physical Pupil Count		38	68	78
Funded Pupil Count	N/A	38	48	58
REVENUE				
1000 · Foundation revenue	$ 110,000	$ 110,000	$ -	$ 220,000
1300A · Preschool tuition revenue	-	-	161,610	180,066
1510 · Interest on investments	-	-	-	-
1600 · Food service revenue	-	9,005	11,374	13,744
1700 · Pupil activities	-	-	-	-
1740 · Fees	-	-	-	-
1920 · Contributions and donations	-	-	-	-
3113 · Capital construction	-	11,400	14,256	17,054
3130 · Exceptional Children's Ed Act (ECEA)	-	8,624	11,088	13,552
3140 · English language proficiency act (ELPA)	-	-	816	1,009
3150 · Gifted & Talented	-	500	500	500
3161 · State child nutrition reimb	-	-	-	-
3206 - READ Act		-	9,444	9,941
3241-Mill Levy Equalization Funds		30,400	38,400	46,400
4010 · Title I	-	8,504	10,742	12,980
4027 · Special Ed (IDEA)	-	11,200	11,200	14,400
4365 · Title III	-	-	290	359
4367 · Title II	-	1,500	1,500	1,500
4555 · Fed lunch reimb	-	21,817	28,110	34,645
5282 · Charter school grant	143,200	143,200	143,200	-
5710 · Per pupil funding (100%)	-	352,097	455,873	564,618
5810 · CPP funding	-	-	-	48,674
TOTAL REVENUE	$ 253,200	$ 708,247	$ 898,404	$ 1,179,443
EXPENSE				
0100 · Salaries of Regular Employees	$ 35,250	$ 233,300	$ 418,418	$ 480,101
0120 · Salaries of temporary employees-subs	14,720	16,640	4,160	35,201
0221 · Medicare	725	3,624	6,127	7,472
0222 · Social security	3,098	-	-	-
0230 · PERA expense	-	50,988	87,262	107,698
0250 · Health insurance	-	16,800	35,280	41,675
0251 · Dental insurance	-	1,056	2,154	2,472
0290 · Other Employee Benefits	-	-	-	-
0300 · Prof services-food svcs	-	34,884	44,945	54,288
0313 · Banking & Payroll Service Fees	700	1,224	2,289	1,146
0320 · Professional-education services	-	30,400	45,645	46,885
0300A · Other Services - Assessments	1,500	2,460	1,327	4,566
0331 · Legal services	5,000	3,500	2,000	2,040
0332 · Audit & accounting services	8,000	30,000	32,640	26,341
0334 · Consultant services	4,000	23,704	23,048	28,749
0340 · Technical services	8,000	10,000	5,000	3,060
0410 · Utility services	500	4,539	8,240	9,155
0423 · Custodial services	-	-	-	-
0430 · Repairs and maintenance service	-	1,800	2,800	3,206
0441 · Rental of land and buildings	6,000	40,000	56,000	64,120
0442 · Rental of Equipment	1,000	2,000	2,000	2,000
0520 · Insurance	2,944	4,961	9,056	10,595
0525 · Unemployment insurance	150	750	1,268	1,546

0526 · Workers' Comp insurance	-	4,999	8,452	10,306
0531 · Telephone/fax	-	-	-	-
0533 · Postage	-	-	-	-
0540 · Advertising, Marketing & Recruiting	8,000	6,000	4,000	3,000
0580 · Travel, registration, entrance	-	-	-	-
0595A · D51 Admin expense	-	14,084	18,235	22,585
0595B · CDE Admin expense	-	-	-	-
0610 · General supplies	15,000	33,660	11,444	30,600
0611 · Office supplies	-	-	-	-
0630 · Food & meeting expenses	4,000	2,040	2,081	2,122
0640 · Books and periodicals	-	-	-	-
0650 · Electronic media materials	-	-	-	-
0721 · Leasehold improvements	42,000	42,840	-	72,162
0733 · Furniture and fixtures	10,000	20,400	2,000	22,122
0735 · Non-capital equipment	-	-	-	-
0810 · Dues and fees	1,500	2,040	2,000	2,122
0840 · Contingency	-	-	-	-
0851 · Transportation/field trips	-	-	-	-
0890 · Miscellaneous expenditures	-	15,300	26,235	33,590
Interest Expense		3,300	6,600	6,600
Redemption of Principle		-	-	27,500
TOTAL EXPENSE	$ 172,087	$ 657,293	$ 870,707	$ 1,165,025
NET OPERATING INCOME	$ 81,113	$ 50,955	$ 27,697	$ 14,418
OTHER SOURCES/(USES) OF FUNDS	-	-	-	-
SURPLUS/(SHORTFALL)	$ 81,113	$ 50,955	$ 27,697	$ 14,418
Beginning Fund Balance	$ -	$ 81,113	$ 132,068	$ 159,765
Ending Fund Balance	$ 81,113	$ 132,068	$ 159,765	$ 174,183
Restricted or assigned	5,163	22,928	32,230	41,888
Unrestricted/Unassigned	75,951	109,141	127,535	132,295
Unrestricted/Unassigned Fund Balance as % of Total Expenses	44%	17%	15%	11%

Total Instructional Expenses	**$ 40,970**	**$ 267,778**	**$ 466,353**	**$ 566,333**
% of Total Expenses	***24%***	***41%***	***54%***	***49%***
Total Non-Instructional Expenses	**$ 131,117**	**$ 367,318**	**$ 365,547**	**$ 528,417**
% of Total Expenses	***76%***	***56%***	***42%***	***45%***
Salary %	0%	54%	72%	67%
	100%	46%	28%	33%
Total variances	$ -	$ 22,197	$ 38,807	$ 70,274
Facility Costs	**$ 48,500**	**$ 89,179**	**$ 67,040**	**$ 148,643**
% of Total Expenses	***28%***	***14%***	***8%***	***13%***

Wildflower Montessori Public Schools of Colorado Bylaws

ARTICLE I
Name and Fiscal Year

Section 1. Name. The name of the organization, which is organized pursuant to the Colorado Nonprofit Corporations Act (the "Act"), shall be Wildflower Montessori Public Schools of Colorado ("WMPSC" or "Corporation").

Section 2. Fiscal Year. The fiscal year of WMPSC of Colorado shall be from 1 July to 30 June.

ARTICLE II
Board of Directors

Section 1. Number. WMPSC shall have a Board of Directors ("Board") consisting of no less than three (3) and no more than eleven (11) voting members ("Directors") and ex-officio membership on the Board of Directors defined in Section II.3. Membership on the Board of Directors may consist of parents of enrolled children and community members.

Section 2A. Eligibility. The Board shall be composed of both voting and nonvoting members. Voting members of the Board shall be residents of the State of Colorado. All Board members are required to sign the Board Commitments and the Diversity, Equity, Inclusion, and Belonging Agreement (DEIB Agreement) within 14 days of being seated on the board.

Section 2B. Term. Directors shall hold up to three-year renewable terms. The number of terms is unlimited except that a Director may only serve two consecutive terms. To the extent possible, the Board shall take necessary and appropriate action to set up a cycle that will ensure that terms are staggered in such a way that no more than one-third of Directors' terms expire in any one year. Each Director shall hold office until such Director's term expires and thereafter until such Director's successor shall have been elected and qualified, or until such Director's earlier death, resignation or removal.

Section 2C. Vacancies. Any vacancy of a Director may be filled by the affirmative vote of a majority of the remaining Directors, though less than a quorum. If the Board fails to fill the vacancy by majority vote after sixty (60) days from the date the vacancy occurs the Board Chair shall appoint a new Director to fill the vacancy. A Director appointed to fill a vacancy shall hold the office for the unexpired term of such Director's predecessor in office. Any Directorship to be filled by

reason of an increase in the number of Directors shall be filled by the affirmative vote of a majority of the Directors.

Section 3. Ex Officio Members. The Board will include ex officio non-voting members including but not limited to, Teacher Leader representatives, parents or legal guardians with students at the school, and community members. The number and selection will be by official board action.

Section 4A. Specific Responsibilities and Duties of Directors. Except as otherwise provided in the Act, the Colorado Charter Schools Act, the articles of incorporation or these bylaws, all corporate powers shall be exercised by or under the authority of, and the business and affairs of the corporation shall be managed by its Board of Directors. Without limitation on the role of the Board of Directors, the Directors have the following specific roles and responsibilities: All Directors shall:

1) Meet the responsibilities and duties as outlined in the WMPSC Board of Directors Commitments.
2) Serve WMPSC with the highest degree of confidentiality and undertake no enterprise to profit personally from their position with WMPSC.
3) Ensure WMPSC is faithful to the terms of its charter(s) by holding the organization accountable to financial, academic, and organizational performance goals.
4) Participate in the accountability of organizational leadership.
5) Foster a culture of non-hierarchy by thoughtfully refraining from decisions the Board is not most proximate to, thereby resisting the temptation to substitute the Board's judgment for the wisdom of the community.

Section 4B. General Expectations. Additionally, all members of the Board are expected to:

1) Uphold the mission and vision of WMPSC.
2) Establish trust among the Board and charter communities (Teacher Leaders, staff, parents, and community).
3) Carry out duties or responsibilities in accordance with applicable state and federal law.
4) Support the organization through annual in-kind or direct financial contribution.
5) Enhance the public image of WMPSC.
6) Regularly reflect on the Board's performance.
7) Agree and adhere to the Board Commitment and DEIB Agreement.
8) Evolve processes and practices based on reflections, growth, and development.

Section 5. Freedoms and Limits. To ensure the Board of Directors does not improperly expand its responsibilities and authority, the following limits shall be adhered to:

1) **Policies and Regulations.** The current WMPSC Board will adopt the policies required by State or Federal law at the time of the adoption of these bylaws.

2) **Hiring the Organization's Operational Leadership.** The Board shall hire organizational leadership by official board action. The Board shall not write a contract for leadership that runs counter to any part of these bylaws.

3) **Removal of Organizational Leadership.** The Board shall follow its Conflict Resolution Policy in the event it acts to remove organizational leadership.

4) **Budget.** The Board validates the total allocated amount by fund of the budget submitted by the Finance Committee through official board action. The Board is not allowed to change any other part of the budget, except as outlined by law.

5) **Requests for Information.** The Board as a whole may request information from the Teacher Leaders in order to fulfill its responsibilities to follow the Advice Process.

6) **Academic Achievement and Performance Goals.** The Board validates the academic achievement and performance goals submitted by organizational leadership through official board action.

7) **Audits and Investigations.** At the direction of the Board, and in accordance with applicable requirements, the Finance Committee will hire an independent financial auditor to audit the school system's finances annually.

8) **Interference.** Any WMPSC employee may determine that the Board or any Board Director is unduly interfering with a staff member's ability to fulfill their responsibilities or that the Board or any Board Director is unduly involving itself in operational or managerial decisions or actions and may, as a result, engage Board members in Conflict Resolution per the Conflict Resolution Policy.

Section 6A. Resignations. Any Director may resign at any time by giving written notice to the Board of Directors. Such resignation shall take effect at the time specified therein; and the acceptance of such resignation shall not be necessary to make it effective.

Section 6B. Removal. Any or all of the Directors may be removed using the Conflict Resolution process.

ARTICLE III
Meetings of the Board of Directors

Section 1. Meetings. The Board of Directors will meet at least ten (10) times per year to discuss WMPSC operations, to hear reports and updates from the charter community, and to discuss business related to the responsibilities outlined in these bylaws. The Board shall be subject to and hold meetings in accordance with the Colorado Open Meetings Act. The Board shall be subject to and hold meetings in accordance with the Colorado Open Meetings Act.

Directors may meet in-person or electronically (virtually) so long as all Directors participating and the public can all hear each other during the meeting, and technology is in place to ensure such. Directors attending virtually shall be counted as present for all purposes, and virtual attendance shall count toward a quorum. Should any Director plan to attend a board meeting virtually, they will make that known to the Board Secretary at least 24 hours in advance of the scheduled Board

meeting. The Board Secretary shall then provide for virtual access to the meeting to Directors and members of the public.

Section 2. Notices. Notice of any meetings of the Board at which the Board takes any action or at which a majority or quorum of the Board is or expected to be in attendance, will be posted at least twenty–four hours in advance. The posting of such a notice shall be one means of providing full and timely notice to the public of such meetings and that the location for the posting of notice shall continue in effect until changed by subsequent official action by the Board of Directors.

Section 3. Agenda. A proposed agenda for all Board of Directors meetings will be posted with the required 24-hour notice if possible.

Section 4. Minutes. Approved minutes of all public board meetings will be on the school's website and will be available for review at any reasonable time.

Section 5. Quorum and Constitution of Majority. Except as otherwise provided by law, a majority of the Board shall constitute a quorum for the transaction of any specified item of business. Except as otherwise provided by law or these Bylaws, WMPSC shall define in board policy the rule of order which will define what constitutes an official action of the Board. Such policy may be revised by official action of the Board. No Director may vote or act by proxy at any meeting of Directors.

Section 6. Executive Sessions. All regular and special meetings of the Board of Directors shall be open to the public, except that a closed meeting may be held to discuss any matter as permitted under the Colorado Open Meetings Act. The proposal requesting the executive session shall state the nature of the matter to be discussed.. The Board shall not take official board action in an executive session. Matters discussed during executive sessions shall remain confidential among those attending. The Secretary shall maintain topical minutes of all executive session items that then result in public Board action.

Section 7. Special Meetings. Special meetings of the Board may be called by any Director of the Board. Special meetings must meet posting requirements stated in CRS 22-32-108. The Board may fix any place or time as the place for holding any special meetings. Special meetings of the Board shall follow the rules and regulations of a regular public Board meeting. In addition to the notice provisions of the Colorado Open Meetings Law, notice of any special meeting of the Board of Directors stating the date, time and place of the meeting shall be given to each Director at such Director's business or residential address at least two days prior thereto by the mailing of written notice by first class, certified or registered mail, or at least one day prior thereto by personal delivery or private carrier or by telephone, facsimile, e-mail, electronic transmission or any other form of wire or wireless communication (and the method of notice need not be the same as to each Director). A Director who attends the special meeting is deemed to have received notice.

Section 8. Deemed Assent. A Director of the corporation who is present at a meeting of the Board of Directors when corporate action is taken is deemed to have assented to all action taken at the meeting unless (i) the Director objects at the beginning of the meeting, or promptly upon the Director's arrival, to holding the meeting or transacting business at the meeting and does not thereafter vote for or assent to any action taken at the meeting; or (ii) the Director

contemporaneously requests the Director's dissent or abstention as to any specific action taken be entered in the minutes of the meeting; or (iii) the Director causes written notice of the Director's dissent or abstention as to any specific action to be received by the presiding officer of the meeting before the adjournment thereof or by the corporation promptly after the adjournment of the meeting. Such right of dissension or abstention is not available to a Director who votes in favor of the action taken.

ARTICLE IV
Officers of the Board

Section 1. Officers. The Officers of the Board of Directors shall consist of Chair, Secretary, and Treasurer. Any Director shall be eligible to hold Board office. Additionally, the Secretary role may be filled by a non-voting member.

Section 2. Election and Term. The Governance committee shall present a slate of Officers to the Board annually. Officers shall be elected by the Directors at their annual meeting and shall hold office for the term of three (3) years. Each Officer shall continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation, or removal. A Director may serve more than one (1) term in the same office, but no more than two (2) consecutive terms in the same office.

Section 3. Chair. Pursuant to the terms of these bylaws, he or she shall have the power to sign or designate signers in the name of WMPSC all contracts authorized either generally or specifically by the Board and to execute and deliver other documents and instruments. The Chair shall also have such other powers and perform such other duties as the Board may from time to time prescribe. In the event that the office of the Chair becomes vacant, the Secretary shall become Chair for the unexpired portion of the term.

Section 4. Secretary. The Secretary shall be responsible for performing all duties incident to the office of Secretary and such other duties as from time to time may be assigned by the Board, including, but not limited to, recording and maintaining the minutes of all meetings of the Board and maintaining records (including financial records when the Treasurer provides the Secretary such records) of WMPSC such as the bylaws and the charter. In the event of absence or disability of the Secretary, the Board may elect an interim Secretary to perform the duties of the Secretary during such absence or disability.

Section 5. Treasurer. The Treasurer shall perform all duties incident to the office of Treasurer and shall hold the Chair position of the Finance and Facilities Committee and such other duties as shall from time to time be assigned by the Board. The Treasurer shall keep proper accounting records showing at all times the amount of the funds and other property of WMPSC, all of which records shall be open at all times to the inspection of the Board.

Section 6. Resignations, Vacancy, and Removal. An Officer may resign by giving written notice of his or her resignation to the Board Chair. Any Officer may be removed, with or without cause, by official action of the Board. A vacancy in any office shall be filled for the unexpired term by official action of the Board.

ARTICLE V
Committees and School System Accountability Committee

Section 1. School System Accountability Committee (SAC). A Board committee will be responsible for the organization and coordination of the School System Accountability Committee. The purpose of the Accountability Committee is to meet state reporting requirements for accountability. The Committee shall be appointed and have the responsibilities designated for School Accountability Committees in C.R.S. 22-7-401.

Section 2. Committees. By official action of the Board, the Board of Directors may designate one or more committees, each of which, to the extent provided in the resolution establishing such committee, shall have and may exercise all of the authority of the Board of Directors, except as prohibited by the Act. The delegation of authority to any committee shall not operate to relieve the Board of Directors or any member of the Board from any responsibility or standard of conduct imposed by law or these bylaws. Rules governing procedures for meetings of any committee shall be the same as those set forth in these bylaws or the Act for the Board of Directors unless the Board or the committee itself determines otherwise.

ARTICLE VI
Finances

Section 1. Contracts and Grants. All contracts and procurement matters will be governed by applicable and adopted financial policies of the organization.The Board may accept on behalf of WMPSC any contribution, gift, grant, bequest or device for the general purposes or for any special purpose of WMPSC. WMPSC shall acquire and retain sufficient control over all donated funds (including designated contributions) to assure that such funds will be used exclusively to carry out WMPSC's tax-exempt purposes.

Section 2. Loans. All loans and evidence of indebtedness shall be contracted on behalf of WMPSC and authorized by official action of the Board of Directors. Such authority may be general or confined to specific instances. No loan or advance to, or overdraft of funds by an officer or member of the Board of Directors otherwise than in the ordinary and usual course of the business of WMPSC, and on the ordinary and usual course of the business or security, shall be made or permitted. No loans shall be made by the WMPSC to any of its Directors, board members, or officers. Any member who assents to or participates in the making of any such loan shall be liable to WMPSC for the amount of such loan until the repayment thereof.

Section 3. Board Compensation. Directors shall not receive compensation for their services as such; however, by resolution of the Board of Directors, the reasonable expenses of Directors of attendance at Board meetings may be paid or reimbursed by the corporation. Directors shall not be disqualified to receive reasonable compensation for services rendered to or for the benefit of the corporation in any other capacity.

Section 4. Conflicts of Interest. A conflict of interest arises when any "responsible person" or any "party related to a responsible person" has an "interest adverse to the corporation." A "responsible person" is any individual in a position to exercise substantial influence over the affairs of the corporation, and specifically includes, without limitation, Directors and officers of the corporation. A "party related to a responsible person" includes his or her extended family (including spouse, parents, children, siblings, and their respective spouses), an estate or trust in which the responsible person or any member of his or her extended family has a beneficial interest or a fiduciary responsibility, or an entity in which the responsible person or any member of his or her extended family is a Director, trustee or officer or has a financial interest. "An interest adverse to the corporation" includes any interest in any contract, transaction or other financial relationship with the corporation, and any interest in an entity whose best interests may be impaired by the best interests of the corporation including, without limitation, an entity providing any goods or services to or receiving any goods or services from the corporation, an entity in which the corporation has any business or financial interest, and an entity providing goods or services or performing activities similar to the goods or services or activities of the corporation.

Disclosure. If a responsible person is aware that the corporation is about to enter into any transaction or make any decision involving a conflict of interest, (a "conflicting interest transaction"), such person shall: (i) immediately inform those charged with decision authority for the conflicting interest transaction on behalf of the corporation of the interest or position of such person or any party related to such person; (ii) aid the persons charged with making the decision by disclosing any material facts within the responsible person's knowledge that bear on the advisability of the corporation entering into the conflicting interest transaction; and (iii) not be entitled to vote on the decision to enter into such transaction.

Approval of Conflicting Interest Transactions. The corporation may enter into a conflicting interest transaction provided either:

(i) The material facts as to the responsible person's relationship or interest and as to the conflicting interest transaction are disclosed or are known to the Board of Directors or to a committee of the Board of Directors that authorizes, approves or ratifies the conflicting interest transaction, and the Board or committee in good faith authorizes, approves or ratifies the conflicting interest transaction by the affirmative vote of a majority of the disinterested Directors on the Board or committee, even though the disinterested Directors are less than a quorum; and

(ii) The conflicting interest transaction is fair as to the corporation.

Conflict of Interest Certification. All Board of Directors will annually complete a Conflict of Interest form and certify in writing that there are no undisclosed conflicts of interest or any conflicts of interest that would disqualify the Director from service on the Board.

Liability to Corporation. A Director who votes for or assents to a distribution made in violation of the Act or the articles of incorporation of the corporation shall be personally liable to the corporation for the amount of the distribution that exceeds what could have been distributed without violating the Act or the articles of incorporation.

Contribution. A Director who is liable for an unlawful distribution is entitled to contribution: (i) from every other Director who could be liable for the unlawful distribution; and (ii) from each person who accepted the distribution knowing the distribution was made in violation of the Act or the articles of incorporation, to the extent the distribution to that person exceeds what could have been distributed to that person without violating the Act or the articles of incorporation.

ARTICLE VII
Books and Records

WMPSC shall keep current records and shall also keep minutes of the proceedings of its Board of Directors. All validated records of WMPSC are considered public documents and may be inspected at any reasonable time. However, student records, personnel records and any other record protected under privacy laws are excluded.

ARTICLE VIII
Indemnification

WMPSC may, to the fullest extent now or hereinafter permitted by law, indemnify against judgments, fines, amounts paid in settlement, and reasonable expenses, including attorney's fees, any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he or she, his or her testator or intestate was a Director, Officer, employee, or agent of WMPSC. There shall be no indemnification in relation to matters as to which the Board finds that the employee, Officer, Director, or agent acted in bad faith or engaged in willful misconduct in the performance of a duty to WMPSC.

ARTICLE IX
Insurance

By action of the Board of Directors, notwithstanding any interest of the Directors in this action, WMPSC may purchase and maintain insurance, as the Board of Directors deems appropriate, on behalf of any person who is or was a Board Director, officer, employee, fiduciary, or agent of WMPSC, or who, while a Board member, officer, employee, fiduciary or agent of WMPSC, is or was serving at the request of WMPSC as a Board member, officer, partner, Director, employee, fiduciary or agent of any other foreign or domestic corporation or of any partnership, joint venture, trust, other enterprise, or employee benefit plan, against any liability asserted against, or incurred by, that person in any such capacity or arising out of their status, whether or not WMPSC would have the power to indemnify that person against such liability under the provisions of Article VIII of these bylaws or applicable law.

ARTICLE X
Miscellaneous

Dissolution. WMPSC will dissolve if the schools' charter(s): (1) Have been revoked by the authorizing entity; (2) Have not been renewed by the authorizing entity; or (3) Have voluntarily been relinquished by the charter school(s).

Conveyances and Encumbrances. Property of WMPSC may be assigned, conveyed or encumbered by such officers of the corporation as may be authorized to do so by the Board of Directors, and such authorized persons shall have power to execute and deliver any and all instruments of assignment, conveyance and encumbrance; however, the sale, exchange, lease or other disposition of all or substantially all of the property and assets of the corporation shall be authorized only in the manner prescribed by applicable statute.

References to Internal Revenue Code. All references in these bylaws to provisions of the Internal Revenue Code are to the provisions of the Internal Revenue Code of 1986, as amended, and to the corresponding provisions of any subsequent federal tax laws.

Severability. The invalidity of any provision of these bylaws shall not affect the other provisions hereof, and in such event these bylaws shall be construed in all respects as if such invalid provision were omitted.

ARTICLE XVI
Procedure to Amend These Bylaws

These bylaws will be reviewed at least once every two (2) years and shall be documented as to the date of such review. These bylaws may be amended at any meeting of the Board by official action.

Adopted _____

Signed _____

Wildflower Montessori
Public Schools of Colorado

WMPSC Board of Directors Commitments

Purpose

- Name board member contributions to the work of governing WMPSC and supporting the school community.
- Create an effective board by making transparent commitments towards our collective goals.
- Annually affirm board member commitments.

Board Member Commitments

- Principles:
  - Uphold Wildflower Beliefs by leading with an anti-bias anti-racist and equity lens that governs in alignment with our values.
  - Practice self-management in board governance.
  - Recognize the positional power of board members, practicing restraint to uphold Teacher Leader autonomy.
  - Elevate equitable and inclusive practices, per the Board Diversity, Equity, Inclusion, and Belonging Agreement, such as adherence to ADA regulations.
- Attendance:
  - Attend at least 80 percent of board meetings per year which include bi-annual planning meetings lasting 5-8 hours each. Your presence is valued and your active participation is a critical component of the board community.
  - Attend 3 community engagement and/or charter site events annually. By experiencing the liberatory learning environment firsthand, members become better informed advocates for WMPSC.
- Active Participation and Compliance:
  - Serve on a minimum of one committee (e.g. finance, fundraising, school performance, community engagement). The work of the board is most often accomplished through its committees, and your partnership will help WMPSC achieve its purpose.
  - Read and be familiar with the materials sent to you 3-5 days in advance of board and committee meetings.
  - Respond to emergencies within 72 hours; nonemergency within one week or sooner.
  - Operate in compliance with WMPSC Bylaws, Colorado Open Meetings Law (C.R.S. 24-6-401), Public Record Act (C.R.S. 24-72-204), and the Family Educational Rights and Privacy Act (20 U.S.C. Sect. 1232).
  - Participate in WMPSC - organized training to remain informed of board compliance requirements and obligations.

- Disclose any potential conflicts of interest with WMSPC board service as they arise, and follow board policies regarding conflicts and background checks, if applicable.
-

- Advocacy
  - Contribute in-kind or direct financial support to WMPSC. Board members make a personally meaningful contribution (with no minimum requirement). Your support, regardless of amount or structure, tells other potential contributors that our Board of Trustees is tangibly committed as donors.
  - After parents, students, and Teacher Leaders, board members are the very best ambassadors. We encourage board members to advocate on behalf of the school and use social media and personal networks to promote and build a strong WMPSC presence.

WMPSC Community Commitments

WMPSC recognizes the interdependence of our work and commits to supporting board work in the following ways:

- Effective use of time
  - Use board member time wisely.
  - Distribute information in a timely manner including meeting agendas, minutes, financial reports, committee updates, and reports requiring action per WMPSC bylaws.
  - Inform board members of critical events or concerns that may arise between meetings.
- Commitment to growth and learning
  - Onboard board to WMPSC and orient board members to charter school sites.
  - Create opportunities for board members to connect with the community through events like school observations and events.
  - Provide ongoing training and education to help board members maximize their effectiveness, including learning and practicing the evolving Wildflower Ways of Working.
- Safeguarding board member role
  - Provide directors-and-officers liability insurance to indemnify actions.
- Conflict resolution
  - WMPSC believes conflicts will arise and that it is important to create spaces to resolve conflicts both safely and civilly, while also protecting the needs of individuals. WMPSC will follow Wildflower's Conflict Resolution Process and will follow its own Code of Ethics and Whistleblower policies.
  - In the event of any dissatisfaction or internal dispute, the Conflict Resolution Process must be initiated and resolved prior to any public discussion.
  - At all times, the Conflict Resolution process upholds confidentiality of those involved in dispute.

Please sign below acknowledging your commitment to the terms stated above.

_____

[insert name, signature] Date

_____

[Board Chair name, signature]

Wildflower Montessori
Public Schools of Colorado

WMPSC Conflict of Interest Policy

Definition

A conflict of interest arises when any "responsible person" or any "party related to a responsible person" has an "interest adverse to the corporation." A "responsible person" is any individual in a position to exercise substantial influence over the affairs of the corporation, and specifically includes, without limitation, Trustees, Council members and officers of the corporation. A "party related to a responsible person" includes his or her family (including spouses, parents, children, grandchildren, or siblings, or the spouse of any of the foregoing), an estate or trust in which the responsible person or any member of his or her family has a beneficial interest or a fiduciary responsibility, or an entity in which the responsible person or any member of his or her family is a director, trustee or officer or has a financial interest. "An interest adverse to the corporation" includes any interest in any contract, transaction or other financial relationship with the corporation, and any interest in an entity whose best interests may be impaired by the best interests of the corporation including, without limitation, an entity providing any goods or services to or receiving any goods or services from the corporation, an entity in which the corporation has any business or financial interest, and an entity providing goods or services or performing activities similar to the goods or services or activities of the corporation.

Disclosure and Recusal

If a responsible person is aware that the corporation is about to enter into any transaction or make any decision involving a conflict of interest, (a "conflicting interest transaction"), such person shall: (i) immediately inform those charged with approving the conflicting interest transaction on behalf of the corporation of the interest or position of such person or any party related to such person; (ii) aid the persons charged with making the decision by disclosing any material facts within the responsible person's knowledge that bear on the advisability of the corporation entering into the conflicting interest transaction; and (iii) recuse from any deliberations on the vote to approve or not the conflicting interest transaction, and the responsible party shall not be entitled to vote on the decision to enter into such transaction or not.

Approving a Conflict of Interest

The corporation may enter into a conflicting interest transaction provided either: (i) The material facts as to the responsible person's relationship or interest and as to the conflicting interest transaction are disclosed or are known to the Board of Trustees or to a committee of the Board of Trustees that validates the conflicting interest transaction, and the Board or committee in good faith validates the conflicting interest transaction by official action of the disinterested Trustees on the

Board or committee, even though the disinterested Trustees are less than a quorum; or (ii) The conflicting interest transaction is fair as to the corporation.

Latia C. Henderson

(she, her, hers)

[redacted] | LinkedIn: https://linkedin.com/in/latiahenderson

PROFESSIONAL SUMMARY

Latia joined RootED in June 2021 as the director of communications and engagement, a new role that will support raising awareness on RootED's work and elevating the impact of grantee organizations through storytelling and network building. Latia is excited for the opportunity to build a strong communications strategy to promote community-driven change—so every child in Denver has access to a high-quality education and ultimately the agency to define their own success.

Latia brings more than 12 years of experience in nonprofit leadership and management to this role and has extensive experience as a community volunteer, community advocate, and board member. Most recently, she was a part of the senior leadership team at Denver Scholarship Foundation (DSF), leading the organization's marketing, communications, and event efforts. Before joining DSF, Latia worked for Denver Public Schools Foundation, Young Americans Center for Financial Education and Community Resource Center.

TOOLS

- Adobe Creative Suite
- Blackbaud NetCommunity and Raiser's Edge
- Constant Contact | MailChimp
- Google Analytics
- Hootsuite
- Basecamp | Monday.Com
- Microsoft Office 365, SharePoint, Planner, Teams
- Salesforce
- WordPress & HTML

EDUCATION

ARIZONA STATE UNIVERSITY, COLLEGE OF PUBLIC PROGRAMS Phoenix, Ariz.

Bachelor of Science, Nonprofit Leadership and Management, Magna Cum Laude
Minor: Business Administration

- Daniels Fund Scholar
- Delta Sigma Theta, Vice President, Iota Kappa Chapter

EXPERIENCE

ROOTED DENVER Denver, Colo.

Director of Communication & Engagement 2021 – present

Serves in a leadership role by developing and executing the organization's communications strategy through network building, digital storytelling and earned media. Raises awareness of RootED's work, elevates impact of grantees and aims to influence public attitudes around educational equity opportunities.

- Develops a strategic communications plan aligned to organizational goals.
- Manages communications projects and campaigns, tracking metrics and reporting on progress to funders and other stakeholders as needed.
- Manages communications consultants to ensure effective coordination of work and effective use of internal and consulting resources.
- Develops and maintains strong stakeholder relationships to gain an understanding of key initiatives and work, with an eye toward developing meaningful content.

- Organizes network events to foster collaboration and innovation among stakeholder groups, and to surface shared messages and narratives aligned to organizational strategies.
- Leads meetings with key stakeholders, including grantees, policymakers, and community members.
- Works with grantees on capacity-building and campaign management efforts.
- Creates core messaging that that effectively communicates RootED's mission, core values, and priorities.
- Plans, writes, and designs communications and marketing collateral on behalf of RootED, telling stories that promote current issues, successes, and the priorities of the leaders supported by the organization.
- Works with communications consultants to draft, pitch, and deliver compelling stories about education innovation and excellence that inform, engage, and persuade a broad range of stakeholders across the Metro Denver ecosystem.
- Plans owned and earned media content, including managing and moderating social media posts, blog posts, and op-eds.
- Collaborates with communications consultants and grantees to uplift grantee stories and build their capacity to share their successes with the community.

DENVER SCHOLARSHIP FOUNDATION (DSF) Denver, Colo.
Senior Director of Communications, Marketing & Events 2016 – 2021

Supported the mission of DSF by advancing the brand and identity of the organization to the community-at-large. Oversaw the strategic creation, implementation, and evaluation of DSF's marketing, communications, public relations activities, and events. Worked to ensure that the highest strategic priorities of the organization are envisioned, articulated, and leveraged in a cohesive fashion.

Served as a creative, energetic, and strategic-minded professional that was responsible for ensuring the direction of DSF in all aspects of communication, marketing, and events, while concurrently overseeing a multifunctional team to do the same. Demonstrated strong leadership skills, managed multiple projects simultaneously, thrived in a fast-paced environment, worked collaboratively with colleagues, and demonstrated presence, self-confidence, common sense, public speaking, and good listening. Brought experience in staff supervision and motivation, media, public relations, and professional development.

- Developed, executed, and managed communications program aligned to DSF's vision, mission, and strategic plan goals to support long-term vision and immediate goals.
- Promoted, enhanced, and protected the brand to effectively position DSF in the marketplace.
- In collaboration with the marketing, communications, and events department, maintained the integrity of the DSF brand including creation of visual assets, talking points, and collateral materials.
- Developed and implemented high efficiency systems and protocols that build productivity and equity.
- Developed strategy, creative marketing, content, and storytelling campaigns across diverse media channels to increase target audience participation in and support of key initiatives.
- Used data from various sources (Google Analytics, social media, and open rates of communications) to drive and measure the effectiveness of the strategy.
- Provided leadership and direction for organizational wide events including signature fundraising events. Accountable for strategy development, planning, and operations.

- Represented DSF to the press as a spokesperson and developed and stewarded relationships with key media. Efforts included pitching, press releases, op-eds, letters to the editor, talking points, and assistance with public presentations and events. Led features in Forbes, The Wall Street Journal, National Public Radio, Chronicle of Higher Education, and The Hechinger Report.
- Provided oversight, supervision, and mentorship to the communications manager, events manager, graphic designer/marketing manager, communications intern, volunteers, and external contractors.
- Mentored and served as a coach for cross functional members of the marketing, communications, and events team.
- Lead organizational strategic plan and oversees marketing, communications, and event department budgets.
- Oversaw board of director marketing and communications committee alongside board of director liaison.

YOUNG AMERICANS CENTER FOR FINANICAL EDUCATION — Denver, Colo.
Director of Communications — 2015 - 2016

- Developed content and told stories across a range of platforms including email, social media, website, collateral, video, and events.
- Drove website strategy, including making regular updates, maintenance, and improvements to organization websites.
- Created and implemented social media strategy, including regular content updates from internal and external sources.
- Coordinated a variety of print materials, including design, content, review, and production (annual report, fundraising collateral, and other programmatic assets).
- Developed and implemented marketing and advertising campaigns to promote participation in core programs (included off-site signage, billboards, radio/print and digital ads).
- Served as press/media spokesperson and earned media coverage in national outlets including New York Times, The Today Show, and CBS This Morning.

DENVER PUBLIC SCHOOLS FOUNDATION — Denver, Colo.
Communications & Development Specialist — 2013 – 2015

- Responsible for the creation and execution of communications and marketing plans to help the community understand the deep need for their support, and the tangible and ongoing outcome of their investment in Denver Public Schools, one of the largest school districts in Colorado.
- Managed the strategic development, content generation, production, proofing and dissemination of donor correspondence, marketing copy, advertisements, e-communications, blogs, website, and other related materials.
- Supported annual giving program by overseeing employee giving campaign, conceptualizing, writing and proving creative direction for acquisition, renewal, and lapsed appeals, email solicitations, stewardship messages, campaign materials and online marketing and fundraising tools.
- Coordinated and oversaw the production and design of print collateral including managing calendar, monitoring timelines/deadlines, coordinating with external vendors (graphic designer, printers, mail house, etc.).

- Prepared speeches, speaking points, video and event scripts, award nominations, and other communication pieces as necessary.
- Oversaw consistent formatting, messaging, style, and tone across written materials produced, both print and electronic.

COMMUNITY RESOURCE CENTER

Denver, Colo.
2010 – 2013

Program Coordinator | Resource & Marketing Coordinator

- Led communications and marketing for the organization, a training and capacity building nonprofit, setting strategy and direction for community outreach, branding, design, web communication, media relations, and social media.
- Responsible for program development and implementation of training program. Trained 1,000+ nonprofit professionals in the process of grant writing and the utilization of the internet to identify funding resources.
- Oversaw internship program—recruiting, managing, and career development of 12 interns per year.
- Coordinated with program team to submit grant reports and applications for local and federal funding.
- Led alumni outreach efforts for Colorado Nonprofit Leadership & Management program.

VOLUNTEER AND COMMITTEE EXPERIENCE

- **Montessori del Mundo**, Board President (SY2019-2020) and Member-at-Large, Chair of Development and Marketing Committee & Chair of Justice, Equity, Diversity and Inclusion Committee, June 2017 – August 2021
- **Denver Scholarship Foundation**, Equity and Inclusion Committee, August 2019 – December 2020
- **Denver Public Schools Foundation**, A to Z Fund Review Committee, September 2020 & January 2021
- **TutorMate Literacy Tutor**, August 2018 – May 2019
- **Power Lunch Literacy Tutor,** August 2013 – May 2015
- **Tech4Food Denver**, January 2012 – June 2013
- **National Philanthropy Day Colorado**, Awards and Selection Committee and Marketing Committee, August 2011 – June 2013

L. MORGAN BEIDLEMAN

Denver, CO | [redacted] | linkedin.com/in/morgan-beidleman-reachllc

EDUCATION

University of Denver, Morgridge College of Education, August 2020 — Denver, CO
Ph.D. in Child, Family, and School Psychology
Thesis Topic: Meeting the Needs of Highly Impacted Youth: An Ethnographic Case Study

University of Denver, Morgridge College of Education, June 2016 — Denver, CO
M.A. in Child, Family, and School Psychology

University of Hawaii at Manoa, College of Education, June 2009 — Honolulu, HI
M.Ed. in Special Education, emphasis: Social-Emotional School-Based Supports

Washington State University, Edward Murrow School of Communication, August 2005 — Pullman, WA
B.A. in Communication, emphasis: Public Relations

RELEVANT CLINICAL WORK & EXPERIENCE

REACH Learning Services, LLC — Denver, CO
Owner & Clinical Director — Jan. 2009 – Present

- Run an integrated practice providing web-based and home-based academic and social-emotional intervention for children and families
- Conduct screeners, develop intervention plans, work 1:1 with families and children, provide coaching to families
- Develop and implement a series of workshops on social-emotional development, trauma, and MTSS
- Provide consultation and professional development for schools regarding best practices in universal and tiered supports, school culture, mental health, social-emotional learning, and special education.
- Coach a team of 15 clinicians to improve the academic and social-emotional health outcomes for children and youth.

Jefferson County Public Schools — Jefferson County, CO
Doctoral Internship, School Psychologist Position — Aug. 2019 – Nov. 2020
Supervisor: Dawn Loge, Ph.D.

- Mental Health Provider for two schools in the district
- Case Manager
- Consulted for high-needs cases throughout the district

Denver Public Schools — Denver, CO
Advanced Practicum, Float School Psychologist Position — Aug. 2018 – May 2019
Supervisor: Karen Schottenstein, Ph.D.

- Conducted evaluations and write reports to support initial and reevaluations for special education services
- Provided consultation to schools regarding social-emotional health programmatic development within an MTSS framework
- Consulted with teams to refine MTSS systems

New Legacy Charter School — Aurora, CO
Advanced Practicum, Mental Health Intern — Jan. 2018 – May 2018
Supervisor: Britta Carlisle, MSW

- Provided individual sessions to students with mental health needs as determined by their IEPs
- Developed and implemented behavior intervention plans
- Consulted with teachers and team regarding individual students

Devereux Behavioral Health Wheat Ridge, CO
Advanced Practicum, Long Term Stabilization Unit Aug. 2017 – May 2018
Supervisor: Lisa Gaudia, Ph.D.

- Conducted trauma-focused social-emotional and cognitive evaluations and recommend next steps
- Provided individual and family therapy to clients diagnosed with serious emotional disorders
- Led group counseling for clients diagnosed with serious emotional disorders
- Conducted intake interviews and Bio-Psycho-Social assessments to develop treatment plans
- Collaborated with treatment teams to coordinate care and stabilize clients

Counseling and Education Services Clinic, University of Denver Denver, CO
Graduate Student Clinical Supervisor Sept. 2017 – Nov. 2017
Supervisor: Jessica Reinhardt, Ph.D.

- Provided first and second-year school psychology graduate students weekly supervision to support their development of skills needed during intake, rapport building, assessment, and feedback
- Facilitated in-the-moment feedback and supervision of assessment administration with suggestions for growth and accolades of success
- Edited evaluations and reports and wrote weekly reflections about the supervisory experience

Sobesky Academy Wheat Ridge, CO
Practicum II, Jefferson County Public Schools Sept. 2016 – May 2017
Supervisor: Sharon Cohen, Ph.D.

- Led group counseling for K-12 students diagnosed with serious emotional disorders
- Provided individual & family counseling to students diagnosed with serious emotional disorders
- Conducted social-emotional and cognitive assessments for students
- Conducted functional behavior assessments and developed behavior intervention plans
- Provided consultation to teachers regarding student needs

University of Denver Denver, CO
Graduate Student Practitioner, Counseling and Education Services Clinic Sept. 2015 - June 2017
Supervisor: Jessica Reinhardt, Ph.D.

- Interviewed families and clients
- Determined appropriate assessment battery to address referral concern
- Administered cognitive, academic, social/emotional, adaptive, and neuropsychological assessments
- Wrote comprehensive psychoeducational reports
- Led feedback consultation with clients and families

Assessment and Consultation for Exceptional Student Services Denver, CO
Practicum I, Bilingual Access Jan. 2016 – June 2016
Supervisor: Kindra Marble, Ed.S.

- Conducted academic and social-emotional assessments for students
- Led academic interventions for students more than 1.0 year behind academically
- Developed and led professional development regarding multi-tiered systems of support

Autism Behavior Consulting Group, INC. Honolulu, HI
Therapist for Children with Autism Aug 08 - Jan. 2011

- Used Floortime Therapy and Natural Environment Training techniques to help develop social/communications skills in life settings
- Used principles of ABA therapy in 1:1 setting for children on the autism spectrum
- Practiced independent daily living skills with children such as bathing, bathroom use, meal preparation with parent coaching sessions

ADDITIONAL SCHOOL-BASED EXPERIENCE

Johns Hopkins University, School of Education — Baltimore, MD
Adjunct Instructor (remote-based position) — Aug. 2015 – Present

- Teach graduate-level courses designed to improve effective classroom practices, social-emotional development practices, literacy, and leadership
- Coach teachers individually, provide feedback, assess progress, and support them as they earn their advanced degrees

University of Denver, School of Education — Denver, CO
Adjunct Professor — Sept. 2019 – Present

- Teach graduate-level courses designed to improve effective classroom practices, social-emotional development practices, literacy, and leadership
- Coach teachers individually, provide feedback, assess progress, and support them as they earn their advanced degrees
- Design courses

Montessori del Mundo — Aurora, CO
Assistant Principal — July 2014 – July 2016

- Developed school-wide tier 1 and tier 2 cultural supports and social-emotional learning initiatives. Coached teachers to develop management and social-emotional competencies
- Established school's MTSS structures to drive next steps in instruction, attendance, and social-emotional development
- Coached and co-investigated student needs to develop the skills of the emerging special education teacher to design effective IEPs, run 504 meetings, and plan/implement appropriate tier 2 and tier 3 interventions
- Supervised the Student Support Team
- Managed the enrollment specialist and office manager, ran weekly business and strategy meetings to ensure the school was on track to meet organizational goals

Rocky Mountain Prep — Denver CO
Director of Student Services — Jan. 2012 – July 2014

- Oversaw school-wide social-emotional programs and culture initiatives
- Supervised and managed the Student Support Team
- Coached teachers to develop management, cultural, and SEL competencies
- Developed and maintained attendance initiatives
- Led school culture team to develop and implement universal PBIS
- Developed special education teacher in best practices in literacy and SEL intervention
- Organized all mandated assessments and state reporting for the school
- Conducted academic testing
- Designed and implemented individualized learning plans
- Implemented targeted reading intervention for K and 1st grade students

Lexercise
Clinical Educator, (remote-based position) — Nov. 2011 – Dec. 2013

- Conducted full language, reading, and writing evaluations for families concerned about their child's development.
- Wrote comprehensive educational evaluations based on testing
- Counseled families regarding treatment options
- Designed and implemented targeted interventions using multi-sensory instruction (methods based on Orton Gillingham training)

Wai'anae Elementary School — Wai'anae, HI
Special Education Teacher & Interventionist — July 2007- June 2012

- Care Coordinator/IEP writer for students receiving special education services
- Conducted functional behavior assessments and academic testing
- Developed, implemented, and monitored behavior plans
- Ran weekly social skills sessions to help students with social emotional needs to increase appropriate school behavior and social skills
- Co-taught inclusive reading and writing in grades 3, 4, 6 using the workshop model
- Led a targeted pull-out reading intervention program for students reading 1.5 or more grade levels below average
    - 2009-2011 *Grade Level Chair*
    - 2008-2011 *Parent/Community Involvement Committee Chair (PBIS team)*
    - 2007-2009 *Teach For America corps member*

TEACHING & PRESENTATIONS

Beidleman, M. (2019, January) The Neuropsychology of Emotional Management. Presentation presented at Courage To Risk Annual Conference, Colorado Springs, CO.

Beidleman, M. (2018, December) Understanding Trauma and Possible Impacts on Learning. Presentation presented at the Colorado League of Charter Schools, Denver, CO.

Beidleman, M., & Raines, T.C. (2018, November) Bright Spots in Supports for Highly Impacted Youth. Presentation presented at the Colorado Society of School Psychologists, Vail, CO.

Beidleman, M., & McDonald, B.J. (2018, October) Teaching Beyond the Flying Chair: Supporting the Social Emotional Needs of Students with Learning Disabilities. Presentation presented at the Reading in the Rockies Annual Conference, Vail, CO.

Beidleman, M., & Raines, T.C. (2018, August) Vocational Safety Nets for Students with Serious Emotional Disabilities. Presentation at the American Psychological Association Annual Convention, San Francisco, CA.

Beidleman, M., & Coleman, J. (2018, April). An Overview of Federal Laws and Regulations. Guest lecture presented for CFSP 4302: Academic Competencies at the University of Denver, Denver, CO.

Beidleman, M., & Coleman, J. (2018, April). An Overview of State Laws and Regulations. Guest lecture presented for CFSP 4302: Academic Competencies at the University of Denver, Denver, CO.

Beidleman, M., & Coleman, J. (2018, April). Components of Individualized Education Plans. Guest lecture presented for CFSP 4302: Academic Competencies at the University of Denver, Denver, CO.

Beidleman, M., & Raines, T.C. (2018, April). Understanding Basic Reading Skills. Guest lecture presented for CFSP 4312: Academic Competencies at the University of Denver, Denver, CO.

Beidleman, M., & Raines, T.C. (2018, April). Reading to Understand: The Role of Comprehension in Reading. Guest lecture presented for CFSP 4312: Academic Competencies at the University of Denver, Denver, CO.

Reinhardt, J., Fletcher-Janzen, E., Isquith, P., **Beidleman, M.**, & Kalish, R. (2018, February) Neuropsychology for School Psychologists: Grand Rounds. Presentation at the National Association of School Psychologists Annual Convention, Chicago, IL.

Beidleman, M., Rodriguez, T., Ryan, M., Malone, C., & Raines, T.C. (2017, February) Influences on school psychology cultural competence. Paper presented at the National Association of School Psychologists Annual Convention,

San Antonio, TX.

Rodriguez, T., Ryan, M., **Beidleman, M.**, & Raines, T.C. (2017, August) Examining the Measurement and Influences on Self-Reported Cultural Competency in School Psychologists. Poster presented at the American Psychological Association Annual Convention, Washington, DC.

Beidleman, M., & Miller, G (2017, March). School-Family Partnership in Special Education Services. Guest lecture presented for CFSP 4349: Community Practicum at the University of Denver, Denver, CO.

Beidleman, M., & Miller, G (2016, October). Roles in an IEP Meeting. Guest lecture presented for CFSP 4349: Community Practicum at the University of Denver, Denver, CO.

Beidleman, M., & Talapatra, T (2016, June). Understanding the Evaluation Timeline. Guest lecture presented for CFSP 4303: Legal Issues at the University of Denver, Denver, CO.

Beidleman, M., & Talapatra, T (2016, June). Understanding 504s. Guest lecture presented for CFSP 4303: Legal Issues at the University of Denver, Denver, CO.

Beidleman, M., & Talapatra, T (2016, June). Mandated Reporting. Guest lecture presented for CFSP 4303: Legal Issues at the University of Denver, Denver, CO.

RESEARCH EXPERIENCE

University of Denver Denver, CO
Vertical Research Team Lead Sept. 2016 – Present
Supervisor: Tara Raines, PhD

- Lead and support on a variety of research projects on school discipline, cultural competence, and juvenile justice
- Review articles for a systematic literature review investigating school discipline practices, juvenile justice and cultural competence
- Conduct quantitative research on cultural competence and personality in school psychologists

University of Denver Denver, CO
Graduate Research and Teaching Assistant Sept. 2016 – May 2019
Supervisor: Gloria Miller, Ph.D. / Amy McDiarmid, PhD

- Assist professor in group supervision first-year graduate students in school psychology

Coordinate the placement of graduate students with field supervisors

PROFESSIONAL SERVICE & MEMBERSHIP

Neuropsychology in Schools, NASP Community Feb. 2017 – Present
Co-facilitator with Dr. Elaine Fletcher-Janzen monthly interest group grand rounds and community of practice

Child, Family, & School Psychology Mentor, University of Denver Aug. 2016- May 2019
Answer questions, offer advice and socialize with first-year graduate students.

University of Denver, Child, Family, and School Psychology June 2016- June 2018
Mental Health Liaison, CFSP Student Board

Colorado Department of Education (CDE) Task Force on Serious Emotional Disabilities Sept. – Oct 2017
Worked with a team of educators from across the state to determine how the state of Colorado defines significant disproportionality based on race and ethnicity as instructed in 34CFR§330.647

Journal of Educational & Psychological Consultation: Special Issue F17 Dec. 2017
Ad Hoc manuscript reviewer

National Association of School Psychologists: 2018 Convention July 2017
Ad Hoc presentation reviewer

Fostering Healthy Futures / Kempe Center, University of Colorado, Denver Jan. 2017
- Provided abbreviated interpretations of cognitive and achievement assessment results to mentors in the FHF program.
- Collaborated with FHF mentors to create individualized recommendations for FHF participants

Journal of Educational & Psychological Consultation: Special Issue F16 Dec. 2016
Ad Hoc manuscript reviewer

New Legacy Charter School Sept. 2014 - December 2017
- Advisory Council Member
- Health and Wellness Committee Member

The Center for Trauma and Resilience Dec. 2014 - March 2016
- Board Member

SKILLS/TRAINING

Training
- Advanced Training in Neuropsychology for School Psychologists (6 CPD credits)
- Creating Trauma-Sensitive Schools: Strategies to Help Students & Staff (3 CPD credits)
- Introduction to Neuropsychology for School Psychologists (6 CPD credits)
- Conscious Discipline: Self-Regulation: Level 1 training, Summer 2013
- Orton-Gillingham Primary Reading Training, Summer 2009, DOE Hawaii
- Catapult Leadership, Leadership Training and Fellowship, Fall 2012-Spring 2014

Cognitive Assessments
- Differential Ability Scales-Second Edition (DAS-II)
- Kaufman Assessment Battery for Children- Second Edition (KABC-II)
- Wechsler Abbreviated Scale of Intelligence (WASI-2)
- Wechsler Intelligence Scale for Children- Fifth Edition (WISC-V)
- Woodcock-Johnson Tests of Cognitive Abilities- Fourth Edition (WJ-IV COG)
- Wechsler Adult Intelligence Scale-Fourth Edition (WAIS-IV)

Auditory/Visual Perception, Language, and Motor Assessments
- Comprehensive Test of Phonological Processing- Second Edition (CTOPP-2)
- Peabody Picture Vocabulary Test- Fourth Edition (PPVT-4)
- Test of Auditory Processing Skills- Third Edition (TAPS-3)
- The Beery-Buktenica Developmental Test of Visual-Motor Integration (BEERY VMI)
- The Expressive Vocabulary Test, Second Edition (EVT-2)

Achievement Assessments
- Gray Oral Reading Test- Fifth Edition (GORT-5)

- Kaufman Tests of Educational Achievement- Third Edition (KTEA-III)
- Wechsler Individual Achievement Test- Third Edition (WIAT-III)
- Woodcock-Johnson Tests of Achievement- Fourth Edition (WJ-IV ACH)

Social-Emotional Assessments
- Behavior Assessment Systems for Children- Third Edition (BASC-III)
- Multidimensional Anxiety Scale for Children- Second Edition (MASC-2)
- Reynold's Adolescent Depression Scale- Second Edition (RADS-2)
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Executive Functioning Assessments
- Behavior Rating Inventory of Executive Function (BRIEF)
- Conners- Third Edition (Conners-3)
- Test of Variable Attention (TOVA)

Adaptive Assessments
- Adaptive Behavior Assessment System- Third Edition (ABAS-3)
- Vineland Adaptive Behavior Scale- Third Edition (VABS-3)

Projective Assessments
- Kinetic Drawing System for Family (KDS-F)
- Kinetic Drawing System for School (KDS-S)
- The Multidimensional Sentence Completion Test (MSCT)

PROFESSIONAL MEMBERSHIPS

Member, Colorado Society of School Psychologists (present)
Member, National Association of School Psychologists (present)
Member, American Psychological Association-Division 16 (present)

KAYCEE GERHART | [redacted]

CAREER PROFILE

Accomplished senior leader with over ten years of nonprofit and public sector experience centered on strategic planning, policy development, finance/fundraising, and community engagement. Proven ability to develop and lead complex projects across teams and management layers with urgency and efficacy. Experience with in-depth data analysis, impact evaluation, and project design.

PROFESSIONAL EXPERIENCE

Metropolitan State University of Denver (MSU Denver) **December 2020 – present**

Director of Government Affairs

- Lead policy development and advocacy at state, federal and local levels to support the University's priorities. Focal policy areas: education, finance, workforce development, immigration and human services.
- Develop annual public funding strategy, including: request amount, messaging, coalition building and evaluation. Public funds compose 40% of the institution's overall operating revenues.
    - In 2021, successfully secured the largest increase in public funds in the University's history, resulting in $72MM total state funds (20% increase in comparison to 2020).
- Manage campus community affairs and civic engagement efforts. Responsible for developing partnerships, maintaining membership and hosting events in alignment with the University's strategic objectives.

CCS Fundraising **March 2018 – November 2020**

Senior Director

- Provided direct counsel, coaching, and execution support to nonprofit executive teams engaged in large-scale ($1MM+) fundraising campaigns.
- Designed and implemented strategic fundraising plans with benchmark goals, staff structures, core marketing messages, donor engagement strategies, and budgets for campaigns with goals totaling over $300MM.
- Conducted landscape analyses incorporating qualitative and quantitative data to advise organizations on the feasibility of capital campaigns with goals totaling over $100MM. Expert in developing evaluation frameworks, collecting and analyzing data, and synthesizing information into comprehensive recommendations.
- Specific project achievements include:
    - Supported a Denver-based healthcare institution in the creation and funding of a COVID-19 Emergency Response Fund. In the first week of the fund's launch, secured $2MM in philanthropic commitments for immediate clinical operations and research needs.
    - Successfully created and executed strategies to revive a stagnant campaign for an independent school in the Bay Area, doubling total dollars raised for the effort within the first quarter of implementation.
    - Developed a comprehensive framework to evaluate the plan and identify potential funding for a $30MM education and workforce development initiative in the north Denver metro region.

GALS Inc. **January 2018 – January 2020**

Finance Consultant (part-time)

- Developed and managed a $600K annual budget for an educational services nonprofit focused on creating and supporting gender-based schools committed to movement and wellness programs. In collaboration with Chief Visionary Officer, determined fundraising targets and priority expenses to support the 12-person team.
- Ensured the organization's fiscal compliance by establishing foundational systems, forms, and processes. Developed and led training for the four team leaders to sustain fiscally sound practices.
- Supported head of partnerships and grant writer in aligning fundraising requests with budget strategy and needs. Secured over $800K in grants from local and national funders.

Office of Mike Johnston **December 2014 – February 2018**

Finance Director – Mike Johnston for Governor (January 2017 – February 2018)

- Developed and executed groundbreaking fundraising strategies, raising more than $4.5MM in direct and indirect contributions.
- Led a team of 12 staff members and volunteers to develop quarterly goals, interim benchmark targets, and weekly activity plans. Planned and facilitated weekly progress-to-goal evaluations with a seven-person leadership team to inform campaign strategy.
- Effectively engaged and collaborated with over 125 raisers and 1,100 funders, including prominent political donors and philanthropists.
- Served as most senior team member for first six months of the campaign. Advised candidate on campaign strategy and coordinated campaign operations, scheduling, and staffing.

Policy Director – Mike Johnston, Colorado State Senator (December 2014 – December 2016)

- Wrote, developed, and supported the passage of 21 pieces of bipartisan-supported legislation in areas of education, economic development, criminal justice reform, and environmental policy.
- Designed research projects, facilitated professional development, and led impact analyses to provide data-informed feedback for a team of 18 policy fellows. Through direct management of fellows, annual policy outputs increased twofold and fellow satisfaction grew by 15% compared to prior years' averages.

The Holdsworth Center **June 2015 – November 2016**

Consultant

- Served as a lead integrator for a prominent philanthropist's vision to create a pioneering education training institute in Texas.
- Led the organization's advisory board of 15 high-profile business, political, and community leaders through design-thinking processes and immersive domestic and international learning experiences to define the institute's values, structures, content, and curriculum.

Teach For America - Colorado **August 2011 – November 2014**

Director, Finance and Strategy

- Developed financial reporting tools to advise the Executive Director, regional leadership team, External Affairs team, and board of directors on short- and long-term resource allocation, program expansion, staffing decisions, budget, and fundraising goals.
- Created five-year finance plan with recommendations on corps size, regional footprint, overall and team-level operating budgets, overall and portfolio-level fundraising targets, and annual growth rates. Led External Affairs team and regional leadership team in defining benchmarks and identifying progress-to-goal indicators aligned to plan recommendations.

ADDITIONAL EXPERIENCE

- High School Math Teacher and Teach For America Corps Member, Denver Public Schools 2009 – 2011

BOARD MEMBERSHIPS

- Board Chair, Urban Leaders Policy Fellowship 2018 – present
- Board Member and Finance Committee Chair, Wyatt Academy Public School 2013 – 2021
- Education Advisory Committee Member, In This Together Media 2013 – 2017

EDUCATION

San Diego State University **2009**

Bachelor of Science in Business Administration – Finance, Minor in English Literature
Honors College, cum laude

José Luis Chávez

[redacted]

Professional Profile

- Supervisor of diverse populations for more than 30 years.
- Skilled communicator with clients, families, and service providers both verbally and written.
- Build positive relationships with individuals and businesses within the community.
- Seeker of diverse points of view when addressing problems and investigating solutions.
- Able to identify and mobilize community members
- Native Spanish speaker.

Professional Experience

June 2019-June 2022
Colorado Trust — Community Organizer

The regional associate supports the regional community partner to facilitate strong community partnerships across region 4. The regional associate works closely with grassroots-based community leaders who are directly impacted by inequities. The regional associate will identify mobilized community leaders to empower themselves, developing skills of resident leaders; support residents to plan, take action and build their long term organizational structures, coach and mentor community residents.

Duties:

- Build and maintain a trustworthy relationship with community members
- Listen to community members to understand what issues have impacted their lives
- Identify community leaders
- Mentor, coach, support community leaders to build skills abilities and confidence within themselves
- Coordinate the participation of community leaders in meetings
- Conduct training for community members
- Support residents to create strategies to take collective action to positively change the environment, systems, which impact their community
- Participate in budget development for communities, support communities to create structures to operate effectively in short and long term

October 1999-November 2017:
Division of Youth Corrections — Client Manager/Parole Officer

Supervised 25-30 delinquent youth committed to the Department of Youth Services by the Colorado courts. Responsible for developing and implementing discrete case plans outlining treatment goals and placements to meet the accessed clients' needs to ensure the safety and security of the community was not at risk. Monitored, oversaw, coordinated and communicated with each program and placement program's staff and administration.

Duties:

- Assessed committed youth to identify needed treatment, education, security, vocation/employment, family, and housing needs
- Synthesized the Colorado Juvenile Risk Assessment to determine support and services for each client and their families
- Worked within an established budget for parole and residential services and authorize purchasing of services from providers for each client to ensure the established budget is followed
- Placed clients into identified placements (including state secure institution/detention centers).
- Implemented, interpreted and complied with the Colorado Revised statues, Colorado Children's Code, DYS/DHS and Colorado Juvenile Parole Board policies and procedures, state rules, and audit standards on a daily basis.
- Wrote, interpreted and implemented new policies for DYS through a quality assurance committee.
- Problem-solve with clients, placements, law enforcement agencies, families, and DYS facilities due to continued challenges posed by clients in placement.

- Interacted frequently with other governmental agencies including courts, school districts, law enforcement, mental health centers, probation departments, and County DHS departments.
- Completed and am certified in the STAR I and Star II supervisory training program, which includes: Budget, Accounting, Procurement, Substance Abuse, Conflict Resolution, Communication, and Project Management.
- Served as the Western Region Program Monitor.
- Certified gang expert for the 21st Judicial District.
- Provided gang training for various agencies throughout Western Colorado including but not limited to: Mesa County School District #51, Job Corps, Brown Center, Colorado Mesa University, Division of Youth Corrections, etc.
- Trained in: Motivational Interviewing and Informed Trauma Care/Sanctuary

February 1990-October 1999:
State of Colorado 21st Judicial District — Probation Officer

Supervised youth who were adjudicated or who received a deferred adjudication from Mesa County District Court. Formulated case plans with the offender with the goal of identifying treatment, education, security, vocational/employment; family needs and established pro-social behavior and repaired the harm caused to the community and victim(s). Maintained current and accurate records of all probationers on my caseload.

Duties:

- Assessed committed youth to identify needed treatment, education, security, vocation/employment, family, and housing needs.
- Motivated and managed the offender's probation period using a continuum of sanctions and incentives.
- Recommend extension or termination of probation (when appropriate).
- Conducted investigations, provided written and verbal reports with recommendations to the court for sentencing purposes.
- Maintained surveillance and supervision of individuals who were placed on intensive supervision probation
- Interacted with Division of Youth Corrections, Mesa County Department of Social Services, local law enforcement agencies, Mesa County School District 51, mental health centers, and I also participated in various committees in Mesa County

November 1987-February 1990:
State of Colorado 18th Judicial District — Probation Officer

Supervised youth who were adjudicated or who received a deferred adjudication from Arapahoe County District Court. Formulated case plans with the offender with the goal of identifying treatment, educational, security, vocational/employment; family needs and establish pro-social behavior and repairing the harm caused to the community and victim(s).

Duties:

- Case load of 150
- Maintained surveillance, supervision, motivated and managed the offender's probation period using a continuum of sanctions and incentives.
- Recommended extension or termination of probation (when appropriate).
- Conducted investigations, provided a written and verbal report with recommendations to the court for sentencing purposes.
- Maintained current and accurate records of all probationers on my caseload.
- Interacted with local law enforcement agencies, schools, Arapahoe County Multi-Disciplinary Child Abuse Team and mental health centers.

José Luis Chávez
[redacted]

July 1986-November1987:
Gila County Juvenile Probation — Juvenile Service Supervisor

Duties:

- Provided supervision to the juvenile probation unit and Gila County Detention facility
- Supervised the intensive supervision caseload
- Monitored caseload progress, performed case audits, assisted in the development and implementation of policies and procedures for the Probation Department, established expectations and provided employee performance feedback on an on-going and annual basis.
- Assisted staff in establishing performance as well as professional goals, evaluated goal achievement through conferences, informal meetings and annual performance appraisal
- Provided orientation and on-going training, mentoring, leadership and coaching, assigned duties and responsibilities
- Participated in selection, motivation or discipline of staff
- Developed and managed the budget, purchasing, accounting and authorized expenditures for the juvenile department, Gila County Detention facility and preparing reports for state grants
- Oversaw all foster care/residential placements, supervised an educational after school program, wrote the risk needs assessment for intensive supervision, which was used thorough the state of Arizona, presented proposals for improvements in the juvenile service programs and represented the department and coordinated departmental activities with other community organizations, courts and other departments within Gila County.
- Persuaded others to take action, arbitrating issues, resolving differences, and negotiating resolution of issues. These types of contacts required clear understanding and articulation of facts, alternatives and implications.

February 1985-July 1986:
Gila County Juvenile Probation — Deputy Chief Probation Officer

Duties:

- Provided supervision to the juvenile probation unit and Gila County Detention facility
- Monitored caseload progress, performed case audits, assisted in the development and implementation of policies and procedures for the Probation Department, established expectations and provided employee performance feedback on an on-going and annual basis.
- Assisted the staff in establishing performance as well as professional goals, evaluated goal achievement through conferences, informal meetings and annual performance appraisal
- Provided orientation and on-going training, mentoring, leadership and coaching, assigned duties and responsibilities.
- Participated in the selection, motivation or discipline of staff.
- Responsible for developing and managing the budget, purchasing, accounting and authorized expenditures for the juvenile department, Gila County Detention facility and preparing reports for state grants
- Responsible for developing, implementing strategic decision and final recommendation for the department
- Developed overall purpose and strategy for the department, develop or modify programs, and allocate human and other resources to meet strategic goals
- Responsible for organizational policy, general directives, and overall programmatic goals and objectives
- Responsible for the integration of various programs to meet objectives, which were short and long term
- Oversaw all foster care/residential placements, developed and supervised an educational after school program, presented proposals for improvements in the juvenile service programs and

represented the department and coordinated departmental activities with other community organizations, courts and other departments within Gila County

- Persuaded others to take action, arbitrating issues, resolving differences, and negotiating resolution of issues

Community Involvement

- Cesar Chavez Celebration Committee: Chairperson
- Colorado Mesa University Cultural Diversity Board
- DORA Board for Chiropractic
- Center for Children
- Western Slope Human Trafficking Committee
- Mesa County Valley School District #51 Equity Committee
- Hispanic Heritage Month Committee
- All on the Line Committee
- Law Enforcement Latino Association
- Assist with Naturalization ceremonies
- Trail Lamp Board Member

Hannah Ewert-Krocker

Leadership & Community Outreach

Project Design Coach & Lecturer
AMI Orientation to Adolescent Studies
Redlands, CA - July - August 2018

I coached and advised teachers in training on curriculum and program development. Additionally, I facilitated seminars and lectured on practical implementation of Montessori pedagogy.

Member, Board of Directors
Compass Montessori School
Golden, CO - June 2015 - May 2017

Serving on the board of this Jefferson County charter school included overseeing budget, program development, and school policy and procedures and advising the executive director.

Speaking Engagements

AMI Adolescent Diploma Course
Assessment in Montessori Adolescent Programs
Huntsburg, OH - July 2022

AMI-USA Regional Conference
Navigating Social Media in Adolescence
Baltimore, MD - October 2019

NAMTA Regional Conference
Navigating Social Media in Adolescence
Tacoma, WA - April 2019

Montessori for Social Justice Conference
Empowering Adolescents in a Public School
St. Paul, MN - June 2018

AMI-USA Refresher Course
Micro-Economy in Adolescent Programs
Tempe, AZ - February 2018

AMS Annual Conference
Farm-Based Adolescent Communities
San Diego, CA - March 2017

Skills

Restorative Justice, Fluent in Spanish, Conflict Resolution, Counseling & Coaching, Brain Development, Vinyasa Yoga, and Writing & Proofreading.

Experience

HEK Consulting, LLC
Montessori Education Coach and Consultant September 2021 - Present

I work with existing and future Montessori learning communities on school startup, pedagogical design, teacher and leadership coaching, new school development, and the charter school application process. My work is centered on increasing access to Montessori education in the public sector.

Denver Montessori Junior/Senior High School (DMHS)
Farm School Program Director August 2015 - June 2020
Founding Teacher and Humanities Guide August 2013 - June 2020

I guided the initial creation and ongoing growth of the grades 7-9 junior high program for this innovation school in Denver Public Schools. My role included overseeing curriculum development in all subject areas, coaching, observing, and evaluating the teaching staff, developing and facilitating whole school culture building and teacher professional development, and working with adolescents from diverse backgrounds. I played an integral role in grounding our work in Montessori pedagogy, adolescent brain development, and a student-centered, justice-oriented sense of community.

Corepower Yoga
Yoga Instructor March 2015 - Present

I have guided beginner and intermediate level power vinyasa yoga classes at several CorePower studios throughout the city of Denver. Recently, I have helped develop a free, bilingual (English/Spanish) yoga class with the intention to increase access to yoga for the broader community.

Community Enterprise
Community Development Coordinator August 2010 - May 2013

Focused on authentic grassroots community engagement, I provided technical assistance, logistics and event planning support, and leadership training to neighborhood groups working to make tangible changes in their communities.

Education

M.Ed. Montessori Education
Loyola University Maryland 2015 - 2017

Association Montessori Internationale Diploma in Assistants to Infancy (0-3)

Colorado Secondary Teaching License
University of Colorado Denver 2013 - 2014

Endorsements in English Language Arts, Social Studies, and Spanish

B.A. Geography-Anthropology
Vassar College 2005 - 2009

Minor in Native American Studies
Phi Beta Kappa with general and departmental honors

References

Leah Bry
Dean of Instruction DMHS

Annie Bossange
Teacher DMHS

Emma Reicks M.Ed.

Educational Leader

PROFILE

Results-oriented educational leader with 10+ years' experience seeking to expand opportunities for students through instructional leadership and collaboration with communities.

EDUCATIONAL LEADERSHIP EXPERIENCE

ASSISTANT PRINCIPAL
KIPP PODER ACADEMY / San Antonio, TX / 2017 - 2020

- Instructional Coach for eleven ELA and Social Studies teachers; leveraged weekly curriculum internalization meetings, observations, and data meetings to achieve significant student achievement and develop strong teacher content knowledge.
- Scored in the 100th and 99th percentile of all KIPP schools on TNTP survey of staff in 2018 and 2o19
- Trained and managed campus peer coach and four district Course Leaders in ELA
- Achieved campus ELA distinction from TEA 2015-2018 and Social Studies distinction in 2019; Achieved "A" school rating from TEA in 2019

ADJUNCT PROFESSOR, SECONDARY ELA
RELAY GRADUATE SCHOOL / San Antonio, TX / 2017 - 2019

- Facilitated year-one and year-two secondary ELA MAT courses for Relay Residents
- 100% of students surveyed strongly agreed that I established a positive culture, held students to high expectations, and was an effective instructor every semester

DIRECTOR, TEACHER LEADERSHIP DEVELOPMENT
TEACH FOR AMERICA / San Antonio, TX / 2013-2015

- Designed and facilitated professional development for first-and second-year teachers in literacy, classroom management, and diversity/equity/inclusiveness
- Managed two Managers, Teacher Leadership Development in instructional coaching, data analysis, and adult facilitation
- Served as 2014 TFA San Antonio New Teacher Orientation Co-Leader
- Promoted to Director, Teacher Leadership Development after one year as Manager, Teacher Leadership Development

CURRICULUM SPECIALIST & ACADEMIC DEAN
TEACH FOR AMERICA INSTITUTE / Phoenix, AZ / 2012-2013

- Designed and facilitated professional development for cohort of new teachers in intensive 6-week training institute and managed two Corps Member Advisors
- Served as liaison between campus-based staff at school site and Teach For America to develop summer school program for entering PreK-3rd grade students
- 100% of corps members agreed or strongly agreed that I was an effective instructional leader on mid- and end-of-institute surveys in 2012 and 2013
- Managed only cohort of PreK teachers to significant academic achievement and co-wrote PreK summer school curriculum in summer of 2011 as Corps Member Advisor

EDUCATION

AMI 6-12 Elementary Diploma
Southwest Institute of Montessori Studies
Anticipated graduation May 2022

AMI 3-6 Primary Diploma
Southwest Institute of Montessori Studies
July 2021

Masters in Elementary Education
Arizona State University, Tempe, AZ

Bachelor of Arts / PSYCHOLOGY
Cornell College, Mt. Vernon, IA
2006 – 2009; G.PA. 3.91

TEACHING EXPERIENCE & CERTIFICATIONS

EC-6 CO Teaching License

2nd Grade, Imagine Bell Canyon School/Phoenix, AZ 2009-2011

Founding 5th and 6th Grade Reading
KIPP Poder Academy/San Antonio TX/
2015-2017

AWARDS & SERVICE

Carabiner Award / 2016
KIPP San Antonio
Teacher of the Year / 2011
Imagine Bell Canyon School
Teach For America Alumni Board, 2019

TRAINING

Incredible Years® Parent Facilitator
Summer Reading Institute, Colombia Teachers College 2017, 2018
Relay Instructional Coaching SummerInstitute 2018
Dare to Lead© Trained 2020

Georgie Reigel

CURRICULUM VITAE

EDUCATION

AMS Lower Elementary I Credential (2019)
Montessori Education Center of the Rockies

M.A. Leadership (2010)
Shorter University

B.S.E.D. in Dance Education (1995)
University of Georgia Athens

TEACHING EXPERIENCE

Monument View Montessori Charter School
Fruita, Co 2017-Present

Lower Elementary assistant (9/17-12/17)
Liaison between the board and outgoing Head of School/Interim HOS (1/17-2/17)
Lead Lower Elementary Guide (2/17-present)

Absolute Dance
Grand Junction, CO August 2017-present

Jazz, Modern and Tap for age levels ranging from 6-18

Colorado Mesa University
Grand Junction, CO September 8, 2017

Modern dance master class for the Dance Department
Guest artist for Spring Concert 2018

Education for the Arts-Excellence in the Arts
Dance Program
Kalamazoo, MI September 2012-June 2017

Teaching artist at Loy Norris High School.
Teaching Modern/Jazz Dance Studio and Intermediate Dance.

PACE Program and Alternative and Special
Education Arts Initiative October 2012-June 2017

Teaching artist that provided creative movement residences in K-8 schools

Ballet Arts School of Dance
Kalamazoo, MI September 2012-June 2017

Taught Modern I-IV, Intermediate Jazz, Advanced Jazz, and Intermediate/Advanced Tap

Ballet Arts Contemporary Dance Company
Founder and Director
Kalamazoo, MI 2015-2017

A pre-professional modern dance company for ages 10 to adults.

Western Michigan University
Kalamazoo, MI October 2014-November 2014

Substitute instructor for DANC 4950

Wellspring Dance Summer Intensive
Kalamazoo, MI July 2015

Civic Theatre Academy of Theatre Arts
Summer Session & Adult and Senior Workshops
Kalamazoo, MI

Shorter University

Instructor of Dance in the Theatre Department
Rome, GA 1996- 2012 (full time as of 2006)

Responsibilities: Recruit, administrate and mentor students in the BA and BFA programs, teach all Dance courses to Theatre and Non-Theatre Majors, choreograph all main stage productions, serve on departmental and interdepartmental committees, assist in choosing the production season, conduct dance auditions for perspective musical theatre students, organize outreach performances for the Theatre Department, and fulfill any other responsibilities as designated by the Chair of the Department.

Berry College
Adjunct Instructor of Dance
Rome, GA 2006-2012

The Dance Centre 1995- 2012
Rome, GA
Instructor of Dance

Floyd County School System 2001-2006
Instructor of Dance

Developed and implemented all stages of the Dance program for grades 9-12 at all four Floyd County High Schools. The program focused on a survey of modern, jazz, and ballet techniques, improvisation, choreography, and dance sharing. At the end of each year, I directed and choreographed for a spring dance concert where all four high schools performed.

Montessori School of Rome
Creative Movement teacher 1998-2012

Taught toddler through lower elementary aged students. I also choreographed and co-staged their holiday programs. When needed, I was a substitute in the classrooms and/or an aftercare provider.

Allegro Dance Company 1996-2012

Founder and Director

A pre-professional modern dance company for ages 10 to adults.

Workshops/Professional Development

Pediatric CPR, AED and First Aid for Children, Infants and Adults (Current)
Standard Precautions, Including Prevention and Control of Infectious Diseases and Immunizations (Current)
Mandatory Reports of Child Abuse and Neglect
AMS The Montessori Event 2022-16 hours of PD
Colorado Montessori Association- 6 hours of PD CMA Conference 4/18/18
Colorado Montessori Association- 6 hours of PD CMA Conference 5/4/19
Institute for Multi-Sensory Education's Comprehensive Virtual IMSE
Orton-Gillingham Training (30 hours) 5/21
mClass Dibels Next Administration Training (8/12 &13/19)
CSI Behavior Strategies (4/4/19)
AMS Positive Discipline online workshop (1.5 hours) 5/4/20
AMS The Mathematical Mind: Montessori Mathematics Builds Children's Brains (2 hours) 5/4/20
AMS Starting Off the School Year for Reading Success (1.5 hours) 7/11/20
AMS Managing Your School Through the Pandemic Workshop (1.5 hours) 3/20/20
AMS Cultivating a Culture for Spontaneous Activity (3hours) 6/11/20
AMS The Montessori Event 2021 March 5-6, 2021 (17 hours)
AMS Classroom Assistants and You: Cultivating Healthy Relationships (1.5 hours) 7/13/21
Montessori Education Center of the Rockies Making Math Facts Memorable with Betsy Lockhart (2 hours) 9/25/21
Montessori Education Center of the Rockies to Build a Working Community with Betsy Lockhart (3hours) 9/25/21
P2P Summit 2020-A Framework for Preparing the Elementary Environment with Anna Langstaff (60min) 7/10/20
P2P Summit 2020-Level Up! Helping Elementary Students Enhance the Quality of their work with Letty Rising (60 min) 7/8/20
P2P Summit 2020- Setting the Stage for Writing Success with Jackie Grundberg & Christine Gacharna (60 min) 7/10/20
Positive Discipline in the School and Classroom Workshop
2017 Education for the Arts yearly Professional Development Seminars 2013-2017
Kennedy Center Asthetic Education training 2013

Workshops Presented

Creative Arts Society-Dance Educator presenter 2007, 2008

Wildflower Montessori
Public Schools of Colorado

Additional Provisions of Articles of Incorporation Of Wildflower Montessori Public Schools of Colorado

The following additional provisions of the Articles of Incorporation of Wildflower Montessori Public Schools of Colorado are adopted for the purpose of organizing under the provisions of the Colorado Revised Nonprofit Corporation Act, Colorado Revised Statutes, Title 7, Articles 121 to 137:

ARTICLE I
PURPOSES AND POWERS

This corporation is organized and shall be operated exclusively for charitable, religious, educational, and scientific purposes within the meaning of Sections 170(c)(2), 501(c) (3), 2055(a) and 2522(a) of the Internal Revenue Code of 1986, as amended (the "Code"). Within the framework and limitations of the foregoing, the specific primary purpose of this corporation is to operate a Montessori public charter school consistent with the design principles of The Wildflower Foundation, a Minnesota nonprofit corporation described in Section 501(c)(3) of the Code dedicated to the liberation of every human being, every community, and the human spirit, so that we may all live in harmony with our individual purpose and the world around us, free from oppression and able to follow life's unfolding journey.

For such purposes, and not otherwise, this corporation shall have and may exercise all powers that are afforded to this corporation by the Colorado Revised Nonprofit CorporationAct, Colorado Revised Statutes, Title 7, Articles 121 to 137, and by any future laws amendatory thereof and supplementary thereto; provided, however, that this corporation shall not carry on any activity not permitted to be carried on by a corporation that is exempt from federal income tax under Section 501(a) of the Code as an organization described in Section 501(c)(3) of the Code or by a corporation that is described in, and contributions to which are deductible for federal income and estate tax purposes under, Sections 170(c) and 2055(a) of the Code.

All references in these Articles of Incorporation to a particular section of the Code shall include the corresponding provisions of any future federal tax law.

ARTICLE II
PROHIBITED ACTIVITIES

No part of the net income or earnings of this corporation shall, directly or indirectly, inure to the benefit of any person having a personal and private interest in the activities of this corporation, but this

corporation may pay reasonable compensation for services rendered to this corporation in furtherance of its purposes set forth in Article I hereof. No substantial part of the activities of this corporation shall be the carrying on of propaganda, or otherwise attempting, to influence legislation, except pursuant to an election under, and as permitted by, Section 501(h) of the Code, and this corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Except as permitted by applicable law, this corporation shall not lend money to, or guarantee the obligation of, any director or officer of this corporation.

ARTICLE III
NONDISCRIMINATION POLICY

This corporation shall not discriminate, on the basis of race, color, national or ethnic origin, creed, religion, sex or gender, disability, age, marital status, sexual orientation, or status with regard to public assistance. Without limiting the generality of the foregoing, this corporation shall admit students of any race, color, national and ethnic origin to the school and to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. Further, this corporation shall not discriminate, on the basis of race, color, national and ethnic origin in administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other programs administered by this corporation.

ARTICLE IV
NO MEMBERS

This corporation shall not have members.

ARTICLE V
DIRECTORS

The management and direction of the business and affairs of this corporation shall be vested in a Board of Directors. The number, qualifications, terms of office, method of selection or election, powers, authority, and duties of the directors of this corporation, the time, place and manner of their meetings, and such other provisions with respect to them as are not inconsistent with the express provisions of these Articles of Incorporation shall be as specified in or prescribed pursuant to the Bylaws of this corporation. The initial bylaws of the corporation shall be as adopted by the board of directors. Except to the extent limited by the Colorado Revised Nonprofit Corporation Act, the board of directors shall have power to alter, amend or repeal the bylaws from time to time in force and adopt new bylaws

ARTICLE VI
NO LIABILITY

\None of the directors, officers, committee members, employees or agents of this corporation shall be personally liable for the payment of any debts or obligations of this corporation of any nature whatsoever, nor shall any of the property of any of the directors, officers, committee members, employees or agents be subject to the payment of the debts or obligations of this corporation to any extent whatsoever.

ARTICLE VII
DISSOLUTION

Upon dissolution of the corporation, all of the corporation's assets remaining after payment of or provision for all of its liabilities shall be paid over or transferred to and among one or more exempt organizations described in section 501(c)(3) of the Internal Revenue Code, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code. The organizations to receive such property, and their respective shares and interests, shall be designated by the board of directors.

ARTICLE VIII
AMENDMENTS

The board of directors shall have the exclusive power and authority at any time and from time to time to amend these articles of incorporation by the vote of a majority of the directors then in office.

Board of Directors

Name	Expertise	Bio
Latia Henderson	Nonprofit, Communications and Marketing, Fundraising, Partnerships, Engagement and Talent Development	Latia is an Aurora mom, community member and Colorado native. Latia serves as the Director of Communications and Engagement for RootED Denver, a local education funder that invests in autonomous school models and community-led organizations. Latia brings more than 12 years of experience in nonprofit leadership and management and has extensive experience as a community volunteer and community advocate. Latia also served as a board member of an Aurora Montessori elementary school from 2017-2021. In large part due to the financial support of the Daniels Fund and sisterhood of Delta Sigma Theta, Latia is a graduate of Arizona State University, where she earned a degree in Nonprofit Leadership and Management with a minor in Business Administration.
Morgan Beidleman	Neurodiversity, Special Education Law, Tiered Behavioral Supports, Mental Health, Student Discipline	Morgan is a former teacher, coach, and school administrator. Morgan was a member of the founding team of one charter network in Denver and one in Aurora. She served on a collaborative for Montessori school leaders working in the public sector for several years. Morgan now runs an integrated practice specializing in the intersection of academic learning and social-emotional health for neurodiverse people aged 6-22 and their families. She also consults with public schools in several states helping school teams create connected, productive communities by establishing strong systems of support. Morgan holds a Masters degree in Special Education and Ph.D in School Psychology. Her research has largely focused on engagement in non-traditional learning environments.
Kaycee Gerhart	Budget and Finance, Legislative Advocacy and Lobbying, K-12 Education	Kaycee currently serves as the Director of Government Affairs at MSU Denver. She came to this role after working in the nonprofit and public sectors for the past 10 years. During that time, she served as a Policy Director in the Colorado State Senate, advancing and advising on

		hundreds of bills in the areas of education, finance, economic development, and more. In addition to her work within the legislature, she oversaw all stakeholder engagement and constituent services across the northeast Denver senate district she staffed. Her experience in policymaking has led Kaycee to build and activate successful coalitions of advocates at local, state, and national levels for a variety of public-interest initiatives and projects. Most recently, she supported nonprofit executive teams in healthcare and education to attract and manage the resources and community support needed to advance their organizations' missions. With her strong financial background, Kaycee has also provided budget development and fiscal strategy services to several education nonprofits in consultant and volunteer capacities. Kaycee is a first-generation college graduate and earned a B.S. in Finance and minor in English Literature from San Diego State University. She started her career as a high school math teacher in Denver Public Schools and enjoys staying connected to K-12 education through her role as a mentor with the Challenge Foundation.
Jose Chavez	Community Organizing, Equity, Diversity, Inclusion, and Belonging, Leadership Development	Jose Luis Chavez grew up in the Grand Valley and graduated from Mesa College. He is the Founder and Chairperson of Cesar Chavez Celebration of Mesa County and spent over thirty years working in the criminal justice system supporting juveniles and their families as a parole officer and client manager. A passionate advocate for education equity, he has participated on many committees, including the Minority Action Committee in Mesa County Valley School District 51 and the Cultural Advisory Board at Colorado Mesa University. He remains active in community organizing, particularly in fostering trusting relationships between the community and law enforcement and collaborating with community organizations to address inequities in access to green space, culturally affirming resources, and quality childcare.
Butterfly White	Student, Parent of Montessori and	Butterfly is a fifth generation Colorado native and member of the Aurora community who graduated from Manual High

	Charter School, Community Liaison, Strategist and Consulting, Special Needs Student Advocate and Tutor	School with an academic scholarship to MSU from the Rocky Mountain News. She studied both print and broadcast journalism and has been a staff writer for the Rocky Mount News, APME Gazette, the Capitol Reporter, and NARAL. After leaving the newspaper industry, she focused on helping others by managing medical practices specializing in mental health care, dentistry, orthopedics, cardiology and neurology. She owns a consulting firm that specializes in political strategy, public relations and brand consulting. As a recent graduate of Ecobio Medical Institute in Daejeon South Korea, Butterfly earned her white coat as a Trichologist and a cranial acupressure masseuse and is also a licensed practicing alopecia specialist. A member of the Delta Epsilon Chapter of Alpha Sigma Lambda, Butterfly describes herself as a professional student with the world as her classroom. She has spent her life traveling the world and is dedicated to various roles in community service. Ms. White has an affinity for tutoring special needs students and is the mother of three boys who attended Montessori ECE. She is the proud parent of four graduates of Aurora's first public charter school: Aurora Academy. Butterfly believes education is a lifelong journey and the gateway to every opportunity, and she knows that every child needs an environment where they are celebrated, can learn, flourish and grow into their best unique selves.
Emma Reicks	Montessori Education, Education Leadership	Emma Reicks has spent her entire career in public education as a teacher, instructional coach, adjunct professor, and school administrator, most recently with KIPP Texas Public Schools. She has an M.Ed. in Elementary Education from Arizona State University and AMI credentials in Primary 3-6 and Elementary 6-12 from Southwest Institute of Montessori Studies. She returned to her hometown of Grand Junction, CO in 2020 with her husband and daughter and welcomed a son in October of 2022.
Georgie Reigel	Montessori Education, Education Leadership	Georgie Reigel is passionate about the Montessori philosophy. She completed her Lower Elementary (6-12) certification from the American Montessori Society (AMS) at the Montessori Education Center of the Rockies in Boulder, CO. Prior to her Montessori journey, Georgie was a dance educator for over 20 years, teaching at several Universities,

		elementary schools, middle schools and high schools in Georgia and Michigan. She received her BS Ed in Dance Education from the University of Georgia and an MA in Leadership from Shorter University. Although dance was her first love, Montessori has continually held a special place in her heart. Georgie was fortunate to have grown up in a household that embraced the Montessori approach. Her mother was a long-time primary teacher, and Georgie is proud to follow in her footsteps, sharing her passion for guiding, supporting, and encouraging the whole child, so that they can thrive independently in an environment that has a place for everyone. When she is not teaching, she enjoys spending time with her husband Ben and their three children.
Martha Briggs	Montessori Education, Bilingual Community Liaison, Aurora Resident and Parent	Martha Briggs is a bilingual Montessori educator who holds a Montessori certificate at the 3-6 level from Montessori Education Center of the Rockies and is currently pursuing a Bachelor's degree in Early Childhood Education from Metropolitan State University of Denver. Originally born in Mexico, Martha immigrated to the United States with her family when she was 11 years old. Upon arriving in the U.S., Martha spoke very little English and was immediately immersed in exclusively English-speaking educational environments where she received no ESL support and experienced significant culture shock. Now, a parent of two Montessori children, Martha is dedicated to ensuring that no child in her community experiences the challenges she did and is committed to supporting the development of schools in which children are safe to be themselves, celebrated for their individual and cultural differences, and encouraged to pursue their own passions throughout their education.

Wildflower Montessori
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Wildflower Montessori Public Schools of Colorado Employee Handbook

March 2022

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Introduction

Wildflower Montessori Public Schools of Colorado (WMPSC) is a member of the Wildflower Network of Schools, an innovative, open-source approach to Montessori learning. As part of this network, WMPSC is developing an ecosystem of Montessori micro-schools that support a diverse mix of children, teachers, and parents on the unfolding journey toward fulfilling their potential. Our aim is to be an experiment in a new learning environment that is accessible to all families, that prioritizes and emphasizes deep parent engagement, and blurs the boundaries between scientists and teachers, between schools and the neighborhoods around them.

WMPSC is an affiliate of the Wildflower Foundation and authorized by Aurora Public Schools (APS). As such, each of the WMPSC School Sites must minimally be accountable to the Wildflower Foundation affiliation process and the authorizer contract, including all applicable Colorado laws and APS regulations.

Employee Handbook Purpose

This Employee Handbook serves as a foundational document communicating our shared personnel policies and practices. The WMPSC Board of Directors has legal accountabilities related to employment practices; therefore, the responsibility for the creation and evolution of this handbook lives with the Human Resources role in the Leadership Circle. Each Site is also welcome and encouraged to bring tensions to the Human Resources role as needed related to this handbook and to explore additional site-specific personnel policies within the Site Appendix. WMPSC follows Teal Practices as described below, including the Advice Process. In alignment with our Principle of Teacher Led Schools, site-based personnel policies are created and maintained by the Site Teacher Leaders and recorded in each Site's Employee Handbook Appendix.

The guidelines in this handbook are a combination of state- and federally-mandated laws and a set of policies that WMPSC has developed. Living into teal practice, you are welcome to provide advice on these policies to this handbook's decision-maker, currently held by the Human Resources role. In line with our norms and values, we expect that our school's purpose and policies will evolve over time. This handbook is a living document that will reflect policy evolution, while also retaining mandated content that is required to meet state/federal law and licensing requirements.

Partners

Our school uses the term "partner" to refer to salaried, exempt employees that hold roles within the WMPSC Holacracy system. The word "partner" is often used in addition to the word "employee" in this handbook. In our way of working, organizations don't control their employees, and people don't control organizations - both are alive and they live symbiotically, in partnership with each other. Partners' responsibilities involve listening to our organization's purpose and energizing roles within the WMPSC holacracy system. We use the title "partner" to draw our attention to our special role in this relationship.

Our Principles, Values, and Norms

The success of WMPSC depends upon the ethical conduct of everyone affiliated with our school.

Partners and team members set an example for each other by their pursuit of excellence and their high standards of performance, professionalism and ethical conduct. All of the Sites that are part of WMPSC are affiliated with the Wildflower Schools Network. We are committed to a common set of Principles, Values, and Norms, that guide our approach and serve as our Code of Ethics.

Professional Development & Growth

One of our core values is Growth. This inspires us to engage in ongoing learning and professional development along our personal and organizational evolutionary paths. This allows Partners to effectively lead their school sites and the School successfully in both instructional and administrative activities. Moreover, it enables us to align with Colorado Department of Education's Educator Professional Development Requirements, outlined in the Colorado Revised Statutes Title 22.

WMPSC Leadership Circle designates shared school site Professional Development Days, annually. These days are a time for our school staff to come together - often with others in the Wildflower network - to further our personal and professional growth. Moreover, Sites are encouraged to establish time during the school day and school year for peer coaching and teacher collaboration.

WMPSC is accountable to developing and reporting on a World's Best Workforce plan, which is complementary to the following process for employee evaluation and professional development planning. The World's Best Workforce plan strives to marry student outcome data with teacher-led professional growth strategies that are based in professional teaching standards established in rule.

Employee Evaluation and Continuous Improvement

At least annually, all WMPSC employees are encouraged to reflect and plan for growth using the WMPSC Wildflower Growth Worksheet (in process). This worksheet will be used as a portion of the required documentation to meet statutorily required summative evaluation for all employees at least once every three years.

WMPSC is non-hierarchical. Instead of supervisor-driven evaluation, Partners at WMPSC rely on peer observation, outside expert/mentor observation, and self-reflection to improve and develop practice.

- Peer Observation: Staff at WMPSC observe one another, assessing strengths, areas for improvement, and general takeaways/feedback.
- Expert/Mentor Observation: WMPSC invites outside Montessori experts to observe teacher-leaders twice a year and share takeaways/feedback.
- Reflective Practice: All teacher-leaders record student progress using the Montessori observation and record-keeping system, which allows them to reflect on their own teaching practice as it relates to student progress.

With radical transparency in mind, Partners are encouraged to share their areas for growth (or "evolutionary edge") with colleagues. Teachers are welcome and encouraged to develop a portfolio demonstrating evidence of reflection and professional growth, including a teacher's own performance assessment based on evidence of student mastery of Montessori materials as demonstrated using Montessori observation and record-keeping practices.

Teal Practices

Our School strives to live into teal practices, as outlined in Frederic Laloux's book Reinventing Organizations. Partners at WMPSC are committed to the following self-management practices:

- The Roles & Responsibilities Process
- The Advice Process
- The Conflict Resolution Process
- Radical Transparency

Charter-Wide Policies

Charter-Wide Policies

WMPSC posts board-validated policies on our website as required by law. All employees should orient themselves with all current policies as part of their initial onboarding process.The WMPSC Board is expected to adopt Holacracy as its governance structure tool to document decisions while meeting its governance obligations.

Equal Opportunity Employer

It is WMPSC's policy, consistent with state and federal laws and regulations, to provide equal employment opportunities to all applicants for employment. WMPSC does not discriminate based on an individual's race, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, veteran status, sexual orientation, gender identity, gender expression, age, sex, or on any other classification protected by law.

This policy governs all aspects of employment at WMPSC, including hiring, assignments, training, promotions, compensation, employee benefits, leaves of absence, discipline, discharge, and all other terms and conditions of employment.

Fair and Open Hiring

WMPSC follows a fair and open hiring process, whereby roles may be filled internally with a qualified candidate or by posting the position publically. Partners may hire and fire as authorized in the Partner's Role(s) and pursuant to following any applicable policies. Partners must use prudent judgment and follow the Advice Process and Conflict Resolution Process as applicable. Partners are encouraged to follow WMPSC Hiring Guidance.

Background Check and Fingerprinting

All offers of employment and continued employment are subject to successful completion of any required background checks in accordance with applicable state and city laws and regulations. Volunteers and contractors may also be subject to fingerprinting and a criminal background check, particularly if the nature of the work they will perform places them near students. Any individual who will be left unsupervised with students at any time is subject to background check requirements.

Supervision of Non-Partner Team Members

Partners may determine if and when a supervisory relationship is best with team members hired at each Site. It is the responsibility of each Site to onboard site-based non-partner team members, track qualifications, professional development, and performance. The Site is responsible for ensuring compliance with all required training and onboarding based on the ages served and funding sources used.

Employee Status

Full-time Employee - an employee normally scheduled to work at least 40 hours per week. Full-time employees are currently eligible for WMPSC benefits.

Part-time Benefit-Eligible Employee - an employee normally scheduled to work at least 30 hours per week. Part-time employees working at least 30 hours are currently eligible for WMPSC benefits.

Part-time Employee - an employee normally scheduled to work 29 hours or less per week. Part-time employees working 29 hours or less are currently ineligible, except as required by law, for WMPSC benefits.

Temporary Employee - an employee who is hired in a job established for a temporary period or for a specific assignment. This includes teacher positions that are only offered for a specific period of time (such as through the end of the school year, or only for the summer program). Temporary Employees that are regularly scheduled for at least 30 hours per week and are offered a position for more than 30 days are currently eligible for the WMPSC benefits.

Exempt Employee - an employee who is not eligible for overtime pay.

Non-exempt Employee - Non-exempt employees are eligible for paid overtime at one and one-half times their regular rate of pay for all hours worked in excess of 40 hours per workweek. All overtime must be approved in advanced by the employee's direct supervisor. The work week is Saturday through Friday for purposes of calculating overtime.

Employee versus Independent Contractor - In the process of filling roles, Teacher Leaders and other partners will follow the WMPSC Hiring Guidance to determine if the role should be considered an employee or independent contractor and should take care in determining the employee status and benefit-eligibility.

At-Will Employment

Employment with WMPSC is voluntary and subject to termination by the employee or WMPSC at will, with or without cause, and with or without notice, at any time. Nothing in this policy shall be interpreted to conflict with or to eliminate or modify in any way the employment-at-will status of WMPSC employees.

Discipline/Discharge

Occasionally performance or other behavior falls short of our principles, values, and norms. In general, the Conflict Resolution Process should be followed so that employees can resolve issues on their own through self-management. However, there are times when the Lead Link of the Leadership Circle, at his/her own discretion, may take action, which in his/her opinion, seems appropriate.

Disciplinary actions can range from a direct compassionate conversation with the employee about the matter (first step in Conflict Resolution) to immediate discharge per the Lead Link's accountability to uphold the core purpose of the circle, including the viability of the charter. Action taken by the Lead Link of the Leadership Circle in an individual case does not establish a precedent in other circumstances.

Separation of Employment

We request that employees who wish to resign their positions notify the School of their anticipated departure date and go over a check out process at separation (conversion of insurance, return of property, delivery of final paycheck, etc.) with the Human Resource role or other partner.

Employees may be considered for re-employment provided they qualify for the position of interest.

Reference Requests

Employees who are approached either formally or informally and asked to provide information about former employees of WMPSC should first seek advice from the Human Resources role or refer such inquiries to the Human Resources role. This restriction includes recommendations on social media sites.

WMPSC does not furnish open letters of recommendation addressed "To Whom It May Concern."

Disabilities

It is WMPSC policy to comply with all federal and state laws concerning the employment of persons with disabilities and to act in accordance with regulations and guidance issued by the Equal Employment Opportunity Commission (EEOC). Furthermore, it is WMPSC's policy not to discriminate against qualified individuals with disabilities regarding application procedures, hiring, advancement, discharge, compensation, training or other terms, conditions and privileges of employment.

WMPSC will provide reasonable accommodations to a qualified individual with a disability, as defined by the Americans with Disabilities Act, who has made WMPSC aware of his or her disability in writing.

Confidentiality

Employees who handle student data, employee data, and medical data as part of their duties must treat the information as strictly confidential and only share data on a need to know basis or for bonafide educational purposes as defined in the WMPSC FERPA Annual Notice and the

WMPSC Data Practices Policy. Staff members who handle student information shall maintain confidentiality of student data in accordance with federal and state law.

Electronic Communication Systems

WMPSC provides its employees with access to certain information technology resources and communication systems, some of which are provided by the Wildflower Foundation through our affiliation agreement. These resources include, but are not limited to, computers, networks, servers, hardware and software, peripheral devices, mobile devices and cell phones, removable storage media (e.g., USB hard drives), Internet, printers, scanners, and communication systems such as e-mail, text messages, instant messaging (IM) communications, telephone, and voicemail ("IT Resources") to facilitate business-related work and communications. The WMPSC IT Resources, and all information, data, or communications accessed, created, downloaded, received, stored, and/or transmitted by WMPSC IT Resources, or personally-owned mobile devices connected to WMPSC IT Resources, are WMPSC property.

The WMPSC does not prohibit employees from incidental personal use of WMPSC IT Resources, provided such use is not excessive, does not interfere or present a conflict of interest with the employee's job responsibilities, and is consistent with applicable laws, regulations, and established WMPSC guidelines, including but not limited to, the WMPSC's guidelines governing inappropriate conduct.

You are expressly advised, however, that in order to: (i) implement configuration and security measures; (ii) prevent misuse; (iii) protect WMPSC and client proprietary, confidential, and trade secret information; (iii) protect protected health information and/or confidential employee data; (iv) comply with litigation holds and discovery requests; and (v) conduct investigations into suspected or alleged inappropriate conduct, the WMPSC reserves the right, where permitted by applicable federal, state, and local law to monitor, intercept, preserve, collect, review, and record, without further notice, every employee's activities using the WMPSC'ss IT Resources. Such activities may include, but are not limited to, voice communications, whether conducted over traditional telephone or cellular telephones, mobile devices, Internet-based communications, or otherwise, facsimiles, Internet and social media posts and activities (including a record of the web pages visited, information reviewed, and duration of use), and all information, data, or communications accessed, created, used, stored, downloaded, uploaded, received, or transmitted by WMPSC IT Resources ("Activities").

WMPSC also may store copies of any data or communications for a period of time after they are accessed, created, downloaded, received, stored, and/or transmitted by WMPSC IT Resources. Even when a document or communication is erased, the WMPSC may be able to retrieve the information, including from back-up systems.

Accordingly, employees have no expectation of privacy whatsoever in any Activities conducted on, or facilitated by, WMPSC IT Resources. Do not use WMPSC's IT Resources for any matter that you desire to be kept private or confidential from WMPSC, including personal communications, communications protected by the attorney-client privilege, and/or protected communications with regulatory agencies. This Policy cannot be modified by verbal representations of WMPSC personnel, nor does the WMPSC'ss failure to enforce this Policy constitute a waiver of its right to monitor employee Activities conducted on or facilitated by WMPSC IT Resources.

Drug-Free Workplace

Employees are prohibited from engaging in the unlawful use, possession, sale or transfer of drugs or narcotics in any manner or from taking a substance that may impair their ability to perform assigned duties or otherwise adversely impact the WMPSC' business. Further, employees are prohibited from possessing alcoholic beverages in the workplace or consuming alcoholic beverages on WMPSC premises or during work time.

Anti-Violence, Discrimination, and Harassment

WMPSC believes that every employee has the right to work in an environment free from violence discrimination, and harassment.

Employees must not engage in intimidation, threats or hostile behaviors, physical abuse, vandalism, arson, sabotage, use of weapons, carrying weapons on to the WMPSC property, or any other act, which in management's opinion is inappropriate to the workplace. In addition, employees must refrain from making bizarre or offensive comments regarding violent events and/or behavior. Employees are expected to report any prohibited conduct to management. Employees should directly contact proper law enforcement authorities if they believe there is a serious threat to the safety and health of themselves or others.

School Weapons Policy

No student or non-student, including adults and visitors, can possess, use or distribute a weapon when in a School location or engaged in School related activities. The School will act to enforce this policy and to discipline or take appropriate action against any student, teacher-leader, employee, volunteer, or member of the public who violates this policy. WMPSC prohibits firearms on or around the WMPSC property and displays the appropriate signage as designated by law.

Reporting Procedures

Any possible violations of this policy must be reported immediately to a Teacher Leader, Partner, or board member. Reports may be made anonymously, and all reported incidents will be investigated. Reports or incidents warranting confidentiality will be handled appropriately and information will be disclosed to others only on a need-to-know basis or as otherwise required by law. All parties involved in a situation will be counseled and/or disciplined as warranted by the facts of the situation. The School will intervene at any indication of a possibly hostile or violent situation.

Individual Situations

While the School does not expect employees to be skilled at identifying potentially dangerous persons, employees are expected to exercise good judgment and inform a team member when employees observe colleagues exhibiting behavior which could be a sign of a potentially dangerous situation. Such behavior includes, but is not limited to:

- Discussing weapons or bringing them to the workplace;
- Displaying overt signs of extreme stress, resentment, hostility, or anger;
- Making threatening remarks;
- Sudden or significant deterioration of performance; or
- Displaying irrational or inappropriate behavior.

Additional details are included in site-based Crisis Management Policies, which are linked in each School Site Appendix below.

Enforcement

Threats, threatening conduct, or any other acts of aggression or violence in the workplace will not be tolerated. Employees who violate this policy are subject to discipline including termination. Safety concerns should be immediately reported. Non-employees engaged in violent acts on the School's premises will be reported to their employer and the proper authorities. It is important that all employees be aware of the personal responsibility for maintaining a safe and healthful work environment.

Child Neglect or Physical or Sexual Abuse and Mandated Reporting

WMPSC prohibits all employees from neglecting, physically or sexually abusing or otherwise maltreating students or minors pursuant to the terms of the Colorado Revised Statutes Title 19. Children's Code § 19-3-304. Persons required to report child abuse or neglect.

Communication Tools

The Wildflower Network uses a few online communication and knowledge-sharing systems:

- Slack: Slack is used for network-wide communication, announcements, and advice-gathering. WMPSC Lead Circle is our sensible default for charter-wide advice requests and advice to be shared.
- Connected: Connected is Wildflower's knowledge-sharing intranet. It is a good place to search for Wildflower Collection essays and school operations tools/templates.
- HolaSpirit: HolaSpirit is the software Wildflower uses to outline roles, responsibilities, and organizational structure. It also houses the network's People Directory.

Use of Social Media

WMPSC takes no position on employees' decision to participate in the use of social media networks (including personal Web sites, Web logs (blogs), wikis, social networks, online forums, virtual worlds, and any other social media) for personal use on personal time.

Employees must avoid posting any information or engaging in communications that violate state or federal laws or WMPSC policies. The line between professional and personal relationships is blurred within a social media context. When employees choose to join or engage with students, families or colleagues in a social media context, they are advised to maintain their professionalism as employees of WMPSC and have responsibility for addressing inappropriate behavior or activity on these networks, including requirements for mandated reporting.

Student Travel & Staff Transportation of Students

No employee is permitted to take students off of school grounds without signed consent from the student's parent or guardian. For the safety of all employees and students, employees are prohibited from transporting students in their personal vehicles. Transportation of students to school or other related school events is permissible only by the School's contracted transportation services provider or if the child's parent is present in the vehicle.

Benefits

Summary of Benefits

WMPSC offers Health, Dental, Short-term disability, and Life insurance to benefit-eligible employees. WMPSC will provide a summary of benefits annually that will include a notice regarding the proportion of benefit premiums paid by WMPSC.

General Eligibility: Unless otherwise stated, to be eligible to receive employment benefits, employees must meet the following criteria:

- The employee must be regularly scheduled to work at least 30 hours per week. Employees whose hours are increased temporarily to cover for another employee are not eligible for benefits.
- Benefits coverage for new employees will begin on the first day of the month following the date of hire.

Retirement Account Eligibility: As a public charter school, all employees meeting the eligibility requirements of either the Teacher Retirement Account (TRA) or Public Employees Retirement Account (PERA) must participate in the plan. A notice will be sent annually regarding the percentage contributions.

Use of Personal Cell Phone for School Business

Partners are expected to be available in the event of a crisis and often use their personal cell phone for school purposes. In an effort to save costs and reduce administrative burden WMPSC has determined that a cell phone stipend of up to $30 will be provided to any partner that requests it via the Cell Phone Stipend & Data Privacy Form, so long as the expense has been included in the Site's budget. All employees that may use their personal cell phone for school business must agree to the Data Privacy requirements within the form.

Workers' Compensation

WMPSC carries workers' compensation insurance at no cost to its employees. This program covers injuries or illnesses sustained during employment that require medical, surgical or hospital treatment. Employees that sustain work-related injuries or illness should inform their colleagues immediately. Injured employees need to complete an injury report and see a doctor of the School's choice.

Enrollment Preference and Discount for WMPSC Employees

In accordance with WMPSC Enrollment Policy, WMPSC shall give enrollment preference to an WMPSC employee's child in the order shown in the Enrollment Preference section of the policy. In the event that an WMPSC Site operates a fee-based preschool, all WMPSC employees that enroll a preschool-aged child will pay a minimum of $600 per month of enrollment unless the employee otherwise qualifies for tuition assistance. Sites may determine if they would like to offer WMPSC employees a discount on preschool tuition available to the public. K-8 enrollment is tuition-free for all.

Paid Time Off

Holidays All benefit-eligible employees receive paid time off for Holidays as marked on the Site calendar. Teacher Leader(s) at each Site can determine if part-time employees receive paid Holiday time based on their regular work schedule.

Recordkeeping and Professional Development Recordkeeping and Professional Development days are generally considered work days for all employees that are regularly scheduled to work those days, however the Teacher Leader(s) at each Site can determine on a case-by-case basis if hourly employees are required to report to work on those days. If an employee is not required to report to work, Recordkeeping and Professional Development days are not paid for hourly employees.

Partners' Universal Leave Partners may take paid vacation time so long as the Advice Process is followed, proper coverage for roles and responsibilities is arranged, as needed, and the time off is posted on the Partner's work calendar.

Safe & Sick Leave WMPSC follows Minneapolis Safe & Sick Leave guidelines and provides a minimum of 1 hour of safe and sick leave for every 30 hours worked. Sites will be responsible for tracking sick leave usage, which will be reflected in the WMPSC payroll system.

Leaves of Absence

Domestic Abuse Leave Employees subject to domestic abuse may be eligible for a leave of absence. Please see the Lead Link or delegated role for more information.

Bereavement Leave Benefit-eligible employees are currently eligible for paid leave of up to three days (prorated for part-time benefit-eligible employees) to attend the funeral of an immediate family member. Immediate family is defined as the employee's spouse/partner, parents, children, sisters, brothers, grandparents, grandchildren, mother-in-law and father-in-law.

In the event of a death of a near relative, benefit-eligible employees are currently granted up to one paid day to attend a funeral. Near relatives include the employee's aunts, uncles, nieces, nephews, and their spouse/partner's grandparents, brothers, sisters, and other close relatives. If more time off is needed than provided above, other leave may be granted upon the approval of the Lead Link or delegated role.

Jury Duty Leave WMPSC encourages all employees to fulfill their civic responsibilities and to respond to jury service summons or subpoenas, attend court for prospective jury service or serve as a juror. Under no circumstances will employees be deprived of any benefits of employment, terminated, threatened, harassed or coerced because they request or take leave in accordance with this policy.

Employees will receive their regular compensation during the first three days of jury service. This includes part-time, casual and temporary employees, so long as their employment hours can be determined by a schedule, custom or practice established during the three-month period preceding jury service. For jury duty in excess of three days, employees receive the difference between jury duty pay and their regular pay up to a maximum of ten days (80 hours). Jury duty leave beyond this time is without pay. Exempt employees will not incur any reduction in pay for a partial week absence due to jury duty.

Employees seeking compensation for jury duty leave must provide a juror service certificate from the court as soon as practical. WMPSC will compensate the employee in accordance with this policy within 30 days of receiving the service certificate. Employees should provide their supervisor or other partner with notice of any jury summons or subpoena within a reasonable amount of time after receipt and before their appearance is required.

Medical Leave WMPSC provides up to 12 weeks of unpaid, medical leave for eligible full-time and part-time benefit eligible employees for the following reasons:

- Pregnancy, prenatal medical care, or child birth.
- To care for the employee's child after birth, or placement for adoption, or foster care.
- To care for the employee's spouse, son or daughter, or parent, who has a serious health condition.
- Serious health condition that makes the employee unable to perform the employee's job.
- For a medical leave to be granted, the following conditions must be met:
- The employee has completed ninety (90) days of employment with the Council.
- Lead Link or designee is notified by the employee as soon as possible of the need for medical leave.
- The employee submits to the supervisor or partner a written statement from the attending physician outlining the reason for leave and the estimated time needed.
- Approvals are obtained from the Lead Link or designee prior to the leave.
- When the estimated period of leave is less than 12 weeks, and an employee needs to extend the leave, another medical provider's statement is required indicating the new estimated length of leave.

Employees must continue to pay their portion of any insurance premium while on leave. If the employee is able but does not return to work after the expiration of the leave, the employee will be required to reimburse the WMPSC for payment of insurance premiums during leave. Upon return

from medical leave, most employees are restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms. Certain highly compensated employees (key employees) may have limited reinstatement rights. Use of a medical leave will not result in the loss of any employment benefit that accrued prior to the start of an employee's leave. As with other types of unpaid leaves, paid leave will not accrue during the unpaid leave. Holidays, funeral leave, or employer's jury duty pay are not granted on unpaid leave. Employees who fail to return at the expiration of their authorized leave may be terminated. If the employee's failure to return is due to a disability under the Americans with Disabilities Act or other law, additional accommodations may be provided. Employees must supply sufficient information from their medical provider indicating that they have a covered disability and when they can return to work with or without reasonable accommodation. Accommodations must not cause undue hardship to the employer.

Potential accommodations will be determined in an interactive process between the employee and the WMPSC.

Part-time, non-benefit eligible employees are not eligible for medical leave except as required for a disability.

Employees may be required to provide a certification and periodic recertification supporting the need for leave. WMPSC may require second and third medical opinions at WMPSC's expense. Documentation confirming family relationship, adoption, or foster care may be required. If notification and appropriate certification are not provided in a timely manner, approval for leave may be denied. Continued absence after denial of leave may result in disciplinary action in accordance with the WMPSC's attendance guideline. Employees on leave must contact the Lead Link or designee at least two days before their first day of return.

Military Leave Employees granted a military leave of absence are reinstated and paid in accordance with the laws governing veterans' reemployment rights.

Personal Leave Normally, personal leaves of absence are not granted. If, on rare occasions, management deems the circumstances warrant approval, an unpaid leave for non-medical reasons can be granted at the discretion of the Lead Link or delegated role.

Voting Under most circumstances, it is possible for employees to vote either before or after work. If it is necessary for employees to arrive late or leave work early to vote in any election, employees should arrange with their direct supervisor or other partner no later than the day prior to Election Day.

Other Statutory Leaves WMPSC will also provide employees with all other statutory leaves as allowed by law and for which the employee is eligible including, but not, limited to School Conference Leave, Bone Marrow and Organ Donor Leave and Civil Air Patrol leave.

School Site Policies

Sites are encouraged to adopt personnel policies that are specific to their own site as needed and incorporate them into the Site's Employee Handbook Appendices below.

Site Appendix Template

- Introduction/Mission/Vision
- School Site Policies & Plans
- Daily Schedule
- New Employee Onboarding
- Site Communication
- Work Hours and Punctuality
- Staff Absence Policy
- Student Record-Keeping
- Parent Engagement
- Summer Program Staffing

Appendix

From time to time, Site's may amend or clarify their Site Employee Handbook Appendix by following the Advice Process. It is the responsibility of the Site to ensure that the current link to the Site Employee Handbook Appendix is included in the School Site Policies & Plans document at all times.

Employee Acknowledgement

I acknowledge that I have received a copy of WMPSC' Employee Handbook and applicable Site personnel policies. I have reviewed and understand the employee Handbook. I understand that I should consult with WMPSC's Teacher Leaders or designee regarding any questions not answered in this Employee Handbook.

I understand that WMPSC may withdraw, revise or modify policies from time to time. I understand only WMPSC and its Sites have the authority to withdraw, modify or revise the school's policies and that such changes will be communicated in writing.

I have received a copy of the Employee Handbook and I understand that it is my responsibility to read and comply with the policies contained in the Employee Handbook as well as any revisions made to it, and to use the Advice Process to provide feedback or suggestions on handbook content.

Employee Signature:
Employee Name:
Date:

Enrollment Policy

In alignment with CCSP Grant Criteria

DRAFT 7.30.22

Wildflower Montessori

Public Schools of Colorado

Enrollment Policy

Purpose and Scope: The Wildflower Montessori Public Schools of Colorado (WMPSC) Enrollment Policy is intended to provide documented procedures for the allocation of available seats at the school. The purpose of this policy is to outline the enrollment process for all ages at Wildflower Montessori Public Schools of Colorado (WMPSC). The policy also provides for a lottery process when the number of student applications exceeds the number of available seats. In an effort to provide a student population that reflects the diversity of the district, WMPSC's lottery is weighted as described below. This policy was drafted by the WMPSC Charter Development Team and will be validated by the Board of Directors by December 1, 2022.

Distribution: This policy shall be available on the school's website, at information sessions, and in its offices for public viewing and acknowledgement of such viewing shall be made part of the enrollment process when submitting an Intent to Enroll form to WMPSC.

Declaration: By applying for enrollment at WMPSC, all persons involved in the enrollment process declare that they have read and understand the enrollment policy of WMPSC, will abide by this policy, and will provide the most up-to-date and accurate information available. All persons declare that they understand enrollment fraud as defined in the policy and that enrollment fraud will result in forfeiture of application/enrollment status.

Definitions

Enrollment Priority: Defines the order of priority, by category in which students are selected for available seats based on residency and sibling status. These priority categories are defined in the WMPSC charter contract. As defined in the charter contract, the enrollment priorities are:

1. Currently enrolled students (after the inaugural year).
2. Children of WMPSC employees
3. Children in the household of certified Founding Families
4. Sibling Status 4A and 4B (defined below)
5. Students who reside in the School District
6. Students who reside outside of School District

Founding families and employee child(ren) will not exceed 20% of the total enrollment in the lottery.

Currently enrolled WMPSC students (Priority 1): Following the inaugural year, all currently enrolled WMPSC students do not have to re-enroll and are guaranteed a spot the next school year, unless

and until they formally disenroll. Any remaining seats available will be filled by a lottery in the order of priority categories described above.

Children of WMPSC employees (Priority 2): Any student who is the legal dependent of a current WMPSC employee.

Children in the household of certified Founding Families (Priority 3): Founding families are defined as families who provided 50 or more hours of approved volunteer services toward the development, formation, and startup of WMPSC prior to the inaugural lottery. The child(ren) of these founding families, when they are eligible for kindergarten enrollment and above, will be given Priority 3 enrollment status in the WMPSC lottery.

Sibling Status 4A and 4B (Priority 4):

- 4A Sibling Status is the status given to a new applicant if their sibling is currently attending WMPSC. In the summer, a student who is re-enrolled is treated as currently attending.
- 4B Sibling Status is the status given to a new applicant if their sibling is offered enrollment and has accepted the enrollment offer.

Students who reside in the School District (Priority 5): These are students that live in the school district where the school is located.

Students who reside outside of the School District (Priority 6): These are students that live in a school district other than the district where the school is located.

Enrollment Lottery (or Lottery): The process of randomly selecting names of applicants when there are more applicants than seats available.

Enrollment Fraud: All enrollments are subject to verification upon acceptance of an offer of enrollment. If any portion of the verification process reveals fraudulent enrollment activity (i.e. fraudulent priority status, residency, or age) the enrollment is deemed fraudulent, and the student(s) enrollment will be treated as void. If a misrepresentation is determined, then the student will be treated as no longer enrolled. If residency is established between the enrollment date and the discovery of the misrepresentation, then the student will forfeit their enrolled status for the next school year and will be given status based upon the most up-to-date residency information at the time of the next enrollment period.

Teacher Leader: The WMPSC Teacher Leader is responsible for overseeing the enrollment and lottery process as described.

Enrollment Assistant: The WMPSC Enrollment Assistant is responsible for carrying out the enrollment and lottery process as described.

Lottery Official: The person in charge of verifying the accuracy of the lottery process. The lottery official is a community member selected by the school. The individual shall not have a student in the school or an otherwise vested interest in the school.

Lottery eligibility for 5 years old and older: If a child completes a valid Intent to Enroll Form then that child is deemed to be eligible for participation in the WMPSC enrollment lottery.

Lottery eligibility for 3 and 4 years olds: In accordance with the January 2014 Charter School Program Nonregulatory Guidance of Title V, Part B, If a family of a 3 or 4 year old completes a valid Intent to Enroll Form during the open enrollment period and is offered a spot in the lottery, that family can defer acceptance of that spot until the student is 5 years old and ready to enter as a kindergartener. then that child is deemed to be eligible for participation in the WMPSC enrollment lottery. In accordance with the non-reg guidance, WMPSC would "inform prospective applicants that winning the lottery does not require them to enroll in the private preschool. Thus, any child selected through the lottery would be guaranteed a slot in kindergarten a few years later, whether or not he or she enrolls in the preschool program"

Site-Based Information Sessions: Throughout the school year, Teacher Leaders at a given site may host one or more Information Sessions specifically designed for prospective families. The intent of these sessions is to inform families of the Mission, Vision, Culture, and Programming of the school prior to submitting an Intent to Enroll Form. The WMPSC wants to ensure that all families are broadly educated in what the school is about prior to enrolling their student(s). As such, it is strongly encouraged that all interested applicants attend one of these Information Sessions.

Change in Status: If at any point during the enrollment process where any portion of an applicant's priority status would change, such as a sibling's recent enrollment into WMPSC prior to the enrollment lottery taking place (grants sibling/Priority 4B enrollment status) or change of residency (Purchase/Rental of a residence being made or falling through, depends on actual activity), then notification must be made to the WMPSC regarding the change in status so that the enrollment application can be updated. Failure to update the enrollment application for a field that would change the student's priority status to their detriment is considered an intentional act of enrollment fraud.

Sibling: An applicant, or current student, who is a biological brother, sister, or half- sibling of another student or a brother, sister, stepbrother, stepsister of another student through marriage or adoption.

Waitlist: The waitlist is the ordered list of applicant students without enrollment offers. The waitlist for each school year is initiated through the lottery process. Once all available enrollment opportunities are offered, the remaining applicant students will be placed on the waitlist in the order drawn. The waitlist remains active through the academic year. The waitlist for a given year is not

carried over to the next school year. A new enrollment application is required for each school year for which a student is seeking a new enrollment.

Withdrawn Students: If the student(s) were withdrawn from WMPSC for any reason, including adverse conditions (such as disagreements with the Teacher Leaders, Board, or withdrawal in lieu of suspension or greater disciplinary action), or transferring to another school, the student must receive approval to file an application for re-enrollment by the site's Teacher Leaders prior to the closing of the open enrollment process. The student's priority status is reset so that eligibility and priority status will be that of a new applicant.

Grade Level Capacity: The WMPSC Board recognizes that situations may arise when the building capacity has not been reached but a particular grade level enrollment may reach a level which is not conducive to high academic achievement or manageable by staff. As such the Board will, after considering the recommendations of the Administrative Leader(s), set a maximum grade level capacity annually based on academic achievement goals, operations manageability, and other financial considerations. This grade level capacity may vary from grade level to grade level and the number of enrolled students will vary accordingly and not exclude students enrolled the previous year who wish to return to The WMPSC School. The grade level capacity for the next academic year must receive approval from the Board of Directors and may only be modified during the year with approval from the Board of Directors. WMPSC will only accept students in the highest grade level served under special circumstances due to the nature of the curriculum and time constraints for meeting WMPSC curriculum requirements.

Established Enrollment Number: The school's total available enrollment as approved by the Board, from time to time and in alignment with fiduciary responsibilities.

Weighted Lottery:

In order to serve a diverse student body, cultivate respect for and interest in human diversity among students, and have a student population which reflects the geographic region, WMPSC will utilize a weighted lottery.

Categories and sets/subsets of students to receive weights in lottery: WMPSC will conduct a weighted lottery following CDE's Category B identifying students that are "a subset of educationally disadvantaged students that are described under section 1115(b)(2) of the ESEA, which includes economically disadvantaged students (eg. free or reduced priced lunch eligible students), students with disabilities (eg. identified with an IEP), migrant students, Multilingual Learners, neglected or delinquent students, and homeless students."

Justification for Weighted Lottery:

In alignment with our mission and vision to provide families with child-centered, authentic Montessori education that bridges academic outcomes and social-emotional development through intimate learning communities deeply rooted in place, equity and belonging and our commitment to re-center Montessori to its founding roots in equity and social justice, we strive to mirror the average demographics of educationally disadvantaged students in the other diverse district schools. In addition, we are adopting the weighted lottery to mitigate potential risks stemming from the fact that, historically, Montessori has not been accessible to families furthest from opportunity and therefore is largely an unfamiliar pedagogy to a broader and more diverse segment of the population.

Plan for outreach and recruitment of students whose race, gender and ethnicity reflect the demographics of the community that the school intends to serve: WMPSC will started, and will continue, an extensive community engagement process to include tabling and canvassing at local public events, partnering with community organizations that serve the school's target population, and translating all enrollment recruitment materials into Spanish in order to recruit students who race, gender, and ethnicity reflect the demographics of WMPSC's target population.

Weighted information will be provided during the intent to enroll process through a voluntary self-identification of educationally disadvantaged only (sub-category not specified) for a weighted chance in the event of a lottery.

Formula for Weighted Lottery:

WMPSC is still collecting interest forms and information regarding the appropriate weight to apply to our lottery. Below, in the shaded gray area, is a sample draft of where we are in the process. Please note that this is a draft, but we anticipate a weight of either two or three for students who self-identify as educationally disadvantaged. We will be adjusting the formula for this weight as we gather more information.

Mesa County					
Free & Reduced Lunch	IEP	ELL	Homeless	Migrant	Total
44.76%	13.48%	3.35%	2.3%	0.48%	
68.04	20.49	5.09	3.5	1.21	98.33

Using these percentages, out of our 152 students total in Year 5 at full buildout, we are able to estimate the actual number of students in each of these demographics, assuming there is no crossover (ie. a FRL student on an IEP). 126% of the WMPSC Aurora population should be considered educationally disadvantaged in consideration of a weighted lottery (X total educationally disadvantaged students / 152 total population in Year 5).

x+(ax)

_____ = b

y+(ax)

x= # of educationally disadvantaged students estimated

y= # of expected total applicants

a= # of additional chances (weight minus one)

b= revised % chance in lottery x+(ax) _____ = b y+(ax)

Explanation and justification of how weight is decided/justified: The justification for the WMPSC School's weighted lottery is to address specific targets to meet or exceed the geographic district's or geographic area's percentage of students in a set or subset of educationally disadvantaged students.

Amount of weights to be applied to each category/set/subset: All student applicants that self-identify as educationally disadvantaged on the WMPSC School's Intent to Enroll form will be counted three times in WMPSC's lottery, meaning they shall receive three entries in the lottery. Documentation in support of educationally disadvantaged status will be collected by The WMPSC School only after an enrollment offer has been accepted by the applicant.

Using the formula then, we can see that using a weight of 3 for all such students will exceed this target percentage of the overall population.

(36 + (3) (36)) / (175 + (3) (36)) = 144/283 = 50.8%

Therefore, using a weight of 3 for every educationally disadvantaged student in the lottery will yield a total percentage of the student population that EXCEEDS the targeted percentage (48.9%).

Description of mechanism and/or process that will be utilized to carry out weighted lottery, including district oversight of process, sign-off from district and school certifying description provided adequately captures mechanisms that will be used to carry out the weighted lottery:

The WMPSC School will utilize best practices for implementing a weighted lottery in alignment and in partnership with The WMPSC School's district and authorizer. The Charter Liaison will provide oversight of The WMPSC School's weighted lottery in partnership with WMPSC Teacher Leader. The WMPSC School's enrollment policy and description of The WMPSC School's lottery process have been noted in The WMPSC School's Charter application.

Enrollment Period: The WMPSC first round open enrollment period will align with the dates as outlined in the Enrollment Process.

Intent to Enroll: The necessary paperwork to be filed by an interested student and parent/guardian for placement in the lottery for enrollment in WMPSC.

Prior to the opening of the school, Intent to Enroll forms will be available on The WMPSC School website, once the website is created, and available in hard copy at public meetings or mailed via the United States Postal Service to requesting families. After school opening, this form will be available at the school for prospective families. Submitting an Intent to Enroll form in no way guarantees enrollment in WMPSC, nor does it obligate the family to enroll their child(ren) should they receive an invitation.

Intent to Return Forms: Existing students will be asked to complete an "Intent to Return" form, prior to the running of the lottery or offers of enrollment for the following year. The receipt of this form will constitute a guaranteed spot for the upcoming academic year.

Proof of Residency Requirements (To establish enrollment and enrollment priority):

Post Office boxes do not meet residency requirements. Only street addresses are accepted. All proofs of residency for priority 5 applicants must demonstrate residence in the School District:

1. ONE of the following official parent/guardian's picture ID from the following list:
    a. Current State-Issued Driver's License
    b. Current State-Issued Identification Card
    c. Valid Passport or Valid Consulate Issued Picture ID of any country
    d. Current Foreign Driver's License

AND

1. ONE of the following ORIGINAL DOCUMENTS with the parent/guardian's name and address:
    a. A current Property Tax Bill with parent/guardian's name and property address located in the School District, dated within the past 30 days.
    b. A current utility bill (electric, gas, water, cable or trash bill) with parent/guardian's name and property address located in the School District, dated within the last 30 days.
    c. A fully executed contract to build or purchase a home in the School District with the parent/guardian's name and property address. This will be used as a placeholder only and will need to be updated with a utilities bill at least one week prior to the first day of classes to retain the students Priority 5 status and any resulting seat offer.
    d. A current Rental or Lease agreement, fully executed within the last 30 days, with parent/guardian's name, student name, and address in the School District, as well as a property manager or owner's name and phone number. This will be used as a placeholder only and will need to be updated with a utilities bill at least one week

prior to the first day of classes to retain the students Priority 5 status and any resulting seat offer.

General

The Board recognizes that the Teacher Leader is best suited to determine ideal and maximum enrollment availability based upon academic achievement and operations manageability.

Non-Discrimination Policy:

WMPSC will comply with the CDE Non-Discrimination Policy for charter schools, and all other applicable state and federal laws prohibiting discrimination.. All enrollment policies, processes, and decisions relating to enrollment at WMPSC shall not discriminate on the basis of disability, race, creed, color, gender, sexual orientation, national origin, religion, ancestry, socioeconomic status, language, academic ability, or need for special education services. The Governing Board and the Teacher Leadersl are responsible for ensuring that the policy is upheld.

Enrollment Process:

1. Interested families should attend a WMPSC School Information session before submitting an Intent to Enroll.
2. A completed *Intent to Enroll* form shall be initiated by the parent or legal guardian of an interested student by completing and submitting the school's student *Intent to Enroll* form. The Intent to Enroll form may be accessed online on the WMPSC School website in both English and Spanish. Families without internet access can contact The WMPSC School via phone at 440.313.5882 or in person at 5167 Clay St. Denver, CO 80221.
3. Families who apply for enrollment after the open enrollment window will be placed at the end of the grade level's respective priority waitlist in the order the application is received.
4. Intent to Enroll forms submitted up to the announced end of the Open Enrollment round will be reviewed by the Enrollment Assistant or designee for completeness, legal residence, and age/grade of student. Incomplete enrollment forms will not be considered regardless of potential priority status. Completed Intent to Enroll forms will be sorted by entering grade level and enrollment priority 2 through 6.
5. If there are more Intent to Enroll forms for any grade for the next school year than there are available seats, then an enrollment lottery for such grade is required, and the following guidelines will apply:
    a. Applicants will receive written confirmation (which may be by email) of being in the lottery, and the date, time, and place of the lottery. The WMPSC lottery will take place on the first Monday two weeks after the close of the Open Enrollment period annually. These dates will change only if the designated day is not a school day, in which case the next regular school day will be the commencement, closing day, or lottery day, respectively.

b. The lottery will be conducted by the Enrollment Assistant and be overseen by the Lottery Official and Teacher Leader. To ensure authenticity and integrity of the lottery process, no less than two Board members, the Teacher Leader and a Lottery Official will oversee the randomization of computer generated Lottery ID assignments; the final sort will be printed and signed by all witnesses.
c. Other WMPSC Board members may be present during the lottery process. Notification of the lottery will serve as public notice of an official Board meeting, even if no action(s) are anticipated to be taken by members of the WMPSC Governing Board at the time of the lottery. WMPSC Governing Board members are primarily present to observe and assist the Teacher Leader or designee should such need(s) arise.
d. On the day of the lottery, the Lottery Official will check to assure all applicant student names are appropriately included in the random selection process.
e. The lottery will begin by selecting applicants at the lowest grade level, beginning with Priority 2 level applicants. If all names from that level are drawn, and there are still available seats for that grade there will be a random drawing of the next priority level applicants to fill the remaining seats, and so on for each priority category until the available seats for that grade are filled. The process will continue to work upwards through grade levels until enrollment is complete.
f. Once an applicant is selected, enrollment of that student is assumed for the remainder of the lottery process in order to inform any potential priority changes for other students remaining in the lottery.
g. The Teacher Leader and Enrollment Assistant will monitor selections to ensure grade levels are not overenrolled.
h. Any applicant who is not offered enrollment will be placed on the waitlist using the process listed above.

6. Once the lottery is complete, applicants will be notified by the Registrar, or designee, of their status resulting from the lottery either with an enrollment offer or indicating their place on the waitlist for such grade.
7. Applicants who received enrollment offers in the lottery process will be informed via email and phone and will have 48 hours to accept or decline an offer for enrollment. If no verbal or written enrollment acceptance is received by the school within 48 hours from the time the student was extended an invitation to enroll, the school will assume the parent(s) or legal guardian(s) of the student have declined the offer to enroll in WMPSC.
8. Upon acceptance of an offer of enrollment, digital registration will be made accessible to applicants, and families will have one week from the date of the initial offer to complete the registration accurately and thoroughly. Registrations that are not completed in that time, or applicants that cannot produce appropriate priority information, will forfeit enrollment offers. Upon request of an applicant or parent/guardian, the Enrollment Assistant shall provide a paper application.

a. Upon acceptance of an offer of enrollment for an incoming student at the highest grade level served
    i. The Enrollment Assistant will request receipt of the incoming student's current academic transcripts within a timely manner. If transcripts are not received within a timely manner the student's offer of enrollment will become void. If transcripts are received within a timely manner, the Enrollment Assistant and Teacher Leader will review the transcripts and determine if the student will be able to meet all WMPSC academic requirements within the scope of a regularly scheduled amount of time between the date of enrollment and graduation from the program. If it is determined that the student will be able to complete the required WMPSC coursework in time for a regularly scheduled course content period, the student's offer of enrollment will stand. If it is determined that the student will not be able to complete the required WMPSC coursework in time for a regularly scheduled curriculum completion, the student's offer of enrollment will be withdrawn and the student and parent/guardian shall be informed in writing.
b. Upon acceptance of an offer of enrollment for a student in need of special education services
    i. The Enrollment Assistant shall request all education records from the student's prior school, and will promptly request from the parent/guardian(s) evidence of any formal special education service requirements or accommodations for the incoming student within a reasonable time. This includes, but is not limited to, copies of Individual Education Plans (IEPs) and 504s. If documentation of special education service requirements are not received from the parent/guardian(s) within a reasonable time, not to exceed two weeks, the student's offer of enrollment will become void. Once documentation of special education service requirements is received, the WMPSC Teacher Leaders, Special Education team, and district specialist (as necessary) will review the documents and determine if the WMPSC Special Education team is able to provide the services to the student with full fidelity and ensure that the student will have full access to the WMPSC curriculum. If it is determined that the Special Education team will be able to meet the needs of the student and that the student will have full access to the WMPSC curriculum, the offer of enrollment will stand. The WMPSC School aims to meet the needs of all students through accommodations and differentiated offerings and, under very unusual circumstances, if it is determined that the Special Education team will not be able to meet the needs of the student and/or that the student will not be able to fully access the WMPSC curriculum, the offer of enrollment will become void.

9. Grade placement determinations are made following receipt of the completed registration. After students are officially enrolled in the school, WMPSC reserves the right to test to determine a student's academic knowledge using diagnostic or placement exams in accordance with Section §22-30.5-104 (3) of the Colorado Charter Schools Act. If a student tests below grade level during diagnostic testing, the WMPSC school aims to honor the student's grade level as designated by their previous school and meet the student where they are at academically.
10. As openings occur post lottery, applicants on the grade level waitlist will be contacted in the established order and an offer made and registration process access will be provided. Completion of the registration process is expected in three (3) business days in order for prompt seat placement determination.
11. WMPSC will continue to enroll students using this process until the established enrollment number is met and maintained for the school year; however, WMPSC reserves the right not to enroll any additional students or transfers after October 1 of any school year.
12. The WMPSC School is committed to a class size that promotes high academic achievement and is manageable by the operations staff. Enrollment priorities are not guaranteed enrollment and will not be allowed to influence the academic achievement goals or the operational manageability of the school.

Transfer Policy

Families transferring to WMPSC mid-year will submit and sign transfer paperwork and meet with the Teacher Leaders before the student begins at the WMPSC site. The Teacher Leaders will collaborate with the parents to determine the most appropriate start date. WMPSC will request academic records, including IEPs or 504s, from the student's previous school and families will sign a Release of Information to ensure the school is able to obtain all records. All students who transfer into WMPSC will be observed by Teacher Leaders. In following the Montessori pedagogy, Teacher Leaders will develop a Student Learning Plan within two weeks of the day the student starts at WMPSC. For those transferring out of WMPSC at the end of the academic year, WMPSC will provide all students with their final academic report upon transferring from the charter to ensure that the receiving school has the most up-to-date and accurate assessment of the student's academic performance. The receiving school and parents will also receive a progress report and suggestions on how to continue to support academic progress for the student. A Teacher Leader and the Enrollment Assistant will oversee this process and prepare the proper release of information, procuring and providing relevant data from and to schools, and ensuring compliance with HIPAA and FOIA.

CDE Weighted Lottery Policy

Wildflower Montessori
Public Schools of Colorado

Grievance Policy and Procedures

Wildflower Montessori Public Schools of Colorado (WMPSC) (the "School") strives to be proactive in promoting a positive culture between all of our community members. The following policy applies to grievances, including complaints, concerns, or conflicts. The WMPSC Teacher Leaders, Staff, and Board of Directors are committed to addressing and resolving grievances in a timely and efficient manner.

The Board of Directors places great trust in its faculty and administrators to manage the affairs of the School and to serve our School community. This grievance process should be used only for genuine complaints, concerns, or conflicts that require the attention of the Shared Services Partner or the Board, not simple disagreements that can be managed informally. The Board of Directors will not typically review grievances based on the discretionary day-to-day decision-making or good faith judgment calls made by faculty or administrators, unless there is clear evidence of misconduct or a need to address a substantial issue.

Employees may also utilize this process to dispute work related decisions by administration, like non-renewals or other work related concerns, complaints or conflicts.

Please follow these steps before filing a formal grievance:

Address issues with those directly involved – Bring your complaint, concern, or conflict first to the person best positioned to address it. Make efforts to sincerely resolve the issue with those who are directly involved. For example, if you are a parent and it is a specific classroom or academic issue, this will most likely be an attempt to resolve the issue with your child's teacher. If it is a broader,charter-wide issue, this will most likely be an attempt to resolve the issue with a School administrator. If you are an employee this will most likely be an attempt to resolve the issue with the co-worker with whom you have the issue, or your supervisor if it is a broader, charter-wide issue.

If your attempts to resolve the complaint, concern, or conflict informally does not produce a satisfactory result, or you find the individual(s) involved to be non-responsive, you may file a formal grievance by following these steps:

1. **Complete a Grievance Form (available on the WMPSC website)** – This includes providing a brief summary of the issue; informal steps that were taken to resolve it, including discussions with those directly involved; the outcome of those attempts; the reasons why you were not satisfied with the outcome; a citation to any laws and/or policies that you believe were violated; and what you are requesting be reviewed and/or changed about the outcome.

2. **Submit the Grievance Form to the Shared Services Partner**– The form may be submitted to the School's front office or emailed directly to the Shared Services Partner or his/her secretary. If the Grievance is an issue in which the Shared Services Partner is the alleged offender then this form may be submitted directly to the Chair of the Board of Directors for consideration under Step 5.

3. **Shared Services Partner Review** – The Shared Services Partner will, within three working days, review the Grievance and either reply in writing to the grievant or request a meeting. Others involved may be consulted on the issue and/or invited to any meetings scheduled to discuss the issue.

4. **Shared Services Partner Decision** – Within ten working days of the date the Grievance Form is submitted, the Shared Services Partner will provide a written decision or planned course of action regarding the Grievance to the grievant.

5. **School Board Review** – If the grievant is not satisfied with the Shared Services Partner's decision or planned course of action, the grievant may, no later than five working days after the Shared Services Partner's decision, request that the Grievance be submitted by the Shared Services Partner for review to the Board. If the grievant requests Board review, the Shared Services Partner will forward all documentation, including the original Grievance Form, any notes or summaries of meetings or actions taken, the Shared Services Partner's final written decision or planned course of action, and any other relevant information to the Board of Directors. Board Members may request an additional statement from the grievant, as well as any other information they deem relevant to research or request. The Board Chair may appoint a mediator, as appropriate, to attempt to resolve the concern. The Board Chair will determine whether or not to include the request on the agenda of the School Board's next meeting. An individual Board Member can make a motion to have it added to agenda during the Board's next meeting, and it will be added with a requisite vote of the majority, following regular procedures. At all stages of this process Board members will take care to preserve expectations of privacy, including avoidance of public references to specific individuals or incidents, and may call an executive session to discuss any Grievances, if it is a topic for which an executive session is allowed. If the Grievance is not reviewed at the next regular meeting following receipt of the request to review, or if a special meeting is not called to resolve it within 30 days, it will be deemed resolved and the decision or planned course of action articulated by the Shared Services Partner will be final, unless or until there is a change in circumstances.

6. **School Board's Decision** – Any decision by the Board at the conclusion of considering a Grievance, or a decision not to review a Grievance, will be final and the matter will be considered resolved. Any future consideration of the matter will require a change in circumstances and the grievant will be required to initiate the process from the beginning. If there is not a change in circumstances, any Grievance Form filed on a matter that is resolved may be ignored or simply disposed of with a response from the Shared Services Partner that the matter is deemed resolved.

At each stage of the grievance process both sides of a concern should be given an equal opportunity to provide information, evidence, and a response to any concerns or allegations. Those in the position of making a decision should reserve judgment until all of the information has been

reviewed and considered. Any timelines provided herein may be extended by the Shared Services Partner or Board of Directors as needed, or by mutual agreement of those involved.

School Grievance Form

Please complete each section of this form and submit to the School's front office in an envelope with "Grievance" written on the outside; or email a copy to the Shared Services Partneror his/her secretary with the term "Grievance" and the date in the Subject line.

Name:_____

Date:_____

Are you an employee of the School? Yes No

Are you a parent of a student at the School? Yes No

Name of the child on whose behalf you are filing this grievance:

_____

Please attach any additional documentation. If there is insufficient space to respond to a question below, please attach your response to this document.

Provide a brief summary of the issue, including the names of those directly involved:

Describe the steps you have taken to resolve this issue with those directly involved:

Describe the outcome of your attempts to resolve this issue with those directly involved:

Explain the reasons why you were not satisfied with the outcome:

Cite any laws and/or School policies that you believe were violated in connection with this issue:

Explain what, specifically, you want to be reviewed and/or changed about the outcome:

Wildflower Montessori
Public Schools of Colorado

Appendix I: Waivers

Contact Information

School Name: Wildflower Montessori Public Schools of Colorado - Grand Valley

School Address (mailing): NA

Charter School Waiver Contact Name: Emma Reicks

Charter School Waiver Contact Phone Number: 970-270-8383

Charter School Waiver Contact Email: emma@cactusbloommontessori.org

District 51 Waiver Contact Name: Dan Bunnell

District 51 Waiver Contact Phone Number: 970-254-5100

District 51 Waiver Contact Email: dan.bunnell@d51schools.org

Pursuant to the Charter Schools Act, Wildflower Montessori Public Schools of Colorado (WMPSC) requests the following waivers to be applied, as listed below, and is committed to complying with all laws and policies that are not waived in this Section or not named as State or D51 automatic waivers. Each of the statutes are labeled and described with an adequate replacement plan to follow that WMPSC will adhere to. Each of the waivers listed below will be crucial to the operation of WMPSC and help maintain the mission, vision, and objectives of our program. Although a replacement plan is identified with each waiver requested, additional replacement policies and refinement of the noted plans will occur prior to the start of the charter's operations, with input from the Teacher Leaders and Board of Directors. We do not foresee any of our waivers to have a

financial impact on the State or D51.

Wildflower Montessori
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The following table outlines the Automatic Waivers granted to charter schools in Colorado to which we will accept. We will accept all of the automatic District Waivers.

State Statute Citation	Description
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks
22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1)(ee), C.R.S.	Local board powers-Employ teachers' aides and other non-certificated personnel
22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4), C.R.S.	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act- Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S	School Year-National Holidays

Below are the Non-Automatic State Waivers that WMPSC is requesting. Please note this list is not exhaustive, as it needs to be reviewed with the school's legal counsel prior to finalizing the charter contract.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

C.R.S. § 22-9-106: Local Board Duties Concerning Performance Evaluations

C.R.S. §22-9-108 Evaluator Training – Universities and Colleges – Duties

Rationale: WMPSC must have its own evaluation system and will be responsible for these matters, including training personnel on evaluation practices, rather than the school district.

Replacement Plan: WMPSC will implement its own evaluation system as outlined in this charter application. The evaluation system will meet the intentions of SB 10-191. Our evaluation system, referred to as the Growth and Accountability Cycle, will align with shared values of Connectedness and Growth and will support reflection of accountability to self and the charter community. Results will support both the assessment of performance as well as growth and development of staff.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: WMPSC foresees no financial impact for the charter or the Authorizer.

How the Impact of the Waivers Will be Evaluated: This waiver will be evaluated by the overall performance of the charter, as school performance is connected to the effectiveness of Teacher Leaders.

Expected Outcome: Implementing this waiver, WMPSC will live into the Wildflower values of Growth and Connectedness as a strategy for achieving its mission of an authentic Montessori education model focused on academic outcomes and social emotional learning.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

C.R.S. § 22-2-112(1)(q)(I) Commissioner-Duties - Reporting Performance Evaluation Ratings

Rationale: WMPSC will be exempt from also having to report performance ratings through their authorizer to CDE and has established its own measures of performance.

Replacement Plan: WMPSC will send data to CDE directly.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: WMPSC foresees no financial impact for the charter or the Authorizer.

How the Impact of the Waivers Will be Evaluated: WMPSC will have its own reporting system and will be able to send data directly to CDE, including its accountability data outlined in its charter application.

Expected Outcome: WMPSC will be able to monitor its own performance and progress.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

C.R.S. §22-32-109(1)(n)(I) Board of Education – Specific Duties – School Calendar

C.R.S. §22-32-109(1)(n)(II)(A) Board of Education - Specific Duties - Teacher Pupil Contact Hours

C.R.S. §22-32-109(1)(n)(II)(B) Board of Education-Specific Duties – District Calendar

Rationale: WMPSC will have autonomy to create its own school calendar and will reference the D51 Calendar (Appendix D_School Calendar ENG and Appendix D_School Calendar SPA) in this process. Instructional days will exceed state statute requirements. The academic school day will be determined by the sites and will be longer than the traditional D51 school day. To meet community needs, wherever possible we will align our calendars with national holidays and the district calendar.

Replacement Plan: WMPSC has created a sample daily schedule in Section E and the calendar will be created by the Shared Services Partner and Teacher Leaders, in coordination with community input during Fall 2022. The annual calendar and schedule will be published no later than the application deadline each year, prior to the annual lottery.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: WMPSC foresees no financial impact for the charter or the Authorizer. We may require additional meals for students during the days D51 is not in session and will work with local vendors or Food Bank of the Rockies to cater meals.

How the Impact of the Waivers Will be Evaluated: Implementation will allow for students to have more uninterrupted work periods in class - a cornerstone of Montessori pedagogy.

Expected Outcome: Implementation of this strategy will lead to stronger academic gains, social-emotional learning, and a stronger sense of community.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

C.R.S. § 22-63-201 Teacher Employment Act - Compensation & Dismissal Act - Requirement to hold a certificate

C.R.S. § 22-63-202 Teacher Employment Act - Contracts in writing, damage provision

C.R.S. § 22-63-203 Teacher Employment Act - Requirements for probationary teacher, renewal & nonrenewal

C.R.S. §22-32-109.7 Selection of Personnel

C.R.S. §22-63-205 Teacher Employment Act-Exchange of teachers out of state or foreign

C.R.S. §22-63-204 Teacher Employment Act- End Receiving Monies from Sale of Goods

Rationale: WMPSC will hire and dismiss teachers and staff in accordance with statute when applicable. Grounds for dismissal will be outlined in the employee handbook staff evaluation process (Appendix H_WMPSC Draft Staff Handbook and Appendix D_Staff Evaluation Process). WMPSC is an at-will employer. Teachers hired within the District will not retain their employment rights within the District and will be treated as at-will employees. WMPSC students may sell goods made on site to raise money for the charter. WMPSC will hire its own staff.

Replacement Plan: WMPSC will hire, as appropriate, certified teachers and staff. As a Montessori program, we will prioritize training in AMI / AMS Montessori pedagogy and hire highly qualified teachers and/or administrators without certification but who possess the unique skills and competencies necessary to fulfill the mission of WMPSC. All WMPSC Teacher Leaders will complete the Wildflower School Startup Journey, and all staff will be held accountable through our Growth and Accountability Cycles. The self-management approaches will be used in addition to State and federally mandated processes, including Conflict Resolution.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: WMPSC foresees no financial impact for the charter or the Authorizer.

How the Impact of the Waivers Will be Evaluated: WMPSC will implement a reflection and growth evaluation process for teacher leaders and staff, speaking to the effectiveness of our model.

Expected Outcome: WMPSC will be able to hire the best fit staff for our program with Montessori training that is responsive to our community's needs and best serves the mission of our charter.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

C.R.S. § 22-63-206 Teacher Employment, Compensation and Dismissal Act

Rationale: WMPSC has authority to select its own teachers. WMPSC uses the School Startup Journey as a process for every Teacher Leader to envision and co-create a community-embedded charter site. No other entity, including D51, should have permissions to transfer teachers to WMPSC or to transfer students from WMPSC to D51 district schools.

Replacement Plan: WMPSC will own full authority to hire its staff in alignment with organizational priorities and the charter's mission.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: WMPSC foresees no financial impact for the charter or the Authorizer.

How the Impact of the Waivers Will be Evaluated: This waiver will be evaluated by the effectiveness of the Teacher Leaders hired by WMPSC.

Expected Outcome: Teacher Leaders will be hired based on progress moving through the Wildflower School Startup Journey and that are a best fit for supporting the mission and culture building of the school community.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

C.R.S. §22-32-110(1)(y) Accepting Gifts, Donations, and Grants

C.R.S. §22-32-109(1)(b) Local Board Duties

Rationale: While WMPSC will operate with PPR funding, they will need to be able to manage their own finances and access school startup grants and will establish expense reimbursement policies and procedures. The board must be able to accept these gifts and utilize them to support WMPSC operations in support of its mission.

Replacement Plan: WMPSC is in the process of securing grants to support its startup and initial operations in the earlier years. Section G: Budget and Finance outlines the grants we are currently working to secure upon approval of the charter application. WMPSC is in the best position to know what goods and services it will procure and which vendors are able to support the WMPSC mission. WMPSC will establish its own financial procedures to manage its competitive bid process.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: WMPSC foresees no financial impact for the charter or the Authorizer.

How the Impact of the Waivers Will be Evaluated: The effectiveness of this waiver will be the financial solvency of the organization and WMPSC's effective use of its resources.

Expected Outcome: WMPSC will establish its own financial policies and procedures allowing it to effectively manage its financials. This additional philanthropic funding will allow WMPSC to implement its model with fidelity and adequate resources that support organizational optimal effectiveness.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

C.R.S. §22-7-1014(2)(a) Preschool individualized readiness plans - school readiness - assessments

Rationale: WMPSC uses methods of evaluation in alignment with Montessori pedagogy and given the preschool program will have comprehensive data and evaluation methods established.

Replacement Plan: WMPSC will evaluate student preparedness based on Montessori assessment and observation methods and reputable assessments outlined in Sections F: Goals, Objective, Pupil Performance and D: Educational Programming. Assessments planned to inform Kindergarten readiness are Ages and Stages, and Pals. Assessments and school readiness will be named and evaluated through authorizer performance expectations.

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: WMPSC foresees no financial impact for the charter or the Authorizer.

How the Impact of the Waivers Will be Evaluated: Teacher Leaders will have deep awareness of student performance and readiness for Kindergarten using Montessori methodologies of evaluation and relevant assessments administered per our authorizer performance expectations.

Expected Outcome: Teacher Leaders will be well informed of student readiness for Kindergarten and will adjust programs and individual student plans based on assessment, and Montessori methodologies of observations and evaluation.

Non-Automatic Waivers: Statute Description and Rationale and Replacement Plan

Wildflower Montessori
Public Schools of Colorado

C.R.S. § 22-33-105(7)(b) Process for Disciplinary Appeals

Rationale: As a D51 charter school, the school's governing board must have the ability to hear disciplinary and related appeals under C.R.S. § 22-33-105(2)(c).

Replacement Plan: The charter contract delegates the authority to implement the School Attendance Law of 1963 to the school administration, which is consistent with state law; however, as opposed to D51 carrying out the functions, the governing board of the school will carry out those functions. To ensure that the school is meeting the intent of the law, the school will involve its legal counsel and D51 in any appeals to the governing board to ensure that students are being afforded appropriate due process. The school will develop a policy for carrying out the requirements of C.R.S. § 22-33-105 for review and approval by D51. In addition, the school will report expulsion data pursuant to C.R.S. § 22-33-105(2.5).

Duration of Waivers: The waiver will extend for the duration of the contract.

Financial Impact: The school anticipates that the requested Waiver will have minimal financial impact on the school and no financial impact on D51.

How the Impact of the Waivers Will be Evaluated: The school will be required to record all data involving suspensions and expulsions with access for review by both D51 and the school's governing board. In addition, the school's governing board will develop policies and procedures for suspensions, expulsions, and denial of admission for review and approval by D51.

Expected Outcome: The outcome will be a fair and supportive process for the school to make appropriate determinations regarding the School Attendance Law of 1963 at the local level, with administrative oversight by D51.

WMPSC respectfully requests a waiver from D51 policies that do not apply to our model and program:

- Section B: School Board Governance and Operation
- Section G: Personnel
- Board Policy DH: Bonded Employees and Officers. WMPSC commits to adopting a replacement policy that meets or exceeds the requirements of Section C.R.S. § 22-32-109(1)(h).
- Policy JCA/JFBB and JCA/JFBB-R: WMPSC will develop its enrollment policy and operate its lottery in compliance with state law.

WMPSC requests that D51 exercise good faith when adopting future District policies, procedures, rules and regulations and gives WMPSC proper notice policies, procedures, or regulations that may materially conflict with WMPSC's mission and educational program.

Property Details
Address:
Prior Use:
Street
What are the adjacent businesses?
Is there nearby parking, a loading zone, or a side street to support student drop-off and pick-up?
Is the street particularly busy? Foot traffic? Car traffic?
Entrances + Entryway
How many entrances are there?
Is there a security alarm?
Is there a separate entrance that could be used by teacher leaders and staff?
Is there space next to the main entry way for cubbies?
Is there space for parents to stand and wait during student drop-off and pick-up?
Are there closets or space for closets nearby entrances?
Windows
What size are the windows?
What direction do the windows face? Note that West and South are usually best.
Are there existing planters or space to put planters near windows (consider inside and outside the space)?

Outdoor Space
Is there a patio or 3 season porch you could use for indoor/outdoor flow?
Is there a connected outdoor space?
Is there a parking lot you might convert into an outdoor space?
Is it located within walking distance to a community or urban garden?
Is there space for school garden?
Is there ample room on the street to add a parklet or planters to engage passersby and children?
Classroom Space
How big is the room that would serve as the classroom?
What are the existing wall materials?
What kind of lighting is installed?
What are the existing floor materials?
What is the ceiling condition (exposed, acoustical tile, other)?
Plumbing (Bathrooms, Sinks, Kitchenette)
What is the water/sewer connection size (1", 2", etc.)?
How many bathrooms are there?
Where are the bathrooms located relative to the classroom space?
How many fixtures are there? What height are the fixtures? Are any suitable for children?
How many sinks (outside of bathrooms)?

Any plumbing hookups?
Any washer + dryer hookups?
Is there an existing kitchenette? If not, is there space or room for a kitchenette?
Is there a dishwasher? Space and hookups for a dishwasher?
Systems
Is there air-conditioning? Heating? Both air-conditioning and heating?
What is the age and condition of the HVAC equipment? Does the owner have a maintenance agreement in place?
What is the age and condition of the building's electrical wiring?
Life Safety
Does the building have a fire alarm?
Does the building have fire sprinklers?
Are there any emergency exits?
Storage
How many closets are there?
Are there any built-in cabinets or shelves?
Is there access to a basement, attic, or other separate space for storage?

1601 Riverfront Drive

Professional Office Space

Video Tour

BONSAI

COLDWELL BANKER COMMERCIAL
PRIME PROPERTIES

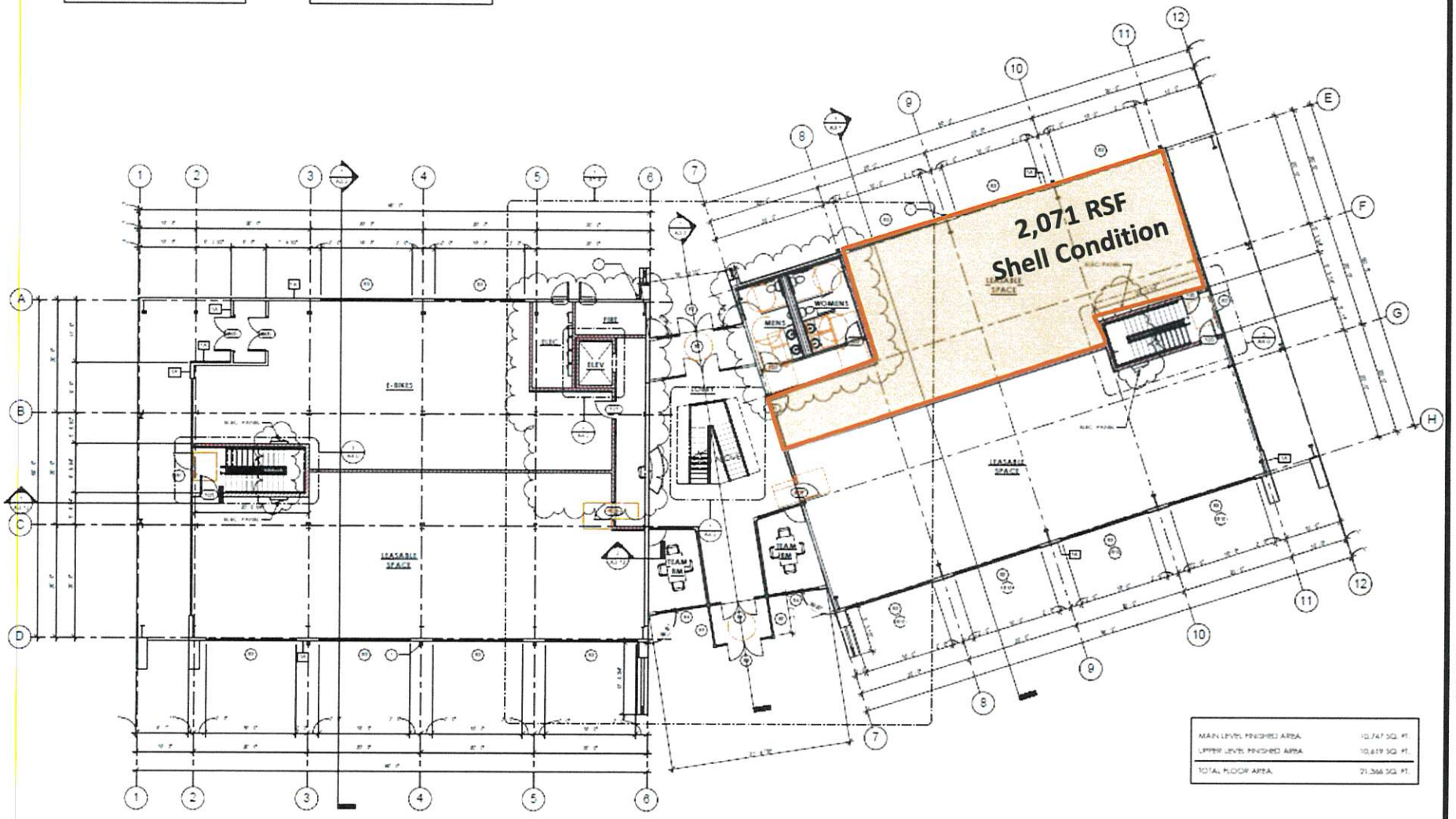
Shell Condition – SE-1 Unit 102

COLDWELL BANKER COMMERCIAL
PRIME PROPERTIES

GENERAL SHEET NOTES

KEYNOTES

$4,055/MO. + NNN



1 FIRST LEVEL FLOOR PLAN

KRAAIDESIGN ARCHITECTURE

BONSAI
GRAND JUNCTION, CO 81501

FIRST LEVEL FLOOR PLAN

A1.1

Professional Office Space

COLDWELL BANKER COMMERCIAL
PRIME PROPERTIES

Professional Office Space

COLDWELL BANKER COMMERCIAL

Bonsai

COLDWELL BANKER COMMERCIAL
PRIME PROPERTIES

School District 51
MESA COUNTY VALLEY
Every student, every day, learning for life!

Colorado State Board of Education
201 East Colfax Ave., Suite 506
Denver, CO 80203

Honorable Members of the Colorado Board of Education,

I submit the attached resolution for the Mesa County Valley School District 51 to obtain Exclusive Chartering Authority. District 51 has worked hard to develop strong partnerships with our current charter schools. Our desire to obtain chartering authority is to partner with and support future charter organizers who may be able to offer unique opportunities to our students.

We work hard to collaborate with our current charter schools and help to close the achievement gap for all students. We have a lot to offer when partnering with charter schools, namely, professional learning development, use of our student database, security, financial support and assistance with transferable credits. As Assistant Superintendent, I strongly believe that extensive options for students can maximize learning and supports our efforts in Mesa County Valley.

If I can provide any additional information, please contact me directly. I can be reached by email (Scott.Cooper@d51schools.org) or by cell phone at (970)-739-4016.

Sincerely yours,

Scott Cooper, Ed.D.
Assistant Superintendent

School District 51
MESA COUNTY VALLEY
Engage, Equip, and Empower

Mesa County Valley School District No. 51

Recovery of Exclusive Chartering Authority

Board of Education Resolution 18/19: 57

Adopted: February 19, 2019

WHEREAS, in 2004 the Colorado General Assembly enacted House Bill 04-1362 into law; and

WHEREAS, under House Bill 04-1362, the District does not have exclusive authority over charter schools within their boundaries unless the Board of Education seeks a grant of such authority from the State Board of Education ("State Board") by a adopting a written resolution indicating its intent to retain or recover exclusive authority to authorize charter schools, and demonstrates a number of factual and legal matters to the State Board's satisfaction; and

WHEREAS, the Board of Education declined to seek exclusive authority over charter schools in 2004, in part because of concerns regarding the constitutionality of House Bill 04-1362, but reserved its right to seek such authority in the future; and

WHEREAS, House Bill 04-1362 has since been found to be constitutional in *Boulder Valley Sch. Dist. RE-2 v. Colo. State Bd. of Educ.*, 217 P.3d 918 *cert. denied* 2009 WL 3165618 (Colo. App. 2009); and

WHEREAS, the Board of Education now desires to recover exclusive authority over charter schools within its geographic boundaries; and

WHEREAS, in support of its request for a grant of such exclusive authority, the Board of Education can show a recent pattern, over a period extending at least four years prior to the date of this Resolution, of providing fair and equitable treatment to the District's charter schools through full compliance with the Charter Schools Act, Part 1 of Article 30.5, Title 22, C.R.S, including, at a minimum, the following statutory factors set out in section 22-30.5-504 (5)(a)(I), C.R.S.:

(A) Compliance with full and accurate accounting practices and charges for central administrative overhead costs;

(B) Compliance with sections 22-30.5-112 and 22-30.5-112.1, C.R.S., which permit a charter school to purchase, at its discretion, certain services or a combination of services;

(C) The absence of a school district moratorium regarding charter schools or the absence of any district-wide charter school enrollment limits; and

(D) Compliance with valid orders of the state board; and

WHEREAS, the Board of Education can also demonstrate fair and equitable treatment to the District's charter schools through a combination of the following additional statutory factors:

School District 51
MESA COUNTY VALLEY
Engage, Equip, and Empower

Mesa County Valley School District No. 51

Recovery of Exclusive Chartering Authority

Board of Education Resolution 18/19: 57

Adopted: February 19, 2019

§22-30.5-504(5)(a)(II)(A), C.R.S: The distribution to charter schools authorized by the local board of a pro rata share of mill levy overrides, except for any mill levied for a particular purpose that by its express terms is intended to benefit a grade, a program, or a school and as a result, is not available to be offered to any charter school that did not participate in the mill levy proceeds;

§22-30.5-504(5)(a)(II)(B), C.R.S: The provision of assistance to charter schools to meet their facilities needs, by including those needs in local bond issues or otherwise providing available land and facilities that are comparable to those provided to other public schools students in the same grade levels within the school district;

22-30.5-504(5)(a)(II)(E), C.R.S: The lack of a policy or practice of imposing individual charter school enrollment limits, except as otherwise provided in article 36 of this title.

NOW, THEREFORE, BE IT RESOLVED, that Mesa County Valley School District 51 Board of Education hereby declares its intention to recover exclusive authority to authorize charter schools within the District's geographical boundaries; and

FURTHER RESOLVED that the Superintendent is authorized and directed to provide a copy of this Resolution to each charter school authorized by the Board, and to submit this Resolution to the State Board on behalf of the Board of Education on or after the date that all charter schools authorized by the Board have received a copy of this Resolution, and to take all other steps reasonable and necessary to pursue recovery of the Board's exclusive authority to authorize charter schools within the District's geographical boundaries in accordance with Colorado law.

I certify that the information contained herein is accurate and was adopted by the Mesa County Valley School District 51 Board of Education on February 19, 2019.

Bridget Story
Assistant Secretary, Board of Education

The Board of Education supports efforts by parents, teachers or other persons or organizations interested in establishing charter schools within the district which are intended to:

- Expand learning opportunities for all students
- Encourage diverse approaches to learning through the use of different and innovative teaching methods
- Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system
- Encourage parental and community involvement with public schools

A charter school shall be a public, nonsectarian, nonreligious, non-home-based school which operates within the school district and is accountable to the Board of Education. It is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services.

Enrollment shall be open to any child who resides within the school district and who meets the nondiscriminatory criteria specified in an approved charter application. Unless otherwise specified in an approved charter application, enrollment in a charter school shall take place in accordance with Board open enrollment policy governing attendance at a District school other than the student's assigned attendance area school (see Policy JCA/JFBB and JCA/JFBB-R). A charter school shall not charge tuition except as otherwise provided by law.

Each charter school shall be governed by its own governing body in a manner agreed to by the charter school applicant and the Board. An approved charter application shall serve as the basis for a contract to be negotiated between the charter school and the District.

A charter school shall be responsible for its own operation including but not limited to preparation of a budget, contracting for services and personnel matters. Services for which a charter school contracts with the school district shall be negotiated and provided at district cost. No rent shall be charged for use of district facilities which may be available for the charter school.

The relationship between the district and the charter school shall be established by a contract which shall incorporate the charter application once it is approved. The contract also shall reflect all agreements between the district and the charter school including the release of the charter school from Board policies and all requests for release from state regulations which the Board and the charter school shall jointly request from the State Board of Education.

Each charter school shall have an educational program with student performance standards and curriculum that meets or exceeds district and state standards.

Applications for charter schools must be filed by these dates to be eligible for consideration to begin operations the following school year. Another starting date may be approved by the board and the applicant. (A school year is considered to be July 1 through June 30. For example, any applications to be considered for the 2008-2009 school year, must be filed no later than 2007.) Should a deadline occur on a weekend, the following business day would be the due date. Deadlines are as follows:

a.	August 15	4:30 p.m.	Applications must be filed with the Board
b.	Alternate Filing Deadlines.		
	August 1	4:30 p.m.	An application may be filed with the District Accountability Committee (DAC) for pre-application review.
	October 1	4:30 p.m.	If the application is filed with DAC on or before August 1, the application must be submitted to the board on this date.

The period for which a new charter may be approved is a minimum of three academic years and a maximum of five academic years except that a charter school and the Board may agree to extend the charter beyond five years for the purpose of enhancing the terms of any lease or financial obligation. Renewal of a charter shall be for a period of not more than five years.

The Board of Education delegates to the Superintendent the authority to promulgate procedural regulations implementing this policy in accordance with State law. Such regulations shall include a schedule for receiving charter school applications which provides the district accountability committee sufficient time to review and comment on all proposed applications for charter schools prior to their submission for consideration by the Board. A copy of the schedule so established shall be made available to all interested parties upon request.

Legal Reference:

C.R.S. 22-30.5-101 *et seq.* (Charter Schools Act)

A. Establishment of a Charter School

Pursuant to the requirements of law and the procedures outlined below, a person group or organization may apply to establish a public, nonsectarian, nonreligious, non-home-based charter school to operate with the District. A charter school shall be a public school which is part of the District and shall be accountable to the Board.

No person, group or organization may submit an application to convert a private school or non-public, home-based educational program into a charter school or to create a charter school which is a nonpublic, home-based educational program as defined by law.

1. Pre-filing review by District Accountability Committee

Applicants may elect to submit their application for a charter school to the District's accountability committee for review and comment prior to filing such application with the Board of Education. Such submissions must include ten (10) copies of the application and have a cover page clearly stating "Submitted for Pre-Application Review by District Accountability Review Only." Such submissions shall not be considered official applications, and their submission shall not shall not toll the deadline for submitting an official application or commence the time within which the Board must approve or deny an official application as provided by law. The accountability committee shall have thirty (30) days from the date of such submission to review the application and issue its comments to the applicants and the Board.

For purposes of reviewing a charter school application, the accountability committee shall include at least one person with demonstrated knowledge of charter schools, regardless of whether that person resides within the school district, and one person who is a parent of a student enrolled in the District. The parent must be a charter school parent if the district has a charter school.

2. Application Filing Dates

Applications for charter schools must be filed by these dates to be eligible for consideration to begin operations the following school year. Another starting date may be approved by the board and the applicant. (A school year is considered to be July 1 through June 30. For example, any applications to be considered for the 2008-2009 school year, must be filed no later than 2007.) Should a deadline occur on a weekend, the following business day would be the due date. Deadlines are as follows:

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b. Alternate Filing Deadlines.

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October 1 4:30 p.m. If the application is filed with DAC on or before August 1, the application must be submitted to the board on this date.

3. Filing Procedures

a. Applications shall not be accepted as timely filed with the Board unless they are received by 4:30 p.m. on the date of the applicable deadline by the Secretary of the Board in the Office of the Superintendent at the District's administrative building at 2115 Grand Avenue, Grand Junction, Colorado.

b. No application fees shall be charged. However, filing requires submission of fifteen (15) copies of the application typed or printed single-sided on standard (8.5 inches wide, 11 inches long) white paper. However, if the applicant has previously submitted ten (10) copies of the same application to the accountability committee for pre-application review as described above, filing requires only five (5) copies of the application.

c. All written comments issued by the District accountability committee regarding the application must be appended to the application.

d. Applications which fail to meet filing requirements shall deemed incomplete.

4. Contents of the Application

The charter school application shall be a proposed agreement and must include:

a. A cover page containing the name of the applicant(s) and the name, address (including, if applicable, a current email address, if available), phone number (including fax number, if possible) of the applicant's designated representative or contact person.

b. A mission statement which is consistent with the declared purposes set forth in the Charter Schools Act, §22-30.5-101, et seq.

c. A statement of the goals, objectives and pupil performance standards to be achieved by the charter school during the first three years of operations. Such statement should include the timelines for achievement of such goals, objectives and standards.

d. Evidence that an adequate number of parents, teachers, pupils or any combination thereof support the formation of the charter school. The applicants shall include aggregate information concerning the grade levels and schools in which prospective pupils are enrolled.

e. A description of the charter school's educational program, pupil performance standards and curriculum demonstrating that such program, standards and curriculum meets or exceeds any content standards adopted by the District, and is designed to enable each pupil to achieve such standards.

f. A description of the charter school's plan for evaluating pupil performance, they types of assessments that will be used to measure pupil progress toward achievement of the school's pupil performance standards, the timeline for achievement of such standards, and the procedures for taking corrective action in the event that pupil performance at the charter school falls below such standards.

g. Evidence that the plan for the charter school is economically sound for both the charter school and the District, including, but not limited to:

(1) A proposed budget for the term of the charter
(2) A description of the manner in which an annual audit of the financial and administrative operations of the charter school, including any services provided by the District, is to be conducted, and
(3) A plan for the displacement of pupils, teachers, and other employees who will not attend or be employed in the charter school.

Proposed budgets should be based on the minimum enrollment necessary for the school to be solvent and on enrollment at 100 percent of capacity, a three percent reserve as required by law, and cash flow projections for the first year displayed month by month, together with a plan to fund cash flow shortfalls. Evidence of economic soundness should also include any documentation showing that the proposed school has located a prospective site that is

adequate for the proposed program, is financially feasible, and is likely to meet applicable state and local requirements and regulations for school facilities.

h. A description of the governance and operation of the charter school, including the nature and extent of parental, professional educator, and community involvement in the governance and operation of the charter school.

i. An explanation of the relationship that will exist between the proposed charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their recognized representative, if any.

j. The employment policies of the proposed charter school

k. A proposed agreement between the District and charter school regarding their respective legal liability and applicable insurance coverage.

l. A description of how the charter school plans to meet the transportation needs of the pupils and, if the charter school plans to provide transportation for pupils, a plan for addressing the transportation needs of low-income and academically low-achieving pupils.

m. A description of the charter school's enrollment policy, consistent with the requirements of law, and a description of the criteria the charter school will use for enrollment decisions.

n. A dispute resolution process meeting the requirements of the Charter Schools Act.

o. Any additional information regarding the proposed charter school that may assist the Board in evaluating the application.

5. Review and Decision Process

The Board shall review and make a decision regarding a timely filed application in the following manner:

a. The Superintendent shall designate an administrative team to review the application, to provide information to the Board and applicant regarding matters subject to negotiation, and to begin the negotiation process with the applicant(s).

b. The administrative team shall review the application for completeness. If an application is incomplete, it shall act on behalf of the Board to request the necessary information from the applicant(s). However, applicants shall not be allowed to make any material modifications to the application after it is filed with the Board unless the Board acts to permit such modification at a public meeting.

c. The administrative team shall refer the application to the District accountability committee, which shall review the charter school application before it is considered by the Board. If such committee has conducted a pre-filing review of the application, no further review shall be required.

d. After giving reasonable public notice, the Board shall hold at least two (2) community meetings in the affected areas or the entire District to obtain information to assist the Board in its deliberations regarding the application.

e. The Board shall hold a regular or special meeting to make its decision regarding the application within seventy-five (75) days after the application is filed with the Board unless the parties have mutually agreed in writing to extend the time for the Board's consideration. Prior to making its decision, the Board shall afford the applicants and members of the public a reasonable

opportunity to be heard, and shall endeavor to determine whether approval of the application is in the best interest of the students, the District and the community.

f. The Board shall not approve the application unless a majority of the charter school's pupils will reside in the District or in school districts having boundaries contiguous to the District.

g. If the application is denied, the Board shall set forth in writing the grounds for denial. If the application is granted, the Board shall send a copy of the approved charter to the Colorado Department of Education within fifteen (15) days.

6. Appeal/Facilitation

The applicant may appeal the Board's decision as provided by law. However, in lieu of filing an appeal, the parties may agree to mediate any disputed issue regarding such decision by filing a notice of facilitation with the State Board of Education with 30 days of the Board's decision. The parties may continue in facilitation as long as they agree to do so. After a seven-day cooling-off period, if either party rejects facilitation, the Board will reconsider its initial action and make a final decision. The application may appeal such decision as provided by law.

7. Contract formation

In the event a charter application is approved, the Superintendent shall negotiate and present to the Board for approval a contract based on the approved application within ninety (90) days of the date of such approval, unless the parties agree to extend the contract negotiation period. The contract shall reflect the grant of a charter for a term of three years, and shall govern all aspects of the relationship between the District and the charter school. A charter contract, including the minimum and maximum charter school enrollment permitted under such contract, may not be modified except by the written approval of the Board and the governing body of the charter school.

As part of the charter contract, the charter school and the District shall agree on funding and any services to be provided by the District to the charter school. Such agreements shall conform to the requirements provided by law. Any contract approved prior to July 1, 2010 shall include a statement specifying how the charter school intends to use the one percent increase in the statewide base per pupil funding for state fiscal years 2002-2003 through 2010-2011 required by section 17 of article IX of the state constitution to raise student achievement.

The charter contract shall reflect all agreements regarding the release of the charter school from District policies and regulations, and all requests for release of the charter school from state statutes and regulations. Within ten days after the contract between the charter school and the Board is approved by the Board, any request for release from state statutes or regulations shall be delivered by the Board to the State Board of Education. If the State Board of Education grants the request, it will notify the Board and the charter school of its decision. If the State Board of Education denies the request, it will notify the Board and the charter school in writing that the request is denied and specify the reasons for denial. If notification is not received within 45 days (or 90 days, if the State Board of Education has extended the time for review of the request), the request shall be deemed by state law to be granted. A waiver of state law or District policy shall be granted for the term of the charter; however, a waiver of state statutes or regulations by the State Board of Education is subject to review every two years and may be revoked if it is deemed no longer necessary.

The charter contract shall also reflect all agreements between the charter school and the District for the use of a school building and grounds, the operation and maintenance thereof, and the provision of any service, activity or undertaking by the District to the charter school. Any services for which a charter school contracts with the District shall be provided by the District at the District's cost. A charter school shall not be required to pay rent for space which is deemed available, as negotiated by contract, in District facilities. All other costs for the operation and maintenance of the facilities used by the charter school shall be subject to negotiation.

B. Renewal of a Charter

The governing body of a charter school shall submit a renewal application to the Board no later than December 1 of the year prior to the year in which the charter expires. The Board shall rule by resolution on the renewal application no later than February 1 of the year in which the charter expires or by a mutually agreed date.

Renewal of a charter shall not be for a period of more than five years. The renewal application must contain a complete report on the progress of the school in achieving the goals, objectives, student performance standards, content standards and other terms of the initial application. The renewal application also must include a financial statement that discloses the costs of administration, instruction and other spending categories for the school.

A charter may not be renewed upon a determination by the Board that it is not in the best interests of students residing within the district to continue the operation of the school.

If the Board non-renews a charter, the Board shall do so in writing stating its reasons for doing so.

C. Revocation of a Charter

A charter may be revoked or non-renewed by the Board if the Board determines following a public hearing that the charter school:

1. Committed a material violation of any of the conditions, standards or procedures in the application.
2. Failed to meet or make reasonable progress towards achievement of student performance standards.
3. Failed to meet generally accepted standards of fiscal management.
4. Violated any provision of law with which the charter school was obligated to comply.

If the Board revokes a charter, the Board shall do so in writing stating its reasons for doing so.

School District 51
MESA COUNTY VALLEY
Engage, Equip, and Empower

From: DeGeorge, Christi
Sent: Thursday, February 21, 2019 10:18 AM
***To:** Downs, Laurajean <Laurajean.Downs@d51schools.org>; Sharp, Jarret <Jarret.Sharp@d51schools.org>; Mumaw, Kathleen <Kathleen.Mumaw@d51schools.org>
Subject: FW: Exclusive Chartering Authority

Dear Charter Schools,
This email is to notify you that District 51 is submitting an application to the Colorado State Board of Education to receive Exclusive Chartering Authority (ECA). * Attached you will find the letter and resolution adopted by the D51 Board. We look forward to strengthening our collaboration between the District and Charter Schools.

Thank you,

Scott Cooper
Assistant Superintendent

2115 Grand Avenue
Grand Jct., CO 81501
970-254-5286 ext. 11192
970-254-5282Fax

*Sent to:
Laurajean Downs, Principal, Mesa Valley Community School
Jarret Sharp, Principal, Independence Academy
Kathleen Mumaw, Principal, Juniper Ridge

*Attachments included:
Approved Resolution
Letter to CDE for request for ECA

Mesa County Valley School District No. 51
DISCRETELY PRESENTED COMPONENT UNITS
COMBINING STATEMENT OF NET POSITION
June 30, 2018

	Independence Academy Charter School	Juniper Ridge Community School	Mesa Valley Community School	Total Discretely Presented Component Units
ASSETS				
Cash and investments	$ 3,554,806	$ 462,029	$ 1,552,381	$ 5,569,216
Restricted cash and investments	631,756	-	-	631,756
Due from District	20,305	41,095	-	61,400
Accounts receivable (less allowance)	15,418	54,847	24,401	94,666
Prepaid expenses	-	51,782	10,105	61,887
Other assets	-	7,500	15,000	22,500
Capital assets (net of accumulated depreciation)	5,990,492	1,545,427	30,224	7,566,143
Total assets	10,212,777	2,162,680	1,632,111	14,007,568
DEFERRED OUTFLOWS OF RESOURCES				
Related to pensions	2,941,820	4,151,783	2,293,132	9,386,735
Related to OPEB	18,718	47,797	15,973	82,488
Total deferred outflows	2,960,538	4,199,580	2,309,105	9,469,223
LIABILITIES				
Accounts payable	27,875	2,059	3,360	33,294
Due to Agency Fund	12,250	-	-	12,250
Due to District	294,843	-	-	294,843
Interest payable	74,509	5,142	-	79,651
Accrued salaries and benefits	114,817	54,283	106,329	275,429
Unearned revenue	6,150	70,458	-	76,608
Current portion of long-term liabilities	120,000	1,167,919	-	1,287,919
Long term liabilities due more than one year:				
Compensated absences payable	-	-	81,299	81,299
Notes payable	5,354,367	128,193	-	5,482,560
Net pension liability	7,849,434	9,918,044	6,805,300	24,572,778
Net OPEB liability	179,242	226,486	155,404	561,132
Total liabilities	14,033,487	11,572,584	7,151,692	32,757,763
DEFERRED INFLOWS OF RESOURCES				
Related to pensions	320,973	405,562	280,394	1,006,929
Related to OPEB	2,999	3,789	2,600	9,388
Total deferred inflows	323,972	409,351	282,994	1,016,317
NET POSITION				
Net investment in capital assets	1,147,881	249,315	30,224	1,427,420
Restricted for:				
Emergencies	103,000	89,732	86,679	279,411
Debt service	631,756	-	-	631,756
Unrestricted	(3,066,781)	(5,958,722)	(3,610,373)	(12,635,876)
Total net position	$ (1,184,144)	$ (5,619,675)	$ (3,493,470)	$ (10,297,289)

The notes to the financial statements are an integral part of this statement.

Mesa County Valley School District No. 51
DISCRETELY PRESENTED COMPONENT UNITS
COMBINING STATEMENT OF ACTIVITIES
For the Fiscal Year Ended June 30, 2018

Functions/Programs	Expenses	Program Revenues: Charges for Services	Program Revenues: Operating Grants and Contributions	Program Revenues: Capital Grants and Contributions	Net (Expense) Revenue and Changes in Net Position: Independence Academy Charter School	Net (Expense) Revenue and Changes in Net Position: Juniper Ridge Community School	Net (Expense) Revenue and Changes in Net Position: Mesa Valley Community School	Net (Expense) Revenue and Changes in Net Position: Total
Independence Academy Charter School:								
Governmental activities:								
Instructional services	$ 2,878,223	$ 146,738	$ 73,250	$ -	$ (2,658,235)	$ -	$ -	$ (2,658,235)
Interest expense on long-term debt	225,663	-	-	-	(225,663)	-	-	(225,663)
Support services:								
School administration services	1,146,427	-	-	100,523	(1,045,904)	-	-	(1,045,904)
Total support services	1,146,427	-	-	100,523	(1,045,904)	-	-	(1,045,904)
Total - Independence Academy Charter School	4,250,313	146,738	73,250	100,523	(3,929,802)	-	-	(3,929,802)
Juniper Ridge Community School:								
Governmental activities:								
Instructional services	$ 3,913,233	$ 114,148	$ 72,226	$ 94,556	$ -	$ (3,632,303)	$ -	$ (3,632,303)
Interest expense on long-term debt	61,133	-	-	-	-	(61,133)	-	(61,133)
Support services:								
Student support	842,601	-	-	-	-	(842,601)	-	(842,601)
School administration services	334,639	-	-	-	-	(334,639)	-	(334,639)
Business services	94,450	-	-	-	-	(94,450)	-	(94,450)
Operations and maintenance	250,629	-	-		-	(250,629)	-	(250,629)
Total support services	1,522,319	-	-	-	-	(1,522,319)	-	(1,522,319)
Total - Juniper Ridge Community School	5,496,685	114,148	72,226	94,556	-	(5,215,755)	-	(5,215,755)
Mesa Valley Community School:								
Governmental activities:								
Instructional services	$ 3,117,680	$ 1,587	$ 53,363	$ 95,311	$ -	$ -	$ (2,967,419)	$ (2,967,419)
Support services:								
Student support	813,347	-	-	-	-	-	(813,347)	(813,347)
School administration services	85,044	-	-	-	-	-	(85,044)	(85,044)
Business services	106,744	-	-	-	-	-	(106,744)	(106,744)
Operations and maintenance	175,901	-	-		-	-	(175,901)	(175,901)
Total support services	1,181,036	-	-	-	-	-	(1,181,036)	(1,181,036)
Total - Mesa Valley Community School	4,298,716	1,587	53,363	95,311	-	-	(4,148,455)	(4,148,455)
Total component units	$ 14,045,714	$ 262,473	$ 198,839	$ 290,390	(3,929,802)	(5,215,755)	(4,148,455)	(13,294,012)
General revenues:								
State equalization not restricted to specific programs					2,777,028	2,608,706	2,630,164	8,015,898
Mill levy					111,644	110,156	105,856	327,656
Investment earnings					4,855	524	14,924	20,303
Miscellaneous unrestricted revenue					45,864	-	-	45,864
Special item, capital contribution from District					154,950	-	-	154,950
Total general revenues					3,094,341	2,719,386	2,750,944	8,564,671
Change in net position					(835,461)	(2,496,369)	(1,397,511)	(4,729,341)
Net position - beginning, restated					(348,683)	(3,123,306)	(2,095,959)	(5,567,948)
Net positon - ending					$ (1,184,144)	$ (5,619,675)	$ (3,493,470)	$ (10,297,289)

The notes to the financial statements are an integral part of this statement.