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- Sample use of Differentiation of Instruction

Professional Development
DIFFERENTIATION

Lesson Title

Differentiated Instruction-Lesson Plan
Plato Elective: (Module) Real World Parenting-

(Note: Plato (non -differentiated) is an online computer generated curriculum in which students learn through online interaction. PLATO ELECTIVES is an interactive computer generated credit recovery program that contains curriculum for elective courses. Each PLATO course engages students in interactive online lessons, offline labs and web-based activities, online pre/post assessments, and end of course assessments. Each student, based on interests, decides which course he/she wants to take, and works at his/her own pace All courses are presented according to Plato Pre-descended curriculum that meets Missouri Standards)

Lesson Objective(s)

Student will pass all assessments with 80% or better, complete all offline assignments with mastery utilizing the pre-described PLATO curriculum and using the differentiated plan

What is Differentiated in this lesson? (content, process, or product) How so? Give a brief explanation.

Area # 2. Based on processes and techniques

1. Use a variety of instructional delivery methods to address different learning styles.
2. Develop activities that target auditory, visual, and kinesthetic learners.
   - Auditory- Student can listen via podcast to the lessons and hear the assessments via prerecorded video cast
   - Visual-Student can read along online/on the screen the lessons while the Podcast is playing while looking at a physical printed packet.
   - Kinesthetic-Student has a "physical" Packet that has pictures and increased font that are identical to the online lessons and student can highlight important information while listening/reading and student has a physical copy of the assessments. "pencil and paper" learning

Area # 3-Based on Product
Use a variety of assessment strategies, including performance-based and open-ended assessment.

- Students can take an assessment that is on paper or online and listen to all the questions and responses via audio recording and repeat and re listen if necessary
- Student's responses to text questions indicate mastery by the complexity of the

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response and ability to skim and find answers, paraphrase and this also indicates student's grasp of grammar and spelling which will help determine the next Plato Module that will be assigned

Was your differentiation for student readiness/mastery, learning styles, or interest? Explain how this lesson addressed the varied readiness level, various learning styles, or varied interests.

Based on readiness and mastery, and learning styles Instructor was able to determine need of differentiation based on:

Accuccess reading scores, maturity of student, past behavioral issues in class and data from eschool, relationship with the student , student's interests, and completion of previous modules. This differentiation lesson(module)provided a way to master the material using Auditory learning style(all lessons and assessments recorded) as well as kinesthetic and visual (all units are printed and student may use pencil/paper to answer questions.

What was the evidence that your differentiation strategy met the students' needs? How did the differentiation contribute to student achievement or progress toward mastery of the lesson objective?

Student was able to **be successful** in a shorter amount of time which **increased productivity**, gain **positive self-esteem** because of success in passing assessments, **interest piqued** to promote future success in other more advanced modules, **credit earned** and motivation to **come to school and continue working to earn more Elective credits.**

Please attach a copy of any accompanying worksheets or forms used to facilitate this lesson (graphic organizers, rubrics, etc.). Please include student artifacts whenever possible.

Lesson Objective:

Students used isometric drawing paper to create a rough draft of a structure that appeared 3D, using lines that were parallel, perpendicular, and/or converging in the composition.

Students used the rough draft to create a 3D ceramics sculpture through layering and adhering methods using coiling, pinch, or slab techniques to create an original sculpture.

Students applied glaze with control and consistency to create a finished piece of ceramics artwork.

Lesson Overview:

The content of this lesson was tiered over the course of time spent on this unit. Tier one; students used isometric paper as a *graphic organizer* to determine, create and access their sculpture idea. I accessed students' drawing techniques and ideas through *multiple levels of questioning* to help students think deeper and solve design challenges before construction begins. Tier two; students reviewed the rough draft idea, and began constructing their sculpture using slab, coil and pinch techniques to layer and stick the clay together into the 3D sculpture. I continued using *multiple levels of questioning*, and *anchor activities* for students that worked faster than others. For students who struggled with the assignment, I helped them individually to solve design challenges with hands-on examples or through re-teaching the techniques and methods being used. Tier three; students painted the ceramic sculptures using multiple glazes. I modeled how to apply consistent glaze applications and helped students individually as needed with this step. Tier four; (after the final kiln firing) students worked in groups and *think-pair-shared* about the process of creating a rough idea, constructing the idea into a 3D sculpture and painting it with glaze. Students compared and contrasted their sculpture with their design and noted structural changes, and design style successes.

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DIFFERENTIATION:

The Real Numbers Project

This is an example of a hands-on project to offer an option to show mastery that is not "pencil and paper" based. Students could complete this "hands-on" project or complete a pencil and paper assessment.

Real Numbers Project

For this, I am going to have you create a dream garden. You can pick all of your dimensions, but it needs to be drawn on either graph paper, construction paper, or computer paper. Don't forget to use your scale (for example, 1 inch= 3 feet, or whatever you choose). You must include at least the following:

1. Pool
2. Area for Planting flowers
3. Area for Planting Vegetables
4. At least two other things in the garden
5. Only two items above may be squares or rectangles.
6. Extra Points for a non-rectangular or square garden

After you draw your garden, you must:

1. Find the area of the garden
2. Find the area of all items in the garden
3. Find the perimeter of the garden
4. Find the perimeter/circumference of each item in the garden
5. Find the area of free ground in the garden (which means area that is not used for something already)
6. Without redrawing the garden, cut the measurement of one side of the garden in half (50%)and compare the new perimeter and area with the old and find out what percentage the new is. (I can help with this part!)

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DIFFERENTIATION:

Exploring Tessellations

Students could choose between this unit assessment or the PLATO module and assessment.

EXPLORING TESSELLATIONS

Background: What is a tessellation?

A *tessellation* is any pattern made of repeating shapes that covers a surface completely without overlapping or leaving any gaps. A checkerboard is a tessellation made of squares. The squares meet edge to edge with no gaps and no overlapping areas. The pattern of bricks on a wall is a tessellation made of rectangles.

Over 2,200 years ago, ancient Greeks were decorating their homes with tessellations, making elaborate mosaics from tiny, square tiles. Early Persian and Islamic artists also created spectacular tessellating designs. More recently, the Dutch artist M. C. Escher used tessellation to create enchanting patterns of interlocking creatures, such as birds and fish.

Making tessellations combines the creativity of an art project with the challenge of solving a puzzle.

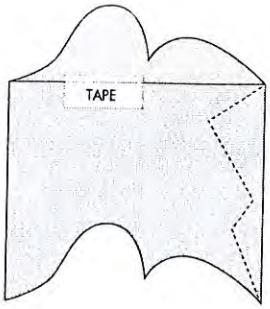
Part One: Making a Translation Tessellation

[45 minutes]

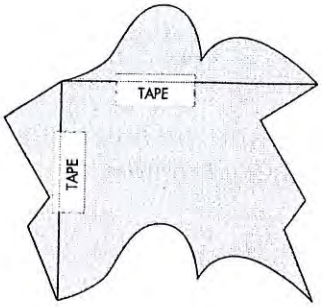
Suppose you wanted to cover a floor with tiles. You could cover it with square tiles, since squares fit together without leaving any gaps.

In this activity, you're going to transform a rectangle into a more interesting shape, then make a tessellation by repeating that shape over and over again.

Step 6 Now draw another line that connects two adjacent corners on one of the short sides of the shape.



Step 7 Cut along this new line. Take the piece you cut off and slide it straight across to the opposite side of the shape. Line up the straight edges and tape them together.

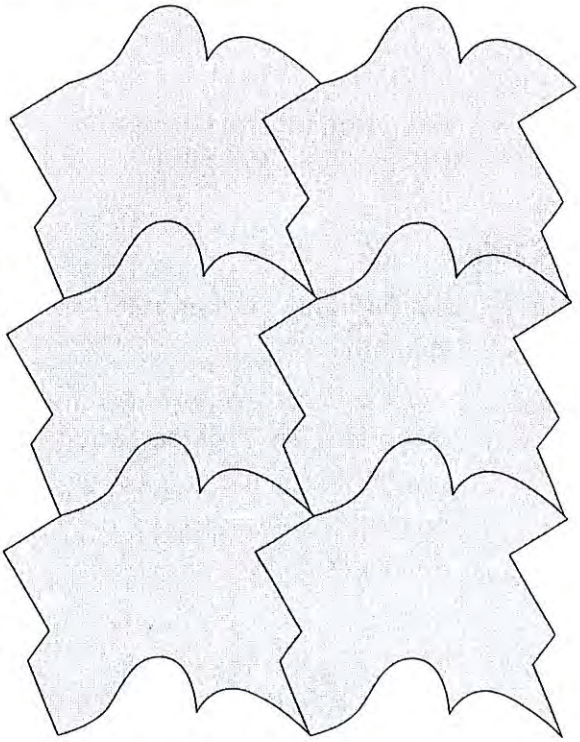


Step 8 You have now created a shape that you can use as a pattern to make a tessellation.

What's the area of this shape? Write the letter A on one side of the shape and turn it over and write the letter B on the other side.

Step 9 On your grid paper, carefully trace around your pattern shape.

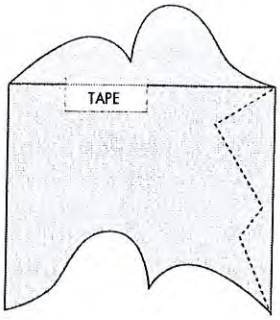
Can you figure out where to place the pattern so that your paper will be covered with repetitions of this shape with no overlaps and no gaps? Try to cover your whole sheet of paper by tracing the pattern, moving it, then tracing it again.



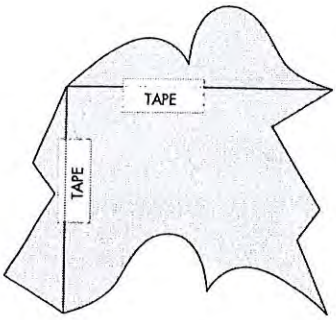
If you start with side A facing up do you ever have to turn it over to side B to make your tessellation? If you only have to slide the piece without flipping it over or rotating it, then you are making a *translation* tessellation.

In math, translation means shifting the position of a shape without moving it in any other way.

Step 4 Now draw another line that connects two adjacent corners on one of the short sides of the shape.



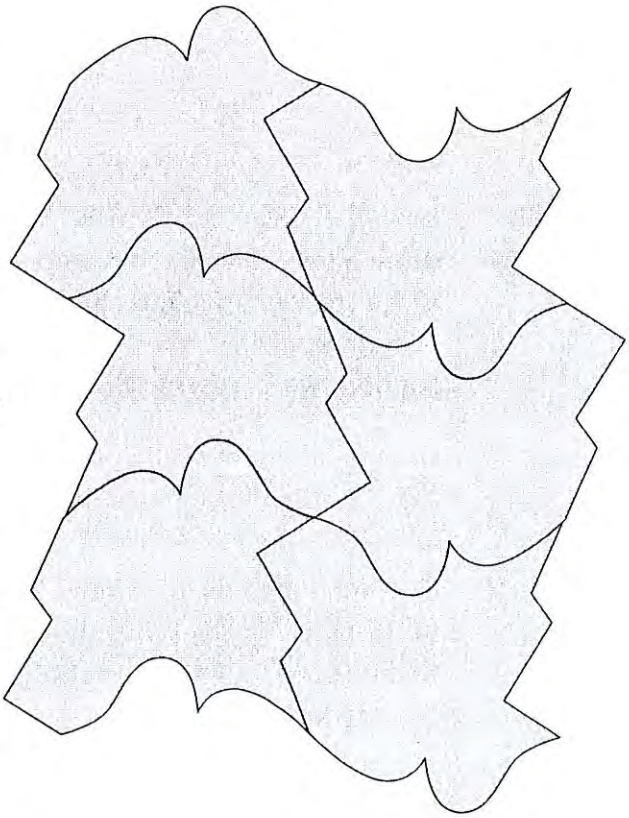
Step 5 Cut along this new line. Take the piece you cut off, flip it over and then slide it straight across to the opposite side of the shape. Line up the straight edge of the piece with the straight edge of the shape. Tape the piece in place.



Step 6 You have created a shape that you can now use as a pattern to make a tessellation. Write the letter A on one side of the pattern, then turn it over and write the letter B on the other side.

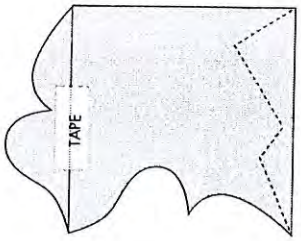
Step 7 On your grid paper, carefully trace around your pattern shape. It may help to position the squared-off corner (formerly the edge of the index card) in one corner of the grid.

Can you figure out where to place the pattern piece so that your paper will be covered with repetitions of this shape with no overlapping and with no gaps? Try to cover your whole sheet of paper by tracing the pattern, moving it, then tracing it again. If you start with side A facing up, do you ever have to turn it over to side B to make your tessellation? If you have to flip your piece over, you are making a reflection tessellation. If you also had to move the piece to a new position, you have used translation.

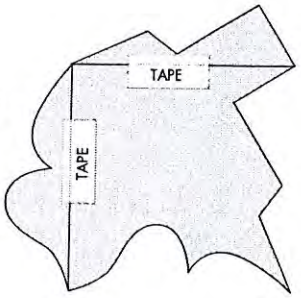


Step 8 Look for a clever way to color in the resulting design on your sheet of paper.

Step 5 Now draw another line that connects the two corners on the side adjacent to the cut side of the square.



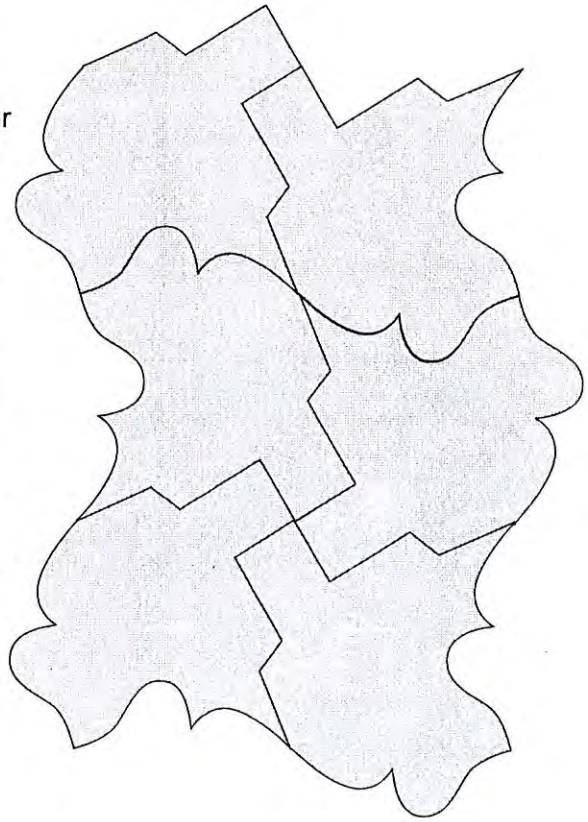
Step 6 Cut along this new line. Take the piece you cut off (without flipping) and slide it to its adjacent side. Line up the straight edge of the cut piece with the straight edge of the square, and tape them together.



Step 7 You have now created a shape you can use as a pattern to make a tessellation. Write the letter A on one side of the shape and turn it over and write the letter B on the other side.

Step 8 On your grid paper, carefully trace around your pattern piece.

Try to cover your whole sheet of paper by tracing the pattern, then moving it and tracing it again. If you start with the side A facing up, do you ever have to turn it over to side B to make your tessellation? If you have to flip your piece over, you have made a reflection tessellation. If you also had to move the piece to a new position you have also used translation. If you have to turn or rotate the shape to make your tessellation, then you have made a rotation tessellation.



Step 9 Look for a clever way to color in the resulting design on your sheet of paper.

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DIFFERENTIATION:

Scatterplots Assignment

This is a culminating project (and a Healthy Lifestyles assignment) that included differentiation for Algebraic Connections students and Algebra students.

Scatterplots Assignment:

1. Find a group
2. Decide what topic you are going to do. You may use one of mine, or make your own. All must be related in some way to healthy or unhealthy lifestyle choices or habits. Some ideas are:
    a. Age vs Time Spent working out
    b. Age vs. How often junk food is eaten
    c. Height vs. Weight (some people may not want to answer)
    d. Age vs. Height
    e. TV Time vs. Weight
3. You will have 8 minutes to find people to ask your question to. Make sure to use the people in the classroom as well. You MAY not enter any teacher's classroom or disturb any class. Consequences will follow for teams that bother a teacher or who do not arrive back in class within the allotted time.
4. You will then draw a scatterplot of the data and answer the following questions:
    a. Do you see a positive correlation, negative correlation, or no relationship?
    b. Draw a line of best fit.
    c. What is the shape? (Linear, quadratic, exponential, etc)
    d. Make a prediction about a number that is not on your graph.
    e. Write in words what your graph tells you.
5. Algebra students ONLY- Find the equation of the line of best fit. (Hint, pick two points ON THE LINE and find the slope, then plug in the slope and one point into slope intercept form- $y=mx+b$)

The entire group can have one paper, but I need to see everyone working together and answering questions.

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DIFFERENTIATION:

Geometry and Architecture Project

Students could choose between this final project or the PLATO assessment to show mastery of this unit.

+

Geometry and Architecture Project

Working with a partner, students will create a poster of a famous building or structure and identify geometric shapes and properties. Students will write a report about the geometry and history of the building or structure.

1) LIST famous buildings or structures you and your partner know. Decide if you would like to explore any of these examples of geometry.

2) CONSIDER choosing a building or structure that is part of a topic that interests you. For example, if you like medieval history, you might select a castle to study.

3) REVIEW the list of buildings and structures and select a first and second choice, or select something not on the list prior to approval. We will draw names in class to determine who chooses first. Only one group per class may choose a particular building or structure.

4) IT IS IMPORTANT that you choose something that will provide examples of higher level geometric properties as well as lower level. Be thoughtful; use your book to look ahead for higher level properties, and think back to properties learned in prior years.

5) DIVIDE TASKS. While you and your partner may work together to identify examples of geometry, one person may draw the poster and the other student may write the report. Both students may color and label the poster.

6) RESEARCH your building or structure to find a picture by using the Internet and books.

7) EXAMINE your building or structure and try to find as many examples of geometry as possible. Look for the following (these are just ideas, not an all-inclusive list):

Types of angles; regular and other polygons and their properties; circles and their properties; three-dimensional shapes and their properties; lines, segments, planes and their properties; symmetry, including reflection, rotation, translation, and combinations.

8) DRAW your building or structure on standard-size poster board. Title and neatly label the geometry vocabulary. Your drawing MUST be poster size.

Challenge: For bonus points, you must draw your building to scale, include a map scale, and provide 2 different views of your structure.

9) WRITE the report. The history of the most important facts and the summary of the geometry it represents should be separate paragraphs. Be specific and stay on topic; rambling off topic will result in grade reduction. Type double-space, use up to two pages only, and tape the report to the back of the poster (so print report as one-sided). Include the following:

Who designed the building or structure?
What are its dimensions?
Where is it located?
When was it constructed?
Why was it constructed?
Is it used today? If yes, how?

10) TURN IN your finished poster and report.

11) PRESENT your project to the class.

Poster not available

Stephanie Hr5

February 28, 2013

Geometry and Architecture Project

The Golden Gate Bridge

The Golden Gate Bridge is an amazing bridge located in the bay of San Francisco. It connects route 1 and route 101 in the northern tip of the San Francisco peninsula to Marin County. This this bridge is still up today. It is even considered one of the Wonders of Modern Worlds! It's not only amazing is Wonderful.

It was designed by Joseph Strauss, Irving Morrow, and Charles Ellis. The bridge was built from January 5, 1933 through April 19, 1937. It took about four years of construction but seems very worth building. Before it was built people used the Ferry service to get around to the other side but that took up about 30 minutes to get across. It looks like the bridge is more convenient, which is one of the reasons why it is still used today.

Not only is this a great bridge it also has very good examples of geometry. Its distance is 1.7 miles long. It's 746 ft. in height and 90 ft. in width. It's standing up holding its self together with two parallel lines. It's crossing vehicles on a 180° angle (the road) which makes also perpendicular. It has two right triangles. It also has both obtuse and acute angles. It has two diagonal line segments. The suspension lines that it has shape into a parabola that is you were to put an imaginary vertical line through the middle it's like a reflection, so it's also symmetric.

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DIFFERENTIATION:

Stained Glass Project

Students could choose between this final project or the pencil and paper assessment to show mastery of this unit.

Name:_____

Date:_____ Class:_____

Stained Glass Project

For this project, you will be using your graphing skills to design and create an algebraic stained glass window.

Step 1:

Draw a coordinate plane in the center of your paper. The *x* and *y* axes should extend to the edges of the paper. Lightly number your axes to the edges of the paper also.

Step 2:

Create an ornate arrangement of at least three horizontal and three vertical lines. These lines should be labeled with their respective equations. Fill out the "T-Chart paper" for these horizontal and vertical lines.

Step 3:

Next you will need to write equations for four oblique, (diagonal), lines. To do this, just be sure that your equation is in linear form and has both *x* and *y* variables.

Experiment with your equations. See if you can figure out how changing the number in front of the "x" and changing the last number will change the line.

Fill out a "T-Chart Paper" for these oblique lines equations and then graph the points from your chart.

Step 4:

Next you will need to write equations for non-linear functions. You must include at least 2 of each: Absolute Value, Quadratic, and Cubic.

Fill out a "T-Chart Paper" for these equations and then graph the points from your chart.

Be sure to LABEL your lines on the poster with their equations.

Step 4:

Now go in and color the sections of your paper that have been created by the intersecting oblique, horizontal, and vertical lines.

NAME _____ DATE _____ PERIOD ____

3-2 A Reteach

Slope-Intercept Form

Alg 1
1.4

Linear equations are often written in the form $y = mx + b$. This is called the **slope-intercept form**. When an equation is written in this form, m is the slope and b is the y-intercept.

Example 1 **State the slope and the y-intercept of the graph of $y = x - 3$.**

$y = x - 3$	Write the original equation.
$y = 1x + (-3)$	Write the equation in the form $y = mx + b$.
$\uparrow \quad \uparrow$	
$y = mx + b$	$m = 1, b = -3$

The slope of the graph is 1, and the y-intercept is -3.

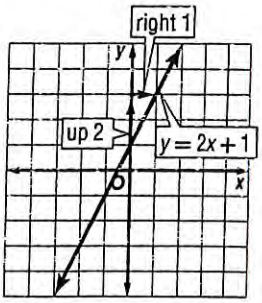
You can use the slope-intercept form of an equation to graph the equation.

Example 2 **Graph $y = 2x + 1$ using the slope and y-intercept.**

Step 1 Find the slope and y-intercept.
$y = 2x + 1$ slope = 2, y-intercept = 1

Step 2 Graph the y-intercept 1.

Step 3 Write the slope 2 as $\frac{2}{1}$. Use it to locate a second point on the line.
$m = \frac{2}{1}$ ← change in y : up 2 units
← change in x : right 1 unit



Step 4 Draw a line through the two points.

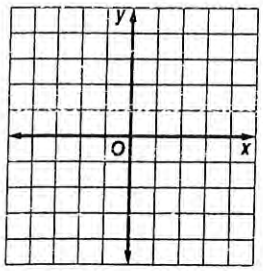
Exercises

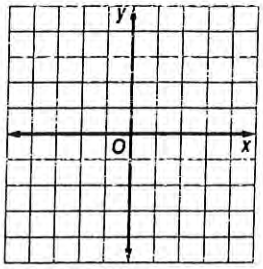
State the slope and the y-intercept for the graph of each equation.

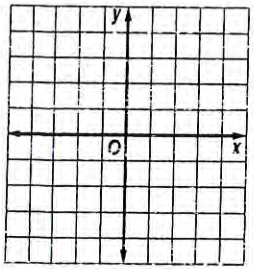
1. $y = x + 1$ **2.** $y = 2x - 4$ **3.** $y = \frac{1}{2}x - 1$

Graph each equation using the slope and the y-intercept.

4. $y = 2x + 2$ **5.** $y = x - 1$ **6.** $y = \frac{1}{2}x + 2$







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Name _____ Date _____ Class _____

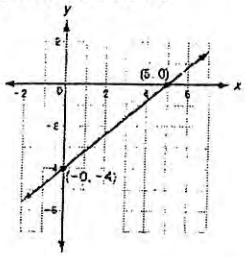
LESSON 5-3

Practice B

Rate of Change and Slope

Find the rise and run between each set of points. Then, write the slope of the line.

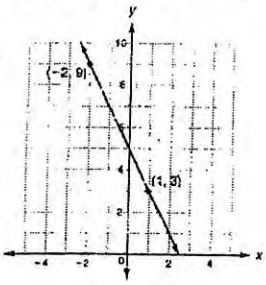
1.



rise = _____ run = _____

slope = _____

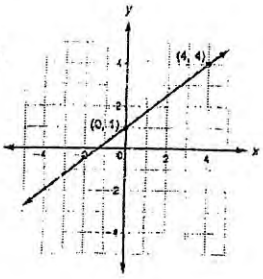
2.



rise = _____ run = _____

slope = _____

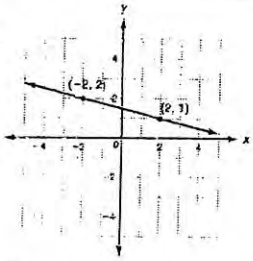
3.



rise = _____ run = _____

slope = _____

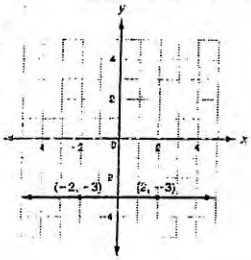
4.



rise = _____ run = _____

slope = _____

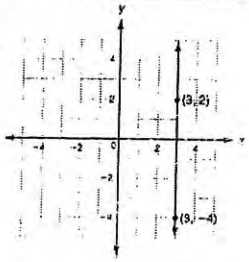
5.



rise = _____ run = _____

slope = _____

6.

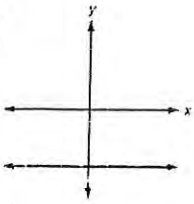


rise = _____ run = _____

slope = _____

Tell whether the slope of each line is positive, negative, zero, or undefined.

7.



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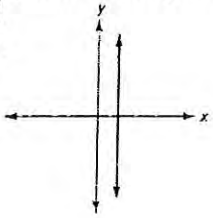
8.



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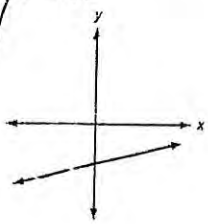
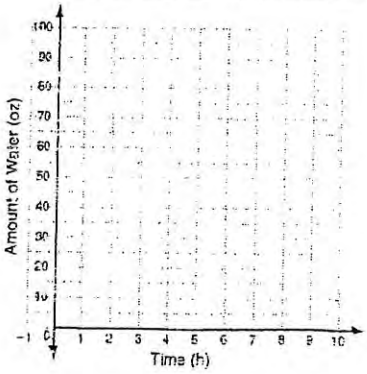
9.



_____

10. The table shows the amount of water in a pitcher at different times. Graph the data and show the rates of change. Between which two hours is the rate of change the greatest? _____

Time (h)	0	1	2	3	4	5	6	7
Amount (oz)	60	50	25	80	65	65	65	50



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Name _____ Date _____ Class _____

LESSON 5-6

Practice B

Slope-Intercept Form

Write the equation that describes each line in slope-intercept form

1. slope = 4; y-intercept = −3

   $y =$ _____

2. slope = −2; y-intercept = 0

   $y =$ _____

3. slope = $-\frac{1}{3}$; y-intercept = 6

   $y =$ _____

4. slope = $\frac{2}{5}$, (10, 3) is on the line.

   Find the y-intercept: $y = mx + b$

   ____ = (____) ____ + b

   ____ = ____ + b

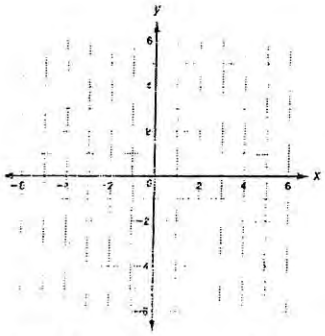
   ____ = b

   Write the equation: $y =$ _____

Write each equation in slope-intercept form. Then graph the line described by the equation.

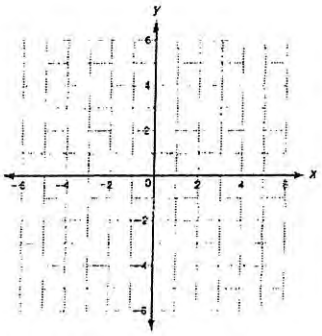
5. $y + x = 3$

   _____



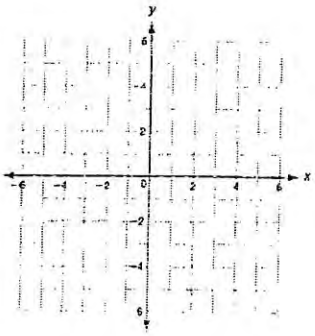
6. $y + 4 = \frac{4}{3}x$

   _____



7. $5x - 2y = 10$

   _____



8. Daniel works as a volunteer in a homeless shelter. So far, he has worked 22 hours, and he plans to continue working 3 hours per week. His hours worked as a function of time is shown in the graph.

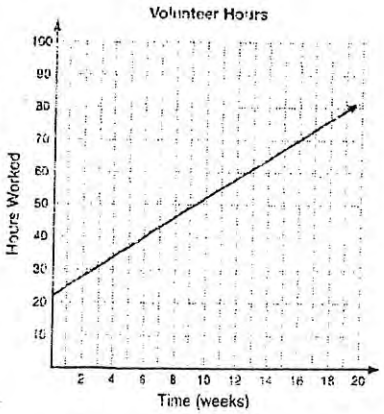
   a. Write an equation that represents the hours Daniel will work as a function of time. _____

   b. Identify the slope and y-intercept and describe their meanings. _____

   _____

   c. Find the number of hours worked after 16 weeks.

   _____



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Alg 1
1.5

3.3 EQUATIONS OF LINES IN SLOPE-INTERCEPT AND STANDARD FORM

In this section

- Slope-Intercept Form
- Standard Form
- Using Slope-Intercept Form for Graphing
- Writing the Equation for a Line
- Applications

In Section 3.1 you learned that the graph of all solutions to a linear equation in two variables is a straight line. In this section we start with a line or a description of a line and write an equation for the line. The equation of a line in any form is called a **linear equation in two variables.**

Slope-Intercept Form

Consider the line through (0, 1) with slope $\frac{2}{3}$ shown in Fig. 3.22. If we use the points (x, y) and (0, 1) in the slope formula, we get an equation that is satisfied by every point on the line:

$$\frac{y_2 - y_1}{x_2 - x_1} = m \quad \text{Slope formula}$$

$$\frac{y - 1}{x - 0} = \frac{2}{3} \quad \text{Let } (x_1, y_1) = (0, 1) \text{ and } (x_2, y_2) = (x, y).$$

$$\frac{y - 1}{x} = \frac{2}{3}$$

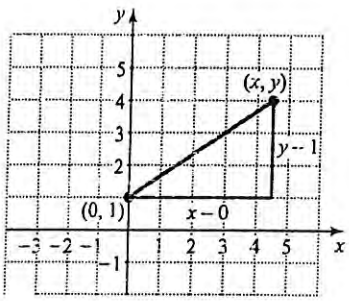


FIGURE 3.22

Now solve the equation for y:

$$x \cdot \frac{y - 1}{x} = \frac{2}{3} \cdot x \quad \text{Multiply each side by } x.$$

$$y - 1 = \frac{2}{3}x$$

$$y = \frac{2}{3}x + 1 \quad \text{Add 1 to each side.}$$

study tip

Keep reviewing. After you have done your current assignment, go back a section or two and try a few problems. You will be amazed at how much your knowledge will improve with a regular review.

Because (0, 1) is on the y-axis, it is called the **y-intercept** of the line. Note how the slope $\frac{2}{3}$ and the y-coordinate of the y-intercept (0, 1) appear in $y = \frac{2}{3}x + 1$. For this reason it is called the **slope-intercept form** of the equation of the line.

Slope-Intercept Form

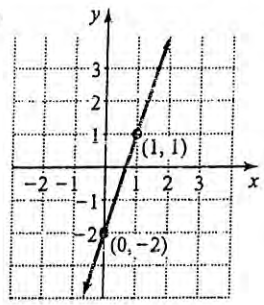
The equation of the line with y-intercept $(0, b)$ and slope m is

$$y = mx + b.$$

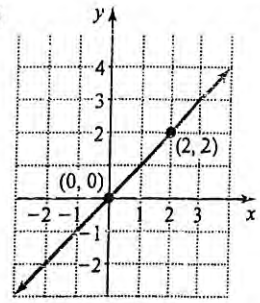
EXAMPLE 1 **Using slope-intercept form**

Write the equation of each line in slope-intercept form

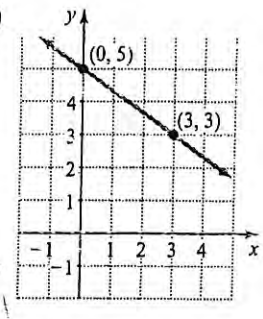
a)



b)



c)



Applications

The slope-intercept and standard forms are both important in applications.

EXAMPLE 7 **Changing forms**

A landscaper has a total of \$800 to spend on bushes at \$20 each and trees at \$50 each. So if x is the number of bushes and y is the number of trees he can buy, then $20x + 50y = 800$. Write this equation in slope-intercept form. Find and interpret the y-intercept and the slope.

Solution

Write in slope-intercept form:

$$\begin{aligned} 20x + 50y &= 800 \\ 50y &= -20x + 800 \\ y &= -\frac{2}{5}x + 16 \end{aligned}$$

The slope is $-\frac{2}{5}$ and the intercept is (0, 16). So he can get 16 trees if he buys no bushes and he loses $\frac{2}{5}$ of a tree for each additional bush that he purchases. ■

WARM-UPS

True or false? Explain your answer.

1. There is only one line with y-intercept (0, 3) and slope $-\frac{4}{3}$.
2. The equation of the line through (1, 2) with slope 3 is $y = 3x + 2$.
3. The vertical line $x = -2$ has no y-intercept.
4. The equation $x = 5$ has a graph that is a vertical line.
5. The line $y = x - 3$ is perpendicular to the line $y = 5 - x$.
6. The line $y = 2x - 3$ is parallel to the line $y = 4x - 3$.
7. The line $2y = 3x - 8$ has a slope of 3.
8. Every straight line in the coordinate plane has an equation in standard form.
9. The line $x = 2$ is perpendicular to the line $y = 5$.
10. The line $y = x$ has no y-intercept.

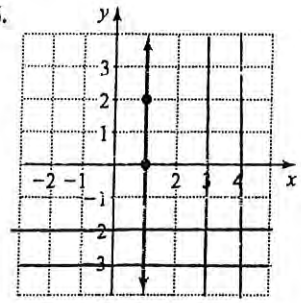
3.3 EXERCISES

Reading and Writing *After reading this section, write out the answers to these questions. Use complete sentences.*

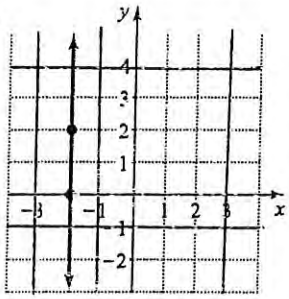
1. What is the slope-intercept form for the equation of a line?
2. How can you determine the slope and y-intercept from the slope-intercept form.
3. What is the standard form for the equation of a line?
4. How can you graph a line when the equation is in slope-intercept form?
5. What form is used in this section to write an equation of a line from a description of the line?

#35-50
Pick 8

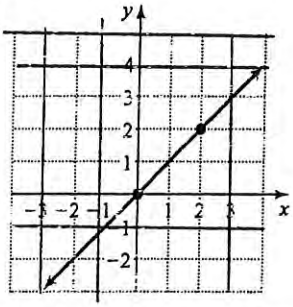
16.



17.



18.



Find the slope and y-intercept for each line that has a slope and y-intercept. See Example 2.

19. $y = 3x - 9$ **20.** $y = -5x + 4$ **21.** $y = 4$

22. $y = -5$ **23.** $y = -3x$ **24.** $y = 2x$

25. $x + y = 5$ **26.** $x - y = 4$ **27.** $x - 2y = 4$

28. $x + 2y = 3$ **29.** $2x - 5y = 10$ **30.** $2x + 3y = 9$

31. $2x - y + 3 = 0$ **32.** $3x - 4y - 8 = 0$

33. $x = -3$
34. $\frac{2}{3}x = 4$

#19-32
Pick 6

Write each equation in standard form using only integers. See Example 3.

35. $y = -x + 2$ **36.** $y = 3x - 5$

37. $y = \frac{1}{2}x + 3$ **38.** $y = \frac{2}{3}x - 4$

39. $y = \frac{3}{2}x - \frac{1}{3}$ **40.** $y = \frac{4}{5}x + \frac{2}{3}$

41. $y = -\frac{3}{5}x + \frac{7}{10}$ **42.** $y = -\frac{2}{3}x - \frac{5}{6}$

43. $\frac{3}{5}x + 6 = 0$ **44.** $\frac{1}{2}x - 9 = 0$

45. $\frac{3}{4}y = \frac{5}{2}$ **46.** $\frac{2}{3}y = \frac{1}{9}$

47. $\frac{x}{2} = \frac{3y}{5}$ **48.** $\frac{x}{8} = -\frac{4y}{5}$

49. $y = 0.02x + 0.5$ **50.** $0.2x = 0.03y - 0.1$

Draw the graph of each line using its y-intercept and its slope. See Examples 4 and 5.

51. $y = 2x - 1$ **52.** $y = 3x - 2$

53. $y = -3x + 5$ **54.** $y = -4x + 1$

55. $y = \frac{3}{4}x - 2$ **56.** $y = \frac{3}{2}x - 4$

73. ***In-house training.*** The accompanying graph shows the percentage of U.S. workers receiving training by their employers. The percentage went from 5% in year 0 (1981) to 16% in year 14 (1995).
   a) Find the slope of this line.
   b) Write the equation of the line in slope-intercept form.
   c) Use your equation to predict the percentage that will be receiving training in the year 2000.

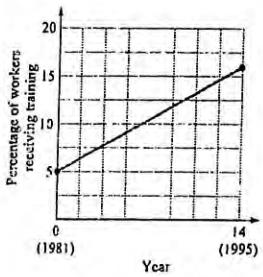


FIGURE FOR EXERCISE 73

74. ***Women and marriage.*** The percentage of women in the 20 to 24 age group who have never married went from 64% in year 0 (1970) to 33% in year 26 (1996) (Census Bureau, www.census.gov).
   a) Find the equation of the line through the two points (0, 0.64) and (26, 0.33) in slope-intercept form.
   b) Use your equation to predict what the percentage will be in the year 2000.

75. ***Pansies and snapdragons.*** A nursery manager plans to spend \$100 on 6-packs of pansies at \$0.50 per pack and snapdragons at \$0.25 per pack. The equation $0.50x + 0.25y = 100$ can be used to model this situation.
   a) What do x and y represent?
   b) Graph the equation.
   c) Write the equation in slope-intercept form.
   d) What is the slope of the line?
   e) What does the slope tell you?

76. ***Pens and pencils.*** A bookstore manager plans to spend \$60 on pens at \$0.30 each and pencils at \$0.10 each. The equation $0.10x + 0.30y = 60$ can be used to model this situation.
   a) What do x and y represent?
   b) Graph the equation.
   c) Write the equation in slope-intercept form.
   d) What is the slope of the line?
   e) What does the slope tell you?

GRAPHING CALCULATOR EXERCISES

Graph each pair of straight lines on your graphing calculator using a viewing window that makes the lines look perpendicular. Answers may vary.

77. $y = 12x - 100, y = -\frac{1}{12}x + 50$

78. $2x - 3y = 300, 3x + 2y = -60$

Janice Werner Differentiation

From: Mary P. Ghasemi
Sent: Tuesday, January 13, 2015 11:37 AM
To: Julie A. Heibel; Teresa Kerns; Heather Hildebrand
Cc: Janice Werner; Kelly Lightcap; Whitney Hutsell
Subject: an idea?
Attachments: Differentiated plan for Parenting.docx

Good Morning All,

I have an idea that I want to run past you all. I spoke to Jan today and she seemed excited about it.

In an attempt to provide students whose reading levels are not in line with the Plato Pre-described curriculum, or for students who have IEP'S or ELL students, I am working on differentiating one of the PLATO modules- Parenting. I have attached my rough draft of the differentiated lesson plan see number 5. If you approve, I will substantiate with empirical data.

Here is my idea:

Shellana Davis, a senior who is trying to graduate and needs community service hours, not to mention that I have her as a student and who is just finishing Parenting, would take home a tape recorder and record all the assessments (Quiz, mid term and final) which would provide a great service to our students. She is an excellent reader and she said she would commit to doing this. It probably would take her about 15 hours. **Would you consider this being part of her community service hours?** If so I will get her moving on it. Heather checked out a tape recorder to me and gave me some blank tapes..

Let me know if everyone is on board. If not I will take it home with me and do it anyway. I think it would really help the kids. When I sit and verbally read the quiz and responses they usually pass the quiz first try.

Together We're Better

Thanks,

Mary

Differentiated Instruction

Real World Parenting

Teacher will provide to the student (students) each of the Plato Units (1-8) in "paper" format in a binder

Student will sit at assigned work area (table or desk)

Student will:

1. Read all lessons in order for each unit one at a time (eight units total) then complete Mid term (over units 1-4) and final (over all 8 units)

2. For each unit, complete the Plato Pre-described **Vocabulary words** (using Packet)

3. After reading the unit, do the pre described **TEXT QUESTIONS-REVIEW AND CRITICAL THINKING BY:**
   a. Finding answer in unit packet information
   b. Highlight the answer
   c. Write all responses on notebook paper in complete sentences by restating the questions and using correct grammar, end and beginning punctuation and accurate spelling
   d. Put name, date, unit number on top of notebook paper/responses)

4. Upon completion of text questions, turn in questions to Ms. G and she will grade with student. Helping him/her to find correct responses using resources. She will return, and if done correctly, student will receive the printed quiz. Student may use the graded Text Questions, vocabulary and unit packet to complete a 25 point quiz (taken from the Plato Pre-described curriculum)

5. **Student will listen to a pre-recorded quiz (Ms. G or Senior has recorded it) which verbally states each question and each muitiple choice option**

6. Student will Circle the correct response. If he/she is not sure he/she can skip it and come back

7. Be able to back up and re -listen and make adjustments

8. Pass the quiz with 80% or better and MAY use the binder with the printed units and the graded text questions.

9. Upon completion of all eight units, text questions, Vocabulary, unit quizzes. Midterm and final with 80% OR BETTER. Student will earn .50 Elective credit.

Name: _____

Poetry Think-Tac-Toe

Hour: _____

Directions: Choose three of the items below. You must pick three in a row.

Write 3 Haiku poems about yourself or Kansas City. Remember, a Haiku poem is three lines with 17 syllables broken up across the three lines. Line one has five syllables, line two has seven syllables, and line three has five syllables again.	Create a Free Verse poem on a topic of your choice. Remember, Free Verse poems don't have to rhyme or follow any patterns. Your poem must be at least 8 lines long.	Clip out words from a magazine, newspaper, or online articles and put them together to form a found poem. Remember, a found poem consists exclusively of outside texts: the words of the poem remain as they were found, with few additions or omissions. Decisions of form, such as where to break a line, are left to the poet.
Create a Descriptive Poem on a topic of your choice. Remember a Descriptive Poem is a deep depiction of a person, animal or inanimate object. Yours must be at least 8 lines long.	Find five different poems by five different poets. Create a listing of your poems by listing the title, author, and your response as in the example below. *I Am Your Mirror Image* by Jack Prelutsky What I like about this poem is how the words are written backwards so you need to hold it to a mirror to read it. I think that is a clever format.	Choose a poet and conduct an author study. Write a minimum of two paragraphs detailing what you have learned about the poet you studied.
Read five poems by a single poet. List the titles and write a two paragraph review of the poet's interests and style. What makes them interesting?	Choose your favorite poem and memorize it. Perform it either to the class or to Ms. Cook.	Write a Diamante poem on an antonym pair of your choice. Remember, a Diamante poem is an unrhymed seven-line poem. The beginning and ending lines are the shortest, while the lines in the middle are longer, giving diamante poems a diamond shape.

Creative Project Choices for
"The Tell-Tale Heart," "The Monkey's Paw," and "The Lottery"

Each project must be neat and organized. Effort must be visible. The grade is based on creativity, neatness, accuracy, and effort. Choose a project that appeals to your own personal talents and interests. (There is a big difference between something you jot down in a few minutes and something you put time into).

Choose ONE of the following:

- Poem—write one long poem (at least 30 lines) or at least three short poems (totaling at least 30 lines) in the form of your choosing about one or more of the stories, a theme from one or more of the stories, or one or more of the characters. The poem can be from your own perspective or it can be from the perspective of one of the characters—for example, Tessie Hutchinson is writing a poem concerning the unfairness of the lottery, etc. (I don't want elementary school rhyming "roses are red/violets are blue/" —I want thought and insight.)

- Create a five-frame cartoon strip or, if you are more motivated, a cartoon motion flipbook that captures what happens in the scene from one story that is most memorable to you.

- Create a mobile or collage (at least 11 x 14) that captures one important aspect of one of the stories—it can be about one character or one theme or one symbol, etc. (When making a collage, the poster board should be filled). On a separate, typed piece, write an explanation for each item you chose to include. Explain: why did you include it, what does it represent?

- Capture your impressions of one of the characters from one of the stories in any form you choose (drawing, collage, paper mache, essay, etc.) Write a brief description of your image.

- Write/perform a song/rap characterizing an aspect of one of the stories. (Make sure when you write it, it looks like a song written in stanzas with a chorus.)

- Create an online literary scrapbook. Using PowerPoint, gather images, backgrounds, text, video, clipart and sound that support a theme or big idea from one of the stories. Limit the amount of text you use, just like a personal scrapbook. Include a Works Cited slide at the end with citations of sources you used. The "scraps" you include must be justified – you'll explain why they are important to the understanding of the theme or big idea you chose.

- Epilogue – Write an epilogue (a concluding part added to a literary work) in which you explain – using whatever tense and tone the author did – what happened to the character(s) next in one of the stories.

- You may choose to do something else that is creative and that represents the story in some way, but you must get the project approved first. (Think something with computers.)

Rubric for Creative Projects

Name: _____

Criteria/Points	4	3	2	1	0
Format	The project follows the format to an outstanding degree.	The project follows the format to a satisfactory degree.	The project follows the format.	The project follows the format to a slight degree.	The project does not follow the format.
Insight	The project shows superior insight into the work's theme, conflicts, or characterization.	The project shows good insight into the work's theme, conflicts, or characterization.	The project shows decent insight into the work's theme, conflicts, or characterization.	The project shows limited insight into the work's theme, conflicts, or characterization.	The project shows no insight into the work's theme, conflicts, or characterization.
Creativity	The project demonstrates excellent creativity in design.	The project demonstrates sufficient creativity in design.	The project demonstrates some creativity in design.	The project demonstrates little creativity in design.	The project demonstrates very poor or no creativity in design.
Written	Written work clearly explains the project using good supporting details and few grammatical / mechanical errors.	Written work clearly explains the project using adequate supporting details and some grammatical / mechanical errors.	Written work satisfactorily explains the project using some supporting details and many grammatical / mechanical errors.	Written work vaguely explains the project, uses few details, and has excessive grammatical / mechanical errors.	Written work does not explain the project, lacks details, and has excessive grammatical / mechanical errors.
Work as a Whole Effort	Project exceeds expectations. Superior effort and time went into the project.	Project meets expectations. Average effort and time went into the project.	Project barely meets expectations. Some effort and time went into the project.	Project does not meet expectations. Little effort and time went into the project.	Project does not meet expectations. No effort and time went into the project.

Total Points: _____ X 5 = Score: _____

NATIONAL

English B & C

Name:

HR:

George Stinney Was Executed at 14

More than 70 years later, his family in South Carolina is trying to prove that he was innocent of murder and the victim of a racist justice system in the Jim Crow South

BY JESSE WEGMAN

According to the official 1944 sentencing report, George Stinney Jr. was "legally electrocuted." But to call what happened to him legal is to say only that the 14-year-old black boy's fate was decided in a courtroom, by a judge and jury, rather than by a throng of angry men with a rope.

In truth, George Stinney was lynched in slow motion in the Jim Crow-era South.

On March 24, 1944, George was arrested and charged with the murder of two young white girls, Betty June Binnicker, 11, and Mary Emma Thames, 7. They had been found beaten to death in a ditch in rural Clarendon County, South Carolina.

A month later, he was tried and found guilty. He was executed on June 16, 1944—the youngest person put to death in the U.S. in the 20th century. (In 2005, the Supreme Court declared the death penalty unconstitutional for minors.) At just 95 pounds, he was so small that the guards struggled to strap him to the electric chair before he was electrocuted.

Betty June Binnicker, one of the two girls George Stinney was convicted of killing in 1944

The lawyer representing George had never represented a criminal defendant before and called no witnesses in his defense. The trial lasted just three hours, followed by a 10-minute deliberation by the jury that sentenced him to die.

SOUTH CAROLINA DEPARTMENT OF ARCHIVES AND HISTORY/AP PHOTO (STINNEY)

To learn more about the Jim Crow South, watch a video at www.upfrontmagazine.com

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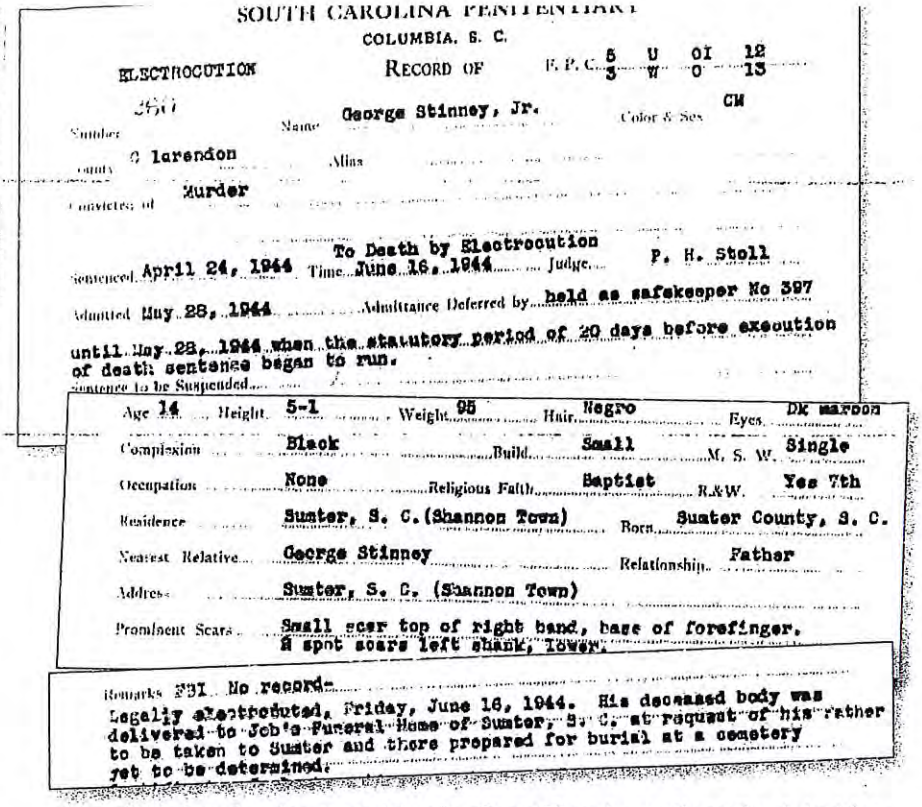


SOUTH CAROLINA PENITENTIARY
COLUMBIA, S. C.

ELECTROCUTION RECORD OF F. P. C. 5 U OI 12 / 3 W O 13

Number 260 Name George Stinney, Jr. Color & Sex CM

County Clarendon Alias

Convicted of Murder

Sentenced April 24, 1944 Time To Death by Electrocution June 16, 1944 Judge P. H. Stoll

Admitted May 28, 1944 Admittance Deferred by held as safekeeper No 397 until May 28, 1944 when the statutory period of 20 days before execution of death sentence began to run.

Sentence to be Suspended

Age 14 Height 5-1 Weight 95 Hair Negro Eyes Dk maroon

Complexion Black Build Small M. S. W. Single

Occupation None Religious Faith Baptist R.&W. Yes 7th

Residence Sumter, S. C. (Shannon Town) Born Sumter County, S. C.

Nearest Relative George Stinney Relationship Father

Address Sumter, S. C. (Shannon Town)

Prominent Scars Small scar top of right hand, base of forefinger. A spot scars left shank, lower.

Remarks FBI No record-
Legally electrocuted, Friday, June 16, 1944. His deceased body was delivered to Job's Funeral Home of Sumter, S. C. at request of his father to be taken to Sumter and there prepared for burial at a cemetery yet to be determined.

The official sentencing report describes George Stinney's execution; police photos taken when he was arrested *(left)*.

"I don't think they cared whether he was guilty or innocent," says Bryan Stevenson of the Equal Justice Initiative in Montgomery, Alabama, which represents poor death-penalty defendants. "If they had proof-positive evidence that he was not guilty, I don't think that would've changed anything."

Unconstitutional Trial?

There's strong evidence that George Stinney was in fact innocent, and that his prosecution was riddled with unconstitutional errors and misconduct. Last January, a group of lawyers and civil rights advocates argued before a South Carolina court to either retry or exonerate him, 70 years after his execution. The court hasn't yet ruled on the petition.

"When I looked at the case and what was there and studied it, it was appalling," says Miller Shealy Jr., one of the lawyers helping the Stinney family in their quest to clear George's name.

George Stinney's trial lasted just three hours. The jury took 10 minutes to sentence him to die.

According to one of George's sisters, Amie Ruffner, she and George were together all afternoon on the day of the murders, and had encountered the two girls only briefly. But the authorities never spoke to Amie or any other member of the Stinney family—they had been run out of town on the day of George's arrest.

"My father came home and started packing up stuff to go," says George's other sister, Kathrine Robinson, who was 10 at the time. "We didn't know what was going on. All I know is George was not there." She never saw him again.

At trial, the sole piece of incriminating evidence was the word of the local police chief, who testified that George "made a confession and told me where a piece of iron about 15 inches long [was]." No warrant had been issued for his arrest, and no lawyer was at his questioning.

Not that George Stinney's court-appointed lawyer did anything to help during the trial. The lawyer failed, among other things, to challenge the makeup of the jury, which was all white in a county that was nearly three-quarters black. He failed to cross-examine the prosecution's witnesses, or to call Amie or any other witness who could have corroborated George's alibi. And he failed to appeal the death sentence.

'It Needs to Be Left as Is'

The hearing last January was a reminder of South Carolina's difficult Jim Crow past. And it was clear from the proceedings that not everyone would see a new trial as belated justice.

"I believe that he confessed," says Frankie Bailey Dyches, the niece of one of the victims, who was born after the 1944 killings. "He was tried, found guilty by the laws of 1944, which are completely different now—it can't be compared—and I think that it needs to be left as is."

But Shealy argues that South Carolina owes George Stinney a different result this time around, even if exonerating him prompts an onslaught of appeals in other Jim Crow-era cases. He says, "The state really needs to say, 'This was wrong.'" •

With additional reporting by Alan Blinder of The New York Times.

Jim Crow by the Numbers

3,446	1,342	86%
Number of blacks lynched in the U.S. between 1882 and 1968	Number of blacks registered to vote in Louisiana in 1904, when the black population of the state was more than 650,000	Percentage of people executed in South Carolina from 1940 to 1950 who were black

SOURCES: ARCHIVES AT THE TUSKEEGEE INSTITUTE; SMITHSONIAN INSTITUTION; ESPY FILES

"GEORGE STINNEY, YOUNGEST EXECUTED," DAY TO DAY/SOUNDPORTRAITS.ORG

English A

George Stinney

Name:
Hour:

Use the article to answer the following questions. Always answer in complete sentences!

1. Annotate 5 important facts about the article. Remember when we annotate we underline important facts, key terms, things that we do not understand, or want to know more about.

2. Who was George Stinney?

3. George Stinney was only 14 years old when he was sentenced to death. Do you think this is a **fair** punishment for someone who is still a kid? Why or why not?

4. Think about what **justice** means. How did George Stinney finally receive justice?

5. After reading this article what do think should have been done differently during the original trial? How does this relate to our study of justice?

English B

George Stinney

Name:
Hour:

Use the article to answer the following questions. Always answer in complete sentences!

1. Annotate 5 important facts about the article! Remember when we annotate we underline important facts, key terms, things that we do not understand, or want to know more about.

2. Before 2005 it was legal to sentence a minor to death. Do you think this was fair? Why or Why not.

_____

_____

_____

3. Is it **fair** that George was represented by lawyers who had never represented a criminal defendant before? Why do you suppose these were his lawyers? (Think: would these be his lawyers if he was a young white boy during this time?)

_____

_____

_____

4. Looking at the numbers about Jim Crow at the bottom of page 9 how do these numbers reflect on the **injustice** towards African Americans during this time? What do they prove about the way African Americans were treated?

_____

_____

_____

5. How does this article relate to our study of **justice**? Do you think justice was finally served for George Stinney? Why or why not?

_____

_____

_____

_____

_____

_____

DELASALLE

Opportunity Powered by Education

Sample Reading and Math Scores from latest Orientation Group (1/12-1/14)

Students enter DeLaSalle Charter High School throughout the year through designated orientation classes. During orientation, each student's reading and math skills (at approximate grade levels) are assessed through Edmentum PLATO Accucess assessments. These scores help individualize instruction for students. Students are enrolled in appropriate classes and the results of testing are posted to all teachers.

DeLaSalle Charter High School
Accucess Mathematics
Orientation #7

	Test Name	Student Name	Grade Level	Accucess Score	Date Taken
1	Accucess Mathematics Assessment	Browning Jr., Larie	9	545	1/14/2015
2	Accucess Mathematics Assessment	Copeland, Craig	11	751	1/14/2015
3	Accucess Mathematics Assessment	Cox, Selisa	10	806	1/14/2015
4	Accucess Mathematics Assessment	Davis, Jai Lyn	9	803	1/14/2015
5	Accucess Mathematics Assessment	Draper, Kelly	10	415	1/14/2015
6	Accucess Mathematics Assessment	Franklin, Deonta	11	648	1/13/2015
7	Accucess Mathematics Assessment	Green, Tioauna	10	869	1/14/2015
8	Accucess Mathematics Assessment	Gregory, Destani	11	872	1/14/2015
9	Accucess Mathematics Assessment	Horton, ReKiyah	9	621	1/14/2015
10	Accucess Mathematics Assessment	Howard, Nafieshaa	9	415	1/14/2015
11	Accucess Mathematics Assessment	Jackson-Whaley, Diani	9	465	1/14/2015
12	Accucess Mathematics Assessment	Paige, D Ante	10	745	1/14/2015
13	Accucess Mathematics Assessment	Rowe, Eriana	10	455	1/14/2015
14	Accucess Mathematics Assessment	Shears, Antwione	10	975	1/14/2015
15	Accucess Mathematics Assessment	Sheridan, Ruby	12	1036	1/14/2015
16	Accucess Mathematics Assessment	Strickland, Ta ya	10	565	1/14/2015
17	Accucess Mathematics Assessment	Subba, Arati	9	612	1/14/2015
18	Accucess Mathematics Assessment	Toney, Kymberlyn	9	624	1/14/2015

DeLaSalle Charter High School
Accucess Reading
Orientation #7

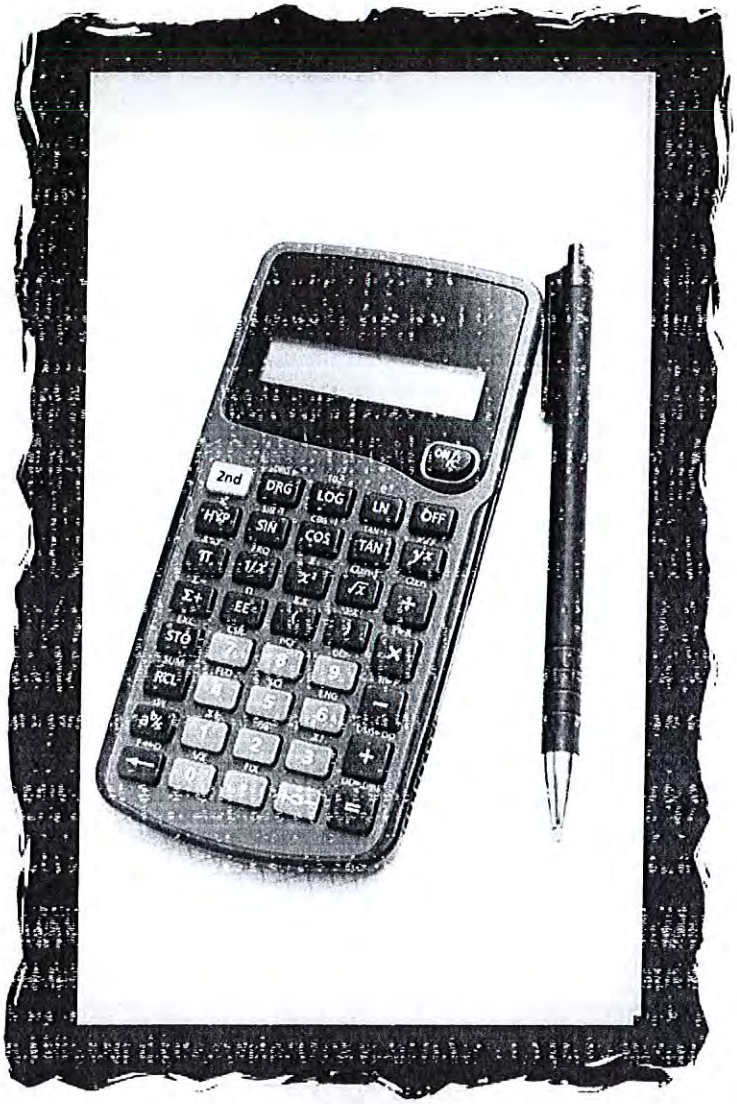
	Test Name	Student	Grade Level	Accucess Score	Date Taken
1	Accucess Reading Comprehension Assessment	Browning Jr., Larie	9	1028	1/13/2015
2	Accucess Reading Comprehension Assessment	Copeland, Craig	11	800	1/13/2015
3	Accucess Reading Comprehension Assessment	Cox, Selisa	10	1151	1/13/2015
4	Accucess Reading Comprehension Assessment	Davis, Jai Lyn	9	885	1/13/2015
5	Accucess Reading Comprehension Assessment	Draper, Kelly	10	1028	1/13/2015
6	Accucess Reading Comprehension Assessment	Franklin, Deonta	11	868	10/14/2014
7	Accucess Reading Comprehension Assessment	Green, Tioauna	10	900	1/13/2015
8	Accucess Reading Comprehension Assessment	Gregory, Destani	11	900	1/13/2015
9	Accucess Reading Comprehension Assessment	Horton, ReKiyah	9	1098	1/13/2015
10	Accucess Reading Comprehension Assessment	Howard, Nafieshaa	9	925	1/13/2015
11	Accucess Reading Comprehension Assessment	Jackson-Whaley, Diani	9	720	1/13/2015
12	Accucess Reading Comprehension Assessment	Paige, D Ante	10	900	1/13/2015
13	Accucess Reading Comprehension Assessment	Rowe, Eriana	10	1185	1/13/2015
14	Accucess Reading Comprehension Assessment	Shears, Antwione	10	1035	1/13/2015
15	Accucess Reading Comprehension Assessment	Sheridan, Ruby	12	1014	1/13/2015
16	Accucess Reading Comprehension Assessment	Strickland, Ta ya	10	1100	1/13/2015
17	Accucess Reading Comprehension Assessment	Subba, Arati	9	440	1/13/2015
18	Accucess Reading Comprehension Assessment	Toney, Kymberlyn	9	1021	1/13/2015

DELASALLE

Opportunity Powered by Education

- Samples of Edmentum PLATO curriculum guides demonstrating alignment to Common Core Standards. (PLATO has not released documentation of alignment to Missouri Learning Standards yet.)
- Sample Unit Map for Biology showing alignment to standards

Algebra IA



Teacher's Guide

PLATO

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Overview

PLATO Courses are developed to give the instructor a variety of ways to engage different learning modalities and to give the student an opportunity to experience a range of standards and objectives to ensure academic success.

PLATO Courses integrate PLATO online curriculum, electronic learning activities, and supporting interactive activities. An array of assessment tools allows the instructor to correctly place students at the appropriate learning level, to evaluate strengths and needs, to create individualized learning goals, and to determine proficiency. Reports assist the student in understanding where he or she needs to focus to be academically successful as measured against objectives. Guidelines and tools are provided to track student progress and to determine a final course grade.

PLATO Courses give the instructor control over the instructional choices for individual students as well as for the classroom. The instructor may use all of the components as sequenced or select specific activities to support and enhance instruction. PLATO Courses can be used in a variety of ways to increase student achievement.

Course Components

Learning Activities

Three types of learning activities form the building blocks of active learning for this course: lessons, unit activities, and online discussions.

- **Lessons**. Each lesson in this course contains one or more learning components. All contain an interactive tutorial. Some include a Lesson Activity, as well.
  - **Tutorials.** Tutorials provide direct instruction and interactive checks of understanding. Practice interactions include drag-and-drop matching, multiple-choice questions, and fill-in-the-blank questions. Tutorials also often include links to informational websites, interactions, and videos, which enable students to broaden their understanding.
  - **Lesson Activities**. Lesson Activities are typically based on multipart problems. These problem-based activities allow students to develop new learning in a constructivist way or to apply learning from the tutorial in a significant way. Lesson Activities are designed to be an authentic learning and assessment tool.
- **Unit Activities**. The unit activity at the end of each unit aims to deepen understanding of some key unit objectives and tie them together or tie them to other course concepts. Unit activities are similar to Lesson Activities, but are intended to combine and leverage concepts developed throughout the unit.
- **Online Discussions**. Online discussion with instructors and other students is a key activity, based on 21st-century skills, that allows for higher-order thinking about terminal objectives. An online threaded discussion mirrors the educational experience of a classroom discussion. Instructors can initiate a discussion by asking a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others. Each unit in a course has one predefined discussion topic; instructors may include additional discussion topics. A rubric for grading discussion responses is included in this guide.

Learning Aids

Learning aids assist students within the courseware activities. In this course, these learning aids include the following:

- **Scientific Calculator (Tutorials)**. The Scientific Calculator is available in case students do not have access to a handheld calculator.
- **Data Tools (Probability and Statistics Lessons only)**. Online data tools allow students to plot data using four widely applicable tools: histograms, box plots, scatter plots, and stem and leaf plots. Students are also provided with a document providing specific instructions on how to use these tools.

Assessment and Testing

Best practices in assessment and testing call for a variety of activities to evaluate student learning. Multiple data points present a more accurate evaluation of student strengths and needs. These tools include both objective and authentic learning tools.

- **Objective Assessments**. There is a specific learning objective associated with each lesson. Each lesson objective is assessed through objective assessments at three different points during the course: at the end of the specific lesson, at the end of the unit, and at the end of the semester. In addition, pretests based on these objectives are available at the beginning of each unit, if desired by the teacher.
  - **Mastery tests** at the end of each lesson provide the instructor and the student with clear indicators of areas of strength and weakness. These multiple-choice tests are taken online.
  - **Unit pretests** are optional assessments, typically designed for credit recovery use. If a student shows mastery of a lesson's objective (80% proficiency), the student may be automatically exempted from that lesson in the upcoming unit. Courses for first-time credit typically do not employ unit pretests. The tests are multiple-choice and are provided online.
  - **Unit posttests** help instructors track how well students have mastered the unit's content. The tests are multiple-choice and are provided online.
  - **End-of-semester tests** assess the major objectives covered in the course. By combining the unit pretest and unit posttest information with the end-of-semester test results, the instructor will gain a clear picture of student progress. The tests are multiple-choice and are provided online.
- **Authentic Learning Assessment**. Of the assessment tools available in this course, three are designed specifically to address higher-level thinking skills and operations: Lesson Activities, unit activities, and discussions. These authentic learning activities allow students to develop deep understanding and provide data for the teacher to assess knowledge development. These three types of activities are described in the Learning Activities section above. The following comments address their use for assessment.
  - **Lesson Activities** immerse the student into one or more in-depth problems that center on developing a deep understanding of the learning objective. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. All Lesson Activities in this course are self-checked by the student; however, it is possible to submit this work for teacher grading on paper, by email, or by creating a drop box activity in the course learning path.
  - **Unit Activities** are similar to Lesson Activities, but more time intensive and require a more integrative understanding of the unit's objectives. They also provide a tool for assessing identified Common Core mathematical practices, inquiry skills, STEM skills, and 21st century skills. Unit activities are teacher graded and submitted through the drop box. These activities allow the instructor to score work on a scale of 0 to 100. A 10-point suggested rubric is provided to both the student and the teacher for this purpose.
  - **Discussions** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help teachers assess students' critical-thinking skills, communication skills, and overall facility with the unit concepts. Each unit in this course has one predefined discussion topic. Instructors

can customize the course, however, to include additional discussion topics. Online discussions may use whatever rubric the instructor sets. A suggested rubric is provided here for reference.

Online Discussion Rubric				
	D/F 0–69 Below Expectations	C 70–79 Basic	B 80–89 Proficient	A 90–100 Outstanding
Relevance of Response	The responses do not relate to the discussion topic or are inappropriate or irrelevant.	Some responses are not on topic or are too brief or low level. Responses may be of little value (e.g., yes or no answers).	The responses are typically related to the topic and initiate further discussion.	The responses are consistently on topic and bring insight into the discussion, which initiates additional responses.
Content of Response	Ideas are not presented in a coherent or logical manner. There are many grammar or spelling errors.	Presentation of ideas is unclear, with little evidence to back up ideas. There are grammar or spelling errors.	Ideas are presented coherently, although there is some lack of connection to the topic. There are few grammar or spelling errors.	Ideas are expressed clearly, with an obvious connection to the topic. There are rare instances of grammar or spelling errors.
Participation	The student does not make any effort to participate in the discussion.	The student participates in some discussions but not on a regular basis.	The student participates in most discussions on a regular basis but may require some prompting to post.	The student consistently participates in discussions on a regular basis.

Course Implementation Models

PLATO Courses give instructors the flexibility to define implementation approaches that address a variety of learning needs. Instructors can configure the courses to allow individual students to work at their own pace or for group or class learning. Furthermore, the courses can be delivered completely online (that is, using a virtual approach) or can include both face-to-face and online components (that is, using a blended approach). Depending on the learner grouping and learning approach, instructors can choose to take advantage of peer-to-peer interaction through online discussions. Similarly, if students have prior knowledge of the concepts taught in certain lessons, instructors can decide to employ unit pretests to assess students' prior knowledge and exempt them from taking the lessons. Note, however, that this feature is primarily designed for credit recovery purposes. For first-time credit, students are typically not allowed to "test out" of course lessons. Following are two common implementation models for using PLATO Courses, along with typical (but not definitive) implementation decisions.

- **Independent Learning**
  The student is taking the course online as a personal choice or as part of an alternative learning program.

Learner grouping	independent learning
Learning approach	blended or virtual
Discussions	remove from learning path
Unit pretests	students do not take pretests

- **Group or Class Learning**
  The online course is offered for a group of students. These students may not be able to schedule the specific course at their local school site, or they may simply want the experience of taking an online course.

Learner grouping	group interaction
Learning approach	blended or virtual
Discussions	use; additional discussion questions may be added
Unit pretests	students do not take pretests

Algebra 1A Overview

Course Structure
This is a one-semester course organized into units and lessons. The typical audience for this course is students at the high school level.

Pedagogical Approach
This course is designed to enable all students at the secondary level to develop a deep understanding of the algebra objectives identified in the course pacing guide detailed below. It is also based on the Common Core State Standards Initiative and on a modern understanding of student learning in mathematics and STEM disciplines.

In addition to content standards, the Common Core State Standards Initiative makes these key points about CCSS high school mathematics curricula:

- They include rigorous content and application of knowledge through high-order skills.
- They call on students to practice applying mathematical ways of thinking to real-world issues and challenges, preparing students to think and reason mathematically.
- They set a rigorous definition of college and career readiness by helping students develop a depth of understanding and ability to apply mathematics to novel situations, as college students and employees regularly do.
- They emphasize mathematical modeling and the use of mathematics and statistics to analyze empirical situations, to understand them better, and to improve decisions.

Lesson Activities and Unit Activities in this course exercise learning objectives that require ongoing attention throughout the student's education. These global learning objectives are specifically called out at the beginning of each Lesson Activity. They are organized into four useful categories:

- **Mathematical Practices**—the eight Standards for Mathematical Practice identified by the Common Core State Standards Initiative
- **Inquiry**—skills associated with investigation, experimentation, analysis, drawing conclusions, and communicating effectively
- **STEM**—activities that combine mathematics and other technical disciplines or that provide insight into careers in science, technology, engineering, and math
- **21st Century Skills**—using online tools, applying creativity and innovation, using critical thinking and problem-solving skills, communicating effectively, assessing and validating information, performing large-scale data analysis, and carrying out technology-assisted modeling

Online discussions employ some similar skills on an interesting problem, with the added advantage that they enable communication and collaboration among students. This is a critical aspect of the course, especially in fully online implementations, where peer-to-peer interaction may be limited.

Taken together, the elements of this course are designed to help students learn in a multifaceted but straightforward way. Finally, the curriculum is clearly relevant and highly engaging for students while being straightforward for teachers to manage.

Algebra 1A Curriculum Contents and Pacing Guide

This course is divided into units and is designed to be completed in one semester. The Pacing Guide provides a general timeline for presenting each unit. This guide is adjustable to fit your class schedule. It is based on a typical 180-day school year schedule with 90 days per semester.

Unit 1: Relationships Between Quantities and Reasoning with Equations

Summary

This unit focuses on three CCSS domains that relate to expressions and equations:

- A.SSE: Seeing Structure in Expressions
- A.CED: Creating Equations
- A.REI: Reasoning with Equations and Inequalities

	Unit 1: Expressions and Equations		
Day	**Activity/*PLATO Objective***	**Common Core State Standard**	**Type**
4 days: 1–4	**Adding Monomials** *Add monomials.* **Subtracting Monomials** *Subtract monomials.* **Multiplying Monomials** *Multiply monomials.* **Dividing Monomials** *Divide monomials.*	**A.SSE.1** Interpret expressions that represent a quantity in terms of its context. a. Interpret parts of an expression, such as terms, factors, and coefficients.	Lessons
4 days: 5–8	**Adding Binomials and Monomials** *Add binomials.* **Subtracting Binomials and Monomials** *Subtract binomials.* **Multiplying Monomials and Binomials** *Multiply binomials.*	**A.SSE.1** Interpret expressions that represent a quantity in terms of its context. b. Interpret complicated expressions by viewing one or more of their parts as a single entity.	Lessons

	Dividing Binomials by Monomials *Divide binomials.*		
7 days: 9–15	**Linear Equations in 1 Variable: Isolating the Variable** *Solve more difficult linear equations by isolating the variable.* **Linear Inequalities in 1 Variable, Part 1** *Solve linear inequalities using addition and subtraction.* **Linear Inequalities in 1 Variable, Part 2** *Solve linear inequalities for which multiplication and division are required.* **More Difficult Linear Inequalities in 1 Variable** *Solve more difficult linear inequalities by isolating the variable.* **Literal Equations** *Write literal equations to solve math problems.* **Adapting and Using Formulas** *Rewrite formulas to solve problems with variables.* **Using Linear Equations to Solve Problems** *Use linear math sentences in one variable to solve practical problems.*	**A.CED.1** Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	Lessons
10 days: 16–25	**Ordered Pairs as Solutions of Linear Equations** *Determine whether an ordered pair is a solution of a linear equation.* **Graphing Linear Equations in 2 Variables** *Determine if a point is on the graph of a linear equation.* **Graphs, Slopes, and y-Intercepts** *Determine the slope and intercept of a linear relationship from its graph.* **Finding x- and y-Intercepts of a Linear Equation** *Find the intercepts of a linear equation.* **Equations, Graphs, Slopes, and y-Intercepts** *Use the slope and intercept of linear functions to write an equation from a graph, and draw a graph from an equation.*	**A.CED.2** Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Lessons

	Slope-Intercept Form *Apply the slope-intercept form of the equation of a line.* **Point-Slope Form** *Apply the point-slope form of the equation of a line.*		
1 day: 26	**Solving Problems with Systems of Linear Equations** *Solve practical problems with two variables.*	**A.CED.3** Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.	Lesson
1 day: 27	**Review: Equations and Inequalities** *Review how to solve equations and inequalities.*	**A.REI.3** Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Lesson
4 days: 28–31	**Unit Activity—Unit 1**		Unit Activity
1 day: 32	**Posttest—Unit 1**		Assessment

Unit 2: Linear and Exponential Relationships

Summary

This unit focuses on four CCSS domains as they relate to quadratic relationships:

- N.RN: The Real Number System
- A.REI: Reasoning with Equations and Inequalities
- F.IF: Interpreting Functions
- F.BF: Building Functions

	Unit 2: Linear and Exponential Relationships		
Day	**Activity** / *PLATO Objective*	**Common Core State Standard**	**Type**
1 day: 33	**Interpreting Graphs to Solve Problems** *Solve problems or answer questions based on linear graphs that represent real-world situations.*	**F.IF.4** For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities,	Lesson

		and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.	
2 days: 34–35	**Graphing Linear Inequalities in Two Variables** *Graph linear inequalities in two variables.*	**A.REI.12** Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Lesson
1 day: 36	**Solving and Graphing Systems of Equations** *Solve a system of linear equations.*	**A.REI.11** Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	Lesson
2 days: 37–38	**Solving Systems of Linear Inequalities by Graphing** *Solve a system of inequalities by graphing.*	**A.REI.12** Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Lesson
1 day: 39	**Patterns and Sequences** *Study different types of patterns and predict future items in these patterns.*	**F.IF.3** Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.	Lesson

1 day: 40	**Functions** *Study relationships called functions, the parts of a function (input, output, rule), and how they are related.*	**F.IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Lesson
2 days: 41–42	**Finding the Domain and Range of a Function** *Find the domain and range of a function.*	**F.IF.1** Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x. The graph of f is the graph of the equation $y = f(x)$.	Lesson
1 day: 43	**Describing Functions with Equations, Tables, and Graphs** *Study how equations, tables, and graphs can represent the same function.*	**F.IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Lesson
4 days: 44–47	**Integer Exponents and the Product Rule** *Simplify a product using the product rule for exponents.* **Integer Exponents and the Quotient Rule** *Divide exponential forms with the same base using the quotient rule for exponents.* **Integer Exponents and the Power Rule, Part 1** *Use the power rule for exponents to simplify an expression with exponents raised to a power.* **Integer Exponents and the Power Rule, Part 2** *Use the power rule for exponents to simplify an expression with exponents raised to a power.*	**N.RN.2** Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Lessons
7 days: 48–54	**Solving Linear Systems Using Substitution** *Solve linear equations using the substitution method.* **Solving Linear Systems Using Linear Combinations** *Solve systems of linear equations using the linear combinations method.*	**A.REI.5** Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Lessons

	Solving Linear Systems of Equations: Addition *Solve a system of equations by adding or subtracting.*		
1 day: 55	**Solving Problems with Linear Systems** *Solve word problems using a system of two linear equations or inequalities.*	**A.REI.6** Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Lesson
1 day: 56	**Rationalizing the Denominator in Rational Expressions** *Rationalize the denominator in rational expressions using the rules for exponents.*	**N.RN.1** Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.	Lesson
1 day: 57	**Defining a Function with Its Rule** *Determine whether a relation represents a function.*	**F.IF.2** Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Lesson
2 days: 58–59	**Equations and Graphs of Functions, Part 1** *Determine if a graph represents a function.* **Equations and Graphs of Functions, Part 2** *Determine if a graph represents a function.*	**F.LE.3** Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	Lesson
8 days: 60–67	**Solving Problems with Linear Functions** *Describe real-world situations as linear functions.* **Solving Problems with Quadratic Functions** *Describe real-world situations as quadratic functions.* **Exponential Growth** *Solve problems that involve exponential growth.* **Exponential Decay** *Solve problems that involve exponential decay.*	**F.LE.1** Distinguish between situations that can be modeled with linear functions and with exponential functions. a. Prove that linear functions grow by equal differences over equal intervals; and that exponential functions grow by equal factors over equal intervals. b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.	Lesson

2 days: 68–69	**Introduction to Sequences and Series** *Use and write sequences and series and find the sum of a series.*	**F.IF.3** Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.	Lesson
4 days: 70–73	**Arithmetic Sequences and Series** *Write rules for arithmetic sequences and find sums of arithmetic series.* **Geometric Sequences and Series** *Learn to write rules for geometric sequences and find sums of geometric series.*	**F.BF.2** Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	Lessons
1 day: 74	**Translations and Transformations** *Alter a function by translating and transforming the graph.*	**F.BF.3** Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k\,f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	Lesson
4 days: 75–78	**Unit Activity—Unit 2**		Unit Activity
1 day: 79	**Posttest—Unit 2**		Assessment
1 day: 80	**Semester Review**		
1 day: 81	**End-of-Semester Exam**		Assessment

The Correlation of PLATO® Curricula to Common Core State Standards: Grades 6-12

July 01, 2013

INTRODUCTION

PLATO Learning Inc. combines PLATO computer-assisted instruction into a flexible integrated learning system to enhance instructional effectiveness in education programs. This document identifies PLATO instructional activities that correlate to the Common Core State Standards: Grades 6-12. English Language Arts Standards, Grades 6-12. URL: http://www.corestandards.org/.

It is recommended that instructors review the correlation in order to fine-tune the activity to fit their educational environment. Modules may be added or removed; Web sites and offline activities may also be incorporated to enhance the learning path.

The following PLATO courseware was used in this correlation report:

PLATO® Course English 10, Semester A v3.0
PLATO® Course English 10, Semester B v3.0

PLATO Learning, Inc. looks forward to supporting your initiatives in providing successful educational programs using PLATO® computer-based lessons.

Grades 6-12

Reading: Literature

Grade 9-10

Key Ideas and Details

RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace

Finding Answers
Unit 3 - Persuasion
Powerful Oratory
Unit 5 - Writing for Precision
The Research Process
PLATO Course English 10, Semester B v3.0
Unit 1 - Building Reading Strategies
Unit Activity: Building Reading Strategies
Unit 2 - Reading Sciences
Writing a Position Paper
Unit Activity: Reading Sciences
Unit 3 - Analysis of Fiction
Literary Analysis

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

PLATO Course English 10, Semester B v3.0
Unit 3 - Analysis of Fiction
Understanding Literature
A Strategy for Reading Literature
Unit Activity: Analysis of Fiction
Unit 4 - Analysis of Poetry
Unit Activity: Analysis of Poetry
PLATO Course English 10, Semester A v3.0
Unit 4 - Reading Historical Fiction
Unit Activity: Reading Historical Fiction

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

PLATO Course English 10, Semester B v3.0
Unit 3 - Analysis of Fiction
Understanding Literature
Character and Motive
Unit Activity: Analysis of Fiction
Unit 4 - Analysis of Poetry
Poet vs. Speaker
PLATO Course English 10, Semester A v3.0
Unit 4 - Reading Historical Fiction
Unit Activity: Reading Historical Fiction

Craft and Structure

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- PLATO Course English 10, Semester B v3.0
  - Unit 3 - Analysis of Fiction
    - Understanding Literature
    - Literary Analysis
    - Unit Activity: Analysis of Fiction
  - Unit 4 - Analysis of Poetry
    - Getting At Word Meanings
    - Literary Devices
- PLATO Course English 10, Semester A v3.0
  - Unit 1 - Preparing for the Workplace
    - Writing Business Letters

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

- PLATO Course English 10, Semester A v3.0
  - Unit 2 - Critical Reading
    - Understanding the Social Sciences
  - Unit 3 - Persuasion
    - Emphasizing Ideas Using Parallel Structures
    - Using Linking Words with Parallel Structures
    - Persuasive Opinion Writing
- PLATO Course English 10, Semester B v3.0
  - Unit 4 - Analysis of Poetry
    - Poet vs. Speaker
  - Unit 1 - Building Reading Strategies
    - Analyzing Text Structures
    - Unit Activity: Building Reading Strategies
  - Unit 3 - Analysis of Fiction
    - Plot and Setting
    - Literary Analysis

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

PLATO Course English 10, Semester A v3.0
Unit 5 - Writing for Precision
Extending Your Idea Inventory
Unit 4 - Reading Historical Fiction
Literature from History
Unit Activity: Reading Historical Fiction
PLATO Course English 10, Semester B v3.0
Unit 3 - Analysis of Fiction
Unit Activity: Analysis of Fiction

Integration of Knowledge and Ideas

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

PLATO Course English 10, Semester A v3.0
Unit 2 - Critical Reading
Analyzing Viewpoints
Unit 3 - Persuasion
Unit Activity: Persuasion
PLATO Course English 10, Semester B v3.0
Unit 3 - Analysis of Fiction
Unit Activity: Analysis of Fiction

RL.9-10.8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Finding the Resources
Step-by-Step Instructions
Writing Business Letters
Unit 4 - Reading Historical Fiction
Interpreting Historical Fiction
Literature from History
PLATO Course English 10, Semester B v3.0
Unit 1 - Building Reading Strategies
Doing Your Best on Reading Tests

Range of Reading and Level of Text Complexity

RL.9-10.9. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

PLATO Course English 10, Semester A v3.0
- Unit 1 - Preparing for the Workplace
  - Finding the Resources
  - Finding Answers
  - Step-by-Step Instructions
- Unit 2 - Critical Reading
  - A Strategy for Reading Social Sciences
  - Unit Activity: Critical Reading
- Unit 4 - Reading Historical Fiction
  - Literature from History

PLATO Course English 10, Semester B v3.0
- Unit 1 - Building Reading Strategies
  - Reading to Remember
- Unit 2 - Reading Sciences
  - A Strategy for Reading Science
  - Coming to Terms With Science Terms
- Unit 3 - Analysis of Fiction
  - Unit Activity: Analysis of Fiction

Reading: Informational Text

Grade 9-10

Key Ideas and Details

RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

PLATO Course English 10, Semester A v3.0
- Unit 1 - Preparing for the Workplace
  - Finding Answers
  - Step-by-Step Instructions
- Unit 3 - Persuasion
  - Powerful Oratory
- Unit 5 - Writing for Precision
  - The Research Process

PLATO Course English 10, Semester B v3.0
- Unit 1 - Building Reading Strategies
  - Doing Your Best on Reading Tests

Unit Activity: Building Reading Strategies
Unit 2 - Reading Sciences
Making Predictions and Drawing Conclusions
Writing a Position Paper
Unit Activity: Reading Sciences
Unit 3 - Analysis of Fiction
Literary Analysis

RI.9-10.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Finding the Resources
Asking Questions
Finding Answers
Preparing for Review
Writing Business Letters
Unit 2 - Critical Reading
A Strategy for Reading Social Sciences
Unit 4 - Reading Historical Fiction
A Strategy for Reading History
Unit 3 - Persuasion
Propaganda Techniques
PLATO Course English 10, Semester B v3.0
Unit 1 - Building Reading Strategies
Building Your Vocabulary
Reading to Remember
Doing Your Best on Reading Tests
Unit Activity: Building Reading Strategies
Unit 3 - Analysis of Fiction
A Strategy for Reading Literature
Unit 2 - Reading Sciences
Understanding Science
A Strategy for Reading Science

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

PLATO Course English 10, Semester A v3.0
Unit 2 - Critical Reading

Understanding the Social Sciences
PLATO Course English 10, Semester B v3.0
Unit 3 - Analysis of Fiction
Literary Analysis

Craft and Structure

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

PLATO Course English 10, Semester B v3.0
Unit 1 - Building Reading Strategies
Building Your Vocabulary
Doing Your Best on Reading Tests
Unit 3 - Analysis of Fiction
Building Your Literature Vocabulary
Unit 2 - Reading Sciences
Building Your Science Vocabulary
Unit 4 - Analysis of Poetry
Getting At Word Meanings
Unit 5 - Narratives
Choosing Whose/Who's, Lay/Lie, and Sit/Set
PLATO Course English 10, Semester A v3.0
Unit 2 - Critical Reading
Building Your Social Sciences Vocabulary
Unit 4 - Reading Historical Fiction
Building Your History Vocabulary

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

PLATO Course English 10, Semester B v3.0
Unit 1 - Building Reading Strategies
Doing Your Best on Reading Tests
PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Step-by-Step Instructions
Writing Business Letters
Unit 4 - Reading Historical Fiction
Interpreting Historical Fiction

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

PLATO Course English 10, Semester B v3.0
Unit 1 - Building Reading Strategies
Doing Your Best on Reading Tests
PLATO Course English 10, Semester A v3.0
Unit 2 - Critical Reading
Understanding the Social Sciences
Unit 1 - Preparing for the Workplace
Step-by-Step Instructions
Writing Business Letters
Unit 4 - Reading Historical Fiction
Interpreting Historical Fiction

Integration of Knowledge and Ideas

RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

PLATO Course English 10, Semester A v3.0
Unit 2 - Critical Reading
Analyzing Viewpoints
Unit 3 - Persuasion
Unit Activity: Persuasion

RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

PLATO Course English 10, Semester A v3.0
Unit 2 - Critical Reading
Understanding the Social Sciences
Analyzing Viewpoints
Unit 3 - Persuasion
Propaganda Techniques

RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

PLATO Course English 10, Semester B v3.0
Unit 3 - Analysis of Fiction
Understanding Literature
A Strategy for Reading Literature
PLATO Course English 10, Semester A v3.0
Unit 4 - Reading Historical Fiction
Understanding History
A Strategy for Reading History
Interpreting Historical Fiction

Range of Reading and Level of Text Complexity

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Finding the Resources
Finding Answers
Step-by-Step Instructions
Unit 2 - Critical Reading
A Strategy for Reading Social Sciences
Unit Activity: Critical Reading
PLATO Course English 10, Semester B v3.0
Unit 1 - Building Reading Strategies
Reading to Remember
Unit 2 - Reading Sciences
A Strategy for Reading Science
Coming to Terms With Science Terms
Unit 3 - Analysis of Fiction
Unit Activity: Analysis of Fiction

Writing

Grade 9-10

Text Types and Purposes

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- **W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that**

establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

PLATO Course English 10, Semester A v3.0
- Unit 5 - Writing for Precision
  - Writing Precisely
  - Unit Activity: Writing for Precision
- Unit 1 - Preparing for the Workplace
  - Step-by-Step Instructions
  - Writing Business Letters
- Unit 2 - Critical Reading
  - Analyzing Viewpoints
  - Unit Activity: Critical Reading
- Unit 3 - Persuasion
  - Persuasive Opinion Writing
  - Unit Activity: Persuasion

PLATO Course English 10, Semester B v3.0
- Unit 3 - Analysis of Fiction
  - Literary Analysis
- Unit 5 - Narratives
  - Unit Activity: Narratives

- **W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.**

PLATO Course English 10, Semester A v3.0
- Unit 5 - Writing for Precision
  - Writing Precisely
  - Unit Activity: Writing for Precision
- Unit 2 - Critical Reading
  - Analyzing Viewpoints
  - Unit Activity: Critical Reading
- Unit 3 - Persuasion
  - Persuasive Opinion Writing
  - Unit Activity: Persuasion

PLATO Course English 10, Semester B v3.0
- Unit 3 - Analysis of Fiction
  - Literary Analysis

- **W.9-10.1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.**

PLATO Course English 10, Semester A v3.0
Unit 3 - Persuasion
Powerful Oratory
Persuasive Opinion Writing
Unit 5 - Writing for Precision
Writing Precisely
The Research Process
Unit Activity: Writing for Precision
Unit 2 - Critical Reading
Analyzing Viewpoints
Unit Activity: Critical Reading
PLATO Course English 10, Semester B v3.0
Unit 3 - Analysis of Fiction
Literary Analysis

- **W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

PLATO Course English 10, Semester B v3.0
Unit 3 - Analysis of Fiction
Understanding Literature
Literary Analysis
PLATO Course English 10, Semester A v3.0
Unit 5 - Writing for Precision
Writing Precisely
The Research Process
Unit Activity: Writing for Precision
Unit 1 - Preparing for the Workplace
Step-by-Step Instructions
Writing Business Letters
Unit 2 - Critical Reading
Analyzing Viewpoints
Unit Activity: Critical Reading
Unit 3 - Persuasion
Persuasive Opinion Writing

- **W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.**

PLATO Course English 10, Semester A v3.0
Unit 5 - Writing for Precision
Writing Precisely
The Research Process
Unit Activity: Writing for Precision

Unit 1 - Preparing for the Workplace
Writing Business Letters
Unit 2 - Critical Reading
Analyzing Viewpoints
Unit Activity: Critical Reading
Unit 3 - Persuasion
Persuasive Opinion Writing
PLATO Course English 10, Semester B v3.0
Unit 3 - Analysis of Fiction
Literary Analysis

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- **W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.**

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Clear Directions
Unit Activity: Preparing for the Workplace
Unit 5 - Writing for Precision
The Research Process
Unit Activity: Writing for Precision
Unit 2 - Critical Reading
Unit Activity: Critical Reading

- **W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Finding Answers
Clear Directions
Unit Activity: Preparing for the Workplace
Unit 3 - Persuasion
Powerful Oratory
Propaganda Techniques
Unit 5 - Writing for Precision
The Research Process

Unit Activity: Writing for Precision
Unit 2 - Critical Reading
Unit Activity: Critical Reading
PLATO Course English 10, Semester B v3.0
Unit 1 - Building Reading Strategies
Unit Activity: Building Reading Strategies
Unit 2 - Reading Sciences
Unit Activity: Reading Sciences
Unit 3 - Analysis of Fiction
Literary Analysis
Unit 5 - Narratives
Narrative Essays
Unit Activity: Narratives

- **W.9-10.2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Clear Directions
Unit Activity: Preparing for the Workplace
Unit 5 - Writing for Precision
The Research Process
Unit Activity: Writing for Precision
Unit 2 - Critical Reading
Unit Activity: Critical Reading

- **W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.**

PLATO Course English 10, Semester B v3.0
Unit 1 - Building Reading Strategies
Building Your Vocabulary
Unit 2 - Reading Sciences
Building Your Science Vocabulary
Coming to Terms With Science Terms
Unit 5 - Narratives
Making Multiple Peer Review Passes
Unit 4 - Analysis of Poetry
Poetry Techniques
PLATO Course English 10, Semester A v3.0
Unit 2 - Critical Reading
Building Your Social Sciences Vocabulary
Unit Activity: Critical Reading

Unit 4 - Reading Historical Fiction
Building Your History Vocabulary
Unit 1 - Preparing for the Workplace
Clear Directions
Unit Activity: Preparing for the Workplace
Unit 5 - Writing for Precision
Writing Precisely
The Research Process
Unit Activity: Writing for Precision

- **W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.**

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Clear Directions
Unit Activity: Preparing for the Workplace
Unit 5 - Writing for Precision
Writing Precisely
The Research Process
Unit Activity: Writing for Precision
Unit 3 - Persuasion
Persuasive Opinion Writing
Unit 2 - Critical Reading
Unit Activity: Critical Reading
PLATO Course English 10, Semester B v3.0
Unit 5 - Narratives
Unit Activity: Narratives

- **W.9-10.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Clear Directions
Unit Activity: Preparing for the Workplace
Writing Business Letters
Unit 5 - Writing for Precision
Writing Precisely
The Research Process
Unit Activity: Writing for Precision
Unit 2 - Critical Reading

Analyzing Viewpoints
Unit Activity: Critical Reading
Unit 3 - Persuasion
Persuasive Opinion Writing

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- **W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.**

PLATO Course English 10, Semester B v3.0
Unit 3 - Analysis of Fiction
Plot and Setting
Unit 5 - Narratives
Narrative Essays
Unit Activity: Narratives

- **W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.**

PLATO Course English 10, Semester A v3.0
Unit 5 - Writing for Precision
Owning Your Essay
Unit 3 - Persuasion
Punctuating Quotations
PLATO Course English 10, Semester B v3.0
Unit 5 - Narratives
Narrative Essays
Unit Activity: Narratives

- **W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.**

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Writing Business Letters
Unit 5 - Writing for Precision
Unit Activity: Writing for Precision
PLATO Course English 10, Semester B v3.0
Unit 5 - Narratives

Narrative Essays
Unit Activity: Narratives

- **W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.**

PLATO Course English 10, Semester B v3.0
Unit 4 - Analysis of Poetry
Literary Devices
Unit 3 - Analysis of Fiction
Plot and Setting
Unit 5 - Narratives
Narrative Essays
Unit Activity: Narratives
PLATO Course English 10, Semester A v3.0
Unit 5 - Writing for Precision
Writing Precisely
Unit 3 - Persuasion
Emphasizing Ideas Using Parallel Structures

- **W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.**

PLATO Course English 10, Semester B v3.0
Unit 5 - Narratives
Narrative Essays
Unit Activity: Narratives

Production and Distribution of Writing

W.9-10.4. 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.)

PLATO Course English 10, Semester A v3.0
Unit 3 - Persuasion
Anticipating Counterarguments
Unit 5 - Writing for Precision
Writing Precisely
Directing a Peer Review
The Research Process
Unit Activity: Writing for Precision

Unit 1 - Preparing for the Workplace
Writing Business Letters
PLATO Course English 10, Semester B v3.0
Unit 2 - Reading Sciences
Unit Activity: Reading Sciences
Unit 5 - Narratives
Unit Activity: Narratives

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

PLATO Course English 10, Semester A v3.0
Unit 3 - Persuasion
Anticipating Counterarguments
Unit 5 - Writing for Precision
Writing Precisely
Directing a Peer Review
Using a Checklist to Proofread Your Work - Advanced
The Research Process
Unit Activity: Writing for Precision
Unit 1 - Preparing for the Workplace
Writing Business Letters
PLATO Course English 10, Semester B v3.0
Unit 5 - Narratives
Making Multiple Peer Review Passes
Unit Activity: Narratives
Unit 2 - Reading Sciences
Unit Activity: Reading Sciences

W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Unit Activity: Preparing for the Workplace
Unit 2 - Critical Reading
Analyzing Viewpoints
Unit 5 - Writing for Precision
The Research Process
Unit Activity: Writing for Precision

Research to Build and Present Knowledge

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

PLATO Course English 10, Semester A v3.0
- Unit 5 - Writing for Precision
  - Owning Your Essay
  - The Research Process
  - Unit Activity: Writing for Precision
- Unit 1 - Preparing for the Workplace
  - Career Search
- Unit 2 - Critical Reading
  - Analyzing Viewpoints
- Unit 4 - Reading Historical Fiction
  - Interpreting Historical Fiction
  - Unit Activity: Reading Historical Fiction

PLATO Course English 10, Semester B v3.0
- Unit 2 - Reading Sciences
  - Unit Activity: Reading Sciences

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

PLATO Course English 10, Semester A v3.0
- Unit 5 - Writing for Precision
  - Owning Your Essay
  - The Research Process
  - Unit Activity: Writing for Precision
- Unit 1 - Preparing for the Workplace
  - Career Search
- Unit 2 - Critical Reading
  - Analyzing Viewpoints
- Unit 4 - Reading Historical Fiction
  - Unit Activity: Reading Historical Fiction

PLATO Course English 10, Semester B v3.0
- Unit 2 - Reading Sciences
  - Unit Activity: Reading Sciences

W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **W.9-10.9a. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").**

PLATO Course English 10, Semester A v3.0
- Unit 1 - Preparing for the Workplace
  - Finding the Resources
  - Asking Questions
  - Preparing for Review
  - Step-by-Step Instructions
- Unit 3 - Persuasion
  - Powerful Oratory
  - Persuasive Opinion Writing
  - Propaganda Techniques
- Unit 5 - Writing for Precision
  - Writing Precisely
  - Owning Your Essay
  - The Research Process
  - Unit Activity: Writing for Precision
- Unit 2 - Critical Reading
  - Analyzing Viewpoints
  - Unit Activity: Critical Reading
- Unit 4 - Reading Historical Fiction
  - Unit Activity: Reading Historical Fiction

PLATO Course English 10, Semester B v3.0
- Unit 1 - Building Reading Strategies
  - Reading to Remember
  - Doing Your Best on Reading Tests
  - Unit Activity: Building Reading Strategies
- Unit 2 - Reading Sciences
  - Making Predictions and Drawing Conclusions
  - Writing a Position Paper
- Unit 3 - Analysis of Fiction
  - Literary Analysis
- Unit 5 - Narratives
  - Narrative Essays
  - Unit Activity: Narratives

- **W.9-10.9b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and faliacious reasoning").**

PLATO Course English 10, Semester A v3.0
Unit 5 - Writing for Precision
Writing Precisely
Owning Your Essay
The Research Process
Unit Activity: Writing for Precision
Unit 1 - Preparing for the Workplace
Step-by-Step Instructions
Writing Business Letters
Unit 4 - Reading Historical Fiction
Unit Activity: Reading Historical Fiction

Range of Writing

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Clear Directions
Unit Activity: Preparing for the Workplace
Unit 3 - Persuasion
Anticipating Counterarguments
Propaganda Techniques
Unit Activity: Persuasion
Unit 5 - Writing for Precision
Writing Precisely
Directing a Peer Review
Owning Your Essay
Using a Checklist to Proofread Your Work - Advanced
The Research Process
Unit Activity: Writing for Precision
Unit 2 - Critical Reading
Unit Activity: Critical Reading
Unit 4 - Reading Historical Fiction
Unit Activity: Reading Historical Fiction
PLATO Course English 10, Semester B v3.0
Unit 5 - Narratives
Making Multiple Peer Review Passes
Unit Activity: Narratives
Unit 4 - Analysis of Poetry
Creating Poetry

Speaking & Listening

Grade 9-10

Comprehension and Collaboration

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- **SL.9-10.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.**

PLATO Course English 10, Semester A v3.0
- Unit 3 - Persuasion
  - Powerful Oratory
  - Persuasive Opinion Writing
  - Unit Activity: Persuasion
- Unit 5 - Writing for Precision
  - Writing Precisely
  - The Research Process
  - Unit Activity: Writing for Precision
- Unit 1 - Preparing for the Workplace
  - Unit Activity: Preparing for the Workplace

- **SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.**

PLATO Course English 10, Semester A v3.0
- Unit 1 - Preparing for the Workplace
  - Unit Activity: Preparing for the Workplace
- Unit 3 - Persuasion
  - Unit Activity: Persuasion

- **SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.**

PLATO Modules are not available for this learning expectation.

- **SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.**

PLATO Course English 10, Semester B v3.0
Unit 2 - Reading Sciences
Understanding Science
PLATO Course English 10, Semester A v3.0
Unit 3 - Persuasion
Unit Activity: Persuasion

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

PLATO Course English 10, Semester B v3.0
Unit 2 - Reading Sciences
Understanding Science
PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Unit Activity: Preparing for the Workplace
Unit 2 - Critical Reading
Analyzing Viewpoints

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

PLATO Course English 10, Semester A v3.0
Unit 3 - Persuasion
Unit Activity: Persuasion

Presentation of Knowledge and Ideas

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

PLATO Course English 10, Semester A v3.0
Unit 5 - Writing for Precision
Writing Precisely
Unit 1 - Preparing for the Workplace

Unit Activity: Preparing for the Workplace

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Unit Activity: Preparing for the Workplace
Unit 2 - Critical Reading
Analyzing Viewpoints

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

PLATO Course English 10, Semester A v3.0
Unit 1 - Preparing for the Workplace
Unit Activity: Preparing for the Workplace
Unit 3 - Persuasion
Persuasive Opinion Writing

Language

Grade 9-10

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- **L.9-10.1a. Use parallel structure**

PLATO Course English 10, Semester A v3.0
Unit 3 - Persuasion
Emphasizing Ideas Using Parallel Structures
Using Linking Words with Parallel Structures

- **L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.**

PLATO Course English 10, Semester A v3.0

Unit 5 - Writing for Precision
Using Commas with Appositives
Correcting Sentence Fragments - Subordinate Clauses
PLATO Course English 10, Semester B v3.0
Unit 5 - Narratives
Using Commas with Linking Words like "Because"

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- **L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.**

PLATO Course English 10, Semester A v3.0
Unit 3 - Persuasion
Punctuating Quotations
Unit 5 - Writing for Precision
Reviewing for Spelling and Punctuation

- **L.9-10.2b. Use a colon to introduce a list or quotation.**

PLATO Course English 10, Semester A v3.0
Unit 3 - Persuasion
Punctuating Quotations
Unit 5 - Writing for Precision
Reviewing for Spelling and Punctuation

- **L.9-10.2c. Spell correctly**

PLATO Course English 10, Semester B v3.0
Unit 5 - Narratives
Making Multiple Peer Review Passes
Using "So" Correctly in Sentences
Choosing Whose/Who's, Lay/Lie, and Sit/Set
PLATO Course English 10, Semester A v3.0
Unit 5 - Writing for Precision
Reviewing for Spelling and Punctuation

Knowledge of Language

L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- **L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.**

  PLATO Course English 10, Semester A v3.0
    Unit 5 - Writing for Precision
      Unit Activity: Writing for Precision

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

- **L.9-10.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.**

  PLATO Course English 10, Semester B v3.0
    Unit 1 - Building Reading Strategies
      Building Your Vocabulary
      Doing Your Best on Reading Tests
    Unit 3 - Analysis of Fiction
      Building Your Literature Vocabulary
    Unit 2 - Reading Sciences
      Building Your Science Vocabulary
    Unit 5 - Narratives
      Choosing Whose/Who's, Lay/Lie, and Sit/Set
  PLATO Course English 10, Semester A v3.0
    Unit 2 - Critical Reading
      Building Your Social Sciences Vocabulary
    Unit 4 - Reading Historical Fiction
      Building Your History Vocabulary

- **L.9-10.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).**

  PLATO Course English 10, Semester B v3.0
    Unit 1 - Building Reading Strategies
      Building Your Vocabulary
      Doing Your Best on Reading Tests
    Unit 3 - Analysis of Fiction
      Building Your Literature Vocabulary
    Unit 2 - Reading Sciences

Building Your Science Vocabulary
Unit 4 - Analysis of Poetry
Getting At Word Meanings
PLATO Course English 10, Semester A v3.0
Unit 2 - Critical Reading
Building Your Social Sciences Vocabulary

- **L.9-10.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.**

PLATO Course English 10, Semester B v3.0
Unit 1 - Building Reading Strategies
Building Your Vocabulary
Unit 3 - Analysis of Fiction
Building Your Literature Vocabulary
Unit 4 - Analysis of Poetry
Getting At Word Meanings

- **L.9-10.4d. 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).**

PLATO Course English 10, Semester B v3.0
Unit 1 - Building Reading Strategies
Building Your Vocabulary
Doing Your Best on Reading Tests
Unit 3 - Analysis of Fiction
Building Your Literature Vocabulary
Unit 2 - Reading Sciences
Building Your Science Vocabulary
Unit 4 - Analysis of Poetry
Getting At Word Meanings
Unit 5 - Narratives
Choosing Whose/Who's, Lay/Lie, and Sit/Set
PLATO Course English 10, Semester A v3.0
Unit 2 - Critical Reading
Building Your Social Sciences Vocabulary
Unit 4 - Reading Historical Fiction
Building Your History Vocabulary

L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- **L.9-10.5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.**

  PLATO Course English 10, Semester A v3.0
    Unit 4 - Reading Historical Fiction
      Building Your History Vocabulary
  PLATO Course English 10, Semester B v3.0
    Unit 3 - Analysis of Fiction
      Unit Activity: Analysis of Fiction
    Unit 4 - Analysis of Poetry
      Poetry Techniques
      Unit Activity: Analysis of Poetry

- **L.9-10.5b. Analyze nuances in the meaning of words with similar denotations.**

  PLATO Course English 10, Semester B v3.0
    Unit 4 - Analysis of Poetry
      Getting At Word Meanings

L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

PLATO Course English 10, Semester B v3.0
  Unit 1 - Building Reading Strategies
    Building Your Vocabulary
    Doing Your Best on Reading Tests
  Unit 3 - Analysis of Fiction
    Building Your Literature Vocabulary
  Unit 2 - Reading Sciences
    Building Your Science Vocabulary
    Coming to Terms With Science Terms
PLATO Course English 10, Semester A v3.0
  Unit 2 - Critical Reading
    Building Your Social Sciences Vocabulary
    Unit Activity: Critical Reading
  Unit 4 - Reading Historical Fiction
    Building Your History Vocabulary

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PLATO® Course

English IOA

Teacher's Guide

PLATO LEARNING

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Overview

PLATO Courses are developed to give the instructor a variety of ways to engage different learning modalities and to give the student an opportunity to experience a range of standards and objectives to ensure academic success.

PLATO Courses integrate PLATO online curriculum, electronic learning activities, and supporting interactive activities. An array of assessment tools allows the instructor to correctly place students at the appropriate learning level, to evaluate strengths and needs, to create individualized learning goals, and to determine proficiency. Reports assist the student in understanding where he or she needs to focus to be academically successful as measured against objectives. Guidelines and tools are provided to track student progress and to determine a final course grade.

PLATO Courses give the instructor control over the instructional choices for individual students as well as for the classroom. The instructor may use all of the components as sequenced or select specific activities to support and enhance instruction. PLATO Courses can be used in a variety of ways to increase student achievement.

Course Components

Learning Activities
Four types of learning activities are available in PLATO Courses:

- **Tutorials.** The tutorials are modules with direct instruction and practice interactions. Instruction is made engaging through the use of videos and animations. Practice interactions that help students check their progress at mastering new concepts include drag-and-drops, multiple-choice questions, and fill-in-the blank questions. Some tutorials also include Web links to informational sites, games, and videos, which are designed to broaden students' access to information on the topic.

- **Lesson Activities.** The Lesson Activities are written assignments that allow the student to develop new learning in a constructivist way or apply learning from the direct instruction in a significant way. In either case, the Lesson Activities are designed to be an authentic learning and assessment tool: doing something real to develop new understanding while providing a subjective measure of that understanding.

  The Lesson Activities are embedded in the tutorials and supply a document for offline use by students to record results. Each activity has an answer key that provides answers for single-answer questions and objective rubrics and sample answers for open-ended questions. Students need to submit some of these activities through the Digital Drop Box for instructor evaluation and feedback. Other activities can be checked by students themselves using the answer key. Keep in mind that some students may need guidance to successfully self-check open-ended questions against a model.

- **Online Discussions.** Online discussion with instructors and other students is a key activity, based on twenty-first-century skills, that allows for higher-order thinking about terminal objectives. An online threaded discussion mirrors the educational experience of a classroom discussion. Instructors can initiate a discussion by asking a complex, open-ended question. Students can engage in the discussion by responding both to the question and to the thoughts of others. Each unit in a course has one predefined discussion topic; instructors may include additional discussion topics. A rubric for grading discussion responses is included in this guide.

- **Unit Activities.** The culminating activity at the end of each unit aims to deepen understanding of some key unit objectives and either tie them together or tie them to other course concepts. The Unit Activities entail authentic performance and support development of twenty-first-century skills. The student version includes a simple rubric, if appropriate, while teacher versions may contain more complex rubrics, answer keys, and modeled sample answers. Unit activities supply a document that students can use offline to record results.

Learning aids assist students within the courseware activities. In English 10 A, these learning aids, or tools, include the following:

- **Assessment and Testing.** Best practices in assessment and testing call for a variety of activities to evaluate student learning. Multiple data points present a more accurate evaluation of student strengths and needs. Some assessment activities also serve as learning activities to provide authentic learning and assessment opportunities. These activities are designed to encourage higher-order cognitive thinking and most focus on real-world applications and/or twenty-first-century skills. Note that assessment items are available for most tutorials in PLATO Courses. In support of this model of evaluation, PLATO Courses include the following:
    - **Lesson Activities** are embedded in the tutorials. They are designed to encourage investigation and to provide practice. Each activity has an answer key that provides answers for single-answer questions and objective rubrics and sample answers for open-ended questions. Students need to submit some of these activities through PLE's Digital Drop Box for instructor evaluation and feedback. Other activities can be checked by students themselves using the answer key. Keep in mind that some students may need guidance to successfully self-check open-ended questions against a model.
    - **Discussions** encourage students to reflect on concepts, articulate their thoughts, and respond to the views of others. Thus, discussions help assess students' critical-thinking skills. Each unit in a course has one predefined discussion topic; instructors may include additional discussion topics. A rubric for grading discussion responses is included in this guide.
    - **Unit pretests** are provided for each course unit. The purpose of these assessments is to determine the student's existing knowledge. If the student scores the prescribed percentage on a unit pretest, he or she may be exempted from completing the related courseware. Note, however, that this feature is primarily designed for credit recovery purposes. For first-time credit, students are typically not allowed to "test out" of course lessons.
    - **Mastery tests** at the end of each tutorial provide the instructor and the student with clear indicators of areas of strength and weakness. These multiple-choice tests are taken online.
    - **Unit Activities** give students the opportunity to apply and integrate concepts they have learned across lessons within a course unit and thereby demonstrate higher-order thinking skills. Students can use the Digital Drop Box to electronically submit their work for grading by the instructor.
    - **Unit posttests** help instructors track how well students have mastered the unit's content. The tests are multiple-choice and are provided online and offline.
    - **End-of-semester tests** assess the major objectives covered in the course. By combining the unit pretest and unit posttest information with the end-of-semester test results, the instructor will gain a clear picture of student progress.

Subjective Assessment

Of the assessment tools listed above, three are designed specifically to address higher-level thinking skills and operations: Lesson Activities, Unit Activities, and Discussions. All of these activities allow the instructor to score work either on a 4-point rubric or on a scale of 0 to 100.

Lesson Activities and Unit Activities employ the Digital Drop Box, which enables students to submit work in a variety of electronic formats. This feature allows for a wide range of authentic learning and assessment opportunities for courses. PLATO provides keys for PLATO-designed Digital Drop Box activities. These keys range from simple rubrics to detailed sample responses. Online discussions may use whatever rubric the instructor sets. A suggested rubric is provided here for your reference.

Online Discussion Rubric				
	D/F 0–69 Below Expectations	C 70–79 Basic	B 80–89 Proficient	A 90–100 Outstanding
Relevance of Response	The responses do not relate to the discussion topic or are inappropriate or irrelevant.	Some responses are not on topic or are too brief or low level. Responses may be of little value (e.g., yes or no answers).	The responses are typically related to the topic and initiate further discussion.	The responses are consistently on topic and bring insight into the discussion, which initiates additional responses.
Content of Response	Ideas are not presented in a coherent or logical manner. There are many grammar or spelling errors.	Presentation of ideas is unclear, with little evidence to back up ideas. There are grammar or spelling errors.	Ideas are presented coherently, although there is some lack of connection to the topic. There are few grammar or spelling errors.	Ideas are expressed clearly, with an obvious connection to the topic. There are rare instances of grammar or spelling errors.
Participation	The student does not make any effort to participate in the discussion.	The student participates in some discussions but not on a regular basis.	The student participates in most discussions on a regular basis but may require some prompting to post.	The student consistently participates in discussions on a regular basis.

Course Implementation Models

PLATO Courses give instructors the flexibility to define implementation approaches that address a variety of learning needs. Instructors can configure the courses to allow individual students to work at their own pace or for group or class learning. Furthermore, the courses can be delivered completely online (that is, using a virtual approach) or can include both face-to-face and online components (that is, using a blended approach). Depending on the learner grouping and learning approach, instructors can choose to take advantage of peer-to-peer interaction through online discussions. Similarly, if students have prior knowledge of the concepts taught in certain lessons, instructors can decide to employ unit pretests to assess students' prior knowledge and exempt them from taking the lessons. Note, however, that this feature is primarily designed for credit recovery purposes. For first-time credit, students are typically not allowed to "test out" of course lessons. Following are two common implementation models for using PLATO Courses, along with typical (but not definitive) implementation decisions.

- **Independent Learning**
  The student is taking the course online as a personal choice or as part of an alternative learning program.

Learner grouping	independent learning
Learning approach	blended or virtual
Discussions	remove from learning path
Unit pretests	students do not take pretests

- **Group or Class Learning**
  The online course is offered for a group of students. These students may not be able to schedule the specific course at their local school site, or they may simply want the experience of taking an online course.

Learner grouping	group interaction
Learning approach	blended or virtual
Discussions	use; additional discussion questions may be added
Unit pretests	students do not take pretests

For more information about implementation models, read the document *PLATO Online Courses—Implementation Models.*

English 10, Semester A, Overview

Instructional Approach
Each unit in English 10 uses a central theme to teach reading, writing, grammar, and mechanics, thus providing learners with a cohesive and connected learning experience. Research strongly supports the use of connections to increase learner achievement.

Each unit in the course includes a predefined discussion topic. These discussions provide an opportunity for discourse on specific course concepts and their applications. In this way, the course encourages the development of critical twenty-first-century skills.

To generate skills for lifelong learning, many of the lessons in this course use student-driven, constructivist approaches for concept development. The remaining lessons employ direct instruction approaches.

Instructional Strategies
Common instructional strategies include a structure that provides for both individual and group learning. Learners are expected to respond to writing prompts, analyze both fiction and nonfiction pieces, use the Internet to research, create presentations to share information, and use grading rubrics to understand expectations.

English 10, Semester A, Curriculum Contents and Pacing Guide

This section provides a brief summary of the course units in the semester. This semester is divided into 5 units spread over 15 weeks. The Unit Pacing Guide provides a general timeline for presenting each unit. This guide is designed to fit your class schedule and is adjustable.

Unit 1: Preparing for the Workplace

Summary
Learners improve reading strategies by finding out what resources to use while reading, what questions to ask while reading, how to find answers to those questions, and how to review material they have read. Learners will also analyze technical documents, learn how to conduct a career search, and apply writing skills to writing a business letter.

Activity Matrix
Students who score the prescribed percentage on a unit pretest will be exempted from completing the related lesson.

Unit 1: Preparing for the Workplace—Week 1		
Day	**Activity**/*Objective*	**Type**
1	**Pretest—Unit 1**	Online
2	**Finding the Resources** *Learner will choose the parts of a text that should be read first in order to find information.*	Tutorial
3	**Asking Questions** *Learner will use text aids to write pre-reading questions.*	Tutorial
4	**Finding Answers** *Learner will locate information within the text based on questions about the text.*	Tutorial
5	**Step-by-Step Instructions** *Learner will analyze a functional document and write an instruction manual.*	Tutorial

Unit 1: Preparing for the Workplace—Week 2		
Day	**Activity/*Objective***	**Type**
1	**Clear Directions** *Learner will read a passage containing directions for using a product. The passage will have some errors in construction and some missing features that should be included to make the directions more clear.*	Practice
2	**Career Search** *Learner will research career opportunities and analyze functional workplace documents.*	Tutorial
3	**Career Search, continued**	Tutorial
4	**Career Search, continued**	Tutorial
5	**Career Search, continued**	Tutorial

Unit 1: Preparing for the Workplace—Week 3		
Day	**Activity/*Objective***	**Type**
1	**Preparing for Review** *Learner will prepare for review by using highlighting or underlining, taking notes, and building tables.*	Tutorial
2	**Preparing for Review, continued**	Tutorial
3	**Writing Business Letters** *Learner will learn how to write effective business letters.*	Tutorial
4	**Writing Business Letters, continued**	Tutorial
5	**Posttest—Unit 1**	Online

Unit 2: Critical Reading

Summary
Learners build vocabulary and improve reading comprehension by reading social science--related literature. They also conduct critical research, read and evaluate articles, and express conclusions by synthesizing findings in a presentation.

Activity Matrix
Students who score the prescribed percentage on a unit pretest will be exempted from completing the related lesson.

Unit 2: Critical Reading—Week 4		
Day	**Activity/*Objective***	**Type**
1	**Pretest—Unit 2**	Online
2	**Building Your Social Sciences Vocabulary** *Learner will study word parts that are common in the social sciences.*	Tutorial
3	**Understanding the Social Sciences** *Learner will evaluate the quality of facts that support a stated opinion.*	Tutorial
4	**Understanding the Social Sciences, continued**	Tutorial
5	**Understanding the Social Sciences, continued**	Tutorial

Unit 2: Critical Reading—Week 5		
Day	**Activity/*Objective***	**Type**
1	**Analyzing Viewpoints** *Learner will analyze different viewpoints on an issue through online research and prepare a presentation.*	Tutorial
2	**Analyzing Viewpoints, continued**	Tutorial
3	**Analyzing Viewpoints, continued**	Tutorial
4	**Analyzing Viewpoints, continued**	Tutorial
5	**A Strategy for Reading Social Sciences** *Learner will use the reading strategies on non-textbook passages.*	Tutorial

Unit 2: Critical Reading—Week 6		
Day	**Activity/*Objective***	**Type**
1	**A Strategy for Reading Social Sciences, continued**	Tutorial
2	**A Strategy for Reading Social Sciences, continued**	Tutorial
3	**A Strategy for Reading Social Sciences, continued**	Tutorial

4	**A Strategy for Reading Social Sciences, continued**	Tutorial
5	**Posttest—Unit 2**	Online

Unit 3: Persuasion

Summary
Learners develop techniques to strengthen arguments, motivate audiences, and influence thinking. They also apply grammar conventions and conduct peer reviews to improve their writing.

Activity Matrix
Students who score the prescribed percentage on a unit pretest will be exempted from completing the related lesson.

Unit 3: Persuasion—Week 7		
Day	**Activity/*Objective***	**Type**
1	**Pretest—Unit 3**	Online
2	**Anticipating Counterarguments** *Learner will identify and analyze potential counterarguments to a thesis, develop counterarguments to write a persuasive essay, and generate counterarguments with the help of a friend.*	Tutorial/Offline
3	**Powerful Oratory** *Learner will examine, explain, and evaluate—orally and in writing—various perspectives concerning individual, community, national, and world issues reflected in literary and nonliterary texts. The student will support judgments through accurate and detailed references to the text, other works, other authors, or to personal knowledge.*	Practice
4	**Emphasizing Ideas Using Parallel Structures** *Learner will effectively use parallel structures for emphasis and clarity.*	Tutorial/Offline
5	**Emphasizing Ideas Using Parallel Structures, continued**	Tutorial/Offline

Unit 3: Persuasion—Week 8		
Day	**Activity/*Objective***	**Type**
1	**Using Linking Words with Parallel Structures** *Learner will match the parts of sentences that follow pairs of linking words.*	Tutorial/Offline
2	**Using Linking Words with Parallel Structures, continued**	Tutorial/Offline
3	**Persuasive Opinion Writing** *Learner will analyze perspectives on world issues and explain his or her position on these issues using supporting references.*	Tutorial

4	**Persuasive Opinion Writing, continued**	Tutorial
5	**Propaganda Techniques** *Learner will analyze propaganda techniques and write a critical essay about a specific use of propaganda.*	Tutorial

Unit 3: Persuasion—Week 9		
Day	**Activity/*Objective***	**Type**
1	**Propaganda Techniques, continued**	Tutorial
2	**Propaganda Techniques, continued**	Tutorial
3	**Punctuating Quotations** *Learner will study when quotations in sentences don't require commas.*	Tutorial
4	**Posttest—Unit 3**	Online

Unit 4: Reading Historical Fiction

Summary
Learners study how history influences literature and how literature reveals history, helping them to better understand and interpret historical fiction and to notice and comprehend historical references in works they read.

Activity Matrix
Students who score the prescribed percentage on a unit pretest will be exempted from completing the related lesson.

Unit 4: Reading Historical Fiction—Week 9		
Day	**Activity/*Objective***	**Type**
5	**Pretest—Unit 4**	Online

Unit 4: Reading Historical Fiction—Week 10		
Day	**Activity/*Objective***	**Type**
1	**Building Your History Vocabulary** *Learner will recognize historical allusions in what he or she reads.*	Tutorial

2	**Mythical Word Origins** *Learner will explore Greek, Roman, and Norse mythology and use his or her knowledge to understand the origin and meaning of new words.*	Tutorial
3	**Mythical Word Origins, continued**	Tutorial
4	**Structure of a Sentence** *Learner will diagram sentences to analyze their structure.*	Tutorial
5	**Structure of a Sentence, continued**	Tutorial

Unit 4: Reading Historical Fiction—Week 11		
Day	**Activity/*Objective***	**Type**
1	**Understanding History** *Learner will see how using both expository text and narrative resources can enrich his or her understanding of history.*	Tutorial
2	**Understanding History, continued**	Tutorial
3	**Interpreting Historical Fiction** *Learner will interpret a literary work in relation to its historical period using literal and inferential comprehension strategies.*	Tutorial
4	**Interpreting Historical Fiction, continued**	Tutorial
5	**A Strategy for Reading History** *Learner will make a timeline to help him or her study history.*	Tutorial

Unit 4: Reading Historical Fiction—Week 12		
Day	**Activity/*Objective***	**Type**
1	**A Strategy for Reading History, continued**	Tutorial
2	**Literature from History** *Learner will learn about the various genres of ancient Greek literature and their relevance across cultures.*	Tutorial
3	**Literature from History, continued**	Tutorial
4	**Posttest—Unit 4**	Online

Unit 5: Writing for Precision

Summary

Learners practice selecting and focusing on a topic, using precise wording, and creating and applying correct grammar to their writing. They then apply those skills to writing a research paper and conducting peer reviews to improve their writing.

Activity Matrix

Students who score the prescribed percentage on a unit pretest will be exempted from completing the related lesson.

Unit 4: Reading Historical Fiction—Week 12		
Day	**Activity**/*Objective*	**Type**
5	**Pretest—Unit 5**	Online

Unit 5: Writing for Precision—Week 13		
Day	**Activity**/*Objective*	**Type**
1	**Owning Your Essay** *Learner will take control of and interpret source material and avoid plagiarism by controlling how he or she uses research in a paper.*	Tutorial/Offline
2	**Writing Precisely** *Learner will replace imprecise language in his or her writing with more specific descriptions.*	Tutorial/Offline
3	**Writing Precisely, continued**	Tutorial/Offline
4	**Extending Your Idea Inventory** *Learner will come up with new ideas by exploring the perspectives of other people, expand a knowledge inventory to explore outside perspectives on his or her topic, and use his or her creativity to expand the use of these perspectives.*	Tutorial/Offline
5	**The Research Process** *Learner will use a structured process to write a research paper.*	Tutorial

Unit 5: Writing for Precision—Week 14		
Day	**Activity**/*Objective*	**Type**
1	**The Research Process, continued**	Tutorial

2	**Correcting Sentence Fragments—Subordinate Clauses** *Learner will study how to correct sentence fragments.*	Tutorial
3	**Using Commas with Appositives** *Learner will study when to use commas to set off words or phrases that identify other words or phrases nearby.*	Tutorial
4	**Using a Checklist to Proofread Your Work: Advanced** *Learner will study how to use a checklist to proofread his or her work and how to personalize the checklist.*	Tutorial/Offline
5	**Reviewing for Spelling and Punctuation** *Learner will use proofreading techniques to produce a legible piece of writing.*	Tutorial

Unit 5: Writing for Precision—Week 15		
Day	**Activity/***Objective*	**Type**
1	**Directing a Peer Review** *Learner will write questions about his or her work to help the peer reviewer give good feedback.*	Tutorial
2	**Directing a Peer Review, continued**	Tutorial
3	**Directing a Peer Review, continued**	Tutorial
4	**Posttest—Unit 5**	Online
5	**End of Semester Test**	Online

Appendix

Unit 1: Preparing for the Workplace

Finding the Resources (Tutorial)

Reading Passages

Tutorial

- *School for Scandal* by Richard Brinsley Sheridan
- "A Noiseless Patient Spider" by Walt Whitman
- "To Helen" by Edgar Allan Poe
- *The Jungle* by Upton Sinclair
- *Cyrano de Bergerac* by Edmond Rostand
- "Overland to Alaska"
- "Earthquake"
- "Montana"
- "The Panama Canal"
- "Sod Houses of the Great Plains"
- "Immigrants of the Early Twentieth Century"

Asking Questions (Tutorial)

Reading Passages

Tutorial

- "Data in Pictures"
- "Mixed Economies"
- "Diabetes"
- "Scientific Progress"
- "Remembering"
- Untitled (narrative)
- "Oasis"

Finding Answers (Tutorial)

Reading Passages

Tutorial

- "The Human Heart"
- "A Longtime Debate"
- "Papermaking"
- "The Friendly and Fearsome Fungus"
- Untitled (housing construction)
- Untitled (martial arts)
- "Rocks"
- "Arctic Seasons"

- "Alfred Nobel: Mad Scientist and Pacifist"
- "Earthquake Damages"
- "The Marshall Plan"

Preparing for Review (Tutorial)

Reading Passages

Tutorial

- "Investment Decisions"
- "Leonardo da Vinci—More than an Artist"
- "The Rottweiler: One Dog, Many Jobs"
- "Effective Communication"
- "The Pioneers of Astronomy"
- "Wildflowers"
- "Comets"
- "A Longtime Debate: The Whigs and the Democrats"
- "Architecture as a Reflection of Society"
- "The Birth of Psychology"

Unit 2: Critical Reading

Understanding the Social Sciences (Tutorial)

Reading Passages

Tutorial

- "Wildlife contributes to people's well-being...," Annual Report to the Canadian Wildlife Directors Meeting by the Committee on the Status of Endangered Wildlife in Canada, June 15–16, 1994.
- "Towards a Polio-Free World," Public Health Reports, March/April 1996: 101.
- "Uses and Users of Wire Transfers," from *Business to Business Payments and the Role of Financial Electronic Data Interchange* by Scott E. Knudson, Jack K. Walton II, and Florence M. Young, *Federal Reserve Bulletin*, April 1994: 269–278.
- "Nonagricultural Wage and Salary Employment...," U.S. Housing Market Conditions, U.S. Department of Housing and Urban Development and Research, 4th Quarter 1995.
- "Status of Women," from *Indian Ocean: Five Island Countries*, Federal Research Division, Library of Congress, August 1994.
- "Rise of Nurse Practitioners," U.S. Department of Health and Human Services, Public Health Reports, Washington, DC, March/April 1996, HE 20.30: 111/2: 100.
- "Advertising and promotional activities can greatly influence a young person's decision...," from "Public Can Comment on Proposal to Curb Teen Smoking," *FDA Consumer* 29:18, October 1995: 3.
- "Books and Coffee? Library Changes Discussed"
- "Letters to the Editor"
- "Vote for Bob MacIntosh for Mayor!"

- "Keep Your Children Safe"
- "Researchers in 1996 found four subcultures on college campuses..."
- "Agricultural Exports Will Rise"
- "The Technical Institute has just announced..."

Analyzing Viewpoints (Tutorial)

Reading Passages

Lesson Activity

- "What Is Ecotourism?"

A Strategy for Reading Social Sciences (Tutorial)

Reading Passages

Tutorial

- "Advances in Communication Technologies," from *Global Communications: Opportunities for Trade and Aid*, U.S. Congress Technology Assessment Board, September 1995.
- "Police Body Armor," from *Police Body Armor Standards and Testing*, Volume 1, U.S. Congress Office of Technology Assessment.
- "Education Must Adapt," from *The Teacher and the Post-War Child*, Leonard S. Kenworthy, UNESCO.
- "British Like Alaskan Salmon," from "MPP Spells Success for U.S. Exporters," by Sharon McClure, AgExporter 7:6, June 1995.
- "The Problem of Youth Unemployment," from "Youth Employment," by Economic and Social Committee of the European Communities.
- "Reflections of a Lifetime Reader, Second Sight: Reflections of a Once-Blind Professor," by Robert V. Hine.
- "Voices...Visions...A Collection of Essays by Native American Youth," by Turquoise St. Germaine.
- "Chattanooga: A City Remaking Itself," from *Beyond Shelter: Building Communities of Opportunity*, U.S. Department of Housing and Urban Development.
- "Library and Information Services," from *Open Forum on Children and Youth Services: Redefining the Federal Role for Libraries*, by Ruth Toor.
- "Earthquake Forecasting and Prediction," from *Reducing Earthquake Losses*, U.S. Congress Office of Technology Assessment.
- "Don't Move–Gypsy Moth," U.S. Department of Agriculture, Animal and Plant Health Inspection Service.
- "Archeological Database," from *Telecommunications Technology and Native Americans: Opportunities and Challenges*, U.S. Congress Office of Technology Assessment.

Unit 2 Unit Activity (Offline)

Reading Passages

Unit Activity

- Hughes, Jill Elaine. "The end of nuclear energy? Or a new beginning?" University of Phoenix College of Natural Sciences. April 27, 2011.

- "Nuclear." What You Need to Know about Energy. National Academy of Sciences, 2012.
- Weigel, Felix. "The Nuclear Energy Dilemma - Environment vs. Environment" September 22, 2011.

Unit 3: Persuasion

Anticipating Counterarguments (Tutorial/Offline)

Reading Passages

Tutorial

- "The Right to Bear Arms"
- "Community Composting—A Win-Win Situation"
- "Health Care: A Human Right"

Powerful Oratory (Practice)

Reading Passages

Tutorial

- Roosevelt, Franklin Delano. "Pearl Harbor Speech." December 8, 1941. Library of Congress.

Emphasizing Ideas Using Parallel Structures (Tutorial/Offline)

Reading Passages

Tutorial

- Lincoln, Abraham. Address delivered at Gettysburg. November 19, 1863.
- "My Inside/Outside Self" by Ana Cervantes
- "Cell Phones, Cell Phones Everywhere!" by James Fulton.
- "Sibling Woes" by Lin Xu
- "Volunteering" by Terrell Clark

Using Linking Words with Parallel Structures (Tutorial/Offline)

Reading Passages

Tutorial

- Untitled (Need for a job)

Punctuating Quotations (Tutorial)

Reading Passages

Tutorial

- Untitled (Curiosity)

Unit 3 Unit Activity (Offline)

Reading Passages

Unit Activity

- Chisholm, Shirley. "Equal Rights for Women." Washington, DC. May 21, 1969.
- Clinton, William Jefferson. Farewell Address. January 18, 2001.

Unit 4: Reading Historical Fiction

Building Your History Vocabulary (Tutorial)

Reading Passages

Tutorial

- Untitled (Joe is a modern-day Thomas Edison)
- Untitled (Germany's "Trojan horse" landings in England)
- Untitled (Apartheid)
- Untitled (Terry's fight to keep his position)

Understanding History (Tutorial)

Reading Passages

Tutorial

- Excerpts of the writings of John Adams
- An excerpt from Plato's *Apology*
- "Captain! My Captain!" by Walt Whitman
- "Prohibition"
- "Declaration of Independence"
- "Letter from Ellen"
- "The Trial of Socrates"
- "A Trapper's Journal"
- "The Assassination of Abraham Lincoln"

Interpreting Historical Fiction (Tutorial)

Reading Passages

Lesson Activity

- *The Guns of Bull Run* by Joseph A. Altsheler

A Strategy for Reading History (Tutorial)

Reading Passages

Tutorial

- "A Baseball Legend"

- "The Rise and Fall of the Byzantine Empire: The Emperors' Roles"
- "Vietnam and the Domino Theory"
- "Bicycles: A Coming of Age—Milestones in Design and Manufacturing"
- "The Postwar Economy: An economic boom between 1945 and 1960" from *America: A Narrative History*, Third Edition by George Brown Tindall with David E. Shi. Copyright © 1992, 1988, 1984, by W. W. Norton & Company, Inc. Reprinted by permission of W. W. Norton & Company, Inc.

Literature from History (Tutorial)

Reading Passages

Tutorial

- "Hubris"
- "The Literature of Classical Greece"
- "History of Greek Literature"
- *The Odyssey*, Book 9, by Homer

Unit 4 Unit Activity (Offline)

Reading Passages

Unit Activity

- *Antigone* by Sophocles
- *A Day in Old Athens* by William Stearns Davis
- *Shakuntala by Kalidasa*

Unit 5: Writing for Precision

Owning Your Essay (Tutorial/Offline)

Reading Passages

Tutorial

- "Fighting Fleas" by Dixie Farley, US Food and Drug Administration
- "Enduring Words: Liberty Bell Message Takes on Many Meanings," National Science Foundation
- Bren, Linda. "Pet Food: The Lowdown on Labels." FDA Consumer Magazine, May-June, 2001.
- "Pet Food: How to Choose?" by Rosa Desai
- "What Are Coral Reefs—and Why Are They in Peril?" NOAA Magazine, December 3, 2001.
- "Coral Reefs in Crisis" by Carl Choi
- "How Sunlight Ages Skin" by Larry Thompson, US Food and Drug Administration
- "Sunlight and Skin" by Rosa Desai
- "Ice Sheets," National Science Foundation
- "Antarctica: The Frozen Continent" by Marilou Farrell

Writing Precisely (Tutorial/Offline)

Reading Passages

Tutorial

- "Galloping Gertie"
- "Hit and Run"
- "Out to Sea"
- "Space Invaders" by James Fulton
- "Frank Lloyd Wright: Building a Revolution" by Lin Xu
- "Alternative Education"
- "The Power of Thought"

Extending Your Idea Inventory (Tutorial/Offline)

Reading Passages

Tutorial

- "Galloping Gertie"
- "Hit and Run"

Correcting Sentence Fragments-Subordinate Clauses (Tutorial)

Reading Passages

Tutorial

- Untitled (Claude Monet)

Using Commas with Appositives (Tutorial)

Reading Passages

Tutorial

- Untitled (Eddie)

Using a Checklist to Proofread your work: Advanced (Tutorial/Offline)

Reading Passages

Tutorial

- "Creating a Family Tree"
- "Body Image" by Ana Cervantes
- "Tattoo You" by Terrell Clark
- "Stressed Out" by Lin Xu
- "Mentoring" by James Fulton

Reviewing for Spelling and Punctuation (Tutorial)

Reading Passages

Lesson Activity

- "The Beauty of My Bay Experience"

Directing A Peer Review (Tutorial)

Reading Passages

Tutorial

- "Annika Sorenstam: Barrier-Breaker"
- "Keeping It Real"
- "Ban the Tan"
- "A Friend in Need Is a Friend Indeed"
- "A Dinner Party Fantasy"

Subject Area: Science
Course: Biology I - Grade 9 to 12
Unit: Unit 2 Cell Structure and Taxonomy
Time Frame:
Grade Level(s) : 9, 10, 11, 12
Teacher: Stiegler, Camille

Standards	Blooms/DOK	Topics	Objectives	Assessments and Activities	Vocabulary
Biology I - Grade 9 to 12 (Science) ***LO Living Organisms*** 1 There is a fundamental unity underlying the diversity of all living organisms B Organisms progress through life cycles unique to different types of organisms C Cells are the fundamental units of structure and function of all living things E Biological classifications are based on how organisms are related 2 Living organisms carry out life processes in order to survive A The cell contains a set of structures called organelles that interact to carry out life processes through physical and chemical means	**DOKs** 1 - Recall 2 - Skill-Concept 3 - Strategic Thinking	Cell Theory; formation and parts of Cell Organelles; location, name and function Classification of organisms as Prokaryote, Eukaryote, and Archae. Differentiation of cells Mitosis and meiosis Homologous and analogous structures of common ancestor Classification Fossils as proof of common ancestor	Students will identify the different organelles of a cell and differentiate between different organells and different cell types. Students will evaluate evidence for the theory on the evolution of life and the source of prokaryotes and eukaryotes. Organisms will be evaluated and then classified into the 6 kingdom system including the three super-kingdoms. Students will understand how prokaryotes affect their physical health the function of antibiotics, and how a viral infection differs from a prokaryotic or fungal infection and how they are treated differently.	**Assessments** Quiz on organelles and Cell Theory Debate on which organelle is least important Quiz on meiosis and mitosis Quiz on homologous and analogous structures **Activities** Use a microscope to observe and identify organisms and organelles Identify organelles, their functions, and hypothetically predict what life would be like without them Identify homologous and analogous structures Classify species based on characteristics	Archae Prokaryote Eukaryote Nucleus Nucleolus Ribsome Rough ER Smooth ER Golgi Cell Wall Vacuole Cytoplasm Chloroplast Mitochondria Cell Membrane Centriole DNA Kingdom Objective Mitosis Meiosis Differentiation Classification

Strand

E3.1

3.2

RST #5 (9-10gr.)

Lesson Plans for this Unit Map

No Lesson Plans are available for this Unit Map

Course Level Expectations.

DELASALLE

Opportunity Powered by Education

- Samples of PLATO Modules for Algebraic Connections: When students do not show the skills to test into Algebra 1, they are assigned a prescription of study from Algebraic Connections. The needed skills are addressed that will help students progress to Algebra 1.

Plato Modules – Algebraic Connections

Name:

Module	Level C	Date completed	Grade
	Understanding Multiplication		
1	Understanding Multiplication as Repeated Addition		
2	Understanding Multiplication as an Array		
3	Using the Identity Property of Multiplication		
4	Using the Commutative Property of Multiplication		
5	Using the Associative Property of Multiplication		
6	Using the Distributive Property of Multiplication over Addition		
7	Finding the Missing Number in Multiplication		
8	Identifying Multiples		
9	Finding Common Multiples and the Least Common Multiple		
	Multiplying Whole Numbers		
10	Multiplying by 0 through 5: Multiplication Basic Facts		
11	Multiplying by 6 through 10: Multiplication Basic Facts		
12	Multiplying a 2-Digit Number by a 1-Digit Number		
13	Multiplying by a Multiple of 10 or 100		
14	Multiplying a 3-Digit Number by a 1-Digit Number		
15	Multiplying a Multiple of 10 by a Multiple of 10		
16	Multiplying a 2-Digit Number by a 2-Digit Number		
17	Solving Multiplication Story Problems		
	Understand Division		
18 Cc	Understanding Division as Repeated Subtraction		
19	Understanding Division as Fair Sharing		
20	Multiplication and Division Fact Families		
	Divide whole #s		
21	Division Basic Facts		
22	Dividing by a 1-Digit Number		
23	Dividing by a 2-Digit Number		
24	Dividing Multiples of 100		
25	Writing a Quotient as a Mixed Number		
26	Solving Division Story Problems		

Name:

Module	Level D	Date completed	Grade
	Understand Fractions		
1	Understanding Fractions: Equal Parts of an Object		
2	Understanding Fractions: Equal Parts of a Collection		
3	Fraction Notation: Numerator and Denominator		
4	Proper Fractions and Improper Fractions		
5	Renaming Improper Fractions as Whole or Mixed Numbers		
6	Finding Equivalent Fractions		
7	Simplifying Fractions		
8	Working with Common Denominators and the Least Common Denominator		
9	Comparing Fractions		
10	Ordering Fractions		
11	Renaming Mixed Numbers as Improper Fractions		
	Add/Subtract Fractions		
12 Dd	Adding and Subtracting Fractions: Like Denominators		
13	Adding and Subtracting Fractions: Unlike Denominators		
14	Adding Mixed Numbers		
15	Subtracting Mixed Numbers: Like Denominators		
16	Subtracting Mixed Numbers: Unlike Denominators		
	Multiply/Divide Fractions w/assessments		
17	Multiplying Two Fractions		
18	Multiplying Whole Numbers and Mixed Numbers		
19	Dividing a Fraction by a Fraction		
20	Dividing Fractions, Whole Numbers, and Mixed Numbers		
21	Finding the Reciprocal		
22	Solving Fraction Story Problems		

Name:

Module	Level E	Date completed	Grade
	Understand Decimals		
1	Understanding Decimals: Tenths		
2	Understanding Decimal Place Value: Tenths and Hundredths		
3	Understanding Decimal Place Value: Thousandths and Ten-Thousandths		
4	Relating Decimals, Fractions, and Mixed Numbers		
5	Comparing and Ordering Decimals		
	Perform Operations w/Decimals		
6	Adding and Subtracting Decimals		
7	Multiplying Decimals		
8	Multiplying Decimals by 10 or 100		
9	Dividing Decimals		
10 Ee	Renaming a Fraction as a Decimal		
11	Rounding Decimals		
12	Solving Decimal Story Problems		
	Working w/Percents		
13	Understanding Percent		
14	Relating Fractions, Decimals, and Percents		
15	Finding a Percent of a Whole Number		
16	Finding a Percent of a Decimal Number		
	Understand Ratio and Proportions		
17	Understanding Ratio		
18	Equivalent Ratios		
19	Understanding Proportion		
20	Solving Proportions		
21	Solving Ratio, Proportion, and Percent Story Problems		

Name:

Module	Level F	Date completed	Grade
	Plane and Solid Figures		
1	Lines, Parts of Lines, and Angles		
2	Lines in a Plane		
3	Introduction to Triangles		
4	Introduction to Quadrilaterals		
5	Introduction to Circles		
6	Exploring Congruent Figures		
7	Exploring Similar Figures		
8	Line Symmetry in Plane Figures		
9	Introduction to Solid Figures		
	Using Geometry		
10 Ff	Area: Counting Square Units		
11	Calculating the Area of Rectangles and Squares		
12	Calculating the Area of Triangles		
13	Calculating the Volume of a Rectangular Prism		
	Measurement		
14	Measuring Length: Metric Units		
15	Measuring Length: Customary Units		
16	Telling Time to the Minute		
17	Measuring Temperature: Fahrenheit		
	Percents		
18	Understanding Percent		
19	Relating Fractions, Decimals, and Percents		
20	Finding a Percent of a Whole Number		
21	Finding a Percent of a Decimal Number		
	Post Test %		

Name:

Module	Level G	Date completed	Grade
	Integers		
1	Exponents: Exponential Form (Alg1.1)		
2	Exponents: Expanded Form (Alg1.1)		
3	Exponents: Product Rule (Alg1.1)		
4	Exponents: Power Rule (Alg1.1)		
5	The Additive Inverse of Integers (Alg1.1)		
6	Adding Integers (Alg1.1)		
7	Subtracting Integers (Alg1.1)		
8	Multiplying Integers (Alg1.1)		
9	Dividing Integers (Alg1.1)		
	Post Test Adding Integers		
	Adding and Subtracting Monomials and Binomials		
10	Expressions in 1 Variable (Alg1.1)		
11	Expressions in 2 or More Variables (Alg1 1)		
12	Adding Monomials (Alg1.1)		
13	Subtracting Monomials (Alg1.1)		
14	Adding Binomials and Monomials (Alg1.1)		
15	Subtracting Binomials and Monomials (Alg1.1)		
	Post Test Adding and Subtracting Monomials and Binomials		

Name:

Module	Level GH	Date completed	Grade
	Multiply/Divide Monomials and Binomials		
1	Multiplying Binomials and Monomials (Alg1.1)		
2	Dividing Binomials by Monomials (Alg1.1)		
	Post Tests Multiply/Divide Monomial and Binomials		
	Probability		
3	Understanding Ratio and Proportion		
4	Solving Ratio, Proportion, and Percent Story Problems		
5	Solving Problems with Mean, Median, and Mode (Alg1.1)		
6	Determining the Probability of an Event (Alg2.1)		
7	Solving Problems with Probability (Alg1.1)		
	Post Test Probability		
	Square Roots		
8	Square Roots of Perfect Squares (Pre-AlgB)		
9	Square Roots of Imperfect Squares (Pre-AlgB)		
	Post Test Square Roots		
	Fractions		
10	Multiplying Common Fractions (Alg1.1)		
11	Adding and Subtracting Fractions (Alg1.1)		
12	Adding and Subtracting Mixed Numbers (Alg1.1)		
13	Dividing Fractions (Alg1.1)		
14	Multiplying and Dividing Mixed Numbers (Alg1.1)		
	Post Test Fractions		
	Equations and Inequalities		
15	Linear Equations in 1 Variable: Isolating the Variable (Alg1.1)		
16	Linear Inequalities in 1 Variable, Part 1 (Alg1.1)		
17	Linear Inequalities in 1 Variable, Part 2 (Alg1.1)		
	Post Test Equations and Inequalities		

Name:

Module	Level H	Date completed	Grade
	Graphing and Exponents		
1	Exponents: Product Rule (Alg1.1)		
2	Exponents: Power Rule (Alg1.1)		
3	Special Quadratic Equations, Part 1 (Alg1.1)		
4	Coordinate Plane (Alg1.1)		
5	Identifying Points on a Coordinate Plane (Alg1.1)		
6	Ordered Pairs as Solutions of Linear Equations (Alg1.1)		
7	Graphing Linear Equations in 2 Variables (Alg1.1)		
	Post Test Graphing and Exponents		
	Equations and Functions		
8	More Difficult Linear Inequalities in 1 Variable (Pre-AlgB)		
9	Literal Equations (Alg1.1)		
10	Adapting and Using Formulas (Alg1.1)		
11	Linear Patterns (Alg1.1)		
12	Graphs, Slopes, and y-Intercepts (Alg1.1)		
13	Interpreting Graphs to Solve Problems (Alg1.1)		
	Post Test Equations and Functions		

Exhibits – Governance

BY-LAWS OF THE DELASALLE EDUCATION CENTER

Amended and Restated as
of November 17, 2012

ARTICLE I

NAME AND OFFICE

Section 1. This organization is formed under the nonprofit laws of the State of Missouri and is known as The DeLaSalle Education Center (the "Center" or "Corporation").

Section 2. The principal office of the Center is hereby fixed and located at 3740 Forest, Kansas City, Missouri. The Board of Directors is hereby granted full power and authority to change said principle office from one location to another in the State of Missouri. Branch or subordinate offices may be established at any time by the Board of Directors any place(s) where the Corporation is carrying on its regular activities.

ARTICLE II

DIRECTORS

Section 1. The corporate power, business affairs and property of the Corporation shall be vested in and exercised, conducted and controlled by the Board of Directors (the "Board") which shall consist of no more than twenty-one (21) voting directors. The Board shall be composed of persons recognized locally or nationally as leaders in their respective professions or businesses or in civic affairs. No person who is an employee of the Center, or who is a member of the family of an employee of the Center, may be a director.

Section 2. Election and Term of Office: The Board shall be divided approximately evenly into three classes of elected directors, which shall be designated Group 1, Group 2 and Group 3 (each a "Board Group"). One Board Group shall be elected annually on a rotating basis, each for a term of three (3) years. Directors shall be elected at the annual meeting of the Board by a simple majority of those voting. Any new or current Board member, other than a person then serving as President-Elect and other than a person who was an original incorporator of the Corporation will be eligible to serve no more than 3 three-year terms, but otherwise may not be re-elected until after absence from the Board of at least one year. The term of office of a member shall automatically terminate upon the instance of that member having missed, without the excuse of the President, four consecutive meetings of the Board. Terminated Board member will be notified of action in writing by the Board President.

Section 3. Annual Meeting: The annual meeting of the Board shall be held on the third Tuesday of June each year or on such other date as determined by the President.

Section 4. Other Regular Meetings: The President shall call at least three regular meetings of the Board each year in addition to the annual meeting.

Section 5. Special Meetings: Special meetings of the Board for any purpose or purposes may be called at any time by the President or the President-Elect, or the Secretary on request in writing of any five (5) directors.

Section 6. Meeting Notice: The President or the Secretary shall give a written notice of each meeting to each director not less than five nor more than 30 days before the date of the meeting, which notice may be provided to the directors electronically. All meeting notices shall be in writing and shall include at least the day, time and the location of the meeting.

Section 7. Quorum: One third (1/3) of the sitting directors of the Board shall constitute a quorum for the transaction of business.

Section 8. Vacancies: Vacancies in the Board may be filled by a majority of the remaining directors, though less than a quorum, or by a sole remaining director, and each successor is elected at a meeting of the Board. A vacancy in the Board shall be deemed to exist in the case of death, resignation, or removal of any director, or if the directors fail, at any annual meeting of the directors of the Corporation at which the directors are elected, to elect the full number of directors authorized to be elected at that meeting.

Section 9. Power and duties: The Board shall have the full and complete power to manage the affairs of the Corporation and exercise the power of the Corporation as set forth in its Articles of Incorporation, and it shall further be in its duty, without limitation of the foregoing powers and duties:

(a) To appoint and remove at pleasure all officers, employees and agents of the Corporation, prescribe such duties for them as may not be inconsistent with the law and these By-Laws and fix their compensation.

(b) To incur indebtedness for the normal transaction of the affairs of the Corporation; to make and execute contracts on behalf of the Corporation; provided, however, that the authority to make and execute contracts on behalf of the members of the Corporation shall be limited to the restricted fields specified in the Articles of Incorporation.

(c) Generally to transact and conduct all of the affairs of the Corporation.

(d) The Board may appoint a chairperson for a special event from outside the Board. That chairperson may attend Board meetings and vote only on matters concerning their special event. That chairperson shall not count towards a quorum for the meeting. That chairperson shall serve until the Board rescinds the position for the special event or sooner for good reason(s).

Section 10: Voting: Voting by the Board shall be accomplished at meetings of the board by voice vote, with the President or Board member leading the meeting determining the final vote. The Board also may vote by voice vote on teleconferences of the board, and also may vote by email, in the discretion of the President.

ARTICLE III

HONORARY BOARD MEMBERS

The Board of Directors may name other distinguished persons as honorary directors for the benefit of their advice, counsel and support. Honorary directors shall not be obligated to attend meetings of the Board of Directors but will be informed of and invited to attend those meetings.

ARTICLE IV

COMMITTEES

Section 1. Establishment of Committees. The Board may adopt a resolution establishing one or more committees and may delegate specified authority to a committee. A committee shall include two or more directors and may include persons who are not directors. If the Board delegates any of its authority to a committee, the majority of the committee shall consist of directors. The Board may establish qualifications for membership on a committee, and appoint or remove committee members. The Board may delegate to the President its power to appoint and remove members of a committee that has not been delegated any authority to act on behalf of the Board.

Section 2. Executive Committee. There shall be an Executive Committee of the Board to include the:

(a) President;

(b) Immediate Past President;

(c) President-Elect;

(d) Vice-Presidents, if any;

(e) Secretary;

(f) Treasurer; and

(g) Such other members of the Board as are named by the President, subject to the approval by majority vote of the Immediate Past President, the President-Elect, the Vice-Presidents, the Secretary and the Treasurer.

The President of the Corporation shall be Chairman of the Executive Committee. In the absence of the President at any meeting of the Executive Committee, the Executive Committee members present shall designate an acting chairman of such meeting.

A meeting of the Executive Committee may be called at any time by the President or the Executive Director of the Center, or may be held without notice whenever and wherever a majority of the Executive Committee is assembled, though no action may be taken at such meeting unless proper notice has been provided in accordance with Article IV, Section 3 hereof. The affirmative approval of a majority of the Executive Committee members, present at any duly constituted meeting of the Executive Committee, shall be sufficient to authorize any action within the authority of the Executive Committee.

Minutes of all proceedings of the Executive Committee shall be maintained, and copies thereof shall be distributed to each member of the Board as soon as practicable.

The Executive Committee shall, during the intervals between the meetings of the Board, possess and may exercise all of the powers of the Board in the management of the business and affairs of the school, except as to such matters which the Board has, by resolution, expressly reserved to it. The Executive Committee, however, shall not have power to approve or authorize any changes in the Articles of Incorporation, or these By-Laws, or to effect any major change in the nature of the operations of the Center, or to authorize any sale, transfer, mortgage, conveyance, or other disposition of any major part of the property of the Center, or to take any action specifically reserved to the Board of Directors by the By-Laws of the Corporation.

Section 3. Notice. The President or the Secretary shall give a written notice of any committee meeting at which business of the Corporation is to be conducted to each member of that committee not less than five nor more than 30 days before the date of the meeting, which notice may be provided to the committee members electronically. All committee meeting notices shall be in writing and shall include agenda items, day, time and the location of the meeting.

Section 4. Quorum. One-third (1/3) of the members serving any committee shall constitute quorum for the transaction of business, to the extent any committee has the authority to act on behalf of the Board.

ARTICLE V

OFFICERS

Section 1. Officers of the Corporation, to be elected from the members of the Board, shall be a President; a President-Elect; one or more Vice-Presidents (the number to be determined by the Board), a Secretary, a Treasurer, and such other officers as the

Board shall from time to time create. In addition, the Board may elect one or more Vice-Presidents to serve as officers. Further, the Immediate Past President, who shall be the person serving as President immediately prior to the current President, shall serve as an officer. All officers of the Corporation shall be elected by the Board at each annual meeting, or at other meetings of the Board as necessary to fill any vacancy. All officers will serve terms that expire at the next annual meeting, and each officer may hold his or her office for up to two (2) one-year terms or until their respective successors are duly elected and qualified. Any two or more offices may be held by the same person, except the offices of President and Secretary. Any officer elected or appointed by the Board may be removed from office by the Board whenever, in its judgment, the best interests of the Corporation are served thereby.

Section 2. President. The President shall preside at meetings of the Board and the Executive Committee, and shall have the authority to appoint committees, including ad hoc committees (except Executive Committee) and define their duties, which committees shall automatically cease to exist at the end of the term of office of the appointing President, unless continued by the incoming President.

Section 3. President-Elect. The President-Elect shall preside over meetings of the Board or President in the absence of the President, and shall perform such other duties as the Board shall from time to time prescribe.

Section 4. Secretary. The Secretary shall keep the minutes of the meeting of the members and of the Board in a minute book provided for that purpose; shall make timely distribution of copies of all minutes to all members of the Board; shall cause all notices to be duly given in accordance with the provisions of these By-Laws, or as required by law; shall have ultimate custody of the corporate record; keep the register of the post office address of each member which shall be furnished to the Secretary by such members; and shall in general perform all duties incidental to the office of the Secretary and such other duties as may from time to time be assigned by the President or Board.

Section 5. Treasurer. The Treasurer shall receive and report to the Board on the proposed annual budget of the Corporation and on periodic budget reports and financial statements prepared by the Center's accounting staff. The Treasurer shall perform such other duties as shall be from time to time assigned by the President.

Section 6. Vice-Presidents. The Vice-Presidents, if any, shall perform the duties as the Board or President shall from time to time prescribe.

ARTICLE VI

EXECUTIVE DIRECTOR

The Executive Director of the Corporation shall serve as the chief executive officer of the Corporation and shall be empowered to conduct the affairs of the Corporation shall perform such

other duties and have such other powers as are reasonably necessary and proper for the accomplishment of the purposes of the Corporation.

ARTICLE VII

CONTRACTS AND GIFTS

Section 1. Contracts. The Board may authorize any officer or officers, agents or agents of the Corporation, in addition to the officers so authorized by the By-Laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Gifts. The President, or the Executive Director with the permission of the President, may accept on behalf of the Corporation, any contribution, gift, bequest of devise for the general purpose or for any special purposes of the Corporation.

ARTICLE VIII

FISCAL YEAR

The fiscal year of the Corporation shall begin the first day of July and end on the 30th day of June each year.

ARTICLE IX

INDEMNIFICATION OF DIRECTORS, HONORARY DIRECTORS

Directors, honorary directors, and officers of the Center shall not be individually liable for the debts or any other obligations of the Center. Each director, honorary director, and officer of the Center shall be indemnified and saved harmless by the Center against all reasonable costs and expenses, including counsel fees, actually or necessarily incurred by or imposed upon such director or by the estate of such director in connection with the defense of any action, suit, or proceeding to which such director shall be made a party by reason of being or having been a director, honorary director or officer of the Center (regardless of whether or not such person continues to be a director, honorary director, or officer at the time of incurring such costs or expenses), except as to any matter with respect to which such director shall be finally adjudged, in any such actions, suit, or proceeding to have been liable for gross negligence or willful misconduct in the performance of duties as a director or officer. In the event of the settlement of any such action, suit or proceeding prior to final judgment, the Center shall also make reimbursement for such costs, expenses and amounts paid or agreed to be paid in settling any such action, suit, or proceeding, when such settlement appears to be in the best interest of the Center, in the opinion of a majority of the directors who are not involved therewith and are sufficient in numbers to constitute a quorum of the Board; then in the opinion of the independent legal counsel selected by the Board. No director, honorary director, or officer for any action taken or omitted or refused to be taken with respect to any matter within the scope of such person's official duty, except and unless such action or neglect, failure or refusal to act shall

constitute gross negligence or willful misconducts in the performance of duty as a director or officer.

ARTICLE X

AMENDMENT TO BY-LAWS

These By-Laws may be amended by majority vote at any meeting of the Board with two-thirds (2/3) of the members present and voting.

ARTICLE XI

CONFLICT OF INTEREST

A contract or transaction between the Corporation and one or more of its directors or officers, or between the Corporation and any director or any other corporation, partnership, association, or other organization in which one or more of the directors of the Corporation are directors or officers, or have a financial interest in, shall be valid if:

(a) the material facts as to the relationship or interest and as to the contract or transaction are disclosed fully and in good faith to the Board and the Board authorizes the contract or transaction by the affirmative vote of the majority of the disinterested directors.

ARTICLE XII

NON-DISCRIMINATORY STATEMENT

It is the policy of the Corporation not to discriminate on the basis of race, ethnicity, national origin, religion, disability, gender, income level, proficiency in the English language, athletic ability, marital status, veteran status or political affiliation in its educational or employment programs and activities.

Gary F. Ballard
120 Hever Knoll
Loch Lloyd, MO 64012

PROFESSIONAL EXPERIENCE

President & Chief Operating Officer, YourTel America, Inc Kansas City, Inc. 2007 - Present

- Directs, manages and monitors the daily activities of the organization. Ensures that the business operations are efficient and effective in producing profitability.
- Develops and implements annual goals, objectives and strategies which fulfill its mission.
- Responsible for increasing quality, improving efficiency, bettering profit margins, and assure exemplary customer service.
- Coordinates and administers the company's policies; monitors the quality of customer service while ensuring customer satisfaction. Secures and protects the company's assets, including facilities and equipment.

Chief Operating Officer, Union Station Kansas City, Inc. 2003 - June 2005

- Directed, administered, and coordinated the activities of the organization in support of policies, goals, and objectives established by the chief executive officer and the Board of Directors by performing the following duties personally or through subordinate managers.
- Directed the preparation of short-term and long-range plans and budgets based on broad corporate goals and growth objectives.
- Created the structure and processes necessary to manage the organization's activities and projected growth.

Vice President of Sales, Aerial Communications (now T-Mobile) 1996 - 2003

- Implemented the operational start-up of new PCS wireless technology in the Kansas City/Minneapolis markets, the model for which was replicated on a national basis.
- Hired a strong, capable staff and developed them in a manner that resulted in their ability to launch a new company.
- Successfully teamed with corporate staff in planning the roll-out of a new company with new technology in a new marketplace.
- Developed an organization and a local marketing plan that consistently achieved targeted performance levels.

Area Vice President of Sales and Distribution, OneComm (now Nextel) 1994 - 1996

- Established the sales and distribution functions for the greater Kansas City and Oklahoma regions.
- Developed the overall business strategy for major markets, which included subscriber growth, market strategy, staffing, and dealer development.
- Led the corporate acquisition process team in developing strategies for marketing, pricing, and establishing desired service levels to attract new corporate customers.

Sales and Marketing General Manager, A McCaw Joint Venture, Hong Kong 1992 - 1993

- One of a team of select individuals responsible for the start-up and operation of an international cellular joint venture.
- Developed and implemented the sales and business marketing plan.
- Established the sales and marketing organization to deliver planned business results.
- Provided ongoing training and consultation relevant to daily business operations.
- Fostered an environment of teamwork amongst a culturally and experientially diverse group.

District Director of Sales, McCaw Cellular One 1989 - 1994

- Created and implemented a sales strategy that resulted in leading marketplace performance.
- Introduced two new channels of distribution; retail and automobile.
- Directed the leading sales operation in the McGraw organization in 1991 and 1992.

Senior Vice President/General Manager, Phoenix Communications (WOQK/WVA) 1986 - 1989

- Had full accountability for all facets of achievement of the radio business, including fiscal management, personnel management, and business objectives.
- Increased revenues by 72 percent while increasing sales by 33 percent.

District Manager, Xerox 1973 -1986

- Administered all aspects of the human resources function including recruiting, hiring, training, promoting, recognizing, developing, and terminating employees.
- Directed, at a district level, the organization's achievement of operating plans.
- Developed marketing strategies to insure the achievement of both product and profit plans.
- Planned, organized, and implemented new product launches, yearly operating plans, manpower configurations, and job assignments.

EDUCATION:

University of Nebraska, Omaha, B.S. in Business Administration, 1972.

PROFESSIONAL DEVELOPMENT:

Wharton School of Business Accounting/Finance for Non-Finance Majors
Xerox Sales Management School
District Managers School
Field Management Action
Leadership Through Quality Seminar
Management Team Effectiveness Seminar

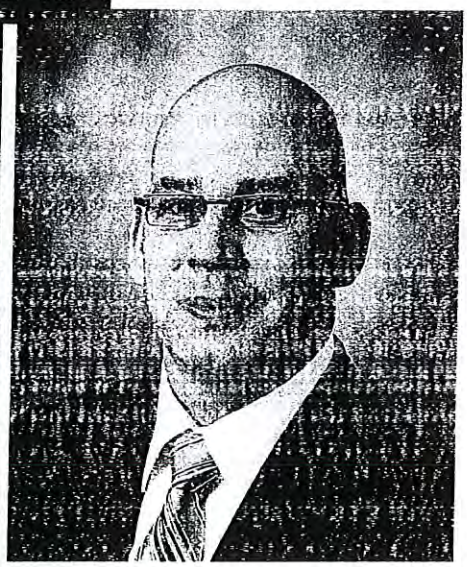
MILITARY SERVICES:

United States Air Forces, 1966-1970 (Vietnam Veteran)

PROFESSIONAL AND CIVIC ACTIVITIES:

Chairman - Building Fund at Prince of Peace Missionary Baptist Church

Member - Board of Directors of the KU Surgery Association
Past Member - Board of Directors of Kansas City Museum/Science City Project
Past Member - Board of Directors of Junior Achievement of Middle America Inc.
Past Member - Board of Directors for Capper Foundation



Brent K. Bloss

Senior Vice President, Chief Financial Officer
Waddell & Reed Financial, Inc.

Brent Bloss is Senior Vice President, Chief Financial Officer and Treasurer of Waddell & Reed Financial, Inc. (WDR), a national asset management and distribution company headquartered in Overland Park, Kansas.

Mr. Bloss joined Waddell & Reed as Assistant Vice President and Assistant Treasurer of WDR in 2002. He was appointed Vice President of WDR in 2004. He was named Treasurer of WDR in 2006. He was appointed Senior Vice President-Finance and Principal Accounting Officer of WDR in 2007. Mr. Bloss was appointed Senior Vice President and Chief Financial Officer of WDR in 2014.

Prior to joining Waddell & Reed, Mr. Bloss was affiliated with the international accounting firm KPMG LLP, where he held the position of Senior Audit Manager, specializing in both financial service and transportation companies.

Mr. Bloss received his BS in accounting from Missouri State University. He earned an MBA with a concentration in finance from the University of Missouri/Kansas City.

Mr. Bloss is a Certified Public Accountant. He is a member of the American Institute of Certified Public Accountants (AICPA) and the Missouri Society of Certified Public Accountants. He holds a Financial Industry Regulatory Authority (FINRA) Series 27 Financial Operation Principal license.

WADDELL & REED

Phillip Cole
700 W 47th St #350
Kansas City, MO 64112

Professional Experience
Rockhill Insurance Company - VP Underwriting and Operations
Public Company; 51-200 employees; Insurance industry
2006 – Present (8 years) Kansas City, Missouri Area

GE Insurance Solutions - VP Risk Management
Public Company; 10,001 + employees; GE; Electrical/Electronic Manufacturing industry
2003 – 2005 (2 years)

GE Insurance Solutions - AVP Treaty Underwriting
Public Company; 10,001+ employees; GE; Electrical/Electronic Manufacturing industry
1992 – 2001 (9 years)

Education
Langston University - 1981 – 1985

PROFESSIONAL PROFILE

MATTHEW A. ECKERT
Vice President
T: 816.968.5837
F: 816.968.5890
matt.eckert@cbre.com

CLIENTS REPRESENTED

- Kansas City Metropolitan Bar Association
- Federal Reserve Bank of Kansas City
- Birch Communications
- Pricewaterhouse Coopers
- Citizens Bank NA
- Bayer CropScience WellSpring School of Allied Health
- American Cancer Society
- AARP
- United Cerebral Palsy
- Progressive Insurance

Since 2001, Matt has specialized in advising landlords and tenants with office leasing and sales. Clients value his unparalleled commitment to service and industry leading counsel. He has completed over 2,300,000 square feet of leasing and sale transactions.

Matt's in depth knowledge of market trends, owners and buildings all well as strong negotiations skills create a winning strategy for clients.

MAJOR TRANSACTIONS

	Size
2001 NE 46th Street	317,700 SF
Birch Communications	98,500 SF (aggregate)
Selective Site Consultants, Inc	65,700 SF (aggregate)
Performance Contracting	60,900 SF
Compass Minerals	60,700 SF
World Fuel	50,900 SF
IBM	44,100 SF
Variform, Inc	36,000 SF
Census Bureau	33,500 SF
Children's Mercy Hospital	31,300 SF
Rasmussen, Willis, Dickey & Moore LLC	31,000 SF
Missouri Housing Development Commission	30,900 SF
Pricewaterhouse Coopers	27,000 SF

MAJOR LANDLORDS REPRESENTED

	Size
American Century Realty	450,000 SF
Archon Group	650,000 SF
Crown Center Redevelopment	476,000 SF
Gramercy Capital Corporation	318,000 SF
UrbanAmerica Advisors, LLC	201,000 SF

EDUCATION

- Texas Christian University, MBA; Real Estate concentration
- Kansas State University, BS; Marketing and International Business

COMMUNITY INVOLVEMENT

PROFESSIONAL PROFILE

- DeLaSalle Education Center, Board Member, Secretary
- Kansas City Metropolitan Board of Realtors – Commercial, Board Member

Scott Ferber
5111 W 68th Street
Shawnee Mission, Kansas 66208

Professional Experience
IBM General Business in North America – Vice President

Education
University of Kansas – Bachelor, Civil Engineering
University of Missouri – Master, Business Administration

Other Affiliations
Civic Council of Kansas City - Member

MATT GUNTER

441 W. 68th Terrace, Kansas City, MO 64113
Phone: (816) 729-4993 Email: matthew.s.gunter@sprint.com

EXPERIENCE

SPRINT CORPORATION — **Overland Park, KS**

Vice President of National Channels — **2013 – Present**

- Own contract maintenance and sales results in all non-Sprint distribution channels including Best Buy, RadioShack, Target, Wal-Mart, Sam's Clubs, Costco, Amazon, and others

Vice President of Finance Staff Operations — **2012 – 2013**

- Served as Chief of Staff for the Chief Financial Officer of Sprint
- Co-Led PMO/IMO function for the SoftBank merger

Vice President of Consumer Marketing — **2011 – 2012**

- Led offer development and execution to attract new, profitable customers to Sprint
- Developed and executed mass and targeted marketing campaigns to prospects and existing customers
- Managed channel offers to optimize sales and financial performance in direct and indirect channels
- Delivered best quarterly sales results in five years in 4Q11 with successful iPhone launch

Director of Marketing Strategy — **2009 – 2011**

- Assisted design and testing of *Any Mobile, Anytime* (Sprint became #1 in price \ value perception)
- Built consumer segmentation model that guides targeting and marketing execution across the entire Sprint portfolio of brands (replaced $2 million McKinsey model)
- Supplied insights including market research, reporting, analytics, and competitive intelligence

Director of Base Marketing — **2008 - 2009**

- Managed efforts to retain at-risk customers including save desk offers, proactive and reactive contract renewal programs, and handset upgrade marketing programs
- Identified $120 million in cost savings without increasing customer deactivation rate

Director of Local Marketing (West Region) — **2006 - 2008**

- Led marketing in support of the West Region Vice President of Sales (West Region #1 in sales)
- Directed $50+ million local media budget to optimize sales results in the region
- Leveraged national (NASCAR, NFL) and local sponsorships (e.g., San Franciso 49ers, Tony Gwynn, Chivas USA) to drive additional retail traffic and activations

BAIN & COMPANY — **Chicago, IL**
Senior Associate Consultant — **1999 - 2001**

- Delivered C-level strategic consulting services to a variety of industries including manufacturing, distribution, telecom, corporate travel, and non-profit

ARTHUR ANDERSEN — **Chicago, IL**
Business Consultant — **1996 - 1999**

- Implemented SAP enterprise resource planning software at manufacturing facilities

EDUCATION

KELLOGG SCHOOL OF MANAGEMENT — **Evanston, IL**
MBA, Marketing, Strategy, and Organizational Behavior — **June 2003**

UNIVERSITY OF NOTRE DAME — **South Bend, IN**
BBA, Business Administration with Concentration in Accounting — **May 1996**

ADDITIONAL

- Board of Directors, DeLaSalle Education Center in Kansas City
- Senior Advisor, National Association of Asian American Professionals of Greater Kansas City
- Active Member, Visitation Catholic Church, Notre Dame Club of KC
- Centurions Leadership Program of Greater Kansas City Chamber of Commerce, Class of 2011
- Passed Illinois CPA exam

Quinton Lucas
Green Hall, 1535 West 15th Street
Lawrence, Kansas 66045

Professional Experience
University of Kansas - Associate Professor of Law
2012 – Present

Rouse Hendricks German May PC - Associate
2010 – 2012

U.S. Court of Appeals for the Eighth Circuit - Law Clerk to the Honorable Duane Benton
2009 - 2010 (1 year)

Wilmer Hale - Summer Associate
2008 – 2008

Shook, Hardy & Bacon - Summer Associate
2007 – 2007

Education
Cornell Law School – Juris Doctor 2009

Washington University in St. Louis – Bachelor 2006

Other Affiliations
Board of Zoning Adjustment – Kansas City, Missouri

Curriculum Vitae
Frank T. McCarthy
10329 Cherokee Lane
Leawood, Kansas
Cell Phone: 913-908-7387

1964: Rockhurst High School
1968: Rockhurst College. BA History
1968-1971: U.S. Army. Honorable Discharge
1971-1972: University of Chicago, MA Russian History
1973-1974: Dean Witter, Stockbroker
1975-1979: Small Business Administration
1975-1979: University of Missouri at Kansas City, MBA Finance
1979-1986: Trader's Bank, Bank of Kansas City merged into Bank of Kansas City.
1986-2006: Mid American Bank & Trust. Merged into Mercantile Bank, Firstar, & U.S. Bank
2006-2014: Country Club Bank

Community Interests: Board Member Delasalle Education Center from 1998 to 2014.

Personal: My wife Marilyn and I have two adult daughters with one living in the Kansas City area and the other in Chicago. We enjoy spending time with our four grandchildren. One granddaughter now attends first grade at Lafayette Academy, a charter school in Kansas City. Another attends the Berkley Child Center operated by the UMKC School of Education. I have a particular interest in improving educational opportunity for the disadvantaged.

Andrew Metzler
8008 Madison Avenue
Kansas City, Missouri 64114

Professional Experience
AXA Equitable - Financial Consultant
September 2011 – Present

Ultra International - Vice President of Marketing
September 2007 – January 2011

Ultra International - Director of Marketing
May 2007 – September 2007

Marketing Manager
AMC Theatres
April 2006 – May 2007

VML - Advertising Account Manager
December 2004 – April 2006

University of North Carolina at Chapel Hill
BSBA, Business, Marketing, History 2001 - 2004

Tim Schaffer
4717 Central
Kansas City, MO 64112

Professional Experience
RED Brokerage - Executive Vice President
June 2005 – Present (9 years 6 months)

Cohen Esery Real Estate Services - Senior Vice President, Principal
1984 – June 2005 (21 years)

Education
University Of Kansas
Bachelor's degree, Journalism
1979 – 1984

Other Associations & Affiliations
The American Red Cross – Board of Directors
The National Association of Industrial and Office Properties – Board of Directors

Paul D Strohm
C&C Group
10012 Darnell St
Lenexa, KS 66215

Career:

- C&C Group (1994-present) - President
- Pneumatic Systems Installation (1994-present) - President
- Siemens (1980-1994) - Sales/Sales Management
- HNTB (1979-1980) - Structural Engineer

Education:

- Rockhurst University - Degree MBA (1984)
- University of Missouri - Degree BS Civil Engineering (1978)
- Northeast High School - Graduation (1974)

Associations/Affiliations:

- DeLaSalle Education Center – Board of Directors, President-Elect
- Don Bosco Centers – Board of Directors, Vice Chairment
- InsideIQ - International Professional Organization – Board of Directors, President
- Negro Leagues Baseball Museum – Board of Directors
- Jellybean Conspiracy – Board of Directors
- UNICO - KC Chapter – Member
- University of Missouri Alumni Association - Lifetime Member
- Paul D Strohm Foundation - Greater KC Community Foundation
- Paul D Strohm Scholarship Fund - Greater KC Community Foundation

Stann Tate

4908 West 130th Street * Leawood, Kansas 66209 * Telephone: 913.526.5681 * stanntate@yahoo.com

Experience

Menorah & Overland Park Regional Medical Centers – *Overland Park, Kansas*
Vice President, April 2014 – present

- Oversight on branding, public relations, advertising and internal communications for both hospitals.
- Create growth strategies for hospital business development.
- Produce content for digital marketing and social media campaigns.
- Produced public events to launch new hospital expansion and emergency room.
- Collaborate with physicians and medical staff on development opportunities.
- Direct marketing and development sports medicine partnerships for both hospitals and all other hospitals in the Midwest Division.
- Serve as an official spokesperson for the hospitals.

Community Blood Center – *Kansas City, Missouri*
Director of Marketing, February 2009 – April 2014

- Oversight on all branding, marketing, public relations and digital communications for the organization.
- Implemented digital strategic communications plan for donor database of 140,000 plus donors.
- Launched social media presence on Facebook, Twitter and YouTube.
- Created marketing partnerships with regional, national and international brands including Sprint, Coca-Cola, Papa Murphy's, The Roasterie, Schlitterbahn Waterparks and Yogurtini.
- Launched and produced Total Store Image project to refresh Donation Centers.
- Produced, directed and scripted internal TV show for the organization.
- Ideated, produced and launched an award-winning advertising campaign for the organization.
- Conceptualized, planned and implemented new Donor Café for Donation Centers.
- Served as lead on numerous projects for CEO and other Vice Presidents.

LevelFiveWorldwide – *Overland Park, Kansas*
Vice President, April 2008 – February 2009

- Oversight on all aspects of the sports marketing business including marketing, public relations and fiscal management.
- Produced all digital advertising and social media strategies.
- Negotiated contractual agreements with team properties and secured marketing partnerships pitched and booked publicity opportunities for clients and created community relations plans for clients.

AMC Entertainment – *Kansas City, Missouri*
Director of Community Relations, May 2007 – April 2008

- Researched, created and directed AMC's multi-million dollar cause-marketing program for 358 United States and Canadian theatre properties.
- Analyzed and selected sponsorship opportunities from industry and community partners.
- Served as an official spokesperson for AMC Entertainment.

Kansas Speedway – *Kansas City, Kansas*
Director of Public Relations, March 2000 – May 2007

- Directed the public relations efforts for the track including media relations, community relations, special events, entertainment, promotions, web site management and credentials office operations.
- Managed a staff of four full-time employees.
- Developed and managed a $1.1 million dollar annual departmental budget.
- Responsible for implementing and administering branding strategies for the track.
- Developed all advertising strategies and printed materials for ticket sales and promotions.
- Created community relations campaigns to engage the speedway in public service efforts.
- Served as official spokesperson for the track.

Bernstein-Rein Advertising, Inc. – *Kansas City, Missouri*
Account Executive, January 1999 – March 2000

- Served as primary marketing contact for the client, NationsRent, Midwest region (50 stores).
- Executed marketing objectives of the client's corporate office in the field.
- Developed local store marketing plans and budgets.
- Planned and administered grand opening events for stores. Contracted professional sports celebrities for appearances at store events.
- Evaluated and recommended sponsorship and advertising opportunities for client.

National Collegiate Athletic Association – *Overland Park, Kansas*
Assistant Director of Championships, August 1994 – January 1999

- Administered national championships for the sports of Division I Ice Hockey, Division I Wrestling, Divisions I, II and III Women's Lacrosse, Division II Football, Division III Baseball, Division III Men's and Women's Indoor and Outdoor Track and Field and Division III Men's and Women's Cross Country.
- Served as the primary contact for the aforementioned sports with NCAA member institutions, coaches associations, media and the general public.
- Developed and distributed event planning and management directives for regional and national championship host institutions and agencies.
- Approved budgets, marketing plans and coordinated volunteer workforces with the host agencies for the aforementioned championship events.
- Consulted with host agencies on how to meet contractual guarantees through directives for fundraising and sales campaigns.

Canton Convention and Visitors' Bureau – *Canton, Ohio*
Sports Marketing Director, September 1991 – August 1994

- Represented multiple sports venues and hotel properties for state, regional and national sports championships.
- Attracted new events, which brought in more than 150,000 visitors annually.
- Worked closely with the NCAA, NFL, NAIA, PGA and Ohio High School Athletic Association on championship events.
- Ensured client satisfaction by serving as event manager with the aforementioned entities.
- Managed event logistics such as marketing and transportation plans, coordinated law enforcement detail and hotel accommodations.

Richmond Coliseum – *Richmond, Virginia*
Event Services Coordinator, June 1990 – September 1991

- Served as the primary contact for all events coming into the facility.
- Directed a staff of 150 ushers and security personnel for all events staged in the venue.
- Served as the primary contact with the facility's parking subcontractor, food and beverage vendor, college basketball and professional hockey club tenants.
- Developed Event Services Technical and Employee Manuals.

Education

Ohio University – *Athens, Ohio*

- Bachelor of Science - Communications, June 1989 Magna Cum Laude
- Master of Science - Sports Administration, June 1990 Suma Cum Laude

Community Involvement

- Blue Valley Educational Foundation, Board Member, 2014 – present
- FBI Citizens Academy Kansas City, Graduate and Board Member, 2012 – 2014
- Cristo Rey High School, Dancing with The Stars, competition dancer, 2013 – 2014
- De La Salle Education Center, Board Member, 2008 – present
- Calvary Lutheran School, Annual Auction Committee Member and Chair, 2011 – 2013
- Kansas City Film Commission, Board Member, 2008 – 2009
- Community Blood Center of Kansas City, Steering Committee Member, 2008
- Children International, Gala Event Committee Member, 2007 – 2009
- Big Brothers Big Sisters of Greater Kansas City, Missouri
  - Board of Directors, 2001 – 2007
  - Board of Directors, President, 2006 – 2007
- William Jewell College, Student Mentorship Program Mentor, 2000 – 2005
- Boys & Girls Club of Wyandotte County, Advisory Board Member, 2000 – 2003
- Leukemia & Lymphoma Society, Mid-America Chapter
  - Board of Directors, Vice President, Strategic Planning, 2001 – 2007
  - Co-Chairman, Man & Woman of The Year Fundraising Event, 2002 – 2004
  - Co-Chairman, Breakfast With The Champions, 2003 – 2007
  - Team In Training Marathon participant, 2003
  - Man of The Year, Mid-America Chapter, 2001
  - Rookie of The Year, Board of Directors, 2002
  - Volunteer of The Year, Mid-America Chapter, 2003
- Olathe Kansas Sports Commission, Advisory Board Member, 2002 – 2006
- Kansas City (MO) Sports Commission, 2003 NCAA Division I Wrestling Championships, Publicity
- Morningside Neighborhood Association, Board of Directors, Member-At-Large, 2002 – 2003
- Kansas State University, Marketing Advisory Council, 2002 – 2006
- Metropolitan Arts Council of Kansas City, Studio 150 Volunteer, 2001 – 2002
- Harris Community Youth Foundation, Board Member, 2004 – 2006
- Jewish Community Center, SportsNite, Committee Member, 2003 – 2006

~References Available Upon Request~

Ethan Whitehill
514 West 26th St.
Kansas City MO 64108

CEO
Two West Inc., Kansas City, Missouri
December 1996 – Present
Two West is a retail communications firm specializing in shopper marketing and cross-platform, in-store communications. Our solutions help leading retailers and brands create deep retail engagement at home, in store and on the go.

Principal Owner
WaveMaker Labs, LLC, Kansas City, Missouri
January 2013 – Present
Manage and direct the operations of Two West's marketing accelerator for emerging brands and entrepreneurial initiatives. WaveMaker Labs gives funded startups access to the resources and expertise of a full-service marketing partner through an intensive 90-day program.

Creative Services Supervisor
Ferrellgas
1993 – 1996

Writer/Producer
MMG Worldwide
1992 – 1993

Biography
Ethan started his career as writer and producer for one of the nation's leading hospitality advertising agencies, MMG Worldwide. The former creative director has worked with several Fortune 1,000 and Forbes 500 clients, including American Century Investments, Ferrellgas, H&R Block, Hallmark, Holiday Inn, Time Warner and Sprint. His own company has been nationally ranked as a top 100 inner-city company by Inc. magazine and has been listed among Kansas City's 100 fastest growing companies for six consecutive years.

The Missouri native holds a BA in Advertising and Communications from Westminster College and an MBA from Baker University. Ethan is a graduate of the Helzberg Entrepreneurial Mentoring Program and the Kansas World Trade Center's Globe Program. He serves on the board of directors for DeLaSalle Education Center and International Relations Council. He and his company support the March of Dimes and other charitable causes benefiting children and education.

Specialties: Branding, Marketing, Advertising, Strategic Planning, Corporate

Communications, Corporate Image and Identity, Retail Merchandising, Web and Viral Marketing

Volunteer Experience & Causes

President
DeLaSalle Education Center
July 2013Education

Director
KCPT - Kansas City Public Television

DeLaSalle Education Center Board of Directors
Background Check Confirmation

	Family Care Registry			Missouri State Highway Patrol	
Name	**Registrant No.**	**Confirmation No.**	**Findings**	**Control No.**	**Findings**
Ballard, Gary	64851114	116938254581	None	2307663	None
Bloss, Brent	64726221	116903695555	None	2090903	None
Cole, Phillip	64772795	116938254507	None	2307661	None
Eckert, Matthew	64143330	116903695452	None	2090898	None
Gunter, Matthew	64851125	116938254409	None	2307662	None
Lucas, Quinton	16852354	116903695361	None	2090900	None
McCarthy, Frank	64726233	116903695238	None	2090902	None
Metzler, Andrew	64726231	116903695325	None	2090901	None
Schaffer, Tim	64768050	116914988545	None	2165441	None
Strohm, Paul	64260288	116903694635	None	2090899	None
Tate, Stanley	64768061	116914988414	None	2165440	None
Whitehill, Ethan	63612889	116914988490	None	2141473	None

DeLaSalle Board of Directors
Board Meeting Minutes
April 29, 2014
Approved

Board Members Present: Ethan Whitehill, Andy Metzler, Frank T. McCarthy, Brent Bloss, Paul Strohm, Matt Eckert, John Sundeen, Quinton Lucas, Sam Bennett.

Staff Members Present: Mark Williamson, Glenda Willis, James Greenlaw, Jan Werner, Julie Heibel, Carolyn Watkins, Charles Loose, Rochelle DePriest, Marilynn Chance

Welcome and Opening remarks- Ethan Whitehill: Mr. Whitehill welcomed the Board and Staff to the meeting.

1. **Agenda Amended**: Mr. Whitehill requested a motion to amend the Agenda to add an executive session to discuss a personnel matter. Motion was made, seconded and approved.
2. **Approved Minutes:** Mr. Whitehill requested a motion for the approval of meeting minutes of March 25, 2014; motion was made, seconded and approved.
3. **Executive Directors Remarks:** Mr. Williamson informed the Board of his recent visit to Hope Academy to recruit new students and his attempts to contact Superintendent of KC Public Schools. He also asked the Board for volunteer(s) to assist in the Charter Renewal Process by serving on an Advisory committee with an approximate time commitment of 3 hours a month.
4. **P.A.C.E:** Glenda Willis- Seeking food caterer for summer programing.
5. **Team of Care:** Rochelle DePriest - Assembling comprehensive handbook outlining discipline policies, brief discussion followed about the current DeLaSalle discipline policy.
6. **Human Resources**: Carolyn Watkins – Advised the Board of needed background checks required by UMKC for Charter renewal with a May deadline, offered assistance in obtaining.
7. **Development**: Charles Loose- Announced the beginning of Sanders Circle, which is a new fundraising program. Brief discussion followed about methods of obtaining and securing donors. Stated that Dr. Shane Evans from KU will be keynote speaker on September 4, 2014 for Speaker Series and the Pumpkin Patch will be September 27, 2014.
8. **Experiential Learning & Post-Secondary Readiness**: Julie Heibel- Graduation, Sunday May 18th at 4:00 – Holiday Inn CoCo Key Resort- keynote speaker, Missouri State Representative Brandon Ellington.

9. **Academic Services:** Jan Werner: Stated as to date 100% of eligible students have taken Math and English End of Course exams, informed of personnel issues such as openings, retirements and terminations. 46 seniors to graduate.
10. **Board Recruitment Update:** Mr. Whitehill gave brief update and stressed the search continues.
11. **School Works Update:** Mr. Williamson presented a review of the School Works team findings. Informed that the Action Plan immediately is to focus on improving our Differentiated Instruction.
12. **Financial Report:** Board Member John Sundeen- Mr. Sundeen presented February financial reports. Also presented proposed FY15 budget which included a partial salary parity increase for teachers. After discussion, Mr. Whitehill requested a motion to approve the 2014-2015 Budget, motion was made, second and approved.
13. **President's Remarks**: Mr. Whitehill reminded the Board about High Bar membership, and background checks needed.
14. **Board moved to Executive Session**. No action was taken
15. **Board returned to regular session**. Mr. Whitehill requested a motion to adjourn. Motion was made, seconded, and approved.

Submitted

Matthew Eckert
DeLaSalle Board of Directors

DeLaSalle Board of Directors
Board Meeting Minutes
May 20, 2014
Approved

Board Members Present: Ethan Whitehill, Stann Tate, Frank McCarthy, Melba Curls, Matthew Eckert, Paul Strohm, Matt Gunter

Staff Members Present: Mark Williamson, James Greenlaw, Jan Werner, Marilynn Chance, Charles Loose, Glenda Willis, Rochelle DePriest, Carolyn Watkins,

Guest: Dr. Phyllis Chase from UMKC

Welcome and Opening Remarks- Ethan Whitehill called the meeting to order.

1. **Approved Minutes**: Mr. Whitehill requested a motion for the approval of meeting minutes for April 29, 2014. Motion was made, seconded and approved
2. **Executive Directors Remarks**: Mr. Williamson
   - Informed the Board of recent school functions: graduation, drama club performance, basketball tournament
   - Provided building update on landscaping, installation of solar panels and outdoor green space improvements
   - Reviewed charter renewal process. Advised board that he and Ethan will represent DeLaSalle as a finalist at the upcoming Economic Development Corporation's Cornerstones Award ceremony
   - Provided a summary of the Alternative Education forum sponsored by the Missouri charter school association.
3. **Team of Care:** Rochelle DePriest
   - Jackson County Mental Health Levy contract for 2014-2015 school year has been renewed
   - DLS is becoming school of choice for Social Work interns
4. **PACES:** Glenda Willis
   - Operation Breakthrough with be catering for the summer day care program
5. **Human Resources**: Carolyn Summers
   - No changes to report at this time
6. **Development:** Charles Loose
   - Direct mailing recently mailed, $3600 short of goal
   - Speaker Series date of September 4, 2014, details to follow
7. **Finance Report**: James Greenlaw
   - March financials completed

- In process of obtaining Disaster Recovery CD's for financial software back up
- Student attendance around 81%, consistent with time of year.

8. **Board Recruitment Update: Mr.** Whitehill
   - Search for candidates continues
9. **Academic Services Department**: Jan Werner
   - Introduced new Quality Improvement plan to bolster academic improvement through data driven instruction
10. **Amended Agenda:** Mr. Whitehill
    - Requested motion to amend the Agenda to include an Executive Session
    - Motion was made, seconded, and approved
11. **Board President Remarks**: Mr. Whitehill
    - Asked the Board to form a committee to raise monies for teacher salaries
    - Challenged Board to bring in new donors and tour the building
    - Commented positively on recent graduation ceremony
    - Announced annual Board retreat most likely to be held in mid-September
    - Asked the Board to complete assessments on the High Bar website
12. **Board moved to Executive session**:
    - No action was taken
13. **Board returned to regular session**: Mr. Whitehill
    - Requested a motion be made to adjourn
    - Motion was made, seconded, and approved

Submitted

Matthew Eckert 7-15-14

Matthew Eckert
DeLaSalle Board of Directors

Minutes

DeLaSalle Education Center Board of Directors

Board Meeting

Tuesday Jun 17, 2014 @ 4:00 PM at DeLaSalle Education Center

Board Members Present
B. Bloss, E. Whitehill, F. McCarthy, J. Sundeen, Q. Lucas (remote), S. Bennett

Board Members Absent
A. Metzler, G. Ballard, G. Nerman, M. Curls, M. Eckert, M. Gunter, P. Strohm, S. Ferber, S. Tate, W. Brandt

Guests Present
C. Loose, G. Willis, J. Greenlaw , J. Heibel, J. Werner, M. Chance, M. Williamson, R. DePriest

I. Opening Items

Call the Meeting to Order
E. Whitehill called a meeting of the board of directors of DeLaSalle Education Center Board of Directors to order on Tuesday Jun 17, 2014 @ 4:00 PM at DeLaSalle Education Center .

Approve Minutes

II. Department Reports

Academic Services
Year end results for Plato (Accucess) testing - students showed growth by 1.5 grade levels in Reading and Math. Next year Professional Development areas identified: Differentiated Instruction and Data-driven instruction.

Team of Care
Two employees of Team Of Care received sabbaticals for outstanding performance.

Experiential Learning & Post -Secondary Readiness
55 of 56 seniors graduated representing a 98% graduation rate. Penn Valley Community College continues to be a excellent choice for our post secondary students.

P.A.C.E.s
Staff conducting Home Visits this summer. Operation Breakthrough is catering breakfast, lunch, and snack for summer months.

Human Resources
Due to Carolyn Watkins absence Mr. Williamson presented H.R. Report. All positions should be filled the end of this week.

Development
Confident that goal will be reached by end of this month. A new Grant Writer has been hired. Movie Benefit set for February 21, 2015 at Union Station. Speaker series moved to Spring due

to unavailability of scheduled speaker.

Finance Report
April financials completed. May financials to be completed by end of this week. Admission continues to enroll students. Attendance was 81% for year. Facilities update- native grass was cut - construction to art room to improve lines of site is underway, converting classroom space on lower level to computer lab.

III. Finance Committee Report

Finance Committee Report
ADA shortfall was discussed. No recommendation at this time; however, discussion followed about preventative measures for 2014-2015 school year.

IV. 2014-2015 Calendar

Calendar
Mr. Williamson introduced proposed 2014-2015 calendar. Motion was made to approve calendar. Motion was seconded and approved.

V. Special Education Local Compliance Plan

Special Education
Mr. Williamson introduced changes in Special Education Regulations Compliance Plan. Motion was made to approve changes, seconded and approved.

VI. Board of Directors Election

Election
Mr. Whitehill nominated Mr. Tim Schaffer and Mr. Phil Cole to be elected to serve on the Board of Directors. Motion was made, seconded and approved.

VII. Executive Director Remarks

Executive Director Report
Mr. Williamson announced Charter Renewal Team in place with exception of a student and Board member. Quinton Lucas volunteered to serve on the Charter Renewal Team. Meeting with Kauffman Foundation scheduled at the end of the summer to discuss next steps in the High Bar and SchoolWorks initiatives. Challenge course should be completed by September. Summarized Academic and fundraising accomplishments of the 2013-14 school year and identified areas requiring concentrated attention, specifically attendance & enrollment during the 2014-15 school year. Mr. Williamson thanked Senior Staff for their dedication to the organization and the students.

VIII. Board President Remarks

Board President Remarks
Ethan thanked three Board Members for their exemplary service to Board of Directors as their terms expired. They were John Sundeen, Melba Curls, and Samuel Bennett.

IX. Closing Items

Adjourn Meeting

Mr. Whitehill asked for a motion be made to adjourn the meeting. Motion was made, seconded and approved.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 05:30 pm.

Respectfully Submitted,
M. Eckert

Martha Eckert 7-17-14

https://www.reachthehighbar.com/BoardOnTrack/minutes/preview/11298

GENERAL ADMINISTRATION **Policy 1480**

School/Community Relations

Public Complaints

Although no member of the school community shall be denied the right to petition the Board for redress of a grievance, the complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations only.

The Board advises the school community that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Faculty or Staff

2. Department Director

3. Executive Director

4. Board

Any complaint about school personnel will be investigated by the Administration before consideration and action by the Board.

STUDENTS **Policy 2200**

Admission and Withdrawal

DeLaSalle Charter LEA shall enroll only pupils that reside in the Kansas City, Missouri School District. DeLaSalle does not limit admission based on race, ethnicity, national origin, disability, gender, income level, proficiency in the English language or athletic ability. DeLaSalle anticipates serving students identified as high risk (dropouts, students behind one year in completion of coursework, pregnant or parenting, homeless or those having been homeless in the past six months, suspended from school three or more times, eligible for free or reduced lunch and referred by the school district for enrollment in an alternative program).

Order of preference for admission is as follows:

Category #1: Students whose siblings attend or have attended DeLaSalle Charter LEA provided such students are residents of the Kansas City, Missouri School District.
Category #2: Students whose parents are employed at DeLaSalle Charter LEA provided such students are residents of the Kansas City, Missouri School District.
Category #3: All other students who are residents of the Kansas City, Missouri School District.

If the capacity of DeLaSalle Charter LEA is insufficient to enroll all students who submit a timely application, DeLaSalle will use a lottery admissions process that assures all applicants of an equal chance of gaining admission except that:

First preference for admission will be Category #1 (students whose siblings attend or attended DeLaSalle and live in the Kansas City, Missouri School District). If there are fewer openings than students on the waiting list from Category #1, a lottery is used to determine which students will be admitted.

If, after all students in Category #1 are admitted, there are still vacancies, Category #2 students (those whose parents are employed at DeLaSalle and reside in the Kansas City, Missouri School District) will be admitted. If the number of students from the Category #2 waiting list is equal to or less than the openings, all Category #2 students will be admitted. If there are fewer openings than students on the waiting list from Category #2, a lottery is used to determine which students will be admitted.

If there are still openings after Category #1 and Category #2 students are admitted, Category #3 students will be admitted. If the number of students from Category #3 waiting list is equal to, or less than the openings, all Category #3 students will be admitted. If there are fewer openings than students on the waiting list from Category #3, a lottery is used to determine which students will be admitted.

Discipline

The DeLaSalle Charter LEA has the authority to control student conduct which is prejudicial to good order and discipline in the schools as provided by state law. School officials are authorized to hold students accountable for misconduct in school, on school property, during school-sponsored activities and for conduct away from school or in nonschool activities which affect school discipline. However, no student will be confined in an unattended locked space except for emergency situations while awaiting the arrival of law enforcement officials.

Students forfeit their right to a public school education by engaging in conduct prohibited in Policy 2610 and related provisions. Disciplinary consequences include, but are not limited to, withdrawal of school privileges (athletics, intramurals, student clubs and activities and school social events); the reassignment of the student to another school; removal for up to ten (10) school days by school Education Administrator; extension of suspensions for a total of 180 school days by the Executive Director; and longer term suspension and expulsion from school by the DeLaSalle Board.

DeLaSalle will provide annual inservice training to all employees concerning the discipline regulations and their implementation. Annual training will also include, but will not be limited to, approved methods of dealing with school violence, discipline of students with disabilities, and the requirements of student confidentiality.

Discipline

Student Discipline Hearings

Parents/guardians of students suspended for more than ten (10) school days may make a written request for a hearing before the Board. This request will be addressed to the Executive Director who will review all matters concerning the suspension and refer the request for a Board hearing.

In conducting a discipline hearing the Board will carefully consider the information presented by the administration and by the parent/guardian. In making its decision concerning guilt and innocence as well as punishment, the Board will be mindful of Board discipline policies in place, the effect of its decision upon the individual student, and the safety and welfare of students and staff.

Rules of Procedure in Hearings Before the Board of DeLaSalle Charter LEA on Suspension and Expulsion Matters

1. Students or students' parents/guardians may request a hearing before the Board to contest any suspension in excess of ten (10) school days. The request will be addressed to the Executive Director who will review all matters concerning the suspension.

2. No student may be expelled until this matter is reviewed in a hearing before the Board.

3. The parent/guardian may represent their student or may retain an attorney to act as a representative in the defense of the student. The representative will have the right to present witnesses, question any and all witnesses as herein provided, and make a statement and offer exhibits on the nature of the evidence and disposition of the case. If the parent/guardian elects to have the student represented by an attorney at the hearing, the parent/guardian shall notify the Executive Director of such representation at least twenty-four hours prior to the scheduled time of the hearing.

4. Prior to the hearing, the parties, or their attorneys, may examine at the Board Office the discipline report and all related records.

5. Upon the request of any party, the Executive Director shall submit for review at the hearing the student's behavioral and academic record. If necessary, the information contained in such record may be explained and interpreted by a person trained in its use and interpretation. All parties shall be instructed to respect the confidentiality of all such records and information.

6. At the hearing, the Board may consider a student's record of past disciplinary actions, criminal court records, juvenile court records, and any actions of the student which would be criminal offenses.

7. The parties may present evidence concerning the charges and make such showing by way of affidavits, exhibits, and witnesses as they may desire. Before testifying, witnesses shall be sworn.

8. The President of the Board, or the Chairman of the designated committee of the Board, shall have full charge of the hearing and shall have the authority to direct its proceedings and to control the conduct of all persons present in accordance herewith. Such authority shall include the limitation of questioning that is unproductive, lengthy, or irrelevant. The Board may invoke reasonable limitations on the number of witnesses.

9. The hearing shall not be open to the public. In addition, the Board may set reasonable limitations on the number of people present during the hearing.

   The Board shall also have the right to exclude any person or persons if it shall determine that the hearing is being disrupted by any such person.

   Hearings may be attended only by members of the Board, the Executive Director, the Education Administrator, the Charter LEA attorney, the student, the parent/guardian and their representatives. Witnesses may be present only when giving information at the hearing. With parent/guardian permission, the student may be excluded at times when the student's psychological or emotional problems are being discussed.

10. A record shall be made of any information presented at the hearing. Statements and other written matter presented shall be kept on file by the School.

11. As soon as practicable after the hearing, the Board shall make its decision and transmit the same in writing to the parties and the Executive Director.

    The Board or its committee shall decide by majority vote whether the student has engaged in the misconduct charged by District administrators. The decision will be based solely on the evidence presented at the hearing and must include findings of fact on which the decision rests.

CODE of CONDUCT VIOLATIONS and CONSEQUENCES

DeLaSalle Charter High School and its administration work to create a safe environment for all students. The infractions listed will disrupt that safe environment. Due process and consideration will be given to each issue. The administration will seek out all parties and look for a mediated solution. The following chart identifies misbehaviors and the consequences of exhibiting those misbehaviors. This depicts the guidelines by which the infractions will be dealt with but the administration reserves the right to take each situation and look at the circumstances and make a determination from that information.

Class 0 Violations	***Class I Violations***	***Class II Violations***
Sleeping in class	Academic dishonesty	Disruptive behavior in school
Eating/drinking in class	Misuse of computer or violation of network practices	Disruptive behavior on bus
No school supplies		Conspiracy to commit a Class II offense
Cell phones	Unauthorized absence	
Talking	Excessive tardies	Defiance of authority
Hall freeze	Excessive absenteeism	Inciting disruptive behavior
Horse playing	Uniform violations	Dangerous behavior
Other		
Class 0 Consequences	***Class I Consequences***	***Class II Consequences***
First Offense:	**First Offense:**	**First Offense:**
In-school counseling	Parent conference	Sent home pending parent conference
Second Offense:	**Second Offense:**	
Parent conference	Referral to Rediscovery	Referral to Rediscovery
Subsequent Offenses:	**Subsequent Offenses:**	**Second Offense:**
Parent conference	Short term suspension	Short tern suspension
Referral to Rediscovery		**Subsequent Offenses:**
		Referral to mental health services required to follow treatment plan
		Continued Offenses:
		Long term suspension or expulsion

CODE of CONDUCT VIOLATIONS and CONSEQUENCES – CON'T

Class III Violations	Class IV Violations
Possession/use of tobacco	Possession of identifiable drug paraphernalia
Possession of obscene materials	Threatening another student
Gambling	Unauthorized entry
Use of abusive, obscene, offensive, or profane languag	Causing serious pyhsical injury to school personnel
Fighting	Terrorist threats/effigy
Possession of non-controlled substances	Possession/use of drugs
Distribution/purchase of non-controlled substances	Possession/use of toxic substances
Chronic misconduct	Possession of drugs with intent to sell or distribute
Misuse of telephone	Assault of another student
Gang activities and/or behavior	Threatening of school personnel
Sexual harassment/indecent exposure	Assault of school personnel
Stealing	Causing serious physical injury to students/staff
Extortion	Possession/use of explosives
Possession of lighter/matches	Arson
Vandalism	Possession/use of a firearm
Conspiracy to commit a Class III offense	Possession/use of a weapon other than a firearm
Receiving stolen property	Conspiracy to commit a Class IV offense
Bullying	False alarms
	Possession/consumption of alcohol
	Possession and/or use of a simulated weapon
	Sexual misconduct
Class III Consequences	**Class IV Consequences**
First Offense:	**First Offense:**
Sent home pending parent conference	Long term suspension or expulsion
Referral to Rediscovery	
Second Offense:	
Referral to mental health or drug treatment services-	
required to follow treatment plan	
May be referred to outside services (such as inpatient	
care) until behavior improves.	
Subsequent Offenses:	
Long term suspension or expulsion	

CHARTER SCHOOL QUESTIONNAIRE
2014

Building: DeLaSalle **Date: 9/11/14**
Staff: Susan Howell, Lorie Friend, Susan Borgmeyer, Susan Kasper

1) **How many identified students do you have in the building?**
30 with 8 scheduled to come after the next orientation

2) **How many special education teachers do you have?**
1 part time coordinator, 2 full time teachers 1 para one day a week to work with transition and provide homebound for two students

3) **How many of the students are low incidence? List areas of low incidence:**
Intellectually Disabled – 2

4) **What outside resources are you using to provide services?**
There are no outside resources provided at this time. All services are provided through Exceptional Specialties Group

5) **How many new referrals have you had this year?**
Parent: 0 School: 0

6) **What type of Student Support Team do you have in place to address student concerns?**
Team of Care which consists of three social workers and four counselors

7) **What additional resources are needed to address student achievement in your building?**
The special education teachers need to get student grades and schedules through E-School. They can get discipline and transcript information but they can't get grades

8) **Who maintains student files in the building?**
Susan Howell and case managers monitor the student files

9) **How do you incorporate curriculum into the special education classroom? What resources are you currently using?**
All of the instruction is tutorial for all students

10) **How do you insure that all students are receiving general education curriculum?**
General education curriculum is provided for all students

11) **Are you staying within timelines for special education services?**
Yes

12) **How do teachers provide accommodations to general education teachers?**
Special education teachers give copies of accommodations to all of the general education teachers and the teachers sign that they have received the information

13) **What additional training or assistance is needed to make your referral/evaluation process more effective?**
None at this time

COMMENTS/CONCERNS:
We reviewed four student files. Special education files and process continue to be in compliance. There were no concerns on any of the student files. This was one of the best file reviews we have completed. The transition information provided on the IEP's was very thorough and specific to student need.

THANKS FOR EXTREMELY THOROUGH STUDENT FILES!! SPEDTRACK CERTAINLY WORKS WELL FOR YOUR SCHOOL AND SUSAN HOWELL HAS DONE A GREAT JOB WITH PROCESS AND COMPLIANCE. YOU WILL DEFINITELY BE READY FOR THE DESE FILE REVIEW IN FEBRUARY.

CHARTER SCHOOL QUESTIONNAIRE

ELL PROGRAM

2014

Building: DeLaSalle **Date: 10/13/14**
Staff: Daniel Velazquez, Sarah Knoll, Susan Kasper

1) **How many identified students do you have in the building?**
30 students

2) **Do you have a LAU Plan in place?**
Yes, a new and improved plan

3) **Do you provide training on the LAU Plan in your building?**
Daniel has provided a training for all teachers in one of the staff meetings. He spoke about diversity and would like to continue staff development with the teachers.

4) **Do you have the two questions on your enrollment forms for all parents to address?**
Yes

5) **How many ELL teachers do you have in the building?**
One Teacher

6) **Who completes the assessments in your building?**
Daniel Velazquez

7) **Are you using any outside resources to assist in providing services?**
Not at this time

8) **How many new students are you assessing this year?**
19 new students

9) **How many students are being monitored in the program?**
There are no students monitored at this time. There was confusion with tiers last year which will be corrected this year.

10) **How many students have been dismissed from the program?**

There have been no students exited from the program, however six students graduated and three students left the school.

11) **What type of services are you providing – pull-out, push-in, etc.?**
Primarily pull-out services through a Sheltered English Language Arts Class. Daniel is using 7th period to observe in general education classrooms.

12) **Who maintains ELL student files in the building?**
Daniel

13) **How are teachers trained to provide services for ELL students?**
Daniel is working closer with general education teachers this year in an effort to address all student needs

14) **What additional training or assistance is needed to strengthen your ELL services?**
MELL Conference UMKC Book Study

COMMENTS/CONCERNS:

Daniel continues to provide great services for ELL students. The LAU Plan and student files are in place and Daniel continually works to increase his knowledge in this field. One focus this year is to develop test taking skills. Daniel shared a newspaper article that was written about DeLaSalle and Hispanic Culture. I would like for him to present this article at our next quarterly meeting. Thanks for all you do for kids!

CHARTER SCHOOL "504" QUESTIONNAIRE
2014

Building: DeLaSalle **Date: 10/13/14**
Building Coordinator: Kelly Lightcap and Terrill Allen

1) **How many identified students do you have in the building?**
1 returning student 3 transfers

2) **Who maintains the student records for the "504" process?**
Kelly Lightcap and Terrill Allen are both working with the 504 process

3) **What resources are you using to provide services?**
None at this time

4) **How many new referrals have you had this year?**
7 new referrals this year

5) **What type of Student Support Team do you have in place to address student concerns?**
Counselors, teachers, and/or parents go to the 504 coordinators

6) **What additional resources are needed to address student achievement in your building?**
Currently there is not a nurse or nurse aid in the building – with the increase in medical concerns this might be an area that you want to address

7) **What is the process for identifying students?**
Teachers/parents refer to 504 coordinator and they follow the process from the referral

8) **Are you following all of the steps of the process from referral, through evaluation, to recommendation for services?**
Yes at this time -- forms have not changed this year -- staff needs to be aware of timelines

9) **How does the school monitor the accommodations?**

The 504 coordinator provides the information to the teachers and meets with them on a regular basis to insure that the process is being followed

10) **Does the school include parents in the "504" process?**
Yes at all steps of the process if possible. When students turn 18 they become their own advocate.

11) **How do you maintain the student "504" files/records?**
Separate 504 files are maintained in the coordinators office.

12) **How do you maintain student medical records? Should this information be sent with files?**
The counselors/social workers receive medical records and if necessary includes the 504 coordinators in the process. There should be one process for the school that addresses medical records. Please review your process and identify a person who will be responsible for medical records.

13) **Who receives "IHP" (Individual Health Plans)?**
There are currently no individual health plans for students, however there are a number of students who have health concerns. It is important for the 504 teams to review health concerns to determine whether or not the student qualifies for a 504 plan.

14) **What additional training or assistance is needed to make your "504" process more effective?**
OCR training through the Kansas City Regional Professional Development Center and monthly "504" meetings

COMMENTS/CONCERNS:

Kelly is currently coordinating the 504 process while she is training Terrill to become the new coordinator. In discussing students during the review there appears to be a number of students with more severe medical concerns. There is a need to identify a staff member to supervise medical records since there is not a nurse employed in the school. There continues to be a need to have one process that includes academic and mental health concerns when students are referred.

When students enroll and have a current 504 plan, the team should convene immediately and determine whether or not the plan is appropriate or whether they need additional information in order to provide the services identified on the plan.

Charter UMKC Charter School Center School of Education School

Assurance Statements

Developed in compliance with the Missouri Charter School Law (160.400-160.425) July 2014.

This public charter board understands that the school are expected to remain compliance with the current and future provisions of the Missouri Charter School Law and the statues that are cited in the law.

THE FOLLOWING ASSURANCE STATEMENTS ARE IN REGARDS TO THE IMPLEMENTATION OF FEDERAL SCHOOL LAWS

Federal Charter School Law:
This public charter school may provide a preference in admission to siblings of current students, children of employees and students that reside in the following geographic area:
Insert description of the geographic area, if applicable.

If this public charter school maintains a waiting list by grade level, the school must use a "lottery system" to select students to enroll, when openings occur.

Federal – No Child Left Behind Law or subsequent law:
If this public charter school does not meet the following standards set out in the Federal--No Child Left Behind Law, this school, if receiving Title I Funds, will undertake appropriate corrective action as required by the Missouri Department of Elementary and Secondary Schools and will provide parental notification of the school status.

MISSOURI CHARTER SCHOOL LAW (160.400-160.425)

This public charter school board understands that federal laws and regulations that apply to this school are subject to change, and the school will be responsible for adhering to the changes.

STATUTORY REFERENCE 160.400	**Charter schools, defined, St. Louis City and Kansas City school districts--sponsors--use of public school buildings--organization of charter schools--affiliations with college or university--criminal background check required.**	
STATUTORY REFERENCE 160.400.1, 160.400.2(2)	This public charter school will be an independent public school and operate within the Kansas City Public School district.	
STATUTORY REFERENCE 160.400.6	UMKC, as the sponsor, shall not receive any fee of any type for the consideration of the charter, nor consideration on the promise of future payment of any kind.	
STATUTORY REFERENCE 160.400. 7.	The charter school shall be organized as a Missouri nonprofit corporation incorporated pursuant to chapter 355. The charter provided for herein shall constitute a contract between the sponsor and the charter school.	
STATUTORY REFERENCE 160.400.8	This public charter school shall be organized as a Missouri nonprofit corporation pursuant to chapter 355, RSMo, and shall select the method for election of officers pursuant to section 355.326, RSMo, based on the class of corporation selected. Meetings of the governing board of the charter school shall be subject to the provisions of sections 610.010 to 610.030, RSMo, the open meetings law.	
STATUTORY REFERENCE 160.400.9.	UMKC, as the sponsor, its agents and employees are not liable for any acts or omissions of this public charter school, including acts or omissions relating to the charter submitted by this public charter school, its operation, and/or performance	
STATUTORY REFERENCE 160.400.10	This public charter school, as that it is affiliated with UMKC, recognizes a relationship for purposes of teacher training and staff development, curriculum and assessment development, use of physical facilities owned by or rented on behalf of the college or university, and other similar purposes. UMKC will not charge or accept a fee for this affiliation status.	
STATUTORY REFERENCE 160.400.11	UMKC, as the sponsor, will have the expenses associated with this public charter school sponsorship defrayed by the Department of Elementary and Secondary Education by retaining one and five-tenths percent of the amount of state and local funding allocated to the charter school under section 160.415, not to exceed one hundred twenty-five thousand dollars, adjusted for inflation.	
STATUTORY REFERENCE 160.400.13	This public charter school, as that it is affiliated with UMKC, will not have an employee of the university as a member of its governing board of directors.	
STATUTORY REFERENCE	This public charter school will conduct criminal background checks and family care safety registry	

160.400.14	checks for all members of the governing board.	
STATUTORY REFERENCE 160.400.15	This public charter school will not have members of the governing board hold any office or employment from the board or the charter school while serving as a member, nor shall the member have any substantial interest, as defined in section 105.450, in any entity employed by or contracting with the board. No board member shall be an employee of a company that provides substantial services to the charter school. All members of the governing board of the charter school shall be considered decision-making public servants as defined in section 105.450 for the purposes of the financial disclosure requirements contained in sections 105.483, 105.485, 105.487, and 105.489.	
STATUTORY REFERENCE 160.405	Proposed charter, how submitted, requirements, submission to state board, powers and duties--approval, revocation, termination--definitions--lease of public school facilities, when--unlawful reprisal, defined, prohibited.	
STATUTORY REFERENCE 160.405.1	The charter shall be a legaly binding performance contract that describes the obligations and responsibilities of the school and the sponsor as outlined in sections 160.400 to 160.425 and section 167.349 and include:	
	(1) A mission and vision statement for the charter school;	
	(2) A description of the charter school's organizational structure and bylaws of the governing body, which will be responsible for the policy, financial management, and operational decisions 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;	
	(3) A financial plan for the first three years of operation of the charter school including provisions for annual audits;	
	(4) A description of the charter school's policy for securing personnel services, its personnel policies, personnel qualifications, and professional development plan;	
	(5) A description of the grades or ages of students being served;	
	(6) The school's calendar of operation, which shall include at least the equivalent of a full school term as defined in section 160.011;	
	(7) A description of the charter school's pupil performance standards and academic program performance standards, which shall meet the requirements of subdivision (6) of subsection 4 of this section. The charter school program shall be designed to enable each pupil to achieve such standards and shall contain a complete set of indicators, measures, metrics, and targets for academic program performance, including specific	

	goals on graduation rates and standardized test performance and academic growth;	
	(8) A description of the charter school's educational program and curriculum;	
	(9) The term of the charter, which shall be five years and shall be renewable;	
	(10) Procedures, consistent with the Missouri financial accounting manual, for monitoring the financial accountability of the charter, which shall meet the requirements of subdivision (4) of subsection 4 of this section;	
	(11) Preopening requirements for applications that require that charter schools meet all health, safety, and other legal requirements prior to opening;	
	(12) A description of the charter school's policies on student discipline and student admission, which shall include a statement, where applicable, of the validity of attendance of students who do not reside in the district but who may be eligible to attend under the terms of judicial settlements and procedures that ensure admission of students with disabilities in a nondiscriminatory manner;	
	(13) A description of the charter school's grievance procedure for parents or guardians;	
	(14) A description of the agreement between the charter school and the sponsor as to when a sponsor shall intervene in a charter school, when a sponsor shall revoke a charter for failure to comply with subsection 8 of this section, and when a sponsor will not renew a charter under subsection 9 of this section;	
	(15) Procedures to be implemented if the charter school should close, as provided in subdivision (6) of subsection 16 of section 160.400 including:	
	a. Orderly transition of student records to new schools and archival of student records;	
	b. Archival of business operation and transfer or repository of personnel records;	
	c. Submission of final financial reports;	
	d. or repository of personnel records;	
	e. Submission of final financial reports;	
	f. Resolution of any remaining financial obligations; and	
	g. Disposition of the charter school's assets upon closure;	
	h. A notification plan to inform parents or guardians of students, the local school district, the retirement system in which the charter school's employees participate, and the state board of education within thirty days of the decision to close;	
	i. or repository of personnel records;	
	j. Submission of final financial reports;	

	k. Resolution of any remaining financial obligations; and	
	(16) A description of the special education and related services that shall be available to meet the needs of students with disabilities; and	
	(17) For all new or revised charters, procedures to be used upon closure of the charter school requiring that unobligated assets of the charter school be returned to the department of elementary and secondary education for their disposition, which upon receipt of such assets shall return them to the local school district in which the school was located, the state, or any other entity to which they would belong.	
160.405.2	Proposed charters shall be subject to the following requirements	
	(1) A charter shall be submitted to the sponsor, and follow the sponsor's policies and procedures for review and granting of a charter approval, and be approved by the state board of education by December first of the year prior to the proposed opening date of the charter school;	
	(2) A charter may be approved when the sponsor determines that the requirements of this section are met, determines that the applicant is sufficiently qualified to operate a charter school, and that the proposed charter is consistent with the sponsor's charter sponsorship goals and capacity. The sponsor's decision of approval or denial shall be made within ninety days of the filing of the proposed charter;	
	(3) If the charter is denied, the proposed sponsor shall notify the applicant in writing as to the reasons for its denial and forward a copy to the state board of education within five business days following the denial;	
	(4) If a proposed charter is denied by a sponsor, the proposed charter may be submitted to the state board of education, along with the sponsor's written reasons for its denial. If the state board determines that the applicant meets the requirements of this section, that the applicant is sufficiently qualified to operate the charter school, and that granting a charter to the applicant would be likely to provide educational benefit to the children of the district, the state board may grant a charter and act as sponsor of the charter school. The state board shall review the proposed charter and make a determination of whether to deny or grant the proposed charter within sixty days of receipt of the proposed charter, provided that any charter to be considered by the state board of education under this subdivision shall be submitted no later than March first prior to the	

	school year in which the charter school intends to begin operations. The state board of education shall notify the applicant in writing as the reasons for its denial, if applicable; and	
	(5) The sponsor of a charter school shall give priority to charter school applicants that propose a school oriented to high-risk students and to the reentry of dropouts into the school system. If a sponsor grants three or more charters, at least one-third of the charters granted by the sponsor shall be to schools that actively recruit dropouts or high-risk students as their student body and address the needs of dropouts or high-risk students through their proposed mission, curriculum, teaching methods, and services. For purposes of this subsection, a "high-risk" student is one who is at least one year behind in satisfactory completion of course work or obtaining high school credits for graduation, has dropped out of school, is at risk of dropping out of school, needs drug and alcohol treatment, has severe behavioral problems, has been suspended from school three or more times, has a history of severe truancy, is a pregnant or parenting teen, has been referred for enrollment by the judicial system, is exiting incarceration, is a refugee, is homeless or has been homeless sometime within the preceding six months, has been referred by an area school district for enrollment in an alternative program, or qualifies as high risk under department of elementary and secondary education guidelines.	
STATUTORY REFERENCE 160.405.4	This public charter school shall: (1) Be nonsectarian in its programs, admission policies, employment practices, and all other operation.	
	(2) Comply with laws and regulations of the state, county, or city relating to health, safety, and state minimum educational standards, as specified by the state board of education, including the requirements relating to student discipline under sections 160.261, 167.161, 167.164, and 167.171, notification of criminal conduct to law enforcement authorities under sections 167.115 to 167.117, academic assessment under section 160.518, transmittal of school records under section 167.020, the minimum number of school days and hours required under section 160.041, and the employee criminal history background check and the family care safety registry check under section 168.133.	
	(3) Except as provided in sections 160.400 to 160.425, be exempt from all laws and rules relating to schools, governing boards and school districts;	
	(4)Be financially accountable, use practices consistent with the Missouri financial accounting manual, provide for an annual audit by a certified public accountant, publish audit reports and annual financial reports as provided in chapter 165, provided that the annual financial report may be published on the department of	

	elementary and secondary education's internet website in addition to other publishing requirements, and provide liability insurance to indemnify the school, its board, staff and teachers against tort claims. A charter school that receives local educational agency status under subsection 6* of this section shall meet the requirements imposed by the Elementary and Secondary Education Act for audits of such agencies and comply with all federal audit requirements for charters with local education agency status. For purposes of an audit by petition under section 29.230, this charter school shall be treated as a political subdivision on the same terms and conditions as the school district in which it is located. For the purposes of securing such insurance, a charter school shall be eligible for the Missouri Public Entity Risk Management Fund pursuant to section 537.700. If this charter school incurs debt shall include a repayment plan in its financial plan.	
	(5)This public charter school shall: Provide a comprehensive program of instruction as specified in its charter	
	(6)(a)Design a method to measure pupil progress toward the pupil academic standards adopted by the state board of education pursuant to section 160.514, establish baseline student performance in accordance with the performance contract during the first year of operation, collect student performance data as defined by the annual performance report throughout the duration of the charter to annually monitor student academic performance, and to the extent applicable based upon grade levels offered by the charter school, participate in the statewide system of assessments, comprised of the essential skills tests and the nationally standardized norm-referenced achievement tests, as designated by the state board pursuant to section 160.518, complete and distribute an annual report card as prescribed in section 160.522, which shall also include a statement that background checks have been completed on the charter school's board members, report to its sponsor, the local school district, and the state board of education as to its teaching methods and any educational innovations and the results thereof, and provide data required for the study of charter schools pursuant to subsection 4 of section 160.410. . No charter school shall be considered in the Missouri school improvement program review of the district in which it is located for the resource or process standards of the program.	
	charter schools, sponsors shall approve performance ulum, teaching methods, and services. Sponsors shall emic and behavioral measures to determine whether standards on a different time frame as specified in that nce shall be assessed comprehensively to determine	

	harter school has documented adequate student all be based on sponsor-approved comprehensive public school measures. Annual presentation of charter artment of elementary and secondary education, the state comprehensive measures of student progress.	
	(c) Nothing in this subdivision shall be construed as permitting a charter school to be held to lower performance standards than other public schools within a district; however, the charter of a charter school may permit students to meet performance standards on a different time frame as specified in its charter. The performance standards for alternative and special purpose charter schools that target high-risk students as defined in subdivision (5) of subsection 2 of this section shall be based on measures defined in the school's performance contract with its sponsors;	
	(7) Comply with all applicable federal and state laws and regulations regarding students with disabilities, including sections 162.670 to 162.710, the Individuals with Disabilities Education Act (20 U.S.C. Section 1400) and Section 504 of the Rehabilitation Act of 1973 (29** U.S.C. Section 794) or successor legislation;	
STATUTORY REFERENCE 160.405.6	The charter of a charter school may be amended at the request of the governing body of the charter school and on the approval of the sponsor. The sponsor and the governing board and staff of the charter school shall jointly review the school's performance, management and operations during the first year of operation and then every other year after the most recent review or at any point where the operation or management of the charter school is changed or transferred to another entity, either public or private. The governing board of a charter school may amend the charter, if the sponsor approves such amendment, or the sponsor and the governing board may reach an agreement in writing to reflect the charter school's decision to become a local educational agency. In such case the sponsor shall give the department of elementary and secondary education written notice no later than March first of any year, with the agreement to become effective July first. The department may waive the March first notice date in its discretion. The department shall identify and furnish a list of its regulations that pertain to local educational agencies to such schools within thirty days of receiving such notice.	
STATUTORY REFERENCE 160.405.7	This public charter school shall annually participate in a review of their compliance with statutory standards including:	
	(1) Participation in the statewide system of assessments	
	(2) Completion and distribution of an annual report card	
	(3) Collection of baseline data during the first three years of operation to determine the longitudinal	

	success of the charter school;	
	(4) A method to measure pupil progress toward the pupil academic standards	
	(5) Publication of each charter school's annual performance report.	
STATUTORY REFERENCE 160.405.8	(1) (a) A sponsor's intervention policies shall give schools clear, adequate, evidence-based, and timely notice of contract violations or performance deficiencies and mandate intervention based upon findings of the state board of education of the following	
	a. The charter school provides a high school program which fails to maintain a graduation rate of at least seventy percent in three of the last four school years unless the school has dropout recovery as its mission;	
	b. The charter school's annual performance report results are below the district's annual performance report results based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years; and	
	c. The charter school is identified as a persistently lowest achieving school by the department of elementary and secondary education.	
	(b) A sponsor shall have a policy to revoke a charter during the charter term if there is:	
	a. Clear evidence of underperformance as demonstrated in the charter school's annual performance report in three of the last four school years; or	
	b. A violation of the law or the public trust that imperils students or public funds	
	(c) A sponsor shall revoke a charter or take other appropriate remedial action, which may include placing the charter school on probationary status for no more than twelve months, provided that no more than one designation of probationary status shall be allowed for the duration of the charter contract, at any time if the charter school commits a serious breach of one or more provisions of its charter or on any of the following grounds: failure to meet the performance contract as set forth in its charter, failure to meet generally accepted standards of fiscal management, failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to160.425 and 167.349 within forty-five days following receipt of written notice requesting such information, or violation of law.	
	(2) The sponsor may place the charter school on probationary status to allow the implementation of a remedial plan, which may require a change of methodology, a change in leadership, or both, after which, if such plan is unsuccessful, the charter may be	

	revoked.	
	(3) At least sixty days before acting to revoke a charter, the sponsor shall notify the governing board of the charter school of the proposed action in writing. The notice shall state the grounds for the proposed action. The school's governing board may request in writing a hearing before the sponsor within two weeks of receiving the notice.	
	(4) The sponsor of a charter school shall establish procedures to conduct administrative hearings upon determination by the sponsor that grounds exist to revoke a charter. Final decisions of a sponsor from hearings conducted pursuant to this subsection are subject to an appeal to the state board of education, which shall determine whether the charter shall be revoked.	
	(5) A termination shall be effective only at the conclusion of the school year, unless the sponsor determines that continued operation of the school presents a clear and immediate threat to the health and safety of the children.	
	(6) A charter sponsor shall make available the school accountability report card information as provided under section 160.522 and the results of the academic monitoring required under subsection 3 of this section.	
STATUTORY REFERENCE 160.405.9	(1)This public charter school shall provide all information necessary to confirm ongoing compliance with all provisions of its charter and sections 160.400 to 160.425 and 167.349 in a timely manner to its sponsor.	
	(2)(a)This public charter school will maintained results on its annual performance report that meet or exceed the KCSD based on the performance standards that are applicable to the grade-level configuration of both the charter school and the district in three of the last four school years;	
	(2)(b)This public charter school will be organizationally and fiscally viable and will maintain a positive balance in its operating funds, a combined balance of more than three percent of the amount expended for such funds during the previous fiscal year, or (and) not have expenditures that exceed receipts for the most recently completed fiscal year;	
	(2)(c)The charter is in compliance with its legally binding performance contract and sections 160.400 to 160.425 and section 167.349.	
STATUTORY REFERENCE 160.405.10	A school district may enter into a lease with a charter school for physical facilities.	
STATUTORY REFERENCE 160.405.11	A governing board or a school district employee who has control over personnel actions shall not take unlawful reprisal against another employee at the school district because the employee is directly or indirectly	

	involved in an application to establish a charter school. A governing board or a school district employee shall not take unlawful reprisal against an educational program of the school or the school district because an application to establish a charter school proposes the conversion of all or a portion of the educational program to a charter school. As used in this subsection, "unlawful reprisal" means an action that is taken by a governing board or a school district employee as a direct result of a lawful application to establish a charter school and that is adverse to another employee or an educational program.	
STATUTORY REFERENCE 160.405.12	This public charter school board members shall be subject to the same liability for acts while in office as if they were regularly and duly elected members of school boards in any other public school district in this state. The governing board of a charter school may participate, to the same extent as a school board, in the Missouri public entity risk management fund in the manner provided under sections 537.700 to 537.756.	
STATUTORY REFERENCE 160.405.13	This public charter school whether public or private, operating, administering, or otherwise, any entity managing the school shall be considered a quasi-public governmental body and subject to the provisions of sections 610.010 to 610.035	
STATUTORY REFERENCE 160.405.14	This public charter school's chief financial officer school shall maintain:	
	(1) A surety bond in an amount determined by UMKC, as the sponsor, to be adequate based on the cash flow of the school; or	
STATUTORY REFERENCE 160.410	**Admission, preferences for admission permitted, when--study of performance to be commissioned by department, costs, contents, results to be made public--move out of school district, effect of.**	
STATUTORY REFERENCE 160.410.1	This public charter school shall enroll: All pupils resident in the district in which it operates;	
	(1) Nonresident pupils eligible to attend a district's school under an urban voluntary transfer program;	
	(2) In the case of a charter school whose mission includes student drop-out prevention or recovery, any nonresident pupil from the same or an adjacent county who resides in a residential care facility, a transitional living group home, or an independent living program whose last school of enrollment is in the school district where the charter school is established, who submits a timely application; and	
	(3) In the case of a workplace charter school, any student eligible to attend under subdivision (1) or (2) of this subsection whose parent is employed in the business district, who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. The configuration of a business district shall be set	

	forth in the charter and shall not be construed to create an undue advantage for a single employer or small number of employers.	
STATUTORY REFERENCE 160.410.2	This public charter school shall have an admissions process that assures all applicants of an equal chance of gaining admission (if capacity is insufficient to enroll all pupils who submit a timely application) except that the school may:	
	(1) Establish a geographical area around the school whose residents will receive a preference for enrolling in the school, provided that such preferences do not result in the establishment of racially or socioeconomically isolated schools and provided such preferences conform to policies and guidelines established by the state board of education;	
	(2) Give a preference for admission of children whose siblings attend the school or whose parents are employed at the school or in the case of a workplace charter school, a child whose parent is employed in the business district or at the business site of such school; and	
	(3) Give a preference for admission to high-risk students, as defined in subdivision (5) of subsection 2 of section 160.405, when the school targets these students through its proposed mission, curriculum, teaching methods, and services. (Charter alternative and special purpose schools)	
STATUTORY REFERENCE 160.410.3	This public charter school shall not limit admission based on race, ethnicity, national origin, disability, income level, proficiency in the English language or athletic ability, but may limit admission to pupils within a given age group or grade level. If this public charter school is a single-gender school, this school may limit admission based on gender only. Students that are present for the January membership count as defined in section 163.011 shall be counted in the performance of the charter school on the statewide assessments in that calendar year, unless otherwise exempted as English language learners.	
STATUTORY REFERENCE 160.410.4	This public charter school shall participate in the department of elementary and secondary education study of the performance of students at each charter school in comparison with an equivalent group of district students representing an equivalent demographic and geographic population and a study of the impact of charter schools upon the constituents they serve in the districts in which they are located conducted by the joint committee on education ***if selected***.	
STATUTORY REFERENCE 160.410.5	This public charter school shall make available for public inspection, and provide upon request, to the parent, guardian, or other custodian of any school-age pupil resident in the district in which the school is located the following information:	

	(1) The school's charter;	
	(2) The school's most recent annual report card published according to section 160.522;	
	(3) The results of background checks on the charter school's board members; and	
	(4) If a charter school is operated by a management company, a copy of the written contract between the governing board of the charter school and the educational management organization or the charter management organization for services.	
STATUTORY REFERENCE 160.410.6	This public charter school shall allow a student who has been attending this school and who moves out of the boundaries of KCPS to complete the current semester and considered a resident student. The student's parent or legal guardian shall be responsible for the student's transportation to and from the charter school.	
STATUTORY REFERENCE 160.410.7	if a change in school district boundary lines occurs under section 162.223, 162.431, 162.441, or 162.451, or by action of the state board of education under section 162.081, including attachment of a school district's territory to another district or dissolution, such that a student attending a charter school prior to such change no longer resides in a school district in which the charter school is located, then the student may complete the current academic year at the charter school. The student shall be considered a resident student. The student's parent or legal guardian shall be responsible for the student's transportation to and from the charter school.	
STATUTORY REFERENCE 160.410.8	This public charter school shall comply to the provisions of sections 167.018 and 167.019 concerning foster children's educational rights are applicable to charter schools.	
STATUTORY REFERENCE 160.415	**Distribution of state school aid for charter schools--powers and duties of governing body of charter schools.**	
STATUTORY REFERENCE 160.415.1	For the purposes of calculation and distribution of state school aid under section 163.031, pupils enrolled in a charter school shall be included in the pupil enrollment of the school district within which each pupil resides. Each charter school shall report the names, addresses, and eligibility for free and reduced lunch, special education, or limited English proficiency status, as well as eligibility for categorical aid, of pupils resident in a school district who are enrolled in the charter school to the school district in which those pupils reside. The charter school shall report the average daily attendance data, free and reduced lunch count, special education pupil count, and limited English proficiency pupil count to the state department of elementary and secondary education. Each charter school shall promptly notify the state department of elementary and secondary education and the pupil's school district when a student	

	discontinues enrollment at a charter school.	
STATUTORY REFERENCE 160.415.2	Except as provided in subsections 3 and 4 of this section, the aid payments for charter schools shall be as described in this subsection.	
	(1) A school district having one or more resident pupils attending a charter school shall pay to the charter school an annual amount equal to the product of the charter school's weighted average daily attendance and the state adequacy target, multiplied by the dollar value modifier for the district, plus local tax revenues per weighted average daily attendance from the incidental and teachers' funds in excess of the performance levy as defined in section 163.011 plus al other state aid attributable to such pupils.	
	(2) The district of residence of a pupil attending a charter school shall also pay to the charter school any other federal or state aid that the district receives on account of such child.	
	(3) If the department overpays or underpays the amount due to the charter school, such overpayment or underpayment shall be repaid by the public charter school or credited to the public charter school in twelve equal payments in the next fiscal year.	
	(4) The amounts provided pursuant to this subsection shall be prorated for partial year enrollment for a pupil.	
	(5) A school district shall pay the amounts due pursuant to this subsection as the disbursal agent and no later than twenty days following the receipt of any such funds. The department of elementary and secondary education shall pay the amounts due when it acts as the disbursal agent within five days of the required due date.	
STATUTORY REFERENCE 160.415.3	A workplace charter school shall receive payment for each eligible pupil as provided under subsection 2 of this section, except that if the student is not a resident of the district and is participating in a voluntary inter-district transfer program, the payment for such pupils shall be the same as provided under section 162.1060.	
STATUTORY REFERENCE 160.415.4	A charter school that has declared itself as a local educational agency shall receive from the department of elementary and secondary education an annual amount equal to the product of the charter school's weighted average daily attendance and the state adequacy target, multiplied by the dollar value modifier for the district, plus local tax revenues per weighted average daily attendance from the incidental and teachers funds in excess of the performance levy as defined in section 163.011 plus al other state aid attributable to such pupils. If a charter school declares itself as a local education agency, the department of elementary and secondary education shall, upon notice of the declaration, reduce the payment made to the school district by the amount	

	specified in this subsection and pay directly to the charter school the annual amount reduced from the school district's payment.	
STATUTORY REFERENCE 160.415.5	If a school district fails to make timely payments of any amount for which it is the disbursal agent, the state department of elementary and secondary education shall authorize payment to the charter school of the amount due pursuant to subsection 2 of this section and shall deduct the same amount from the next state school aid apportionment to the owing school district. If a charter school is paid more or less than the amounts due pursuant to this section, the amount of overpayment or underpayment shall be adjusted equally in the next twelve payments by the school district or the department of elementary and secondary education, as appropriate. Any dispute between the school district and a charter school as to the amount owing to the charter school shall be resolved by the department of elementary and secondary education, and the department's decision shall be the final administrative action for the purposes of review pursuant to chapter 536. During the period of dispute, the department of elementary and secondary education shall make every administrative and statutory effort to allow the continued education of children in their current public charter school setting.	
STATUTORY REFERENCE 160.415.6	The charter school and a local school board may agree by contract for services to be provided by the school district to the charter school. The charter school may contract with any other entity for services. Such services may include but are not limited to food service, custodial service, maintenance, management assistance, curriculum assistance, media services and libraries and shall be subject to negotiation between the charter school and the local school board or other entity. Documented actual costs of such services shall be paid for by the charter school.	
STATUTORY REFERENCE 160.415.7	In the case of a proposed charter school that intends to contract with an education service provider for substantial educational services, management services, the request for proposals shall additionally require the charter school applicant to:	
	(1) Provide evidence of the education service provider's success in serving student populations similar to the targeted population, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable;	
	(2) Provide a term sheet setting forth the proposed duration of the service contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and time lines;	

	compensation structure, including clear identification of al fees to be paid to the service provider; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;	
	(3) Disclose any known conflicts of interest between the school governing board and proposed service provider or any affiliated business entities;	
	(4) Disclose and explain any termination or nonrenewal of contracts for equivalent services for any other charter school in the United States within the past five years;	
	(5) Ensure that the legal counsel for the charter school shall report directly to the charter school's governing board: and	
	(6) Provide a process to ensure that the expenditures that the educational service provider intends to bill to the charter school shall receive prior approval of the governing board or its designee.	
STATUTORY REFERENCE 160.415.8	A charter school may enter into contracts with community partnerships and state agencies acting in collaboration with such partnerships that provide services to children and their families linked to the school.	
STATUTORY REFERENCE 160.415.9	A charter school shall be eligible for transportation state aid pursuant to section 163.161 and shall be free to contract with the local district, or any other entity, for the provision of transportation to the students of the charter school	
STATUTORY REFERENCE 160.415.10	(1) The proportionate share of state and federal resources generated by students with disabilities or staff serving them shall be paid in full to charter schools enrolling those students by their school district where such enrollment is through a contract for services described in this section. The proportionate share of money generated under other federal or state categorical aid programs shall be directed to charter schools serving such students eligible for that aid.	
	(2) A charter school shall provide the special services provided pursuant to section 162.705 and may provide the special services pursuant to a contract with a school district or any provider of such services.	
STATUTORY REFERENCE 160.415.11	A charter school may not charge tuition, nor may it impose fees that a school district is prohibited from imposing.	
STATUTORY REFERENCE 160.415.12	A charter school is authorized to incur debt in anticipation of receipt of funds. A charter school may also borrow to finance facilities and other capital items. A school district may incur bonded indebtedness or take other measures to provide for physical facilities and other capital items for charter schools that it sponsors or contracts with. Upon the dissolution of a charter school, any liabilities of the corporation will be satisfied through the procedures of chapter 355. The department of elementary and secondary education may withhold funding at a level the	

	department determines to be adequate during a school's last year of operation until the department determines that school records, liabilities, and reporting requirements, including a full audit, are satisfied.	
STATUTORY REFERENCE 160.415.13	Charter schools shall not have the power to acquire property by eminent domain	
STATUTORY REFERENCE 160.415.14	The governing body of a charter school is authorized to accept grants, gifts or donations of any kind and to expend or use such grants, gifts or donations. A grant, gift or donation may not be accepted by the governing body if it is subject to any condition contrary to law applicable to the charter school or other public schools, or contrary to the terms of the charter.	
STATUTORY REFERENCE 160.417	**Financial stress, review of report information by charter school sponsor, when-criteria for financial stress**	
STATUTORY REFERENCE 160.417. 1.	By October 1, 2012, and by each October first thereafter, the sponsor of each charter school shall review the information submitted on the report required by section 162.821 to identify charter schools experiencing financial stress. The department of elementary and secondary education shall be authorized to obtain such additional information from a charter school as may be necessary to determine the financial condition of the charter school. Annualy, a listing of charter schools identified as experiencing financial stress according to the provisions of this section shall be provided to the governor, speaker of the house of representatives, and president pro tempore of the senate by the department of elementary and secondary education.	
STATUTORY REFERENCE 160.417. 2.	For the purposes of this section, a charter school shall be identified as experiencing financial stress if it:	
	(1) At the end of its most recently completed fiscal year:	
	(a) Has a negative balance in its operating funds; or	
	(b) Has a combined balance of less than three percent of the amount expended from such funds during the previous fiscal year; or	
	(2) For the most recently completed fiscal year expenditures, exceeded receipts for any of its funds because of recurring costs.	
STATUTORY REFERENCE 160.417. 3.	The sponsor shall notify by November first the governing board of the charter school identified as experiencing financial stress. Upon receiving the notification, the governing board shall develop, or cause to have developed, and shall approve a budget and education plan on forms provided by the sponsor. The budget and education plan shall be submitted to the sponsor, signed by the officers of the charter school, within forty-five calendar days of notification that the charter school has been identified as experiencing financial stress. Minimaly, the budget and education plan shall:	

	(1) Give assurances that adequate educational services to students of the charter school shall continue uninterrupted for the remainder of the current school year and that the charter school can provide the minimum number of school days and hours required by section 160.041;	
	(2) Outline a procedure to be folbwed by the charter school to report to charter school patrons about the financial condition of the charter school; and	
	(3) Detail the expenditure reduction measures, revenue increases, or other actions to be taken by the charter school to address its condition of financial stress.	
STATUTORY REFERENCE 160.417.4	Upon receipt and following review of any budget and education plan, the sponsor may make suggestions to improve the plan. Nothing in sections 160.400 to 160.425 or section 167.349 shall exempt a charter school from submitting a budget and education plan to the sponsor according to the provisions of this section following each such notification that a charter school has been identified as experiencing financial stress, except that the sponsor may permit a charter school's governing board to make amendments to or update a budget and education plan previously submitted to the sponsor.	
STATUTORY REFERENCE 160.417.5	The department may withhold any payment of financial aid otherwise due to the charter school until such time as the sponsor and the charter school have fully complied with this section.	
STATUTORY REFERENCE 160.420	**Employment provisions–school district personnel may accept charter school position and remain district employees, effect—non-certificated instructional personnel, employment, supervision.**	
STATUTORY REFERENCE 160.420.1	Any school district in which charter schools may be established under sections 160.400 to 160.425 shall establish a uniform policy which provides that if a charter school offers to retain the services of an employee of a school district, and the employee accepts a position at the charter school, an employee at the employee's option may remain an employee of the district and the charter school shall pay to the district the district's full costs of salary and benefits provided to the employee. The district's policy shall provide that any teacher who accepts a position at a charter school and opts to remain an employee of the district retains such teacher's permanent teacher status and retains such teacher's seniority rights in the district for three years. The school district shall not be liable for any such employee's acts while an employee of the charter school.	
STATUTORY REFERENCE 160.420.2	A charter school may employ non-certificated instructional personnel; provided that no more than twenty percent of the full-time equivalent instructional staff positions at the school are filled by non-certificated personnel. Al non-certificated instructional personnel shall be supervised by certificated instructional personnel. A charter school that has a foreign language immersion experience as its chief	

	educational mission, as stated in its charter, shall not be subject to the twenty- percent requirement of this subsection but shall ensure that any teachers whose duties include instruction given in a foreign language have current valid credentials in the country in which such teacher received his or her training and shall remain subject to the remaining requirements of this subsection. The charter school shall ensure that all instructional employees of the charter school have experience, training and skills appropriate to the instructional duties of the employee, and the charter school shall ensure that a criminal background check and family care safety registry check are conducted for each employee of the charter school prior to the hiring of the employee under the requirements of section 168.133. The charter school may not employ instructional personnel whose certificate of license to teach has been revoked or is currently suspended by the state board of education. Appropriate experience, training and skills of noncertificated instructional personnel shall be determined considering:	
	(1) Teaching certificates issued by another state or states;	
	(2) Certification by the National Board for Professional Teaching Standards;	
	(3) College degrees in the appropriate field;	
	(4) Evidence of technical training and competence when such is appropriate; and	
	(5) The level of supervision and coordination with certificated instructional staff.	
STATUTORY REFERENCE 160.420.3	Personnel employed by the charter school shall participate in the retirement system of the school district in which the charter school is located, subject to the same terms, conditions, requirements and other provisions applicable to personnel employed by the school district. For purposes of participating in the retirement system, the charter school shall be considered to be a public school within the school district, and personnel employed by the charter school shall be public school employees In the event of a lapse of the school district's corporate organization as described in subsections 1 and 4 of section 162.081, personnel employed by the charter school shall continue to participate in the retirement system and shall do so on the same terms, conditions, requirements and other provisions as they participated prior to the lapse.	

ADDITIONAL STANDARDS REQUIRED BY THE UNIVERSITY OF MISSOURI-KANSAS CITY

Strength of the Governing Board:

1. The members of this public charter school board are accessible to the school and reside a reasonable distance from this public charter school. (Exhibit# : Board Resumes)

2. The members of this public charter school board have received training related to their responsibilities.
3. This public charter school board is requesting the approval of UMKC Charter School Center to become a LEA.
4. This public charter school board has developed a comprehensive policy manual that meets all the changing requirements and needs of a Missouri LEA charter school. (Exhibit # : Board Policy Manual)
5. By February of each year, this public charter school board will submit proposed operational changes for the following school year to the UMKC Charter School Center for approval. When the school determines a need, mid-year charter changes may be submitted to Center for approval.
6. This charter board will provide the UMKC Charter School Center representative(s) time at a regular board meeting to review the results of school achievement and annual achievement targets that UMKC sets for the school.
7. The UMKC Charter School Center may place a school on probation which allows the charter school to make a plan to change methodology, leadership, or other factors to bring the school in compliance with the law or the requirements of UMKC.

Support of UMKC Sponsored Activities:

1. This public charter school will have the lead administrator, or another appropriate representative of the school, in attendance at 75% or more of the "Lead Administrator Meetings" called by the UMKC Charter School Center.
2. This public charter school will provide the UMKC Charter School Center the necessary information and data to conduct research and make decisions to support and improve charter schools. It is understood that the UMKC Charter School Center will respect student privacy in all such matters.
3. This public charter school will have a student information system in place to provide DESE's information requirements and will provide the UMKC Charter School Center access to all information on DESE's MSDS portal. It is understood that the UMKC Charter School Center will respect student privacy in all such matters.
4. This public charter school has in place a computer-managed benchmark testing system for collecting and compiling test results and achievement data the correlate with the Missouri Show-Me Standards, Grade Level Expectations (K-8), and End-of-Course Objectives (high schools).
5. This public charter school uses information provided by the computer-managed system to interpret and analyze the equity, effectiveness, and efficiency of the curriculum and instructional methodology this public charter school uses.
6. This public charter school uses the interpretation and analysis of the benchmark data to determine if the curriculum or methodology needs to be adjusted at the school-level, grade-level, disaggregated subgroup-level, or individual student-level.

It is our understanding as a public charter school board that the following will serve as an agreement between this board of education and the UMKC CSC as required by statute 160.405.1(14) RSMo. This outlines the terms under which the UMKC CSC will exercise the center's responsibility to initiate revocation and/or renewal.

It should be noted that the performance standards for alternative and special purpose charter schools that target high-risk students shall be based on measures defined in the school's performance contract with the UMKC CSC.

Intervention

The UMKC CSC shall intervene in the operation of this charter school if contract violations or performance deficiencies based on the findings of the state board of education mandate if one or more of the following conditions exist:

1. The charter school provides a high school program which fails to maintain a graduation rate of at least seventy percent in three of the last four school years unless the school has dropout recovery as

its mission;

2. The charter school's annual performance report results are below the district's annual performance report results based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years; and
3. The charter school is identified as a persistently lowest achieving school by the Department of Elementary and Secondary Education.

Revocation

The UMKC-CSC shall revoke a charter or take other appropriate remedial action, which may include placing the charter school on probationary status for no more than twelve months, provided that no more than one designation of probationary status shall be allowed for the duration of the charter contract, at any time if the charter school commits a serious breach of one or more provisions of its charter. or on any of the following grounds:

Clear evidence of underperformance as demonstrated in the charter schools annual performance report in three of the last four school years; or

a. A violation of the law or the public trust that imperils students or public funds.
b. Failure to meet the performance contract as set forth in its charter,
c. Failure to meet generally accepted standards of fiscal management,
d. Failure to provide information necessary to confirm compliance with all provisions of the charter and sections 160.400 to 160.425 and 167.349 within forty-five days following receipt of written notice requesting such information, or violation of law.

The UMKC CSC may place the charter school on probationary status to allow the implementation of a remedial plan, which may require a change of methodology, a change in leadership, or both, after which, if such plan is unsuccessful, the charter may be revoked.

Non-Renewal:

The UMKC CSC may non-renew charter schools the UMKC-CSC's renewal process of the charter school shall be based on the thorough analysis of a comprehensive body of objective evidence and consider if one or more of the following conditions exist:

1. The charter school has maintained results on its annual performance report that meet or exceed the district in which the charter school is located based on the performance standards that are applicable to the grade level configuration of both the charter school and the district in which the charter school is located in three of the last four school years;

2. The charter school is organizationally and fiscally viable determining at a minimum that the school does not have:

a. A negative balance in its operating funds;
b. A combined balance of less than three percent of the amount expended for such funds during the previous fiscal year; or
c. Expenditures that exceed receipts for the most recently completed fiscal year;

DeLaSalle Charter High School
Public Charter School Name

The above statements were agreed to by this Public Charter School Board of Education at its meeting on 11.18.14 as reflected in the enclosed minutes.

Charter School Board Authorized Signature — Date: 11/18/14

UMKC Authorized Representative's Signature — Date: 9-10=2014

Notarized Signature

Contact Information

UMKC Charter School Center Office 5306 Holmes, Kansas City, Missouri 64110 (816) 235-6367 Fax (816) 235-6345			
Dr. Phyllis Chase	Director of Charter Schools	chasep@umkc.edu	(816) 235-6344

Minutes

DeLaSalle Education Center

Board Meeting

Tuesday Nov 18, 2014 @ 4:00 PM at DeLaSalle Education Center

Board Members Present
A. Metzler, B. Bloss, E. Whitehill, F. McCarthy, G. Ballard, M. Eckert, P. Cole, S. Tate

Board Members Absent
M. Gunter, P. Strohm, Q. Lucas, S. Ferber, T. Schaffer

Guests Present
C. Loose, C. Watkins, G. Willis, J. Greenlaw , J. Heibel, J. Werner, M. Chance, M. Williamson, R. DePriest

I. Opening Items

Call the Meeting to Order
E. Whitehill called a meeting of the board of directors of DeLaSalle Education Center to order on Tuesday Nov 18, 2014 @ 4:00 PM at DeLaSalle Education Center .

Approve Minutes
F. McCarthy made a motion to approve minutes from the Board Meeting on 10-04-14.
M. Eckert seconded the motion.
The board **VOTED** to approve the motion.

Amend the Agenda
E. Whitehill made a motion to to add two items to the Agenda.
G. Ballard seconded the motion.
The board **VOTED** to approve the motion.

II. Amended Agenda Items

Confirmation of Mission Statement
Mission Statement - The mission of DeLaSalle Education Center is to provide a holistic environment that offers high risk urban core students an opportunity to improve learning and life skills.
F. McCarthy made a motion to approve the Mission Statement.
S. Tate seconded the motion.
The board **VOTED** to approve the motion.

Board Abides by Federal and State Statutes
F. McCarthy made a motion to assure Board abides by Federal and State statues governing charter Schools.
M. Eckert seconded the motion.
The board **VOTED** to approve the motion.

III. Policy Revision - Instruction for Homeless Students

Homeless Instruction Policies
Homeless Instructional Policies approval and naming Marilynn Chance as Homeless Coordinator.
F. McCarthy made a motion to approve Homeless Policies and name Marilynn Chance as Homeless Coordinator.
A. Metzler seconded the motion.
The board **VOTED** to approve the motion.

IV. Departmental Reports

OP ID: GAG

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 04/02/14

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Robert E Miller Group
3363 College Blvd., Suite 400
Overland Park, KS 66211
Sean R. Miller, CPCU, CIC

816-333-3000
816-822-1634

CONTACT NAME:
PHONE (A/C, No, Ext):
FAX (A/C, No):
E-MAIL ADDRESS:
PRODUCER CUSTOMER ID #: DELAS-1

INSURED
De La Salle Education Center
3737 Troost
Kansas City, MO 64109

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Philadelphia Insurance Co	23850
INSURER B : Mo. Employers Mutual Ins.	10191
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

COVERAGES CERTIFICATE NUMBER: REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	GENERAL LIABILITY X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE X OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC			PHPK1133673	02/12/14	02/12/15	EACH OCCURRENCE	$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 100,000
							MED EXP (Any one person)	$ 5,000
							PERSONAL & ADV INJURY	$ 1,000,000
							GENERAL AGGREGATE	$ 2,000,000
							PRODUCTS - COMP/OP AGG	$ 2,000,000
								$
A	AUTOMOBILE LIABILITY ANY AUTO ALL OWNED AUTOS X SCHEDULED AUTOS X HIRED AUTOS X NON-OWNED AUTOS			PHPK1133673	02/12/14	02/12/15	COMBINED SINGLE LIMIT (Ea accident)	$ 1,000,000
							BODILY INJURY (Per person)	$
							BODILY INJURY (Per accident)	$
							PROPERTY DAMAGE (Per accident)	$
								$
								$
A	UMBRELLA LIAB X OCCUR EXCESS LIAB CLAIMS-MADE DEDUCTIBLE X RETENTION $ 10,000			PHUB449692	02/12/14	02/12/15	EACH OCCURRENCE	$ 4,000,000
							AGGREGATE	$ 4,000,000
								$
								$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	MEM2006918	02/12/14	02/12/15	X WC STATU-TORY LIMITS OTH-ER	
							E.L. EACH ACCIDENT	$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	$ 1,000,000
A	Professional Liabi			PHPK1133673	02/12/14	02/12/15	Each Occu	1,000,000
							Aggregate	2,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)

CERTIFICATE HOLDER

TOWHOM1

TO WHOM IT MAY CONCERN

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Sean R Miller

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BKD Use	Initials	Date
Prepared by		
Reviewed by		

Summary of Insurance Coverage as of 2/12/2015
(Period End)

CLIENT: **DeLaSalle Education Center**
DATE: **July 1, 2014**

Insurable Risk	Name of Carrier	Period of Coverage	Limit of Coverage (Indicate "NI" if risk is not insured)	Deductible	Any Claims in Excess of Insured Amounts?	Describe any major change in coverage during the year
General liability	Philadelphia	2/12/14-15	$1,000,000/ $2,000,000	N/A	No	
Product liability/malpractice						
Automobile liability	Philadelphia	2/12/14-15	$1,000,000	N/A	No	
Errors and omissions	Philadelphia	2/12/14-15	$1,000,000/ $2,000,000	N/A	No	
Worker compensation	Missouri Employers Mutual	2/12/14-15	$1,000,000	N/A	No	
Fidelity (employee dishonesty)	Philadelphia	2/12/14-15	$500,000	$5,000	No	
Employee health						
Fiduciary liability						
Other						

THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

EMPLOYEE THEFT INSURING AGREEMENT - SCHEDULE ENDORSEMENT

This endorsement modifies the following coverage:

Crime

It is agreed that:

1. Any amounts listed under ITEM 5 of the Declarations, Insuring Agreement A. Fidelity 1. Employee Theft are replaced by the COVERAGE SCHEDULE below.

2. Section III. DEFINITIONS S. ***Employee*** is replaced with the following:

   Employee means: each natural person who is either named in or occupies a position in the COVERAGE SCHEDULE of this endorsement and:

   a. while in the **Insured's** service or for 60 days after termination of service, unless such termination is due to **Theft** or **Forgery** or any other dishonest act committed by such natural person;

   b. who the **Insured** compensates directly by salary, wages or commissions; and

   c. who the **Insured** has the right to direct and control while performing services for the **Insured**.

3. Section V. CONDITIONS B. PROVISIONS AFFECTING LOSS ADJUSTMENT AND SETTLEMENT 1. Limit of Insurance b. Single Loss Limit of Insurance is amended to read:

   The maximum Single Loss Limit of Insurance for each Insuring Agreement will not exceed the applicable amount set forth in ITEM 5 of the Declarations for such Insuring Agreement, or the applicable amount in the endorsement titled EMPLOYEE THEFT INSURING AGREEMENT - SCHEDULE for Insuring Agreement A. Fidelity 1. Employee Theft.

   The most the Company will pay for any one **Single Loss** is the applicable Single Loss Limit of Insurance shown in the COVERAGE SCHEDULE below.

   Regardless of the number of years this insurance applies with respect to a **Named Employee** or **Covered Position**, the most the Company will pay in the aggregate is the largest Single Loss Limit of Insurance applicable to that **Employee** even though:

   a. the coverage for that **Employee** is not continuous because it has been cancelled for one or more periods; or

   b. the Single Loss Limit of Insurance applicable to that **Employee** is changed.

4. If this insurance applies on a Position Schedule basis, the following provisions also apply:

   The most The Company will pay for an **Employee** serving in more than one position is the largest Single Loss Limit of Insurance in effect and applicable to any one of those positions at the time loss is **Discovered**; and if at the time loss is **Discovered** there are more **Employees** serving in a **Covered Position** than the number of **Employees** listed opposite that position in the COVERAGE SCHEDULE below, the Single Loss Limit of Insurance applicable to that position will be reduced. The reduced Limit of Insurance will be computed by multiplying the limit shown in the COVERAGE SCHEDULE by a factor obtained by dividing the number of **Employees** shown in the COVERAGE SCHEDULE by the actual number of **Employees** serving in that position at the time loss is **Discovered**.

Issuing Company: **Travelers Casualty and Surety Company of America**

Policy Number:

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SPECIMEN - QUOTE 1

COVERAGE SCHEDULE

Employee Theft / Name Schedule	Employee Theft / Position Schedule			Limit	Retention
Names of Covered **Employees**	Titles of Covered Positions	Location of Covered Positions	No. of **Employees** Each Position	Single Loss Limit of Insurance	Each **Employee** Retention Amount
N/A	**COO**	**Kansas City, MO**	**1**	**$500,000**	**$5,000**

Nothing herein contained shall be held to vary, alter, waive or extend any of the terms, conditions,exclusions or limitations of the above-mentioned policy, except as expressly stated herein. This endorsement is part of such policy and incorporated therein.

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SPECIMEN - QUOTE 1

Exhibits – Organization

State of Missouri . . . Office of Secretary of State

JAMES C. KIRKPATRICK, Secretary of State

CORPORATION DIVISION

ARTICLES OF INCORPORATION
OF A
GENERAL NOT FOR PROFIT CORPORATION

(To be submitted in duplicate by an Attorney)

HONORABLE JAMES C. KIRKPATRICK
SECRETARY OF STATE
STATE OF MISSOURI
JEFFERSON CITY, MISSOURI 65101

We, the undersigned,

Name	Number	Street	Address City	State
Godfrey S. Kobets	1	9215 Richmond Dr., Kansas City, Missouri		
Theodore Berni, E.S.C.	1	1600 Paseo, Kansas City, Missouri		
Norman O. Sanders	1	833 Home Savings, 1006 Grand, K.C. Missouri		

being natural persons of the age of twenty-one years or more and citizens of the United States, for the purpose of forming a corporation under the "General Not For Profit Corporation Law" of the State of Missouri, do hereby adopt the following Articles of Incorporation:

1. The name of the corporation is: DE LA SALLE EDUCATION CENTER

2. The period of duration of the corporation is: Perpetual (Please state "perpetual" or a definite number of years)

3. The address of its initial Registered Office in the State of Missouri is: 833 Home Savings 1006 Grand (Street) in the City of Kansas City, Mo. (City) County of Jackson and the name of its initial Registered Agent at said Address is: Norman O. Sanders

4. The first Board of Directors shall be three (Not less than three) in number, their names and addresses being as follows:

Name	Number	Street	Address City	State
Godfrey S. Kobets	1	9215 Richmond Dr., Kansas City, Missouri		
Theodore Berni, E.S.C.	1	1600 Paseo, Kansas City, Missouri		
Norman O. Sanders	1	833 Home Savings, 1006 Grand, K.C. Missouri		

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

Exclusively charitable, literary, benevalent, cultural, scientific, and educational and shall include providing students who have voluntarily or involuntarily discontinued their high school studies with an alternate means by which to graduate from high school and proceed into employment or college; providing a tutorial program for students in the Kansas City area urban schools who wish to improve their individual skills and background in preparation for college entrance and work; research and development of a model high school procedure and curriculum designed to provide a good and relevant urban education for all Kansas City area high school students and testing and observation of the results of any innovations produced thereby; making successful innovations in model procedures and curriculum developed by or thru said corporation available to existing Kansas City area urban school systems as catalysts for improving educational methodology and context; providing a tutorial program for employed young adults in Kansas City area industry and business establishments for the purpose of increasing their earning power by completing high school requirements successfully or by [illegible] and by preparing themselves for colleg

or urban students and developing a method of evaluation of the current program and making increasing programs available to the urban school systems in the Kansas City area.

The corporation shall have the power to do all things necessary to pursue and accomplish the above purposes and in general to exercise any, all and every power which a non-profit corporation organized under the "General Non-Profit Corporation Act of Missouri may authorize.

No part of the earnings or assets of this corporation shall inure to the private benefit of any director thereof, contributor thereto, or any other person. No part of the assets of this corporation or the income derived therefrom shall be given to or inure to the benefit of any person, corporation or organization not exempt from taxation under subchapter (f) of the Internal Revenue Code of the United States of America. No part of the income or property of the corporation may be loaned, without the receipt of adequate security at a reasonable rate of interest. No compensation, in excess of a reasonable allowance for salaries or other compensation for personal services actually rendered, may be paid to any employee, agent or servant of the corporation. No part of the services to the corporation may be made available on a preferential basis to any person or group of persons. In the event of dissolution of the corporation, its property shall be distributed to any charitable, benevolent or civic oriented corporation selected by the Board of Directors whose purposes are similar to the purposes set forth in Article V hereof.

The corporation shall not participate in or intervene in any political campaign on behalf of any candidate for public office. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. The Board of Directors may repeal or amend the by-laws of this corporation and may adopt new or additional by-laws.

(NOTE): Any special provision authorized or permitted by Statute to be contained in the Articles of Incorporation may be inserted above.)

(INCORPORATORS MUST SIGN BELOW)

Godfrey S. Kobets
Theodore Berni, F.S.C.
Norman O. Sanders
} Incorporators

VERIFICATION

STATE OF MISSOURI
County of JACKSON } ss.

I, CAROL F. TAGGART, a Notary Public, do hereby certify that on the 28th day of June, 1971, Godfrey S. Kobets, Theodore Berni, F.S.C. and Norman O. Sanders (Name of Incorporators)

personally appeared before me and being first duly sworn by me severally acknowledged that they signed as their free act and deed the foregoing document in the respective capacities therein set forth and declared that the statements therein contained are true, to their best knowledge and belief.

IN WITNESS WHEREOF, I have hereunto set my hand and seal the day and year above written.

Carol F. Taggart
Notary Public

NOTARIAL SEAL

My commission expires: November 1, 1973

NP11469
748 802

No. [illegible]

STATE of MISSOURI

JAMES C. KIRKPATRICK, Secretary of State

Corporation Division

Certificate of Incorporation
A General Not For Profit Corporation

WHEREAS, duplicate originals of Articles of Incorporation of [illegible]

[illegible]

have been received and filed in the office of the Secretary of State and which Articles, in all respects, comply with the requirements of The General Not For Profit Corporation Law of Missouri:

NOW, THEREFORE, I, JAMES C. KIRKPATRICK, Secretary of State of the State of Missouri, by virtue of the authority vested in me, do hereby certify and declare [illegible]

[illegible]

a body corporate, duly organized this day, that it is entitled to all rights and privileges granted corporations organized under The General Not For Profit Corporation Law of Missouri; that the address of its initial Registered Office in Missouri is [illegible]

[illegible] 813 Hunt Savings [illegible] Grand Kansas City [illegible]

and that its period of existence is [illegible]

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed the GREAT SEAL of the State of Missouri, at the City of Jefferson, this [illegible] day of [illegible], 19[illegible].

James C. Kirkpatrick
Secretary of State

[illegible]
Deputy Secretary of State

RECEIVED OF: [illegible]

[illegible] Dollars, $[illegible]

For Credit of General Revenue Fund, on Account of Incorporation Tax and Fee.

No. [illegible]

[illegible]
Deputy Collector of Revenue

IRS Department of the Treasury
Internal Revenue Service
P.O. Box 2508
Cincinnati OH 45201

In reply refer to: 0248226129
May 07, 2008 LTR 4168C E0
43-0971728 000000 00 000
00016360
BODC: TE

DE LA SALLE EDUCATION CENTER
3740 FOREST AVE
KANSAS CITY MO 64109-2643401

.3936

Employer Identification Number: 43-0971728
Person to Contact: Ms. K. Hilson
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your request of Apr. 28, 2008, regarding your tax-exempt status.

Our records indicate that a determination letter was issued in September 1972, that recognized you as exempt from Federal income tax, and discloses that you are currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records also indicate you are not a private foundation within the meaning of section 509(a) of the Code because you are described in section(s) 509(a)(1) and 170(b)(1)(A)(ii).

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely yours,

Michele M. Sullivan

Michele M. Sullivan, Oper. Mgr.
Accounts Management Operations I

State of Missouri

LIMITED EXEMPTION
FROM MISSOURI SALES AND USE TAX ON PURCHASES AND SALES
(Public School)

Issued to:

Missouri Tax I.D. 12498131

DE LASALLE CHARTER SCHOOL
3740 FOREST AVE
KANSAS CITY MO 64109

Effective Date: 01/24/2011

Your application for sales/use tax exempt status has been approved pursuant to Section 144.030.2(19), RSMo. This letter is issued as documentation of the exempt status of your organization. The organization above must adhere to the requirements of this exempt status.

This is a continuing exemption subject to legislative changes and review by the Director of Revenue. Outlined below are specific requirements regarding this exemption. This summary is not intended as a complete restatement of the law. You should review the law to ensure your understanding and compliance.

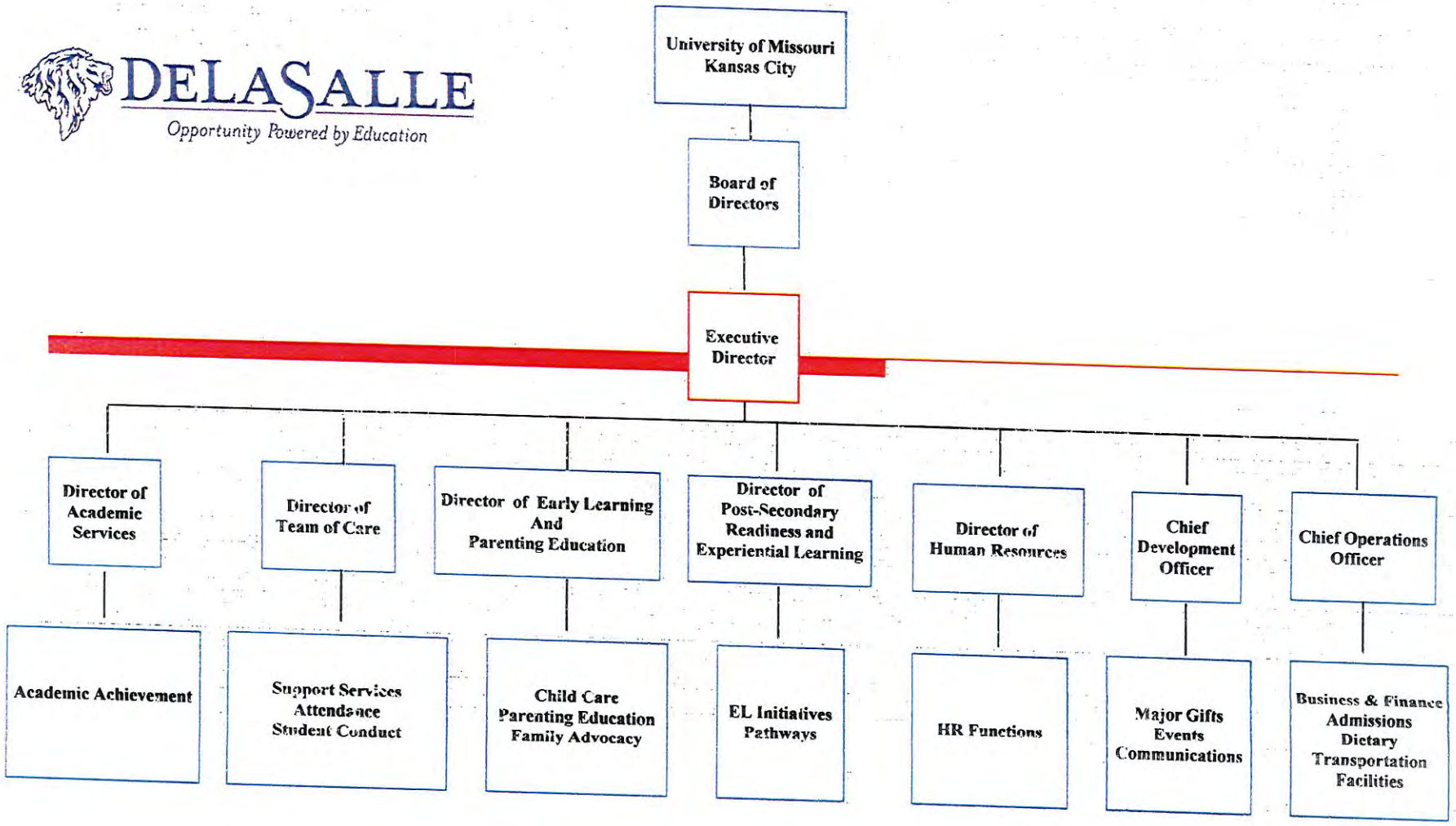
- This exemption is not assignable or transferable. It is an exemption from sales and use taxes only and is not an exemption from real or personal property tax.
- Purchases by your organization are not subject to sales or use tax if conducted within your organization's exempt functions and activities. When purchasing with this exemption, furnish all sellers or vendors a copy of this letter.
- Individuals making personal purchases may not use this exemption.
- A contractor may purchase and pay for construction materials exempt from sales tax when fulfilling a contract with your organization only if your organization issues a project exemption certificate and the contractor makes purchases in compliance with the provisions of Section 144.062 RSMo.
- Sales by your organization are not subject to sales or use tax if conducted within your organization's exempt charitable and educational functions and activities.
- Any alteration to this exemption letter renders it invalid.

If you have any questions regarding the use of this letter, please contact the Taxation Division, P.O. Box 358, Jefferson City, Missouri 65105-0358, Email salestaxexemptions@dor.mo.gov, or call 573-751-2836.

(076841)

DOR-1931P (6-03)

860-1162 (6-03)



DeLaSalle 2014-2015 Org Chart

DeLaSalle Education Center
Academic Services Department

QI Coordinator

Purple Team

- English (3)
- Math (4)
- Elective (1)

QI Coordinator

Silver Team

- Science (3)
- Social Studies (3)
- Physical Education (1)
- Culinary Arts/Health (1)
- Graphic Communications (1)
- Art (1)
- Theater Arts (1)

DELASALLE

Opportunity Powered by Education

EMPLOYEE HANDBOOK

INTRODUCTION

The contents of this handbook constitute an expression of various personnel and other policies and procedures of DeLaSalle. The policies and procedures included are intended as guidelines and suggestions for supervisory personnel and are merely descriptive of DeLaSalle's general approach to its administration of personnel and other functions. No employment rights are conferred upon employees by these guidelines/suggestions and their contents should not give rise to any legitimate expectation of continued employment.

While these guidelines/suggestions describe certain policies and procedures and gratuitous benefits, they are subject to change from time to time, and without notice to employees, at the sole discretion of DeLaSalle. The representations referring to causes for termination are not intended as any limitation on DeLaSalle's termination authority, and DeLaSalle is free to consider what particular circumstances might justify dismissing an employee for reasons other than those appearing in this manual. Similarly, departures from pre-termination procedures may be taken where strict adherence to procedures is deemed inappropriate and/or of predictable failure.

These guidelines/suggestions should be administered consistent with Federal law and in accord with Missouri and local laws where applicable.

DeLaSalle will assist all new staff in becoming acquainted with the policies and procedures of the school. Job responsibilities will be explained and training will be provided on a one-to-one basis by the supervisor.

DeLaSalle believes that staff should receive comments on the progress of their work on a regular basis. In turn, the staff is expected to work with students in a positive and constructive manner. The individualized approach of DeLaSalle is key to the success of the school and to the positive work environment.

Each individual at DeLaSalle is asked to perform certain duties upon employment. In unforeseen circumstances, an employee may be asked to perform work normally assigned to other persons.

DELASALLE

Opportunity Powered by Education

Vision Statement

We envision a community in which all young people achieve a quality education that fosters and stimulates their true potential.

Mission Statement

The mission of DeLaSalle is to provide a holistic environment that offers students an opportunity to improve learning and life skills.

Core Guiding Principles

Alternative Education: Students who enroll in DeLaSalle's programs require an innovative and evolving alternative approach to education that includes small class size, comprehensive services, intensive counseling, experiential and project-based learning, and school-to-career practices.

Culture of Excellence: In order to achieve an on-going culture of excellence that provides its students the best possible education, DeLaSalle emphasizes the importance of governance, its funding base and its staff and faculty.

Governance: DeLaSalle is a tuition-free school, serving only students who cannot be served adequately in other schools. This organizational status allows DeLaSalle to effectively reach the children it targets and influence the larger educational community without compromising its ability to provide quality programming. Further, DeLaSalle provides its Board of Directors exposure to the most current and best practices in alternative education as well as to effective practices in setting Board policy and non-profit management.

Funding: DeLaSalle offers its supporters a variety of funding opportunities and interactions with its programs, staff and students in order to engage and educate contributors about the students served at DeLaSalle and the innovative programs employed at the school. These actions support the enhancement of a diverse funding base.

Staff and Faculty: DeLaSalle prepares its staff and faculty for excellence by emphasizing a supportive work environment and innovative compensation approaches. In addition, DeLaSalle encourages the full involvement of its staff and faculty in creating and tailoring programs to meet the needs of its students through the utilization of a site-based management model.

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DeLaSalle Education Center
Position Description

Job title	**Executive Director**
Reports to	**Board of Directors**

Job Purpose

- Position is responsible for leading the efforts toward achievement of the organization's mission.

Duties and Responsibilities

- Serves as member of senior leadership team
- Ensures organization mission and vision are defined and a plan is in place to achieve the mission
- Ensures organization's resources are sufficient, properly allocated and managed appropriately
- Coordinates development, implementation, and monitoring of organization's annual plan goals
- Ensures compliance with all applicable statutes and regulations
- Ensures accurate and timely record keeping and reporting

Minimum Qualifications

- Master degree in education, business, public administration or related field from an accredited college or university
- Ten years' supervisory experience
- Ten years' experience working with high-risk children

Direct reports

- Director of Academic Services
- Director of Team of Care
- Director of Post-Secondary Readiness and Experiential Learning
- Director of Early Learning and Parent Education
- Director of Human Resources
- Director of Business and Operations
- Director of Development

DeLaSalle Education Center
Position Description

Job title	Director of Academic Services
Reports to	Executive Director

Job Purpose

- Position is responsible for leading the organization's efforts in student academic performance

Duties and Responsibilities

- Serves as member of senior leadership team
- Coordinates development, implementation, and monitoring of department's annual plan goals
- Coordinates development, implementation, and monitoring of curriculum aligned with all applicable standards
- Ensures delivery of high-quality instruction
- Ensures administration of all student academic assessments including, but not limited to, End of Course, WIDA, and Accucess assessments
- Ensures compliance with all education statutes and regulations relative to both the general and special student populations
- Ensures accurate and timely record keeping and reporting

Minimum Qualifications

- Bachelor degree in education from an accredited college or university
- Missouri teacher certification
- Three years' supervisory experience
- Three years' experience working with high-risk children

Direct reports

- Continuous Quality Improvement Coordinator
- Assessment Coordinator
- Media Specialist
- Paraprofessional
- Substitute Teacher

DeLaSalle Education Center
Position Description

Job title	Director of Team of Care
Reports to	Executive Director

Job Purpose

- Position is responsible for leading the organization's efforts in student support services

Duties and Responsibilities

- Serves as member of senior leadership team
- Coordinates development, implementation, and monitoring of department's annual plan goals
- Ensures students are scheduled in courses according to need and skill level
- Ensures all students have access to support services
- Ensures the delivery of high-quality services
- Ensures compliance with all applicable healthcare statutes and regulations
- Ensures accurate and timely record keeping and reporting

Minimum Qualifications

- Bachelor degree in social work or related field from an accredited college or university
- Missouri social work licensure
- Three year's supervisory experience
- Three years' experience working with high-risk children

Direct reports

- Therapists
- Counselors
- Discipline Coordinators

DeLaSalle Education Center
Position Description

Job title	Director of Post-Secondary Readiness & Experiential Learning
Reports to	Executive Director

Job Purpose

- Position is responsible for leading the organization's efforts in post-secondary readiness and experiential learning

Duties and Responsibilities

- Serves as member of senior leadership team
- Coordinates development, implementation, and monitoring of department's annual plan goals
- Ensures implementation of Senior Seminar curriculum
- Coordinates senior's enrollment in Senior Seminar with Academic-Social Counselors
- Coordinates all Pathways Program activities with Penn Valley Community College liaison
- Develops and maintains partnerships with local colleges, universities, and businesses
- Ensures implementation of all experiential learning programming including, but not limited to, Student Press
- Develops experiential learning opportunities and coordinates implementation with Director of Academic Services
- Ensures accurate and timely record keeping and reporting

Minimum Qualifications

- Bachelor degree in education, social services or related area from an accredited college or university
- Three years' experience serving high-risk children
- Three years' experience in experiential or project-based learning

Direct reports

- Manager, DeLaSalle Student Press

DeLaSalle Education Center
Position Description

Job title	**Director of Early Learning and Parent Education**
Reports to	**Executive Director**

Job Purpose

- Position is responsible for leading the organization's efforts in early childhood development and parent education programming

Duties and Responsibilities

- Serves as member of senior leadership team
- Coordinates development, implementation, and monitoring of department's annual plan goals
- Ensures development, implementation and monitoring of early childhood development services and parent education according to students' and children's current and emerging needs
- Ensures delivery of high-quality services
- Ensures compliance with all applicable state and federal program regulations
- Ensures accurate and timely record keeping and reporting

Minimum Qualifications

- Associate degree in early childhood development or related field from an accredited college or university
- Three years' experience in the early childhood development field
- Three years' experience working with high-risk children
- Three years' supervisory experience

Direct reports

- Curriculum Coordinator
- Lead Instructor
- Childcare Instructors

DeLaSalle Education Center
Position Description

Job title	**Director of Human Resources**
Reports to	**Executive Director**

Job Purpose

- Position is responsible for managing organization's personnel matters

Duties and Responsibilities

- Serves as member of senior leadership team
- Coordinates development, implementation and monitoring of department's annual plan goals
- Provides personnel related support to all employees
- Provides personnel management support to directors and managers
- Ensures accurate and timely record keeping and reporting
- Ensures compliance with all applicable state and federal regulations

Minimum Qualifications

- Associate degree and/or certification in Human Resources or related field
- Three years' experience in human resources at the management level

Direct reports

- None

DeLaSalle Education Center
Position Description

Job title	**Director of Business and Operations**
Reports to	**Executive Director**

Job Purpose

- Position is responsible for directing the organization's business and operations functions

Duties and Responsibilities

- Serves as member of senior leadership team
- Coordinates development, implementation and monitoring of department's annual plan goals
- Coordinates development, implementation and monitoring of organization's annual operating budget and long-range budgeting activities
- Ensures accounting and finance functions are performed according to all applicable standards and regulations
- Manages all dietary service, information technology, facilities, and transportation activities
- Ensures accurate and timely record keeping and reporting
- Ensures compliance with all applicable state and federal program regulations

Minimum Qualifications

- Bachelor degree in accounting, finance or related field from an accredited college or university
- Three years' experience in Missouri public school funding system
- Three years' supervisory experience

Direct reports

- Admissions, Transportation & Security Coordinator
- Title I and Homeless Student Coordinator
- Accounts Payable Clerk
- Network Administrator
- Dietary Services Manager
- Facilities Manager

DeLaSalle Education Center
Position Description

Job title	Director of Development
Reports to	Executive Director

Job Purpose

- Position is responsible for directing the organization's fundraising and communications activities

Duties and Responsibilities

- Serves as member of senior leadership team
- Coordinates development, implementation and monitoring of department's annual plan goals
- Directs all fundraising activities including, but not limited to, major gifts, campaigns, events and grants
- Directs all communications activities including print and electronic
- Maintains relationships with existing donors and develops new donors
- Ensures accurate and timely record keeping and reporting
- Ensures compliance with all applicable state and federal fundraising regulations

Minimum Qualifications

- Bachelor degree in relevant field
- Three years' experience in fundraising
- Three years' supervisory experience

Direct reports

- Events Coordinator
- Grants Writer
- Communications Coordinator

DeLaSalle Charter High School Calendar - DRAFT
2015 – 2016

AUGUST	
All Staff Return	August 3
1st Day of School	August 17
1st Quarter Begins	August 17
SEPTEMBER	
Labor Day**	September 7
Professional Development**	September 18
OCTOBER	
1st Quarter Ends	October 13
2nd Quarter BeginsOctober 14	
Parent/Teacher Conferences - 3:30-6:30	October 15
Professional Development**	October 16
NOVEMBER	
Professional Development**	November 13
Thanksgiving Break**	November 25 – 27
DECEMBER	
2nd Quarter Ends	December 15
3rd Quarter Begins	December 16
Winter Break**	December 18 – Jan. 3
JANUARY	
Professional Development**	January 4
School Resumes/Students Report back to School	January 5
Martin Luther King, Jr. Day**	January 18
Professional Development**	January 29
FEBRUARY	
Parent Teacher Conferences -- 3:30 – 6:30 pm	February 18
Professional Development**	February 19
Presidents Day**	February 22
MARCH	
3rd Quarter Ends	March 2
4th Quarter Begins	March 3
Professional Development**	March 11
Spring Break**	March 14-March 18
APRIL	
Holiday**	April 4
Professional Development**	April 22
MAY	
Professional Development**	May 6
4th Quarter Ends & Last day for Students	May 11
Graduation	May 15
Snow days	May 12 - 19
Memorial Day**	May 23

If snow days used, last day will be May 19.

Final Day of School – Awards Ceremony – 10:00am – 12 noon
May 12-May 21 - 6 Snow Days to Make up
**No school for students
161 School Day Calendar + 6 Snow Days

DeLaSalle Education Supporters and Sponsors*	
Ad Astra Information Systems	Provides operating support and volunteers
Aim4Peace (Kansas City, Missouri Health Department)	Provides conflict resolution services to select students
Arvin Gottlieb charitable foundation	Supports PACES - early childhood development program
Cerner Corporation	Provides health career training program
Courtney S. Turner Charitable Trust	Supports Student Press
Family Conservancy	Supports PACES program
Francis Family Foundation	Supports PACES and Arts programs
General Mills	Company employees provide mentoring services to select students
General Mills Foundation	Support school's healthy lifestyles initiative
Google Fiber	Supports after-school robotics program
Hall Family Foundation	Provides operating support
Health Care Foundation of Greater Kansas City	Supports Team of Care services
IBM	Assists with technology needs
J.B. Reynolds Foundation	Provides operating support
Jackson County COMBAT	Supports Team of Care services
Jackson County Mental Health Fund	Supports Team of Care services
Jacob L. and Ella C. Loose Foundation	Supports PACES - early childhood development program
KC CARE	Provides healthy lifestyles programming
Kirk Family Foundation	Provides operating support
Master Craftsman Foundation	Supports on-going program support
Miller Nichols Charitable Foundation	Supports Media Center
MINDDRIVE	Provides extra-curricular programming for DeLaSalle students
Muriel McBrien Kauffman Foundation	Supports Arts program
Penn Valley Community College	Provides college experience to DeLaSalle seniors
R A Long Foundation	Supports Student Press
REACH Healthcare Foundation	Supports Team of Care services
Spofford	Providing Family Support Specialist serve students with higher level needs
Sprint	Provides operating and Student Press support
State Street	Provides programming support
STEM Alliance	Supports after-school robotics program
UMB Charitable Trust	Supports the Student Press
UMKC Regional Professional Development Center	Providing professional development in differentiated instruction and data-driven instruction
UMKC Repertory Theater	Provides staff to lead DeLaSalle's after-school Drama Club

UMKC School of Education	DeLaSalle serves as site for student teachers
UMKC School of Social Work	DeLaSalle serves as a practicum site for social work students
United States Department of Agriculture	Supports school's healthy lifestyles initiative
United Way	Supports Team of Care, PACES, and Student Press
University of Kansas School of Social Work	DeLaSalle serves as a practicum site for social work students
Vivian & Hymie Sosland Charitable Trust	Provides operating support
William G. McGowan Foundation	Provides operating support
William T. Kemper Foundation	Supports Academic Services quality improvement efforts
William A. Uporsky Scholarship Fund	Provides college scholarship for select senior
Curry Family Foundation	Provides programming support

*Not an exhaustive list of donors or sponsors

Guadalupe Centers, Inc.
Administrative/Culinary/Cultural Arts - Senior Center
1015 Avenida Cesar E. Chavez • Kansas City, MO 64108
Tel. 816-421-1015 • Fax. 816-421-1001 • www.GuadalupeCenters.org

BRANCHES

Alta Vista Charter High School
1722 Holly
Kansas City, MO 64108
Tel. 816-471-2582
Fax. 816-471-2139

Alta Vista Charter Middle School
1711 Broadway
Kansas City, MO 64108
Tel. 816-472-4120
Fax. 816-472-1471

Casa Feliz Counseling Center
2600 Belleview
Kansas City, MO 64108
Tel. 816-531-6911
Fax. 816-531-7025

Centro de Bienvenida
111 West Walnut
Belton, MO 64012
Tel. 816-348-1182
Fax. 816-348-1544

Plaza de Niños Preschool
3201 S.W. Trafficway
Kansas City, MO 64111
Tel. 816-604-4140
Fax. 816-472-1735

Salud Center
Health Educ. & Social Services
2641 Belleview
Kansas City, MO 64108
Tel. 816-561-6885
Fax 816-561-7009

Youth & Recreation Center
814 West 26th Street
Kansas City, MO 64108
Tel. 816-221-5226
Fax. 816-221-5347

PARTNER

KC Terminal Employees/GCI Federal Credit Union
1015 Avenida Cesar E. Chavez
Kansas City, MO 64108
Tel. 816-842-6473
Fax: 816-842-8082

NCLR NATIONAL COUNCIL OF LA RAZA
United Way

January 27, 2015

Mark Williamson
DeLasalle Education Center
3737 Troost Avenue
Kansas City, Missouri 64109

Dear Mr. Williamson:

Thank you for this opportunity to comment on your upcoming charter school renewal. I am pleased to share a few thoughts on the impact your organization has on the educational landscape of our community.

It is clear to me that DeLasalle occupies a critical space in the educational life of this city. The past decade has seen a withering of opportunities for students whose life situations and choices do not align with the traditional educational system. Many of the alternative schools that served Kansas City students have come and gone, leaving DeLasalle as the sole remaining institution willing and able to accept students for whom few other options exist. Not only are you committed to accepting alternative students, you register significant successes in helping them develop and achieve meaningful life goals and skills.

In an age when reform agendas and accountability pressures make alternative education incredibly difficult to sustain, it is tremendously reassuring to know that DeLassalle Education Center continues to find a way to fulfill such a critical role. I stand in full support of your charter renewal, and would be happy to assist in any way possible to see that your goal is achieved.

Thanks again for the opportunity, and I look forward to hearing the good news of your renewal.

Sincerely,

Albert Dimmitt, Ed.D.
Superintendent
Guadalupe Educational Systems, Inc.
Home of Alta Vista Charter Schools

Hogan Preparatory Academy

"An Education for Life"

hoganprep.net

District Office

816.444.3484

Dr. Danny Tipton, Superintendent

Patricia Hayes, Director of Curriculum & Instruction

Shelly Lockett, Controller

loAnn Faircloth, Human Resources Manager

Bob Thomas, Interim Director of Technology

816.444.4479

Hogan Prep High School

221 E. Meyer Blvd.

ansas City, MO 64131

16.444.3464

ax: 816.363.0473

r. Jason Beavers, Principal

hil Lascuola, Dean of Students

y Dandridge, Vice Principal

nda Camacho, Dean of Academics

ogan Prep Middle School

09 Agnes

nsas City, MO 64132

6.444.4479

: 816.444.4268

ll McDowell, Principal

rk Simpson, Vice Principal

ce' Warren, Vice Principal

iberly Matsen, Vice Principal

gan Prep Elementary School

9 Michigan Avenue

sas City, MO 64130

444.5010

816.361.2410

er White, Interim Principal

November 4, 2014

To Whom It May Concern:

I write this letter of support of DeLaSalle Education Center (DLS) in light of their upcoming renewal application.

There are many reasons why I believe DLS is a viable option in the Kansas City area, but I would like to mention just a few. They are as follows:

- DLS is the only charter high school in Kansas City dedicated to serving the high-risk, urban core student.
- Students present are over-aged, under-credited, and below grade level competency in math and reading.
- Students present with the social and emotional pressures associated with life in the urban core, which often manifest themselves through inappropriate (often aggressive) conduct
- DLS's holistic model addresses the academic, social and emotional needs of the urban core child at high-risk of not completing high by providing individualized instruction, mental health treatment, addictions treatment and case management service.

Students from Hogan Prep that can not meet the rigor of a college-prep curriculum are often times are served by DLS and for this point alone makes it a vital player in the education landscape in Kansas City.

If you have any other questions or concerns, please do not hesitate to contact me.

Sincerely,

Dr. Danny L. Tipton, Superintendent

Hogan Preparatory Academy is a premier college prep district developing educated, compassionate, self-motivated leaders who prepare for life-long career options and give back to their community.

BOARD OF DIRECTORS

Barnett Helzberg
Chairman Emeritus & Founder

Bush Helzberg
Chairman

Shirley Helzberg
Secretary & Founder

Jonathan Angrist
Treasurer

E. Bernard Franklin PhD

Christine Kemper

Gersham A. Nelson PhD,
President

SUPERINTENDENT

Tony Kline

PRINCIPALS

Mrs. Leslie McTighe
Lower School

Mr. Stacy Graff
Middle School

Mr. Clem Ukaoma
Upper School

November 11, 2014

Department of Elementary and Secondary Education
P. O. Box 480
Jefferson City, MO 65102-0480

To Whom It May Concern:

On behalf of University Academy, I am writing to express our support for the reauthorization of DeLaSalle Education Center.

DeLaSalle is a critically important option for at-risk students within the Kansas City Public School District boundaries. DeLaSalle offers many students a second chance to continue with their education in order to graduate high school. Over the years, University Academy has had a few former students attend DeLaSalle. Some of those students have gone on to college. If DeLaSalle were not an option, many of those students would have likely dropped out of high school all together. If DeLaSalle were to not be allowed to continue to operate, I fear that many surrounding high schools will be forced to lengthen suspensions or possibly pursue expulsions for students that have demonstrated poor behavior and choices. DeLaSalle is often a great option for students at that point. The students have a chance to earn a fresh start and turn their lives around. Not every student will take advantage of that opportunity, but many do.

DeLaSalle is important to so many constituents, including students, parents, surrounding schools, and the community at large. Please consider the value this school provides when deciding on reauthorization.

Sincerely,

Tony Kline, Superintendent

The mission of University Academy is to prepare students to succeed in an institution of higher learning and to participate as leaders in society.

6801 Holmes Road Kansas City, MO 64131 Telephone: 816.412.5900 · Fax: 816.410.0322 www.universityacademy.org

Office of the Mayor

Mayor Sylvester "Sly" James, Jr.

29th Floor, City Hall
414 East 12th Street
Kansas City, Missouri 64106

(816) 513-3500
Fax: (816) 513-3518

November 20, 2014

To Whom It May Concern,

Please accept this letter in support of the renewal of charter school status for the DeLaSalle Education Center. This institution functions as the only charter high school in Kansas City that has focused its efforts on serving high-risk, urban core students. Granting them this designation will enable them to continue providing quality educational services for this specific demographic.

Students at DeLaSalle present over-aged, under-credited, and below grade level competencies in both math and reading. Students also present with challenges associated with living in the urban core, which often manifests themselves through inappropriate, and often times aggressive, conduct. However, the model DeLaSalle uses to instruct its students not only address their academic challenges, but also works to address their social and emotional challenges. Students are provided with on-site support services such as mental health treatment, substance abuse treatment, and case management. DeLaSalle also focuses on the development of children during their earliest years at their on-site early childhood development center.

For many students, DeLaSalle serves as a final option for those who have not realized success in a traditional school setting. The endowment of charter status for this institution will greatly benefit the urban-core students of Kansas City.

Thank you for your time and consideration.

Sincerely,

Sylvester "Sly" James, Jr.
Mayor of Kansas City, Missouri

Date 11/03/2014

Dr. Phyllis Chase, Director

UMKC Charter School Center

5306 Holmes St.

Kansas City MO 64110

Dear Dr. Chase:

I am writing in support of DeLaSalle Charter High School' s charter renewal. I have visited the school several times and I have been impressed each time I've been there. I believe the administrators and teachers are committed to serving students who are at high-risk of not completing high school. The students that I've had the pleasure of talking to seem to be engaged and committed to succeeding, this is huge especially when you talk about students who had trouble and were not engaged at other schools.

I believe this is directly related to the non-traditional setting that DeLaSalle provides. Through interventions such as individualized instruction, mental health treatment, substance abuse treatment, and early childhood programming for students with children, I believe DeLaSalle Charter High School brings intrinsic value to their students lives and I am proud to have them in my district.

Respectfully,

Brandon Ellington

State Representative Brandon Ellington
District 22

CAPITOL OFFICE
STATE CAPITOL, ROOM 329
JEFFERSON CITY, MO 65101
TELEPHONE (573) 751-6607

DISTRICT OFFICE
P.O. BOX 480572
KANSAS CITY, MISSOURI 64145

COMMITTEES
COMMERCE, CONSUMER PROTECTION, ENERGY & THE ENVIRONMENT
EDUCATION
GENERAL LAWS
TRANSPORTATION AND INFRASTRUCTURE
VETERANS' AFFAIRS AND HEALTH

MISSOURI SENATE
JEFFERSON CITY

JASON HOLSMAN
7TH DISTRICT

October 31st, 2014

Dr. Phyllis Chase, Director
UMKC Charter School Center
5306 Holmes St.
Kansas City MO 64110

Dear Dr. Chase,

Please accept this letter as a demonstration of my support for the renewal of DeLaSalle Charter High School's charter. The school's strong, unwavering commitment to meeting the academic, social and emotional needs of Kansas City's high-risk, urban core students is commendable and should receive continued support.

In order for high-risk students to overcome the chalienges of life in the urban core, a level of intervention beyond that provided in a traditional school is necessary. DeLaSalle has made it its mission to answer that call.

DeLaSalle unconditionally welcomes and serves students who are overaged, under-credited, possess significant academic skill deficits, struggle with mental illness & addiction, and who are burdened by the effects of poverty. Having recently toured DeLaSalle and spent time with their teachers and administration, I am convinced of its value to the Kansas City area. Furthermore, I am appreciative that our area's most challenged students are receiving such high level of services and guidance from dedicated educators.

I am thankful to the faculty and staff of DeLaSalle Charter High School for accepting such an important mission and support their continued success.

Sincerely,

Jason R. Holsman
State Senator – 7th District
Jackson County

KU THE UNIVERSITY OF KANSAS
School of Social Welfare

DeLaSalle Chart High School
3737 Troost
Kansas City, MO 64109

Dear Mrs. Lisa Bower,

On behalf of the students, faculty, staff and administration at the University Of Kansas School of Social Welfare, we would like to thank you for your continued commitment to our school through the School of Social Welfare Field Education Office. Your participation as a partner has enabled us to place graduate level practicum students at DeLaSalle Charter High School.

This opportunity provides real life work experience during graduate school. Through our partnership our students obtain necessary skills to begin their practice in social work upon graduation.

Thank you again for partnering with University of Kansas School of Social Welfare. The contributions from DeLaSalle Charter High School and your staff make a positive impact on the education of our students. We look forward to continued success through this collaboration!

Sincerely,

Jennie Marsh, LMSW
Field Education Director
School of Social Welfare
1545 Lilac Lane
Lawrence KS 66049

UMKC

College of Arts and Sciences
School of Social Work

UMKC School of Social Work
5100 Rockhill Road
Kansas City, MO 64110

October 30th, 2014

DeLaSalle Chart High School
3737 Troost
Kansas City, MO 64109

Dear Mrs. Lisa Bower,

On behalf of the students, faculty, staff and administration at the University Of Missouri-Kansas City we would like to thank you for your continued commitment to our school through the School of Social Work internship program. Your participation as a partner has enabled us to place graduate level practicum students at DeLaSalle Charter High School.

This opportunity provides real life work experience during graduate school. Through our partnership our students obtain necessary skills to begin their practice in social work upon graduation.

Thank you again for partnering with University of Missouri – Kansas City. The contributions from DeLaSalle Charter High School and your staff make a positive impact on the education of our students. We look forward to continued success through this collaboration!

Sincerely,

Elaine Spencer-Carver

Elaine Spencer-Carver, PhD, MSW
Director of Field Education

UNIVERSITY OF MISSOURI-KANSAS CITY
5100 Rockhill Road | Kansas City, MO 64110-2499 | phone: 816 235-1025 | fax: 816 235-6573 | http://cas.umkc.edu/socialwork
campus location: 4825 Troost Building

MINDDRIVE

1 November 2014

Dr. Phyllis Chase, Director
UMKC Charter School Center
5306 Holmes Street
Kansas City, Missouri
64110

RE: Letter of Recommendation

Dear Phyllis,

We are pleased to be able to offer this letter to support the charter renewal of the DeLaSalle Charter School, 3770 Troost Street, Kansas City, Missouri, 64109.

MINDDRIVE is an after school program that serves at-risk high school students from the Kansas City metropolitan area. We have served 14 schools on both sides of the state line but primarily from Missouri. Our program offers at-risk high school students an opportunity to apply their educational development to real world hands-on projects. The projects are led by professionals, crafts persons and successful adults from the community. We have approximately one mentor for every two students. We have two primary topical paths. One is built around STEM with students restoring and converting cars to an electric alternative drive system. The other is communications, teaching writing, photography, videography, video editing, social media and marketing. We also have classes in lighting design, financial literacy, welding, 3D CAD and specific video editing. The program serves 90 students from 14 high schools.

The program started as a class offered at DeLaSalle Education Center in 2008. The class was called Creative Studio and Entrepreneurial Studies. It was basically an effort to engage students in creative thought about solutions that address real world problems. It was designed to expose and harness the grit of students that have had to overcome or live with adverse circumstances in their life.

MINDDRIVE evolved to become a stand-alone not-for-profit program that left DeLaSalle because of facility constraints. DeLaSalle did not have space for an automotive shop. Though MINDDRIVE became stand-alone the relationship with DeLaSalle remained the same with MINDDRIVE beginning by serving DeLaSalle students exclusively for the first two years. It then evolved to serve students from DeLaSalle and other schools now totaling 14 schools this year.

DeLaSalle paved the way by providing the opportunity for this class. Since then it has become a model for others in experiential learning. Though we have not been the only experientially based program associated with DeLaSalle, to a degree it has influenced the development of experiential programs at DeLaSalle. In the community DeLaSalle has been seen as the enabling starter of the MINDDRIVE program that now has a strong reputation in the community.

Over the past years the relationship with DeLaSalle has been a strong one with open communications that have allowed both institutions to provide a higher degree of service to their students. We share student performance. Students that fall below a grade point of 2.0 at DeLaSalle immediately go into a tutoring program at MINDDRIVE. Behavioral issues are shared both ways on an immediate basis and the organizations work as one on common solutions.

The process for evaluating incoming students starts with counselors at DeLaSalle that provide student candidates that have the most to gain from an experiential program. These are typically students that have not fully engaged in their core school. Through the MINDDRIVE experience student's engagement is enhanced and general grade levels have risen. The programs have worked together to provide a bigger footprint or foundation for the student that is clearly at-risk of not succeeding in graduating from high school and not succeeding further down the road in life.

We look forward to a continued relationship with DeLaSalle in the future. The student population demographic of DeLaSalle aligns more closely to the mission of MINDDRIVE than any other high school in the metropolitan area. We feel that the DeLaSalle student has the most to gain from our continued relationship.

Sincerely,

Steve Rees
Founder MINDDRIVE

the family conservancy℠

The Children's Campus of Kansas City
444 Minnesota Avenue, Suite 200
Kansas City, KS 66101
P 913.342.1110
F 913.342.3632
www.thefamilyconservancy.org

November 7, 2014

Ms. Glenda Willis
DeLaSalle P.A.C.E.S.
3737 Troost
Kansas City MO 64109

Dear Ms. Willis:

It is my pleasure to write a letter in support of the Charter Renewal Application for DeLaSalle Charter School. DeLaSalle provides a service in our community to support the non-traditional high school student and ensures additional services are in place to assist with their success, not only in school but in life as well.

The Family Conservancy Head Start program has partnered with DeLaSalle since 2006 to support the young children of DeLaSalle's students. Our agencies' collaboration assists the students in learning and growing as young teen parents and helps ensure that their children get the best start in life possible. The foundation of Early Head Start is to provide services and resources to our community's most vulnerable families, and DeLaSalle's Charter School target population is one of the most vulnerable in the Kansas City community. We are pleased to continue our partnership with your agency.

In conclusion, I fully support the efforts of DeLaSalle's Charter School as they apply to renew their charter school status. Any program that is designed to meet the needs of teen parents will always be a friend to Early Head Start and The Family Conservancy.

Sincerely,

Betsy Vander Velde

Betsy Vander Velde
President & CEO
The Family Conservancy

Eric Rosen
Artistic Director

Angela Lee Gieras
Executive Director

Jerry Genochio
Producing Director

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Jeanette Prenger
Stephen Rose
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Darin N. Shank
Myra Siegel
Jo Ann Sullivan
Bert Trucksess
Wayne Vaught*
Richard Wetzel**
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*Ex-Officio UMKC
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J. Gordon Kingsley
Jeannette Nichols
Marvin W. Ozley
Sally Rheinfrank
Eugene M. Strauss
Sally West

To whom it may concern,

November 6, 2014

I am writing today to share KC Rep's enthusiastic support for the work of the DeLaSalle faculty, staff and students. The Kansas City Repertory Theatre Education department has been in partnership with DLS in arts education activities for 10 years. Our work with over 300 DLS students has included the After-School Drama Club as well as in-class workshops. Hundreds more DLS students have attended our performances. Among those they've seen are *The Tallest Tree in the Forest*, a one-man show about the great African-American artist and activist, Paul Robeson, *Broke-ology*, the wonderful play about a Kansas City, KS family by KC playwright Nathan Jackson and our annual holiday classic, *A Christmas Carol*.

Our partnership has embodied the definition of collaboration at its most productive and joyful. Thanks to the continued and long-time dedication and work of both Julie Heibel and Jan Warner, our interaction with the students is overseen, guided and supported. They are flexible, patient and knowledgeable as we conduct twice-weekly classes and rehearsal culminating in a performance. Their enthusiasm and support of the young actors as they conquer the life skills necessary to put together a play are exactly the kind of alliance we need to achieve the most growth we can through the elements of theatre. Mark Williamson, newer to the team, has been exceptionally supportive and is the most encouraging and enthusiastic fan of the "dramatic" (and often comedic!) work of the students.

I am consistently impressed with the individual attention given to each of the students at DLS by the faculty and staff. This has been so important as we prepare our work since we seek to do the same. Individual expressiveness, sense of self-confidence and freedom to analyze, make choices and create is crucial to the benefits of the arts. The DLS team helps us to know each student as individuals and how we can make the time with them the best it can be. Some of the schools with whom we work turn us over to a classroom and that is the last we see of the on-site mentors. Not DLS. We feel like true contributors to the overall educational picture. Our teaching artists *love* to work with the DLS students and there has been a notable increase each year in the commitment of the students we teach.

Over the last 10 years, we have each been able to identify new steps to improve the program, including the inclusion of student-written pieces and a more productive orientation/audition prior to the program each year. Whenever I have had suggestions for changes that might help improve the work of the drama club or run into obstacles, the DLS staff (and students!) have worked with us and contributed even more insight into how the successful components of the activities can be enhanced. The paths of communication are excellent.

To support and work with DeLaSalle is a joy. Each and every one of the students with whom we work becomes special to us and is individually, and as a class, delightful to know. Our participation in their education is the best of what the arts can do in connection with the other elements of their school day. That the faculty and staff find value in our mentorship indicates a great understanding of the different ways in which students learn and grow.

Thank you,

Melinda McCrary
Director of Education and Community Programs
Kansas City Repertory Theatre mccrarym@kcrep.org 816.235.5708

Spofford

Changing Children's Lives,
Giving Families Hope

November 3, 2014

DeLaSalle Charter School
3737 Troost
Kansas City, MO 64109

To Rochelle De Priest,
I wanted to acknowledge how much Spofford appreciates the opportunity to partner with the school in order to provide valuable services to students and their families. It is an indication that the kinds of support our staff offer on a day-to-day basis is seen as a great benefit to maximizing a positive school culture.

Spofford currently houses 26 staff in 25 area schools, both public and charter schools, with DeLaSalle being one of the latest to bring us on board. The research on Spofford's work in the schools (conducted by UMKC) shows that placing Family Resource Specialists and Behavior Intervention Specialists in a school has a positive impact on attendance, school and parental engagement, and behavior management.

Thank you again for willing to enter into this partnership with Spofford, part of the Cornerstones of Care family of agencies. I've been impressed with the staff in your building, particularly the Team of Care, and the general atmosphere at DeLaSalle that I feel every time I visit.

Sincerely,

Steve Walker, M.Ed., Director of School Based Services
Spofford
9700 Grandview Road
Kansas City MO 64134

Public Health

City of Kansas City, Mo., Health Department

Aim4Peace: Violence Prevention Program

Aim4PEACE
Violence Prevention Program

4600 East 63rd Street
Kansas City, Missouri 64130

(816) 513-7902
Fax: (816) 513-7928

Name: Executive Director
Mark Williamson
williamsonm@delasallecenter.org
Cc: Kristi Washington
Mental Health Counselor
washingtonk@delasallecenter.org
Address: DeLaSalle Education Center 3737 Troost
City/State/Zip code: Kansas City, MO 64109

November 7, 2014

To: Mr. Williamson:

Aim4Peace works to cure violence, especially retaliatory violence in the Kansas City, Mo East Patrol Division using a public health model and a proactive team of first responders. Aim4Peace through positive influences within the community is impacting the community by teaching a alternatives to violence. Aim4Peace violence prevention model is changing the norms by showing people that they can solve their conflicts without violence.

DeLaSalle benefits from this program by receiving services that help the student body understand how to use conflict resolution and exercise alternatives to violence. Aim4Peace has employed some of the students at DeLaSalle in the Aim4Peace summer youth program as violence interrupters. This employment has reinforced the conflict meditation class lessons.

Respectfully,

Rashid Junaid,
Aim4Peace Violence Prevention Manager

Metropolitan Community College
Penn Valley

November 5, 2014

To Whom It May Concern:

DeLaSalle has had a partnership with MCC Penn Valley for over ten years, allowing DeLaSalle students to attend classes at MCC Penn Valley.

This partnership has been beneficial to both schools. The students from DeLaSalle have taken classes to enhance their skills and to complete developmental coursework prior to attending college. They are also able to fulfill their secondary requirements at the same time. MCC Penn Valley is able to provide the college experience to students who may have never considered attendance in college as an option. They also see MCC Penn Valley as an option to complete an Associate of Arts or Associate of Applied Science.

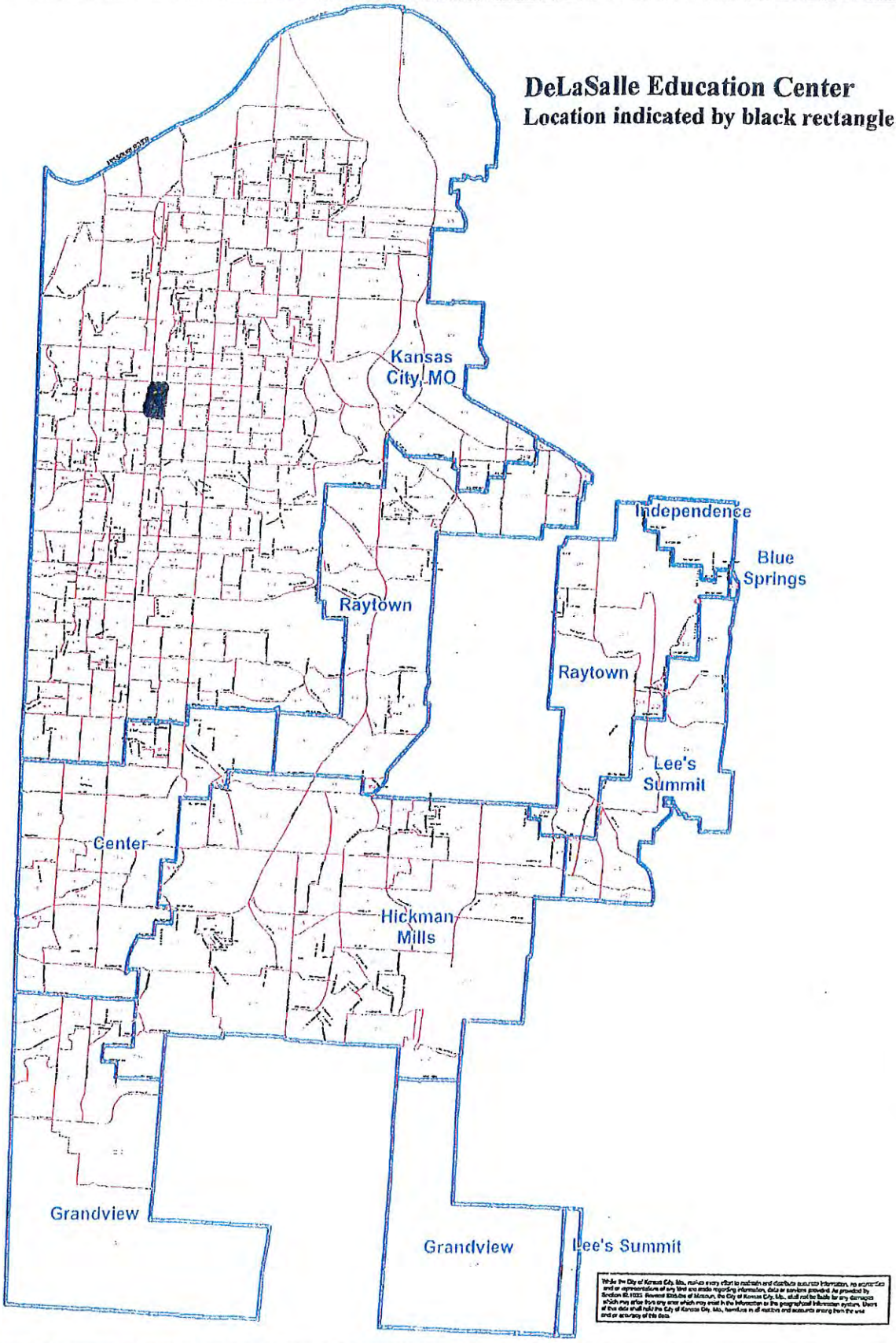
I have worked closely with Julie Heibel at DeLaSalle. She is the on campus representative and ensures the students are properly placed in courses, and works closely with the faculty to ensure the success of the students.

I would encourage the Board to continue this program/partnership, as it has been a win-win situation for both DeLaSalle and MCC Penn Valley.

Vicki Raine

Vicki Raine

Humanities Chair/Reading Faculty
APTX, ART,CDCG, ENGL, EDUC, ARAB, FREN, SPAN, HUMN, HUSC, MSCM,READ, SPDR
MCC Penn Valley
Science/Technology Bldg 302
3201 Southwest Trafficway
Kansas City, MO 64111
816-604-4273
(fax) 816-759-4506



School Districts - 2012
Kansas City Portion of Jackson County

Prepared by: City Planning and Development Department
City of Kansas City, Missouri

Precincts

School Districts