

Sabillasville Environmental School

A Classical Charter

APPLICATION

Executive Summary

1. Vision for the public charter school and a mission statement as to how the vision will be achieved.

The mission of the Sabillasville Environmental School (SES) is to provide elementary and middle school-aged children in Frederick County with a well-rounded, college and career focused instructional program that develops students' knowledge, reason, and self-expression. In addition, the school will have a focused curriculum on environmental learning. The long-term vision of the SES is to be a high-achieving model providing environmental science and a traditional, rigorous liberal arts education using well-researched instructional approaches and hands-on environmental learning. Through in-service training, the school will provide teachers with professional development in subject matter content, cognitive science, and research-based pedagogy. The principal, staff, and school improvement team will look first to data and evidence to better school performance, with the guiding criteria that each enhancement should be specific, replicable, and monitored to validate the achievement of its intended results. SES will serve students from all demographics and socioeconomic backgrounds, including diverse cultural, ethnic, or racial backgrounds, students with advanced learning capabilities and students with disabilities as well as assisting military families as they transition into our community.

2. Overview of the needs to be addressed by the public charter school.

Currently, there are no public or private schools in Frederick County that offer the combination of classical education with a focus on environmental science. Our school fulfills the need of parents who believe their children's goals can best be met through a classical approach. The benefits of the school's approach to classical education include, a reading program cited by a top reading researcher as one of two programs in line with scientifically based reading research, a world-class math program cited as exemplary by the National Math Panel¹, and a chronological treatment of history that serves as the organizing structure for science and the humanities and exposes children to rich cultural content from around the world. Environmental learning will enhance the science program and children's world view of the environment. In addition to appealing to parents already familiar with the benefits of a classical education, our school will mount an outreach program to attract students from a broad cross section of the community. Our goal is to equip all students with the knowledge and skills to be successful in high school and attend the college of their choice or pursue the career of their choice, regardless of socioeconomic background. The benefits to the school system include building a community of practice focused on classical

¹ <http://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>, accessed on December 19, 2020

content and scientifically-based teaching techniques, environmental learning and positioning FCPS as a leader in a growing movement toward offering an environmental science and classical education in public school settings.

3. Brief description of the program to be implemented including any specific focus of the program

The classical approach to education follows the trivium, which divides the twelve years of education into three phases: grammar, logic, and rhetoric. The “grammar” phase is from kindergarten through fourth grade, and emphasizes not just grammar, as its name suggests, but the knowledge and skills that are the building blocks of all subjects. The “logic” phase is from fifth through eighth grade, and develops students’ ability to reason, using the knowledge and skills from the previous phase as the starting point. The “rhetoric” (sometimes called “poetic” phase) is from ninth grade through twelfth grade, and develops students’ ability to marshal their knowledge, skills, and logic to persuade others and engage in self-expression. Our proposed school addresses the first two phases of the trivium, as illustrated below.

	Phase	Emphasis
Our School	Grammar (K-4)	Fundamental knowledge and skills (or “grammar”) of all subjects—not just English grammar.
	Logic (5-8)	Building on existing knowledge and skills, use reasoning to learn more and to more deeply understand previous learning.
High School	Rhetoric (9-12)	Marshal knowledge and reason to persuade others and express student’s own views.

It is important to note that the trivium describes the emphasis at each phase, not an exclusive focus. In the classical approach, instruction at all levels will involve elements of knowledge and skill acquisition, reasoning, and self-expression. In terms of subject matter, all areas are considered important to students’ development and are mutually reinforcing. There is no emphasis on any particular subject area over any other subject. Students are expected to put their best efforts into mastering each subject.

In *math*, our students will focus on learning a smaller number of topics in greater depth, which gives them more time to master the material. Our emphasis is on solving multi-step, challenging, non-routine problems as well as learning the standard algorithms and why they

work. This approach is designed to prepare students for a traditional Algebra I course in eighth grade that focuses on the topics needed in high school math and beyond.

In ***reading and English***, our students will begin their study by using a reading program that emphasizes all five components of scientifically based reading instruction, including systematic and explicit phonics instruction that has been shown to prevent serious reading difficulties in the vast majority of children. Students will receive instruction in proper grammar and punctuation and will be expected to marshal their logic and express their creativity through writing. Students will be exposed to a wide selection of literature at all grade levels.

In ***history***, our students will complete two chronological sweeps through history: an introduction in grades 1-4 (starting with ancient history in first grade and proceeding to modern times in fourth grade) followed by a more in-depth sweep in grades 5-8. Providing a strong focus on history in the elementary grades and covering the material in even greater depth in middle school will provide solid preparation for high school study in which students are expected to draw conclusions using original source materials. The science and humanities topics reflect the time period being studied in history, as illustrated below.

	Grades							
Topic	1	2	3	4	5	6	7	8
History & Humanities	Ancient	Middle Ages	Renaissance	MD History	Modern	Ancient/ Middle Ages	Renaissance	Modern
Science	Biology	Astronomy & Earth Science	Chemistry	Physics	Biology	Astronomy & Earth Sciences	Chemistry	Physics

In ***science***, our students will focus on the “big ideas” of physics, chemistry, biology, and earth science to prepare them for further study in those fields. Students will learn through conducting experiments, teacher-led demonstrations, and studying textbooks and other written materials. We are using fcps science to help students prepare for MISA testing and integrating with Social Studies units. The typical classical science sweeps will be focussed on during the environmental piece. We will be using Project Learning Tree, which aligns the different sciences with its program.

In ***art and music***, our students will become familiar with important artistic works and artists, often from the same time period they are studying in history. Students will develop their

own artistic and musical abilities through a comprehensive, well-sequenced program. In addition, art and music will also include projects related to the environmental curriculum.

In *foreign languages*, spanish will be offered for 7th & 8th grade.

For *environmental learning*, our school will use Project Learning Tree. It will incorporate local environmental resources to global influences. Utilizing it within the curriculum, will expand our childrens' awareness, responsibility, and innovation for the environment. Children are very important for sustaining a positive and wholesome future thus creating an educational prosperity and environmental sustainability that will benefit the world overall.

In keeping with the classical approach, the environmental curriculum will be integrated with the history unit being taught, just like all other subjects. Examples of how the environmental curriculum will be integrated are included in Appendix E.

4. Proposed start date and duration of the charter

The proposed start date for the school to open would be August 2022. The proposed charter length is four years, which would end in June 30, 2026, in which a renewal application will be submitted.

5. Contact name, address, phone, e-mail information

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ayocum1007@gmail.com

B. Educational Programs and Services

1. Philosophy and goals of the program

Our goal is to use the county's heritage of agriculture and access to natural resources as a foundation and inspiration for a unique educational opportunity. To do this SES will use the trivium used in classical curriculum to prepare all students for success in high-school, college, or career of their choice. While doing this, SES will integrate a focus on environmental science, so students will not only develop an appreciation of classical liberal arts, but also for the environment and agriculture. The environmental and agricultural goals will be met through hands-on learning activities, field trips, etc, in addition to the researched based curriculum (Project Learning Tree, <https://www.plt.org/environmental-education-curriculum/>). In addition, SES will provide a governance structures that would engage students, parents, teachers, and the community to be fully engaged in the pursuit of educational excellence.

2. *Education levels to be offered (preschool, elementary, middle, secondary)*

The school would serve students in grades K-8. During the first year, SES will offer classes through 6th grade and add 7th grade the second year and 8th grade during the third year to provide a transition into the middle school grade levels.

3. *Student to teacher ratio*

The school will have 23 students per class. In grades K-1, each class will have a full time instructional assistant. An exception will be made after the lottery and throughout the school year should new students from the outlined district (specifically military families) who move-in (see section on lottery and waivers). At that point class sizes can exceed 23 students. If the principal sees the need for additional instructional assistants, the Board of Directors may consider adding additional assistants. We recognize that currently many FCPS classrooms have 27-28 students.

4. *Unique focus of the school program as appropriate (i.e., reclaiming dropouts or utilizing specific instructional programs)*

The school's unique focus is delivering a classical liberal arts education and environmental learning through instructional programs with track records of success for a wide variety of students. The specific instructional programs to be utilized are outlined below.

Subject	Main Instructional Program	Supplementary Materials
Math	<ul style="list-style-type: none"> Grades K-5: <i>Singapore Math</i>, U.S. Edition Grade 6-8: <i>GoMath</i> 	<ul style="list-style-type: none"> Resources Teacher-Developed and Selected Materials*
Reading English Handwriting	<ul style="list-style-type: none"> Grade K-5: <i>Reading Street</i>, from Scott Foresman/Prentice Hall Grades 6-8: <i>Prentice Hall Literature</i>, from Prentice Hall Grades 6-8: <i>Houghton Mifflin Grammar & Writing</i> from Houghton Mifflin 	<ul style="list-style-type: none"> <i>50 Nifty Activities</i>, from Sopris West <i>Primary Spelling By Pattern</i>, from Sopris West <i>Phonics and Spelling Through Phoneme-Grapheme Mapping</i>, from Sopris West <i>Vocabulary Through Morphemes</i>, from Sopris West <i>FCPS Writing Units</i> <i>Gilgamesh: Man's First Story</i>, <i>Black Ships Before Troy: The Story of the Iliad</i>, <i>The Wanderings of Odysseus</i>, <i>The Adventures of Robin Hood</i>, <i>The Midwife's Apprentice</i>, <i>Midsummer's Night Dream</i>, <i>The Call of the Wild</i>, <i>A Christmas Carol</i>, <i>To Kill a Mockingbird</i>, <i>The Gift of the Magi</i>, <i>Number the Stars</i>, <i>Night</i>, <i>Anne Frank: The Story of a Young Girl</i> from various publishers Teacher-Developed and Selected Materials*
History	<ul style="list-style-type: none"> Grade K: <i>Core Knowledge Kit</i>, from Pearson Grades 1,2,3 & 5: <i>The Story of the World: History for the Classical Child: Volumes 1-4</i> by Susan Wise Bauer Grades 5-6: <i>Journey Across Time</i> by Glencoe Grades 7-8: <i>America: History of Our Nation</i> by Prentice Hall Grades 7-8: <i>World History 2011</i>, by Prentice Hall 	<ul style="list-style-type: none"> All Grades: <i>Grace Abounding: The Core Knowledge Anthology of African-American Literature, Music, and Art</i> All Grades: Maps, Globes, Supplements by Houghton Mifflin Grades 1-4: <i>The Story of the World Activity Book</i>, Volumes 1-4 by Susan Wise Bauer Grades 1-4: <i>The Story of the World Tests and Answer Key</i>, Volumes 1-4 by Susan Wise Bauer Grades K-5: <i>Timelinks Classroom Set</i>, by McGraw Hill Teacher-Developed and Selected Materials*
Science	<ul style="list-style-type: none"> Grades K-4: <i>Biology for the Grammar Stage</i>, <i>Earth Science & Astronomy for the Grammar Stage</i>, <i>Chemistry for the Grammar Stage</i>, <i>Physics for the Grammar Stage</i>, <i>Elemental Science</i> Grades 5-8: <i>Biology for the Logic Stage</i>, <i>Earth Science & Astronomy for the Logic Stage</i>, <i>Chemistry for the Logic Stage</i>, <i>Physics for the Logic Stage</i>, <i>Elemental Science</i> FCPS Science Curriculum as it applies 	<p>Grade K: <i>What Your Kindergartener Should Know</i>, from Core Knowledge</p> <ul style="list-style-type: none"> Grade 1: <i>What's Biology All About?</i>, by Usborne, <i>R.E.A.L. Science Odyssey (Life)</i> by Pandia Press Grade 2: <i>The Story of Astronomy and Space</i>, by Usborne, <i>R.E.A.L. Science Odyssey (Earth & Space)</i> by Pandia Press Grade 3: <i>What's Chemistry All About?</i>, by Usborne, <i>R.E.A.L. Science Odyssey (Chemistry)</i> by Pandia Press Grade 4: <i>What's Physics All About?</i>, by Usborne, <i>RealScience-4-Kids Physics I</i> by Gravitas Publications Grades 5-8: <i>Science Explorer</i> by Prentice Hall

Art	<ul style="list-style-type: none"> Grades K-8: <i>Classical Art Sequence</i>, by Doris Shamieh 	<ul style="list-style-type: none"> Teacher-Developed and Selected Materials*
Music	<ul style="list-style-type: none"> Grades K-8: <i>Musicplay</i> by Themes and Variations 	<ul style="list-style-type: none"> Teacher-Developed and Selected Materials*
Spanish	<ul style="list-style-type: none"> Grades 7-8: <i>Realidades</i> by Prentice Hall 	<ul style="list-style-type: none"> Teacher-Developed and Selected Materials*
Physical Education	<ul style="list-style-type: none"> FCPS Curriculum 	<ul style="list-style-type: none"> Teacher-Developed and Selected Materials*

5. Fully developed curriculum showing alignment with Maryland Frameworks

The instructional program of the Sabillasville Environmental School will meet or exceed the learning goals of the Maryland Frameworks. See Appendix E for sample curriculum alignment.

Subject	Common Core aligned
Math K-5	Singapore Math--Singapore Dimensions Vendor aligned FCPS approved materials
Math 6-8	Go Math FCPS aligned FCPS approved materials
Reading K-6	Reading Street Common Core Vendor aligned FCPS approved materials
Reading 7-8	Literature selections such as the Christmas Carol-FCPS approved materials Teacher supplemental materials
Writing K-8	Writers Workshop/ FCPS Units of Study Writing Curriculum FCPS aligned
Social Studies	<p>Stories of the world by Susan Wise Bauer's Glencoe Journey Across Time Prentice Hall America History of our Nation FCPS Curriculum</p> <p>Teachers will integrate the social studies framework Aligned with the 6 common core topics for the Social studies framework: 1.0 Civics 2.0 People of the Nations and world 3.0 Geography</p>

	<p>4.0 Economic 5.0 History 6.0 Skills and processes</p> <p>Throughout the year's history timeline and sweep, students will be immersed in a year long history and science integration block. The NGSS will be integrated into the historical sweep at each grade level.</p> <p>FCPS approved materials Teacher supplemental materials as needed</p>
Science K-8	<p>Elemental Science</p> <p>Integrated within the SS block: Using SS sweeps to integrate science sweeps as well as current FCPS science curriculum when appropriate.</p> <p>Maryland Environmental Literacy Standards will be part of the Environmental basis of the school. All students will use these standards to create an environmental impact project, based on the history and how the people of the time period interacted with the land.</p> <p>Collective, and societal responses to human-induced environmental change.</p> <p>The science sweeps will be integrated into our environmental focus at each grade level. For example: in Fifth grade the sweep is Biology-the teacher could use the micro-organisms to teach about cells and could have students bring in organisms to create a "class pond" and go from there with organisms etc.</p>
Environmental Science	<p>Project Learning Tree Vendor aligned</p> <p>Environmental Literacy Standards</p> <p>(1) Environmental Issue Investigation & Action. Environmentally literate students investigate environmental issues in order to develop and implement local actions that protect, sustain or restore the natural environment.</p> <p>(2) Human Dependence on Earth Systems and Natural Resources. Environmentally literate students construct</p>

	<p>and apply understanding of how Earth's systems and natural resources support human existence.</p> <p>(3) Environmental Impact of Human Activity. Environmentally literate students construct and apply understanding of the environmental impact of human activities on Earth's systems and resources.</p> <p>(4) Consequences of Environmental Change on Human Health and Well-Being. Environmentally literate students construct and apply understanding of the consequence.</p> <p>(5) Individual and Collective Responses to Environmental Change. Environmentally literate students construct and apply understanding of individual,</p>
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Note: Resources for all learners (advanced, special needs, and students in need of intervention) will be chosen by the leadership team-to meet the needs of each group. Resources include math manipulatives, small group work, reading materials at the appropriate level to meet student needs, and teacher-student conferences.

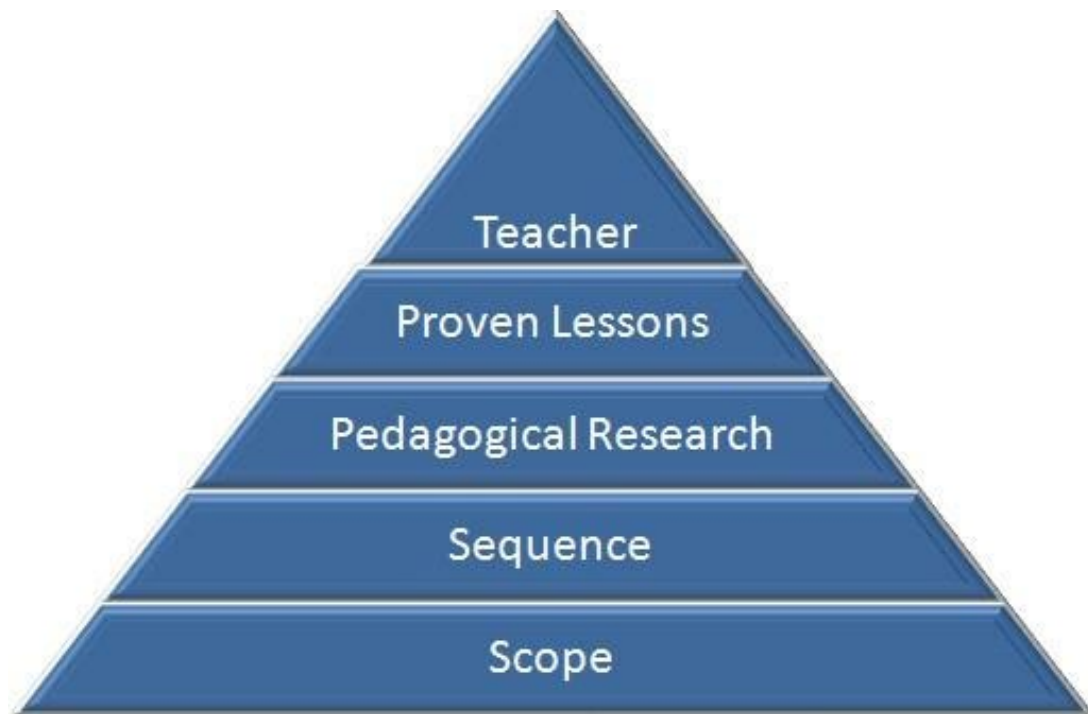
Our ALP process consists of frequent student data review. During quarterly review stakeholders (classroom teacher, specialist, principal and others such as Special Ed staff) will meet to discuss individual student data. We will closely monitor each student's progress. We will discuss their data and compare it to county data to know if a child has met expectations. Students who are not meeting expectations will further be discussed and monitored more frequently to make sure they are accessing the curriculum. As we progress monitor, we will use data to identify students who may need additional intervention, such as tier 1 or more in depth intervention. During progress monitoring staff will also identify students who may need enrichment as well. The stakeholders will meet to identify how staff will accommodate student needs. If the team deems necessary, students will be referred to SST meetings and decisions will be made as a team regarding further student testing.

6. Instructional methods to implement the curriculum.

Students will be taught through a variety of instructional methods that are supported by research. A variety of activities and different methods of presentation of material as well as the way students are grouped are ways in which teachers can address the rate at which different students learn material. Teachers can scaffold learning for any struggling learner groups or challenge advanced learners through extension of activities. Our approach starts with the scope of the knowledge and skills to be taught in each subject. These topics are treated as a knowledge system and are analyzed to determine the big ideas, connections between topics, and logical sequence in which the content will be presented to students.

Generally speaking, the information within a body of knowledge takes four forms—verbal associations, concepts, rule relationships, and cognitive strategies. Lessons are developed that use an

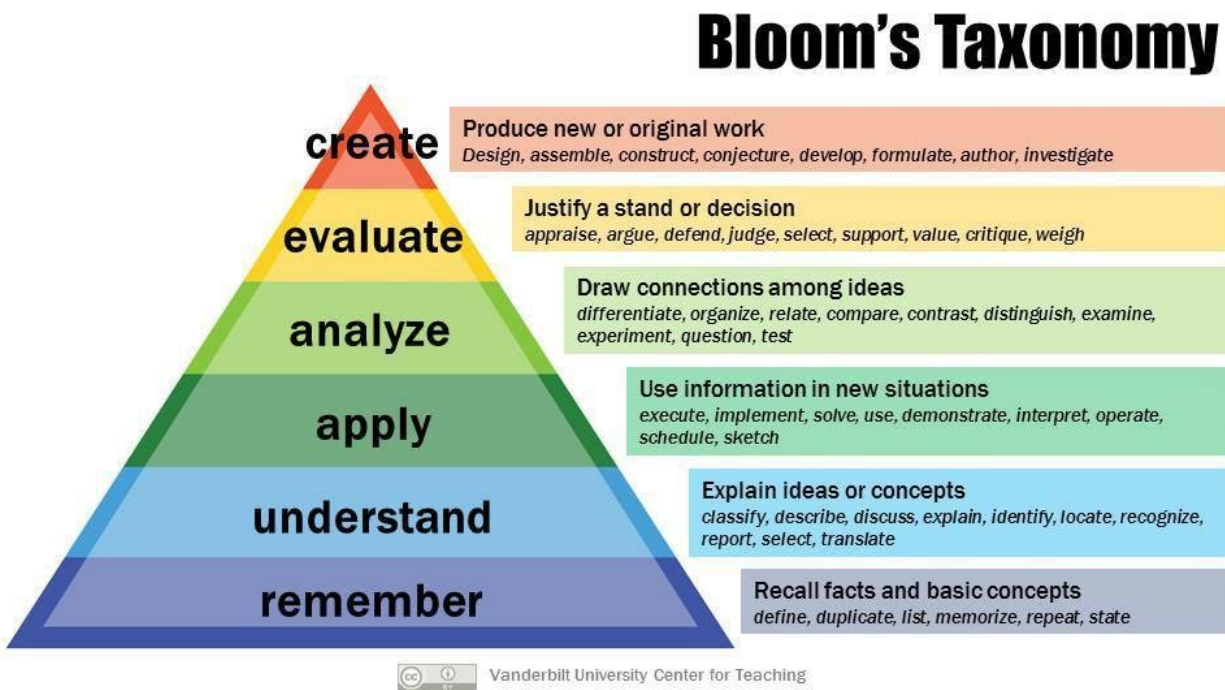
appropriate instructional strategy for each form of knowledge and strategically integrate students' prior knowledge. To the degree that they are available, teachers deliver proven, field-tested lessons, making adjustments as needed and employing creativity and common sense to engage students in their learning tasks. This approach is illustrated below.



Students are assessed to determine the lesson with which they should begin and are grouped accordingly in math and reading. The use of formative assessment is an important part of the instructional process. Therefore, formative assessments will help us differentiate instruction in order to improve student achievement. This charter will seek to implement the Accelerated Learning Process (ALP) in order to help transform the teaching and learning process. Our ALP process will consist of frequent student data review. During quarterly review stakeholders (classroom teacher, specialist, principal and others such as Special Ed staff) will meet to discuss individual student data. We will closely monitor each student's progress. We will discuss their data and compare it to county data to know if a child has met expectations. Students who are not meeting expectations will further be discussed and monitored more frequently to make sure they are accessing the curriculum. As we progress monitor, we will use data to identify students who may need additional intervention, such as tier 1 or more in depth intervention. During progress monitoring staff will also identify students who may need enrichment as well. The stakeholders will meet to identify how staff will accommodate student needs. If the team deems necessary, students will be referred to SST meetings and decisions will be made as a team regarding further student testing.

In general, lessons are designed in small increments, with most reviewing previously learned material and introducing an easily digestible “chunk” of new material. Instruction generally proceeds at a brisk pace (as opposed to a lecture), with students responding to the teacher’s questions frequently to maximize engagement. The specific teaching techniques used within a lesson will depend on the content to be taught and the instructional level of the students and will be selected based primarily on two criteria: effectiveness and efficiency. The rationale for the effectiveness criteria requires little explanation—what has worked in the past is likely to work in the future. The rationale for efficiency being a consideration is twofold. Time-consuming approaches will tend to decrease student attention and engagement, and for students who are behind, more efficient approaches can help them catch up to their peers.

The instructional approaches address all aspects of Bloom’s Taxonomy: knowledge, comprehension, application, analysis, synthesis, and evaluation. The importance of acquiring background knowledge to facilitate higher-order thinking skills is recognized, as well as the role of higher-order thinking skills in promoting knowledge retention and comprehension. A diagram of specific pedagogical principles and techniques appear below:



7. *Appropriate technology, equipment, libraries, and other media available*

All teachers will be provided with laptop computers, and multiple computers will be available for student classroom use in all grade levels when the school opens with the goal of having a ratio of one student per device within the first few years of operation. In addition, the school will acquire projectors and projection screens for teachers to incorporate PowerPoint presentations and videos into their lessons as appropriate.

The school will also furnish globes, microscopes, science lab consumables, a copying machine, printers, a laminator, and other equipment. All Information Technology (IT) services will be contracted through FCPS' IT Department as required by law. As a part of negotiations to lease the Sabillasville Elementary building from FCPS, SES is seeking to have the current IT infrastructure (internet connection) remain the same and will convey such in the lease agreement. SES understands that it is responsible for covering the costs of all equipment, internet, security systems, etc.

In regard to the library, we also hope to negotiate with FCPS for the books currently housed in the Sabillasville Elementary School library to convey with the terms of the lease agreement for the Sabillasville Elementary building. This will ensure that the School maintains a full operating library during year one. SES believes this action is appropriate considering many of these books have been donated by the community over the years. Additionally, we plan to have a dedicated section of the library that will include content related to environmental science. We will work to enhance and develop this collection over time.

Should negotiations not be able to be worked out for the library books, SES will seek specific grant funding for library books and run a specific campaign for the donation of library books from community members and businesses across Frederick County.

8. Length of student instructional day

Students will attend school from 8:30 a.m. through 3:00 p.m.

9. Extracurricular offerings

The school will offer extracurricular programs based on student interests, the availability of adults to lead the programs on a volunteer basis, and whether enough children are interested to make the program viable (such as foreign language club). At the beginning of each school year, parents will be asked to indicate their child's interests and their availability to support an extracurricular program.

10. Extended day program/ supplemental programs – both free and fee-based

The Boys and Girls Club will offer before and after care, which will offer assistance with homework, etc. We will need to wait until all students have been selected through the lottery to see needed hours, but based on initial conversations before care would begin at 6:00 AM and go until 8:00 AM. After school care will be offered until 6:00 PM. A letter outlining the before and after school plan is included in Appendix F.

In addition to before and after school care, the Boys and Girls club will also offer summer camp as this is a much-needed resource in northern Frederick County.

We will use Frederick County Public Schools to serve breakfast and lunch to ensure compliance with National School Lunch and Breakfast programs.

Extended learning opportunities will be provided for free on an as needed basis.

11. Provision for transportation, if appropriate

Due to Sabillasville Environment School's geographic location in the northwestern section of Frederick County in a rural setting, provision of transportation services will be vital to the initial enrollment of students and continuing enrollment growth. The Sabillasville Environmental School will initially contract with private or FCPS bus and/or van services to offer satellite bus stops throughout the county to try to make attending the school as accessible as possible. Due to the change in law in May, the school plans to explore the option to use vans as a way to offer as many stops as possible while remaining within budget, depending on the home locations of enrolled students. We will work with the identified transportation firm (private or FCPS) to determine routes. Unfortunately, exact locations of the stops and routes cannot be determined until the student lottery and subsequent enrollment process is complete. Provision of transportation services for SES students will be partially funded through the per pupil allotment provided by FCPS annually.

Long term, SES plans to explore acquisition and operation of buses and vans to provide student transportation, again following the transportation plan of developing satellite bus stops and routes throughout Frederick County.

12. Building security and safety plan

The assessment of the security and safety of the Sabillasville school building will be conducted in accordance with the guidelines that have been established by the National Clearinghouse for Educational Facilities and in compliance with the standards set forth by FCPS. The assessment will cover a wide variety of areas including potential hazards, site and building access control and surveillance, and communications systems. Through continued collaboration and working closely with FCPS' IT services, SES plans to largely adopt Sabillasville's Elementary's current security and safety plan. SES will work closely with FCPS' Security and Emergency Services and Technology Infrastructure offices to coordinate the installation and implementation of these systems in compliance with those offices' requirements. SES will pay for necessary hardware and software associated with the security systems.

Additionally, the school will establish a crisis planning team composed of administrators, faculty, staff, school resource officer, and parents to ensure that the school is prepared to handle the myriad of potential hazards, both natural and man-made, that may affect the school community. The crisis planning team will look at the recommendations from the security and safety assessment to develop and implement a realistic plan that ensures the safety of students and staff to the greatest extent possible. Security and safety planning is a continual process and plans and assessments will be reviewed and improved as necessary. The plans that are established will be revised based on changing threats, vulnerabilities, and lessons learned from drills and exercises.

C. Special Populations

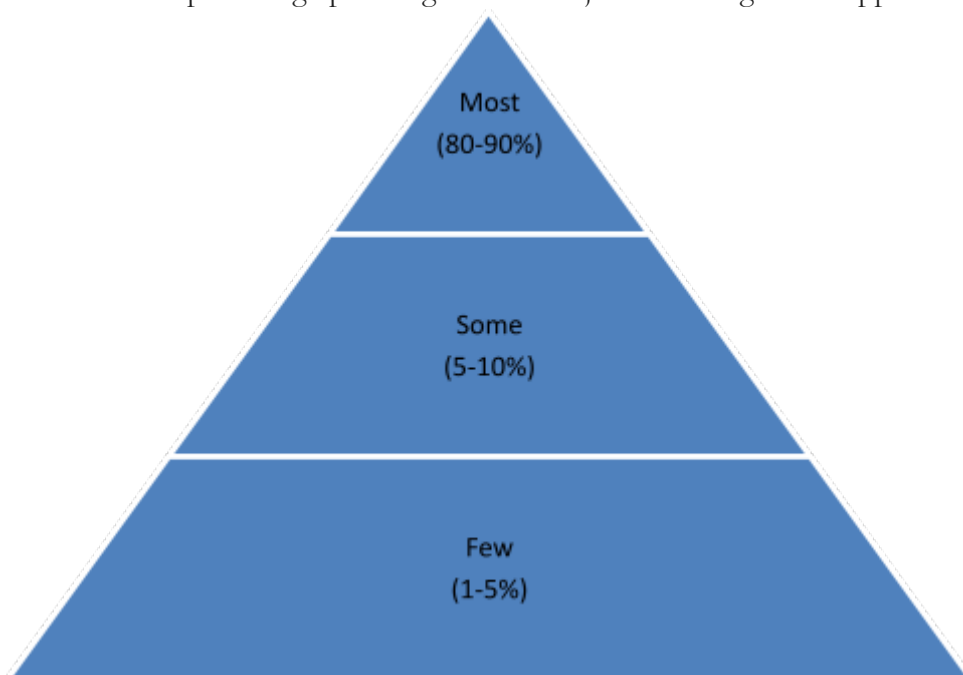
1. Provision for students with disabilities (IDEA and Section 504) to be included in the educational program

All students are assessed using curriculum-based assessment early in the school year to develop a rich understanding of the student's strengths and areas of concern in terms of their skills and development. Consistent data collected through ongoing curriculum-based assessment, allows for the student's growth and progress to be documented. Having an on-going understanding of the student's progress, allows for school staff to provide support when and where a student is demonstrating a need of support. Under the Multi-Tiered System of Supports (MTSS), Tier 1 provides all students support

from classroom and content teachers as well as specials/elective teacher, guidance counselor, and support staff coordinating along with the student's family. Strategies to support student learning are implemented through a team approach.

If a student demonstrates through curriculum-based assessment or other measures, the need for a higher level of support in order to be successful, Tier 2 supports are implemented. Tier 2 supports are comprehensive and target interventions that build on Tier 1 supports already in place for the student. The additional supports add the SST team including school-based intervention teachers and service providers working together with the student's family and school staff to develop a plan to provide a higher level of support to the student.

If after accessing Tier 1 and Tier 2 supports, a student needs a higher level of support, the most intensive support can be found on Tier 3 of the MTSS model which includes referring the student for formal and informal assessments to identify the need of Special Education Services. If the student qualifies for Special Education Services, an Individualized Education Plan (IEP) is written by a multidisciplinary team which includes the student's family. The IEP targets the student's documented areas of need providing specific goals and objectives along with supplementary aids and supports.



SES will reference FCPS' policy¹ on intervention. During quarterly review stakeholders (classroom teacher, specialist, principal and others such as Special Ed staff) will meet to discuss individual student data. We will closely monitor each student's progress. We will discuss their data and compare it to county data to know if a child has met expectations. Students who are not meeting expectations will further be discussed and monitored more frequently to make sure they are accessing the curriculum. As we progress monitor, we will use data to identify students who may need additional intervention, such as tier 1 or more in depth intervention. During progress monitoring staff will also identify students who may need

¹ <https://apps.fcps.org/legal/doc.php?number=500-06>

enrichment as well. The stakeholders will meet to identify how staff will accommodate student needs. If the team deems necessary, students will be referred to SST meetings and decisions will be made as a team regarding further student testing.

SES wants to ensure the needs of all learners are being met and will work closely with FCPS to make any adjustments to the plan outlined above prior to the start of the school.

2. Provision for English Language Learners to be included in the educational program

Provisions for EL students will follow the same procedures as FCPS. Per MSDE Title III all parents/guardians of English Learner students who qualify for language services will be notified of placement in the English Learner program with the option to refuse services. Qualification for EL services will be determined using the WIDA ACCESS Screener. Research shows that speaking more than one language is an asset to the brain and the child. This charter supports English Learners second language acquisition development through research based instruction with a simultaneous focus on content and language.

Depending on the language level, some students may receive direct language instruction. Others may receive sheltered instruction in the general classroom environment as isolated instruction for some EL students may in fact hold them back from learning to their greatest potential.

EL instructors will collaborate with mainstream teachers to deliver content-based and English-specific EL instruction. The SES adheres to the following principles when it comes to the approach for EL instruction:

- EL students will receive explicit, direct instruction about the English language intended to promote English language acquisition and to help them "catch up" to their student peers who are proficient in English.
- The use of topics and materials that ELs encounter daily in their content classrooms can and should be productively used during EL instruction. Reading research consistently shows that students need multiple exposures to vocabulary and multiple opportunities to use vocabulary before they can be said to have fully acquired it. Infusing the language and materials of content instruction into EL instruction multiplies ELs' exposures and opportunities to practice language of academic content. This approach, content-based EL instruction, is productive as well as sensible.

ELL students can be considered for enrollment in FCPS' One-Way or Two-Way Immersion program.

Subject-specific support for EL students will occur both through teacher-provided materials and adaptations, and vendor-produced adaptations and materials.

Subject	Description of Adaptations
Reading/Language Arts	EL kit provided as a part of <i>Reading Street</i> , <i>Pearson Literature</i> , and <i>Prentice Hall Grammar</i> . Reading Street provides effective instruction that gives EL students opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and the English they are expected to speak and write.
Math	<i>Singapore Math</i> is designed for students in Singapore who do not speak English as a native language. The program uses illustrations and cartoons to communicate key concepts, with relatively simple English directions.
Science	In addition to teacher-designed supports that will be provided for the <i>Elemental Science</i> series
History	In addition to teacher-designed supports that will be provided for the <i>Story of the World</i> series, audio recordings of the books are available for purchase if needed.
Art	Teacher-designed supports will be provided.
Music	Teacher-designed supports will be provided.
Spanish	In addition to teacher-designed support, <i>Realidades</i> includes alternative assessments and books for Spanish-speaking students.

SES wants to ensure the needs of all learners are being met and will work closely with FCPS to make any adjustments to the plan outlined above prior to the start of the school.

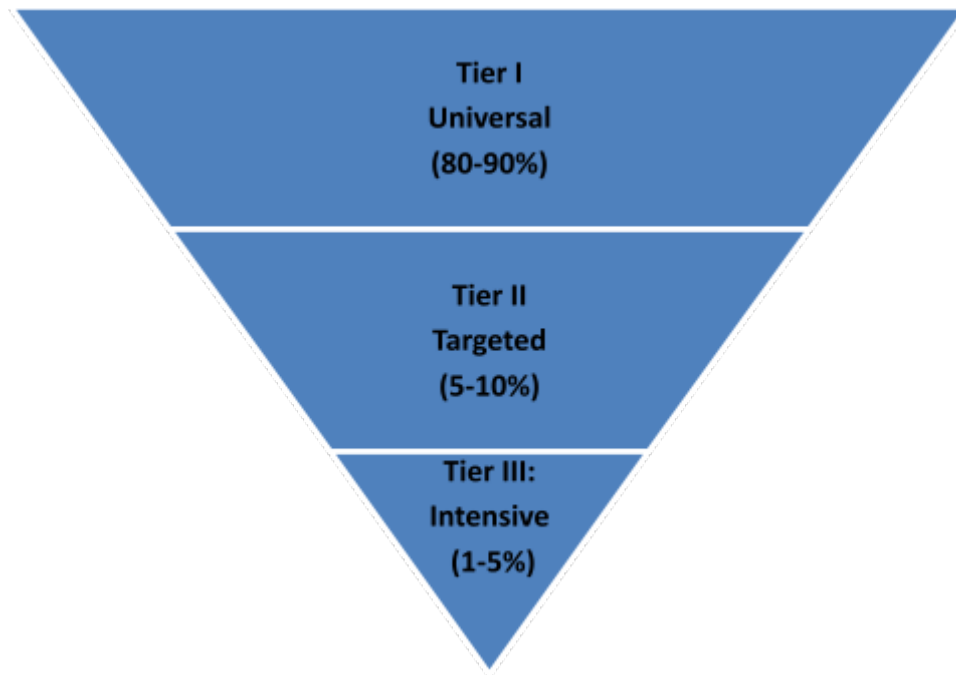
3. *Provision for “gifted and talented” students to be included in the educational program (Section Added by Applicant)*

Like special education and EL students, “gifted and talented” learners need academic interventions. Qualification for Gifted and Talented Education services will be determined using the Cognitive Abilities Test (CogAT). An enrichment/ intervention block can be built into the daily schedule to allow for more extensions within the curriculum. However, our curriculum will be so demanding that it will challenge them in new ways and allow them an opportunity to explore their innate gifts.

Provisions for “gifted and talented” pupils are not regarded as a privilege or reward for high-achieving students, but rather as a necessary academic intervention to help students reach their potential. The school’s provisions for “gifted and talented” learners parallels the Response to Intervention (RtI) approach used for all students to support their need to master content standards. Tier I involves universal differentiation techniques that apply to all students, which are appropriate for approximately 80% of students or more. Tier II involves targeted interventions for students who demonstrate the ability to handle more challenging work or learn material more quickly. Tier II is estimated to be 5-10% of students and offers differentiated instruction through enrichment and acceleration, as described below. Approximately 1-5% of students in Tier III require instruction where the content presented, and the teaching approaches used are differentiated to the point where it would not be possible for students in the other two tiers to succeed in Tier III.

In each tier, teachers may differentiate instruction through a variety of techniques that are described on FCPS’ website “Gifted and Talented Differentiated Instruction”.³ The tiers of differentiation are illustrated below.

³ <http://gtdifferentiation.sites.fcps.org/>, accessed December 14, 2020



For “skill subjects,” the focus of differentiation is on acceleration. For “content subjects,” the focus of differentiation is on enrichment. This focus is merely a focus, and not a limit on how instruction may be differentiated. Both acceleration and enrichment will be used as appropriate.

In reading, students are assessed to determine their current skill level and are flexibly grouped within the same class or attend a reading class in a higher grade level. In math, students are assessed to determine their current skill level and are placed into one of two classes grouped by skill level within their grade or attend a math class in a higher grade level. Students are assessed at the beginning of the year and mid-year using the Singapore Math placement test or an equivalent test, and may change groups as their performance dictates. Students also undergo formal assessment and re-grouping at the mid-year point. Differentiated instruction for math is to accelerate and enrich students who are ready to move to the next level.

Differentiation in “skills subjects” of reading and math is through acceleration and broader depth of understanding as appropriate.

Students with an IEP or 504 Plan may also be identified as gifted and talented, based on the identification criteria. Ability and achievement scores gained from formalized testing may be used during the gifted and talented identification process. These students are “twice-exceptional” students and receive services that address their needs. Similarly, English Learners may be identified as gifted and talented based on the identification criteria along with their ACCESS for ELs testing results and other data.

Based on assessments, SES will recommend students for the magnet program if needs cannot be met at the school.

SES wants to ensure the needs of all learners are being met and will work closely with FCPS to make any adjustments to the plan outlined above prior to the start of the school.

D. Student Outcomes

In addition to the standards used by the Board of Education of Frederick County and the Maryland State Board of Education (I, MSA) and how they will be addressed, describe any additional:

1. *Educational outcomes to be achieved*
 - a. Students will master the knowledge and skills taught in our classical liberal arts curriculum, as evidenced by the measurements outlined immediately below (Section D.2).
2. *Measurement and reporting of student performance and progress*
 - a. Students will take the Singapore math mid-year and end-of-year exams.
 - b. Students will take the appropriate DIBELS (K-5) assessments for their grade level.
 - c. Students will take a research-based, criterion-referenced computer-adaptive test such as Performance Series, TerraNova or STAR Reading Test. We would like to do our due diligence in researching and contacting publishers for prices before making a final decision.
 - d. Students will complete On-Demand writing assessments to monitor their writing growth within the Units of Study.
 - e. The use of classroom formative and common formative assessments in each subject area will be required.
 - f. Students will take vendor- and/or teacher-produced exams in history and science, and the results will be published with student identifying information removed.
 - g. Students will take built-in assessments for Environmental Sciences that are built into the curriculum of teacher-produced quizzes.
3. *Project-Based*
 - a. Measurement of environmental learning will be through projects presented as part of the Environmental Expo held by SES every year. Projects will be teacher initiated and assessed based on a developed rubric that aligns with environmental/agricultural curriculum and aligns with standards that cross content areas. We will work with local environmental/ag organizations (such as the Frederick Fair) to present top projects at events outside the school.
4. *Non-academic goals to be achieved*
 - a. Student and Parent Satisfaction – This will be measured by the annual parent satisfaction survey. Year-over-year trends will be published. The School Improvement Committee discussed in the next section will serve as the focal point for improving student and parent satisfaction.
 - b. Parental Involvement – Parent involvement will be encouraged by the creation of a Parent Teacher Organization (PTO), which supports the following activities, as well as others that may be added later:

- i. ***School Improvement Committee*** – Made up of parents and teachers, this committee serves as the school’s improvement team and fulfills the requirements of FCPS policy 440.3.G. The primary focus of this committee is improving the school’s academic program and facilitating communication between parents and school staff to resolve concerns. To start, the Committee will follow the FCPS school improvement plan, which will include evaluating culture and climate goals that include areas such as attendance, discipline, staff/student wellness. etc. Once the committee is developed then they will assess what additional changes need to be made to ensure all needs are being met.
- i. ***Parent Education Committee*** – This committee is responsible for offering parent nights focused on the benefits of a classical education, scientifically-based reading instruction, issues in curriculum and instruction, how parents can help their children succeed, charter school law, environmental learning, and other topics related to the school’s mission. Teacher Satisfaction – This will be measured by the annual survey and year-over-year trends will be published. As discussed in Management Plan (Section G.11) of this application, the annual 360 degree evaluation of school administrators will include measurements of teacher satisfaction, and teachers will sit on the School Improvement Committee.
- b. Training Opportunities – The school will provide teachers with professional development opportunities outside of FCPS, as needed. This training can include topics focused on classical education. Teachers will maintain their needed credentials for FCPS.

For classical education, training would occur in the following ways: through book studies to develop a better understanding of the classical approach, guest speakers and monthly topics to develop understanding. Books discussing the classical approach to education include *The Well-Trained Mind: A Guide to Classical Education at Home*, 4th ed., by Susan Wise Bauer and Jessie Wise; and *The Lost Tools of Learning*, by Dorothy L. Sayers. Consultants upon which SES would rely for teacher training include Bill Jackson for Singapore Math and Christopher Perrin for classical education⁴.

For environmental education, the Project Learning Tree Curriculum, offers in-person and online training. In addition, there are a lot of training opportunities through organizations like The North American Association for Environmental Education, Maryland Associations For Environmental & Outdoor Education, Maryland Agricultural Education Foundation, National Agriculture in the Classroom, and other similar organizations.

- c. Transparency – The school will endeavor to make its operations easily evaluated by parents, administrators, and the general public.

- i. **Budget** – The school’s check register(s) and other financial account(s) will be presented each month at the Board of Directors Meeting.. (Note: The account numbers will be removed to prevent fraud). The annual budget will be presented down to the line item, and year-over-year trends in spending will be reported as a part of each year’s budget proposal.
- ii. **Facilities** – The school will publish and provide parents the opportunity to see inspections of the building.
- iii. **Staffing** – Teaching certifications of all staff will be available upon request.
- iv. **Instruction** – Upon request, parents considering the school and other interested citizens will be provided with access to copyrighted materials produced by vendors on a temporary basis at the school.

⁴ <https://classicalacademicpress.com/pages/dr-christopher-perrin>

- v. ***Student Progress*** – Student progress on reading assessments will be available to parents as requested. Student progress can be tracked through students’ workbooks and through communication with their child’s teacher.
- vi. ***Meetings*** – All minutes from the Board of Trustee meetings and committee meetings will be available upon request.

E. *Student Admission Procedures*

1. Projected student enrollment

The projected enrollment at full capacity is 207 students, based on one class of twenty-three students per grade level from grades K-8 with the exceptions listed in B.3. As noted earlier in the application, the first operating year will include 6th grade only with 7th and 8th grades being added the second and third year. We will use the current portable as well as purchase an additional portable to have enough classrooms for K-8 once we reach full enrollment.

2. Procedures for recruitment of students

In addition to the public and parent information nights described in section E.4 below, the founding families and other supporters of the charter school will conduct an extensive outreach campaign to religious organizations, neighborhoods, and other community organizations **throughout Frederick County**. SES feels it is important to target potential students across the entire county and not a specific targeted area.

Marketing materials will include information about what a charter school is, grade levels served, curriculum, etc. as appropriate for the type of media.

Note: Organizations/businesses have not been contacted to confirm reservations of space or tables at the time of the application. An approved application is needed so that final arrangements can be made.

The outreach campaign will consist of the following:

October 2021:

- Facebook Ads
- Hang flyers in local businesses listed in the chart below.
- Article in Frederick News Post
- Table at Mountain Fest
- Table at Brunswick Railroad Days
- Promotions/Table at Winterbrook Farms, Brookfield Farms, Summer Farms, Gaver Farm, Jumbo’s Pumpkin Patch
- Launch website with ability to sign-up for communications and updates related to charter

November 2021:

- Mass Mailing to Residents in Frederick County
- Letters/flyers to local environmental/educational organizations

- Promotional email to Frederick Classical Wait List
- Hold informational events with environmental activity at the Thurmont, Middletown, Brunswick, Myersville, Frederick, Emmitsburg, Walkersville & Urbana Libraries
- Informational Night at the Frederick YMCA
- Radio ad on WFRE

January 2022:

- Print ads in local newspapers promoting lottery deadlines. Newspapers/publications will include *The Brunswick Herald*, *the Catocin Banner*, *the Woodsboro-Walkersville Times*, *the Mt Airy Messenger*, *the Frederick Magazine*, *the Frederick News Post*, etc.
- Virtual Information Night
- Promotions through Boys & Girls Club for Before & After School Care
- Information Sessions at 4-H Meetings (see list of 4-H clubs below)
- FCPS Find Out First Email for Virtual Information Night/Open House

February 2022:

- Table at Ag Week at the FSK Mall
- Open House and Information Night at the School, which will include environmental activities for kids to participate in
- Facebook Ads

March 2022:

- Table or Promotion at Maple Syrup Festival
- Table at Monocacy Valley National Wild Turkey Federation Jake's Day
- Rent area at Fountain Rock Nature Park for Informational Session and Activity
- Facebook Ads
- FCPS Find Out First Email for Lottery

Additional Events

We would also like to participate in events with Celebrate Frederick, Rose Hill Manor, Baker Park & Gambrill State Park, and other similar organizations/venues, but future event dates are not available currently for the remainder of 2021 and 2022. As COVID restrictions continue to be lifted we hope we will be able to promote at more events.

The marketing plan will continue to be enhanced and improved during each year of operation and SES is looking at potentially working with a 3rd party vendor to assist with marketing.

Organizations

Churches & Other Religious Organizations

Too many to list for the purposes of this application,
reference link: <https://bit.ly/3ilvBMd>

Community Non-Profits Focused Education or Serving Children

Literacy Council of Frederick County Maryland
Boy Scouts
Catocin Fish & Game
Centro Hispano De Frederick Inc
Cresap Rifle Club
Envision Frederick County
Federated Garden Clubs of Maryland
Frederick Center for Research and Education in
Science and Technology
Frederick Center for Research and Education in
Science and Technology
Frederick County Agricultural Society
Frederick County Farm Bureau
Frederick County Fish & Game Protective Society
Frederick Food Council
Future Farmers of America
Girl Scouts
Interfaith Housing Alliance, Inc
L'Arche Frederick
Monocacy Valley National Wild Turkey Federation
Potomac Valley Fly Fishers, Inc
SHIP
Stem Enable, Inc
Stream-Link Education
The Ausherman Family Foundation
The Community Foundation
The Delaplaine Foundation
The Frederick County Farm Museum Association
Thurmont Conservation and Sportsman's Club
United Way
Young Men's Christian Association
Additional Organizations may be added

4-H Clubs

Frederick – Rabbit Raisers, Robo Rangers,
Shookstown, Shutter Speed, Tailwaggers, The Bug
Patrol
Ijamsville – Greener Pastures
Jefferson – Calico Clovers, Jefferson Co-Eds,

Middletown Valley Youth
Libertytown – Libertytown
Middletown/Myersville – Catoctin Creek Variety
Club, Middletown Valley Dairy, Myersville
Mountaineers, Valley Urbanites
Mt. Pleasant – Kaleidoscope
New Market – Paddock Pals
Thurmont – Boots ‘N’ Buckles, Lewistown
Mountain View, Naturalists, Rocky Ridge, Tom’s
Creek
Unionville – Alpha Alpaca
Union Bridge – Johnsville
Urbana – Bits ‘N’ Bridles
Walkersville – Walkersville

Youth Sports Leagues

Brunswick Little League
Carroll Manor Recreation Council
Catoctin Youth Association
East Frederick Little League
Frederick American Little League
Frederick Area Divers
Frederick Area Swim Team
Frederick Baseball Clover Hill
Glade Valley Athletic Association
Libertytown Rec Council
Linganore Oakdale Urbana Youth Athletic
Association
Middletown Valley Athletic Association
Mount Airy Youth Athletic Association
Mountain Valley Baseball
Thurmont Little League
Urbana Recreation Council
Wolfsville Myersville Athletic Association
Woodsboro-New Midway Recreation Council

Daycare Centers

Too many to list for the purposes of this application,
reference link:<https://bit.ly/3ilvBMd>

Local Businesses & Restaurants

Too many to list for the purposes of this application,
reference link: <https://bit.ly/3fkgTCY>

Frederick County Libraries

C. Burr Artz Public Library
Brunswick Branch Library

Edward F. Fry Memorial Library at Point of Rocks Emmitsburg Branch Library Middletown Public Library Myersville Community Library Urbana Regional Library Walkersville Public Library
Local Municipality Buildings
Post Offices
For every zipcode in Frederick
Local Family-Oriented Events Brunswick Railroad Days Mountain Fest Maple Syrup Festival Jake's Day Pumpkin Patches at Winterbrook Farms, Brookfield Farms, Summer Farms, Gaver Farm, Jumbo's Additional events to be added as dates are announced

We currently have a Facebook page we are using to communicate updates and progress with the charter school application. We are also in the process of developing a website that we can use to communicate with parents and the community to help recruit students.

3. *Description of random-selection process if the number of qualified applicants exceeds the predetermined student capacity.*

The Sabillasville Environmental School is requesting a waiver to guarantee enrollment of all students who reside within the current Sabillasville Elementary School district. When surveyed, all students at Sabillasville Elementary, except two families, said they planned to enroll at the charter school should it be approved. We believe we can still provide a diverse student population even with guaranteed enrollment. The median household income for Sabillasville is \$53,295, which is \$50, 221 less than the county's median household income of \$103,516⁵ and in 2019, 48.5% of students at Sabillasville Elementary received free or reduced lunch⁶. In addition, 12% of Sabillasville Elementary's students are from the military, which is higher than the county's average, which reports military students as an average of <=5.0%⁶.

⁵ Census Reporter (<https://censusreporter.org/profiles/05000US24021-frederick-county-md/>)

⁶ Maryland State Report Card (<https://reportcard.msde.maryland.gov/>)

All remaining seats will be offered to anyone residing within Frederick County and if there is more interest than seats a lottery system will be used as outlined below.

On the application to enroll their child(ren) in the charter school, parents will indicate the names of each child they intend to enroll. If the number of applicants exceeds the school's capacity, students will be selected through a random lottery process that will be held at a public location. Per FCPS policy 440.3.E.4, children whose parents are founding families listed in the initial application and children whose siblings are currently enrolled in the school will automatically be enrolled and will not be subject to the random selection process.⁷ Families who are not exempted under this policy will be notified 30 days in advance of the meeting's time and location. Once enrolled in the school, students progress to the next grade level each year and do not need to re-apply. Each year, the number of open slots is identified after students within the district listed previously are assigned slots. Each family who applies to the school is assigned a number.

SES will use Lotterease (<https://lotterease.com/>) for the lottery selection process.

4. Public and parent information plans

The school will promote and provide public information events throughout the year. As mentioned in other sections, we will hold an Open House in early winter where we will present information about what a charter school is, provide information about the curriculum, allow people to see the building and meet the Board of Directors and Founding Members. In August we would hold a Back to School orientation for families, which would go over curriculum, expectations, school policies, what parents can expect to see come home with their child, etc.

Throughout the year, the school will utilize Find Out First emails and social media to communicate updates and events taking place.

F. Staffing Plan

1. Job descriptions for all staff

All staff must meet Maryland's certification requirements for administrators and teachers.

⁷ <http://apps.fcps.org/dept/legal/440.pdf>, accessed November 29, 2020

Administrative and Support Positions

Title	# (First Year)	# (Third Year)	Description
Principal	1	1	Serves primarily as the instructional leader of the school. Has strong knowledge of the topics in K-8 English, math, science, and history. Understands the difference between research-validated and research-based pedagogy. Understand the difference between balanced literacy and scientifically based reading instruction that includes systematic and explicit instruction in phonemic awareness and phonics. Has the ability to make decisions based on research and data. Has familiarity with the assessment software and how it can be used to improve student learning. Responsible for overseeing staff orientation and ensuring teachers increase their professional satisfaction and achieve the school's academic goals. Attends and reports updates and concerns to the Board of Directors.
Secretary	1	1	Provides administrative support to the principal as needed. Responsible for preparing the school's check register each month (by removing account information) for publishing updates to the web site. Serves as the primary coordinator for procurement and inventory management activities. Experience with the Microsoft Office suite required. Experience managing a website is preferred.
Counselor	1	1	Works in consultation with other school staff to identify and address barriers to learning. Provides career and transition counseling and advice to middle school students as they prepare to enter high school. Provides information on social and mental health topics that are appropriate for students' maturity level.
Custodian	2	2	Provides custodial services, including identifying needs of the physical plant related to safety and security. Recommends changes

		to operating procedures that can reduce cost and increase the overall well-being of the building occupants.
Health Tech	<i>Varies</i>	<i>Provided and selected by Frederick County Government.</i>
Speech Pathologist	<i>Varies</i>	<i>Provided and selected by FCPS out of deduction toper pupil allocation.</i>
Psychologist	<i>Varies</i>	<i>Provided and selected by FCPS out of deduction toper pupil allocation.</i>

Elementary Teaching Positions

Since SES will begin with 6th grade and transition into adding 7th and 8th grade during the second and third years of operation, the allocations may vary slightly in the first few years until the school reaches full capacity.

Title	# (First Year)	# Third Year)	Description
Kindergarten Teacher	1	1	Responsible for assessing student reading progress using DIBELS instruments (ISF, LNF, WUF, PSF, NSF) and providing reading instruction using all five components of scientifically-based reading researchthat includes systematic and explicit phonemic awareness and phonics. Has strong knowledge of the topics taught in Singapore Math in kindergarten and the ability to teach them through a concrete-pictorial-abstract approach. Has strong knowledge of the geography, history, and science topics taught in kindergarten and the ability to organize instruction using “big ideas” and deliver it through research-based teaching techniques.
First Grade Teacher	1	1	Responsible for assessing student reading progress using assessment instruments (LNF, WUF, PSF, NSF, ORF, RF) and providing reading instruction using all five components of scientifically-based reading research that includes systematic and explicit phonemic awareness and phonics. Has strong knowledge of the topics taught in Singapore Math in first grade and the ability to teach them through a concrete-pictorial-abstract approach. Has strong knowledge of the geography, history, and science topics taught in first grade and the ability to organize instruction using “big ideas” and deliver it through research-based teaching techniques.

Second Grade Teacher	1	1	Responsible for assessing student reading progress using assessment instruments (WUF, NSF, ORF, RF) and providing reading instruction using all five components of scientifically-based reading research that includes systematic and
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			explicit phonemic awareness and phonics. Has strong knowledge of the topics taught in Singapore Math in second grade and the ability to teach them through a concrete-pictorial-abstract approach. Has strong knowledge of the geography, history, and science topics taught in second grade and the ability to organize instruction using “big ideas” and deliver it through research-based teaching techniques.
Third Grade Teacher	1	1	Responsible for assessing student reading progress using assessment instruments (WUF, ORF, RF) and providing reading instruction using all five components of scientifically-based reading research that includes systematic and explicit phonemic awareness and phonics. Has strong knowledge of the topics taught in Singapore Math in third grade and the ability to teach them through a concrete-pictorial-abstract approach. Has strong knowledge of the geography, history, and science topics taught in third grade and the ability to organize instruction using “big ideas” and deliver it through research-based teaching techniques.
Fourth Grade Teacher	1	1	Responsible for assessing student reading progress using assessment instruments (ORF, RF) and providing reading instruction using all five components of scientifically-based reading research. Has strong knowledge of the topics taught in Singapore Math in fourth grade and the ability to teach them through a concrete-pictorial-abstract approach. Has strong knowledge of the geography, history, and science topics taught in fourth grade and the ability to organize instruction using “big ideas” and deliver it through research-based teaching techniques.
Fifth Grade Teacher	1	1	Responsible for assessing student reading progress using assessment instruments (ORF, RF) and providing reading instruction using all five components of scientifically-based reading research. Has strong knowledge of the topics taught in Singapore Math in fifth grade and the ability to teach them through a concrete-pictorial-abstract approach. Has strong knowledge of the geography, history, and science topics taught in fifth grade and the ability to organize instruction using “big ideas” and deliver it through research-based teaching techniques.
Sixth Grade Teacher	1	See middle school chart below	Responsible for assessing student reading progress using assessment instruments (ORF, RF) and providing reading instruction using all five components of scientifically-based reading research. Has strong knowledge of the topics taught in Go Math in sixth grade Has strong knowledge of the geography, history, and science topics taught in fifth grade and the ability to organize instruction using “big ideas” and deliver it through research-based teaching techniques.

Middle School Teaching Positions

Title	# (First Year)	# (Third Year)	Description
History Teacher for 6-8 th (Highly certified)	0	.6 (Part-Time)	Has strong knowledge of American and world history, and the ability to organize instruction using “big ideas” and deliver it through research-based teaching techniques. Ability to explain how the culture and historical events of a time period relate its art and music. Ability to teach students how to research and write about history, using correct grammar, spelling, and logic to draw valid conclusions about the topic.

			Knowledge of high school level history topics through the AP level preferred.
Science Teacher for 6-8 th (Highly certified)	0	.6 (Part-Time)	Has strong knowledge of biology, physics, chemistry, and earth science. Ability to lead Environmental Science lessons. Knowledge of high school level Science topics through the AP level preferred.
English Teacher for 6-8 th (Highly certified)	0	.6 (Part-Time)	Responsible for assessing student reading progress and providing reading instruction using all five components of scientifically-based reading research that includes systematic and explicit phonemic awareness and phonics. Has an extensive English vocabulary, including knowledge of the Latin and Greek roots used in English. Strong knowledge of English grammar and usage. Well-versed in classic Western and American literature and familiar with the literature of other cultures. Ability to teach creative, informative, and persuasive writing, and instruct students in research skills. Knowledge of high school level English topics through the AP level preferred.
Math Teacher for 6-8 th (Highly certified)	0	.6 (Part-Time)	Strong knowledge of pre-algebra, algebra, statistics, and probability. A track record of preparing students to take the Maryland Algebra/Data Analysis I is preferred. Knowledge of high school level math topics through AP Calculus preferred.

Additional Teaching Positions

Title	# (First Year)	# (Third Year)	Description
Art	.4 (Part-Time)	.6 (Part-Time)	Provides instruction in making art and in art history. Strong knowledge of the art topics taught in K-8 and the ability to organize instruction using “big ideas” and deliver it through research-based teaching techniques. Ability to relate the history students are studying to the art of the same time period, and explain how art can reflect a time period’s historical events, culture, technology, politics, and religion. Ability to create a wide variety of art (drawing, painting, sculpture, collage, mixed media) using materials approved by the Art and Creative Material Institute (ACMI). Instructs students in art safety.
Music	.4 (Part-Time)	.6 (Part-Time)	Provides instruction in musical performance and in music history. Strong knowledge of the music topics taught in K-8 and the ability to organize instruction using “big ideas” and deliver it through research-based teaching techniques. Ability to relate the history students are studying to the music of the same time period, and explain

			how music can reflect a time period's historical events, culture, technology, politics, and religion.
Physical Education	.4 (Part-Time)	.6 (Part-Time)	Ability to develop a comprehensive curriculum that aligns with the FCPS essential curriculum and refines some broadly-worded indicators to require learning specific rules of baseball, football, basketball, and other teacher-selected sports. Instructs students about famous athletes and sports references and analogies often used in speech and writing ("off base", "hit a homerun", etc.).

Special Education	<i>Varies</i>	<i>Varies</i>	Provides assessments and interventions in reading and math, and coordinates the services delivered by other specialists. Has strong knowledge of the content and pedagogy used in regular education classrooms. Responsible for collaborating with parents, teachers, and administrators to ensure that students' IEPs are developed and implemented appropriately. <i>The number of special educators is determined by FCPS, based on their assessment of students' needs which is reflected in the IEPs in place for the SES's student population.</i>
Spanish	0	.6 (Part-Time)	Strong knowledge of Spanish language, literature, culture, and history. Ability to organize instruction using "big ideas" and deliver it through research-based teaching techniques. Ability to use and develop assessments to determine student's placement within the instructional sequence. Knowledge of high school level Spanish through the AP level preferred.
Intervention Specialist	1	1	An individual who is able to work as a liaison between children, parents and teachers in order to help provide the best education possible. Has specialized training in math and reading for students who are struggling academically. Attends training sessions and trains staff on practices learned.
Media/IT Specialist	.6 (Part-Time)	.6 (Part-Time)	Oversees media center, which includes the process for checking books in and out, reading a book or doing a weekly activity as needed for grades K-5, help with research needs for 6-8, acts as on-site IT support and is the liaison between staff, students and the FCPS IT Dept.

Paraprofessional Positions

Title	# (First Year)	# (Third Year)	Description
Kindergarten Instructional Assistant	1	1	Assists classroom teacher as directed. Duties include providing instruction and supervision to the remainder of the class while the classroom teacher instructs a small group, providing special education students with support during regular classroom instruction, and assisting with grading and classroom organization. Can assist other grades as needed.
First Grade Instructional Assistant	1	1	Assists classroom teacher as directed. Duties include providing instruction and supervision to the remainder of the class while the classroom teacher instructs a small group, providing special education students with support during regular classroom instruction, and assisting with grading and classroom organization. Can assist other grades as needed.

2. *Projected staffing needs. (The table below is for when the school is at full enrollment.)*

Category	Positions
Administrators and Support Staff	5
Classroom Teachers	10
Instructional Assistants	2
“Specials” Teachers	3
Specialist	2
Total	22

3. *Access to and knowledge of FCTA and FASSE negotiated agreements -4- Reg. No. 400-84*

As of the time of this application, no modifications to either of these agreements were deemed necessary for the school to fulfill its mission. We acknowledge that there may be additional MOUs.

G. Management Plan

1. *Legal entity/corporate structure*

Documents have been submitted to create Sabillasville Environmental School, Inc which will be formalized as a non-profit organization focusing exclusively on education. The bylaws are attached in Appendix G.

2. *Resumes of founding group members*

A summary of the founding group members' professional backgrounds is below. A full copy of each founding member's resume appears in Appendix B. A list of Founding members is provided below;; Please note that several Founding Members, attended the Charter School Design Workshops presented put on by the Maryland Alliance of Charter Schools (workshops included 12 hours of training on charter school development and management) this past fall

Melissa Beil, RN, BSN, CCRN, University of Maryland Medical Center

Kelly Boutin, FCPS Elementary Teacher

Gary Cox, Pastor, Wellspring Fellowship Church; Superintendent, Wellspring

Christian Family School

Pam Ellenberg, FCPS Elementary Teacher

Barbara Doney, FCPS Elementary Teacher

Robert Koontz, Territory Manager, US

Foods

Colleen McAfee, Public Relations Director, Antiochian Women of the

East Michelle Mapes, FCPS Elementary Teacher

Laurel Mantheny-Silvio, Special Educator, FCPS

Kelsey Norris, Office Manager, Affordable

Glass

Sarah Shriner, FCPS High School Environmental Science & Agriculture

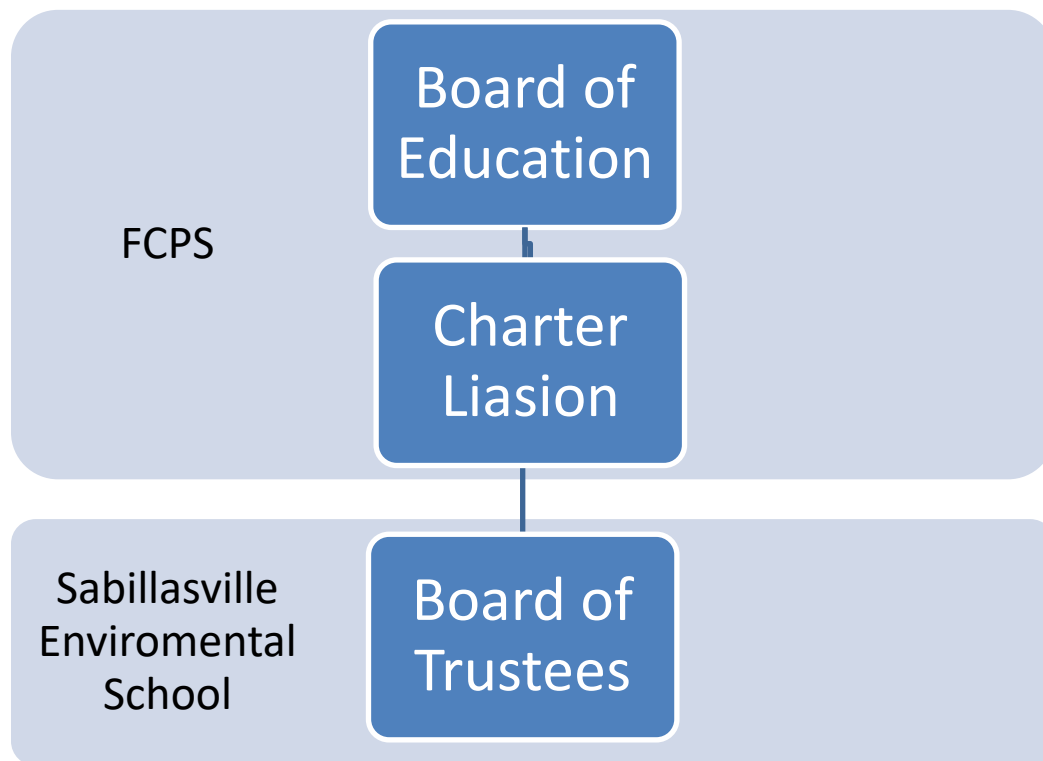
Teacher Heather Sparkman, Owner, Sparkman Cleaning Services, LLC

Alisha Yocum, Director of Membership & Marketing, ASCCP

Justus Yocum, Accounting Manager, EVAPCO

3. *Governing boards – membership, roles, responsibilities, functions*

The governing structure is illustrated below.



The Board of Directors of the Sabillasville Environmental School. will serve to manage the affairs of the non-profit organization and will develop policies and procedures to direct the school administrator who supervises the school staff and oversees the curriculum and implementation of the charter.

The Board of Directors will consist of at least four positions. The Board of Directors will consist of parents, community members, and business owners. The principal and a teacher representative will attend each Board of Directors Meeting. Board members will be sought out that have a diverse array of skills and expertise in Frederick County and surrounding communities.

The Board of Directors will serve two-year terms (renewable). Vacancies will be filled through a nomination process and selected by the Board of Directors. The Sabillasville Board of Directors believes it is critical to develop a strong Board with the right combination of experience and expertise. An active and engaged Board of Directors will help build a culture of high expectations and high achievements that will be a hallmark of SES' success. Consequently, the recruitment of board members is expected to be a time consuming and thorough process. The process for recruitment and selection of Board members will focus on:

- Expressed interest by members of the community;
- Recommendations from Board Members; and
- Recommendations from members of the school community.

Recommendations for Board membership will be reviewed by members of the Board followed by a personal or phone interview. Every effort will be made to recruit and retain Board members who bring added value to the Board. Existing Board members will work to seek out interested members that will bring a diversity of skills, knowledge and socio-cultural voices to the Board while also carrying a passion for education in their hearts. Ultimately, our goal is to identify those unique individuals who can embrace SES' mission and vision and bring their skills and experience to best support our charter school.

SES will support Board recruitment by coordinating annual Board Training sessions as needed, including requiring the completion of the Maryland Alliance of Charter School's 'Intro to MD Charter School' webinar prior to starting on the Board of Directors. The development of a "Board Binder" containing Board policies, standard operating procedures (SOPs) and best practices will also be part of the board onboarding process.

The Board of Directors will strive to clearly maintain a governance rather than management role. Oversight measures will include periodic visits by Board members to the school, interacting with scholars, parents and staff and learning walks with the administration. As a means of monitoring the school's fiscal health, the board will meet and will receive monthly fiscal reports from the Treasurer.

At each monthly board meeting, the principal will provide a detailed report of the academic progress of the school. This will include data relative to test scores, attendance, compliance, school climate, parent/community involvement, as well as fiscal management. Metrics used by the board will include i-Ready, PARCC, Dibbles (kindergarten) along with county-wide benchmark data, professional development sessions, meeting agendas and data cleansing reports associated with special education.

Throughout the year, the Board of Directors will use self-assessment structures to determine the level of quality board governance and ensure that Board members are practicing productive governance. To determine quality school board governance, the Board will annually and periodically assess whether it:

- Reflects the diversity of the community;
- Meets regularly and complies with Open Meetings and Open Records laws;
- Focuses on governance, not day-to-day management;
- Exercises its school-level governance responsibilities;

- Receives regular updates on academic, operational and financial progress of the school, and;
- Participates in Board training each year.
-

To assess whether Board members are considered a productive governance board member, the Board annually and periodically will determine if Board members are:

- Punctual;
- Prepared;
- Actively participating in discussion;
- Effectively communicating with the entire team;
- Non-judgmental and respectful of other's opinions;
- Maintains focus on team agenda;
- Mindful of what's best for scholars; and,
- Follow through with assigned tasks.

SES strongly believes that students whose parents are actively involved and participatory in school-related activities demonstrate consistent academic achievement results and have a more positive outlook on school. Working with the parents, staff and community stakeholders of the Sabillasville Environmental School, the Board of Directors will ensure the development and implementation of operational, financial and administrative guidelines, policies, procedures and practices. The expectation of each Board member will be to be accessible to staff and parents; to provide appropriate oversight and guidance to the school leadership and staff; and to be visible and act as ambassadors of SES. The Board will strive to collaborate with parents, staff and the community to make the school a thriving and successful entity in the community and the region.

The Board of Directors will encourage and promote a vibrant and active Parent Teacher Organization (PTO). Additionally, SES strongly believes that parent involvement is an extremely important component of the formula for school success. Parents will be an integral part of the learning and social environment, and will contribute in uncommon ways to the culture of caring and achievement that the Board wants to promote.

The Board of Directors is listed below. Appendix B includes resumes and conflict of interest forms.

Alisha Yocum, President
 Robert Koontz, Vice President
 Gary Cox, Secretary
 Jeff Finch, Treasurer
 Shelby Green, Member-At-Large
 Nancy Keller, Member-At-Large
 Christine McCauslin, Member-At-Large

4. *Administrative practices*

With the exception of the waivers outlined in section M, the Sabillasville Environmental School will adhere to all FCPS policies and regulations. In addition to the FCPS report cards, parents can request their children's score on vendor and/or teacher-produced summative assessments in each subject area.

5. *Administrative staffing plan*

The administrative staffing plan will follow the approach described in section F.1

6. *School management*

In addition to the job descriptions for teachers and administrators described in section F.1, the operational responsibilities of the school's management team are as follows:

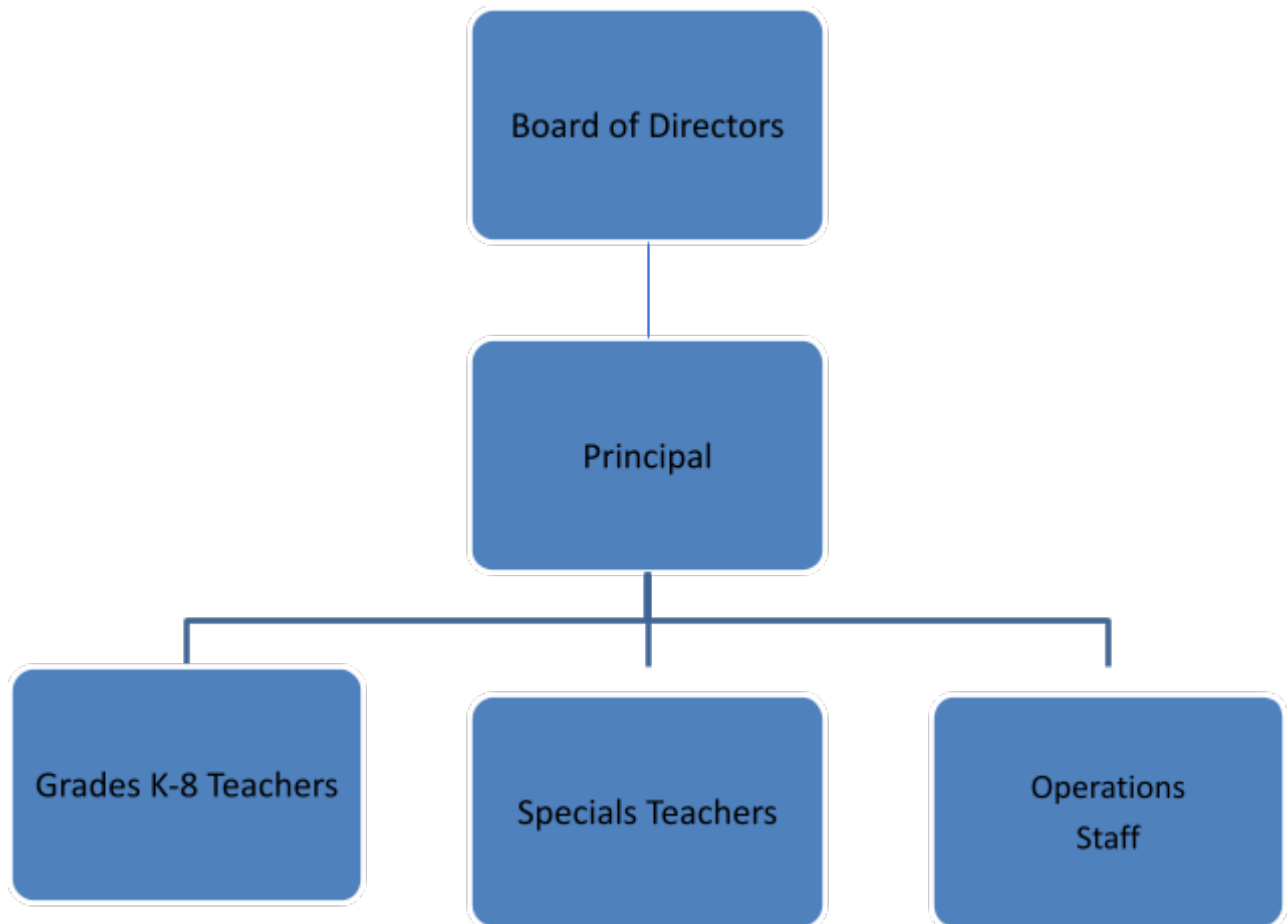
Position	Management Responsibilities
Principal	<ul style="list-style-type: none">• Ensures proper implementation of entire curriculum.• Annually presents recommended changes in curricular materials and instructional delivery to the Board of Directors for approval.• Recommends and oversees annual budget to the Board of Directors• Writes and presents an annual report to the Board of Directors using the format approved by the Board.• Interviews, selects employees, conducts staff evaluations and recommends dismissal of employees with approval of the Board of Directors.• Works with a Guidance Counselor to reach a decision in cases involving potential suspensions and expulsions.• Responsible for overseeing training to ensure it helps teachers achieve the school's academic goals.• Sets master schedule.• Arranges logistic for all school events with help from the secretary.• Serves as testing coordinator for the school• Oversee state testing to• Leads School Improvement Committee
Grades K-2 Team Lead	<ul style="list-style-type: none">• Leads team's effort to improve lesson plans and instructional delivery.• Reports recommend changes to the Principal
Grades 3-5 Team Lead	<ul style="list-style-type: none">• Leads team's effort to improve lesson plans and instructional delivery.• Reports recommend changes to the Principal
Grades 6-8 Team Lead	<ul style="list-style-type: none">• Leads team's effort to improve lesson plans and instructional delivery.

	<ul style="list-style-type: none"> • Reports recommend changes to the Principal
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The Board of Directors will rely on the principal to interview, select, evaluate and dismiss employees, but all recommendations will be reviewed and approved by the Board of Directors prior to action being taken by the principal. The principal will use the FCPS Evaluation Form to evaluate employees.

Per FCPS Board Policy 305.1-305.3, SES understands that the superintendent has final authority on employee dismissals and FCPS employees have the right for due process.

7. Organizational chart for the charter school



8. Methods by which to achieve legal, fiscal, and programmatic accountability for the operation of the school

The Board of Directors will take an active oversight role in the following areas of management of SES, using the following means:

- Oversee and evaluate the school leader:
 - SES will oversee and evaluate the daily actions of the school leader, in conjunction with FCPS. .
 - The Board will receive monthly Principal's Reports outlining the monthly activities and progress of the school. The Board will also conduct an annual evaluation and feedback session with the school leader.
- Oversee the Academic Program
 - The Board of Directors will rely on monthly academic reports by the SES school leadership team to oversee the development and implementation of the academic program.
- Oversee the Effective Management of Public Funds
 - Each month, the SES Board's Finance Committee will provide up-to-date budget reports and analysis, cash flow reports and balance sheets to enable the Board to effectively oversee the fiscal management of SES. The Board Treasurer will ensure timely reporting and oversight of all fiscal matters.
- Meeting of Legal Obligations
 - The SES Board and Board's Counsel to ensure that SES is meeting all legal, compliance and reporting requirements in a timely, effective and transparent manner.
 - The leadership team, with assistance from counsel, will establish a yearly reporting and compliance calendar to guide the Board and SES staff in meeting all legal obligations. .
- Ensure Ongoing Operation of a High-Quality School
 - Board members' advice and counsel regarding strategic decisions is vital to opening and sustaining a high-quality charter school. Board members will operate as full partners, with FCPS, to provide direct evaluation, oversight of, and responsibility for all strategic decisions affecting Sabillasville Environmental School

9. *Accountability to the local board for performance results:*

In the charter school agreement, Sabillasville Environmental School will agree to oversee its operations to ensure the terms of the agreement are met and that SES is accountable to the FCPS for performance results as defined in the charter agreement or other performance plans and accountability documents. SES will meet regularly with parents, teachers/staff, and students (where appropriate) to review, evaluate, and improve operations. SES' educational program will result in students attaining specific levels of achievement as described by FCPS following Every Students Succeeds Act (ESSA) targets and growth targets. SES students will participate in all assessments required of public schools by the Maryland State Department of Education. The baseline standard of achievement from which the academic achievement of SES students will be established based on statewide assessments. SES will also provide an annual report to the Board of Education.

H. Facilities Plan

1. Identification and location of site if known at time of application.

Sabillasville Environmental School is seeking to apply for use of the current Sabillasville Elementary School building, located at 16210 Sabillasville Road, Sabillasville, MD 21780 as its facility under the terms of Facility Use Agreement that would be an addendum to the Charter School =Agreement that would remain in effect as long as the charter is active. The Facility Use Agreement would govern the terms of the occupancy of the building by SES, including payment of utilities, insurance and environmental matters.

Due to Sabillasville Environmental Schools' unique model and commitment to serve the local Sabillasville community, there are currently no additional properties being considered for the charter.

2. Identification and location of site pending approval of application, include architectural drawings/floor plans if available.

As noted above, Sabillasville Environmental School's identified location will be at the current Sabillasville Elementary School building, located at 16210 Sabillasville Road, Sabillasville, MD 21780. As this is a FCPS building, architectural drawings and floor plans are available at FCPS.

3. Planning and zoning

The Sabillasville Elementary School building is zoned as Institutional in the Frederick County Comprehensive Land Use Plan (04/08/2010), and there is no intent to alter the zoning status of the property.

4. Building site plan and floor plan

A floor plan is included in Appendix H. As noted earlier in the application, the Sabillasville Environmental School would require the installation of two portables in the second and third years of operation. SES will also seek permission from FCPS to install a greenhouse and garden space. SES acknowledges that permits will be required for the additional portables, etc.

5. Building gross and net square footage

According to the Maryland Interagency Commission on School Construction, the Sabillasville Elementary School building has a gross square footage of 27,000 square feet. Net square footage can be determined from architectural drawings and records maintained by FCPS.

6. *Building current and proposed space use*

As noted above, SES intends to use all components of the Sabillasville Elementary School building, and will seek to install two portable modular classroom systems by the second and third years of operation. SES also intends to and install a greenhouse and garden space on the Sabillasville Elementary School property

7. *Building inspection report(s)*

The Sabillasville Environmental School is requesting that all building maintenance records and an itemized report of all deferred maintenance items, as referred to in the report “Consideration of Sabillasville Elementary School Closing, Superintendent’s Report to the Board of Education of Frederick County,” dated February 26, 2020 be provided by FCPS. This will assist with budgeting and planning for any required building renovations.

According to available Maryland Interagency Commission on School Construction records, the following capital improvements have been made to the Sabillasville Elementary School building:

- 2021 -- Security Access Control Upgrade
- 2014 -- Water Storage Tank Replacement
- 2014 -- Security Communications, Generator
- 2012 -- Roof replacement at a cost of \$309,000
- 2008 -- HVAC at a cost of \$399,000
- 2000 -- TIMS at a cost of \$33,000
- 1992 -- Boilers at a cost of \$78,000

8. *Building systems and materials condition*

Per the report provided by the FCPS Superintendent, Dr. Alban, during the February 26, 2020 BOE Meeting, the Sabillasville Elementary School building has a Facilities Condition Index rating of “critical”, and its operating systems are beyond their expected life. The report also noted that the building has maintenance costs that are among the highest in FCPS. However, SES is currently seeking an independent, third-party facility survey to confirm these findings and recommend a reasonable and economically feasible building renovations plan.

At the request of FCPS, SES verified the water and septic systems can handle the increased enrollment by the Frederick County Health Department.

9. *Facility acquisition/ lease – terms and conditions*

Sabillasville Environmental School is seeking to utilize the current Sabillasville Elementary School facility through a negotiated Facility Use Agreement with FCPS. As negotiations for this agreement would not take place until the charter application is approved, the terms and conditions of the Facilities Use Agreement are not known as of the date of this application.

After retaining a commercial real estate broker in the Frederick county area, it has been determined that based on the large amount of deferred maintenance that would come with the building, SES would offer \$1 in annual rent for the duration of the initial term of the charter. SES would then assume all the repairs and maintenance of the building, including capital improvements. This offer is contingent on receiving a use and occupancy permit in the first year.

10. Proposed site redevelopment, new construction or renovation, and estimated costs

SES is proposing the installation of two portable modular classroom systems and the ability to build a greenhouse and create garden space. A renovation plan will be determined based on lease negotiations and the detailed maintenance reports provided upon our request in H7. SES will also explore financing options for required renovations, as determined by facilities condition surveys.

11. Schedule for occupancy

The applicant plans to occupy the building on July 1, 2022.

12. Plans for building security and safety, maintenance, and custodial services.

Plans for security are presented in section B.12 The applicant plans to hire two full-time janitors to provide custodial services Building maintenance will be determined during negotiation of the lease.

I. Financial Plan

1. Annual operating budget for duration of the charter agreement (includes start-up costs and conditions for providing operating support such as custodial, mail service, curriculum support, legal counsel, professional development)

The projected annual operating budget for the first four-year term of the charter appears in Appendix C. We recognize that we will need to provide an updated budget once negotiations are completed regarding use of the Sabillasville Elementary building, should our application be approved. Please note that in our first year of operations, we would require grant assistance, because of start-up costs and until we reach full capacity with all nine grades in place.

2. Annual capital budget for the duration of the charter agreement.

The budget in Appendix C. includes capital expenses for instructional materials, furniture, and equipment. The applicant will apply for a charter school startup grant from the Maryland State Department of Education in June 2021. Upon approval of

this application, the charter school stands to receive \$900,000 through this funding source. Additional funding sources (see section 8 below) have been identified that may be used for capital expenses related to the building and other needs.

3. *Appropriate property and casualty insurance*

The applicant has contacted CBIZ Insurance Services for estimates regarding the Sabillasville Elementary Property. Initial estimates provided were \$15,000 per year.

4. *Plan for utilization of FCPS financial management/accounting/procurement procedures*

The school will utilize FCPS' financial management, accounting, and procurement procedures to meet the needs of Sabillasville Environmental School. Where possible, the School will look to FCPS' existing vendors to try and ascertain the best possible use for funds. Due to the uniqueness of the School's needs, there may be times where the existing vendor list may not contain the vendors needed to supply the materials by the Schools curriculum. To ensure that the appropriate equipment and materials are obtained timely and to ensure a consistent cash flow of the School, it is asked that the receipt of the per pupil funds be allocated quarterly in conjunction with the submission of the schools quarterly financial reports. The school secretary will serve as the primary coordinator for procurement activities. Should FCPS Board of Education decide not to approve per pupil funds to be distributed quarterly we will use FCPS' financial system to purchase and receive payments.

5. *Provision for financial audits by school system*

The school will keep records of all financial transactions by using an appropriate accounting software system, which enables the school principal or other designated staff to procure items for the school through FCPS' existing procurement system or other means not necessarily covered under the existing system. In the event that FCPS wishes to conduct an audit, it will be able to examine both its electronic records and its copies of receipts from all payees of the Sabillasville Environmental School.

6. *Supervision of and inventory control of material, equipment, and supplies*

The school will compile a spreadsheet of all materials, equipment, and supplies, and validate the presence and condition of all items at least once annually. All items meeting the FCPS dollar threshold for inventory management will be bar coded using the existing administration software provided as a part of the FCPS software baseline. Under the supervision of FCPS staff, volunteers will assist the school secretary in performing the initial bar coding and recording of equipment and supplies. Equipment and supplies that are provided to the school on loan by any organization will be recorded in the database and marked as a loan item, along with the terms and conditions of the use of the item. When it comes to materials provided to students, students will certify the condition of their books or other materials at the beginning of the school year, and pay fines if these materials are lost or damaged. Any materials,

equipment, or supplies identified as needing replacement will be ordered using current year funds or next year funds, depending on the immediacy of the need for replacement.

The applicant would like to enter into negotiations for the use of the current supplies and equipment within the current Sabillasville Elementary School building, but acknowledges that if an agreement can't be reached all new furnishings must be purchased.

7. *Planned fundraising efforts.*

We held a Bingo fundraiser on May 23. This will assist SES with initial marketing efforts, etc.

Upon approval of the application, we will start a donation campaign where we will target local businesses and community members who are interested in supporting the school. Part of this campaign will include a 'Breakfast of Champions' where sponsors/donors will be invited to the school for breakfast and to see students learning in the classroom. SES also plans to do a specific donation campaign for capital expenses to create a reserve to be used for future building maintenance.

If approved, the Parent Teacher Organization (PTO) and officers of the non-profit will further develop the school's fundraising plan to assist with field trips and other school events that will be held throughout the year. It is important to note the distinction between school-sponsored fundraising activities and activities sponsored by SES. School sponsored fundraising activities require the consent of the school's principal and must follow FCPS' regulations.

8. *Planned grant applications. (Section added by applicant)*

The Sabillasville Environmental School plans to submit for grants, but must have an approved application before being able to do so.

A charter start-up grant is available through the Maryland Department of Education as of July 2021. We are currently in the process of submitting our grant proposal, which is due August 27, 2021. Award notification will be given in November 2021.

The grant opportunities specifically focused on environmental learning through greenhouse, garden space, wildlife, and other environmental projects are endless.

Grantor	Likely/ Average Grant Amount	Proposal Due	Answer Received	Type of Funding
MSDE Public Charter Schools Program (PCSP) for start-ups	Up to \$900,000	Summer 2021	Fall 2021	General/Seed
Louis Calder Foundation promotes scholastic development of K-12 students by improving academic content at charter and parochial schools in the Northeast.	Up to \$250,000	Grants have currently been suspended due to COVID-19. Will check back for updated deadline.	TBD	General or Teacher Training
Ausherman Foundation works to enhance the well-being of the residents of Frederick County, Maryland through encouraging institutional initiatives to meet needs in underserved areas.	Minimum of \$2,500	Due to COVID, only issuing funds to historic and existing grantees. Will check back for updated deadline.	2 months later	General and Matching "Challenge" grants
Community Foundation of Frederick County supports a broad range of programs and projects that enhance the quality of life for county residents.	Varies	November 1 2021 - May 1 2022	Reviewed on a rolling basis	Seed money; building renovation
Delaplaine Foundation supports enrichment of communities in the mid-Atlantic by supporting programs that strengthen the arts and sciences, educational advancement, and physical well-being.	Varies	October 1, 2021	6 weeks later	Fine and performing arts supplies, general education

Coretta Scott King Book Awards helps build collections and bring books into the lives of children	Varies	January 2022	One month	For books supporting African American
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				authors and illustrators
Middendorf Foundation has given to the Maryland Charter School Network and other Maryland schools.	Varies	Quarterly deadlines	April, July, September, and December	Form of capital campaigns for building and/or equipment, grants for
Office of Elementary and Secondary Education (OESE): Small, Rural School Achievement (SRSA) Program Assistance	4200 awards distributed with \$93,920,000 funding available	TBD for 2022	One month	Support for rural schools
Excellence Through Classics supports organizations dedicated to the promotion of K-9 Classical Studies	Up to \$350,000	Ongoing	Quarterly	Teacher training, genera, excludes textbooks and materials
Charter School Growth Fund – SEED Grants supports educational leaders and entrepreneurs seeking to grow their high-performing public charter schools	\$250,000 to \$600,000	October 2021 to January 2022	TBD	Supports the start of new charter schools
Fund for Teachers Fellowship supports educators' efforts to develop skills, knowledge and confidence that impact student achievement.	Up to \$5,000 for individuals and \$10,000 for teams	October 2021 to January 2022	Spring 2022	Teacher training

Dr. Scholl Foundation Funds nonprofit organizations in the areas of education, social services, healthcare, and others.	\$5,000 to \$25,000	Annually: October to March, but not eligible until third year	TBD	
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American Honda Foundation (AHF) help meet the needs of American society in the areas of youth and	\$20,000 to 75,000	Application due August 2021, but not eligible until second year	TBD	General
Farm to School Grants Department of Agriculture Food and Nutrition Service to assist eligible entities, through grants and technical assistance, in implementing farm to school programs that improve access to local foods in eligible schools.	Up to \$100,000	Application for fiscal year 2021-22 date TBD	TBD	Support planning, developing, and implementing farm to school programs
Gro More Good Grassroots Grants(Scotts Miracle-Gro Foundation) is committed to bringing the life enhancing benefits of gardens and greenspaces to more people and more communities.	150 organizations will receive \$500 and 25 will receive \$1,000	February 2022	Spring 2022	For garden space
Carton 2 Garden Show us your students creativity by repurposing cartons from your school cafeteria to build or enhance your school garden.	\$1,000-\$5,000	December 1, 2021	January 2022	For garden space, students must submit creative ways to repurpose cartons in garden space

Annie's Garden Grant Program supports initiatives for school gardens	Varies	August to November 2021	January 2022	To allow an edible garden space for children
New Earth Foundation Education Grants Prioritizes funding nonprofit organizations with focus on arts, environment, social issues, and education	TBA	February 1 or July 1	One month	Environmental initiatives

Chesapeake Bay Trust – Environmental Grant Program supports initiatives and programs that advance literacy and result in students gaining the knowledge, skills, and appreciation for nature to take responsible actions to protect and restore their local environment	Up to \$120,000 for 2021 to 2024	Three types of single-year proposals: -Environmental Literacy Program -Environmental Literacy Planning -Outdoor Classroom	Application opens December 2021	Environmental projects
Bayer Fund's America's Farmers programsto strengthen the farming communities where our customers and employees live and wor	TBD	TBD On hold for 2021	TBD	General
Kids to Parks Day Funds national park trips which encourages outdoor education, recreation, and stewardship.	Up to \$1,000	Annual application: 2021 submission was dun in February	TBD	Distance learning park experiences

Quadrantec Cares Restoration for Recreation program promotes environmental responsibility is to energize those in the community who have a vision, a sense of responsibility, for making our environmental world a better place.	\$3,500	Two environmental grants per year - one in the spring and fall Submission deadline: June 30th or October 30th	TBD	Environmental Project within the community
ecoSolution™ Grants funds over 2,100 projects that have impacted 1.2 million youth around the world – actively fulfilling our mission to build the next generation	\$500-\$2,500	Due to COVID, application process on hold. CYCLE 1: Sept 15 to January 15	TBD	Support for projects with environmental outcomes

		CYCLE 2: March 15 to July 15		
Kahlert Foundation makes grants in the areas of health care, youth programs, education, veteran organizations, and human services.	TBD	Deadline: January 1 May 1 September 1 Eligible in two years	TBD	General
Robert F. Schumann Foundation to sustain the future of the planet, that education is essential to solve many quality of life issues for society, and that arts and cultural programs	TBD	Annually on February 28	TBD	Supporting environmental sustainability, education, the arts and humanities.

J. Community Support

1. Description of the type and extent to which there is sufficient community support for the proposed public charter school

There is strong community support for this school from **across the county**. Attached in Appendix D you will find various letters of support from local leaders in support of our charter school proposal.

At the time of this application, **all** students currently enrolled at Sabillasville Elementary said they would attend the Sabillasville Environmental School, with the exception of one family who was not interested and one family who was unsure.

Due to COVID-19, we were very limited in being able to go to events and gather interest across the county, but a simple 2-week long social media survey led to these results, showing support for our school and shows interest from outside the Sabillasville Community. The SES Founding Group knows that once the application is approved and we can do a full marketing campaign, we will gain additional families who are interested in attending.

Families Interested in Attending Outside Sabillasville District

Total Responses 70

Potential Students by Age/Grade	Total Students
Age 1-4 (attend in future)	29
Kindergarten	13
1st	12
2nd	9
3rd	6
4th	14
5th	11
6th	8
7th	5
8th	4

Breakdown of Current School Enrollment of Those Interested in Attending Outside Sabillasville District	Total Students
Currently attend FCPS	46
Homeschooled	10
Private School	7
Children are not old enough for enrollment yet	7

Families Interested in Attending in Sabillasville District Who Are Currently Homeschooling or Attending Private School

Total Responses 6

Breakdown of Those in the Sabillasville District Who are Interested in Attending Who Are Currently Homeschooling or Attending Private School	Total Students
Homeschooled	5
Private School	1

Potential Students by Age/Grade	Total Students
Age 1-4 (attend in future)	1
Kindergarten	2
1st	4
2nd	0
3rd	2
4th	0
5th	0
6th	0
7th	0
8th	0

Frederick Classical School currently has a waitlist of 800 students and we believe many of their waitlisted students may apply to the Sabillasville Environmental School since we would be offering a classical curriculum. Frederick Classical Charter School Board of Trustees is in full support of our endeavors.

We have also established local connections of support with Scenic View Orchards (farm surrounding the school) and the Catoctin Mountain Park who both verbally committed support and help with environmental programs, etc. We are also currently in discussions with the Farm to School Program about possible collaborations.

In addition, the Sabillasville Community has already shown FCPS, the support it gives to the school through attending school events, supporting fundraisers, and showing a high number of volunteer hours at the school.

2. Orientation plans for parents, staff, community

The school will hold an Open House in early winter, where residents from across the county can attend to learn about what is a charter school, more about the curriculum that will be taught, an opportunity to see the school and meet the Board of Directors and Founding Group Members. Depending on COVID-restrictions at that time, may determine the date and format of the event, but more details can be provided as we approach that time.

The school will hold a back-to-school night for parents in August to explain the school's policies, procedures, educational approach, and to set expectations for the type of student work that parents will see coming home. Throughout the year the school will hold information nights providing information about the curriculum, assessments, and extra-curricular activities at the school for parents. After approval of the charter, the principal in collaboration with the Board of Directors will develop an orientation plan for staff for the first year of operation. This orientation plan will include information in this application, as well as information presented during the information nights described above. Also, teachers will be provided with a professional development plan that serves to orient them to the curriculum and instructional approaches used at the school.

As a part of its continuing recruiting efforts and in response to requests from community members, the school will provide additional information nights for the community at large.

K. Assurance – Applicant(s)' signed assurance statement

The applicants' signed assurance statement is found on the next page.

L. Conflict of Interest

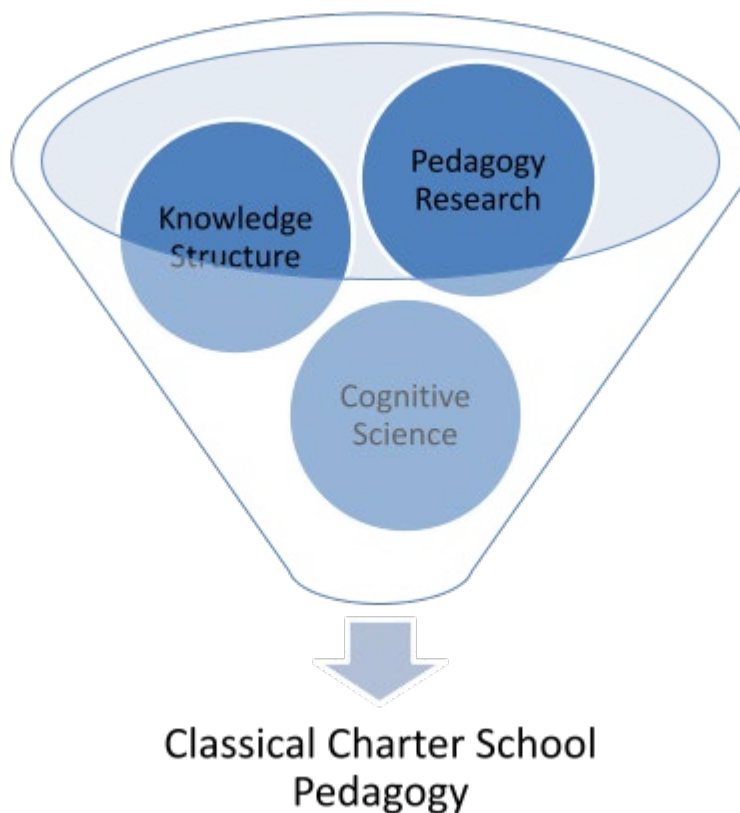
The signed conflict of interest forms appears in Appendix I.

M. Waivers – If the applicant is planning to request any waivers of local and/or state regulations/policies, those requests must be included with the submitted application packet. -5- Reg. No. 400-84

We request a waiver that would allow all students within the current Sabillasville Elementary School district boundaries to be guaranteed a seat at the school before the lottery is opened to those residing outside the geographical boundaries.

Appendix A – Pedagogy

The pedagogical techniques used at the Sabillasville Environmental School will be the same used at the Frederick Classical School and come from three main sources: the structure of the knowledge to be taught, pedagogy research, and cognitive science. The research-based teaching principles and techniques deriving from these areas are described below. It is important to note that this list is not comprehensive, nor is it intended to be limiting. It describes key practices and principles employed at the school that are applicable in a variety of situations, but not necessarily all situations. Both research and teachers' experience will determine which techniques will be used to teach specific topics. It is important to note that teachers cannot “mechanically employ empirically-supported principles and techniques, and thereby miraculously be transformed into ‘effective teachers’.” (Ellis, p. 3)



Knowledge Structure

Subject	Organization of Discipline's Knowledge
Reading & Handwriting	<p>The knowledge structure for reading is arranged in a sequence that begins with oral speech and progresses to print. Phonemic awareness instruction develops students' ability to hear and manipulate speech sounds apart from any connection to the written word. Phonics connects the sounds students know to the various spellings. Phonics is not viewed as a teaching technique per se, but as important knowledge to be acquired. Knowledge of the structure of English orthography goes beyond sounding out letters and letter combinations to the layers of the English language (Anglo-Saxon, Greek, and Latin), word origins, and the history of English. Handwriting is taught in an "elements first" sequence, beginning with simple strokes and progressing to more complex figures, and complements reading instruction by helping students to identify letters.</p>
Math	<p>The knowledge structure of math is hierarchical from elementary school through high school. The entire K-12 sequence is an extended logical argument that begins with counting and place value, which form the basis of the standard arithmetic algorithms. This builds to algebra, which is a generalization of arithmetic, and on to calculus, which studies the limits, derivatives, and integrals of algebraic functions. The entire sequence rests on a foundation of computational skills learned in elementary school that are extended through simple, elegant logic to form more advanced mathematical structures.</p>
Chemistry	<p>The knowledge structure of chemistry is organized around a single "big idea": the atomic theory. Students begin by observing the properties of objects, the states of matter, and learn the idea of the atom. After learning about electricity and charges, students learn about neutrons, protons, electrons, and quarks. This builds to a more detailed understanding of the atomic theory based on the periodic table of the elements, molecules, types of chemical bonds, and, lastly, the Law of Conservation of Mass and how to balance simple chemical equations.</p>
Biology	<p>The knowledge structure of biology is organized around a single "big idea": the theory of evolution. Students begin by observing the common physical features of plants and animals and their habitats. Learning about single cell organisms leads to a broader discussion of cells, including their anatomy and reproduction. This leads to a genetics and DNA, which provide the background knowledge needed to understand the theory of evolution.</p>
Physics	<p>For grade K-8 education, the knowledge structure of physics is based on classical mechanics, thermodynamics, and electromagnetism. Students first learn the concepts of force, acceleration, gravity, and electricity. This leads to the "big ideas" of mechanics as expressed in Newton's Laws of Motion and Law of Universal Gravitation. The "big ideas" of thermodynamics are the conservation of energy and the entropy law. The "big idea" of electromagnetism is that there is a force in nature that underlies both electricity and magnetism. Students build their knowledge of each of these areas, and are introduced to physicists' ultimate "big idea"—the search for a unifying force and theory that explains how all of the physical phenomena in the universe work.</p>
Earth Science	<p>The knowledge structure of earth science starts with understanding the major geological features of earth, its place in the solar system, galaxy, and universe, and the "big idea" of the Big Bang theory as an explanation of the origins of the universe.</p>

	The “big idea” of plate tectonics explains the earth’s physical features, and students learn how the earth’s rotation creates the planet’s electromagnetic properties. The earth’s various cycles (photosynthesis and respiration, nitrogen cycle, carbon cycle) are driven by the sun and are the “big ideas” explaining the earth’s surface phenomena.
Humanities	The chronological study of history is the organizing structure for all of the humanities. The literature, art, and music students study will include selections from the time period they are studying in history. Common themes across all disciplines are emphasized, along with the “big ideas” (structure of government, spreading of ideas through trade, etc.) whose explanatory power provides a framework for understanding each time period. For art and music, students will learn through an “elements first” sequence beginning with simple techniques and ideas that build to more complicated forms.
Spanish	The knowledge structure of Spanish mirrors the sequence in which one’s native language is learned, beginning with oral vocabulary about everyday objects and events, and proceeding toward formal grammar and literature study. In addition to language skills, students learn Spanish history and culture through the same “big ideas” approach as for the humanities.

Pedagogy Research

Pedagogical Principle or Technique	Reference
<i>Faultless Communication</i> <ul style="list-style-type: none"> Communication to students should be logically faultless, and prevent students from making inaccurate generalizations by ensuring that students will only draw the intended conclusion from the material presented. 	(Engelmann, 1991)
<i>Student Engagement</i> <ul style="list-style-type: none"> Instruction should be designed so that students experience high rates of success. Teachers should move at a brisk pace to maximize student engagement. Teachers will be more effective if they use a consistent signal to indicate the beginning of the lesson and then wait to gain students attention prior to proceeding. Effective teachers are enthusiastic, motivated teachers, and are interested in both the subject matter and the dynamics of presenting the subject matter. 	(Ellis, pp. 17, 80-81)
<i>Content Coverage/ Opportunity to Learn</i> <ul style="list-style-type: none"> Teachers highly value academics and place a strong emphasis on the attainment of academic goals by communicating their expectations. Students must have enough time to master the material prior to moving on to the next topic. 	(Ellis, pp. 23, 25)

<i>Grouping for Instruction</i> <ul style="list-style-type: none"> ● In general, whole or large group instruction has been recognized as the most effective and efficient instructional approach to teaching basic skills. 	(Ellis, p. 27)
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<ul style="list-style-type: none"> ● Individualization is desirable, and can occur through small groups and through differentiated activities in addition to whole group instruction. 	
<i>Scaffolded Instruction</i> <ul style="list-style-type: none"> ● Students can become independent, self-regulated learners through instruction that is deliberately and carefully scaffolded. ● Teachers should design instruction to address students' "zone of proximal development"—problems and activities that students can complete with assistance that are neither too difficult nor too easy. 	(Ellis, p. 30)
<i>Addressing Forms of Knowledge</i> <ul style="list-style-type: none"> ● The critical forms of knowledge associated with strategic learning are declarative knowledge, procedural knowledge, and conditional knowledge. Each of these must be addressed if students are to become independent, self-regulated learners. ● Declarative knowledge refers to facts and concepts, procedural knowledge refers to knowing how to perform a cognitive strategy, and conditional knowledge means knowing when to use a specific strategy. ● In general, within a body of knowledge, there are four main forms of knowledge. These are listed below, along with an example of a teaching strategy for each form. <ul style="list-style-type: none"> ○ Verbal associations – Model the association and have students practice it. ○ Concepts – Present examples and non-examples of the concept, and test students on examples and non-examples. ○ Rule Relationships – Present the rule relationship and have students practice examining examples to determine if the rule applies to the example. ○ Cognitive Strategies – Review any pre-requisite skills and then teach students the steps in the routine that use these skills, giving many opportunities to practice on a wide variety of examples. 	(Ellis, p. 35) (Kozloff, 2006)

<p><i>Activating and Organizing Knowledge</i></p> <ul style="list-style-type: none"> ● Learning is increased when teaching is presented in a manner that assists students in organizing, storing, and retrieving knowledge. ● The likelihood that information can be retrieved and utilized effectively is largely dependent upon the depth of processing in which learners have engaged. ● Specific content knowledge is important to enable thinking and problem solving, but this knowledge should not be taught in a rote, highly context-specific manner. ● Teaching conditional knowledge is important to improve knowledge transfer to non-routine situations, as is giving students opportunities to apply their knowledge. ● Graphic organizers, advance organizers, and semantic networks can help students organize their knowledge. ● During instruction, teachers can use organizing words (first, second, etc.), cue students that some information being presented is critical, use explicit words to make connections among topics, and make expectations explicit to students. 	(Ellis, pp. 38-58)
<p><i>Making Instruction Explicit</i></p>	(Ellis, pp. 68-69)

<ul style="list-style-type: none"> ● Didactic models of instruction such as direct instruction, mastery learning, and precision teaching have been found to be superior to heuristic models, such as discovery learning, in promoting student achievement. ● Students have to process new material by elaborating, reviewing, rehearsing, summarizing, or other processing in order to transfer it from working memory to long-term memory. ● Extensive practice and frequent review are needed after the material is first learned so that it can be recalled effortlessly and automatically in future work. ● When prior learning is automatic and fluent, this frees space in students' working memories which can be used for applications and higher-level thinking. ● Effective teachers routinely engage in the following: <ul style="list-style-type: none"> ○ Begin each lesson with a concise statement of goals and a short review of previous and/or prerequisite skills. ○ Present new information in small steps with practice following each step. ○ Give clear and detailed instructions and explanations. ○ Provide active practice for all students. ○ Ask many questions, checking for student understanding. ○ Guide students throughout initial practice. ○ Provide systematic feedback and corrections in a timely manner. ○ Provide explicit instruction and practice for seatwork. ○ Continue to provide practice until students are fluent and confident. 	
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<p><i>Teaching Sameness in the Curriculum</i></p> <ul style="list-style-type: none"> ● By providing students with numerous examples of structural sameness, students may begin to generalize through presentations of examples “of the particular”. ● Through the identification of structural sameness within and across subjects, teachers can eliminate students’ uncertainty about new and unknown topics, help students make associations in their cognitive structures, and teach more in less time. ● Teachers can facilitate the teaching of sameness by utilizing metaphors and analogies to communicate key ideas. This technique appears to be most effective when: <ul style="list-style-type: none"> ○ They are explicitly used as cues to prompt recall ○ Two or more analogies or metaphors are used to illustrate a specific concept ○ Students are provided with multiple opportunities to use analogies and metaphors to solve problems. 	<p>(Ellis, p. 72)</p>
<p><i>Teaching Vocabulary and Other Aspects of Meaning</i></p> <ul style="list-style-type: none"> ● Teachers should choose words for direct teaching that are central in a semantic field. ● Teach word meanings in relation to other words that are known. ● Use linguistic and situational context to develop word knowledge. ● Teach both denotative and connotative meaning. ● Teach multiple meanings for the same word. ● Teach idioms, metaphors, and other figures of speech. ● Identify the referents for nouns, pronouns, and phrases. 	<p>(Moats, 2000, pp. 126-128)</p>

<p><i>Student Centered vs. Teacher Led Instruction</i></p> <ul style="list-style-type: none"> ● Both teacher-led and student-centered instruction can be effective in promoting transfer, and teachers should not presume that student-centered approaches lead to deeper understanding and generalization than teacher-led approaches. Research on early science instruction found that students who reached the highest levels of competency displayed equal ability in terms of transfer regardless of how they had been taught, and that more students taught by direct instruction reached the highest levels. ● Minimally guided instruction is less effective and less efficient than instructional approaches that place a strong emphasis on guidance of the student learning process. The advantage of guidance begins to recede only when learners have sufficiently high prior knowledge to provide “internal” guidance. When students learn science in classrooms with pure-discovery methods and minimal feedback, they often become lost and frustrated, and their confusion can lead to misconceptions. ● For novices, studying worked examples seems invariably superior to discovering or constructing a solution to a problem. Research on math found that students learned more by studying algebra worked examples than solving the equivalent problems, and this effect held up regardless of the materials used or learner’s characteristics. ● Long-term memory is the central, dominant structure of human cognition. Everything we see, hear, and think about is critically dependent on and influenced by our long-term memory. The goal of learning is to make changes in long term memory. All problem-based searching makes heavy demands on working memory. This working memory load does not contribute to the accumulation of knowledge in long-term memory because while working memory is being used to search for problem solutions, it is not available and cannot be used to learn. ● Problem-solving search overburdens limited working memory and requires working memory resources to be used for activities that are unrelated to learning. As a consequence, learners can engage in problem-solving activities for extended periods and learn almost nothing. ● Cooperative learning is intended to complement teacher directed learning, and has an extensive research base. Cooperative learning is more than simply group work on projects. Two elements are crucial to its success: group goals and individual accountability. When group goals and individual accountability are clear, achievement effects of cooperative learning are consistently positive. Teachers must be aware of the potential for “ganging up” and “free rider” group dynamics. ● Although no method, whether teacher-centered or student-centered, is perfect for everyone, research clearly shows that on a wide array of indicators teacher-centered methods are more effective than student-centered methods in increasing student learning and achievement. More research is needed to determine which specific topics or specific learner characteristics are best addressed by one method over the other or by a combination of methods. 	<p>(Klahr, 2004) (Kirschner, 2006) (RAND Corporation, 2006) (Pacific Research Institute, 2001) (Grossen)</p>
<p><i>Avoidance of Teaching Myths</i></p> <ul style="list-style-type: none"> ● <u>The Myth of Process</u>– Engaging in the educational process is valuable, but not an end in itself. “Learning how to learn” should not be valued more highly than acquiring knowledge and skills, since the two are intertwined. 	<p>(Snider, 2006)</p>

Students must be taught; learning does not occur “naturally” but requires careful instruction by teachers.

- The Myth of Fun and Interesting– The entertainment value of a lesson and the level of student engagement should not be the measures of a lesson’s success. Rather, attaining specific learning outcomes is the proper measure. Learning is not effortless—it requires hard work. Behavior management skills are more effective in motivating student learning than fun activities. Though there is nothing wrong with making lessons interesting, too many activities or those of questionable value end up reducing students’ opportunity to learn. Supposedly “fun” activities often waste time, divert students’ attention from the important substance of the lesson, cease to be interesting after a short period of novelty, and avoid the practice necessary for students to achieve real competence.
- The Myth of Eclectic Instruction– This myth refers to relying on a variety of methods and instructional materials that are pieced together by the teacher instead of relying on a single set of lesson plans that are well-researched and coherent. Teaching is artful, but designing a set of validated lesson plans is very technical and involves extensive field testing. Eclectic teaching may provide an outlet for teachers’ creativity, but validated lessons that are based on careful analysis and research work best when teachers follow them exactly. Though no single curricular approach works for all students, some practices are better than others, and there is a high probability that validated lessons will work better than the alternatives for most students. When teachers piece together an instructional program from various sources, the components of the programs may not work together.
- The Myth of “Good” Teachers– This myth is based on the idea that good teachers are the most important variable in students’ success—outweighing teaching techniques, curriculum, school climate, organization, and leadership. Just because a teacher has dispositions well suited to teaching and a commitment to students and to a particular teaching approach doesn’t mean students will learn. Large scale research is a reliable guide to instructional approaches that will help teachers reach more children. Good teachers are made, not born, and making good teachers requires professional development in specific knowledge and skills. When curricula are ineffective, students won’t learn, regardless of how dynamic or well-organized the teacher is.
- The Myth of Disability– This myth is that children who can’t seem to learn and apparently won’t behave have some kind of learning disability, socioeconomic status, or minority status that accounts for the students’ academic and behavioral problems. Labeling provides an excuse for the teaching profession, and is a dangerous trap for students. Without a clear focus on educational goals and effective teaching practices, teaching failures may be incorrectly identified as student failures. The majority of students in special education have mild, not severe, disabilities, and some disabilities are non-academic. There is seldom any objective evidence to justify the presumption that special education students have an intrinsic neurological dysfunction. Most reading disabilities, which are the cause of more than half of all referrals to special education, can be prevented or eliminated through early intervention. Rather than look to students as the cause of failure, schools should focus on what they can control to improve student outcomes.

<p>Excellent schools can enable low income and other at-risk students to achieve at high levels.</p>	
<p><i>Presentation Techniques</i></p> <ul style="list-style-type: none"> ● <u>Model-Lead-Test</u> – Teachers first model the skill to be learned, then lead students through the skill, and then test students to ensure they can perform it independently. This technique can also be used as a way to correct student mistakes in a positive manner. ● <u>Communicating Through Examples</u> – It is impossible to teach a concept through the presentation of one example. It is impossible to present a group of positive examples that communicates only one interpretation. Any sameness shared by both positive and negative examples rules out a possible interpretation. A negative example rules out the maximum number of interpretations when the negative example is least different from some positive example. To make this sequence of examples as clear as possible, use the same or similar wording on juxtaposed examples. To minimize the number of examples needed to demonstrate a concept, juxtapose examples that share the greatest number of features. To show differences between examples, juxtapose examples that are minimally different and treat the examples differently. To show sameness across examples, juxtapose examples that are greatly different and indicate that the examples have the same label. To test the learner, juxtapose examples that bear no predictable relationship to each other. ● <u>Introducing Coordinate Members to a Set</u> – Arrange members so that highly similar members are separated by two or more non-similar members. Separate introductions that involve minimum difference by at least one introduction that does not involve minimum differences. 	<p>(Carnine, 1991, pp. 37-43, 111)</p>

Cognitive Science

Pedagogical Principle or Technique	Reference(s)
<p><i>The Challenge of Thinking</i></p> <ul style="list-style-type: none"> • The brain is not designed for thinking. Humans resort to thinking when they can't solve a problem by remembering how they solved the same or similar problem in the past, or are motivated to think because they perceive a problem as being solvable and is likely to give them the rush that comes with successfully solving it. • Design instruction to present problems that are just hard enough for students to find them interesting, but not too hard that students won't engage in them. • The lack of space in working memory is a fundamental bottleneck of human cognition. Instruction should not overwhelm students' working memories. 	<p>(Willingham D. D., Why Don't Students Like School?, 2009, pp. 3-8, 15, 83) (Willingham D. D., Inflexible Knowledge--The First Step to Expertise, 2002)</p>
<p><i>Knowledge and Critical Thinking</i></p> <ul style="list-style-type: none"> • Factual knowledge precedes skill. The knowledge base necessary to engage in critical thinking must mostly be in place prior to asking students to engage in critical thinking. • Factual knowledge improves your ability to gain more knowledge. • Shallow knowledge is better than no knowledge. The initial stages of learning involve students acquiring inflexible knowledge, which is different than rote memorization. Inflexible knowledge is an important step toward developing expertise, which can be developed by acquiring more knowledge, seeing more examples, and practicing more. • Knowledge and skills can be decomposed into smaller units that can be mastered independently. 	<p>(Willingham D. D., 2009, pp. 19, 32, 37) (Andersen, 2000)</p>
<p><i>Memory</i></p> <ul style="list-style-type: none"> • Memory is the residue of thought. Design assignments so that students will unavoidably think about the meaning you want them to learn. • Stories are psychologically privileged and are treated differently in memory than other kinds of material. Organizing lesson plans around the four elements of stories—causality, conflict, complications, and characters—can in some cases be an effective technique. • In the unusual case where the material to be learned has little inherent meaning, use mnemonic methods to help students remember the material. 	<p>(Willingham D. D., 2009, pp. 41, 51, 58-59)</p>
<p><i>How Students Develop Deep Understanding</i></p> <ul style="list-style-type: none"> • Students understand new things in the context of what they already know, and most of what they know is concrete. • Understanding is remembering in disguise. • Examples used to explain abstract ideas must be familiar to students. • Recognize that, when students are first introduced to a topic, they will tend to pay attention to its surface structure, and not its deep structure. • Make deep knowledge the emphasis, but set realistic expectations for what can be achieved. 	<p>(Willingham D. D., 2009, pp. 67-68, 79)</p>

<i>Practice</i> <ul style="list-style-type: none"> ● It is virtually impossible to be proficient at a mental task without extended practice. 	(Willingham D. D., 2009, pp. 81, 87, 91, 94)
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<ul style="list-style-type: none"> ● Practice makes memories long lasting and improves transfer. ● Distributed practice promoted retention better than massed practice. ● Fold practice into more advanced skills. 	
<i>Developing Expertise</i> <ul style="list-style-type: none"> ● Cognition in early training is fundamentally different than cognition late in training. ● Expert's memories are organized differently than novice's memories. ● Students are ready to comprehend, but not to create knowledge. ● Activities that are appropriate for experts may sometimes be appropriate for students, but not because they do much for students cognitively. 	(Willingham D. D., 2009, pp. 97, 101, 107-110)
<i>Learning Styles</i> <ul style="list-style-type: none"> ● Children are more alike than they are different in terms of how they think and learn. ● Teach in the content's best modality. 	(Willingham D. D., 2009, pp. 114, 126)
<i>Motivation</i> <ul style="list-style-type: none"> ● Intelligence can be changed through sustained hard work. ● Treat failure as a natural part of learning. ● Don't praise second-rate work for lower performing students. ● Praise should emphasize process, not ability. ● Treat motivation problems as instructional problems, not as issues with the child. 	(Willingham D. D., 2009, pp. 132, 143, 144-145) (Willingham D. , How Praise Can Motivate--Or Stifle, 2005-2006) (Willingham D. , Should learning be its own reward?, 2007-2009) (Crawford, 2007)

BOARD OF EDUCATION OF FREDERICK COUNTY
Frederick, Maryland

ASSURANCE STATEMENT FOR CHARTER SCHOOL APPLICANT(S)

I understand that in operating a public charter school I am bound to comply with appropriate state and federal statutes; Maryland State Board of Education regulations and decisions; and, local board of education policies, regulations, and negotiated agreements, unless I have requested and acquired an approved waiver to any of the above.

Applicant(s) Signature

Date

Aisha Youn

1/12/20₂₁

Colleen McFar

1/13/2021

Michael Bel

1/13/21

[Signature]

1/13/21

Kathy Morris

1/13/21

Appendix B – Resumes & COI Forms of Founding Group & Board Members

Curriculum Vitae

Melissa Beil, BSN, RN, CCRN

Cardiac Surgery Intensive Care Unit

13555 Tower Road

Thurmont, MD 21788

Melissa.Beil@umm.edu

Education

May 2011 – Stevenson University, Stevenson, MD, Bachelor of Science in Nursing, GPA: 3.358

Professional Experience:

September 2011 to Present: Clinical Nurse II, Registered Nurse

Cardiac Surgery Intensive Care Unit (CSICU) Nurse, University of Maryland Medical Center, Baltimore, MD

- Provides direct patient and family care to pre and post cardiac thoracic surgery patients within a 22 bed CSICU with complex hemodynamic challenges and interventions.
- Precepts new graduate nurses, experienced hires, and student nurses to our unit.
- Serves as a clinical mentor by being a resource and providing knowledge to nurse and assisting with cardiac interventions, documentations, and tasks.
- Performs resuscitation on the code blue team by documenting, resuscitating, and stabilizing patients within the hospital.
- Performs charge nurse role by supervising and supporting nursing staff as well as able to make decisions, direct nursing tasks, and facilitate communication and the work of others. Organizing and overseeing admissions and transfers within the CSICU to ensure safe and timely transitions.
- Competent in the care of cardiac thoracic surgical patients including post-operative, heart and lung transplants, venous-venous and venous-arterial extracorporeal membrane oxygenation, ventricular assist devices, intra-aortic balloon pumps, continuous venous-venous hemodialysis, temporary pacers, and lumbar drains.

Professional Certifications:

- Basic Life Support (BLS) for Health Care Providers (06/2019-06/2021)

- Advanced Cardiovascular Life Support (ACLS) Experienced Provider Program (09/2017-09/2019)
- Cardiac Surgical Unit Advanced Life Support (CSU-ALS) (12/2017-12/2019)
- AACN Critical Care Nursing Certification Exam: Adult Program (CCRN) (08/24/2018-08/2021)

Professional Organization Membership:

- American Association of Critical-Care Nurses (AACN); expires August 2020

Research/EBP/PI/Continuum:**Research**

- Hand Hygiene – Joint Commission Targeted Solutions Tool (June 2016 to 2017)(lead investigator Megan Lynn, RN and CSICU trained coaches): observation of hand washing compliance in the CSICU and intervening non-compliance by educating on hand hygiene. The collection of data assisted in improving our hygiene scores in the CSICU and identified areas for improvement. Participant: Project Leader, Data Collector, Coach

Process Improvement

- Project Improvement Council (June 2015 to 2017): This committee improves the patient care within CSICU by improving clinical practice areas through research and data collection to enhance our clinical practice and professional standards.
- Informatics Council (July 2016 to 2017): A committee to update and educate the ICU staff on EPIC documentation policies that reflect the standards for documentation of patient care.
- Cardiac Fellowship Program (January 2015 to November 2015): a program to professionally develop cardiac nurses through mentored experience with ongoing support, education, and individual development.
- Flu Champion (Fall/Winter 2015 to present): Encouraged staff members to receive the flu vaccination during flu season and provided the vaccination as instructed by employee health.
- Working Together Workshop Facilitator (June 2016 to present): A program created to improve communication overall and as a result to increase work satisfaction among all CSICU staff members.
- Charge Meeting Council (July 2016 to present): This committee improves the clinical practices of CSICU charge nurses.
- Peer Review Council (July 2018 to present): To evaluate staff members' clinical presentation and expertise based on peer interactions and observations for annual evaluations.

- AACN Healthy Work Environment (May 2019 to present): (lead: Melissa Beil) AACN standards for a Healthy Work Environment includes skilled communication, true collaboration, effective decision making, meaningful recognition, authentic leadership, and appropriate staffing. By promoting these standards, the overall health of the environment improves by providing more satisfaction, retention, and civility among the nursing staff. As a result, the nursing staff provides the utmost compassionate patient care.

Formal mentorship, preceptorship, or coaching:

- Clinical Mentor for CSICU (June 2016 to present): Clinical Mentor for CSICU is responsible for assisting other nurses within the CSICU with admissions, documentations, cardiac interventions, and other needs. Utilizes critical care and cardiac expertise to provide guidance for other nurses with hemodynamics, lines, equipment, and patient care.
- Orients/Precepts new graduate nurses, experienced nurses, and other multidisciplinary staff (i.e students and CSTARs) (June 2015 to present) – Preceptor to: Tiffany Carty, Stephanie Santella, Jessica Friedman, Mary Kowal, Jamie Mayer, Rome Alchimowicz, Allison Lotz, Allison Walczyk, Tony Li, Emily Ledford-Jones, Travis Tracy
- Cardiac Fellowship Program Mentor (January 2016 to December 2016) – Mentored: Jessica Friedman and Laura Carr. The purpose of cardiac fellowship mentor is to develop a relationship with the mentee in order to assist and encourage further development in their career and skills.
- Cardiac Fellowship Nurse Program: Mentorship Experience (November 19th, 2015) – Mentee to Susan YI CRNP for Division of Cardiology. Experienced the role of a cardiac nurse practitioner in an outpatient clinical area.
- Nursing Excellence Awards UMMS 2019: Personifies Professionalism – (nominated May 2019) – presented to a direct care nurse who consistently demonstrates and role model professional behaviors in all interactions.

Continuing Education Hours:

- April 12th, 2019: Percutaneous Biventricular Mechanical Heart Support in Cardiogenic Shock: A Nursing Case Report – 1 CEUs
- April 13th, 2019: Overview of Pharmacologic Considerations in Extracorporeal Membrane Oxygenation – 1 CEUs
- April 13th, 2019: Delirium Monitoring: Yes or No? That is the Question – 1 CEUs
- August 28th, 2019: Guidance for Transitioning Among Anticoagulation – 1 CEUs
- August 28th, 2019: High-Flow Oxygen Therapy to Speed Weaning From Mechanical Ventilation: A Prospective Randomized Study – 1 CEUs

- August 28th, 2019: Improving Safety of Intravenous Prostacyclins Administration to Pediatric Patients with Pulmonary Hypertension – 1 CEUs
- August 28th, 2019: CORTAK Superuser Competency Assessment and Training Recommendations – 1 CEUs
- August 28th, 2019: Reducing Hypoglycemia in Critical Care Patients Using a Nurse-Driven Root Cause Analysis Process – 1 CEUs
- August 28th, 2019: Hemophagocytic Lymphohistiocytosis – 1 CEUs
- September 2019: Validation of a New Clinical Post-Intensive Care Syndrome – 1 CEUs
- August 22nd 2020- Assessment and Management of Delirium in Critically Ill Veterans – 1 CEUs
- August 22nd 2020 – Authorized Agent – Controlled Analgesia for Pain Management in Critically Ill Adult Patients – 1 CEUs
- August 22nd 2020 –Intra-abdominal Hypertension and the Open Abdomen: Nursing Guidelines From the Abdominal Compartment Society – 1 CEUs
- August 22nd 2020 –Practice Recommendations for End-of-Life Care in the Intensive Care – 1 CEUs
- August 22nd 2020 –Implementation of an Interdisciplinary AACN Early Mobility Protocol – 1 CEUs

EXHIBIT 3

**Charter School
Conflict of Interest Form**

(This form must be completed by all members of the Founding Board and the Board of Directors.)

The intent of this form is to identify any potential conflicts of interest that may be created in the event the charter school application is approved. Members of the Founding Board and the Board of Directors are asked to complete this form based on knowledge of affiliations at the time of submittal of the application. If a conflict of interest concern is identified, the Board reserves the right to refer the matter to its Ethics Panel for resolution prior to the opening of the school.

Instructions: If you answer “yes” to any of the following questions, please provide an explanation on a separate sheet of paper.

Please label explanations with the number of the corresponding question.

		YES	NO
1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3.	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		X
7.	Did you or your spouse provide any start up funds to the proposed charter school?		X
8.	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer “yes” to any of the questions 1-7?		X
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors?		X
10.	Do you currently serve as a member of the board of any public charter school?		X
11.	Do you currently serve as a public official?		X
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Signature

Date

messel
Title

12/21/20

Kelly Boutin

Literacy Specialist

Sabillasville Elementary

kelly.boutin@fcps.org, (240) 236-6024

Professional Summary

Enthusiastic and dedicated Literacy Specialist offering 8+ year's hands-on experience along with deep insight and knowledge into providing instructional expertise in supporting the implementation of the CCSS language arts programs at Orchard Grove and Sabillasville elementary schools.

Work Experience

Literacy Specialist

2013 – Present

- Served as adjunct professor teaching the acquisition and processes of reading course at Mount Saint Mary's University.
- Currently serving on the Literacy Leadership team to reflect on current and future ELA curriculum.
- Wrote seed lessons for Voluntary State Curriculum.
- Wrote literary seed lessons for Grade 2 on Curriculum Now.
- Written and received grants to support our language arts programs. Awarded a \$5,000 NEA grant for a computer-based literacy program for our ELO students.
- Written and received \$2,000 grant from Dollar General Literacy Foundation to purchase leveled readers.
- Conducted and planned professional development for language arts.
- Led our school literacy team with a positive mindset towards student growth and building teacher capacity in reading and writing.
- Prescribed recommendations for placement and grouping decisions.
- Modeled language arts strategies and techniques for teachers, and conducted demonstration lessons.
- Monitored student achievement data through benchmarking on local and state assessments to ensure the school meets adequate yearly progress goals.
- Coordinated, purchased and inventoried language arts materials and texts.
- Assessed the literacy strengths and needs of students and provided instructional suggestions to teachers and parents in order to provide an effective literacy program.
- Served as a resource to teachers for analyzing assessment results in order to plan differentiated instruction.
- Coordinated and provided resources for school reading incentive program.

Reading Intervention Teacher

2006 – Present

- Provided language arts instruction to students with reading difficulties out of the regular classroom setting.
- Diagnosed the literacy needs and strengths of students and prescribed appropriate instructional methods and strategies to accelerate reading progress.

Classroom Teacher

1987 – 2006

- Taught grades K, 1 and 2

Education

Mount Saint Mary's University – Post-Masters Certificate of Reading

2006 Emmitsburg, MD

Hood College – M.A., Early Childhood Education

2000 Frederick, MD

EXHIBIT 3

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Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

		YES	NO
1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?		✓
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3.	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? <i>* I may consider applying for a position.</i>		
7.	Did you or your spouse provide any start up funds to the proposed charter school?		✓
8.	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?		✓
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors?		✓
10.	Do you currently serve as a member of the board of any public charter school?		✓
11.	Do you currently serve as a public official?		✓
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Kelly A. Boutin
Signature

Literacy Specialist
Title

Jan. 1, 2021
Date

Barbara Doney

ELEMENTARY SCHOOL TEACHER

 240-818-7873  Barbara.Doney@fcps.org  15154vFoxville Church Road Sabillasville, MD 21780

PROFESSIONAL SUMMARY

I have been an elementary classroom teacher for thirty years. My first 8 years were at Hillcrest Elementary and the last twenty-two years have been at Sabillasville Elementary. I also have some multi-grade experience.

TEACHING EXPERIENCE

Classroom Teacher | 1991 –1999

Hillcrest Elementary |Frederick, MD

- Fifth Grade Teacher
- 5th grade School Improvement Team Representative
- Math Representative

Classroom Teacher | 1999 – PRESENT

Sabillasville Elementary |Sabillasville, MD

Intermediate teacher-Grades 3-5

Various Leadership Roles

- Math Representative
- Science Representative
- School Leadership Team
- Equity Representative
- STEM/Social Studies Representative
- Led Various Book Studies for MSDE Credit
- Intermediate Team Leader
- Started a Virtual Science Club for Virtual Learning

CERTIFICATIONS

**ELEMENTARY TEACHER
CERTIFICATION**

EDUCATION

Masters of Science-Elementary
Hood Collegee |Frederick, Me

Bachelor of Arts | Elementary
Shepherd College |
Shepherdstown, WVa

Associate of Arts
Hagerstown Community College
Hagerstown, MD

Awards

Thurmont Lions Teacher of
the Year for Sabillasville
Elementary
Sabillasville Elemenatry
nominee for FCPS teacher of
the year

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2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3.	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? <i>I may be interested in applying for a job at this school in the future.</i>	✓	
7.	Did you or your spouse provide any start up funds to the proposed charter school?		✓
8.	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?		✓
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors?		✓
10.	Do you currently serve as a member of the board of any public charter school?		✓
11.	Do you currently serve as a public official?		✓
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Berliana Doney
Signature

1-14-2020
Date

teacher
Title

Garycox@wcfs.edu

301-401-7786

Sabillasville, MD 21780

Skills

- Event coordination
- Research proficiency
- AP style understanding
- Team development
- Strategy development
- Program implementation
- Presentations
- Financial administration
- Quality standards
- Expansion coordination
- Community relations
- Licensed in Maryland
- Business Planning
- Key decision making
- Project coordination
- Reporting
- New student orientation
- Standardized testing and scoring
- Curriculum development and oversight
- Team collaboration
- Public speaking

Education And Training

Psychology/Sociology

Towson University

Baltimore, MD

Bachelor Of Arts:

Christian Education

**Washington Bible College And
Capital Bible Seminary**

Greenbelt, MD

Christian School Administration

Grace Theological Seminary

Winona Lake, IN

Gary Cox

Summary

Driven Superintendent offering 47 years of experience in education. Proficient in business administration with talent for innovative hands-on courses, high scholastic standards and a depth of legal knowledge in educational issues. Adaptable approach to resolving issues by communicating clearly with others, using active listening skills and driving compromise. Familiar with regulatory requirements, business administration principles and staff development techniques. Skilled at taking on challenging issues with limited resources to deliver excellent results. Enthusiastic and eager to see students reach full potential with a solid experimental academic foundation by taking active role in developing mentoring opportunities for students.

Experience

WELLSPRING CHRISTIAN FAMILY SCHOOLS - Superintendent Of Schools

Sabillasville, MD

06/1982 - Current

- Created and oversaw policies affecting all school programs, employees and students.
- Presented updates and reports measuring performance against benchmarks to the WCFS school board.
- Directed school system operations with proactive and forward-thinking mindset to achieve goals.
- Devised student achievement programs like local and international Work Studies and Apprenticeship programs for use in the WCFS, 9-12 home school programs.
- Since 1983, kept the WCFS home school system compliant with Maryland regulatory requirements by legislative and policy oversight – lobbying and participating in direct negotiations with the Maryland State BOE and Legislature regarding regulation and legislation development and implementation as a private school interest.
- Co-sponsored educational legal forums with the Maryland State Board of Education. Served as developer, organizer and speaker at these events.
- Since 1984, kept the WCFS home school system compliant with NCAA guidelines as an approved Home School Umbrella by maintaining *Division I* level core course offerings and evidence-based student achievement.
- Developed and sponsored conferences and workshops for professional development to support and enhance skills and procedures for system staff and parent-teachers.
- Cultivated positive relationships with support staff and school leadership through regular communication in staff meetings and special retreats and events.
- Reorganized key areas by budget oversight, fundraising and management, trimming roughly 10-25% of annual budgets shortages from projected increases in spending.
- Developed sustainable operational processes, plans and evaluation systems in

collaboration with national and international team members.

- Since 1985, maintained Tier-1 status with the Department of Defense standards for high school graduates for recruitment purposes.
- Established educational plans with clear objectives and paths to achievement for students with varied learning abilities.
- Managed WCFS international affiliate schools expansion resulting in nearly 1,300 students using our NCAA approved program world-wide.
- Oversaw daily the daily work of over 20 workers and contractors using knowledge of local and national building codes for all areas of construction in commercial and residential applications.
- Supervised \$900,000 construction project for commercial school offices, including ADA compliance in structures and parking access.
- Evaluated plans and inspected ongoing construction to keep work in line with project goals.
- Oversaw complete construction process to maximize quality, cost controls and efficiency.
- Managed general construction projects by coordinating materials, inspections and contractor tasks.

WELLSPRING CHRISTIAN FELLOWSHIP - Senior Pastor

Sabillasville, MD

06/1977 - Current

- Guided staff and volunteers in administering education, youth, social action, fellowship and pastoral care ministry programs.
- Guided church into new seasons of ministry through focused sermons and meaningful discussions.
- Led outreach initiatives to reach out to unchurched, inactive or new residents in community.
- Carried out church mission by planning and leading worship services, writing sermons and working with church leaders.
- Responded to crisis situations such as deaths in family at any hour to offer support, prayer and counseling.
- Worked with leadership committee to set annual church master calendar.
- Managed all aspects of ministry.
- Directed \$750,000 capital project to increase sanctuary capacity and add new classrooms.
- Approved and administered church budget with \$300,000 in yearly expenditures.
- Coordinated with stewardship committee to advocate biblical stewardship when promoting congregational benevolence.
- Wrote articles for church newsletters and bulletins.
- Visited, counseled and prayed with church members to provide pastoral care.
- Conducted special services like baptisms, weddings and funerals.
- Developed and cultivated professional relationships with various third parties, including city officials, civic groups and members of public, improving engagement in community-wide activities.
- Demonstrated effective leadership to church, including managing daily operations, developing and administering annual budget and promoting compassionate pastoral care to members and public.
- Improved operations and functions of church committees by clarifying objectives and empowering other committee members to take responsibility.

- Expanded ministry successfully by acquiring new facility for worship and renovating an office/classroom complex building.
- Liaised with church staff and ministry discuss church growth objectives.
- Optimized church committee functions clarifying goals and delegating tasks.
- Led \$100,000 renovation and remodeling project, adding handicapped accessible elevator, restroom facilities and parking spaces to the existing structures.
- Worked with church leaders, staff and ministry teams to achieve growth of church and to foster positive community impact.

Good Shepherd's Farm - Agricultural Field Supervisor

Taneytown, MD

04/1984 - 07/2020

- Demonstrated working techniques, practices and optimal safety behaviors to student interns, maximizing performance and reducing loss by mortality in animal husbandry.
- Learned all aspects of operations, including animal care, feed rationing and dairy barn management to promote better knowledge and assist student interns.
- Performed/demonstrated first aid treatment for animal wounds caused by sharp fences, tools and open-field injury to sheep, goats, pigs, dogs, cats, cows and horses; including hoof trimming, castration and dehorning techniques.
- Oversaw more than 25 students and delivered mentorship and training to promote naturally fed beef, sheep and swine practices and pasture-fed poultry.
- Directed efficient feeding programs to maximize pasture resource utilization and consistently meet weight-gain goals while preserving financial viability.
- Directed sheep, goat and dog breeding programs designed to maximize preferred breed qualities in the various projects.
- Developed farm income for interns by assisting in the marketing and sales of student animal projects. Most of this was accomplished through participation in the Frederick County 4-H beef, sheep and swine program.
- Diversified farm income by adding commercial style pastured poultry processing center, capable of processing in excess of 200 birds per day.
- Maintained robust table-garden cultivations by examining crop wellness, weeding, mulching and harvesting techniques on a small 1/2 acre vegetable garden.
- Oversaw selection and expenses of veterinary care, feed, routine supplies and special equipment purchases as part of a small \$20,000 yearly budget.
- Inspected barn structures to identify maintenance needs and coordinate skilled repairs.
- Operated and maintained field and garden equipment while observing all safety protocols and carrying out tilling, fences and mowing functions.
- Reviewed customer orders and shipping schedules to maintain tight production deadlines for the pastured poultry project.
- Estimated labor requirements for jobs to plan work schedules.
- Supported crop longevity through effective weeding and pest management strategies.
- Arranged for transportation, equipment and living quarters for non-family interns.
- Arranged for transportation for agricultural products.
- Mentored students in finance management for their money-making farm projects.

Family Heritage Matters - Lobbyist

Sabillasville, MD

09/1982 - 04/2019

- Collaborated with community groups, government entities and general public to advance goals and operational effectiveness of home instruction.
- Represented church and school interests before all relevant parties, including the state legislature, MSDE, and LEA's.
- Researched church school regulations, needs, goals, marketing strategies, educational trends; providing presentations and planning in all pertinent arenas.
- Managed social media accounts by composing content, engaging with followers in comments, monitoring activities and researching trends.
- Devised public relations strategies to engage with and influence general public in support of accomplishing school objectives and boosting revenues.
- Authored press releases and communications materials to share vital information and promote intended message; including doing live radio and television broadcasts.
- Coordinated fundraising events to generate revenue.
- Responded to requests for information from media or designated appropriate spokespeople or information sources for requests.
- Wrote press releases or other media communications to promote home instruction.
- Prepared and edited organizational publications such as employee newsletters or stockholder reports for internal and external audiences.
- Demonstrated self-reliance by meeting and exceeding workflow needs.
- Worked successfully with diverse group of coworkers to accomplish goals and address issues related to our products and services.
- Juggled multiple projects and tasks to ensure high quality and timely delivery.
- Prioritized and organized tasks to efficiently accomplish service goals.
- Created agendas and communication materials for team meetings.

Cox And Sons Construction - General Contractor

Sabillasville, MD

12/2007 - 06/2017

- Initiated process improvements, spearheading strategies to boost revenue by acquiring new residential customers, commercial clients and construction partners.
- Ordered supplies and controlled inventory to maintain budget constraints.
- Monitored overall safety by regularly inspecting job sites and confirming that all personnel, including subcontractors, observed protocols and standards.
- Scheduled subcontractors, ensuring that each shift had adequate coverage so that jobs could be completed on time.
- Reviewed invoices submitted by contractors and approved payments based on acceptable work products.
- Visited job sites and reviewed renovation plans to ascertain aspects of projects.
- Improved cost savings initiatives, reviewing and qualifying competitive subcontractor bids prior to contract execution.
- Saved money by managing cost-effective supplier purchases.
- Established scopes of work, budgets and construction timelines to manage effective project planning.
- Managed projects for commercial and residential clients with budgets in excess of

\$1.5 million and supervised labor, equipment and materials.

- Oversaw and coordinated construction for expansion of commercial and residential buildings.
- Saved money by minimizing waste and overseeing cost-effective supplier purchases.
- Supervised highly competent electricians, carpenters, plumbers and other tradesmen on job sites for commercial projects.
- Controlled expenses by improving resource allocation.
- Recruited, supervised and directed outsourced qualified third-party contractors.
- Assisted project planning by measuring distances and marking locations using laser and surveyor tools.
- Read and understood specifications, drawings and blueprints to complete accurate, high-quality work.
- Set up Sediment Control and heavy equipment to maintain worksite efficiency.
- Collaborated with County officials and landscaping engineers to complete large-scale parking lot and runoff control projects, promoting team-oriented atmosphere.
- Leveled and graded earth around completed work to provide proper drainage, protect underground piping and ready ground for planned landscaping.
- Completed grading and landscaping tasks using up-to-date construction tools and machinery.
- Mixed, poured and spread concrete, asphalt and other materials with high accuracy to meet project requirements.
- Dug ditches and trenches at target locations and backfilled excavations.
- Identified project issues, notifying site foreman to fast-track assistance and remediation efforts.
- Followed plans, orders and technical specifications to complete accurate work that met project specifications, codes, and quality standards.
- Compiled job costs to prepare accurate project estimates for management and clients using personally developed software.
- Trained student interns in how to complete skilled job tasks such as stabilizing traveling trailer units and finishing interior trim and paint.
- Trained in plumbing, carpentry, painting, plastering, machine servicing and installation.

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		YES	NO
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2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3.	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
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6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		✓
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Signature

Gary L. Cox

29APR21

Date

Pastor, Wellspring Christian Fellowship

Title

Pam Ellenberg

1st Grade Teacher

Sabillasville Elementary

pamela.ellenberg@fcps.org, (301) 712-7558

Professional Summary

Committed and passionate Early Childhood Teacher offering 33 year's hands-on experience providing instruction to young students. This instruction includes Language Arts, Math, Social Studies and Science.

Work Experience

Classroom Teacher

2001– Present

- Taught grades K, 1 and 2: Sabillasville Elementary School.
- Served as a Mentor Teacher for students at Mount Saint Mary's University.
- Currently (and in the past) serving on the School Leadership Team to reflect on student data and instruction.
- Wrote curriculum for Social Studies.
- Coordinated, purchased and inventoried language arts materials and texts.
- Served on our school's PBIS committee for 7 years.
- PTO representative for 10 years.
- Lion's Club Teacher of the Year
- ELO Teacher for primary grades

Classroom Teacher

1993 – 1999

- Taught Kindergarten: Supply Elementary School, Supply, NC,
- Kindergarten Chairperson
- Model Clinical Teacher for Student Interns
- Supervised several student teachers from the University of North Carolina at Wilmington.
- Served on a teacher cadre in Brunswick County, North Carolina planning and providing staff development for teachers according to the needs of their school.
- Member of Brunswick Co. Assessment/Training Team
- Facilitator for Brunswick County Teacher's Book Club

Classroom Teacher

1985 – 1993

- Taught grades K, 1 and 2: Union Elementary School, Shallotte, NC.

Education

Maryland Department of Education – Advanced Professional Certificate

2005

Frederick, MD

St. Andrews Presbyterian University – BA., Early Childhood Education

1985

Laurinburg, NC

-7-

Reg. No. 400-84

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	YES	NO
1. Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
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3. Did or will you or your spouse lease or sell property to the proposed charter school?		X
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8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?		X
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors?		X
10. Do you currently serve as a member of the board of any public charter school?		X
11. Do you currently serve as a public official?		X
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X

Annella Eglarby
Signature

1-7-21
Date

Teacher - (1st grade)
Title

JEFFREY W. FINCH

1500 Wyndham Drive
York, PA 17403
United States of America

jwfinch1004@gmail.com

+1 717 818 0869 (mobile)

FINANCE EXECUTIVE

Finance... Process Development... International Experience... Change Agent

~ Core professional competencies ~

❖ Business Planning / Analysis	❖ Project Management	❖ Financial Modeling
❖ Strategy Development	❖ Process Re-engineering	❖ Metric Development
❖ Profit Improvement	❖ People Development	❖ SOX / Control Environment

CAREER SYNOPSIS & KEY ACHIEVEMENTS

EVAPCO, Inc.....12/2015 - Present

EVAPCO, Inc. is an employee owned manufacturing company with global resources and solutions for worldwide heat transfer applications. EVAPCO is dedicated to designing and manufacturing the highest quality products for the evaporative cooling and industrial refrigeration markets around the globe. EVAPCO supports its worldwide customers with manufacturing facilities and sales offices strategically located around the world.

Vice President Finance and Chief Financial Officer – Taneytown, MD USA.....12/2015 – Present

Direct Reports: 5 financial professionals; 35 sales & manufacturing facilities globally; Annual Sales: \$750Million

Direct and monitor all financial affairs of the business which include controllership, treasury, decision support, financial planning & analysis, and business systems. Treasurer on the Board of Directors since 2017.

Selected Accomplishments

- ◆ Developed Request for Proposal, selected vendor, and implemented a global financial consolidation system, which reduced the annual consolidation from 45 days to 5 days. Since implementing the consolidation system, the company consolidates and reports global financial results on a monthly basis, which has led to more timely understanding of business drivers.
- ◆ Implemented a quarterly business forecasting process utilizing the global financial consolidation system. Prior to the implementation of the forecasting rhythm the business only forecasted the income statement on an annual basis.
- ◆ Developed Request for Proposal, selected vendor, and implemented an expense report software which improved the timeliness, accuracy, and visibility of the company's travel and entertainment expenditures.
- ◆ Developed and proposed an equity investment program which was approved by EVAPCO's Board of Directors. The program has yielded a 10% return since inception.
- ◆ Analyzed, negotiated, and implemented prompt payment cash discounts in North America which generated \$500,000 in annual profit.
- ◆ Reduced EVAPCO's US Medical Benefits cost by \$2M (8%) through negotiations and alternative vendors.
- ◆ Legal entity simplification project reduced holding companies from 4 to 2. Annual savings of \$100,000.
- ◆ Authored and published EVAPCO's Group Accounting Policy Manual.

Graham Packaging Company.....04/2013 – 12/2015

Graham Packaging is a global leader in the design, sale, and manufacture of value-added, custom blow-molded plastic containers for branded foods and beverages, personal care and specialty products, household products, and chemical-based products, and automotive lubricants.

Business Unit CFO – Global Food & Beverage – York, PA USA.....04/2013 – 12/2015

Direct Reports: 5 financial professionals; 19 manufacturing facilities across U.S. and Mexico; Annual Sales: \$1.0Billion

Direct and monitor the financial affairs of the business unit which include controllership, planning, audit, pricing, and budgeting. Actively participated in the process of increasing business efficiencies and profitability of the company.

Selected Accomplishments

- ◆ Developed and successfully completed a manufacturing footprint restructuring initiative which reduced operating costs by \$6.5Million annually.

- ◆ Reduced working capital by 3.2 Days by reducing unproductive inventory levels and customer payment cycles.
- ◆ Directly negotiated and collected a \$3.2Million sales volume shortfall penalty with a major Mexican customer.
- ◆ Implemented a SKU profitability analysis which drove improved margins and highlighted operating deficiencies.
- ◆ Negotiated with State and Local governments for a \$2.0Million property tax abatement and incentive package for opening a new manufacturing facility.
- ◆ Lead the team directly, improving consequently the whole team performance.

Netretail Holdings, BV11/2011 – 04/2013
Netretail Holding is the largest CEE E-retailer. The company operates shops in the Czech Republic, Slovakia, Poland, Hungary, and Slovenia.

Chief Financial Officer – Prague, Czech Republic11/2011 – 04/2013
Direct Reports: 8 financial professionals covering 5 regions across CEE; Annual Sales: €230Million

Directed and monitored all financial affairs of the company which include treasury, tax, controllership, planning, audit, and budgeting. Developed strategy and performance management for the holding company and its subsidiaries.

Selected Accomplishments

- ◆ Developed a business plan and drove the Netretail Holdings Finance process for the successful corporate transaction with Naspers. This transaction was the largest business transaction in the history of the Czech Internet.
- ◆ Transformed the Accounting Closing process from 25 days to 3 days.
- ◆ Restructured the company legal entity structure. Reduced the number of entities by 55% - which reduced complexity and cost.
- ◆ Developed a reporting system to track financial and non-financial objectives to targets that ensured operations were consistently contributing high value to the business.

STANLEY BLACK & DECKER08/1998 – 09/2011
Stanley Black & Decker, an S&P 500 company, is a diversified global provider of hand tools, power tools and related accessories, mechanical access solutions and electronic security solutions, engineered fastening systems, and more.

Director of Finance EMEA Business Change Manager – Prague, Czech Republic01/2011 – 09/2011

Managed the change in the EMEA CDIY & IAR businesses and IT for the implementation of SAP and the accompanying suite of applications in the EMEA Northern Region (Nordics, Benelux, GALP, CEE, MEA, and Greece).

Selected Accomplishments:

- ◆ Implemented SAP and the accompanying suite of applications on schedule and without business disruption.
- ◆ Developed detailed action plans / control checklist with the business to manage the change and implementation in each country.

Director of Commercial Finance EMEA – Slough, United Kingdom01/2010 – 12/2010
Direct Reports: 17 financial professionals covering 12 regions across EMEA; Annual Sales: \$1Billion

Provided comprehensive financial management across the commercial finance function. Created business initiatives with Senior Management to drive P&L and Balance Sheet improvements including price increases, customer engagement cost productivity, SG&A reductions, and reducing Accounts Receivable. Developed budget builds and strategic plans across various parts of the organization

Selected Accomplishments:

- ◆ Established monthly SG&A spend control metrics to manage variable expense movements.
- ◆ Created quarterly actual cost analysis to monitor profitability at a customer & regional level.

- ◆ Reengineered the actual close out and estimate process to reduce the timeline by 1 days.
- ◆ Developed automated sales cut off / sale recognition control.
- ◆ Developed business integration plans to consolidate the CDIY Commercial Finance function in EMEA to support the merger of Stanley Works and Black & Decker.

Director of Finance EMEA Operations – Slough, United Kingdom.....01/2007 – 12/2009
Direct Reports: 10 financial professionals; Annual Sales: \$1Billion; Annual SCOP: \$650Million; & Inventory: \$230Million

Provided comprehensive financial management across many functions including Manufacturing, Supply Chain, Purchasing, and New Product Development. Created business initiatives with Senior Management to drive P&L and Balance Sheet improvements including price increases, cost productivity, overhead reductions, and right sizing inventories and cash generation. Executed budget builds and strategic plans across various parts of the organization.

Selected Accomplishments:

- ◆ Established OPEX Scorecards for the EMEA Supply Chain organization.
- ◆ Shifted primary inventory performance metric from 4 pt turns to Days Forward Coverage. Reduced inventory by \$77M / 33% in 2009.
- ◆ Implemented a Market Demand & Financial Estimate reconciliation process. This tool was used to highlight sales risk and opportunity in the business.
- ◆ Created material productivity evaluation model that lead to the reduction of finished goods SKUs by 46%.
- ◆ Established pricing / liquidation strategies leading to \$16M reduction of E&O Inventory in one year.
- ◆ Developed financial reporting the identified fixed & variable costs in the business. Utilization of this reporting mechanism highlighted inefficiencies that lead to \$10M of cost reduction and restructuring activities in 2009.
- ◆ Served as the Interim Vice President of the EMEA Supply Chain organization (7 months).

Director of Finance EMEA Manufacturing & Purchasing – Usti nad Labem, Czech Republic.....08/2005 - 01/2007
Direct Reports 7 financial professionals; Annual SCOP: \$250M; & Inventory: \$40M

Provided financial management throughout the Manufacturing and Purchasing functions. Established consistency between the various European entities to comply with global processes and policies. Participated in the development of a long-term manufacturing strategy for Europe.

Selected Accomplishments:

- ◆ Created a global weekly manufacturing scorecard. This scorecard was used to monitor performance and highlight risk / opportunities prior to a fiscal close.
- ◆ Established a standardized methodology for costing product throughout Black & Decker's Power Tool & Accessory manufacturing network.
- ◆ Designed and implemented SOX policies and proper internal control procedures for EMEA Manufacturing and Purchasing.
- ◆ Developed and trained cross functional groups in "Manufacturing Finance 101".

Financial Controller – Usti nad Labem, Czech Republic.....08/2003 - 08/2005
Direct Reports: 8 financial professionals; Annual SCOP: \$175M; & Inventory: \$13M

Recruited and developed a Finance team for a start up operation in the Czech Republic. Created and implemented a robust financial process and control environment. Establish relationship with banking, treasury, legal, audit, and governmental bodies. Managed all financial activities for the new entity.

Selected Accomplishments

- ◆ Recruited senior finance management team.
- ◆ Developed manufacturing Finance team and created long term succession plans.

- ◆ Created Financial OPEX Scorecard. The scorecard was utilized to monitor performance and create a forum to discuss improvement opportunities.
- ◆ Implemented a process to perform post audits on new product introductions. The audits highlight various issues in our new products financial analysis process.

Finance Manager – Towson, Maryland, USA.....08/2001– 08/2003

Direct Reports: 6 financial professionals; Annual SCOP: \$75M; & Inventory: \$30M

Financial oversight for the World Wide Accessory Manufacturing Group and support for developing the global Power Tools & Accessories manufacturing strategic plans. Directly managed the Finance teams in six different locations in the United States, United Kingdom, Germany, and China.

Selected Accomplishments

- ◆ Primary financial support for the largest manufacturing restructuring initiative in Black & Decker's history. The result of this work was the closure of three "high cost" facilities and transfer of production to "low cost" facilities in Asia and Latin America.
- ◆ Developed "Total Cost" models to simulate various restructuring scenarios.
- ◆ Directly managed the closure of a facility in the US and transfer of its production to China.

Finance & Accounting Manager – Easton, Maryland, USA.....08/1998 – 08/2001

Direct Reports: 2 financial professionals & 3 clerical; Annual SCOP: \$200M; & Inventory: \$10M

Financial oversight of the Business Planning & Analysis, Payroll, Accounts Payable, and Fixed Asset functions for the DeWalt cordless manufacturing facility in North America.

Selected Accomplishments

- ◆ Reduced MRO spend by 12% through a Six Sigma project. The project focused on consumption and alternative sourcing strategies for materials.
- ◆ Assisted in the first implementation of SAP in Black & Decker's manufacturing network.

Previous Experience: Controller ~ Paging Network of Maryland – Owings Mills, Maryland, USA.....1993 – 07/1998

EDUCATION ~ TRAINING

Masters of Business Administration (2015) – University of Baltimore, Baltimore, Maryland, USA

Bachelors of Science in Accounting (1993) – Towson University, Towson, Maryland USA

Six Sigma Green Belt

EXHIBIT 3

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Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

		YES	NO
1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?		✓
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		✓
3.	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		✓
7.	Did you or your spouse provide any start up funds to the proposed charter school?		✓
8.	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?		✓
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors?		✓
10.	Do you currently serve as a member of the board of any public charter school?		✓
11.	Do you currently serve as a public official?		✓
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

W. J. J.
Signature

April 23, 2021
Date

Treasurer
Title

Shelby L. Green

12358 Legore Rd Keymar MD 21757
240-818-5383- hahnshelby@yahoo.com

EDUCATION:

The Pennsylvania State University – University Park, PA
Major: Animal Sciences- Business Option

Graduation: December 2016
Cumulative GPA: 3.19

WORK EXPERIENCE:

Coldsprings Farms

April 2017-Present

- FARM (Farmers Assuring Responsible Management) coordinator
- Liaison with outside organizations (exp. Transova, Holstein USA)
- Herdsperson (Including general care, vaccination, and routine procedures with animals)

Tractor Supply Hagerstown Distribution Center-

- Receive freight on the receiving dock for put away and storage

Jan-April 2017

Dun-Loafin Farm-

- Part time milker and calf feeder

Jan-May 2017

Mercurio Farms-

- Farm Hand/Milker

2013-2016

Back Acres Dairy-

- Assistant Herd Manager, Evaluated and decreased somatic cell count
- Milked evening milkings
- Veterinary Assistance, Administered IVs and fresh cow care

2013-2013

2012-2013

2012-2013

Dreamy Hollow Farm-

- Marketed and sold bred and owned animals

2011-Present

INTERNSHIP EXPERIENCE:

Synergy LLC, Summer Intern, Wyoming, New York

2015

- Worked with the herd computer programing
- Vaccinated all existing and incoming fresh cows on a weekly basis
- Assisted veterinarian with C-Sections, DA's, and pregnancy checks
- Managed fresh cow care
- Controlled calf care

ACTIVITIES:

Coach of the Catoctin FFA Milk Qualities and Products CDE Team

2019-Present

Board member of the Maryland Dairy Industry Association (2nd Vice President)

2019-Present

Frederick County Young Farmers

2013-Present

Catoctin FFA Alumni

2013-Present

HONORS:

Penn State Dairy Judging, World Dairy Expo 25th individual- Fall 2015

Winner of the Penn State Dairy Judging Contest- April 2015

Miss Maryland Agriculture 2nd runner up- September 2014-September 2015

Miss Frederick County Farm Bureau- June 2014- June 2015

MD 4-H Dairy Judging Team, World Dairy Expo, 9th team, 25th individual, 11th reasons - Fall 2014

Maryland Dairy Princess Second Runner Up- Fall 2014

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3.	Did or will you or your spouse lease or sell property to the proposed charter school?		X
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5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
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Shelly J. A.
Signature

5/7/21
Date

member-at-large
Title

Nancy Free Keller
12404 Simpson's Mill Rd.
Keymar, MD 21757
Cell: 240-405-2068
Nancy.Free.Keller@gmail.com

Education: Hood College, Frederick, Md. Home Economics BS. 1979
Gov. Thomas Johnson High School, Frederick, Md. 1975

Certifications: K-12 Health, 7-12 Secondary School Home Economics and FACS,
Online Secondary Instruction, Advanced Professional Certificate with numerous
endorsements.

Current Employment: Retired from Frederick County Public Schools, Frederick
MD, 21701

Co-owner of Free-Holdings LLC and Windy Hollow Farm

Owner of Southdown and Dorper Sheep
Farming along side of family members Small grain and Hay operations on 150 acres

Past Employment:

Classroom Teacher in the following Public School Systems:

Loudoun County Public Schools, Leesburg VA 1991-1993
Palm Beach County Public Schools, West Palm Beach, FL 1990-1991
Topeka Public Schools, District 501, Topeka, KS 1987-1989
Frederick County Public Schools Frederick, MD 1979-1986 and 1994-2017

Instructed in both traditional Secondary School classroom and clinical settings.
Obtained state certifications in all the above states.

Serving as Vice President of the Frederick County Agricultural Society and The
Great Frederick Fair, Inc.

Volunteer Work:

Current membership in the following organizations:

Graceham Volunteer Fire Company

Frederick County Farm Bureau

Robert Lee Koontz III

Experience:

U.S. Foods

2019-present

Territory Manager

Management of a high volume food service sales territory by utilizing proprietary data analytics and logistics systems.

Coal Fire Group

2018-2019

General Manager

Responsible for all aspects of a high volume, full service restaurant. Operations, purchasing, pay roll, accounts payable, accounts receivable, management staff, marketing, accounting, cash flow of 1.5 million, sales and production.

Bare Bones Grill and Brewery

2016 – 2018

General Manager

Responsible for all aspects of a high volume, full service restaurant. Operations, purchasing, pay roll, accounts payable, accounts receivable, management staff, marketing, accounting, cash flow of 3.5 million, sales and production.

U.S. Foods

2014 – 2016

Territory Manager

Developed a challenging food service sales territory by utilizing proprietary data analytics and logistics systems.

Bare Bones Grill and Brewery

2006 – 2014

Assistant General Manager

Managed a high volume (4 million dollars average sales) full service restaurant. Responsible for a team of managers and 90 employees, inventory, cost control, purchasing and general operations.

Education:

University of Maryland 2000 – 2006

Physics and Economics

Catoctin High School 1996 – 2000

3.9 GPA, NHS, Salutatorian

Skills:

Over fifteen years experience in business management.

Quick Books, Excel, POS programs, Proprietary data analytics and logistics systems.

Robert Koontz

EXHIBIT 3

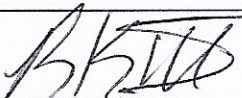
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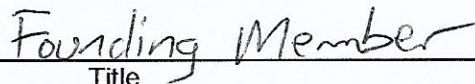
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Signature

1-5-21

Date



Title

MICHELLE MAPES

Smithsburg, MD 21783 | C: (301)-524-1273 | michelle.mapes@fcps.org

SUMMARY

Dedicated professional driven to enthusiastic and dynamic teaching as a means of creating and nurturing a lifelong love of knowledge in children. Striving to grow students who are confident, flexible thinkers and who persevere, efficiently solve problems and successfully communicate their ideas. Committed to building teacher capacity in order to engage students in distinguished learning experiences.

SKILLS

- Critical thinking
- Patience
- Communication
- Organization
- Imaginative thinking
- Leadership
- Teamwork
- Time management
- Technological skills
- Conflict resolution

EXPERIENCE

08/2011 to Current

Full Time Contracted Elementary Teacher

Sabillasville Elementary – Sabillasville, Maryland

Math Intervention Teacher/Math Specialist 2017-current

.5 Math Intervention and Math Leader/.5 Technology Coordinator 2015-2017

.5 Fifth Grade Teacher/.5 Intervention Teacher 2014-2015

Third Grade Teacher 2011-2014

- Experienced with writing and successfully teaching Math IIP's using a variety of teacher-made materials, Math in Practice and other FCPS intervention resources: Do the Math, Math Navigator, and SRA Number Worlds
- Experienced and confident in leading the Math ALP Process for grades K-5, including preparing for and facilitating progress monitoring sessions, quarterly review meetings, and grade level transition meetings.
- Facilitated and built teacher capacity in math content, pedagogies and strategies, assessment and resources, as well as technology.
- Collaboratively planned and implemented a co-teaching model at multiple grade levels.
- Collaboratively planned and implemented multi-grade math instruction in grades K-2.
- Created clear learning intentions and success criteria for students.
- Familiar with reading interventions/programs: Blast (really Great Reading), RavensCourt, and Read Naturally.
- Served as Math Chair to co-plan and participate in Math Nights.
- Served as STEM Chair to co-plan and participate in Science Fairs and STEM Nights.

02/2000 to 06/2011

Full Time Contracted Elementary Teacher

Deer Crossing Elementary – New Market, Maryland

First Grade Teacher 2008-2011

Fourth Grade Teacher 2005-2008

First Grade Teacher 2003-2004

Fourth Grade Teacher 2000-2003

- Planned and implemented engaging tasks to support the curriculum.
- Provided immediate, meaningful feedback to foster student growth.
- Fostered social, emotional and academic development while encouraging a sense of ownership and choice in learning.
- Established and communicated clear learning objectives to foster student progress and academic performance.
- Built positive classroom environments by establishing norms, identifying expectations, encouraging growth mindsets, taking risks and building trustworthy relationships among all members of the classroom.

EDUCATION, CERTIFICATIONS, AND HONORS

2009

Masters Equivalency

1998

Bachelor of Science: Elementary Education
Salisbury State University- Salisbury, MD

Professional Preparations and Endorsements

- Advanced Professional Certificate in Elementary Education & Middle School
- Highly qualified in the areas of: Elementary Grades 1-6, Middle School Language Arts, Middle School Science, Middle School Mathematics, and Middle School Social Studies
- Additional Credits in Reading and Special Education

Honors

- FCPS Teacher of the Year Nominee 2015, 2016

ADDITIONAL EXPERIENCES AND VOLUNTEER ROLES

- CARES Teacher- Summer 2020
- SIP Leader 2018-Present
- FCPS Teacher Leader Training Attendee- 2016
- IMathU Teacher- Summer 2016
- SIP/CSI/Leadership Team member 2015-Present
- Data Steward 2015-Present
- Targeted Team Member 2015-Present
- ELO Intervention Teacher 2015-Present
- Attendee of Maryland State Department of Education Educator Effectiveness Academy 2015-2018
- Math Leader/Math Specialist 2015-Present
- Technology Coordinator 2015-2017
- PBIS Team Member 2014-Present
- STEM Leader 2013-2015
- Summer Academy Teacher- Summer 2002, 2003
- Mt. St. Mary's Teacher Mentor

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Michelle Mapes
Signature
Teacher
Title

1/13/2021
Date

* In the future I may be interested in applying for a teaching position at the Charter School.

mmmm

COLLEEN C. MCAFEE

16825 SABILLASVILLE ROAD ♦ SABILLASVILLE, MD 21780

(240) 446-7528 ♦ colleencarissa@gmail.com

EXPERIENCE

PROFESSIONAL

2018-2020

H&R BLOCK

Associate Team Lead/Tax Professional Assistant. *Supported all aspects of daily office operations from a managerial position, while also assisting Senior Tax Professionals complete tax returns.*

- Implemented and communicated corporate policies among the office.
- Provided immediate and clear updates on any corporate or state changes to policy or office operations.
- Executed and held all tax office associates accountable to Standard Operating Procedures, with escalation to District General Manager.
- Oversaw leadership from front desk client experiences throughout each client's individual tax experience.
- Served as point of contact for onsite escalated client service concerns and worked to properly resolve any concerns in professional timely manner.
- Ensured all work and tax returns were completed according to deadlines, with attention to quality standards, priorities, and overall goals.
- Oversaw all deposits and bank transactions necessary for office operations, in accordance with corporate policy.
- Collaborated weekly with Multi-Unit Leaders and District General Manager concerning weekly office goals upon reviewing updated revenue reports.
- Worked directly with clients to complete tax returns in a timely manner, with supervision by a Senior Tax Professional.

2019-2020

HEART & HANDS DECORATOR'S WORKROOM

Thurmont, MD

Office Manager. *Fulfilled a vast array of duties pertaining to the effectiveness and efficiency of successful business operations.*

- Developed and implemented standard operating procedures; ensures all office employees are well versed and adhere to SOPs.
- Greeted clients and scheduled appointments.
- Coordinated job deliveries and ensured client satisfaction; established client rapport.
- Maintained cleanliness and organization of the office and facility.
- Assisted with educating clientele on the variety of workroom services offered.
- Managed owner's business schedule to include appointments, timelines, deadlines, meetings, and performing briefings on office updates and client feedback.
- Oversaw timely bank deposits, inventory, and record keeping.
- Maintained business's social media page and public relations.

2009-2012

ABSTRACT RESEARCH GROUP

Lansdowne, VA

Title Abstractor. *Analyzed accuracy of abstracts and reports prior to distributing to clientele.*

- Managed full scope of investigation and examination of real estate documents including deeds, mortgages, rights of way, easements, liens, judgments, plat books, maps, contracts and agreements which verified property's legal description, ownership and restrictions.
- Generated reports for attorneys detailing encumbrances encountered during title search activities and outlined steps needed to clear title for client.
- Updated information/data gleaned from various platforms affecting reports for effective configuration management, documentation control and records management.
- Coordinated with subcontractors, facilitating expansion into additional jurisdictions.

2007-2009	<p>U.S. FIRE ADMINISTRATION Emmitsburg, MD</p> <p>Program Support Assistant. <i>Directly assisted the U.S. Fire Administration, Fire Programs, Prevention and Leadership, Development component of Department of Homeland Security.</i></p> <ul style="list-style-type: none"> • Assisted in the development of standard operating procedures for day-to-day responsibilities of Stay-in-School Program Support Assistants • Coordinated federal travel itinerary through Travel Manager software • Managed timekeeping duties and records for entire sections and other timekeepers. • Integral role in the preparation process of the 2007 ACE Accreditation Review that successfully resulted in the accreditation of the FEMA courses evaluated. • Closely assisted Program Specialists with course preparation, organization, and graduation. • Confirmed and mailed certificates of completion to students who successfully completed FEMA courses. • Screened and directed calls; coordinated meetings. • Served as point-of-contact for coordination and processing of transactions related to division program support • Oversaw monthly tasks of inventory throughout the entire campus. • Drafted memos and disseminated program information to appropriate parties.
2003-2006	<p>EXECUTIVE ABSTRACTS, INC. Rockville, MD</p> <p>Recordation Consultant. <i>Managed and directed office operations and recordation of legal instruments.</i></p> <ul style="list-style-type: none"> • Collaborated with settlement attorneys, clientele and courthouse personnel to exchange title information and resolve discrepancies. • Implemented change management and records management procedures for legal document accountability. • Oversaw the procedures for the recordation of legal documents and actively remained abreast on any changes made within the government process. • Managed record keeping and filing.
EDUCATION / TRAINING	<p>UNIVERSITY OF MARYLAND UNIVERSITY COLLEGE Adelphi, MD</p> <p>Bachelor of Science, Criminal Justice/Psychology, December 2012</p> <p><i>Dean's List 2007-2012</i></p> <p><i>Alpha Sigma Lambda Honor Society, Tau Chapter, 2010-2012</i></p> <p><i>Pi Gamma Mu Honor Society, 2010-2012</i></p>
	<p>PROFESSIONAL DEVELOPMENT TRAINING Emmitsburg, MD</p> <p>Certificate of Completion from the U.S. Fire Administration, May 2008</p>
LEADERSHIP 2017-Current	<p>ANTIOCHIAN WOMEN OF THE EAST Washington, DC</p> <p>Public Relations Director, Diocesan Board. <i>Diocesan Board Officer overseeing 48 parishes across 9 states, including the District of Columbia.</i></p> <ul style="list-style-type: none"> • Communicate Board objectives to chapter presidents; lead collaborative efforts to solve problems and oversee humanitarian efforts and community outreaches. • Collects and disseminates National Board information among diocesan parishes pertaining to diocesan cohesion and group development. • Oversees bi-annual newsletters. • Assists with the coordination of local and national non-profit charities and fundraising.

2015-2020	<p>SAINT JOHN THE BAPTIST ORTHODOX CHURCH Lewistown, MD</p> <p>Children’s Ministry Director. <i>Researches, reviews, and approves all school curriculum; develops lesson plans; teaches grades preschool through 6th; coordinates special children’s projects and activities</i></p> <ul style="list-style-type: none"> • Researches, reviews, and approves all school curriculum. • Develops lesson plans for all grade school levels. • Teaches and directs grades preschool through 6th. • Coordinates special children’s projects and activities.
ADDITIONAL INFO	<p>West Virginia Girls State, 2004</p> <p>H&R Block <i>Block Stars</i> Award, 2019 and 2020 – Recognized for outstanding work effort, team support, exceeding the duties of the job, and driving client growth</p> <p>Computer Skills – Microsoft Project, proficient with Microsoft Office Applications (Excel, Word, Powerpoint), Travel Manager Software</p>
REFERENCES	Available upon request

EXHIBIT 3

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Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

		YES	NO
1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3.	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		X
7.	Did you or your spouse provide any start up funds to the proposed charter school?		X
8.	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?		X
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors?		X
10.	Do you currently serve as a member of the board of any public charter school?		X
11.	Do you currently serve as a public official?		X
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X



Signature

01/02/2021

Date

Sabillasville Elementary PTO Vice President

Title

Kelsey M. Norris

16912 Sabillasville Road, Sabillasville, MD 21780

240-315-5288

klate8882@yahoo.com

EDUCATION

A.A., GENERAL STUDIES

Frederick Community College

June 2018

PROFESSIONAL EXPERIENCE

Affordable Glass, Inc.

July 2018 – Present

13503 Blue Mountain Road, Thurmont, MD 21788

Office Manager

- Utilizing QuickBooks Pro, enter invoices, pay bills, and pay monthly S/U taxes.
- Enroll and maintain all employees' insurance.
- Enter and process payroll.
- Enter job site data into the GPS system.
- Answer phones.
- Open company mail/email and process as needed.
- Maintain filing system including paper copies and system copies.

The Furnace Bar and Grill

March 2015 – May 2018

12841 Catoctin Furnace Road, Thurmont, MD 21788

Front of House and Marketing Manager

- Maintained employee work schedules.
- Trained new employees, monitored employee progress and performance.
- Created advertising for the establishment which was submitted to local news source.
- Maintained and posted all social media advertising.
- Handled all reservations, including individual and large parties.
- Served as the primary onsite contact for any catering.
- Scheduled and coordinated all entertainment.
- Monitored inventory prior to management order.

Maryland Management Company

June 2013 – June 2014

Frederick, MD

Leasing Consultant

- Greeted potential candidates interested in renting an apartment.
- Provided site tours, outlining the various amenities offered.
- Outlined the lease requirements to the potential client.
- Gathered pertinent information from the client and completed the lease application.
- Submitted lease applications to corporate office for approval.
- Communicated lease approval, obtained signatures, and collected lease deposit.
- Utilizing company system, processed monthly rent payments, providing receipt to resident.
- Coordinated apartment maintenance, including pest control requests.
- Initiated eviction notices for the court, as required.

PROFESSIONAL EXPERIENCE, *continued*

Exit Realty Prosperity Group
Frederick, MD

June 2011 – June 2013

Real Estate Agent

- Marketed my skills and availability.
- Maintained knowledge of the housing laws in an ever-changing market, and kept current with The Fair Housing Act.
- Maintained continued relationship with successful clients.

Other Employment: Server at *Glory Days, Frederick, MD, 2006 - 2015*

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3.	Did or will you or your spouse lease or sell property to the proposed charter school?		<input checked="" type="checkbox"/>
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		<input checked="" type="checkbox"/>
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7.	Did you or your spouse provide any start up funds to the proposed charter school?		<input checked="" type="checkbox"/>
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Kasim Nunnis
Signature
PTO Secretary
Title

02/26/2020
Date

15605 Kelbaugh Road
Thurmont, MD 21788

(919) 357-3859
sarahe210@gmail.com

Sarah Shriner

Education

- | | | |
|---|---------------------------------|-----------------|
| 2017-2019 | McDaniel University | Westminster, MD |
| ▪ Administrative Leadership, GPA: 4.00 | | |
| 2004-2005 | North Carolina State University | Raleigh, NC |
| ▪ Master of Agricultural Education, GPA: 4.00 | | |
| 2000-2005 | North Carolina State University | Raleigh, NC |
| ▪ B.S., Science - Animal Science | | |
| 2000-2004 | North Carolina State University | Raleigh, NC |
| ▪ B.S., Agricultural Education, GPA: 3.22 | | |

Certifications

2019 - 2024

Maryland Educator Certificate

Advanced Professional Certificate

Maryland State Department of Education

Endorsements: Administrator 1, Agriculture (7-12), Biology (7-12), Chemistry (7-12)

2016 - present

Maryland Pesticide Applicators Certification

Maryland Department of Agriculture

Category: Demonstration and Research

2013 - 2023

National Board Certified Teacher

National Board for Professional Teaching Standards

Area: Career and Technology Education/Early Adolescence Through Childhood

Professional Experience

07/2009 – present

Agricultural and Science Teacher

Middletown High School

200 Schoolhouse Drive

Middletown, MD 21769

- Supervisors: Bernard Quesada, Principal, Brooke Hontz, Assistant Principal, and Danny Rumpf, Assistant Principal
- Duties included teaching AP Environmental Science, Forestry and Wildlife, Foundations of Technology, Introduction to Agricultural Science,

Pre-Veterinary: Small Animals, Pre-Veterinary: Large Animals, Horticulture 1 - 3, Agriculture/Horticulture Independent Study, and Agricultural Work Experience.

- Middletown High School Equity Representative 2018 - present
- Middletown High School School Improvement Team - 2018 - present
- Middletown High School School Culture Chair - 2018 - present
- Middletown High School School Culture Member - 2017 - present
- Served as a Middletown FFA Advisor and awarded 2 National FFA grants
- 2012 and 2019 - Maryland Agricultural Teachers' Association Outstanding Program
- Envirothon Coach
- Coached Career Development Event teams
- Served as a Supervised Agricultural Experience Supervisor

08/2008 – 06/2009

Agricultural Teacher

Frederick High School
650 Carroll Parkway
Frederick, MD 21701

- Supervisor: Denise Fargo-Devine, Principal and Jan Witt, Assistant Principal
- Duties included teaching 2 sections of Agricultural Science, 1 section of Pre-Veterinary: Small Animals and 1 section of Foundations of Technology
- Served as a Frederick FFA Advisor: In 2008-2009 the FFA chapter doubled in size and is the 2nd largest chapter in the county.
- Coached the Food Science Career Development Event (CDE) – Team placed 1st in the state to continue to nationals.
- Coached the Horse Judging CDE
- Served as a Supervised Agricultural Experience Supervisor

08/2008 – 12/2008

Lecturer

Frederick Community College
7932 Opossumtown Pike
Frederick, MD 21702

- Supervisor: Bob Ford (Science)
- Duties included teaching Biology for non-majors in the Fall 2008. Teaching is done as time is available.
- Teaching Kids on Campus courses about the environment and animals in the Summer of 2009.

07/2007 – 08/2008

Director of Middle School and Urban Outreach

Maryland Agricultural Education Foundation
P.O. Box 536
Havre de Grace, MD 21078

- Salary: \$49,000/year, 40 hours/week
- Supervisor: George Mayo, Executive Director
- Duties included creating middle school Agriculture in the Classroom curriculum and helping to create Middle School Agricultural Education programs including FFA chapters
- Started Goats in the Classroom Program

- Initiated a Middle School Essay contest and Quiz Bowl contest
- Mission Biotech Tote Curriculum Program
- Creating courses and curriculum for Community College Youth Agricultural Courses (Animal Exploration and Mission Biotech)

08/2005 – 06/2007

Agricultural Teacher

Southern Nash High School
6446 Southern Nash High Road
Bailey, NC 27807

- Salary: \$40,475/year, 60 hours/week
- Supervisor: Rosalie Bardin, Principal
- Duties included teaching 3 sections of Animal Science 1 and 3 sections of Animal Science 2 and serving as FFA Advisor and Career Development Event trainer.
- Served as a mentor to a student teacher in 2007.
- Organized the first and second annual World School Milk Week to gain dairy awareness in the high school. Money was raised for the Heifer Project and attendees were given the chance to milk a cow.
- Received the 2005-2006 Nash-Rocky Mount New Professional Career and Technical Teacher of the Year.
- Started the Southern Nash 4-H Club and served as a leader

08/2004 – 05/2005

Graduate Teaching Assistant

North Carolina State University
Department of Agricultural and Extension Education
Raleigh, NC 27695

- Salary: \$1,333/month, 20 hours/week
- Supervisor: Elizabeth Wilson, PhD
- Duties included assisting creating curriculum for the graduate and undergraduate Program Planning course and updating course websites. Duties also included assisting professors with research and teaching.

05/2004 – 08/2004

Student Assistant

North Carolina State University
Crop Science
Raleigh, NC 21695

- Pay: \$7.50/hour, 40 hours/week
- Supervisor: Jean-Marie Luginbuhl, PhD
- Duties included assisting the technician in conducting research with goats and grazing studies. Specifically with weighing animals, placing and maintaining fence, conducting laboratory experiments, collecting samples and tending to animal maintenance.

01/2004 – 04/ 2004

Student Teacher

Southern Nash High School
6446 Southern Nash High Road,

Bailey, NC 27807

- 50 hours/week
- Supervisor: Mike Bartholomew, Agricultural Teacher
- Duties included teaching 2 sections of Agriscience Applications and 1 section of Horticulture 1.

06/2003 – 03/2004

Veterinary Assistant

Linganore Veterinary Clinic

New Market, MD 21774

- Pay: \$9.00/hour, 25 hours/week
- Supervisor: Joe Reid, DVM
- Duties included assisting the veterinarian in surgeries and appointments. Also to clean the kennels and fill prescriptions, answer the phones and schedule appointments.

05/2003 – 05/2005

Substitute Teacher

Frederick County Public Schools

Frederick, MD

- Duties included substituting for professional teachers during their absence by taking roll, presenting lesson plans, and maintaining classroom order.

08/2003 – 12/2003

Student Assistant

North Carolina State University

College of Agricultural and Life Sciences Business Office

Raleigh, NC 27695

- Pay: \$6.50/hour, 15 hours/week
- Supervisor: Mike Cross
- Duties required delivering mail for the College of Agricultural and Life Sciences, filing paperwork, and assisting with various office tasks.

Teaching Activity

Professional Teaching

2009-present Middletown High School Middletown, MD

AP Environmental Science

Foundations of Technology

Introduction to Agricultural Science and Technology

Pre-Veterinary - Small Animals

Pre-Veterinary - Large Animals

Horticulture 1, 2 and 3

Forestry and Wildlife

Agriculture/Horticulture Independent Study

Agricultural Work Experience

2008-2009 Frederick High School

Frederick, MD

Pre-Veterinary – Small Animals

Agricultural Science

Foundations of Technology

Fall 2008 Frederick Community College Frederick, MD
BI 100 – Biology

2005-2007 Southern Nash High School Bailey, NC
Agriscience Applications
Animal Science 1
Animal Science 2

Graduate Teaching Assistant
2004-2005 North Carolina State University Raleigh, NC
AEE 595E – Graduate Program Planning in Agricultural Education
AEE 424 – Undergraduate Program Planning in Agricultural Education
AEE 426 – Methods of Student Teaching

Undergraduate Student Teaching
2004 Southern Nash High School Bailey, NC
Agriscience Applications
Horticulture 1

Professional Memberships

National Association of Agricultural Educators
Maryland Agricultural Teachers Association
Frederick County Teachers Association
Association for Career and Technical Education
American Dairy Goat Association
National FFA Alumni Association
Maryland FFA Alumni Association
Middletown FFA Alumni Association

Honors

2019 Maryland Agricultural Teacher's Association Outstanding Program
2015 Frederick County Public Schools Career and Technology High School Teacher of the Year
2012 Maryland Agricultural Teacher's Association Outstanding Program
2010 National Agriscience Teachers' Ambassador Academy
2006 Nash-Rocky Mount Schools Career and Technical Education New Professional Educator of the Year
2003 Outstanding Ceres Sister
2002 American FFA Degree

Grants Awarded

2002-2004 Dean's List

2016 - 2017 National FFA Association - Living to Serve: Environmental Grant - This grant was awarded to start a composting program at Middletown High School.

2012 -2013 National FFA Association - Food For All Grant - This grant was awarded to the Middletown FFA chapter to grow fresh vegetables and eggs for those that are in need.

2009 Sheep and Goat Fund Grant - This grant was awarded to the Maryland Agricultural Education Foundation to create lessons for middle school students on sheep and goats.

Activities

Maryland Agricultural Teachers Association Committee member: Bylaws (2009-2010), Convention (2011, 2012, 2016), Retention (2016), Advocacy (2016)

Elower Sicilia Dance Company - Parent Member (2015 - present), Fundraising Committee (2016)

Thurmont AMVETS Ladies Auxiliary (2007 - present)

Maryland FFA Alumni Secretary (2009 - 2011)

Thurmont Grange (2008 - present – Youth Director (2008 - 2009)

Catoctin FFA Alumni – Dairy Foods CDE Coach (2008 - 2009)

Walkersville FFA Alumni – Silent Auction Chair (2007 - 2009)

Thurmont and Emmitsburg Community Show Committee (2008 – 2009)

Southern Nash FFA Advisor (2005-2007)

Southern Nash 4-H Leader (2006-2007)

Collegiate: Omicron Tau Theta Graduate Honor Society – President (2005-2006), Vice President (2004-2005), Phi Kappa Phi National Honor Society, Graduate Student Senator (2005), Ceres Women's Agricultural Fraternity – President (2003), Historian (2002), Fundraising Committee, Recreation Committee, Ceres Alumnae Association - Chapter Liaison (2004-present), Alpha Zeta Agricultural Honor Fraternity, Graduate Student Association – Agricultural and Extension Education Representative (2004-2005), Order of Omega Greek Honor Society, NCSU Marching Band, NCSU Pep Band, Alpha Tau Alpha – Agricultural Education Honor Society, Agricultural Education and Extension Club, Animal Science Club

High School: Walkersville FFA Chapter - Vice President (1999-2000), Walkersville 4-H Club (1998-2000) - President, Frederick County 4-H Goat Club (1994-2000) - President, Secretary

Research

As Sarah Elizabeth Looney:

Peer Reviewed Journal Articles (1)

Beth Wilson, Sarah E. Looney, Kristin S. Stair. (2005). Have Agricultural Education Teachers Adjusted to Block Scheduling? Journal of Career and Technical Education.

Refereed Papers (1)

Beth Wilson, Sarah E. Looney, Kristin S. Stair. (2006). Have Agricultural Education Teachers' Perceptions on Block Scheduling Changed? Proceedings of the 56th Southern Agricultural Education Research Conference, Orlando, Florida.

Refereed Posters (3)

Sarah E. Looney, Kristin S. Stair, and Barry Croom. (2005). Using the Peer Review Writing Process as a Tool for Educators [Abstract]. Proceedings from the 51st Annual North American Colleges and Teachers of Agriculture Conference, Wooster, Ohio.

Cassandra K. Uricchio, Sarah E. Looney, Kristin S. Stair, Gary E. Moore, John Conoley, Barry Croom, and Beth Wilson. (2005). Using Hand Held Electronic Responders to Induce Active Learning in the Classroom [Abstract]. Proceedings of the 32nd Annual National Agricultural Education Research Conference, San Antonio, Texas.

Sarah E. Looney, Kristin S. Stair, Gary E. Moore, John Conoley, Barry Croom, and Beth Wilson. (2005). Using Hand Held Electronic Responders to Induce Active Learning in the Classroom [Abstract]. Proceedings of the 55th Southern Agricultural Education Research Conference, Little Rock, Arkansas.

Professional Development Presentations

Middletown High School Equity Training (2020) - As the school's equity representative, I delivered the annual professional development.

National FFA Convention (2010) - Inquiry teaching presentation using a Titration laboratory activity

National Association of Agricultural Educators National Convention (2010) - Inquiry teaching presentation using a Titration laboratory activity

FCPS CTE Welcome Back In-Service (2011) - Inquiry teaching method for agricultural teachers

Maryland Agricultural Teachers Association Technical Summer Update (2011, 2012, 2015) - Inquiry Teaching Method

Maryland Agricultural Teachers Association Technical Summer Update (2016) - Presentation about the National FFA Veterinary Science Career Development Event

References

Available upon request

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3.	Did or will you or your spouse lease or sell property to the proposed charter school?		✓
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		✓
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors? <i>At this time I do not plan to work there, but may in the future be interested.</i>		Maybe
7.	Did you or your spouse provide any start up funds to the proposed charter school?		✓
8.	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?		✓
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Signature
High School Teacher
Title

1/15/2021
Date

Laurel Manthey-Silvio

8149 Claiborne Drive, Frederick, MD 21702
301-606-5613 laurel.manthey-silvio@fcps.org

HIGHLY MOTIVATED & DEDICATED SPECIAL EDUCATOR

- Setting high expectations and supporting individuals with developmental delays
 - Identifying a child's strengths and needs within their natural environments
 - Developing relationships between parents and child that foster learning opportunities
 - Creating IEPs and IFSPs with parents to build a child's skills across domains
 - Coaching parents to provide language, learning, and social opportunities for their child
 - Building strong interdisciplinary teams with parents, therapists, and administrators
-

EXPERIENCE

2019- Present Special Educator, Rock Creek School

2010-2019 Special Educator, Infants & Toddlers program: Early Intervention

2004-2010 Special Educator, Challenges Program: Preschool Classroom for
Communication Disabilities
Carroll Manor ES, Frederick County Public Schools, MD
Team Leader 2008- 2010

1998-1999 Special Educator, School Based Learning Center, Grades 2 and 3
Dr. Sally K. Ride ES, Montgomery County Public Schools, MD

1993-1997 Special Educator, Inclusion Program
Waters Landing ES, Montgomery County Public Schools, MD

EDUCATION

May 1996 Masters of Education, Severe Disabilities
University of Maryland, College Park, MD

May 1993 Bachelors of Science, Special Education, Severe Disabilities
University of Maryland, College Park, MD (Magna Cum Laude)

MARYLAND CERTIFICATION

Advanced Professional Certificate
Generic Special Education, Grades 1-8
Generic Special Education Grades 6-Adult
Severe Disabilities, Birth to Adult

ACCOMPLISHMENTS

2019 Presenter, Virginia Association for the Education of Young Children
2018 Creator The Early Years Podcast
2010 Participant, designing Challenges Playground and Sensory Room Carroll Manor
2009 Consultant, Relationship Development Intervention (RDI)
2005 Presenter, Engaging Students with Autism in Adapted Literacy, South Eastern
Augmentative Communication Conference, Alabama
1997 Education Work Group Chair, Presidential Advisory Committee on Mental
Retardation: Next Generation Symposium

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5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		✓
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		✓
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Jan Monty Shwis
Signature
Special Educator

5/3/21
Date

Heather Sparkman

16380 Raven Rock Road, Sabillasville , MD 21780

2404460947

heathernicole1423@yahoo.com

Professional Summary

Accomplished Business Owner significant background operating cleaning business. Skilled in overseeing marketing and business development, bookkeeping and accounting, financial management, and customer service. Build and develop personnel through mentoring and on-the-job training.

Skills

- Medical terminology
- Meeting planning
- Patient charting
- Documentation and recordkeeping
- Office support
- Quality assurance
- Commercial and residential cleaning
- Green cleaning methods
- Medical terminologies
- Medical procedures
- Billing and coding
- Schedule management
- Residential and commercial maintenance
- Housekeeping
- Customer service

Experience

Owner/Operator

Feb 2020 - Current

Sparkman's Cleaning Services LLC - Sabillasville , MD

Perform cleaning services to residential clients.

Weekly and bi weekly and monthly cleanings

Medical Office Assistant

Feb 2007 - Aug 2017

Blue Ridge Behavioral Health Services - Frederick , MD

- Prepared and maintained all supplies in exam rooms by ordering, distributing, and managing inventory.
- Communicated with customers and other offices regularly.
- Prepared letters, correspondences, reports, and marketing collateral.
- Performed gamut of tasks, including maintaining files, verifying insurance claims on behalf of patients, and scanning documents.
- Prepared meeting agendas, transcribed minutes, and circulated plans to staff members.
- Organized all company records, including central file system and special business documents.
- Proofread documents and organized records, reports, and documents.
- Answered telephone calls, took messages, and distributed messages to appropriate personnel.
- Maintained and updated patient information and vital signs in electronic medical records or hospital databases.
- Answered phone calls and scheduled or followed-up on appointments.

- Operated office equipment, such as personal computers, photocopiers, scanners, voicemail systems, and facsimile machines.
- Communicated with patients and families proactively to gather information on patient's condition.
- Recognized on multiple occasions for efficiently handling administrative duties, including answering phones, scheduling appointments, maintaining medical records, processing patients, billing, and bookkeeping.

Education

High School Diploma
Catoctin High School - Thurmont, MD

Jun 2001

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The intent of this form is to identify any potential conflicts of interest that may be created in the event the charter school application is approved. Members of the Founding Board and the Board of Directors are asked to complete this form based on knowledge of affiliations at the time of submittal of the application. If a conflict of interest concern is identified, the Board reserves the right to refer the matter to its Ethics Panel for resolution prior to the opening of the school.

Instructions: If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper. Please label explanations with the number of the corresponding question.

	YES	NO
1. Do or will you or your spouse have any contractual agreements with the proposed charter school?		<input checked="" type="checkbox"/>
2. Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		<input checked="" type="checkbox"/>
3. Did or will you or your spouse lease or sell property to the proposed charter school?		<input checked="" type="checkbox"/>
4. Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		<input checked="" type="checkbox"/>
5. Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		<input checked="" type="checkbox"/>
6. Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		<input checked="" type="checkbox"/>
7. Did you or your spouse provide any start up funds to the proposed charter school?		<input checked="" type="checkbox"/>
8. Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?		<input checked="" type="checkbox"/>
9. Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors?		<input checked="" type="checkbox"/>
10. Do you currently serve as a member of the board of any public charter school?		<input checked="" type="checkbox"/>
11. Do you currently serve as a public official?		<input checked="" type="checkbox"/>
12. Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		<input checked="" type="checkbox"/>
13. To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		<input checked="" type="checkbox"/>

Heather Spahr
Signature

Jan 13, 2020

Date

Title

Justus Tyler Yocum

Education: Mount Saint Mary's University
Emmitsburg, MD

Bachelor of Science, Accounting, May 2007
Masters in Business Administration, June 2008

Experience:

Evapco Inc.	Taneytown, MD
Accounting Manager (Evapco Power/Construction)	2014 – 2018

- Manage the AR invoicing department, ensuring proper and timely billing
- Manage the AP group ensuring timely payment and cash flow.
- Prepare forecast and budgets based on prospective jobs.
- Track project costing for over time revenue recognition.
- Reconcile and review all commission liabilities and payments.
- Prepare monthly financial statements for Evapco Dry Cooling, Evapco Power Mexico, Evapco Jiaying
 - Provided monthly reports and support for these entities
- Oversee all sales tax issues related to the Power Group
- Ensuring compliance with company policies and procedures.
- Track and maintain company auto related issue such as new care purchases, disposals, auto insurance issue, etc.

Evapco Inc.	Taneytown, MD
Senior Accountant	2014 – 2018

- Manage the AR invoicing department, ensuring proper and timely billing
- Reconcile and review all commission liabilities and payments of three manufacturing entities
- Prepare monthly financial statements for three plant locations
 - Provided monthly reports and support for these entities
- Oversee all sales tax issues and audits for the manufacturing side of Evapco entities
- Weekly and monthly reporting of shipments, international cash flow, and backlog
- Assist outside auditors for corporate audits
- Ensuring compliance with company policies and procedures.
- Track and maintain company auto related issue such as new care purchases, disposals, auto insurance issue, etc.

Susquehanna Bank
Credit Analyst III

Hagerstown, MD
2012 – 2014

- Analyze corporate tax returns, audited/reviewed statements of current and prospective customers identifying strengths and weaknesses
 - Specialized in construction contractors, manufactures, and for profit entities
 - Analyzed customer relationships between \$1 million to \$30 million
- Review personal financial statements of guarantors for credit worthiness
- Support lenders on customer calls with current and prospective clients developing strong working relationships
- Ensuring banking relationships are in compliance with bank policies and procedures

McGladrey & Pullen
Senior Associate

Frederick, MD
2007-2012

- Audit government contractors, municipalities, employee benefit plans, and for-profit entities
- Oversee staff in conducting audit procedures of balance sheet and income statement line items
- Perform substantive and analytical procedures on client accounts to rely on the balance of the accounts
- Perform financial statement reviews for construction contractors and other for profit entities
- Review staff prepared work papers for accuracy and reasonableness
- Advised clients on general accounting issues and best practices
- Assist clients in preparing their financial statements

Accounting Intern

2006

- Assisted on 401K audits
- Participated in general audits of non-profit organizations

Long Construction
Construction Assist

Graceham, MD
2002-2007

- Frame new houses and additions
- Strip and reapply roofing
- Excavate and prepare footers for foundations

Involvements: Member

Catoctin Church of Christ

2004-Present

- Participate in planning and organizing church functions
- Compile year end and interim financials for bank
- Prepare annual budget

Skills: Microsoft Office: Word, Power Point, Excel, Optimas Jack Henry, SAGE 100, Doc-Link and Certify

References available upon request

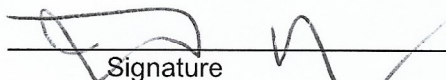
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		YES	NO
1.	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2.	Do or will you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed charter school?		X
3.	Did or will you or your spouse lease or sell property to the proposed charter school?		X
4.	Did or will you or your spouse sell any supplies, materials, equipment or other personal property to the proposed charter school?		X
5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		X
7.	Did you or your spouse provide any start up funds to the proposed charter school?		X
8.	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?		X
9.	Does any other board, group, or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Directors?		X
10.	Do you currently serve as a member of the board of any public charter school?		X
11.	Do you currently serve as a public official?		X
12.	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		X
13.	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		X


Signature

1/13/21
Date

Title

Alisha A. Yocum

7538 Friends Lane, Emmitsburg, MD • ayocum1007@gmail.com • 301-730-2345

Professional Summary: Self-motivated individual with extensive experience in association management, including strategic planning; membership recruitment and retention; meeting planning; publications; and knowledge working with volunteers to implement new programs and initiatives.

Experience:

ASCCP, The American Society of Colposcopy and Cervical Pathology

Director of Membership & Marketing, June 2015–Present

Develop and implement overall marketing strategies for membership, events and special projects, which includes emails, social media, and direct mailings; manage membership database, website, and learning management systems; oversee meeting registration and abstract submission for Annual Meeting and events; develop and adhere to budgets; assist in planning of meetings and educational content, including exhibitors and sponsorships; work with volunteer Committees, Editorial Board Members, and Board of Directors to develop and implement new projects; oversee publication of the Journal of Lower Genital Tract Disease; provide analytical reports to the Chief Executive Officer; and supervise employees.

- Stopped 5-year decline in membership through better marketing and communication efforts and the addition of member benefits, such as webinars, e-newsletters and cases of the month.
- Implemented a new volunteer program to create more diversity among volunteers.
- Increased abstract submissions by 150% for the Annual Meeting.
- Oversaw development of an Annual Meeting and Course timeline to improve efficiencies across all departments within the society.

Biophysical Society

Director of Member Services & Publications, July 2010–June 2015

Oversaw the processing of membership and meeting registration payments for a 9,000 member society; developed recruiting, retention and marketing strategies; worked with volunteer Committees, Editorial Board Members, and Council Members to develop new programs and initiatives; provided analytical reports for the Executive Director; oversaw the accuracy of the membership database; plan, managed and oversaw the design of all society publications, including the society newsletter; plan and organize society events; maintain society Job Board; and supervised two employees within the department.

- Increased membership by 6% through the development of a marketing plan, which included the creation of emails and direct mail pieces.
- Developed new opportunities for members, such as Networking Events, which grew from 2 to 10 events and included assisting volunteers with the marketing and organization of events.
- Implemented mandatory questions on the membership application, which allowed for better tracking of growth in research areas, area of employment, etc. to aid in marketing plans and program development.
- Collaborated across departments to create a yearly marketing campaign calendar to ensure better communication of society programs and events to members and potential members.
- Created and oversaw new publications, like a New Member Packet and First Time Meeting Attendee Brochure, to help new members understand the benefits of membership and help with navigation of the meeting.
- Contributed to the development of a social media team, which had led to an increase of 2,000 likes on the society Facebook page and led the implementation of LinkedIn and Google Ads.

Experience (continued):***Publications Manager, April 2008–June 2010***

Oversaw the production of the Biophysical Journal from submission to publication; worked with the Editor-in Chief and Editorial Board Members to develop and implement new policies and procedures; organized Journal webinars and virtual special issues; produced and designed all society publications, including the monthly newsletter; maintained society job board; and supervised staff within department.

- Initiated transition of the Journal submission site to a new vendor, which made the submission process more efficient for authors, reviewers, editors and staff, which allowed better reporting capabilities.
- Reduced Journal staff from 3 to 2 employees, which saved the society \$30,00 a year.
- Improved the turnaround time of Journal decisions from 50 to 30 days, by implementing new policies and procedures.

Publications Assistant, March 2006–March 2008

Designed society publications; processed Biophysical Journal submissions through publication, which included overseeing and monitoring the review process; and trained new employees.

Barnstorming Designs***Designer, June 2005–March 2006***

Assisted customers with the design and purchasing of invitations and direct mail pieces; purchased and maintained inventory; answered phones; maintained database for marketing and mailing list; and organized marketing presentations for clients.

Education: York College York, PA Bachelor of Art, Graphic Design September 2001-May 2005 Minor, Business Administration

Skills: Microsoft Office Suite, Adobe Creative Suites, iMIS, ACT, Lyris, ASANA, Enforme, MailChimp

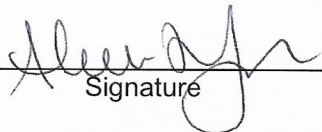
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5.	Have you or your spouse guaranteed any loans for the proposed charter school or loaned it any money?		X
6.	Are or will you, your spouse, or any member of your immediate family be employed by the proposed charter school, its ESP or other contractors?		X
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8.	Did or do you or your spouse, or other member of your immediate family, have ownership interest, directly or indirectly, in any corporation, partnership, association, or other legal entity which would answer "yes" to any of the questions 1-7?		X
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Signature

1/13/21
Date

Title

Appendix C – Budget

SABILLASVILLE ENVIRONMENTAL SCHOOL
BUDGET
FOR THE YEAR ENDING JUNE 30, 2023

**SABILLASVILLE ENVIRONMENTAL SCHOOL
BUDGET SUMMARY
FOR THE YEAR ENDING JUNE 30, 2023**

Assumptions

Operating Budget		With the Startup Grant
Student enrollment		161
Per pupil allocation		\$ 10,539.62
Revenue		\$ 2,266,879
Expense		2,149,345
Surplus (Deficit)		\$ 117,533
Adjust for non-cash items		11,900
Cash-Based Surplus (Deficit)		\$ 129,433
Capital Budget		
Facility updates		\$ 75,000
Building		\$ 20,000
		\$ -
Total		\$ 95,000
Performance Measures		
Total Surplus (Deficit) - cash based		\$ 34,433
Cash Based Surplus retained as Reserve (target 2% of revenue)		5.7%
Student enrollment breakeven		150

**SABILLASVILLE ENVIRONMENTAL SCHOOL
BUDGET
FOR THE YEAR ENDING JUNE 30, 2023**

	Total Budget w/ Startup Grant FY 2023	Total Budget w/ Remaining Startup Grant FY 2024	Projected FY 2025	Projected FY 2026
Number of Students	161	184	207	207
PPA	\$ 10,539.62	\$ 10,684.21	\$ 10,830.32	\$ 10,989.77
Beginning fund balance		117,533	342,284	451,903
Revenue				
40000 - Donations	45,000	50,000	40,000	40,000
40050 - Donated Services	-	-	-	-
40100 - Grants	517,000	383,000	-	-
40200 - Per pupil allocation	1,696,879	1,965,894	2,241,876	2,274,883
40300 - Sales	1,000	1,020	1,040	1,061
49900 - Other Income	2,000	2,020	2,040	2,061
Total Revenue	2,266,879	2,408,184	2,291,207	2,324,255
Expense				
50200 - Charitable Donations	-	-	-	-
50330 - Fundraising costs	1,500	2,500	2,500	2,500
50340 - Meals	-	-	-	-
50900 - Depreciation	11,900	15,900	9,500	9,500
61015 - Principal	110,000	111,100	112,211	113,333
61025 - Assistant Principal	-	-	-	-
61041 - Coordinator	-	-	-	-
61043 - Teacher 10 Month	653,000	826,830	835,098	843,449
61044 - Guidance Counselor	62,500	63,125	63,756	64,394
61060 - Instructional Assistant	65,000	65,650	66,307	66,970
61088 - Custodian	92,000	92,920	93,849	94,788
61095 - Secretary	55,000	55,550	56,106	56,667
66043 - Sup Pay Teacher	23,719	27,277	31,368	36,073
66044 - Sup Pay Guidance Counselor	-	-	-	-
66047 - Sub Teacher - Workshop	1,500	7,000	1,561	1,592
66048 - Sub Teacher - Sick/Bus	7,000	7,140	7,283	7,428
66054 - Sup pay Workshop Part	2,000	5,000	2,081	2,122
66060 - Sup Pay Instructional Asst	250	1,000	250	250
66065 - Sup Pay Bus Driver	95,000	97,850	100,786	103,809
66088 - Sup Pay Custodian	1,000	1,000	1,000	1,000
66095 - Sub Pay Secretary	-	-	-	-
66108 - Sup Pay-Tech Svcs Support	7,000	7,140	7,283	7,428
66148 - Long-Term Substitute	10,000	10,000	15,000	15,000
66345 - Teacher Substitutes	-	150	150	150
67043 - Teacher	-	-	-	-
67047 - Suppt Empl as Sub Teach Stipend	1,500	1,500	1,500	1,500
67313 - Doctorate Stipend	1,000	1,000	1,000	1,000
67353 - Natl Bd Cert Annual Bonus	1,000	1,000	1,000	1,000
68065 - OT Pay Bus Driver	500	500	500	500
72001 - Auditing & Tax Preparation	16,000	16,320	16,646	16,979
72002 - Legal Fees	10,000	5,000	5,000	5,000
72003 - Rental of Equipment	-	-	-	-
72005 - Facilities Rent	1	29,894	29,894	29,894
72005.1 - Facilities Rent - Deferral Adj	-	-	-	-
72007 - Contracted Printing Svcs	4,450	4,450	4,450	4,450
72013 - Contracted Prof/Tech Svc	1,000	-	-	-
72035 - Refuse	3,000	3,060	3,121	3,184
72045 - Upkeep of Grounds	8,000	8,000	8,000	8,000
72055 - Contracted Maint Repairs	103,000	78,000	79,800	81,660
72098 - Bank Service Charge	900	910	920	931
72124 - Tech Svc to CS	16,500	16,830	17,167	17,510
72146 - Warehouse Svc to CS	1,500	1,530	1,561	1,592
73003 - Texts	70,000	12,700	14,063	14,224
73004 - Library Media Collection	900	3,000	900	900
73005 - US Postage	700	700	700	700
73009 - Supplies-School Office	6,000	5,250	5,250	5,250
73010 - Materials of Instruction	50,000	30,275	28,226	28,791
73011 - Testing Supplies	-	-	-	-
73012 - Supplies	3,000	3,000	1,500	1,500
73020 - Office / CR Furnishings	100,000	10,704	10,708	10,712
73024 - Computer/Tech Supplies	75,000	25,000	9,052	6,200
73026 - Medical Supplies	500	525	551	579
73028 - Custodial Supplies	4,000	1,970	1,208	1,389
73055 - Maintenance Supplies	13,600	1,870	1,905	1,942
73068 - Supplies - Repair	2,000	2,000	100	100
73098 - Principal's Discretionary	-	1,500	1,500	1,500
73099 - Other	-	-	-	-
74001 - Mileage	-	-	-	-
74002 - Subscriptions & Dues	2,228	2,688	2,688	2,688
74004 - Advertising/Promotions	2,900	1,000	1,000	1,000
74015 - Tuition Reimbursement	-	1,500	3,000	3,000
74016 - Mtg/Conf/Travel/Compet	4,200	3,020	3,040	3,061
74018 - Professional Fees	24,800	22,250	22,250	22,250
74033 - Insurance - Liability	15,000	15,300	15,606	15,918
74035 - Workers Comp	3,581	3,663	4,211	4,272
74036 - Life Insurance	2,814	3,296	3,329	3,362
74037 - Health Insurance	202,073	226,169	236,789	236,789
74038 - Employee Pension	9,421	9,515	9,314	9,706
74040 - FICA - Employer's	90,880	105,948	106,877	108,435
74041 - Teachers Pension	28,275	48,594	49,080	44,663
74042 - Unemployment Comp	2,890	4,080	4,080	4,080
74043 - Dental Insurance	5,536	8,304	8,304	8,304
74050 - Tele - Communications	13,000	13,260	13,525	13,796
74051 - Fuel Oil - Heat	32,000	32,640	33,293	33,959
74054 - Electricity	15,000	15,300	15,606	15,918
74055 - Natural Gas / Propane	-	-	-	-
74059 - Terminal Leave Pay	-	-	-	-
74139 - Ret System Admin Fees	2,329	3,288	3,288	3,288
Total Expense	2,149,345	2,183,433	2,181,569	2,207,928
Surplus (Deficit)	\$ 117,533	\$ 224,751	\$ 109,619	\$ 116,328
Ending fund balance	\$ 117,533.35	\$ 342,284	\$ 451,903	\$ 568,231
Capital Expenditures	\$ 95,000	\$ 40,000	\$ 20,000	\$ 20,000
Accounts with grant allocated funds.				
Surplus (Deficit)	\$ 22,533	\$ 184,751	\$ 89,619	\$ 96,328

SABILLASVILLE ENVIRONMENTAL SCHOOL
Proposed Charter School Startup Grant Reconciliation to Budget
BUDGET
FOR THE YEAR ENDING JUNE 30, 2023

	Budgeted Opex FCPS Categories w/o grant FY 2023	Grant Allocation FY 2023	Variance between OPEX and Grant		Budgeted Opex FCPS Categories w/o grant FY 2024	Grant Allocation FY 2024	Variance between OPEX and Grant	
40100 · Grants (Charter start up)	-	517,000			-	383,000		
Total Revenue	-	517,000				383,000		
Expense								
66043 · Sup Pay Teacher	23,719	18,000	(5,719)	amount funded by PPA	27,277	25,000	(2,277)	amount funded by PPA
66047 · Sub Teacher - Workshop	1,500	1,500	-	100% grant funded	1,530	7,000	5,470	100% grant funded plus additional amount
66054 · Sup pay Workshop Part	2,000	2,000	-	100% grant funded	2,040	5,000	2,960	100% grant funded plus additional amount
66060 · Sup Pay Instructional Asst	250	250	-	100% grant funded	250	1,000	750	100% grant funded plus additional amount
72002 · Legal Fees	10,000	10,000	-	100% grant funded	5,000	-	(5,000)	amount funded by PPA
72005 · Facilities Rent	1	-	(1)	amount funded by PPA	29,894	29,893	(1)	amount funded by PPA
72007 · Contracted Printing Svcs	4,450	4,450	-	100% grant funded	4,450	2,000	(2,450)	amount funded by PPA
72013 · Contracted Prof/Tech Svc	-	10,000	10,000	100% grant funded plus additional amount	-	6,500	6,500	100% grant funded plus additional amount
72055 · Contracted Maint Repairs	103,000	60,000	(43,000)	amount funded by PPA	78,000	173,107	95,107	100% grant funded plus additional amount
73003 · Texts	45,450	70,000	24,550	100% grant funded plus additional amount	12,700	15,000	2,300	100% grant funded plus additional amount
73004 · Library Media Collection	900	900	-	100% grant funded	900	3,000	2,100	100% grant funded plus additional amount
73009 · Supplies-School Office	4,250	6,000	1,750	100% grant funded plus additional amount	5,250	3,000	(2,250)	amount funded by PPA
73010 · Materials of Instruction	33,500	50,000	16,500	100% grant funded plus additional amount	30,275	25,000	(5,275)	amount funded by PPA
73012 · Supplies	3,000	3,000	-	100% grant funded	1,500	3,000	1,500	100% grant funded plus additional amount
73020 · Office / CR Furnishings	40,700	80,000	39,300	100% grant funded plus additional amount	10,704	2,000	(8,704)	amount funded by PPA
73024 · Computer/Tech Supplies	49,822	75,000	25,178	100% grant funded plus additional amount	7,240	25,000	17,760	100% grant funded plus additional amount
73026 · Medical Supplies	500	500	-	100% grant funded	525	500	(25)	amount funded by PPA
73028 · Custodial Supplies	3,000	5,000	2,000	100% grant funded plus additional amount	1,050	5,000	3,950	100% grant funded plus additional amount
73055 · Maintenance Supplies	13,600	16,000	2,400	amount funded by PPA	1,870	4,000	2,130	100% grant funded plus additional amount
73068 · Supplies - Repair	100	2,000	1,900	100% grant funded plus additional amount	100	2,000	1,900	100% grant funded plus additional amount
74004 · Advertising/Promotions	1,000	2,900	1,900	100% grant funded plus additional amount	1,000	1,000	-	100% grant funded
74016 · Mtg/Conf/Travel/Compet	4,200	2,500	(1,700)	amount funded by PPA	3,020	3,000	(20)	amount funded by PPA
74018 · Professional Fees	24,800	2,000	(22,800)	amount funded by PPA	22,250	2,000	(20,250)	amount funded by PPA
Total Expense	369,742	422,000	52,258		246,825	343,000	96,175	
Capital outlay								
Facility updates	35,000	75,000	40,000	100% grant funded plus additional amount	20,000	40,000	20,000	100% grant funded plus additional amount
Portable for 7 or 8 grades	-	-	-					
Greenhouse	20,000	20,000	-	100% grant funded				
Total Capital outlay	55,000	95,000	40,000			40,000	20,000	
Total Spend	424,742	517,000	92,258			383,000	116,175	

¹ Rent of the portables to be put in place on 2024 will be covered by the grant. Also the installation cost associated with the portables will be covered in the grant in account 72055 in 2024.

² The additional grant funding will be used to purchase the necessary IT and security systems/services

³ Tractor would be recorded under Maintenance supplies (730055). The breakdown above was show to indicated large equipment that the grant would fund.

SABILLASVILLE ENVIRONMENTAL SCHOOL
Proposed Charter School Startup Grant Allocation
BUDGET
FOR THE YEAR ENDING JUNE 30, 2023

	Total Budget FY 2023	Total Projected FY 2024	Total Projected FY 2025
40100 · Grants (Charter start up)	517,000	383,000	
Total Revenue	517,000	383,000	
Expense			
66043 · Sup Pay Teacher	18,000	25,000	
66047 · Sub Teacher - Workshop	1,500	7,000	
66054 · Sup pay Workshop Part	2,000	5,000	
66060 · Sup Pay Instructional Asst	250	1,000	
72002 · Legal Fees	10,000	-	
72003 · Rental of Equipment	-		
72005 · Facilities Rent	-	29,893	¹
72005.1 · Facilities Rent - Deferral Adj	-		
72007 · Contracted Printing Svcs	4,450	2,000	
72013 · Contracted Prof/Tech Svc	10,000	6,500	
72055 · Contracted Maint Repairs	60,000	173,107	¹
73003 · Texts	70,000	15,000	
73004 · Library Media Collection	900	3,000	
73009 · Supplies-School Office	6,000	3,000	
73010 · Materials of Instruction	50,000	25,000	
73012 · Supplies	3,000	3,000	
73020 · Office / CR Furnishings	80,000	2,000	
73024 · Computer/Tech Supplies	75,000	25,000	
73026 · Medical Supplies	500	500	
73028 · Custodial Supplies	5,000	5,000	
73055 · Maintenance Supplies	16,000	4,000	²
73068 · Supplies - Repair	2,000	2,000	
74004 · Advertising/Promotions	2,900	1,000	
74016 · Mtg/Conf/Travel/Compet	2,500	3,000	
74018 · Professional Fees	2,000	2,000	
Total Expense	422,000	343,000	
Capital outlay			
Facility updates	75,000	40,000	
Portable for 7 or 8 grades	-	-	¹
Greenhouse	20,000	-	
Total Capital outlay	95,000	40,000	
Total Spend	517,000	383,000	
Surplus (deficit)	-	-	

¹ SES will lease 2 portables for the 7th and 8 grades. Quotes were received with turnkey installation cost of \$59K for each portable and a monthly lease of \$1,245 a month for each portable. The grant funding will cover all installation and first year of rent.

¹ \$12K tractor would be recorded under Maintenance supplies (730055). The note is to indicated large equipment that the grant would fund.

**SABILLASVILLE ENVIRONMENTAL SCHOOL
PER PUPIL ALLOCATION
FOR THE YEAR ENDING JUNE 30, 2023**

	Budget 6/30/2023		Projected 6/30/2024		Projected 6/30/2025		Projected 6/30/2026
40200 - Per pupil revenue	\$	1,696,879	\$	1,965,894	\$	2,241,876	\$ 2,274,883
Per Pupil Allocation	\$	10,539.62	\$	10,684.21	\$	10,830.32	\$ 10,989.77
% change from PY		1.7%		1.4%		1.3%	1.5%
Grade Served		K-6		K-7		K-8	K-8
Max Enrollment		161		184		207	207
Enrollment		161		184		207	207
Enrollment Rate		100.0%		100.0%		100.0%	100.0%
Retention Rate		TBD		TBD		TBD	TBD
K		23		23		23	23
1st		23		23		23	23
2nd		23		23		23	23
3rd		23		23		23	23
4th		23		23		23	23
5th		23		23		23	23
6th		23		23		23	23
7th		0		23		23	23
8th		0		0		23	23

**SABILLASVILLE ENVIRONMENTAL SCHOOL
02 MID LEVEL MANAGEMENT
FOR THE YEAR ENDING JUNE 30, 2023**

Administration and supervision of district-wide and school-level instructional programs and activities.

	Budget 6/30/2023	Projected 6/30/2024	Projected 6/30/2025	Projected 6/30/2026	
61015 · Principal	110,000	111,100	112,211	113,333	5
61025 · Assistant Principal	-	-	-	-	5
61041 · Coordinator	-	-	-	-	5
61095 · Secretary	55,000	55,550	56,106	56,667	5
66015 · Sup Pay Principal	-	-	-	-	
66043 · Sup Pay Teacher	-	-	-	-	
66095 · Sub Pay Secretary	-	-	-	-	
67313 · Doctorate Stipend	-	-	-	-	
67393 · Annual Leave Payout	-	-	-	-	
72001 · Auditing & Tax Preparation	16,000	16,320	16,646	16,979	6
72002 · Legal Fees	10,000	5,000	5,000	5,000	12
72003 · Rental of Equipment	-	-	-	-	
72007 · Contracted Printing Svcs	4,450	4,450	4,450	4,450	7
72013 · Contracted Prof/Tech Svc	-	-	-	-	
72098 · Bank Service Charge	400	400	400	400	9
72124 · Tech Svc to CS	1,500	1,530	1,561	1,592	10
73005 · US Postage	500	500	500	500	
73008 · Audio Visual Equipment	-	-	-	-	
73009 · Supplies-School Office	4,000	5,000	5,000	5,000	1,2
73017 · Teacher Resource Books	-	-	-	-	
73020 · Office / CR Furnishings	300	300	300	300	
73024 · Computer/Tech Supplies	1,200	1,200	1,200	1,200	
74002 · Subscriptions & Dues	728	1,088	1,088	1,088	4
74004 · Advertising/Promotions	1,000	1,000	1,000	1,000	3
74016 · Mtg/Conf/Travel/Compet	1,500	1,000	1,000	1,000	11
74018 · Professional Fees	10,000	10,000	10,000	10,000	8
74050 · Tele - Communications	9,000	9,180	9,364	9,551	10
75024 · Computer/Tech Equipment	-	-	-	-	
	225,578	225,118	227,325	229,560	

Admissions

SES Lottery System - Database & Site Hosting	500	4
Google Add-On	25	3
Brochures - Information Nights	150	3
Printing - Front Office Charge Back	300	7
Handouts - Orientation Nights	50	3
Supplies - General (Pens, Notebook, etc.)	650	1
Welcome Packet - Folders (165 minimum, 4 imprint)	450	1
Supplies - Food (Snacks/Water)	250	1
Total	\$	2,375

- 2 \$1,000 Academic Committee parent night.
- 3 Marketing materials and advertising.
- 4 \$100 renewal per credit cardholder; Survey Monkey \$312; Squarespace \$192; Sam's Club \$100; PayPal Googleaddon \$24
- 5 See Salary Tab
- 6 Audit and 990 preparation
- 7 Copier leases
- 8 Staff survey, accounting.
- 9 Woodsboro Bank fees
- 10 See FCPS Buybacks tab
- 11 Travel costs of administrative and board professional development
- 12 Legal services related to setting up governing documents and personnel matters

**SABILLASVILLE ENVIRONMENTAL SCHOOL
03 INSTRUCTIONAL SALARIES
FOR THE YEAR ENDING JUNE 30, 2023**

Regular and supplemental pay for staff whose responsibilities include interaction with students in the delivery of instructional programs and related student instructional support services.

	<u>Budget 6/30/2023</u>	<u>Projected 6/30/2024</u>	<u>Projected 6/30/2025</u>	<u>Projected 6/30/2026</u>	
61043 · Teacher 10 Month	653,000	826,830	835,098	843,449	¹
61044 · Guidance Counselor	62,500	63,125	63,756	64,394	¹
61060 · Instructional Assistant	65,000	65,650	66,307	66,970	¹
66043 · Sup Pay Teacher	23,719	27,277	31,368	36,073	³
66044 · Sup Pay Guidance Counselor	-	-	-	-	
66047 · Sub Teacher - Workshop	1,500	1,530	1,561	1,592	
66048 · Sub Teacher - Sick/Bus	7,000	7,140	7,283	7,428	
66054 · Sup pay Workshop Part	2,000	2,040	2,081	2,122	
66060 · Sup Pay Instructional Asst	250	250	250	250	
66108 · Sup Pay-Tech Svcs Support	7,000	7,140	7,283	7,428	²
66148 · Long-Term Substitute	10,000	10,000	15,000	15,000	
66345 · Teacher Substitutes	-	150	150	150	
67043 · Teacher	-	-	-	-	
67047 · Suppt Empl as Sub Teach Stipend	1,500	1,500	1,500	1,500	
67313 · Doctorate Stipend	1,000	1,000	1,000	1,000	
67353 · Natl Bd Cert Annual Bonus	1,000	1,000	1,000	1,000	
	<u>835,469</u>	<u>1,014,632</u>	<u>1,033,636</u>	<u>1,048,357</u>	

¹ See salary tab

² See FCPS buybacks tab

³ Teacher stipends for training courses to be determined by the Board of Trustees once staff are hired and for any team leaders positions and additional funds to cover costs associated with offering extended learning opportunities for students.

**SABILLASVILLE ENVIRONMENTAL SCHOOL
04 INSTRUCTIONAL SUPPLIES
FOR THE YEAR ENDING JUNE 30, 2023**

Supplies and materials used in support of instruction.

	Budget 6/30/2023	Projected 6/30/2024	Projected 6/30/2025	Projected 6/30/2026	
Revenue					
49900 · Other Income	-	-	-	-	1
Total Revenue	-	-	-	-	
Expense					
73003 · Text					
73003.a · Science	10,000	500	500	500	4
73003.b · Gym	-	-	-	-	
73003.c · Music	250	250	250	250	
73003.d · Art	-	-	-	-	
73003.e · Math	14,000	7,000	8,050	8,211	3
73003.f · Math - SPED	200	200	200	200	
73003.h - History	5,000	1,250	1,563	1,563	4
73003.i - Reading	16,000	3,500	3,500	3,500	4
73003.j - Spanish	-	-	-	-	
73003 · Texts	45,450	12,700	14,063	14,224	
73004 · Library Media Collection	900	900	900	900	
73010 · Material of Instruction					
73010.a · Science	2,500	2,125	2,444	2,493	
73010.b · Gym	1,500	750	788	803	
73010.c · Music	500	250	263	268	
73010.d · Art	1,000	1,150	1,323	1,349	
73010.e · Math	9,000	6,750	6,885	7,023	
73010.f · SPED	-	-	-	-	
73010.h - History	5,000	3,000	3,450	3,519	
73010.i - Reading	9,000	6,750	5,400	5,508	
73010.j - Spanish	-	5,000	2,500	2,550	
73010.k - Latin	-	-	-	-	
73010.l - Logic	-	-	-	-	
73010.m - English	2,000	1,500	1,725	1,760	
73010 · Materials of Instruction - Other	3,000	3,000	3,450	3,519	2
73010 · Materials of Instruction	33,500	30,275	28,226	28,791	
73011 · Testing Supplies	-	-	-	-	
73012 · Supplies	3,000	1,500	1,500	1,500	
73020 · Office / CR Furnishings	40,000	10,000	10,000	10,000	5
73021 · Managed Print Svcs - MOI	-	-	-	-	
73024 · Computer/Tech Supplies	48,622	6,040	7,852	5,000	6
74002 · Subscriptions & Dues	-	-	-	-	
74016 · Mtg/Conf/Travel/Compet	-	-	-	-	
Total Expense	171,472	61,415	62,541	60,414	
Surplus	(171,472)	(61,415)	(62,541)	(60,414)	

1 Damaged book fines

2 \$300 discretionary per teacher

3 Purchase Common Core version of Singapore Math

4 New textbooks

5 First year purchases of desks, book shelves, etc. already in the building

6 Purchase of Chromebook for each student @ \$302 per student

**SABILLASVILLE ENVIRONMENTAL SCHOOL
05 OTHER INSTRUCTIONAL COSTS
FOR THE YEAR ENDING JUNE 30, 2023**

All other non-salary expenditures for instruction not classified as supplies and materials.

	Budget <u>6/30/2023</u>	Projected <u>6/30/2024</u>	Projected <u>6/30/2025</u>	Projected <u>6/30/2026</u>	
Revenue					
49900 · Other Income	-	-	-	-	
Total Revenue	-	-	-	-	
Expense					
73013 · Contracted Prof/Tech Svc	-	-	-	-	
73020 · Office / CR Furnishings	200	200	200	200	
73024 · Computer/Tech Supplies	-	-	-	-	
74002 · Subscriptions & Dues	-	-	-	-	
74016 · Mtg/Conf/Travel/Compet	1,000	1,000	1,000	1,000	1
74018 · Professional Fees	10,000	6,000	6,000	6,000	2
Total Expense	11,200	7,200	7,200	7,200	
Surplus	(11,200)	(7,200)	(7,200)	(7,200)	

1 Travel and admission to training conferences

2 Professional Development. Singapore Math
Consultant, Science review consultant, and
Classical Training.

**SABILLASVILLE ENVIRONMENTAL SCHOOL
08 HEALTH SERVICES
FOR THE YEAR ENDING JUNE 30, 2023**

Activities associated with student physical and mental health that are not instructional in nature.

	Budget <u>6/30/2023</u>	Projected <u>6/30/2024</u>	Projected <u>6/30/2025</u>	Projected <u>6/30/2026</u>
73026 · Medical Supplies	500	525	551	579

**SABILLASVILLE ENVIRONMENTAL SCHOOL
09 TRANSPORTATION
FOR THE YEAR ENDING JUNE 30, 2023**

Activities directed at providing transportation for students between home, school, and school activities. This category includes regular route, homeless, athletic and special education transportation.

	Budget <u>6/30/2023</u>	Projected <u>6/30/2024</u>	Projected <u>6/30/2025</u>	Projected <u>6/30/2026</u>
66065 · Sup Pay Bus Driver	95,000	97,850	100,786	103,809
68065 · OT Pay Bus Driver	500	500	500	500
	<u>95,500</u>	<u>98,350</u>	<u>101,286</u>	<u>104,309</u>

NOTE: These line items will are place holders for transportation expenses as SES is looking into the use of contacted busing services through 3rd parties or FCPS for a limited number of routes throughout the county. With the option to have the use of vans in Maryland we are getting updated quotes to define the costs of transportation.

SABILLASVILLE ENVIRONMENTAL SCHOOL
10 OPERATIONS
FOR THE YEAR ENDING JUNE 30, 2023

Activities related to the upkeep of the physical plant to ensure that buildings are open for use, comfortable, and safe for students, staff, and the community.

	Budget 6/30/2023	Projected 6/30/2024	Projected 6/30/2025	Projected 6/30/2026	
50600 · Guarantee fee	-	-	-	-	
61088 · Custodian	92,000	92,920	93,849	94,788	1
66088 · Sup Pay Custodian	1,000	1,000	1,000	1,000	
67393 · Annual Leave Payout	-	-	-	-	
72003 · Rental of Equipment	-	-	-	-	
72005 · Facilities Rent	1	29,894	29,894	29,894	2
72013 · Contracted Prof/Tech Svc	-	-	-	-	
72035 · Refuse	3,000	3,060	3,121	3,184	3
72055 · Contracted Maint Repairs	3,000	3,000	3,300	3,630	
72124 · Tech Svc to CS	15,000	15,300	15,606	15,918	4
72146 · Warehouse Svc to CS	1,500	1,530	1,561	1,592	4
73002 · Fuel and Lube	-	-	-	-	
73012 · Supplies	-	-	-	-	
73020 · Office / CR Furnishings	-	-	-	-	
73024 · Computer/Tech Supplies	-	-	-	-	
73028 · Custodial Supplies	3,000	1,050	1,208	1,389	
72045 · Upkeep of Grounds	2,000	2,000	2,000	2,000	5
73055 · Maintenance Supplies	100	100	100	100	
73068 · Supplies - Repair	100	100	100	100	
74002 · Subscriptions & Dues	-	100	100	100	
74018 · Professional Fees	-	-	-	-	
74050 · Tele - Communications	4,000	4,080	4,162	4,245	5
74051 · Fuel Oil - Heat	32,000	32,640	33,293	33,959	
74054 · Electricity	15,000	15,300	15,606	15,918	
	171,701	202,074	204,899	207,816	

1 See salary tab

2 Rent of \$1 with the charter covering the maintenance of the building for the duration of the charter term of 4 years. In FY2024 through FY2026, the portable rent is included in this line item at a rate of \$2491.10 for 12 months. There will be 2 portables being rented.

3 Local trash removal service

4 See FCPS buybacks tab

5 Snow removal

**SABILLASVILLE ENVIRONMENTAL SCHOOL
11 MAINTENANCE
FOR THE YEAR ENDING JUNE 30, 2023**

Activities concerned with keeping the grounds, buildings, and fixed equipment in their original condition of completeness or efficiency through repair, scheduled and preventive maintenance, or replacement of property.

	Budget <u>6/30/2023</u>	Projected <u>6/30/2024</u>	Projected <u>6/30/2025</u>	Projected <u>6/30/2026</u>	
50340 · Meals	-	-	-	-	
72045 · Upkeep of Grounds	6,000	6,000	6,000	6,000	1
72055 · Contracted Maint Repairs	100,000	75,000	76,500	78,030	2
73020 · Office / CR Furnishings	200	204	208	212	
73055 · Maintenance Supplies	13,500	1,770	1,805	1,842	3
	<u>119,700</u>	<u>82,974</u>	<u>84,513</u>	<u>86,084</u>	

1 Contacted lawn company

2 Various repair vendors to address possible deferred maintenance as described by FCPS.

3 Various facility repair supplies and purchase of \$12K tractor in year one.

SABILLASVILLE ENVIRONMENTAL SCHOOL
12 FIXED CHARGES
FOR THE YEAR ENDING JUNE 30, 2023

General recurrent expenditures that are not readily allocable to other expenditure categories. This category includes the fringe benefits related to employees, liability insurance and debt related expenses.

	Budget <u>6/30/2023</u>	Projected <u>6/30/2024</u>	Projected <u>6/30/2025</u>	Projected <u>6/30/2026</u>
74015 · Tuition Reimbursement	-	1,500	3,000	3,000
74033 · Insurance - Liability	15,000	15,300	15,606	15,918 1
74035 · Workers Comp	3,581	3,663	4,211	4,272 2
74036 · Life Insurance	2,814	3,296	3,329	3,362 2
74037 · Health Insurance	202,073	226,169	236,789	236,789 2
74038 · Employee Pension	9,421	9,515	3,314	9,706 2
74040 · FICA - Employer's	90,880	105,948	106,877	108,435 2
74041 · Teachers Pension	28,275	48,594	49,080	44,663 2
74042 · Unemployment Comp	2,890	4,080	4,080	4,080 2
74043 · Dental Insurance	5,536	8,304	8,304	8,304 2
74139 · Ret System Admin Fees	2,329	3,288	3,288	3,288 2
	<u>362,798</u>	<u>429,655</u>	<u>437,877</u>	<u>441,817</u>

1 Insurance policies. Commercial Package & Umbrella, Director and Officers, Accidental Medical

2 See salary tab

**SABILLASVILLE ENVIRONMENTAL SCHOOL
15 CAPITAL OUTLAY
FOR THE YEAR ENDING JUNE 30, 2023**

Supplies and materials for construction related to site and building improvements.

	Budget <u>6/30/2023</u>	Projected <u>6/30/2024</u>	Projected <u>6/30/2025</u>	Projected <u>6/30/2026</u>	
	-				
Facility updates	35,000	20,000	20,000	20,000	1
Building	20,000				2
	<u>55,000</u>	<u>20,000</u>	<u>20,000</u>	<u>20,000</u>	

1 All dependent on the repairs needed based on the reports from FCPS.

2 \$20K for greenhouse in year 1. Portables for 7th and 8th grades will be leased in FY 2024. All installation cost are to be covered by the startup grant.

NOTE: The report above assumes capital outlay without the Startup grant funding. The grant allocation report shows the purchase of some of these items, plus additional items, as the charter would accelerate the purchase of needed capital items while the funding is available.

**SABILLASVILLE ENVIRONMENTAL SCHOOL
FUNDRAISING
FOR THE YEAR ENDING JUNE 30, 2023**

	Budget <u>6/30/2023</u>	Projected <u>6/30/2024</u>	Projected <u>6/30/2025</u>	Projected <u>6/30/2026</u>	
Revenue					
40000 · Donations	45,000	50,000	40,000	40,000	1
40300 · Sales	1,000	1,020	1,040	1,061	
Total Revenue	<u>46,000</u>	<u>51,020</u>	<u>41,040</u>	<u>41,061</u>	
Expense					
50200 · Charitable Donations	-	-	-	-	
50330 · Fundraising costs	1,500	2,500	2,500	2,500	2
72013 · Contracted Prof/Tech Svc					
72055 · Contracted Maint Repairs	-	-	-	-	
72098 · Bank Service Charge	500	510	520	531	2
73001 · Office Supplies	-	-	-	-	
73004 · Library Media Collection	-	-	-	-	
73005 · US Postage	200	200	200	200	
73009 · Supplies-School Office	100	100	100	100	
73010 · Materials of Instruction	-	-	-	-	
73020 · Office / CR Furnishings	-	-	-	-	
73024 · Computer/Tech Supplies	-	-	-	-	
73055 · Maintenance Supplies	-	-	-	-	
74002 · Subscriptions & Dues	-	-	-	-	
74016 · Mtg/Conf/Travel/Compet	-	-	-	-	
Total Expense	<u>2,300</u>	<u>3,310</u>	<u>3,320</u>	<u>3,331</u>	
Surplus	<u>43,700</u>	<u>47,710</u>	<u>37,720</u>	<u>37,731</u>	

1 Tax deductible donations from local business and community fundraising events

2 PayPal/online fundraising fees

**SABILLASVILLE ENVIRONMENTAL SCHOOL
STUDENT ACTIVITIES
FOR THE YEAR ENDING JUNE 30, 2023**

	<u>Budget 6/30/2023</u>	<u>Projected 6/30/2024</u>	<u>Projected 6/30/2025</u>	<u>Projected 6/30/2026</u>	
Revenue					
40300 · Sales	-	-	-	-	
40500 · Student Activity Fees	5,000	6,250	6,250	6,250	1
49900 · Other Income	1,000	1,020	1,040	1,061	2
Total Revenue	<u>6,000</u>	<u>7,270</u>	<u>7,290</u>	<u>7,311</u>	
Expense					
50340 · Meals	-	-	-	-	
72003 · Rental of Equipment					
72013 · Contracted Prof/Tech Svc	-	-	-	-	
72098 · Bank Service Charge	-	-	-	-	
73001 · Office Supplies	-	-	-	-	
73009 · Supplies-School Office	-	-	-	-	
73010 · Materials of Instruction	-	-	-	-	
73099 · Other	-	-	-	-	
74002 · Subscriptions & Dues	-	-	-	-	
74016 · Mtg/Conf/Travel/Compet	1,000	1,020	1,040	1,061	3
74018 · Professional Fees	4,800	6,250	6,250	6,250	4
Total Expense	<u>5,800</u>	<u>7,270</u>	<u>7,290</u>	<u>7,311</u>	
Surplus	<u>200</u>	<u>-</u>	<u>-</u>	<u>-</u>	

1 Instrumental music activity fee of \$125 per student

2 PTO funded

3 Various event, admission, and travel fees

4 Instrumental music contractor

**SABILLASVILLE ENVIRONMENTAL SCHOOL
OTHER ACTIVITIES
FOR THE YEAR ENDING JUNE 30, 2023**

	Budget <u>6/30/2023</u>	Projected <u>6/30/2024</u>	Projected <u>6/30/2025</u>	Projected <u>6/30/2026</u>	
Revenue					
40200 · Per pupil allocation	-	-	-	-	1
40050 · Donated Services	-	-	-	-	
40400 · Rental Income	-	-	-	-	
49000 · Interest and Dividends	-	-	-	-	
49001 · Unrealized Gain (Loss)	-	-	-	-	
49900 · Other Income	1,000	1,000	1,000	1,000	2
Total Revenue	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>	
Expense					
50340 · Meals	-	-	-	-	
50900 · Depreciation	5,500	7,500	9,500	9,500	3
72002 · Legal Fees	-	-	-	-	
72005.1 · Facilities Rent - Deferral Adj	TBD	TBD	TBD	TBD	4
73009 · Supplies-School Office	150	150	150	150	5
74002 · Subscriptions & Dues	1,500	1,500	1,500	1,500	6
74016 · Mtg/Conf/Travel/Compet	700				7
74018 · Professional Fees	-	-	-	-	
Total Expense	<u>7,850</u>	<u>9,150</u>	<u>11,150</u>	<u>11,150</u>	
Surplus	<u>(6,850)</u>	<u>(8,150)</u>	<u>(10,150)</u>	<u>(10,150)</u>	

1 Estimated enrollment

2 PTO Funded

3 Estimated Noncash amortization of capital assets over useful life

4 GAAP based accounting adjustment to amortize expense on a straight-line basis over life of lease

5 Teacher & Volunteer appreciation

6 Membership in MD Alliance and Advocacy

7 Advocacy costs

**SABILLASVILLE ENVIRONMENTAL SCHOOL
FCPS BUYBACKS
FOR THE YEAR ENDING JUNE 30, 2023**

			Budget <u>6/30/2023</u>	Projected <u>6/30/2024</u>	Projected <u>6/30/2025</u>	Projected <u>6/30/2026</u>
74050 · Tele - Communications	Telecommunications	02 Mid-lvl mgmt	9,000	9,180	9,364	9,551
72124 · Tech Svc to CS	Technology	02 Mid-lvl mgmt	1,500	1,530	1,561	1,592
66108 · Sup Pay-Tech Svcs Support	Instructional Tech	03 Instructional Salari	3,000	3,060	3,121	3,184
66108 · Sup Pay-Tech Svcs Support	Tech Svc Support	03 Instructional Salari	4,000	4,080	4,162	4,245
74050 · Tele - Communications	Telecommunications	10 Operations	4,000	4,080	4,162	4,245
72146 · Warehouse to CS	Warehouse	10 Operations	1,500	1,530	1,561	1,592
72124 · Tech Svc to CS	Tech Svc	10 Operations	15,000	15,300	15,606	15,918
			<u>\$ 38,000</u>	<u>\$ 38,760</u>	<u>\$ 39,535</u>	<u>\$ 40,326</u>

**SABILLASVILLE ENVIRONMENTAL SCHOOL
EMPLOYEE COSTS
FOR THE YEAR ENDING JUNE 30, 2023**
2023
3%

			2023	2023	2023	2024	2024	2024	2025	2025	2025	2026	2026	2026	2027	2027	2027
			3%														
Name	Position	FTE	Salary	Benefits & Taxes	Total	Salary	Benefits & Taxes	Total	Salary	Benefits & Taxes	Total	Salary	Benefits & Taxes	Total	Salary	Benefits & Taxes	Total
	Principal	1.00	110,000	25,241	135,241	111,100	30,142	141,242	112,211	30,584	142,795	113,333	27,969	141,302	114,466	30,565	145,031
	1st	1.00	60,000	16,390	76,390	60,600	16,465	77,065	61,206	16,706	77,912	61,818	16,618	78,436	62,436	16,695	79,132
	2nd	1.00	60,000	23,075	83,075	60,600	23,803	84,403	61,206	24,044	85,250	61,818	23,956	85,774	62,436	24,033	86,470
	3rd	1.00	62,500	16,050	78,550	63,125	16,782	79,907	63,756	17,033	80,789	64,394	16,941	81,335	65,038	17,022	82,060
	4th	1.00	65,000	24,355	89,355	65,650	24,437	90,087	66,307	24,698	91,005	66,970	24,602	91,572	67,639	24,686	92,326
	5th	1.00	70,000	17,645	87,645	70,700	17,733	88,433	71,407	18,014	89,421	72,121	17,911	90,032	72,842	18,002	90,844
	6th	1.00	70,000	24,984	94,984	42,000	15,251	57,251	42,420	15,419	57,839	42,844	15,357	58,202	43,273	15,411	58,684
	Middle School Science	0.60	-	-	-	42,000	10,848	52,848	42,420	11,015	53,435	42,844	10,954	53,798	43,273	11,008	54,280
	Middle School Social St	0.60	-	-	-	42,000	15,251	57,251	42,420	15,419	57,839	42,844	15,357	58,202	43,273	15,411	58,684
	Middle School English	0.60	-	-	-	42,000	10,848	52,848	42,420	11,015	53,435	42,844	10,954	53,798	43,273	11,008	54,280
	Middle School Math	0.60	-	-	-	42,000	10,848	52,848	42,420	21,635	64,055	42,844	21,574	64,418	43,273	21,628	64,900
	Art	0.60	33,000	14,121	47,121	33,330	14,163	47,493	33,663	14,296	47,959	34,000	14,247	48,247	34,340	14,290	48,630
	K	1.00	60,000	23,728	83,728	60,600	23,803	84,403	61,206	24,044	85,250	61,818	23,956	85,774	62,436	24,033	86,470
	Intervention Specialist	1.00	60,000	16,390	76,390	60,600	16,465	77,065	61,206	16,706	77,912	61,818	16,618	78,436	62,436	16,695	79,132
	Media Specialist	0.60	42,000	15,251	57,251	42,420	15,304	57,724	42,844	15,473	58,317	43,273	15,411	58,684	43,705	15,466	59,171
	Music	0.60	33,000	9,718	42,718	33,330	9,760	43,090	33,663	9,893	43,556	34,000	9,844	43,844	34,340	9,887	44,226
	Phys Ed	0.60	37,500	10,283	47,783	37,875	10,330	48,205	38,254	10,481	48,735	38,636	10,426	49,062	39,023	10,474	49,497
	Spanish - Elementary	0.40	-	-	-	28,000	10,385	38,385	28,280	10,496	38,776	28,563	10,456	39,018	28,848	10,491	39,340
	Guidance Counselor	1.00	62,500	5,446	67,946	63,125	8,577	71,702	63,756	8,828	72,584	64,394	8,736	73,130	65,038	8,471	73,509
	Instructional Assistant	1.00	30,000	11,325	41,325	30,300	12,661	42,961	30,603	12,782	43,385	30,909	12,738	43,647	31,218	12,777	43,995
	Instructional Assistant	1.00	35,000	11,736	46,736	35,350	13,295	48,645	35,704	13,436	49,140	36,061	13,385	49,445	36,421	13,430	49,851
	Lead Custodian	1.00	46,000	24,689	70,689	46,460	24,774	71,234	46,925	20,181	67,106	47,394	24,946	72,340	47,868	27,106	74,974
	Lead Custodian	1.00	46,000	24,689	70,689	46,460	24,774	71,234	46,925	20,181	67,106	47,394	24,946	72,340	47,868	27,106	74,974
	Admin Secretary	1.00	55,000	20,718	75,718	55,550	23,169	78,719	56,106	23,390	79,496	56,667	20,855	77,522	57,233	23,380	80,613
	All Supplemental & OT pay from other tabs		150,469	11,964	162,433	169,761	12,987	182,747	169,761	13,498	183,259	177,853	14,142	191,995	186,750	14,849	201,599
			-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
			\$ 1,187,969	\$ 347,798	\$ 1,535,766	\$ 1,384,936	\$ 412,855	\$ 1,797,791	\$ 1,397,087	\$ 419,271	\$ 1,816,358	\$ 1,417,453	\$ 422,899	\$ 1,840,353	\$ 1,438,746	\$ 433,925	\$ 1,872,672

Appendix D – Letters of Support

DANIEL L. COX
Legislative District 4
Frederick and Carroll Counties

Judiciary Committee

Subcommittees

Family Law

Public Safety

Task Force to Study Crime
Classification and Penalties



The Maryland House of Delegates
6 Bladen Street, Room 326
Annapolis, Maryland 21401
410-841-3288 · 301-858-3288
800-492-7122 Ext. 3288
Dan.Cox@house.state.md.us

THE MARYLAND HOUSE OF DELEGATES
ANNAPOLIS, MARYLAND 21401

December 11, 2020

Members of the Frederick Board of Education
Frederick County Public Schools
191 S East Street
Frederick, Maryland 21701

RE: Sabillasville Environmental School Charter

Dear Board Members:

I endorse the application of the members of the Sabillasville community to create a charter school located at the present site of the Sabillasville Elementary school. The proposed charter school will provide a classical liberal arts education with a focus on environmental studies.

As you are well aware, the Sabillasville community commitment to provide children with a quality education is strong and I am confident that that community spirit will produce a successful kindergarten through middle charter school with a unique curriculum providing an educational experience found nowhere else in the county.

We can take great pride in the fact that the Frederick County Board of Education is a state leader in the Maryland public charter movement being one of the five state jurisdictions that have incorporated public school charters into the public school program. Educational innovation can only increase the opportunities for all our children to learn and become successful. I am confident that the Sabillasville Environmental School will add to the strength of our school system and urge you to support its charter application.

Respectfully,

A handwritten signature in dark ink, appearing to read "Dan Cox".

Delegate Dan Cox, District 4
Frederick and Carroll Counties

MICHAEL J. HOUGH
Legislative District 4
Frederick and Carroll Counties

MINORITY WHIP

Judicial Proceedings Committee



Annapolis Office
James Senate Office Building
11 Bladen Street, Room 420
Annapolis, Maryland 21401
410-841-3704 • 301-858-3704
800-492-7122 Ext. 3704
Fax 410-841-3713 • 301-858-3713
Michael.Hough@senate.state.md.us

THE SENATE OF MARYLAND
ANNAPOLIS, MARYLAND 21401

To the Sabillasville Community:

Over the past few months, concerned parents have reached out to me about the unnecessary closing of Sabillasville Elementary school. This closure has been threatened over the years, and it is truly heartbreaking to see it happening now.

My three children attend the public schools in Brunswick. It is a small town with a strong sense of community like yours. Rural schools are a backbone of the community. Many generations of families have attended this school and have fond memories from their time there. Children make friendships that last a lifetime from school.

I strongly opposed the closing of Sabillasville Elementary and wrote the Frederick County Board of Education in opposition to their vote. While I am disappointed in the vote by the Board of Education, I am encouraged by community efforts to band together to keep Sabillasville open as a charter school.

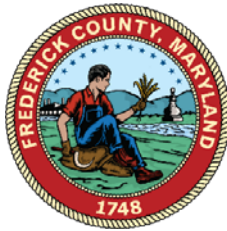
You have my strong support in your efforts to convert Sabillasville Elementary School into a charter school. My staff and I are here to help if you need any assistance.

Sincerely,

A handwritten signature in blue ink that reads "Michael Hough".

Senator Michael Hough

Frederick and Carroll Counties



Frederick County Council

Michael Blue, District 5
Council Vice President

Phil Dacey, At-Large
Council Member

Steven McKay, District 2
Council Member

December 11, 2020

Frederick County Board of Education
191 South East Street
Frederick, Maryland 21701

Dear Board of Education Members,

The Sabillasville Elementary School (SES) Parent Group endeavors to transition Sabillasville Elementary School to a charter school that will focus on environmental science and agriculture. It is with great pleasure and enthusiasm that we send this letter to show our support for this transition.

We strongly believe that the addition of a charter school focusing on environmental science and agriculture education would be a tremendous benefit to the citizens of Frederick County. As you know, Frederick County is the largest agriculture county in Maryland. Our farming roots stretch back many centuries. Agriculture is a major employer as well as a major sector of our local economy. Courses provided by this charter school would enhance students' knowledge and awareness of agriculture and the environment. Students would learn the practical applications of science, how it applies to their daily lives, and perhaps encourage them to pursue a career in this field.

The SES Parent Group plans to pursue a large charter startup grant. Before the grant process can begin, their charter school application needs swift approval. This is a major undertaking. We wholeheartedly support any means to accelerate this project and strongly encourage the Board of Education to facilitate this much-needed agriculture focused education for a Frederick County charter school.

Thank you for your consideration.

Sincerely,

Michael Blue, District 5
Council Vice President

Phil Dacey, At-Large
Council Member

Steven McKay, District 2
Council Member



December 21, 2020

Board of Education Members:

I am writing on behalf of the Frederick County Farm Bureau to register the Farm Bureau's support of the Sabillasville Environmental Charter School. Farm Bureau's mission is to preserve and protect Maryland agriculture and rural life.

Sabillasville Elementary is a school located within farmlands of northern Frederick County. The Sabillasville community is rooted in agriculture and the environment, which aligns with the charter school's proposal. The proposal reads: we will include an emphasis on environmental science and agriculture, as we seek to maintain the value, culture, and heritage of northern Frederick County.

This charter school would be desirable for the surrounding area parents to send their children, as they would appreciate the smaller classroom sizes. This will also allow teachers to have more one-on-one interaction during school hours. Not to mention, Sabillasville Elementary school has some of the best test scores in the county.

This school also acts as a vital community center, polling location, and the cornerstone of an agricultural town. The closure of such a school would not only be disappointing to its students and their families; it would be devastating to the community. The citizens should not be punished for choosing to live in a rural area with agriculture preservation.

The Frederick County Farm Bureau is respectfully asking for the Board of Education's support on the Sabillasville Environmental Charter School.

Sincerely,

Sam Roop

Sam Roop, President

Appendix E – Curriculum Alignment

A Curriculum Crosswalk

The documents are meant to give an idea of how the proposed curriculum will be implemented in the proposed charter school for Sabillasville Environmental School, A Classical Charter School. The ideas are only suggestions and there may be edits as time goes on. The intent is to show how subjects will be integrated with one another.

Science notes: The traditional science sweeps associated with the Classical Curriculum will be integrated with the Environmental component. The Classical Curriculum also allows for cycling through each science in a single year to help with student engagement and retention (**The Well Trained Mind**, p. 189.) We will do both, thus giving our students double the opportunity to learn about science.

History- We will study state history in 4th grade. According to **The Well Trained Mind**, 139, the classical curriculum does allow flexibility to study state history.

Environmental study, Project Learning Tree will be used to help provide lessons aligned with Common core Curriculum:

<https://www.plt.org/wp-content/uploads/pdf/Grade-Level-Index-for-PLT-PreK-8-Guide.pdf>

<https://www.plt.org/alignment-to-standards/national>

Correlations: <https://www.plt.org/alignment-to-standards/state/maryland>

Financial literacy standards:

The goal of the school would be to have students show an understanding of the financial literacy standards through having upper elementary and middle school students run their own farmers market stand with materials they either grew or made from natural resources.

The Maryland State Curriculum for Personal Financial Literacy Education Standards:

Grades 3-5 integrated with SS and environmental lessons.

Standard 1: Grade 3- Create a budget

Make informed, financially responsible decisions

Students will apply financial literacy reasoning in order to make informed, financially responsible decisions.

Notes:

When given a certain amount of money students will use math skills to create a budget.

Standard 2: Grade 4 and 5 Guidance Counselor Lessons

Relate careers, education, and income

Students will relate choices regarding their education and career paths to earning potential.

Notes: Guidance counselor will provide lessons on possible career paths and relate earning potential and plan to how to get that career (college? Additional training? CTC)

Standard 3: Grade 4

Plan and manage money

Students will develop skills to plan and manage money effectively by identifying financial goals and developing spending plans.

Create a farmers market stand. Using plants or items created with natural resources students will identify and create a realistic goal on what they can sell and keep a budget log of profit and expenses.

Standard 4:

Manage credit and debt Grade 5

Students will develop skills to make informed decisions about incurring debt and maintaining credit worthiness.

Students will create a farmers market stand and will make informed decisions about what they can spend based on their income. They will keep track of their debt and through tracking their debt they will be able to know what they will be able to buy on credit.

Standard 5:

Grade 4 and Grade 5

Create and build wealth

Students will develop skills to plan and achieve long-term goals related to saving and investing in order to build financial security and wealth.

Through creating their own farmers market stand students will create a savings account for their business in order to build wealth. Include how you use savings to invest into your business.

Standard 6: Grade 5

Manage risks and preserve wealth

Students will develop financial planning skills to minimize financial setbacks.

Students will keep a business log to manage their business to keep track of expenses and profit.

Students will give a business report to identify if their business was profitable or not. What could cause financial setbacks? Apply this idea to a farm-what unexpected things could happen that could cause a financial setback to a farmer's business or their own business.

The purpose of the Crosswalk is to show how the classical model of teaching will be used throughout the curriculum. In using the Classical Approach, all subject matter needs to be integrated with the History unit being taught. The crosswalk is an example of how a teacher could integrate all standards with the History standards being taught. Sabillasville Environmental School will be taking advantage of the beautiful environment that surrounds the school by also integrating the Environmental Literacy Standards with the History standards. The Classical approach will immerse students in content to help engage students in learning and in fact cause them to want to learn more. It allows students to enjoy learning.

[Standard Web of Integration Model](#)

A possible integration lesson between history and an environmental lesson from [Project Learning Tree](#)

Environmental Lesson Example for Fifth Grade:

History Standard:

History Standard:

Standard 3.0 Geography Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place (areas where minerals such as aluminum are located..

Environmental Standard:

Human Dependence on Earth Systems and Natural Resources. Environmentally literate students construct and apply understanding of how Earth's systems and natural resources support human existence.

Integration:

Tie in with how natural resources are being used in the new industries of the 20th century, such as aluminum and how these resources are used to support human existence. Include the role of culture, technology, and the environment in the location, distribution, and impact of human activities and demonstrate the significance of a location to the environment- include global activities, How countries are dependent on each other for existence. Where does aluminum come from globally? What happens when all the minerals have been mined?

Materials/Resources Needed:

Maps of countries where aluminum is mined

Aluminum cans

Visuals of products using aluminum

Student page 231, The making of an Aluminum Can

Anticipatory Set The teacher will review what is being learned in history and connect it to what will be learned in the environmental lesson.

Today in history class we learned about inventions made during the 20th century. We discussed how aluminum is used in transportation as well as how it was used to get astronauts into space.

The teacher will provide visuals to show ways that aluminum was discussed in History class.

The teacher will connect the information previously learned about aluminum to how aluminum is used today and the impact the use of aluminum has on our environment.

Objective/Purpose (For the student's benefit, explain what students will be able to do by the end of the lesson and why these objectives are important to accomplish.):

Today students will understand the impact of using aluminum and the importance of recycling aluminum.

Students will explain why aluminum is a non-renewable resource and the steps involved in recycling used aluminum into a new product. (Lots of energy is used in this process, as well as depleting natural resources-cheaper to recycle than make new product)

Input (What information is essential for the student to know before beginning and how will this skill be communicated to students?):

The teacher will use the background information provided in [Project Learning Tree](#), lesson 52, A Look at Aluminum, p. 228 to relay essential information to students. A link to the lesson is provided in the Fifth Grade Crosswalk to the Project Learning Tree Lesson.

Students will be provided information regarding why aluminum is a non-renewable source of energy.

[Types of natural resources](#)

[Aluminum information](#)

[Non Renewable mineral resources](#)

Model (If you will be demonstrating the skill or competence, how will this be done?):

Using a chart of The Making of an Aluminum Can the teacher will model how to observe the characteristics of aluminum and how aluminum is used to make new products.

Check for Understanding (Identify strategies to be used to determine if students have learned the objectives.):

Assessment opportunity:

1. List the positive and negative impact of the use of aluminum to the environment.
2. What are the advantages of recycling aluminum cans instead of creating new cans from bauxite?

Guided Practice (List activities which will be used to guide student practice and provide a time frame for completing this practice.):

Project Learning Tree lesson p. 228-231

Ideas for enhancing the lesson are also provided on p. 228-231 as well.

Closure (What method of review and evaluation will be used to complete the lesson?):

Students will discuss with their group why recycling aluminum is important to the environment and share with a class discussion.

Students will review standards and discuss how the Earth's systems support human existence (therefore, why we need to take care of the Earth and its natural resources).

Independent Practice (List homework/seatwork assignment to be given to students to ensure they have mastered the skill without teacher guidance.):

Create a visual representation on how an aluminum can is made. Bauxite-finished product.

Write a caption for your visual that explains the importance of recycling aluminum.

First Grade Sample of integration of units- Teachers will create concept maps for each culture

Through stories, myths, pictures, and artifacts, students learn about the places, leaders, and important events or advancements of five major ancient civilizations.

History and Environmental Science will be integrated in subject areas. Project Learning Tree will be the main source for the environmental science component and is aligned with Maryland's Environmental Literacy Standards.

	Ancient People-nomads	Ancient Mesopotamia	Ancient Greece	Ancient Rome	Ancient China	Ancient Egypt
History Standards	Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens,	Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and	Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the	Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and	Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and	Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and

	<p>engage in the political process, and contribute to society.</p> <p><i>Notes:</i> <i>Leading question:</i> How do individuals survive and how do they begin to contribute as a whole to society and how does this change their society over time?</p> <p>Standard 2.0: Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and</p>	<p>contribute to society.</p> <p><i>Notes:</i> <i>Leading question:</i> How do individuals survive and how do they begin to contribute as a whole to society and how does this change their society over time?</p> <p>Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and</p>	<p>political process, and contribute to society.</p> <p><i>Notes:</i> <i>Leading question:</i> How do individuals survive and how do they begin to contribute as a whole to society and how does this change their society over time?</p> <p>Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in</p>	<p>contribute to society.</p> <p><i>Notes:</i> <i>Leading question:</i> How do individuals survive and how do they begin to contribute as a whole to society and how does this change their society over time?</p> <p>Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and</p>	<p>contribute to society.</p> <p><i>Notes:</i> <i>Leading question:</i> How do individuals survive and how do they begin to contribute as a whole to society and how does this change their society over time?</p> <p>Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and</p>	<p>contribute to society.</p> <p><i>Notes:</i> <i>Leading question:</i> How do individuals survive and how do they begin to contribute as a whole to society and how does this change their society over time?</p> <p>Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple</p>
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	<p>grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience</p> <p>Notes: Create a Concept map to show each area for each civilization.</p> <p>Study of culture: Food, clothing, shelter, landforms Customs Artifacts climate/weather Environmental impact</p> <p>Standard 3.0 Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a</p>	<p>commonality of the human experience</p> <p>Notes: Create a Concept map to show each area for each civilization.</p> <p>Study of culture: Food, clothing, shelter, landforms Customs Artifacts climate/weather Environmental impact</p> <p>Standard 3.0 Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a</p>	<p>order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience</p> <p>Notes: Create a Concept map to show each area for each civilization.</p> <p>Study of culture: Food, clothing, shelter, landforms Customs Artifacts climate/weather Environmental impact</p> <p>Standard 3.0 Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a</p>	<p>acknowledge the diversity and commonality of the human experience</p> <p>Notes: Create a Concept map to show each area for each civilization.</p> <p>Study of culture: Food, clothing, shelter, landforms Customs Artifacts climate/weather Environmental impact</p> <p>Standard 3.0 Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a</p>	<p>acknowledge the diversity and commonality of the human experience</p> <p>Notes: Create a Concept map to show each area for each civilization.</p> <p>Study of culture: Food, clothing, shelter, landforms Customs Artifacts climate/weather Environmental impact</p> <p>Standard 3.0 Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a</p>	<p>narratives and acknowledge the diversity and commonality of the human experience</p> <p>Notes: Create a Concept map to show each area for each civilization.</p> <p>Study of culture: Food, clothing, shelter, landforms Customs Artifacts climate/weather Environmental impact</p> <p>Standard 3.0 Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a</p>
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	<p>technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p>Notes: Maps Vocabulary and maps of area/note important geographic areas and landforms/water ways</p> <p>Standard 4.0 Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, in order to</p>	<p>significance of place.</p> <p>Notes: Maps Vocabulary and maps of area/note important geographic areas and landforms/water ways</p> <p>Standard 4.0 Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens,</p>	<p>distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p>Notes Vocabulary and maps of area/note important geographic areas and landforms/water ways</p> <p>Standard 4.0 Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current</p>	<p>Notes: Vocabulary and maps of area/note important geographic areas and landforms/water ways</p> <p>Standard 4.0 Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the</p>	<p>to demonstrate a significance of place.</p> <p>Notes: Vocabulary and maps of area/note important geographic areas and landforms/water ways</p> <p>Standard 4.0 Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and</p>	<p>to demonstrate a significance of place.</p> <p>Notes: Vocabulary and maps of area/note important geographic areas and landforms/water ways</p> <p>Standard 4.0 Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens,</p>
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	<p>understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p>Notes: <i>Economic vocabulary</i></p> <p>Standard 5.0 Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other</p>	<p>consumers, and workers participating in local communities, the nation, and the world.</p> <p>Notes: <i>Economic vocabulary</i></p> <p>Standard 5.0 Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other</p>	<p>status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p>Notes: <i>Economic vocabulary</i></p> <p>Standard 5.0 Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically</p>	<p>nation, and the world.</p> <p>Notes: <i>Economic vocabulary</i></p> <p>Standard 5.0 Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and</p>	<p>workers participating in local communities, the nation, and the world.</p> <p>Notes: <i>Economic vocabulary</i></p> <p>Standard 5.0 Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms</p>	<p>consumers, and workers participating in local communities, the nation, and the world.</p> <p>Notes: <i>Economic vocabulary</i></p> <p>Standard 5.0 Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading,</p>
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	<p>literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action</p> <p>Notes: Compare to student's customs Artifacts</p>	<p>forms of communication to develop, defend, and critique arguments in order to take informed action</p> <p>Notes: Compare to student's customs artifacts</p>	<p>evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action</p> <p>notes: Compare to student's customs Artifacts</p>	<p>critique arguments in order to take informed action</p> <p>Notes: Compare to student's customs Artifacts</p>	<p>of communication to develop, defend, and critique arguments in order to take informed action</p> <p>Notes Compare to student's customs Artifacts</p>	<p>writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action</p> <p>Notes Compare to student's customs</p>
Science Standards and lessons from Fcps integrated	Growing plants/connect to types of plants grown	Comparing wildlife during ancient times to present day.	tie in with greece and use of Myths to name	Integrate with building structures used during this time	Sound-tie in with Ancient china bell-waves/	Build a tool that could be used for sound or light to

<p>into SS to have uniformity at each grade level to prepare school for MISA testing. According to classical way of teaching many parents prefer small units of each of the sciences each year, to help students remember concepts taught. Perhaps use a school wide retrieval method that can be carried from one year to another.</p>	<p>in ancient times/ farming practices 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.</p>	<p>1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.</p> <p>1-LS3-1 Make observations to construct an evidence based account that young plants and animals are like, but not exactly like, their parents.</p>	<p>constellations 1-ESS1-1. Use observations of the sun, moon, and stars to describe patterns that can be predicted.</p> <p>1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.</p>	<p>period. What happens when these materials were placed in path of a beam of light? 1-PS4-3. Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.</p>	<p>vibrations make sound 1-PS4-1. Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.</p> <p>1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p>	<p>travel that would be useful for this time period. 1-PS4-4. Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance.</p>
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Environmental Literacy standards with Project Learning Tree lessons	<p>Environmental Standard: Human Dependence on Earth Systems and Natural Resources. Environmentally literate students construct and apply understanding of how Earth's systems and natural resources support human existence. (How organisms interact with environment around them to survive)</p> <p>History Standard: Standard 2.0: Peoples of the Nations and World Students shall inquire about the people of the United States and the world</p>	<p>Environmental Standard: Human Dependence on Earth Systems and Natural Resources. Environmentally literate students construct and apply understanding of how Earth's systems and natural resources support human existence.</p> <p>Tie in with the geographic study of Mesopotamia and the importance of water to their environment</p> <p>History Standard: Standard 3.0 Students shall inquire about the role of culture, technology, and the environment in the location,</p>	<p>Environmental Standards: Consequences of Environmental Change on Human Health and Well-Being. Environmentally literate students construct and apply understanding of the consequences of human-induced environmental change on individual and collective health and well-being.</p> <p>History Standard: Standard 5.0 Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and</p>	<p>Environmental Standard: Environmental Impact of Human Activity. Environmentally literate students construct and apply understanding of the environmental impact of human activities on Earth's systems and resources. Connect with the environment and how it was used to help the development of Rome</p> <p>History Standard: Standard 3.0 Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using</p>	<p>Environmental Standard: Environmental Impact of Human Activity. Environmentally literate students construct and apply understanding of the environmental impact of human activities on Earth's systems and resources.</p> <p>Tie in with Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning</p>	<p>Environmental Standards: Individual and Collective Responses to Environmental Change. Environmentally literate students construct and apply understanding of individual, collective, and societal responses to human-induced environmental change.</p> <p>Standard 3.0 Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a</p>

	<p>using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human</p> <p>Tie in with history and how ancient nomads used their resources in order to survive and how interdependence found in their environment was needed in order to survive. Acknowledge the diversity amongst the ancient groups and their perspective</p> <p>Project learning Tree lesson: Trees as Habitats p.102</p>	<p>distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p>Project learning Tree lesson 41 How Plants Grow-tie in past and present How is water important today?</p>	<p>societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world</p> <p>Tie in with Greece and the building of towns along the Mediterranean Sea and the Black Sea-change over time</p> <p>Project Learning tree lesson 86 p. 375</p>	<p>geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p>Project Learning tree lesson 50, p. 217 Tie in with How to manage large areas of land in present times and compare to how Romans managed large areas of land-How they used and managed the mountain and water resources</p>	<p>in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p> <p>Project learning tree lesson: Sounds Around P. 26 Lesson has students experiment with sound waves-can tie in with history and what students learned in studying bells used in ancient china. Can connect sound waves and sound pollution and experiment with building sound buffers.</p>	<p>significance of place.</p> <p>Project learning Tree lesson 44 p. 188-focus on water cycle Tie in the water cycle with the irrigations systems farmers used in ancient Egypt and the need for an irrigation system in the desert</p>
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<p>Environmental connection/STEM or additional Extra ideas</p> <p>Social Studies standard 1 will be incorporated into the environment due to civic part of being good stewards of the environment and civic mindfulness of the environment.</p> <p>History Standard: Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p>	<p>Build a structure used for shelter in ancient times</p> <p>STEM ideas</p> <p>Use sugar cubes to build an Egyptian pyramid-tie in with Geometry</p> <p>How silk is made (how did other cultures use organisms for clothing? Example:wool-sheep Compare to how Plant based material is made-plant seeds of cotton/ flax</p> <p>Make a class model of Nile River-p. 9 in Story of the world book 1 How humans rely on natural resources- How did Ancient Egyptians rely on water for food-</p> <p>Environmental standards addressed through environmental program-Project Learning Tree(focus on seeds-plants-trees) which tie in with Historical sweep and science standards and(how civilizations cause pollutants)</p> <p>Environmental Standards through the use of Project Learning Tree will be used. Possible careers related to these fields will be introduced using available resource, such as Catoctin Mountain Park, Cunningham Falls State Park-Forestry/Park Ranger</p> <p>History standards will also be integrated with the environmental units. Using How do we affect the environment as a leading question, involve students to become more informed and responsible citizens. History Standard: Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p>					

<p>Reading</p> <p>Reading standards would continue to be incorporated into reading instruction.</p> <p>RL standards</p> <p>RI standards</p> <p>Environmental and Social Studies library will be made available</p>	<p>FCPS seed lessons could be followed, however mentor selections used would primarily be connected to SS and Environmental theme of the school.</p> <p>Environmental literacy libraries will be created and used as well as Social Studies libraries will be used. Both will be a source used for integrating subject areas.</p> <p>Various ancient myths will be integrated from various cultures connected to the Historical sweep students are studying, such as: Greek-Hercules, Poseidon, Pandora, Roman- Romulus and Remus, Mars, Jupiter,</p> <p>Myths from the various historical time periods will be used to Integrate with RL standards.</p> <p>Other fiction and nonfiction books pertaining to the time period will also be used. Ancient civilization books: Ex. fiction and nonfiction book lists. These books will address the fiction and nonfiction ELA standards. Listening and speaking skills will be integrated with reading as well.</p> <p>Science and Environmental books will also be used and integrated into the reading block. Using a connection between the environment and the History being studies.</p>

<p>Writing- Language skills will be incorporated within the writing instructions Social Studies standard 6.0- Writing about history will be integrated.</p>	<p>Students will write about what they are learning in the integrated areas of Writing, Social Studies and Environmental science. Writing about reading will also be used by teachers and students. Writing focus will be on the Grammar stage, which focuses on grammar and language.</p> <p>Integrated Social Studies Standard: Standard 6.0 Skills and Processes Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.</p>
<p>Word Study</p>	<p>Foundation skills will be taught in the word study block. Word study will incorporate vocabulary from SS, Science/environmental and other important first grade words for a real life application of the foundational skills For example, using vocabulary from content areas students will learn about types of syllables.</p>
<p>Math</p> <p>Environmental connection-use materials from Great Frederick Fair for math concepts</p>	<p>Math will integrate History science and environmental standards. For example circles, half circles and partitioning into fourths and quarters will be integrated with space/moon studyand the study of Greece/mythology.. Time will be integrated with study of shadows.</p> <p>Singapore Dimensions math</p>
<p>Music: Apply music standards to music of time period being studied.</p>	<p>Apply music standards to music of the time period being studied. Sound vibrations-Chinese bells/musical instruments</p>

Art	<p>Apply music standards to music of the time period being studied.</p> <p>History of cave drawings</p> <p>Clay projects</p> <p>Create Natural paints and Dyes from materials in nature. (mudshale)</p>
PE: Apply PE standards to games of that time period	<p>Apply PE standards to PE type activities of time period being studied.</p>
Special Days/Holidays	<p>Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p> <p>*Martin Luther King Jr./President's Day</p> <p>Constitution Day</p>

Second Grade

Possible Resources:

https://www.ducksters.com/history/middle_ages_timeline.php

<https://medievaleurope.mrdonn.org/lessonplans.html>

<https://kids.britannica.com/kids/article/Middle-Ages/353464>

Timeline for Middle Ages

	Overview Timeline End of Roman Empire- review map from First Grade	Nations Anglo-Saxons Byzantine Empire The Franks Kievan Rus Vikings for kids China	Knights and Castles Becoming a Knight Castles History of Knights Knight's Armor Knight's coat of arms Tournaments, Jousts, and Chivalry	Culture/Daily Life Kings life compared to farmers life Daily Life in the Middle Ages Middle Ages Art and Literature Feudal system guild/craftsman Monasteries Customs: The Catholic Church and Cathedrals Entertainment and Music The King's Court	Major Events The Black Death The Crusades Hundred Years War Magna Carta Norman Conquest of 1066 Reconquista of Spain Wars of the Roses	People Alfred the Great Charlemagne Genghis Khan Joan of Arc Justinian I Marco Polo Saint Francis of Assisi William the Conqueror Famous Queens/kings St. Nich
History Standards		Standard 3.0 Geography	Standard 1.0	Standard 1.0 Civics	Standard 5.0	Standard 2.0 Peoples of the

	<p>Standard 3.0 Geography Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p>Notes: <i>Describe relationship between settlement and physical Geography</i></p> <p><i>How humans have modified their environment</i></p> <p><i>Compare perspective of</i></p>	<p>Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p>Notes: <i>Using maps students will recognize how these areas are unique by locating on a map and show an understanding of key physical features and human-made features. Students can use this idea to compare to maps of Maryland. Students can</i></p>	<p>Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society</p> <p>Notes: Who are the leaders?</p> <p>Compare to today where we vote for leaders</p> <p>Compare ruling group to how laws are made</p>	<p>Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p> <p>Notes: Discuss equality and equity definitions compare to past and present Introduce the common good - goals for freedom Recognize that some people are not treated fairly</p>	<p>Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world</p> <p>Notes: <i>create a timeline of key events</i></p> <p><i>Analyze events from the past/ point of view of people living at the time and compare to now- How have these events influenced us today?</i> <i>Use multiple perspectives</i></p>	<p>Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience</p> <p>Notes: <i>Study and discuss accomplishments and how the affected people with different perspectives</i></p> <p>Standard 5.0 Students shall inquire about significant events, ideas,</p>
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	<p><i>various people toward natural environment</i></p> <p><i>Positive and negative impacts of human- caused change to the physical environment</i></p>	<p><i>describe these areas by using technology such as google earth.</i></p> <p><i>Identify continents And other geographical features</i></p> <p><i>Discuss relative distance to each other, use cardinal directions</i></p> <p>Standard 5.0 Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their</p>	<p>today Is this a democratic gov.t?</p> <p>Standard 4.0 Economics Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p>Notes: <i>How do kings</i></p>	<p>Standard 4.0 Economics Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p>Notes: How do individuals and groups produce goods and services? Producers and</p>	<p><i>Use photos and texte to determine how life is similar and different today to past</i></p>	<p>beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.</p> <p>Notes: <i>Make connections and analyze how individuals have changed over time. Make connections from past to present</i></p>
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		<p>communities, Maryland, the United States, and the world.</p> <p>Notes: Culture Compare to today's culture What were symbols of this group of people (family crests compared to US and Md symbols</p>	<p><i>get their money-discuss taxes-How do they use this to address the wants and needs of their community that come under their reign/ compare to today</i></p> <p>5.0 History Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.</p> <p>Notes: Culture</p>	<p>consumers/ natural, capital and human resources of the time period</p> <p>How have goods and services changed over time</p> <p>How has technology and transportation changed over time Incorporate vocab.: goods and services Scarcity, How did people purchase goods? Opportunity</p>		
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			Compare to today's culture What were symbols of this group of people (family crests compared to US and Md symbols			
Science Standards and lessons from Fcps integrated into SS to have uniformity at each grade level to prepare school for MISA testing. According to classical way of teaching many parents prefer small units of each of the sciences each year, to help students remember concepts taught. Perhaps use a school wide retrieval method	Natural disasters during the Middle Ages Natural disasters Ten Natural Disasters that struck the Medieval World 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. 2-ESS2-1.	Importance of where people settled. Why would preventing or slowing wind or water from changing the shape of land contribute to where people/nations settled? Why is the water source so important-include erosion/weathering. Connect moats with water 2-ESS2-1. Compare	Importance of different types of materials used during this time period. Use materials from castles and peasants would use. 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. 2-PS1-2. Analyze data obtained from testing	Tie in with farming/planting practices during this time in history. What plants did they use compared to what plants we use today. 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.	Compare animals from middle ages to animals in our area today. Make connections with how seeds are dispersed now to then. What is pollination? Use plants similar to middle ages, how did pollination occur-what animals are needed for pollination and why is it important	What is diversity and why is it needed? What did this look like in the middle ages compared to today? 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

that can be carried from one year to another.	<p>Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*</p> <p>2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.</p>	multiple solutions designed to slow or prevent wind or water from changing the shape of the land.*	<p>different materials to determine which materials have the properties that are best suited for an intended purpose.* 2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. 2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. Use food, plant Or other materials of the time period.</p>		<p>(Bees)? 2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*</p>	
Environmental	Environmental	Environmental	Environmental	Environmental	Environmental	Environmental

Standards Project Learning Tree	<p>Standard: Environmental Issue Investigation & Action. Environmentally literate students investigate environmental issues in order to develop and implement local actions that protect, sustain or restore the natural environment. Tie in with History Standard 3.0 Geography Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of</p>	<p>Standard: Human Dependence on Earth Systems and Natural Resources. Environmentally literate students construct and apply understanding of how Earth's systems and natural resources support human existence. Tie in with History standard 3.0 Geography Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place. Using physical features and the</p>	<p>Standard Human Dependence on Earth Systems and Natural Resources. Environmentally literate students construct and apply understanding of how Earth's systems and natural resources support human existence. Tie in with the history standard Tie in with how groups of people from the past used natural to support their existence and how people today use natural resources to support their existence. Ex. How do we use natural resources in our homes? What natural resources were used to build castles and peasant homes?</p>	<p>standard: Consequences of Environmental Change on Human Health and Well-Being. Environmentally literate students construct and apply understanding of the consequences of human-induced environmental change on individual and collective health and well-being. History Standard: Standard 4.0 Economics Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and</p>	<p>Standard: Environmental Impact of Human Activity. Environmentally literate students construct and apply understanding of the environmental impact of human activities on Earth's systems and resources. History Standard: 5.0 5.0 History Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States,</p>	<p>Standards: Environmental Issue Investigation and Action. Environmentally literate students investigate environmental issues in order to develop and implement local actions that protect, sustain, or restore the natural environment. Tie in with the famous people from history study and research environmental issues and compare to today's environmental issues and develop a plan to restore or protect the natural environment affected. Tie in with History Standard 2.0 Peoples of the Nations and World Students</p>
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	<p>place. Geography-How the natural environment changes</p> <p>Project learning tree lesson 81 p. 350 Compare how landforms changed in the past to how landforms change in the future</p>	<p>effects of wind and water on that land feature Wind and water erosion change land shapes and influences why groups of people settle where they do to make communities. Project learning tree:</p>	<p>Tie in with How societies have changed over time 5.0 History Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.</p> <p>Project Learning Tree Lesson 13, p.65 Natural resources/ Renewable Resources</p>	<p>processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p>Tie in with farming practices of kings, farmers, Monasteries and how those practices have changed over time and effected in a positive way in the collective health of a community. Also tie in with the discussion of vocab. (consumers/worker s/ goods and services) Compare these concepts past and present: Tie with Financial Literacy Standards of 1) Make Informed, Financially Responsible</p>	<p>and the world. how societies change over time</p> <p>Project Learning Tree Lesson 76 p. 327 Tree cookies or Lesson 10 Charting diversity p. 51 Tie in with how major events cause change over time and in the environment there are also changes over time: tie in with how events over time also happen in nature with plants and animals-causing adaptations And correlate how the growth of trees to events in history</p>	<p>shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience Tie in people of the world and recognizing different narrative and uses of the environment Compare narratives of people today to people in the past-Explorers view /Kings view compared to famous people of present times- John Muir (ex.) Project</p>
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				<p>Decisions; (2) Relate Careers, Education and Income (Compare financially responsible decisions of this time period decisions made today/ Compare related farming careers of that time period to farming related careers of today.Ex- Transportation -How did farmers of the past transport their goods to how farming goods are transported today.</p> <p>Project Learning Tree: Soil Stories Lesson 70, p 297 Tie in with how soil types affect farming and what farmers do to make sure their soil is healthy</p>		<p>Learning Tree Lesson 91. P. 396-400 Extension- learn about the trees and plants that environmentalist s of present times have studied.</p>
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Environmental Standards-	<p>Environmental standards addressed through environmental program-Project Learning Tree which will tie in with Historical sweep and science standards.</p> <p>The classical science sweep of Earth and Space science will be integrated with the environmental standards at the grade level. (How the seasons effect the environment- Rotation/revolution of the earth)</p> <p>History standards will also be integrated with the environmental units. Using How do we effect the environment as a leading question, involve students to become more informed and responsible citizens.</p> <p>Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p>
Reading	<p>FCPS seed lessons could be followed, however book selections used would primarily be connected to SS and Environmental themes of the school.</p> <p>Environmental literacy library will be created and used as well as the Social Studies library. Both will be a source used for integrating subject areas.</p> <p>Reading genre focus: Various Fairy tales such as Robin Hood, King Arthur, Grim brothers fairy tales that fit with the Medieval time period.</p> <p>Other fiction and nonfiction books pertaining to the time period will also be used. Possible books: 12 exciting books, Best Children's books, Books for Young Readers: The Middle Ages and Renaissance. These books will be used to address the fiction and nonfiction ELA standards and Listening and speaking skills will be</p>

	<p>integrated with reading as well. Students will read about notable people of the time.</p> <p>Science and Environmental books will also be used and integrated into the reading block. Using a connection between the environment and the History being studied.</p> <p>Integrated SS standard through ELA connections Standard 6.0 Skills and Processes Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.</p>
<p>Writing- Language skills will be incorporated within the writing instructions</p> <p>Social Studies standard 6.0- Writing about history will be integrated.</p>	<p>Students will write about what they are learning in the integrated areas of Writing, Social Studies and Environmental science. Writing about reading will also be used by teachers and students. Writing focus will be on the Grammar stage, which focuses on grammar and language.</p> <p>Research ST. Nich and then holidays around the world.</p> <p>Researching notable people of the time.</p>
<p>Word Study</p>	<p>Foundation skills will be taught in the word study block. Word study will incorporate vocabulary from SS, Science/environmental and other important Second grade words for a real life application of the foundational skills For example, using vocabulary from content areas students will learn about types of syllables.</p>

<p>Math Singapore Dimensions math</p> <p>Environmental connection-use materials from Great Frederick Fair for math concepts</p>	<p>Math will be integrated, for example shapes on a castle will incorporate Geometry/planting seeds with number concepts</p>
<p>Music: Apply music standards to music of time period being studied.</p>	<p>Primitive music Chanting Beginning of rhythm Compare music of time period to present</p>
<p>Art</p>	<p>The different types of art included painting, sculpture, metal work, engraving, stained glass windows, and manuscripts.</p>
<p>PE: Apply PE standards to games of that time period</p>	<p>Apply PE standards to PE type activities of time period being studied. Archery</p>
<p>Special Days/Holidays</p>	<p>Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p> <p>*Martin Luther King Jr./President's Day Constitution Day</p>

	What are some regulations that effect the apple orchard? *Guest speaker-Soil conservation of Frederick County
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Third Grade: Renaissance/ Early Modern times

	Renaissance Culture and People Overview Timeline How did the Renaissance start? Medici Family Italian City-states Age of Exploration Elizabethan Era Ottoman Empire Reformation Northern Renaissance Glossary	Culture Daily Life Renaissance Art Architecture Food Clothing and Fashion Music and Dance	Renaissance/ Science/ Inventions Astronomy	Explorers: New trading routes Mariners museum	Age of exploration: New settlements- Ex.Jamestown Countries and their impact on colonies Indeginous groups
Social Studies Standards	Standard 3.0 Geography Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place. Notes: *Map work will be incorporated into all units. using maps become familiar with appropriate geography/ landform terms such as Mountains Rivers Deserts etc.. Standard 4.0 Economics Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development	Standard 5.0 History Students shall inquire about significant events, ideas, beliefs, and themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world. Notes: How have groups changed over time? Standard 4.0 Economics Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens,	Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience. Notes: Impact on inventions and multiple narratives of the impact Standard 5.0 History Students shall inquire about significant events, ideas, beliefs, and	Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience. Notes: Impact of explorers Standard 4.0 Economics Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the	Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society. Notes: Settlements (and origin) and their influence on colony and on Indiginous groups-Writing research? Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach

	<p>and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p>Notes: What were the economic impact of these groups on their citizens?</p>	<p>consumers, and workers participating in local communities, the nation, and the world.</p> <p>Notes: Tie in with culture and their development</p>	<p>themes to identify patterns and trends and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.</p> <p>Notes: How inventions/science discoveries caused societies to change over time</p>	<p>historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p>Notes: Tie in with explorers</p> <p>Standard 6.0 Skills and Processes Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.</p> <p>Notes: Research explorers</p>	<p>in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.</p> <p>Notes: Discuss multiple narratives of people living in and effected by the settlement-Indigenous groups-possibly integrate with writing research</p> <p>Standard 6.0 Skills and Processes Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.</p> <p>Notes: Research people and settlements and their importance and effect on people</p> <p>Standard 3.0 Geography Students shall inquire about the role of culture, technology, and the environment in the location, distribution,</p>
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					<p>and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place. *Map work will be incorporated into all units.</p> <p>using maps (story of the world) Become familiar with appropriate geography/ landform terms such as Mountains Rivers Deserts etc..</p>
<p>Science Standards and lesson from Fcps integrated into SS to have uniformity at each grade level to prepare school for MISA testing.</p> <p>According to classical way of teaching many parents prefer small units of each of the sciences each year, to help students remember concepts taught.</p> <p>Perhaps use a school wide retrieval method that can be carried from one year to another.</p>	<p>Compare groups of animals at this time to present times. Discuss animals different areas LS2D: Social Interactions and Group Behavior Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size . Performance Expectation: 3-LS2-1 Construct an argument that some animals form groups that help members survive.</p>	<p>How the world is changing at this time and how theses changes effect the environment LS2.C: Ecosystem Dynamics, Functioning, and Resilience - When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (secondary) LS4.D: Biodiversity and</p>	<p>Tie in with science inventions of the time PS2.A Forces and Motion - Each force acts on one particular object and has both strength and direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary:</p>	<p>How weather and climate effect explorers. Compare weather and climate of country of explorer to settlement. Disciplinary Core Idea: ESS2.D: Weather and Climate Notes Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. Performance Expectations for 3-ESS2-1</p>	<p>What animals live in new settlements that are similar to country people came from-do they have a common ancestor? Plate Tectonics</p> <p>LS4.A: Evidence of Common Ancestry and Diversity Some kinds of plants and animals that once lived on Earth are no longer found anywhere. Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their</p>

	<p>Apply these life science skills to those plants and animals found in new world settlements</p> <p><u>LS1.B: Growth and Development of Organisms</u> - Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles.</p> <p>Performance Expectation: <u>3-LS1-1</u> Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, and death. <u>Clarification Statement:</u> Changes organisms go through during their life form a pattern. <u>Assessment Boundary:</u> Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.</p>	<p>Humans - Populations live in a variety of habitats, and change in those habitats affect the organisms living there.</p> <p>Performance Expectation: <u>3-LS4-4</u> Make a claim about the merit of a solution to a problem caused when the environment changes and the type of plants and animals that live there may change. <u>LS3.A: Inheritance of Traits</u> - Many characteristics of organisms are inherited from their parents. <u>LS3.B: Variation of Traits</u> - Different organisms vary in how they look and function because they have different inherited information <u>LS3.A: Inheritance of Traits</u> - Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. <u>LS3.B: Variation of</u></p>	<p>Qualitative and conceptual, but not quantitative addition of forces are used at this level.) <u>PS2.B: Types of Interactions</u> - Objects in contact exert forces on each other.</p> <p>Performance Expectation: <u>3-PS2-1</u>: Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.</p> <p><u>PS2.A Forces and Motion</u> The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. Performance Expectation: <u>3-PS-2</u></p>	<p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Disciplinary Core Idea: <u>ESS2.D: Weather and Climate</u> Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years.</p> <p>Performance Expectation for <u>3-ESS2-2</u> Obtain and combine information to describe climates in different regions of the world.</p> <p>Connect with how weather and climate affects new settlements Compare climate of original country to new settlement</p>	<p>environments.</p> <p>Disciplinary Core Ideas: <u>LS4.B: Natural Selection</u> Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing.</p> <p>Performance Expectation: <u>3-LS4-2</u> Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.</p> <p>Disciplinary Core Ideas: <u>LS4.C: Adaptation</u> For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.</p> <p>Performance Expectation: <u>3-LS4-3</u> Construct an argument with evidence that in a particular habitat some</p>
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		<p>Traits - The environment also affects the traits that an organism develops.</p>	<p>Make observations and or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.</p> <p><u>PS2.B: Types of Interactions</u> - Electric, and magnetic forces between a pair of objects do not require the objects in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other.</p> <p>Performance Expectation: <u>3-PS2-3.</u></p> <p>Ask questions to determine cause and effect relationships of electric or magnetic interactions between two</p>		<p>organisms can survive well, some survive less well, and some cannot survive at all.</p>
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			objects not in contact with each other.		
Environmental Standards-Project Learning Tree	<p>Environmental Standard:</p> <p>Environmental Impact of Human Activity. Environmentally literate students construct and apply understanding of the environmental impact of human activities on Earth's systems and resources. Connect with the role of people (History standard 3.0) and the decision to settle in a specific area</p> <p>History Standard: Standard 3.0 Geography Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p>Tie in with the environment lesson of why people settle in a</p>	<p>Environmental Standard:</p> <p>Human Dependence on Earth Systems and Natural Resources. Environmentally literate students construct and apply understanding of how Earth's systems and natural resources support human existence.</p> <p>History Standard:</p> <p>Standard 4.0 Economics Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p>Tie in with culture and their development Of food sources and how they have changed over time to produce food for</p>	<p>Environmental Standard:</p> <p>Environmental Impact of Human Activity. Environmentally literate students construct and apply understanding of the environmental impact of human activities on Earth's systems and resources. Tie in with how the use of renewable and nonrenewable energy resources impact the Earth.</p> <p>History Standard</p> <p>Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to</p>	<p>Environmental Standard:</p> <p>Consequences of Environmental Change on Human Health and Well-Being. Environmentally literate students construct and apply understanding of the consequences of human-induced environmental change on individual and collective health and well-being.</p> <p>History Standard</p> <p>Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and</p>	<p>Environmental Standard:</p> <p>Consequences of Environmental Change on Human Health and Well-Being. Environmentally literate students construct and apply understanding of the consequences of human-induced environmental change on individual and collective health and well-being.</p> <p>History Standard: Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p>

	<p>particular area due to availability of animals and plants and other natural resources.</p> <p>Project Learning Tree Lesson 88, p. 382 Tie in with how the decision to settle in a particular place can also lead to extinction of certain organisms and how this can also lead to development of conservation practices.</p>	<p>people. How is food grown in the past and compare to present</p> <p>Project Learning Tree Lesson: Lesson 86 P. 375 interconnectedness of natural and human built parts of the ecosystem- How this concept is used to support existence. Also tie in with how economic decisions can be used to market new plant varieties- How do scientists create new varieties? Include economic vocabulary from History standard.</p>	<p>recognize multiple narratives and acknowledge the diversity and commonality of the human experience</p> <p>Project Learning Lesson 39, p. 167 . Tie in with the impact of the discovery of energy sources(electricity as well as other sources) including renewable and nonrenewable. Tie in with the Impact on inventions and multiple narratives of the impact</p>	<p>acknowledge the diversity and commonality of the human experience.</p> <p>Project Learning Tree Lesson 9, p. 45 Tie in with the commonality diversity of human experiences when exploring new areas of the "New World" What diversity in organisms would they see when they explore different areas? What would be the viewpoint of different explorers from different lands at the diversity of organisms they found? What would be both the positive and negative impact of any human induced environmental impact of these explorers?</p>	<p>Project Learning Tree Lesson 12, p.59 Connect with how people from different countries are settling in America and when they bring their plants and herbs, some may be invasive to their new environment. Tie in with being an informed citizen (S.S. standard)engaging in the political process and contributing to society. Students learn about invasive species of organisms and how it is their responsibility to contribute to the environment by knowing the harm invasive plants can cause the environment.</p>
<p>Reading</p> <p>Reading standards would continue to be incorporated into reading instruction.</p>	<p>FCPS seed lessons could be followed, however book selections used would primarily be connected to SS and Environmental theme of the school. Environmental literacy library will be created and used as well as Social Studies library will be used. Both will be a source used for integrating subject areas.</p>				

<p>Environmental and Social Studies library will be made available</p>	<p>Possible reading selections to integrate with Historical Sweep. Click here Folk tales Tall tales</p> <p>These books will address the fiction and nonfiction ELA standards. Listening and speaking skills will be integrated with reading as well.</p> <p>Science and Environmental books will also be used and integrated into the reading block. Using a connection between the environment and the History being studied.</p> <p>Renaissance Activities/Books</p>
<p>Writing- Language skills will be incorporated within the writing instructions Social Studies standard 6.0-Writing about history will be integrated.</p>	<p>Students will write about what they are learning in the integrated areas of Writing, Social Studies and Environmental science. Writing about reading will also be used by teachers and students. Writing focus will be on the Grammar stage, which focuses on grammar and language.</p> <p>Renaissance People to research: Christopher Columbus, Galileo Johannes Gutenberg, Henry VIII, Michelangelo, Queen Elizabeth I Raphael William Shakespeare, Leonardo da Vinci Research early explorers</p>
<p>Word Study</p>	<p>Foundation skills will be taught in the word study block. Word study will incorporate vocabulary from SS, Science/environmental and other important first grade words for a real life application of the foundational skills For example, using vocabulary from content areas students will learn about types of syllables.</p>
<p>Math</p> <p>Environmental connection-use materials from Great Frederick Fair for math concepts</p>	<p>History and environment will be incorporated into math. For example, students could measure the height of plants/use arrays to plant their own garden (tie in with planning a settlement)/How many miles explorers traveled.</p> <p>Singapore Dimensions math</p>

Music:	Apply music standards to music of time period being studied. Area of discovery for music
Art	Apply music standards to music of the time period being studied. Great artists and their works perspective
PE:	Apply PE standards to PE type activities of the time period being studied.
Special Days/Holidays	Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society. *Martin Luther King Jr./President's Day Constitution Day

Fourth Grade:

Early Modern times European history and its colonies

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	Md colony/History/ Calvert family etc... include Indigenous groups	MD in the American Revolution Md statehood government	Md Events Historical timeline 1776-1850 How MD has changed and developed	Modern Md	Local Frederick County and Sabillasville history
Social Studies Standards will be integrated and used to compare with culture they are learning about.	<div> <i>Will use the current 4th grade MD history curriculum as the classical curriculum does allow for the option of studying state history.</i> </div>				Using Resources such from Frederick County Library and other texts such as: <u>Frederick County German Heritage</u> by Margaret Denton Frederick County Library Resources Local articles from The Banner Newspaper Teacher resource
Science Standards and lessons from Fcps integrated into SS to have uniformity at each grade level to prepare school for MISA testing. According to the classical way of teaching many parents prefer small	Focus on plants Compare to plants of the 1700's used in Europe and compare to plants used/popular in MD 4-LS1.A Structure and Function	Focus on Animals Compare to animals of the 1700's used in Europe and compare to plants used/popular in MD What would a British soldier see	<u>4-PS3-1</u> : Use evidence to construct an explanation relating the speed of an object to the energy of that object.	How we impact the environment today (modern MD) Tie in energy sources use today. <u>4-ESS3-1</u> : Obtain and combine information to describe that energy and	Tie in with Frederick County studies with rocks and minerals found locally. What is the impact of weathering and erosion locally and Frederick County <u>4-ESS1-1</u> : Identify evidence from patterns in rock formations and fossils in rock layers to

<p>units of each of the sciences each year, to help students remember concepts taught. Perhaps use a school wide retrieval method that can be carried from one year to another.</p>	<p>Plants and animals both have <u>internal and external structures</u> that serve various functions in <u>survival, growth, behavior, and reproduction.</u></p> <p>4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</p>	<p>in MD that would be similar/different than what he would see at home/</p> <p>4-LS1.A Structure and Function Plants and animals both have <u>internal and external structures</u> that serve various functions in <u>survival, growth, behavior, and reproduction.</u></p> <p>4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</p> <p>4-LS1-2: Use a model to describe that animals receive different types of information through their</p>	<p>Use different materials that would have been studied during the MD timeline.</p> <p>4-PS3-2: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p> <p>4-PS3-3: Ask questions and predict outcomes about the changes in energy that occur when objects collide.</p> <p>4-PS3-4: Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p>4-PS4-1: Develop a model of waves to</p>	<p>fuels are derived from natural resources and their uses affect the environment.</p> <p>4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p> <p>How we impact the environment today (modern MD) Tie in energy sources use today.</p>	<p>support an explanation for changes in a landscape over time.</p> <p>4-ESS2-1: Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.</p> <p>4-ESS2-2: Analyze and interpret data from maps to describe patterns of Earth's features.</p> <p>Tie in with Frederick County studies with rocks and minerals found locally. What is the impact of weathering and erosion locally and Frederick County</p>
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		<p>senses, process the information in their brain, and respond to the information in different ways.</p> <p>Focus on Animals Compare to animals of the 1700's used in Europe and compare to plants used/popular in MD What would a British soldier see in MD that would be similar/different than what he would see at home/</p>	<p>describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.</p> <p><u>4-PS4-2:</u> Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.</p> <p><u>4-PS4-3:</u> Generate and compare multiple solutions that use patterns to transfer information. Use different materials that would have been studied during the MD timeline.</p>		
Environmental Standards Project Learning Tree	Environmental Standard: Human Dependence on Earth Systems and Natural	Environmental Standard: Environmental Issue Investigation and Action. Environmentally	Environmental Standard: Environmental Impact of Human Activity. Environmentally	Environmental Standard: Human Dependence on Earth Systems and Natural Resources. Environmentally literate	Environmental Standard: Consequences of Environmental Change on Human Health and Well-Being. Environmentally literate students construct and apply

	<p>Resources. Environmentally literate students construct and apply understanding of how Earth's systems and natural resources support human existence.</p> <p>Tie in Environment standard of natural resources supporting human existence with SS standard of reasons why people move to or around Maryland.</p> <p>History Standard SS.400.30.03.a.1 Identify reasons for the movement of people to, from, and within Maryland and the United States</p> <p>Project Learning Tree Lesson 11,p. 54</p>	<p>literate students investigate environmental issues in order to develop and implement local actions that protect, sustain, or restore the natural environment.</p> <p>History Standard SS.400.10.01.b Analyze the documents and democratic ideas that developed in the Maryland Colony.</p> <p>Tie in Laws with environmental issues-past and present and Maryland conservation laws -Tie in with how Conservation laws are based on democratic ideas</p> <p>Project</p>	<p>literate students construct and apply understanding of the environmental impact of human activities on Earth's systems and resources.</p> <p>SS.400.30.03.a.1 Identify reasons for the movement of people to, from, and within Maryland and the United States.</p> <p>SS.400.30.01.a.4 Identify regions of Maryland by their geographic characteristics: Appalachian, Piedmont Plateau, and Atlantic Coastal Plain.</p> <p>Project Learning Tree Lesson 23, p. 105 Connect with</p>	<p>students construct and apply understanding of how Earth's systems and natural resources support human existence.</p> <p>SS.400.30.02.a.4 Explain how geographic characteristics (weather, climate, soil, vegetation, minerals, and animal life) affect how people live and work, and the population distribution of a place or region.</p> <p>SS.400.30.02.a.1 Compare geographic characteristics of different Maryland communities and regions.</p> <p>Tie in with how different regions in MD and their regions and how they are used in the past and today</p> <p>Project learning Tree Lesson 17, p. 82 Connect the groups of people in the lesson who would move based on food supply to SS standard, how</p>	<p>understanding of the consequences of human-induced environmental change on individual and collective health and well-being.</p> <p>SS.400.30.02.a.4 Explain how geographic characteristics (weather, climate, soil, vegetation, minerals, and animal life) affect how people live and work, and the population distribution of a place or region.</p> <p>SS.400.30.02.a.1 Compare geographic characteristics of different Maryland communities and regions.</p> <p>SS.400.30.01.a.4 Identify regions of Maryland by their geographic characteristics: Appalachian, Piedmont Plateau, and Atlantic Coastal Plain.</p> <p>Project Learning Tree Lesson 75, p. 320 Tie in current farming practices to past practices and how they have improved and positive and negative</p>
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	<p>Tie in with what organisms people move to Md for and how they are used for existence and how organisms are dependent on each other for existence</p>	<p>Learning Tree Lesson 96, p.418 Improve your place</p>	<p>how the different regions of MD choose these areas to live/habitat and what is their effect on Earth's systems? Connect a region or geographic characteristic as a reason to live there. Connect with habitats of the area and how humans effect the habitats in these locations.</p>	<p>geographical characteristics effect the population of different areas and how this population used natural resources to support their existence.</p>	<p>consequences for human induced changes to the environment</p>
	<p>Maryland book list:surly, instillery, Bookroo</p> <p>Environmental lessons from Project learning tree will be focussed on Physics, which is the traditional classical science taught at fourth grade. In the 1800's experiments with magnets and currents/electricity. How did these discoveries help Maryland overtime.</p> <p>Environmental standards addressed through environmental program-Project Learning Tree which tie in with Historical sweep and science standards. The classical program emphasis on physics will be integrated into social studies. History standards will also be integrated with the environmental units. Using How do we effect the environment as a leading question, involve students to become more informed and responsible citizens.</p>				

	<p>Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p>
<p>ELA standards.</p> <p>Reading standards would continue to be incorporated into reading instruction.</p>	<p>FCPS seed lessons could be followed, however book selections used would primarily be connected to SS and Environmental theme of the school.</p> <p>Environmental literacy library will be created and used as well as Social Studies library will be used. Both will be a source used for integrating subject areas.</p> <p>Include writing on Indigenous groups living in colony at the time</p> <p>Possible reading selections to integrate with Historical Sweep: Maryland book list: surly, instillery, Bookroo</p> <p>These books will address the fiction and nonfiction ELA standards. Listening and speaking skills will be integrated with reading as well.</p> <p>Science and Environmental books will also be used and integrated into the reading block. Using a connection between the environment and the History studies.</p> <p>Social Studies standard 6.0-Writing about history will be integrated.</p>
<p>Writing- Language skills will be incorporated within the writing instructions</p>	<p>Students will write about what they are learning in the integrated areas of Writing, Social Studies and Environmental science. Writing about reading will also be used by teachers and students. Writing focus will be on the Grammar stage, which focuses on grammar and language.</p>

	Research famous Marylanders.
Word Study	Foundation skills will be taught in the word study or writing block. Word study will incorporate vocabulary from SS, Science/environmental and other important first grade words for a real life application of the foundational skills For example, using vocabulary from content areas students will learn about types of syllables.
Math Singapore Dimensions math Environmental connection-use materials from Great Frederick Fair for math concepts	Math will integrate Social Studies/ Science/Environmental standards. While studying modern MD and local history of farming decimals and money could be integrated. Money with the farming industry. Decimals with the weight of animals and feed.
Music: Apply music standards to music of time period being studied.	Apply music standards to music of time period being studied. Famous musicians
Art	Apply music standards to music of the time period being studied. Famous Artists
PE: Apply PE standards to games of that time period	Apply PE standards to PE type activities of the time period being studied.
Special Days/Holidays	Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society. *Martin Luther King Jr./President's Day Constitution Day

Fifth Grade: Modern World

	Revolutionary War	U.S. Government	Civil War	Twentieth Century	Twenty-First Century
Social Studies Standards	<p>Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p> <p>Notes: Who has authority in the colonies? Great Britain or the colonist?</p> <p>Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience</p> <p>Notes: Tie in with experience of multiple narratives from a</p>	<p>Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society</p> <p>Notes: Articles of Confederation Vs. The U.S. Constitution</p> <p>Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded,</p>	<p>Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience</p> <p>Notes: Tie in with experience of multiple narratives from a diverse group of people-Citizens and non-citizens</p> <p>Standard 3.0 Geography Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and</p>	<p>Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience</p> <p>Notes: Tie in with experience of multiple narratives from a diverse group of people-Citizens and non-citizens Research projects of notable people and their impact on the U.S. and the world.</p> <p>Standard 3.0 Geography Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p>Notes: How culture changes and is impacted as we have</p>	<p>Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience</p> <p>Notes: Tie in with experience of multiple narratives from a diverse group of people-Citizens and non-citizens Research projects of notable people and their impact on the U.S. and the world.</p> <p>Standard 3.0 Geography Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p>Notes:</p>

	<p>diverse group of people- Citizens and non-citizens</p> <p>Standard 6.0 Skills and Processes Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.</p> <p>Notes: Should Colonist have the right to rebel against King George?</p>	<p>multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience</p> <p>Notes: Use different perspectives from diverse populations to gain understanding of the effect of the Constitution on groups living in America at this time.</p> <p>Standard 4.0 Economics Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the</p>	<p>spatial thinking in order to demonstrate a significance of place.</p> <p>Notes: Issue of slavery and role in culture and economic impact</p>	<p>more global interactions</p> <p>Standard 4.0 Economics Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p>Notes: Technology advancements of the time and the effect on the environment and diverse groups of people at the time.</p>	<p>How culture changes and is impacted as we have more global interactions</p> <p>Standard 4.0 Economics Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p>Notes: Technology advancements of the time and the effect on the environment and diverse groups of people at the time.</p>
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Science Standards and lesson from Fcps integrated into SS to have uniformity at each grade level to prepare school for MISA testing.	<i>Compare to farming during revolutionary time to present times. Extension: sun-solar energy</i>	<i>Compare how biospheres interact during the 1700's and how they still interact-tie in environmental</i>	<p>Use materials of the time period studied for investigations</p> <p>5-PS1-1: Develop a model to</p>	<p>Tie in with space innovations of the time- space race- man on the moon.</p> <p>5-ESS1-1: Support an argument that the</p>	<p>Human activity and its effect on the environment</p> <p>5-ESS3-1: Obtain and combine information</p>

<p>According to classical way of teaching many parents prefer small units of each of the sciences each year, to help students remember concepts taught.</p> <p>Perhaps use a school wide retrieval method that can be carried from one year to another.</p>	<p>5-PS3-1: Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.</p> <p>5-LS1-1: Support an argument that plants get the materials they need for growth chiefly from air and water.</p> <p>5-LS2-1: Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p>	<p><i>impact people have on the spheres</i></p> <p>5-ESS2-1: Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p>5-ESS2-2: Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p>	<p>describe that matter is made of particles too small to be seen.</p> <p>5-PS1-2: Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved.</p> <p>5-PS1-3: Make observations and measurements to identify materials based on their properties.</p> <p>5-PS1-4: Conduct an investigation to determine whether the mixing of two or more substances results in new substances.</p> <p>5-PS2-1: Support an argument that the gravitational force exerted by Earth on objects is directed down.</p>	<p>apparent brightness of the sun and stars is due to their relative distances from the Earth.</p> <p>5-ESS1-2: Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky</p>	<p>about ways individual communities use science ideas to protect the Earth's resources and environment.</p> <p>3-5-ETS1-1: Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3: Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p> <p>Notes: Human activity and its effect on the environment</p>
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			Use materials of the time period studied for investigations		
Environmental Science Project Learning Tree	<p>Environmental Standard: Environmental Impact of Human Activity. Environmentally literate students construct and apply understanding of the environmental impact of human activities on Earth's systems and resources.</p> <p>History Standard: Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p> <p><i>Tie in with how People during the Revolutionary War Times conserved resources to how people today Conserve Resources.</i></p>	<p>Environmental Standard: <i>Individual and Collective Responses to Environmental Change. Environmentally literate students construct and apply understanding of individual, collective, and societal responses to human-induced environmental change. (Responses to these changes: Indigenous groups and other cultures responses)</i></p> <p>History Standard: Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and</p>	<p>Civil war Environmental Standard: Consequences of Environmental Change on Human Health and Well-Being. Environmentally literate students construct and apply understanding of the consequences of human-induced environmental change on individual and collective health and well-being.</p> <p>History Standard: Standard 2.0 Peoples of the Nations and World Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple</p>	<p>Environmental Standard: Human Dependence on Earth Systems and Natural Resources. Environmentally literate students construct and apply understanding of how Earth's systems and natural resources support human existence.</p> <p>History Standard: Standard 3.0 Geography Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.</p> <p>Tie in with how natural resources are being used in the new industries of the 20th century, such as aluminum and how these resources are used to support human</p>	<p>Environmental Standard: Environmental Issue Investigation and Action. Environmentally literate students investigate environmental issues in order to develop and implement local actions that protect, sustain, or restore the natural environment.</p> <p>History Standard: Standard 4.0 Economics Students shall inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p><i>Tie in SS standard with the learning on the processes of being an</i></p>

	<p>Project Learning tree Lesson 89. P.387 Trees for Many Reasons Conservation of natural Resources</p>	<p>the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience</p> <p><i>Tie in the History Standard of multiple narratives and diversity and human experiences to the idea of humans change the environment</i></p> <p>Project Learning Tree: lesson 90 Native Ways, p. 389</p>	<p>narratives and acknowledge the diversity and commonality of the human experience</p> <p>Tie History and Environmental Standards together with und</p> <p>Project Learning Tree: <i>Lesson 58 There Ought to be a Law p. 249</i></p> <p><i>Tie in with how laws change over time in History and in conservation laws Based on human impact on the environment due to events occurring in History at the time</i></p>	<p>existence. Include the role of culture, technology, and the environment in the location, distribution, and impact of human activities and demonstrate the significance of a location to the environment-include global activities, How countries are dependent on each other for existence.</p> <p>Tie in with History standard of Project Learning Tree Lesson A Look at Aluminum 52, . 228</p>	<p><i>effective citizen to the environmental standard of implementing local actions that protect, sustain, or restore the natural environment.</i></p> <p><i>Students will make an action plan to help conserve natural resources. Connect how citizens needed to be informed about natural resources during past and present times</i></p> <p>Project Learning Tree Lesson 56 p. 241 We can work it out</p>
<p>Environmental</p> <p>Social Studies standard 1 will be incorporated into the environment due to civic part of being good stewards of the environment and</p>	<p>STEM ideas</p> <p>Environmental standards addressed through environmental program-Project Learning Tree Environmental Standards. Fifth's grade focus Project Learning Tree will be Biology. The Classical science sweep is Biology for Fifth Grade</p> <p>History standards will also be integrated with the environmental units. Using How do we effect the environment as a leading question, involve students to become more informed and responsible citizens.</p>				

<p>civic mindfulness of the environment.</p>	<p>History Standard: Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p>
<p>Reading</p> <p>Reading standards would continue to be incorporated into reading instruction.</p> <p>ELA standards</p> <p>Environmental and Social Studies library will be made available</p>	<p>FCPS seed lessons could be followed, however book selections used would primarily be connected to SS and Environmental theme of the school.</p> <p>Environmental literacy library will be created and used as well as Social Studies library will be used. Both will be a source used for integrating subject areas.</p> <p>Possible reading selections to integrate with Historical Sweep. Click here</p> <p>These books will address the fiction and nonfiction ELA standards. Listening and speaking skills will be integrated with reading as well.</p> <p>Science and Environmental books will also be used and integrated into the reading block. Using a connection between the environment and the History being studies.</p>
<p>Writing-</p>	<p>Students will write about what they are learning in the integrated areas of Writing, Social Studies and Environmental science. Writing about reading will also be used by teachers and students. Writing focus will be on the logic stage.</p> <p>Language skills will be incorporated within the writing instructions</p> <p>Social Studies standard 6.0-Writing about history will be integrated.</p>
<p>Word Study</p>	<p>Foundation skills will be taught in the word study block. Word study will incorporate vocabulary from SS, Science/environmental and other important first grade words for a real life application of the foundational skills For example, using vocabulary from content areas students will learn about types of syllables.</p>

Math Environmental connection-use materials from Great Frederick Fair for math concepts	Singapore Dimmensions Math program will be used. This program is aligned with the common core. Environmental and History concepts will be integrated into math. For example, Geometry skills such as identifying quadrilaterals could be used to create food plots, as well as measurement, skills such as area and perimeter of gardens etc..
Music: Apply music standards to music of time period being studied.	Apply music standards to music of time period being studied. Types of music from diverse cultures
Art	Apply music standards to music of the time period being studied. Influence of art Modern art Art in WWII
PE: Apply PE standards to games of that time period	Apply PE standards to PE type activities of time period being studied.
Special Days/Holidays	<p>Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p> <p>*Martin Luther King Jr./President's Day Constitution Day</p>

Sixth Grade:

Text to use: [Journey Across Time](#)

<https://www.mheducation.com/prek-12/program/MKTSP-QNN02M01.research-success.html?page=1&sortby=title&order=asc&bu=seg#program-id-instructor-materials-content>

	Early Civilizations and ancient times	New Empires	Middle Ages	Renaissance
History Standards	<p>1.0 CONTENT STANDARD: CIVICS- Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens, and engage in political participation and contribute to the public process.</p> <p>Notes: Examine the necessity and purpose of government in early world history a. Identify and compare forms of government and various distributions of power, such as those found in ancient civilizations, dynastic China, absolute and constitutional monarchies b. Summarize the positions taken on government by political philosophers from early civilizations through the Middle Ages</p> <p>2.0 CONTENT STANDARD: PEOPLES OF THE NATIONS AND WORLD –Student will understand the diversity and commonality, human interdependence, and global cooperation of the people of</p>	<p>1.0 CONTENT STANDARD: CIVICS- Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens, and engage in political participation and contribute to the public process.</p> <p>Notes: Examine the necessity and purpose of government in early world history a. Identify and compare forms of government and various distributions of power, such as those found in ancient civilizations, dynastic China, absolute and constitutional monarchies b. Summarize the positions taken on government by political philosophers from early civilizations through the Middle Ages</p> <p>2.0 CONTENT STANDARD: PEOPLES OF THE NATIONS AND WORLD –Student will understand the diversity and</p>	<p>1.0 CONTENT STANDARD: CIVICS- Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens, and engage in political participation and contribute to the public process.</p> <p>Notes: Describe the conflict between the church and the state in the formation and implementation of policy b. Analyze perspectives regarding issues in a feudal society, such as the church leaders v. lords of the manor, joining the Crusades, the growth of trad</p> <p>2.0 CONTENT STANDARD: PEOPLES OF THE NATIONS AND WORLD –Student will understand the diversity and commonality, human</p>	<p>3.0 CONTENT STANDARD: GEOGRAPHY – Students will appreciate their own place in the world and foster curiosity about environment and cultures; use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities, and cultures; use spatial and environmental perspectives; and apply geographic representation including maps, imagery, and geospatial technologies.</p> <p>Notes. Analyze why and how people modify their natural environment and the impact of those modifications a. Describe ways people modified their environment to meet their needs, such as cultivating lands, building roads, dams, and aqueducts b. Analyze how people in early world history perceived and reacted to environmental concerns, such as flooding, drought, and depletion of natural resources and evaluate the consequences of those actions</p> <p>4.0 CONTENT STANDARD: ECONOMICS -Students will evaluate decision making of individuals,</p>

	<p>Maryland, the United States, and the World through a multicultural and a historic perspective.</p> <p>Notes: 1. Explain how cultural diffusion influenced the development of cultures a. Identify cultural groups within a region in early world history b. Describe factors that resulted in cultural diffusion, such as trade, conflict and migration c. Describe interactions that promoted or failed to promote relationships between groups, civilizations, empires, and nations 2. Analyze how increased diversity in early world history resulted from immigration, settlement patterns and economic development a. Examine the practices and beliefs of world religions and philosophies including monotheism and polytheism b. Describe the impact of various religions on a civilization, such as its effect on political, economic and social systems</p> <p>3.0 CONTENT STANDARD: GEOGRAPHY – Students will appreciate their own place in the world and foster curiosity about environment and cultures; use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities, and cultures; use spatial and environmental perspectives; and apply geographic representation including maps, imagery, and</p>	<p><i>commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.</i></p> <p>Notes: <i>Describe how location and environment influenced early world cultures b. Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history c. Describe the social, political, and religious character of societies in early world history</i></p> <p>3.0 CONTENT STANDARD: GEOGRAPHY – Students will appreciate their own place in the world and foster curiosity about environment and cultures; use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities, and cultures; use spatial and environmental perspectives; and apply geographic representation including maps, imagery, and geospatial technologies.</p> <p>Notes:Examine how physical and human characteristics shape the identity of places and regions and influence the development of civilizations in</p>	<p>interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.</p> <p>Notes: Examine the causes and effects of social, economic, and political conflict such as the Crusades b. Describe the impact of trade and migration on the exchange of ideas and belief</p> <p>3.0 CONTENT STANDARD: GEOGRAPHY – Students will appreciate their own place in the world and foster curiosity about environment and cultures; use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities, and cultures; use spatial and environmental perspectives; and apply geographic representation including maps, imagery, and geospatial technologies.</p> <p>Notes: Describe and analyze population growth, migration and settlement patterns in early world history. Identify reasons why people migrate, such as</p>	<p>businesses, governments, and societies to allocate resources; consider the cost benefits and the interaction of buyers and sellers in a global market; and develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p>Notes: Analyze how technological changes affected consumption and production in early world history a. Give examples of how technology changed consumption and provided greater access to goods and services b. Examine why technology has changed production such as the development of the printing press 4. Examine how specialization, interdependence and trade affected the production of goods and services in early world history a. Analyze examples of regional specialization that resulted from economic resources, such as silk production, bronze casting and terraced farming b. Describe the effects of agricultural surplus and job specialization on the emergence of early towns and cities in various parts of the world c. Identify African and Eurasian trade routes to explain how surplus goods</p>
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	<p><i>geospatial technologies.</i> Notes: <i>Use maps to compare geographic locations of civilizations from world history to: Mesopotamia Africa including Egypt, Nubia/Kush and sub-Saharan Africa Indus River Valley Northern China Greeks and Romans Mesoamerican, such as the Incas, Mayans and Aztecs b. Use photographs and thematic maps, to identify and describe physical and human characteristics of early civilizations</i></p> <p>3.0 CONTENT STANDARD: GEOGRAPHY – <i>Students will appreciate their own place in the world and foster curiosity about environment and cultures; use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities, and cultures; use spatial and environmental perspectives; and apply geographic representation including maps, imagery, and geospatial technologies.</i></p> <p>Notes: <i>1. Use geographic tools to locate places and describe the human and physical characteristics in early world history a. Use maps to compare geographic locations of civilizations from world history to: Mesopotamia Africa including Egypt, Nubia/Kush and sub-Saharan Africa Indus River Valley Northern China Greeks</i></p>	<p>world history a. Identify and describe physical characteristics that influenced human settlement b. Explain how physical characteristics of a place influenced human activities, such as agriculture, transportation, art and architecture and economic activity in the ancient world c. Explain how human perceptions of and interactions with the environment changed over time in due to technologies, such as road building, dam construction, and agricultural improvements</p> <p>5.0 CONTENT STANDARD: HISTORY: Students will evaluate why and how events occurred; locate and assess a variety of sources; engage in historical inquiry involving acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past and its connection to the present; and analyze how individuals and societies have changes over time in Maryland, the United States, and the World.</p> <p>Notes: Examine the emergence,</p>	<p>economic opportunity, climate, and political reasons b. Explain how the development of transportation and communication networks influenced the movement of people, goods and ideas from place to place, such as trade routes in Africa, Asia and Europe, and the spread of Islam c. Describe how economic systems and cultural diffusion help to shape patterns of human settlement and interaction</p> <p>4.0 CONTENT STANDARD: ECONOMICS –Students will evaluate decision making of individuals, businesses, governments, and societies to allocate resources; consider the cost benefits and the interaction of buyers and sellers in a global market; and develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</p> <p>Notes: Describe the transition from feudalism and the manor system to the development of</p>	<p>and regional specialization resulted in economic interdependence</p> <p>5.0 CONTENT STANDARD: HISTORY: Students will evaluate why and how events occurred; locate and assess a variety of sources; engage in historical inquiry involving acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past and its connection to the present; and analyze how individuals and societies have changes over time in Maryland, the United States, and the world. Examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and the World.</p> <p>Notes: Analyze how changes are occurring during time period-age of awakening</p> <p>6.0 CONTENT STANDARD: SKILLS AND PROCESSES – Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using disciplinary and inquiry literacies.</p> <p>Notes:</p>
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	<p><i>and Romans Mesoamerican, such as the Incas, Mayans and Aztecs b. Use photographs and thematic maps, to identify and describe physical and human characteristics of early civilization</i></p> <p>5.0 CONTENT STANDARD: HISTORY: Students will evaluate why and how events occurred; locate and assess a variety of sources; engage in historical inquiry involving acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past and its connection to the present; and analyze how individuals and societies have changes over time in Maryland, the United States, and the world. Examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and the World.</p> <p>Notes: . Analyze how the rise of the earliest communities led to the emergence of agricultural societies a. Describe characteristics and innovations of hunting and gathering societies, such as nomadic lifestyles, inventors of tools, adaptation to animal migration and vegetation cycles and the shift from food gathering to food-producing activities b. Explain</p>	<p>growth and decline of empires in the Americas a. Describe and trace the development of political and social structures of the Incas, Mayans and Aztecs</p> <p>5.0 CONTENT STANDARD: HISTORY: Students will evaluate why and how events occurred; locate and assess a variety of sources; engage in historical inquiry involving acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past and its connection to the present; and analyze how individuals and societies have changes over time in Maryland, the United States, and the world. Examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and the World.</p> <p>Notes: Connect with powers of the past to powers to present powers</p>	<p>early towns a. Explain how the growth and management of towns, guilds, and the banking system were affected by technology and agriculture b. Analyze how the guild system addressed changes in the economy, such as dictating price and production</p>	<p>Research opportunities incorporated</p>
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	how and why towns and cities grew from early human settlements, including the need for security and government			
Science Standards and lesson from Fcps integrated into SS to have uniformity at each grade level to prepare school for MISA testing. According to classical way of teaching many parents prefer small units of each of the sciences each year, to help students remember concepts taught. Perhaps use a school wide retrieval method that can be carried from one year to another.	<p>Connect with ecosystems from ancient times</p> <p>MS-LS2-2 Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p>MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p>MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> <p>MS-LS2-4 Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p>MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> <p>MS-LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem</p>	<p>Connect with how water was important in the development of Empires</p> <p>MS-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed</p> <p>MS-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.</p> <p>MS-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample</p> <p>MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p>	<p>Connect with castles and the role of weather and erosion in where people lived.</p> <p>MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p> <p>MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.</p> <p>MS-ESS2-6 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p>MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century</p>	<p>Connect with new inventions during renaissance. Compare farming practices from ancient times to renaissance times.</p> <p>How has food changed since ancient times to renaissance times. Connect with current times as well.</p> <p>MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells</p> <p>MS-LS1-2 Develop and use a model to describe the functions of a cell as a whole and ways the parts of cells contribute to the function</p> <p>MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.</p> <p>MS-LS1-7 Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism</p> <p>MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.</p>

	services.			
Environmental Standards Project Learning Tree	<p>Environmental Standard: Human Dependence on Earth Systems and Natural Resources. Environmentally literate students construct and apply understanding of how Earth's systems and natural resources support human existence.</p> <p>History Standard: 3.0 CONTENT STANDARD: GEOGRAPHY – <i>Students will appreciate their own place in the world and foster curiosity about environment and cultures; use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities, and cultures; use spatial and environmental perspectives; and apply geographic representation including maps, imagery, and geospatial technologies.</i></p> <p>Tie in with how ancient people were interdependent on the Earth's natural resources in order to survive. The Earth is their food source.</p> <p>Project Learning Tree: How Plants Grow Lesson 41 , p. 179 Connect how plants grew in</p>	<p>New empires --- Global</p> <p>Environmental Standard: Environmental Impact of Human Activity. Environmentally literate students construct and apply understanding of the environmental impact of human activities on Earth's systems and resources.</p> <p>History Standard: 2.0 CONTENT STANDARD: PEOPLES OF THE NATIONS AND WORLD – <i>Student will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.</i></p> <p>Tie in with how the new empires of the time period being studied are similar to the beginning of a more global society that is used in present times and how these new empires impact the environment in ways that could be compared to how different</p>	<p>Middle ages</p> <p>Environmental Standard: Environmental Issue Investigation and Action. Environmentally literate students investigate environmental issues in order to develop and implement local actions that protect, sustain, or restore the natural environment.</p> <p>History Standard: 3.0 CONTENT STANDARD: GEOGRAPHY – <i>Students will appreciate their own place in the world and foster curiosity about environment and cultures; use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities, and cultures; use spatial and environmental perspectives; and apply geographic representation including maps, imagery, and geospatial technologies.</i></p> <p>Tie in with the History standard</p>	<p>Renaissance</p> <p>Environmental Standard: Individual and Collective Responses to Environmental Change. Environmentally literate students construct and apply understanding of individual, collective, and societal responses to human-induced environmental change.</p> <p>History Standard: 4.0 CONTENT STANDARD: ECONOMICS -<i>Students will evaluate decision making of individuals, businesses, governments, and societies to allocate resources; consider the cost benefits and the interaction of buyers and sellers in a global market; and develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.</i></p> <p>Project Learning Tree: Every Drop Counts Lesson38, p. 163 Students create an action plan to</p>

	<p>ancient times(more naturally) and how industry has improved on these methods with new ways such as hydroponic method to grow plants</p>	<p>countries around the world today have an impact on the environment. (human interdependence and global cooperation and diverse perspectives.</p> <p>Project Learning Tree: The Global Climate Lesson 84, p. 363 Impact of climate globally on the environment</p>	<p>of appreciating their own place in the world by investigating local/ state environmental concerns and developing and presenting a plan to address that issue.</p> <p>Possible action plans-could be individual/small groups or class project</p> <p>Project Learning Tree: Loving it too much Lesson 35, p.35 Lesson is about environmental issues affecting parks. Tie in with appreciating their own place in the world with emphasis on local State and National Parks in the local area.</p>	<p>conserve water, a natural resource needed globally for economic reasons.</p> <p>Possible action plans-could be individual/small groups or class project- allows for student choice</p>
	<p>History standards will also be integrated with the environmental units. Using How do we affect the environment as a leading question, involve students to become more informed and responsible citizens.</p> <p>History Standard: Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p>			
<p>Reading</p> <p>Reading standards</p>	<p>History, science and environmental skills will be integrated with Reading skills.</p> <p>Ancient times-Suggested reading.</p>			

<p>would continue to be incorporated into reading instruction.</p> <p>Environmental and Social Studies library will be made available</p>	<p>Medieval times-suggested reading</p> <p>Rennassance times-suggested reading</p> <p>Environmental Science reading</p>
<p>Writing-</p> <p>Social Studies standard 6.0- Writing about history will be integrated.</p>	<p>Students will write about what they are learning in the integrated areas of Writing, Social Studies and Environmental science. Writing about reading will also be used by teachers and students. Writing focus will be on the Logic stage. Speaking/Listening/Language skills will be integrated with writing.</p> <p>Integrated Social Studies Standard: Standard 6.0 Skills and Processes Students shall inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.</p>
<p>Math</p> <p>Environmental connection-use materials from Great Frederick Fair for math concepts</p>	<p>Math will integrate History science and environmental standards. For example area and perimeter of irregular shapes for fencing. Percent of farm animals are....ratio and rate of food to farm animals.Ratio of one plant to another and why this is necessary for healthy farm practicing</p>
<p>Music: Apply music standards to music of time period being studied.</p>	<p>Apply music standards to music of the time period being studied.</p>
<p>Art</p>	<p>Apply music standards to music of the time period being studied.</p>

PE: Apply PE standards to games of that time period	Apply PE standards to PE type activities of time period being studied.
Special Days/Holidays	<p>Standard 1.0 Civics Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.</p> <p>*Martin Luther King Jr./President's Day Constitution Day</p>

Appendix F – Letter from Boys and Girls Club



BOYS & GIRLS CLUB
OF FREDERICK COUNTY

March 10, 2021

Dr. Dan Lippy
Frederick County Public Schools

Dear Dr. Lippy,

I am writing in the support of the Sabillasville Environmental School. Out-of-school time is an extension of the core academics that schools teach, provide academic support, enrichment in special topics and provide opportunity for character development. The Boys & Girls Club of Frederick County is working collaboratively to provide before and after school support. The Club's focus is around three pillars: academic success, good character and citizenship and healthy lifestyles.

In the morning, the Club will provide the family support of an early drop off, coordinate breakfast and provide an environment for the children to get ready to learn focusing on mindfulness and emotional readiness. In the afternoon, the Club will:

- Offer the children unique opportunity to participate in evidence-based programs that allow them to explore themselves, their interests, their community and their future;
- Staff the club with trained, guidance-oriented youth development professionals;
- Integrate programs for all students and make modifications as necessary;
- Engage parents and families in program operations and activities.

The suite of evidence based programs has been designed by our national organization, Boys & Girls Clubs of America. Specifically, our DYI STEM, is a natural complement to the schools environmental focus. Local programs are also developed and modified based on the interest of the community. Currently our STEM Director, a geologist and middle school teacher, works closely with the Food Security Network and we have two raised garden beds and plan to increase our gardens at Lincoln A and our Burck Street location.

As academic success as one of our core pillars, every day at our Clubs, our staff will provide homework help through the *PowerHour* program. Making Minutes Count helps Club members achieve academic success by providing homework help, tutoring and high-yield learning activities and encouraging members to become self-directed learners. BGCFC will establish confidential relationships with members and their families. BGCFC Branch Director will monitor grades and homework for each member once given access to the members' school portals. Additionally, *Project Learn* reinforces and enhances the skills and knowledge young people learn at school during the hours they spend at the Club. This comprehensive program strategy is based on Dr. Reginald Clark's research showing that students do much better in school when they spend their non-school hours engaged in fun, but academically beneficial, activities. Through *Project Learn*, Club staff use all the areas and programs in the Club to create opportunities for these high-yield learning activities, which include leisure reading, writing

activities, discussions with knowledgeable adults, helping others, homework help and tutoring and games like Scrabble that develop young people's cognitive skills. *Project Learn* also emphasizes parent involvement and collaboration between Club and school professionals as critical factors in creating the best after-school learning environment for Club members.

Finally, the Club has a mentoring program that pair's staff and/or volunteer mentors with members to work individually to achieve their behavioral and academic goals. BGCFC is part of the Frederick Mentor collaboration. We draw upon college students, professionals and other caring adults that are vetted and trained to team with the child.

I would be happy to share more about the many programs and our recent success with our virtual school support programs we have been operating over the past year.

Regards,

A handwritten signature in blue ink that reads "Lisa McDonald". The signature is written in a cursive, flowing style.

Lisa A. McDonald, MBA
Executive Director
lisamcd@bgcfc.org

Appendix G – Bylaws

Sabillasville Environmental School

Draft Bylaws

ARTICLE I

Name

The name of the organization shall be Sabillasville Environmental School – A Classical Charter.

ARTICLE II

Purpose

The purpose of the organization shall be to educate K-8 children under a charter agreement between Frederick County Public Schools in accordance with the mission set forth in said charter agreement.

ARTICLE III

Membership

Unless or until the Articles of Incorporation of the school are amended to provide otherwise, the Sabillasville Environmental School shall have no members. Any provision of law requiring notice to, the presence of, or the vote, consent or other action by members of the corporation in connection with such matter shall be satisfied by notice to, the presence of, or the vote, consent or other action by the Board of Trustees. No certificates of membership shall be issued at any time.

ARTICLE IV

Governance

1. Description of the Governing Body. As a public school, the Charter School will ultimately be responsible to its authorizer. A Board of Trustees (the “Board”) will govern all operations of the school. The Board will also be responsible for ensuring that the school is run in compliance with the Charter Application, all applicable laws, and ensuring that the school remains financially viable. The Board will also serve as an advocate for the charter school system and charter school.

Initial Board. In order to maintain consistency with the founding group’s vision, selected members of the founding group as well as community members selected by the founding group will serve as an initial Board.

General Powers. The business and affairs of the charter school shall be managed by its Board except as otherwise provided by the Fredrick County Public Schools or these bylaws. The Board has ultimate responsibility to determine general, academic, financial, personnel and related policies deemed necessary for the administration and development of the Sabillasville

Environmental School in accordance with its stated purposes and goals. More specifically, the Board's authority shall be, without limitation:

- (a) to approve, including but not limited, to appointment, promotion, contracts, leaves of absence, fringe benefits, qualifications of professional and nonprofessional staff, professional development and dismissal of employees;
- (b) to adopt the curriculum or courses of study and text books;
- (c) to authorize the acquisition, management and disposition of all property and physical facilities, based on negotiated contracts.
- (d) to approve institutional documents and policy statements at the Board's discretion to assure compliance with the Articles of Incorporation, Bylaws, Charter, and Board Policy;
- (e) to sue and be sued, complain and defend and participate as a party or otherwise, but only to the same extent and upon the same condition that political subdivisions and local agencies can be sued;
- (f) to make contracts and leases for the procurement of services, equipment, and supplies;
- (g) to incur temporary debts in anticipation of the receipt of funds;
- (h) to solicit and accept any gifts or grants for Sabillasville Environmental School purposes;
- (i) to adopt and approve the annual budget and to make revisions therein;
- (j) to establish enrollment policies and procedures;
- (k) to adopt and approve policies and procedures to assess student achievement;
- (l) to approve or ratify all contracts
- (m) to be final arbiter of all disciplinary matters;
- (n) to authorize any annual audit by an independent certified public accountant;
- (o) to approve all personnel actions;
- (p) to designate depositories of Sabillasville Environmental School funds;
- (q) to have and exercise all of the powers and means appropriate to effect the purpose or purposes for which the Sabillasville Environmental School is

chartered; and

- (r) to have and exercise all other powers enumerated in the Nonprofit Corporation Law or otherwise vested by law in the corporation and not consistent with the Charter School Law.

1. Number, Tenure and Qualifications. The number of Board of Directors shall not be less than five (5) or more than nine (9). Each Board of Directors shall hold office for a term as designated by the Board. To the extent possible, the Board will consist of parents, community representative, educators, and members of the business community. No employee of Frederick County Public Schools shall serve on the Board.

2. Each Board Member shall be a natural person at least 18 years of age who need not be a resident of Frederick County. In electing Trustees, the Board shall consider each candidate's willingness to accept responsibility for governance including availability to participate actively in Board activities, areas of interest and expertise, and experience in organizational and community activities.

Board of Director members shall be elected by the Board at the annual meeting of the Board. Each Director shall be elected for a term of two years. Except as otherwise provided by resolution of the Board, each member's term begins at the time of his or her election. Each Trustee shall hold office until (a) the expiration of the term for which he or she was elected and until his or her successor has been elected and qualified, or (b) his or her earlier death, resignation, or removal.

Board of Directors may be eligible for re-election to the Board.

Vacancies shall be filled by appointment of the remaining Board members by a consensus decision process. The composition of the Board (including number and type of members) may be changed by majority vote of the Board.

All meetings of the Board shall be open to the public, and minutes of such meetings shall be provided upon request. The Board shall publish a calendar of regularly scheduled meetings for the year.

3. Election of Board of Directors. Nominations shall be placed before the Board of Directors electronically during a call for nominations when there are vacancies. Nominations may also be made by any Trustee. The Board of Directors will vote and a simple majority of a quorum is required for election.
4. Resignation. Any Board of Directors may resign at any time by giving written notice to the Board. Such resignation shall take effect at the time specified therein; and unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.
5. Removal. The Board may remove any Board of Directors with or without cause by two-thirds (2/3) vote of the Board entitled to cast votes. In addition, if so decided by the Board of Directors, it may remove any Trustee for the following conduct (list is not all inclusive):

(a) Failure to attend two consecutive meetings without reasonable justification; and/or

(b) Failure to attend more than four meetings in one fiscal year without reasonable justification.

For conduct detailed in (a) and (b) above, if decided, the Board shall only remove such Board Member by a two-thirds (2/3) vote at the next scheduled meeting of the Board.

Vacancies. Any vacancy occurring in the Board shall be filled by the Board at a regularly scheduled or at a special meeting called for such purpose. A Board member may be elected to fill a vacancy shall be appointed for the unexpired term of his/her predecessor in office.

Annual Meeting. The Board shall meet annually once per year on the last regularly scheduled meeting of the fiscal year at a reasonable time and place convenient to the Board and members of the community. In the event that the annual meeting is not held on the specified day, the Trustees may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting, provided that notice is given for the meeting and the notice indicates that the special meeting shall be in place of the annual meeting. Notice of the annual meeting or notice of a special meeting called in its place, setting forth the date, time and place shall be announced via email and written communication to all families with students currently enrolled. At the Annual Meeting the President and Treasurer shall present an annual report which shall set forth:

(a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year immediately preceding the date of the report;

(b) The principal changes in assets and liabilities including trust funds, during the year immediately preceding the date of the report;

(a) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the year immediately preceding the date of the report, including separate data with respect to each fund held by or for the corporation;

(b) The expenses or disbursements of the corporation, for both general and restricted purposes, during the year immediately preceding the date of the report, including separate data with respect to each fund held by or for the corporation;

(c) The capital budget and the operating budget for the corporation's current fiscal year;

- (d) A schedule of proposed major activities for the current fiscal year.

Regular Meetings. Regular meetings of the Board may be held at such time and at such places as the Board of Directors determine. Call or notice is the not be required for regular meetings (except as required by Special Meetings), provided that reasonable notice is made of the first regular meeting following the determination of the Board of Directors of the time and place of regular meetings. All meetings of the Board shall be open to the public in accordance and minutes shall be provided to the public upon request.

Special Meetings. Special meetings of the Board may be called by or at the request of any two Board of Directors or the principal of the charter school. The President of the Board will fix the location of the meeting. Reasonable notice of the time and place of special meetings shall be given to each Board of Directors and parents.

Notice. The Board shall, during the first week of July, publish its calendar of regularly scheduled meetings for the year. A Board of Trustees waives notice of the regular or special meeting by attending or participating in the meeting unless, at the beginning of the meeting, he objects to the holding of the meeting or the transaction of business at the meeting. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting. Whenever notice is required by law, a waiver thereof in writing signed by the Trustee or other person entitled to said notice, whether before, at or after the time stated therein, shall be equivalent to such notice.

Quorum. A majority of the Board of Directors shall constitute a quorum for the transaction of business at any meeting of the Board, but if less than such majority is present at a meeting, a majority of the Board of Directors present may adjourn the meeting.

Manner of Acting. The act of the majority of the Board of Directors present at a meeting at which a quorum is present shall be the act of the Board unless otherwise provided by law or these bylaws. An affirmative vote of the majority of the members of the Board of Trustees then in office shall be required in order to take each of the following actions, of any previously taken action relating to the same subject matter:

- (a) adopting textbooks;
- (b) appointing or dismissing school administrators;
- (c) adopting or amending the annual budget;

(d) purchasing or selling land;

(e) locating new buildings or changing the locations of previously used buildings;

(f) creating or increasing any indebtedness;

(g) adopting courses of study;

(h) designating depositories for Charter School funds;

(i) entering into contracts of any kind where the amount involved exceeds \$5,000;

(j) entering into contracts with and making appropriations to an intermediate unit or school district for the school's proportionate share of the cost of services provided or to be provided by any such entity.

None of the following actions may be taken by the school without the prior approval of not less than two-thirds (2/3) of the Board of Directors then in office:

(a) to amend the Articles of Incorporation of the school or these Bylaws;

(b) to dissolve or liquidate the Corporation;

(c) to merge or consolidate the Corporation;

(d) to convey, sell or transfer substantially all the Corporation's assets; and

(e) to remove a trustee or officer from office.

Compensation. No Board Member shall, except as allowed by law, as a private person engage in any business transaction with the corporation, be employed in any capacity by the corporation or receive from the corporation any pay for services rendered to the corporation, provided that a

Board Member may receive reimbursement for reasonable expenses incurred in connection with corporate matters if such reimbursement is authorized by the Board of Directors. Board members shall serve as Board Members without receiving any compensation for their services as Trustees.

Presumption of Assent. A Board of Director of the charter school who is present at a meeting of the Board or committee of the Board at which action on any matter is taken shall be presumed to have assented to the action taken unless (i) s/he objects at the beginning of the meeting to the holding of the meeting or the transaction of business at the meeting; (ii) s/he contemporaneously requests that his dissent be entered in the minutes of the meeting; or (iii) s/he gives written notice of his dissent to the presiding officer of the meeting before its adjournment. Such right to dissent as to a specific action taken at a meeting of the Board

Telephonic Meetings. One or more members of the Board or any committee designated by the board may participate in a meeting of the Board or a committee thereof by means of conference telephone, meeting software or similar communications equipment by which all persons participating in the meeting can hear one another at the same time. Such participation shall constitute presence in person at the meeting.

Standard of Care. The Board of Directors have a fiduciary relationship to the School, including in their capacity as members of a committee. The Board of Directors have an obligation to act in good faith, in a manner he or she reasonably believes to be in the best interest of the School, and with such care, including reasonable inquiry, skill and diligence, as a person of ordinary prudence would use under similar circumstances. In performing their duties Board Members and shall be entitled to rely in good faith on information, opinions, reports or statement, including financial statements and other financial data, in each case prepared or presented by:

1. One or more officers or employees of the School whom the Board of Directors reasonably believes to be reliable and competent in the matters presented;
2. Counsel, public accountants or other persons as to matters which the Board of Directors reasonably believes to be within the scope of professional competence; or

OFFICERS

Number and Qualification. The Board shall elect a President, Vice-President, Secretary and a Treasurer of the school from among the Board. The term of such officers shall be for a period of two years or until such time as their respective successors are duly elected and qualified. The officers shall be elected annually by the Board at the annual meeting held pursuant to the provisions these by-laws. If at any other time a vacancy exists in these offices, an officer may be elected to fill a vacancy for the remainder of the term at any special or regular meeting of the Board.

President. The President of the Board of Directors shall preside at all meetings, except as the Board Members shall otherwise determine; and shall have such other powers and duties as may be determined by the Board of Directors.

Vice-President. The Vice-President of the Board of Directors shall have and exercise all the powers and duties of the President in his/her absence. The Vice President shall have such other powers and duties as may be determined by the Board of Directors.

Secretary. The secretary shall serve as recording secretary to the Board, attend all regularly scheduled meetings, and see to the prompt publication of the minutes of the meeting. The Secretary shall maintain records of all proceedings of the in a book or electronically. Such book and electronic files shall also contain the original or attested copies of the Articles of Incorporation, the bylaws and the names and residence addresses of all members of the Board.

Treasurer. The Treasurer shall be responsible for the school's financial affairs, funds, securities, and valuable papers and shall keep full and accurate records thereof. The Treasurer shall receive all funds including local, state and federal funds and privately donated funds. The Treasurer of the charter shall deposit the funds belonging to the charter school in a depository approved by the Board and shall at the end of each month make a financial reporting package will be presented to the Board

Other Officers. The Board may elect or appoint such other officers as it deems useful for the proper operation of the charter school.

Removal of Officers. Any elected or appointed officer may be removed from office for failure to perform or conduct detrimental to the school by a two-thirds vote of the Board of Directors, after thirty (30) days written notice to the officer in question. The officer is entitled to a hearing before the Board or before a hearing officer designated by the Board prior to a vote of a call for removal.

Representatives. The principal, a teacher representative selected by the charter school employees, and President of the Parent Teacher Organization may attend Board meetings and can provide input into discussions, but cannot vote.

ARTICLE V

Committees

The Board of Directors may create and appoint committee members as deemed necessary.

ARTICLE VI

Administration of Finances

Fiscal Year. The fiscal year of Sabillasville Environmental School shall coincide with the fiscal year of Frederick County Public Schools (July 1 through June 30).

Contracts. The Board of Directors have the authority to enter into contracts, execute and deliver instruments, and otherwise legally bind the school.

ARTICLE VI

Parliamentary Authority

Conduct of meetings. The rules contained in Robert's Rules of Order shall govern the conduct of meetings of the organization in all cases to which they are applicable and in which they are not inconsistent with these bylaws. The Chair may suspend or apply Robert's Rules informally in order to facilitate discussion amongst the members.

ARTICLE VII

Ethics

Sabillasville Environmental School is committed to delivering a quality education for all of its students and does not discriminate on the basis of race, ethnicity, color, religion, creed, sex, age, national origin, physical or mental disability, pregnancy, parenthood, sexual orientation, gender identity or military affiliation. The Board of Directors, administration, teachers and staff shall conduct themselves in such way as to promote that ethical standard. No member of the Board of Directors, administration, teachers or staff shall take advantage of their position for their personal gain above and beyond that which is made available to all other members of the Sabillasville Environmental School community and/or reasonable and customary contractual allowances.

ARTICLE VIII

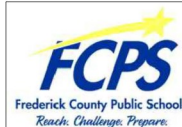
Indemnification

The school may, to the maximum extent permitted by law and in the absence of school or district insurance, defend, hold harmless and indemnify all current and former members of the Board of Directors who at the request of the Board of Directors have acted or not acted, and all persons currently or previously employed by the school, from and against any claims, civil or criminal, in which that person is made a party by reason, in whole or in part, of being or having been a Board member or officer, at the request the school have acted or not acted, or being or having been an employee of the school, when that person has acted within the course or scope of his or her duties to the school.

Indemnification shall be provided by a majority vote of a quorum of the Board of Directors, on a case-by-case basis.

Appendix H – Floorplan

General Notes



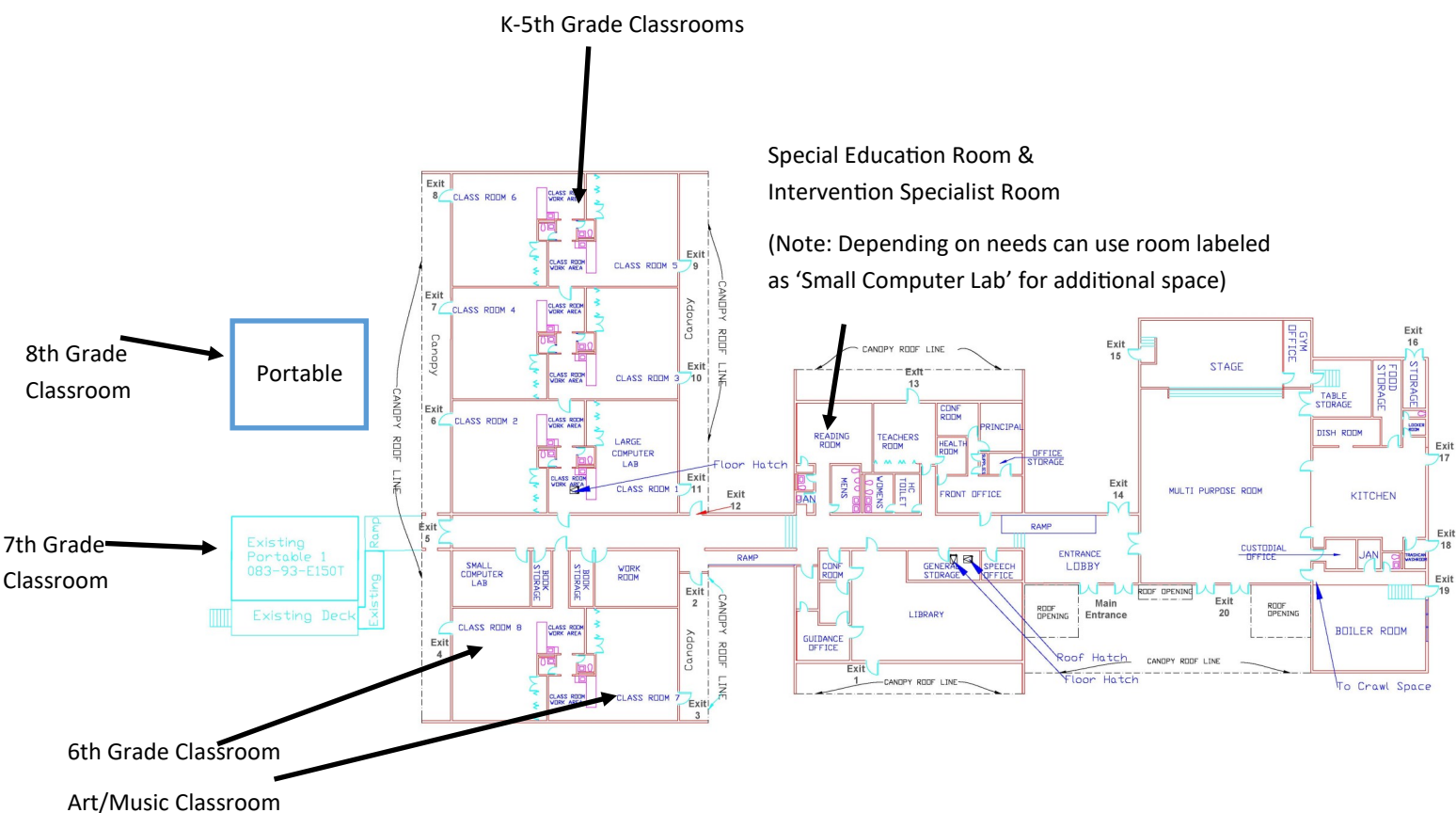
No.	Revision/Issue	Date

Firm Name and Address
 FREDERICK COUNTY PUBLIC SCHOOLS
 OPERATIONS DIVISION
 CONSTRUCTION MANAGEMENT DEPT.
 FREDERICK, MARYLAND 21701-5918
 PHONE 301-644-5176

Project Name and Address
 Sabillasville Elementary School
 16210-B Sabillasville Road
 Sabillasville, MARYLAND 21780

Project
 1945
 Date
 6/24/2019
 Scale
 1/16" = 1'

Sheet
 1



**Charter School
WAIVER APPLICATION**

EXHIBIT 6

Date: 8/1/21

I. APPLICANT INFORMATION

A. Applicant: Sabillasville Environmental School

B. Request Waiver for:

- ☐ Maryland State Board of Education Bylaw: _____
- ☐ Frederick County Board Policy: _____
- ☐ FCPS Regulation: _____

C. Time period for which waiver is requested: Duration of charter school

D. Proposed change: Requesting that all students in Sabillasville Elementary School district are granted guaranteed enrollment rather than 35 percent of district

E. Information/data that supports the need for this proposal: Allowing this waiver would allow the Sabillasville residents to keep a school within its community. Roughly 40% of students within the Sabillasville district are on free or reduced lunches and serves a military base. These two stats alone allow the school to maintain a diverse group of students even when allowing all students to attend within the SES district.

F. Describe the desired outcome and how the requested waiver will facilitate its attainment:
This would allow for a solution to keep a school within the Sabillasville community

G. Determine stakeholders who will be affected by this proposal and the impact (both pro and con) for each of these stakeholders.
Stakeholders will be residents of Sabillasville. The pros would be that students get to attend and keep a school in their community. The con would be there still may be a small number of families who choose to attend a regular public school.

H. Describe how the above stakeholders will be involved in the decision making process.
Community members will have the opportunity to serve on the Board Directors should they be nominated and they can volunteer at the school.

In initial discussions with the Maryland Dept. of Education, this waiver would be acceptable if the BOE and community agree.