



Maryland's First Charter School
Established 2002

Monocacy Valley Public Charter School

Charter Expansion Request

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Executive Summary	8
Educational Programs and Services	10
Philosophy and goals of the program	10
Deeper Learning (DL) and Gold Standard Project Based Learning (PBL)	11
Two Central Goals of Gold Standard PBL	12
Seven Essential Learning Design Elements of Gold Standard PBL	12
MVMPCS high school in the Context of Montessori, DL and Gold Standard PBL	13
School-Specific Goals and Objectives	13
Education levels to be offered	15
Student teacher ratio	15
Unique focus of the school program: Montessori Education	16
Fundamental Montessori Practices at MVMPCS Pk3-12	16
Peace Curriculum	16
Democratic Classroom Practices	16
Diverse, Multi-age Classrooms	16
The Prepared Environment	16
Student centered self-directed learning	16
Interdisciplinary inquiry	17
Uninterrupted work periods	17
Creative problem solving with an applied focus	17
Montessori Practices New to the MVMPCS High School Program	17
Classroom Without Walls	17
Intersessions (2 per year, week-long)	17
Microeconomy	18
Community Service	18
Senior Capstone Project	19
Curriculum and Instruction	19
Alignment with the Maryland College and Career-Ready Standards (MCCRS)	19
Curriculum Design	19
Daily Schedule: 3-Hour Work Block Cycles	21
The Prepared Environment: Space and Materials	22
Curriculum Rigor and Dual Enrollment	23
Length of student instructional day	23
Enrichment and extracurricular offerings	27
Provision for transportation	27
Building Security and Safety Plan	28

Special Populations	28
Student Outcomes	29
Grading and Transcripts	29
Assessment System	29
Intervention and Enrichment	30
Student Admission Procedures	32
Staffing Plan	34
Staffing Processes	34
Enrollment and Staffing Expectations by Year	35
Homeroom Teams and Staff Rotation	35
Community Guides	42
Professional Development	42
Teacher Satisfaction	43
Management Plan	44
Facilities Plan	44
Identification of a Site	44
Future Program Needs at Full Enrollment	45
Preferred Facility Options	45
Project Partners	46
Contingency Facility Plan	47
Financial Plan	50
Financial Goals and Objectives	50
Charter School Operating Budget	51
Financial Management	52
Community Support	54
Engaging the Community in Support of High School Expansion	54
Community Partnerships with MVMPCS high school	55
Partnering with FCPS, FCC and Hood College	55
Montessori Partners	56
Plan for Parent and Community Engagement at MVMPCS High School	57
Assurance	60
Conflict of Interest	60
Waivers	60

Tables

[Table 1](#) - MVMPCS High School Course Schedule

[Table 2](#): Sample Daily Schedule

[Table 3](#): Comparative FCPS And MVMPCS Demographics (%) By Student Groups

[Table 4](#): Homeroom Teams

[Table 5](#): Matriculation Pattern for MVMPCS High School Roll Out

[Table 6](#): Matriculation Projections And Preliminary Staffing Plan

[Table 7](#): Staffing and Spiral Curriculum



Executive Summary

Since its founding as the first public charter school in Maryland in 2002 through its current designation as a Maryland High-Quality Charter School, Monocacy Valley Montessori Public Charter School (MVMPCS) has built and sustained an intimate and democratic learning community where children learn actively, think critically, and solve problems creatively. Our academically successful Montessori program provides a warm and nurturing community that students are eager to attend as indicated by our extensive lottery waitlists, our high retention rates, an unprecedented 10-year charter renewal (issued in 2018), and our 5 star MDSE 2018 and 2019 Report Card ([Appendix A](#)). This history of academic success is rooted in the Montessori approach where a prepared environment, hands-on materials, mixed age classes, and self-directed learning empower students to become knowledgeable, confident, caring citizens who possess strong academic skills and an enduring love of learning. Now, with the support of its charter management organization, Monocacy Montessori Communities, Inc., (MMCI), the Frederick County Public School System (FCPS), and the Frederick County Board of Education (BOE), MVMPCS is poised to make Maryland charter school history once again, by expanding its existing 300 student preK-8 program to serve an additional 240 9th-12th grade students by school year 2028.

Currently, there are no public secondary programs within FCPS or in Maryland that feature a Montessori high school curriculum. This creates an educational gap for students who want to continue a Montessori-based education through high school. Filling this unaddressed need resonates with MMCI's core mission to foster and support the continued growth of their students within a Montessori environment and, "to provide all children in Frederick County access to a high-quality Montessori education that is free-of-charge." Advocating for a Montessori high school also positions MVMPCS and FCPS to be innovators in an area ripe for exploration (Debs and Brown 2017, Dohrmann et al. 2007, Donahoe et al. 2013, Pendelton and Kahn 1996, Whitescarver and Cossentino 2008) as lessons learned will guide Montessori projects within and beyond FCPS.

The MVMPCS high school program will work within a Montessori framework that honors the unique developmental stage of adolescence, aligns with FCPS graduation requirements and

Maryland College and Career Ready Standards (MCCRS), and targets Project Based Learning (PBL) and Deeper Learning (DL) competencies as key outcomes of the educational process. The Montessori spiral curriculum for the high school program will span a 2 year cycle with students divided into Lower and Upper High School cohorts to allow for teachers to present instruction in an A and B sequence so all students have exposure to the complete course content over the duration of their two year enrollment at each level. This Montessori spiral curriculum will be grounded in MCCRS-aligned FCPS learning objectives ([Appendix B](#)) as administration, faculty, and students work together to build a catalogue that both delivers content consistent with Montessori adolescent practices and reflects the diverse and shifting interests of our students. Supporting this curriculum through Project Based Learning (PBL) while partnering with the Frederick community will also establish synergies leading to excellent student outcomes. The acquisition of DL core competencies will happen on all levels of this model as students develop individualized paths to content mastery through the Montessori spiral curriculum, plan and implement deeper explorations of content through PBL, and grow partnerships with the Frederick community that provide real world expertise and hands-on experiences ([Appendix C](#)). In their final year of the MVMPCS high school program, students will complete a year-long mentored Capstone Project of their design to be presented to a panel of teachers, peers and community members, representing the culmination of their academic experience at MVMPCS.

Educational Programs and Services

Philosophy and goals of the program

MVMPCS High School will extend fundamental Montessori classroom practices into the high school grades while incorporating several new key components specifically designed to support our adolescent community.

Fundamental Montessori Practice for adolescents will:

- Build a culture of caring, mutual support, and freedom with limits in every classroom through the intentional and focused work of highly trained Montessori teachers.
- Continue our tradition of relationship building within and beyond the classroom by adhering to the Montessori peace curriculum and democratic principles and processes.
- Use our focus on relationship building to foster the ability of students to work cooperatively in a diverse multi-age environment that values the voices, experiences, and perspectives of all community members.
- Allow students to nurture and grow their intrinsic motivation to learn by continuing to engage in uninterrupted, self-directed work in a prepared environment that frees students to master core knowledge at their own pace.

(<https://amshq.org/About-Montessori/What-Is-Montessori/Core-Components-of-Montessori>)

New MVMPCS high school Components will:

- Feature a rigorous, interdisciplinary, gold standard project-based curriculum that targets development of the core competencies in the Deeper Learning framework and aligns with FCPS and MCCR Standards and graduation requirements.
- Create a classroom without walls where students regularly engage in master classes, field study, mentorship, and apprenticeship to build and strengthen the connections between what they know and what they do with that knowledge.
- Engage in two, week-long intersessions a year where students explore curricular and individual topics of interest in a variety of off-campus settings.

- Spark entrepreneurship through participation in a school-based microeconomy. Students design, make and sell goods and services with proceeds used to benefit their communities.
- Cultivate an ethos of good citizenship by encouraging students to put their academic knowledge and practical experiences into action by engaging in 25 hours of meaningful self-selected community service each year.
- As a culminating academic experience, final year students will complete a year-long mentored Capstone Project of their design to be presented to a panel of teachers, peers and community members.

MVMPCS high school will weave together the diverse strands of Montessori Adolescent educational practice, Deeper Learning, and Gold Standard Project-Based Learning to meet students “where they are” and help them build their own unique educational pathways. As a result, our students will not only be prepared for entry into the workforce or further academic pursuits but also be ready to take on the full range of personal and civic responsibilities that come with adult life.

Deeper Learning (DL) and Gold Standard Project Based Learning (PBL)

The DL model strives to create purposeful motivation and skill mastery through productive struggle, meaning that there is a real reason to do the content work, choice in that students have chosen the subject and project themselves, teamwork as part of a community that cares about the group and their success, apprenticeship that provides coaching rather than simply having skills described, peer-to-peer learning, hands-on learning, persistence, and resilience (Bitter and Loney 2015, Herman et al 2015, Huberman et al. 2014, Noguera 2017). This method is an enhancement of and a natural fit with Montessori precepts and shows great promise for increasing equity in school experiences and outcomes (Hernandez et al. 2019, Martinez et al., 2014, Mehta and Fine 2019, Vaughn et al. 2015). Structuring our learning process around attaining DL will sharpen much of what we already do. Six Core Competencies of DL will be used as outcome measures in our program: 1. Master core academic content, 2. Think critically and solve complex problems, 3. Work collaboratively, 4. Communicate effectively, 5. Learn how to learn, and 6. Develop academic mindsets.

Project-Based Learning (PBL) is a highly effective means by which students can attain the core competencies set out in the DL Model and work towards closing the many and varied achievement gaps that riddle our modern educational system (Condliffe et al. 2017, Ravitz 2008, Wurdinger 2016). This critical educational practice allows students to wrestle with meaningful complex problems over extended periods of time. This, in turn, not only deepens their core knowledge and skills but also motivates them to produce work that is of importance to themselves and their communities (Johnson and Delawsky 2013). Studies have shown the value of PBL to an array of different learners, including students of socioeconomically disadvantaged status (Creghan and Adair-Creghan 2015, Leggett and Harrington 2019), gifted students (Stanley 2011), students with special needs (Filippatou and Kaldi, 2010), and those from traditionally underserved minority communities, including English Language Learners (Capatano and Gray 2015, Cervantes et al 2015). However, not all PBL is created equally and much research has been devoted to determining the key factors that make up Gold Standard PBL (Bucks Institute for Education, [PBLWorks](#)) . The emerging consensus around Gold Standard PBL includes the following goals and learning design elements, which already mirror quality Montessori program practices.

Two Central Goals of Gold Standard PBL

1. Key Knowledge and Understanding: Gold Standard PBL teaches students the important content standards and concepts that are fundamental to academic achievement
2. Key Success Skills (College and Career Readiness Skills): Combining knowledge with real-world experiences, students learn to think critically, problem solve, work with others, communicate effectively, manage projects, and be creative in their learning process.

Seven Essential Learning Design Elements of Gold Standard PBL

1. Challenging Problem/Question, 2. Sustained Inquiry, 3. Authenticity, 4. Student Choice/Voice, 5. Reflection, 6. Critique/Revision, 7. Public Product

<https://www.pblworks.org/blog/gold-standard-pbl-essential-project-design-elements>

MVMPCS high school in the Context of Montessori, DL and Gold Standard PBL

The powerful framework of DL and the strength of Gold Standard PBL to move students toward producing authentic work that prepares them for whatever future they desire dovetail seamlessly with what high quality Montessori programs have been doing for over a century (Guttek 2004, Kramer 1988, Whitescarver and Cossentino 2008). DL and Gold Standard PBL will provide additional rigor and concrete assessment strategies for evaluating student work and progress alongside traditional Montessori techniques. All of the following fundamental and new Montessori practices will promote, support, and enhance the core competencies detailed in DL as well as the critical elements of Gold Standard PBL.

School-Specific Goals and Objectives

The MVMPCS High School programmatic goals and priorities align with Frederick County Public School's Board of Education goals and priorities as set forth in the [FCPS Strategic Plan](#).

Aspirational Goal 1: FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

- Priority 1: FCPS will provide each and every student high quality instruction that fosters inquiry, creative thinking, complex problem solving, and collaboration.
MVMPCS high school will attain Priority 1 by implementing Montessori best practices, including Gold Standard Project Based Learning and the six core competencies of deeper learning, with fidelity.
- Priority 2: FCPS will raise achievement for all students and eliminate achievement gaps.
MVMPCS high school will attain Priority 2 by co-creating individualized learning plans and achievement goals with students.

Aspirational Goal 2: FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

- Priority 3: FCPS will implement strategies to ensure a high quality and diverse workforce.
MVMPCS high school will attain Priority 3 by hiring certificated content area specialists

who are Montessori trained, or obtain certification from a credentialed Montessori training program within 3 years of hire, with preference given to diversifying our staff.

- Priority 4: FCPS will support all staff by providing ongoing opportunities to grow as professionals throughout their career.

MVMPCS high school will attain Priority 4 by providing professional development in deeper learning, gold standard project based learning, and Montessori certification, as well as ongoing timely and relevant topics.

Aspirational Goal 3: FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

- Priority 5: FCPS will provide equitable distribution of all resources based on the varied needs of students and schools.

MVMPCS high school will attain Priority 5 by ensuring equity in materials across all classrooms and prioritizing resources to facilitate opportunities for students to pursue learning based upon their interests, strengths, and preferences.

- Priority 6: FCPS will promote clear communication and transparency in allocation of resources.

MVMPCS high school will attain Priority 6 by adhering to MMCI and MVMPCS Governing Council protocols which establish the communication, reporting, and allocation of resources within the school.

Aspirational Goal 4: FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.

- Priority 7: FCPS will encourage and sustain collaborations with families and the entire community to support student success.

MVMPCS high school will attain Priority 7 by continuing the volunteer based leadership structure, culture, celebrations, and traditions that are inclusive of families and the wider community.

- Priority 8: FCPS will equip staff with the knowledge and tools necessary to be positive ambassadors who build support for our goals and initiatives.

MVMPCS high school will attain Priority 8 by providing continuous high quality

educational training opportunities, growing diverse community networks, and assuring that resources are available for the professional development of our school staff.

Aspirational Goal 5: FCPS will promote a culture fostering wellness and civility for students and staff.

- Priority 9: FCPS will promote and maintain a safe and respectful environment. MVMPCS high school will attain Priority 9 by engaging in community building, problem-solving, resolving conflict, and repairing harm through the regular use of restorative practices by both staff and students.
- Priority 10: FCPS will foster personal well-being and health among students and staff through increased awareness and engagement on these topics. MVMPCS high school will attain Priority 10 by providing the space and time for self reflection and self-care daily as part of the regular high school curriculum and workplace.

Education levels to be offered

The MVMPCS high school program will add secondary grades 9-12 to the existing MVMPCS K3-8 grade offerings, allowing students the option to remain in an Montessori based learning environment for the duration of their FCPS experience.

Student teacher ratio

Student teacher ratios will be in alignment with the vision set forth in the Charter Agreement between the BOE and MMCI dated July 1, 2018 and class size in the MVMPCS high school program will be kept to a maximum class size of 30 students with an instructional assistant per “community.” At full enrollment, the high school program will consist of 2 communities of 120 students (30 at each level), with 4 content-area specialists and 1 instructional assistant per community. This provides for a 1-to-24 staff-to-student ratio.

Unique focus of the school program: Montessori Education

Fundamental Montessori Practices at MVMPCS Pk3-12

Peace Curriculum

Teachers act as guides who help develop these skills through on-going dialogue and faithful adherence to a peace curriculum that scaffolds and supports students learning to become passionate and compassionate leaders in their communities (Cossentino and Whitecomb 2007, Duckworth, 2006,2008, Montessori 1992, 2019, Thayer-Bacon 2001).

Democratic Classroom Practices

Montessori teachers build their classrooms on democratic principles. Respect for individuals, freedom of choice, a commitment to peaceful interaction, and personal accountability create classrooms where all students feel honored, heard, and valued (Leonard 2015)

Diverse, Multi-age Classrooms

Team building through cooperative learning in diverse multi-age classrooms encourages the development of communication skills and an inclusive ethos that values all voices and perspectives (Lillard 2017, Montessori 1912).

The Prepared Environment

A Montessori Guide takes special care to create a prepared environment where students can build core knowledge through exploration at their own pace and transform that knowledge into action that is personally meaningful and authentic (Lillard 2017, Montessori 1912).

Student centered self-directed learning

Self direction and choice fosters the intrinsic motivation to ask questions and discover, as each student creates and moves through their own unique high school experience with the support of their highly trained Montessori Guides (La Rue 2010, Casquejo-Johnson 2016, Rathunde 2003).

Interdisciplinary inquiry

An interdisciplinary approach illuminates connections for students to see more holistically and opens spaces for students to make their own novel discoveries (Lillard 2017, Montessori 1912).

Uninterrupted work periods

To allow for the deep concentration needed to participate in this intense curriculum, students will have block schedules teaching core subjects in the morning and an extended and an uninterrupted 3 hour work period each afternoon (Lillard 2017, Montessori 1912).

Creative problem solving with an applied focus

Our students will use their hands and their heads to tackle big questions; they won't just know, they will also do. Creativity is a skill to be cultivated broadly and expressed freely as students explore their connections to the world (Fleming et al.2019).

Montessori Practices New to the MVMPCS High School Program

Classroom Without Walls

A Montessori Adolescent education helps students reflect on their own experiences, situate those experiences in broader social contexts, and begin to see, understand, and connect with others in genuine ways. Our students will move beyond classroom walls to delve into extended inquiry, real world application, and deeper exploration of personal interests through local field trips, two intersessions for extended off campus study (one week each), and master classes/apprenticeships in the community.

Intersessions (2 per year, week-long)

Students will engage in two weeks of extended off-campus exploration of core curricular topics or topics of special interest to the student. Off campus study is designed to integrate students into the wider community and give them hands-on learning experiences that can both concretize core concepts and illuminate avenues for further study. Some examples of potential intersessions are :

- Local or regional for grades 9-10; grounding experiences closer to home.

- Ex: We the People exploration of D.C. Tour the White House, Congress, and The Supreme Court. Visit the National Archives, the Treasury, and the Library of Congress.
- Ex: Explore the Chesapeake Bay region with a focus on environmental justice and protection of natural resources.
- National or international for grades 11-12, intentionally building on current or ongoing projects. Later, students will have developed a strong sense of their place within the school and local community, and will be ready to expand beyond.
 - Ex: Travel to NYC to explore the history of art through museums and the local art scene through exploration of shows of visual arts, dramatic arts, music, etc.
 - Ex.: Travel to Costa Rica to explore the issues related to the ecotourism trade.

Microeconomy

Achieving economic independence marks a key transition of an adolescent into the adult world. The microeconomy at MVMPCS high school will foster a maker culture where students are central in creating ideas, planning, producing, tracking resources, and designating profits. Responsibilities will build with each successive grade, as older students increase in skill, knowledge, and interests. Intersession weeks, master courses, and community apprenticeships will be partially funded by participation in the Microeconomy. Active participation will provide students hands-on experience in working to meet both short and long-term financial goals.

Community Service

Through community service, students will learn to communicate, listen, synthesize information, and work together to make a difference for individuals and groups within the local and broader community. To support growth in their confidence to act, each student will find ways to engage in 25 hours of community service each year. Teachers will work with students to craft community service projects and work to embed these community activities in daily life in the classroom. Community service work must be authentic and meaningful and, as such, will be highly individualized based on the interests, skills, and resources of each student.

Senior Capstone Project

The Senior Capstone Project gives final year students the opportunity to put together all the pieces of what they have learned during their time at MVMPCS high school. Engaging in a mentored year-long work that reflects the interests and strengths of each student and culminates in a public presentation will solidify the skills and confidence needed to succeed in a post-graduation world. Through public sharing of this final work, students will mark the transition from high school into future pursuits in communal celebration with all of those individuals and groups that supported their Montessori high school journey.

Curriculum and Instruction

Alignment with the Maryland College and Career-Ready Standards (MCCRS)

MVMPCS high school students will meet all of the local and state requirements to secure their high school diploma. This includes demonstrating proficiency on state assessments which measure students' knowledge of the Maryland College and Career Readiness standards in English 10, Algebra I, Government, and Science, and earning a minimum of 25 credits (21 earned post middle school). The MVMPCS high school curriculum will incorporate the MCCRS state standards and FCPS learning objectives delineated for each class in a Montessori spiral curriculum that spans 2 years, is cross-curricular, and thematic. Exceptions include mathematics and world languages which must be taught sequentially, and electives that may also meet this criteria.

Curriculum Design

The school will be divided into Lower and Upper high school cohorts (LHS, UHS) to allow for teachers to present instruction in an A and B sequence so all students have exposure to the complete course content over the duration of their two year enrollment at each level. Courses in social studies and science are a natural fit for an AB sequence. The schedule below shows that freshman and sophomores are required to take two history and two science courses during their first two years. Biology and Chemistry would be alternated each year so every student will have had both by the end of the LHS sequence. The same is true for history with American Studies and Government forming the same AB pattern over the course of two years. Courses that require

a more linear approach such as math and World Languages will be taught in multiple levels based on a student’s progress within the sequence. [Table 1](#) shows the academic courses that students would be expected to take. There would be room for individualization in the selection of electives, fine arts, world languages, fitness, etc., based on student needs, preferences, and accessibility. The MVMPCS high school course schedule meets the requirements of the FCPS University System of Maryland Completer program.

Each year will be comprised of two semesters, which are composed of two quarters. At the end of each quarter assessments will be given in the areas of English, social studies, math, science, and world languages. In addition, there will be project presentations and written self-assessments. The quarter format is designed to help students learn organizational, decision-making, and time management skills. Between each quarter there is a one-week intersession.

Table 1 - MVMPCS High School Course Schedule

Lower High School -- Grades 9 & 10			
Year A		Year B	
Subject Area/Courses	Credits	Subject Area/Courses	Credits
English	1	English	1
Social Studies: United States History	1	Social Studies: Government & Politics	1
Mathematics: Algebra I, Algebra II, Geometry	1	Math: Algebra I, Algebra II, Geometry	1
Science: Biology	1	Science: Chemistry	1
World Languages: Spanish	1	World Languages: Spanish	1
Health (0.5)/Fitness (0.5)	1.0	Health (0.5)/Fitness (0.5)	1.0
Introduction to Career Research & Development (FinLit)	0.5	Managing Your Personal Finance (FinLit)	0.5
Arts Elective	1	Foundations of Technology	1

TOTAL CREDITS	7.5	TOTAL CREDITS	7.5
Upper High School -- Grades 11 & 12			
Year A		Year B	
Subject Area/Courses	Credits	Subject Area/Courses	Credits
English	1	English	1
Social Studies: World History - Modern	1	Social Studies: Geography & Economics	1
Mathematics: Geometry, elective (Pre-Calculus, Statistics, Calculus, College Prep Math)	1	Math: Geometry, elective (Pre-Calculus, Statistics, Calculus, College Prep Math)	1
Science: Environmental Science	1	Science: Physics	1
World Languages: Spanish	1	World Languages: Spanish	1
Health (0.5)/Fitness (0.5)	1.0	Health(0.5)Fitness (0.5)	1.0
Self-Construction/Senior Thesis	1	Self-Construction/Senior Thesis	1
TOTAL CREDITS	7	TOTAL CREDITS	7
9th-Year Accumulated Credits	7.5	10th-Year Accumulated Credits	15
11th-Year Accumulated Credits	22	12th-Year Accumulated Credits	29

Daily Schedule: 3-Hour Work Block Cycles

Block schedules benefit students by allowing them to have longer uninterrupted periods of time to master course content. Students have the opportunity to linger over a subject that is of interest or one that requires more of their attention. Block schedules have the additional benefit of grouping classes together that have the highest potential for interdisciplinary work, thus reinforcing the centrality of making connections not only within but also among different disciplines in the Montessori model. The daily schedule is divided into two extended-time blocks, one in the morning and one in the afternoon ([Table 2](#)). The morning block will flow on

an AB pattern with lessons given in rotation by content area. For example, ELA/Social Studies/Foreign Language on Mondays and Wednesdays, Science/Math on Tuesdays and Thursdays, and electives, advisory, and personal work time on Fridays. Direct instruction by content area specialists occurs primarily during the morning work cycle. When not in lessons, students will be free to do follow-up and independent work in any subject with their remaining time. When direct instruction has concluded, teachers are monitoring student progress, reteaching or offering clarification as needed, and actively engaged supporting student learning.

The afternoon work block allows students to dive deeper into content area learning through application. Students take what they have learned in core content classes, develop and implement a project that addresses a need identified by their research, and then report their findings. Teachers serve as subject matter experts, coaching and mentoring students throughout the process. Teachers who specialize in science and math will support the student teams whose projects have a STEM focus; teachers who specialize in language and social studies will support student teams whose projects have a humanities focus. Checks for understanding, informal and formal assessments, and peer and teacher feedback are features of the afternoon work block. To ensure students meet all core learning standards, students will alternate between STEM and Humanities projects by semester.

The Prepared Environment: Space and Materials

Classrooms will consistently contain equivalent amounts of space, as much natural light as possible, and a variety of furnishings from the most comfortable to the most formal. Free movement around the classroom is a hallmark of Montessori pedagogy and requires adequate space, especially for adolescents. Natural light reduces the institutional feel of the learning space and mimics a more home-like environment that is conducive to the learning process.

A range of seating options will give students choice in where work can be accomplished with some preferring floor mats with pillows while others prefer comfortable chairs and still others might prefer a more office-like setting with a desk and chair. Depending on the needs of the class, there may be areas established for quiet, individual work and more active zones for collaboration. Moving around the space and utilizing the furnishings depending on task and mood will establish a level of freedom appropriate for adolescents.

The materials in each classroom will be similar but will also reflect the interests of students in that particular class and the strengths, interests, and teaching styles of the homeroom teachers.

The Prepared Environment, while dynamic should include but not be limited to:

- Project-based learning themes, key questions, and supporting written and hands-on materials.
- Curated Internet resources, both topic-oriented websites and publications warehouses like PubMed or JSTOR, are used as a means to teach students how to find and evaluate information by modeling that process for them.
- Seminal texts and articles from different fields of study.
- Reproductions of fossils or artifacts, models of human anatomy, DNA, atoms or chemical structures etc. that encourage students to visualize core content in a concrete fashion.
- Current trends materials both digital and print: National Geographic, Wired, Scientific American, Smithsonian, The New York Times, The Washington Post, etc.
- Maker spaces or a designated area for hands-on projects (ex. gardening, crafting, fine arts, environmental science, chemistry).
- One to one laptop computers for students, access to desktop computers when needed for specialized programs, etc.

The combination of a varied, home-like physical environment with work spaces to fit the needs of each class will include a carefully prepared selection of print, digital, and hands-on materials that will provide students the opportunity for project-based exploration (e.g. [SOW High School](#)).

Refer to [APPENDIX Q](#) for a suggested list of furnishings, materials, and technology items per area of instruction.

Curriculum Rigor and Dual Enrollment

Courses will be structured to accommodate a wide range of learners with the expectation that many of our students will be taking honors-level or dual enrollment coursework. AP courses will not be offered as the highly structured test-oriented approach of these classes does not fit within the Montessori model of secondary education. However, Dual Enrollment on campus, in a virtual environment, or at off-site locations will be encouraged and supported so our students can attain transferable college credits to their colleges and universities of choice. In each classroom, the

prepared environment will be designed to accommodate all levels of learning and small group lessons will target the needs of different kinds of learners. Formative and summative assessments of core content will similarly reflect the expectations of each course level. Expectations for PBL works will be set universally high but students enrolled in the most rigorous courses will be held to the highest standards as one mode of evaluating student progress. Learners who are not interested in or able to work at this level will be equally supported by their teachers and the prepared environment.

Length of student instructional day

In alignment with the existing MVMPCS charter, the high school program will be substantially similar to other FCPS high schools within the minimum required hours and in compliance with Maryland law. The MVMPCS high school program school day will start at 9:00 and end at 4:05 with early dismissal each Friday at 2:50 ([Table 2](#)). Later start times are universally beneficial to adolescent learning because they sync with the natural rhythms of adolescent minds and bodies and allow students to come to school ready to learn (American Academy of Pediatrics, 2014, Boergers 2014, Kirby and D'Angiulli 2011, Wahistrom 2002). An extended day Monday through Thursday is necessary to support both core content learning in the morning and project-based work time in the afternoon. Due to the nature and intensity of the program, students will need extra classroom time both to master core content and engage in project based work during the early part of the week as well extra free time on Fridays to participate in community-based experiences outside of the classroom.

Table 2: Daily Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9-9:30	Community Meeting	Community Meeting	Community Meeting	Community Meeting	Community Meeting
9:30-12:30	Block A English Social Studies Spanish Independent follow-up work for core content	Block B Science Math FinLit/Tech/SC/ST Independent follow-up work for core content	Block A English Social Studies Spanish Independent follow-up work for core content	Block B Science Math FinLit/Tech/SC/ST Independent follow-up work for core content	Electives Health/Fitness Advisory & Personal Work Time
12:30-1:30	Lunch/Physical Activity	Lunch/Physical Activity	Lunch/Physical Activity	Lunch/Physical Activity	Lunch/Physical Activity
1:30 - 3:00	Interdisciplinary project-based work	Interdisciplinary project-based work	Interdisciplinary project-based work	Interdisciplinary project-based work	Interdisciplinary project-based work
3:00-4:05	Electives Enrichment opportunities* Community service Microeconomy	Electives Enrichment opportunities* Community service Microeconomy	Electives Enrichment opportunities* Community service Microeconomy	Electives Enrichment opportunities* Community service Microeconomy	Electives Enrichment opportunities* Community service Microeconomy
*Interdisciplinary project-based work is either rooted in STEM or Humanities content areas, overseen by teachers specializing in that content area, and changes by semester.					

***Possible afternoon enrichment opportunities:**

Maker Space Master Classes Math, Science, and Art Labs	Debate Montessori Model UN Drama and Music Productions	Newspaper and Yearbook Greenhouse and Gardening work
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Enrichment and extracurricular offerings

Opportunities for enrichment activities and extracurriculars are generally student-initiated and can be filled through in-school offerings or through partnerships with the community. Drama, musicals, science olympiad, yearbook club, urban farming, chess club, and Montessori Model United Nations are all possible in-house enrichment activities that can be developed collaboratively by students, staff, and community partners. Once interests are identified, students can also explore the possibility of building year-long programs or developing Master Classes in certain areas by recruiting local professionals to lead courses. Students will participate in fundraising activities, such as micro-economy initiatives, to offset the cost of extracurricular offerings such as MMUN. In accordance with Policy 440, FCPS charter school students are also allowed to participate in extracurricular activities offered at their assigned home schools (440.5 Educational Program Services, item 2, p.4, see [Appendix G](#)). For students who would like to participate in extracurricular programs that cannot feasibly be offered at MVMPCS high school, tapping into the resources at their home school is always an option. For example, most team sports extracurriculars, like football, will not be able to be supported in our school so interested students could try out and compete for spaces at their local district high schools. To complement participation in team sports, on-campus campus fitness activities will focus on personal growth and development through options like yoga, tai chi, parkour, gymnastics, dance, rock climbing, or cooking to support healthy eating.

Provision for transportation

FCPS will provide transportation to MVMPCS for individual students if included in the student's IEP plan. In addition, any enrolled student may use currently established FCPS bus routes along the location of MVMPCS (see Policy 440.12, [Appendix G](#)). Enrollment by random lottery selection does establish some limitations on the ability to provide students with transportation to MVMPCS since we draw students to our school from all over Frederick county. However, the central location of MVMPCS and proximity to major highways allows many MVMPCS families to provide their own transportation or to carpool with other families with relative ease. Some students live within walking distance and there is public transportation directly adjacent to the school building. The effect of transportation availability on demand and recruitment for our

program appears to be minimal as evidenced by the extensive lottery waitlist at MVMPCS ([Appendix H](#)).

Beyond finding transportation solutions to get to the main campus, the high school program at MVMPCS also encourages students to explore educational opportunities outside of classroom walls. Costs for transportation for field trips and intersessions have been folded into the per pupil allocations for those activities as described in our projected budget ([APPENDIX P](#)). It is also possible for the MVM GC to provide funding for transportation on an individual event basis through the Student Activities Fund if deemed appropriate. Supplementing this basic funding with money generated through the microeconomy and through fundraising will ensure the transportation needs of those activities are well supported. In addition, carpooling has always been part of the culture of MVMPCS and facilitating the establishment of carpooling options for students going to similar locations will be part of our strategy. Parking priority for juniors and seniors will be based both on need and on the ability to create supportive transportation networks for our student population as a whole. Additionally, our current facility search is targeting a central location to reduce the burden of transportation costs faced by our school and our students.

Building Security and Safety Plan

MVMPCS participates in the FCPS emergency preparedness program under the direction of the department of Security and Emergency Management. As part of this program, MVMPCS has a school specific Student Safety Plan and conducts all required practice drills for school security procedures in accordance with FCPS guidance. In addition, MVMPCS has a contract with Raptor Technologies to provide equipment and services to manage visitor and volunteer screening and tracking. MVMPCS anticipates these programs and protocols will be updated to reflect the expanded student population of the high school program prior to the program start.

Special Populations

In accordance with the Charter Agreement between the BOE and MMCI dated July 1, 2018, MVMPCS will work closely with FCPS Special Education Department to ensure students with Individualized Education Programs (IEP's) or 504 Plans receive continuing support as delineated in their plans while attending MVMPCS.

It is important to note that Special Education services are provided through in-kind services provided by FCPS. Funds are removed from per pupil allotment (PPA) before the remainder is returned to MVMPCS for budgeting at the school level and therefore Special Education funding is not included in the provided budgets and Special Education staffing is not included in the provided staffing plan. See [Appendix F](#) for further detail on IDEA and Special Education Compliance.

Student Outcomes

Grading and Transcripts

Montessori is a standards based curriculum where each student moves at their own pace through the materials and where students are assessed along a variety of dimensions that include competency, performance, and portfolio based evaluations. Traditionally, Montessori classrooms do not engage in extrinsic rewards like grades and other public recognitions because Montessori students are encouraged to develop an intrinsic desire to learn and compete only with themselves to achieve subject mastery. However, since many of our students will have plans to move on to college, the MVMPCS high school program will follow the traditional grading and transcript conventions laid out by FCPS. ([Appendix E, Grading Scale](#)). The need for translation of Montessori assessments into a more traditional format are two-fold: 1) External assessment is a part of life and, as such, learning to engage in the process of being assessed is a necessary practical life skill. 2) Transcripts will be easily understandable to colleges and universities students hope to attend. Every effort will be made to reinforce the non-competitive nature of the Montessori environment and grades will not be focused on or discussed as anything but an expression of individual student progress on their learning journey.

Assessment System

Measuring the success of this program is a necessary step both to demonstrate areas that are strong and target others for improvement based on specific data. In [APPENDIX O](#)), each of the elements of our Montessori adolescent program are linked to one or more programmatic

assessment strategies and goals. Similarly, student academic achievement expectations are defined with assessment processes and goals linked to each expectation.

Assessment of student achievement will be both broad and deep. Each quarter will conclude with content area assessments, project presentations, and self-assessments. These will measure attainment of the desired learning outcomes. MVMPCS high school students will also take MCCR standards aligned norm-referenced assessments three times a year to track their progress across the academic year as well as their high school career. They will use their data to set growth- and stretch-goals in ELA and mathematics. Students will collaborate with peers and teachers to achieve their goals, and progressive levels of support or intervention will be offered based on what the student data shows. The school counselor will track student progress of graduation requirements and each student will be assigned to an advisor and meet regularly with their advisory group.

Intervention and Enrichment

Opportunities for academic intervention and enrichment will be made available at school or through community partnership. In a multi-age classroom there are natural opportunities for peer-tutoring. Students will also receive additional intervention as needed inside the classroom or be referred to a math and/or reading specialist for intensive one on one support. MVMPCS has a strong Student Support Team (SST) process already in place and this will be expanded to serve high school students.

Students who are struggling (e.g. behavior, attendance, academics) are generally identified by the classroom teacher who will refer them to the SST. Teachers document their concerns using data and intervention outcomes and fill in a request to begin the process. The SST chair invites parents, teachers, and additional staff (counselor, nurse, school psychologist) as appropriate. The SST process lasts for approximately 8 to 10 weeks and serves as the first step in addressing the student's needs. SST may result in a number of outcomes: resolution of the problem, referral to special education or 504 teams for additional screening, or request for additional services (such as counseling or behavior intervention plans).

There will be a standing meeting once a week including administration, guidance, CASS worker, pupil personnel worker, special educator, school psychologist, and attendance monitor to bring up new concerns and review progress of previously discussed students. Concerns will be discussed, the team will problem-solve, record notes, and assign designated person(s) for specific action steps. That same student will be put on the agenda for the next week to discuss the response to intervention and whether that student will continue to need monitoring. Interventions include, but are not limited to: parent meetings, change of class, referral to special education screening, referral to mental health agency, inclusion of students in academic/social-emotional groups, daily or weekly check-in with students, review of threat assessments, etc.

Many aspects of a Montessori classroom support and even cater to students with learning disabilities or different learning-style preferences, including highly able learners in need of global or subject-based acceleration. Additionally, MVMPCS has instituted the use of the Orton-Gillingham multisensory approach for teaching literacy skills to students with dyslexia. MVMPCS high school will feature self-paced learning, working individually or within a small group, peer-support, flexible seating and movement, hands-on and experiential learning. MVMPCS high school students with learning disabilities and preferences will continue to be supported in their classrooms.

Wrap-around services will also feature prominently at MVMPCS high school to provide necessary support for our economically disadvantaged students. We are currently in the process of developing a partnership with a community foundation to provide well-check up clinics and vaccine clinics. Our school already has a free goods and clothing swap in the fall and spring which is well attended by our families. This will be extended to include the high school. Additionally, we recently installed a washer/dryer and are offering a “practical life” activity for students to bring in their clothing and launder it at school. Finally, we participate with Blessings-in-a-Backpack (a nationwide program that partners with communities to combat hunger in school age children) and will continue to send home a portion of food each weekend for students as needed. All services will be extended to include disadvantaged high school students.

Adding grades 9-12 to our program will also allow matriculating MVMPCS students to experience fewer school transitions and to experience their high school years in a socially

supportive environment that values diversity and is committed to equity. Research shows that fewer transitions are advantageous to students, especially disadvantaged students, and have the effect of raising academic achievement levels, increasing attendance rates, lowering attrition and suspension rates, increasing self-esteem, and creating positive attitudes towards school (Benner, 2011, Benner et al. 2017). Furthermore, movement into caring and inclusive high school environments, such as those created through Montessori pedagogical practices, may be particularly helpful for disadvantaged students and minority students who are often overlooked and undervalued by traditional high school practices (Fergus and Noguera 2014, Noguera 2018, Noguera et al. 2011, Skiba et al. 2011, Spencer et al. 2003).

Student Admission Procedures

MVMPCS high school program will follow a slow-growth model to give students, the faculty, and the school as a whole time to adjust to the expanded program. One 9th grade and one 10th grade class of 30 students each will be added in the fall of 2022 and one new 30 student class will be added each year until 120 student enrollment for grades 9-12 is reached in year 3. After enrollment of 120 students is reached, an additional 60 student 9th and 10th grade class will be added in year 4 with an additional 30 person class added in years 5 and 6 until a maximum enrollment of 240 students is reached ([Appendix D](#)).

As outlined in the current MVMPCS charter (2018), admission to MVMPCS is open to all students residing in Frederick County on a space available basis. If the number of qualified applicants exceeds the predetermined student capacity, a random selection process, or lottery, must be used. FCPS charter regulations (Policy 440) and Maryland state law (§ 9-102.2) govern the lottery and acceptance process.

In this non-competitive model, incoming MVMPCS high school students will be invited on a lottery basis to fill open seats, expanding the Montessori secondary education opportunity to include all Frederick County students as space allows. Placement by lottery is inclusive of those who may not have had early exposure to Montessori, those who may not have had financial access to private Montessori education, and it also includes those who may not have previously considered a non-traditional program (because of lack of access or other reasons). Although having previous Montessori school experience will be beneficial, it has been demonstrated in

current programs that the Montessori method is successful at integrating all students into a functioning, productive, joyful school community.

As provided for in state charter law, all MVMPCS 8th grade students will have the option to matriculate to the high school. For available lottery seats, priority is given to siblings and children of staff. Additionally, our sister school CCMPCS will be given priority for 35% of the remaining lottery seats. FCPS charter regulations (see [Appendix G](#), Policy 440) and Maryland state law (§9-102.2) will continue to govern the lottery and acceptance process. Once full enrollment of 240 students is reached, a total of 60 incoming freshman seats will be open each year as well as any additional seats that open up in grades 10-12.

Currently, MVMPCS’ student population ([Table 3](#)) is generally representative of other Frederick County schools with the noted exception of underrepresentation of the Hispanic/Latino population. Efforts to address this deficit will include outreach to the community about Montessori education, translation of information and documents into Spanish, and identification of factors that may inhibit application to the school. Diversity and inclusion have been hallmarks of Montessori public school programs. As noted by Debs and Brown (2017), “The Montessori Method has its roots in serving disadvantaged students,” and “a clear and enduring strength of public Montessori programs has been their success in enrolling a racially diverse student body in schools around the country.” Recent studies have shown academic gains for Black and Latino students and economically disadvantaged students who attend Montessori public schools, particularly in reading, math, and science. Additional benefits may include fewer referrals of students of color to special education, since they are in mixed-age classrooms and automatically receive differentiated instruction due to “a curriculum designed to meet their own needs and pace.” (Debs and Brown, 2017).

Table 3: Comparative FCPS and MVMPCS Demographics (%) by Student Groups

SY 2020-2021	Asian	Black	His/Lat	2 or more	White	SE	504
FCPS	6.4	13.7	19.1	6.1	54.3	11.4	5.9
MVMPCS	8.6	12.0	12.3	8.2	58.6	10.6	5.8

MVMPCS is dedicated to providing access to quality Montessori education free of charge available to all Frederick County residents. Besides the current lottery, which is open to all county residents, we will continue to work diligently to recruit students of diverse ethnicity, socio-economic status, and ability. This outreach will include (but not be limited) to:

- Centro Hispano de Frederick
- Frederick Boys and Girls Club
- AARCH Society
- Asian American Center of Frederick
- Indian Association of Frederick
- Maryland School for the Deaf

Beyond student recruitment, we will work toward a more inclusive team of staff and faculty by partnering with the higher education programs at local and state colleges to identify and recruit diverse talent.

Staffing Plan

Staffing Processes

Hiring and dismissal will follow the regulations of FCPS, with the variation that hiring will be a mutual decision between FCPS, the principal educator, and the MVMPCS Governing Council (GC) appointed interview team comprised of parents and staff (see [Appendix A](#), MVMPCS Charter Renewal 2018, section II.L Personnel). Observations and evaluations will conform to the terms of the bargaining agreement with the variation that the MVMPCS Governing Council will provide a Montessori addendum to the standard form and the Hiring Committee will supply additional input to the principal educator. Evaluation will be based upon expected performance especially in terms of student achievement, cooperating with and supporting other staff to perform at their best level, and communicating with parents so as to establish and keep strong home-school ties.

Enrollment and Staffing Expectations by Year

MVMPCS high school will follow a slow-growth model to give students, the faculty, and the school as a whole time to adjust to the expanded program. A 60 student 9th and 10th grade class will be added in the fall of 2022 and one new 30 student class will be added each year until 120 student enrollment for grades 9-12 is reached in year 3. After enrollment of 120 students is reached, an additional 60 student 9th and 10th grade class will be added in year 4 with an additional 30 person class added in years 5 and 6 until a maximum enrollment of 240 students is reached ([Table 5](#)).

Staff will be added as enrollment increases to accommodate the growing needs of our student body ([Table 6](#)). While the high school is growing, we will have building years and stable years as we add faculty when new classrooms are formed. From year 4 onward, all classrooms will include one rotating IA that provides support for a teaching team, all of whom will work very closely with the rest of the faculty. The staffing plan outlined above might need to adjust to accommodate the special needs or evolving interests of enrolled students. Therefore, the staffing plan may shift, based on both the number of students enrolled and the desire for special content expertise. See [Appendix N](#) for examples of job descriptions/responsibilities.

Homeroom Teams and Staff Rotation

At full enrollment the high school will house two “Communities.” Each Community will contain 4 homerooms: 2 LHS cohorts of 9th and 10th grade students and 2 UHS cohorts of 11th & 12th grade students. Each homeroom will have one Montessori teacher who has primary responsibilities for their students, and each community will have an instructional assistant. Each teacher will have his or her own area of specialization that reflects both the needs of their own classroom and the needs of the school as a whole. Ideally, each teacher must be able to teach two or more subjects within their content area certification with expansion of credentialing encouraged and supported by administration. For example, in year A our science teacher(s) would be expected to teach biology and environmental science, and in year B our science teacher(s) would be expected to teach chemistry and physics. In year A our social studies teacher(s) would be expected to teach United States History and Modern World History, and in year B they would teach Government and Politics and Geography and Economics.

Table 4: Homeroom Teams

Community 1: 4 teachers & 1 IA	Community 2: 4 teachers & 1 IA								
<p><u>Lower High School</u></p> <table border="1" data-bbox="204 506 797 632"> <tr> <td data-bbox="204 506 500 632"> <u>Homeroom A</u> 15 9th grade students 15 10th grade students </td> <td data-bbox="501 506 797 632"> <u>Homeroom B</u> 15 9th grade students 15 10th grade students </td> </tr> </table> <p><u>Upper High School</u></p> <table border="1" data-bbox="204 779 797 905"> <tr> <td data-bbox="204 779 500 905"> <u>Homeroom C</u> 15 11th grade students 15 12th grade students </td> <td data-bbox="501 779 797 905"> <u>Homeroom D</u> 15 11th grade students 15 12th grade students </td> </tr> </table>	<u>Homeroom A</u> 15 9th grade students 15 10th grade students	<u>Homeroom B</u> 15 9th grade students 15 10th grade students	<u>Homeroom C</u> 15 11th grade students 15 12th grade students	<u>Homeroom D</u> 15 11th grade students 15 12th grade students	<p><u>Lower High School</u></p> <table border="1" data-bbox="824 506 1417 632"> <tr> <td data-bbox="824 506 1120 632"> <u>Homeroom A</u> 15 9th grade students 15 10th grade students </td> <td data-bbox="1122 506 1417 632"> <u>Homeroom B</u> 15 9th grade students 15 10th grade students </td> </tr> </table> <p><u>Upper High School</u></p> <table border="1" data-bbox="824 779 1417 905"> <tr> <td data-bbox="824 779 1120 905"> <u>Homeroom C</u> 15 11th grade students 15 12th grade students </td> <td data-bbox="1122 779 1417 905"> <u>Homeroom D</u> 15 11th grade students 15 12th grade students </td> </tr> </table>	<u>Homeroom A</u> 15 9th grade students 15 10th grade students	<u>Homeroom B</u> 15 9th grade students 15 10th grade students	<u>Homeroom C</u> 15 11th grade students 15 12th grade students	<u>Homeroom D</u> 15 11th grade students 15 12th grade students
<u>Homeroom A</u> 15 9th grade students 15 10th grade students	<u>Homeroom B</u> 15 9th grade students 15 10th grade students								
<u>Homeroom C</u> 15 11th grade students 15 12th grade students	<u>Homeroom D</u> 15 11th grade students 15 12th grade students								
<u>Homeroom A</u> 15 9th grade students 15 10th grade students	<u>Homeroom B</u> 15 9th grade students 15 10th grade students								
<u>Homeroom C</u> 15 11th grade students 15 12th grade students	<u>Homeroom D</u> 15 11th grade students 15 12th grade students								

Table 5: Matriculation Pattern for MVMPCS High School Roll Out

**** Bold indicates new students matriculating.**

Year	9	10	11	12	Total in Each Cohort	Total Enrollment
Cohort A (120)						
2023	30	30			60	60
2024	30	30	30		90	90
2025	30	30	30	30	120	120
Cohort B (120)						
2026	30	30			60	180
2027	30	30	30		90	210
2028	30	30	30	30	120	240

Year	Total Incoming Students	Total Retained Students	Total Student Population
2023	60	0	60
2024	30	60	90
2025	30	90	120
2026	90	90	180
2027	60	150	210
2028	60	180	240

Table 6: Matriculation Projections and Preliminary Staffing Plan

Year	Students	Homeroms	Classroom / Instructional Staff	Behavioral Health Staff	Administrative Staff	Other	Total Staff						
Year 0	0	0	0	0	0	1 Curriculum Consultant							
Total Year 0	0	Students / Homeroom	0	Classroom / Instructional Staff	0	Behavioral Health Staff	0	Administrative Staff	1	Other	1	Total Staff	
Year 1	30 30	9th Grade 10th Grade	1 1	1 1.0 ELA 1 1.0 Social Studies 1 1.0 Math 1 1.0 Science 1 1.0 Instructional Assistant 1 0.5 Foreign Language 1 0.5 Arts 1 0.5 Physical Ed/Health	1 1.0 School Counselor	1 1.0 Assistant Principal 1 0.5 Secretary/Registrar 1 0.5 USS	0						
Total Year 1	60	Students / Homeroom	2	8	Classroom / Instructional Staff	1	Behavioral Health Staff	3	Administrative Staff	0	Other	12	Total Staff
Year 2	30 30 30	9th Grade 10th Grade 11th Grade	1 1 1	1 1.0 ELA 1 1.0 Social Studies 1 1.0 Math 1 1.0 Science 1 1.0 Instructional Assistant 1 1.0 Foreign Language 1 0.5 Arts 1 0.5 Physical Ed/Health	1 1.0 School Counselor	1 1.0 Assistant Principal 1 0.5 Secretary/Registrar 1 0.5 USS	0						
Total Year 2	90	Students / Homeroom	3	8	Classroom / Instructional Staff	1	Behavioral Health Staff	3	Administrative Staff	0	Other	12	Total Staff
Year 3	30 30 30 30	9th Grade 10th Grade 11th Grade 12th Grade	1 1 1 1	1 1.0 ELA 1 1.0 Social Studies 1 1.0 Math 1 1.0 Science 1 1.0 Instructional Assistant 1 1.0 Foreign Language 1 1.0 Arts 1 1.0 Physical Ed/Health	1 1.0 School Counselor	1 1.0 Assistant Principal 1 0.5 Secretary/Registrar	0						

Total Year 3	120	Students / Homeroom	4	8	Classroom / Instructional Staff	1	Behavioral Health Staff	3	Administrative Staff	0	Other	18	Total Staff
Year 4	60	9th Grade	2	2	1.0 ELA	1	1.0 School Counselor	1	1.0 Assistant Principal	0			
	60	10th Grade	2	2	1.0 Social Studies			1	0.5 Secretary/Registrar				
	30	11th Grade	1	2	1.0 Math			1	0.5 USS				
	30	12th Grade	1	2	1.0 Science								
					2	1.0 Instructional Assistant							
				2	1.0 Foreign Language								
				1	1.0 Arts								
				1	1.0 Physical Ed/Health								
Total Year 4	180	Students / Homeroom	6	14	Classroom / Instructional Staff	1	Behavioral Health Staff	3	Administrative Staff	0	Other	18	Total Staff
Year 5	60	9th Grade	2	2	1.0 ELA	1	1.0 School Counselor	1	1.0 Assistant Principal	0			
	60	10th Grade	2	2	1.0 Social Studies			1	0.5 Secretary/Registrar				
	60	11th Grade	2	2	1.0 Math			1	0.5 USS				
	30	12th Grade	1	2	1.0 Science								
					2	1.0 Instructional Assistant							
				2	1.0 Foreign Language								
				1	1.0 Arts								
				1	1.0 Physical Ed/Health								
Total Year 5	210	Students / Homeroom	7	14	Classroom / Instructional Staff	1	Behavioral Health Staff	3	Administrative Staff	0	Other	18	Total Staff
Year 6	60	9th Grade	2	2	1.0 ELA	1	1.0 School Counselor	1	1.0 Assistant Principal	0			
	60	10th Grade	2	2	1.0 Social Studies			1	0.5 Secretary/Registrar				
	60	11th Grade	2	2	1.0 Math			1	0.5 USS				
	60	12th Grade	2	2	1.0 Science								
					2	1.0 Instructional Assistant							
				2	1.0 Foreign Language								
				1	1.0 Arts								
				1	1.0 Physical Ed/Health								
Total Year 6	240	Students / Homeroom	8	14	Classroom / Instructional Staff	1	Behavioral Health Staff	3	Administrative Staff	0	Other	18	Total Staff

* MVMPCS high school program will look to hire teachers who hold dual certification in content areas.

**Special Education services are provided through in-kind services provided by FCPS. Funds are removed from PPA allotment before the remainder is returned to MVMPCS for budgeting at the school level.

***Other staffing needs and priorities will be determined by the Principal in consultation with existing faculty and students.

Table 7: Staffing and Spiral Curriculum Plan (Years 1 through 4)

Year 1A - Staff to teach (9th & 10th)	Year 2B - Staff to teach (9th, 10th & 11th)
<ul style="list-style-type: none"> ● English - Lower ELA ● Social Studies - United States History ● Math - Algebra I/II, Geometry, elective ● Science - Biology ● WL - Spanish I, II, III ● MTS - Intro to Career Research & Development ● PE - Health/Fitness ● Art - Art Elective 	<ul style="list-style-type: none"> ● English - Lower & Upper ELA ● Social Studies - Government & Politics, Geography & Economics ● Math - Algebra I/II, Geometry, elective ● Science - Chemistry, Physics ● WL - Spanish I, II, III ● MTS - Foundations of Technology ● PE - Health/Fitness ● Art - Art Elective ● Advisors - Self Construction
Year 3A - Staff to teach (9th -- 12th)	Year 4B - Staff to teach (9th -- 12th)
<ul style="list-style-type: none"> ● English - Lower & Upper ELA ● Social Studies - United States History, World History Modern ● Math - Algebra I/II, Geometry, elective ● Science - Biology, Environmental Science ● MTS - Intro to Career Research & Development ● PE - Health/Fitness ● Art - Art Elective ● Advisors - Self Construction, Senior Thesis 	<ul style="list-style-type: none"> ● English - Lower & Upper ELA ● Social Studies - Government & Politics, Geography & Economics ● Math - Algebra I/II, Geometry, elective ● Science - Chemistry, Physics ● WL - Spanish I, II, III ● MTS - Foundations of Technology ● PE - Health/Fitness ● Art - Art Elective ● Advisors - Self Construction, Senior Thesis

To support a wide swath of subject matter, the homeroom teachers at each level must be trained to support learning in the core curricular areas of the program (English, History, Math, and Science) but can and will draw on the expertise of other faculty as needed. Due to the small nature of the school, it will be necessary to have one or both of the homeroom teachers rotate through other classrooms or laboratory space to share expertise on given subjects. For example, Classroom 1 might have a Science and Math homeroom teacher who is strongest in Biology and

Statistics who also shares her expertise with Classrooms 2, 3, and 4 in each of their homeroom classes. Classroom 2 might have a Science and Math homeroom teacher who is best in Physics and Calculus who shares his expertise with Classroom 1,3,and 4 in the Science Lab.

Throughout these rotations, an Instructional Assistant will always be present while the teacher is giving lessons and/or support in other classrooms. When the morning sessions are complete, the homeroom team will join back together and support student learning in their homerooms throughout the rest of the afternoon. Students can have access to teachers in other classrooms as needs arise. Specialists in different areas will participate in the afternoon project-based learning time (ex: math lab, art lab, music room, science lab, Maker space etc.) based on student interests and needs. Using this approach, all teachers share their expertise across classes while being deeply embedded in one classroom.

At full capacity the high school will have 240 students and 8 trained Montessori teacher specialists. They will be highly qualified in the following content areas: English language arts, mathematics, social studies, and science with dual certification or advanced degrees preferred. Teachers will deliver core content in the following courses according to the year of the spiral curriculum:

Year A Coursework	
English	English (Lower and Upper)
Math	Algebra I/II, Geometry, Elective
Science	Biology, Environmental Science
Social Studies	United States History, World History - Modern
Year B Coursework	
English	English (Lower and Upper)
Math	Algebra I/II, Geometry, Elective
Science	Chemistry, Physics
Social Studies	Government & Politics, Geography & Economics

Community Guides

Community Guides will serve as “adjuncts” in their areas of expertise and come in on an as-needed basis to give presentations or teach master classes: ex. master gardeners, farmers, culinary arts professionals, architects, landscape designers, jewelers, health care specialists. They will also serve as additional support within the community beyond the classroom during mentorships and apprenticeship. This rotation and integration will provide a model of cooperation for students and provide opportunities for classroom teachers to learn about other disciplinary areas and share their newfound knowledge with peers. This collaboration will benefit classroom teachers as they prepare themselves and their students for the interdisciplinary work of PBL as new intersections and avenues for exploration are discovered within and among the disciplines.

Professional Development

Professional Development for staff will include establishing a high school Professional Learning Community (PLC). The PLC will meet weekly to collaboratively identify what students will be learning as well as ways to assess the learning. This is essential to the curriculum goals of interdisciplinary, thematic, project-based learning and will ensure consistency in expectations for students across all classrooms and instructors. The PLC will assess progress quarterly using the [data tool](#) ATLAS, and make adjustments as needed. MVMPCS high school will adopt and use a “Problem of Practice” or consultancy protocol to develop participants’ capacity to see and describe the dilemmas that are the essential material of their work, and to help each other understand and deal with them (<https://www.schoolreforminitiative.org/protocols/>). This practice will enable teachers to work through the problems that need to be addressed in a timely manner.

Finally, our charter calls for full engagement in the School Improvement Process (SIP) which includes administrators, staff, and community members. The SIP team mines the school’s data at the beginning of each school year and writes yearly goals to establish a continuous cycle of school improvement. This practice provides another level of staff involvement as one of the high school leads would serve on the SIP team. Progress monitoring on SIP goals occurs several times during the year with reporting back to FCPS.

Teacher Satisfaction

Highly trained and intrinsically motivated teachers are the bedrock of this school and must be given the training and preparation time to be successful in their classrooms. Teacher satisfaction will be a top priority with support including but not limited to:

- Continued financial and professional support to attain Montessori Secondary training within three years of hiring date.
 - Continued financial and professional support obtaining certifications in additional fields of study to support individual interests and course offerings .
 - Continued professional learning to sharpen professional skills including conferences and workshops on equity and diversity, Montessori, DL, and PBL.
 - Observation and shadowing for new/early career teachers.
 - Pairing with an experienced Montessori teacher as mentor for extensive coaching and support.
 - New Teacher Orientations that include an introduction to the mission and core values as well as all the expectations related to student support and success in our Montessori high school model.
 - Setting aside time at the beginning and end of each school year to make space for Teachers to reflect on their experiences in the program, set both short and long term goals for themselves, and create a roadmap to achieve those goals with the support of other faculty and the administration.
 - Carving out appropriate time in the daily schedule for planning, administrative duties, and team leadership meetings in support of their classrooms (Appendix E, [Daily Schedule](#)).
 - Creating a work environment where failures are seen as opportunities for learning and improvement and where problem identification and resolution is supported through safe and respectful dialogue among peers.
 - Supporting the emergence, sharing, and implementation of new ideas and approaches that will benefit the working environment of staff and students.
-

Management Plan

The MVMPCS high school program is intended to be an extension of the existing MVMPCS preK-8 program and will exist under the same legal structure outlined in the current MVMPCS Charter agreement (2018). No additional founding group members will be added to the existing charter as a result of this expansion and no changes to definition, duties or composition as defined in the current Charter are anticipated. Additionally no changes to the administrative practices, school management plan or organizational chart are anticipated as a result of this charter expansion. A copy of the current MVMPCS Charter agreement is included in [Appendix A](#) and the current MMCI organizational chart is included in [Appendix I](#). Information regarding administrative staffing is included in the section of this report titled Staffing Plan.

Facilities Plan

Identification of a Site

MMCI is in the process of identifying a new facility of 35,000 sq ft for the current MVMPCS PreK3-8th grade student population. Since adding a grade band expansion of 9th-12th grade will increase the existing student population, should approval for expansion be granted the current facility search will be modified to reflect the needs of the expanded target population. At full capacity, MVMPCS will serve approximately 540 students consisting of 300 PreK3-8th grade and 240 students in 9th -12th grade. We are looking for a facility that contains a minimum of 50,000 sq ft to accommodate our total projected enrollment. Our first priority is selecting a mid-county location accessible to the highest number of the residential population as possible. The search centers on the city of Frederick, MD as the bulk of our student population lives within 5 miles of the city center. Purchasing a facility is our preferred goal, but real estate market conditions, property availability, and our timeline may make leasing necessary. We are actively negotiating for our preferred facility choice (see description below) and we intend to relocate MVMPCS by 8/1/2022. If our first choice of facility is not possible, we will proceed to one of the other three options, all of which are available and obtainable on our timeline. In the unlikely

event that none of the four options below are available, an alternate contingency facility plan is described.

Future Program Needs at Full Enrollment

In the projected 50,000 sq ft facility the proposed high school program expansion will occupy approximately 15,000 sq ft of space at full enrollment of 240 students in 9th -12th grade. The existing 300 students in the MVMPCS PK3-8th grade program will occupy 35,000 sq ft of the 50,000 sq ft facility. Spaces shared between the existing program and the expanded program will include school entrances, administrative offices/workrooms, conference space, gymnasium/theater/multipurpose space, health rooms, special education services space, and utility/storage areas and are therefore not included in the following list of requirements.

Unique high school expansion space requirements include:

- 8 classrooms of 1000 sq ft each
- 4 lab/electives/maker spaces of 1000 sq ft each
- informal community gathering/media space of 1500 sq ft
- 4 offices totaling 800 sq ft
- storage space of 400 sq ft
- adequate restroom facilities of approximately 300 sq ft
- access to a gymnasium/theater/multipurpose space of 3500 sq ft (shared with existing program, not included in total)
- outdoor classroom space of 1000 sq ft (shared, not in total)

Preferred Facility Options

Sites under current consideration, by order of preference include:

- 915 Toll House Avenue, Frederick, MD 21701- This site is currently a medical office for sale and lease. This building is uniquely suited to conversion to a Montessori school. It is 52,470 sq ft on 3.17 acres with three stories divided by a central three story atrium. The unique floor plan lends itself to establishing separate Montessori communities by level for Primary, Lower and Upper Elementary, Middle school and Lower and Upper High

school. The existing floor plan will be reconfigured to provide classrooms with large windows and plumbing for sinks or small kitchen facilities for each room. The existing medical lab could be easily converted to a school science lab. There is room for expansion to the building if future space needs increase. The central Frederick city location is ideal. The purchase price is \$9,000,000 or the facility can be leased at \$18 per sq ft. MMCI is actively pursuing this property.

- 7200 Bank Ct, Frederick, MD 21703 - Professional office space for sale, including a former bank. The building is four stories, with 59,928 sq ft on 12 acres. This site would require extensive redesign and build-out to convert from cubicle style office space to classrooms. The location has reasonable, but not ideal access to downtown Frederick. It would easily accommodate future expansion such as adding a gymnasium and additional square footage as needed. This location has been evaluated for a potential co-campus location with our sister school CCMPCS and can be expanded to include space for the high school program. The purchase price is \$6,900,000.
- 4845 Governor's Way, Frederick, MD 21703 - This location is a 56,000 sq ft warehouse for lease. Currently vacant and in "shell" condition. Significant redesign and buildout would be required to convert this site for school use. Some of the extensive parking could be converted to outdoor play areas and classroom space. The lease price is \$9 per sq ft, but financing redesign and improvements will increase the price significantly.
- 8431 Broadband Drive, Frederick, MD 21701 - Located in Riverside Tech Park, this location has 59,860 sq ft available for lease in two adjacent R&D office/flex tech buildings. As new construction, the owner will build out to suit our needs, adding the cost to the base sq ft price. There is adequate parking and it is a convenient location, but there is no green space, and therefore it is not ideal. The base lease price is \$10 per sq ft.

The choices listed above all present viable and affordable options for relocation of MVMPCS and can be configured for both the existing program and the proposed expansion.

Project Partners

To help MMCI make this real estate project a reality we have engaged with the following local partners in order to identify, purchase, or lease a permanent facility:

- Charter School Capital - Our financial partner is an organization offering flexible financing solutions for facility purchasing or leasing for charter schools nationwide. They tailor financial solutions to individual schools based on their budget and facility planning goals. They purchase facilities, perform any needed redesign, finance renovations and then offer affordable twenty year leases to charter schools thus providing long term stability for their school partners. Purchasing options are available through CSC's tax free bond alternative program.
- Claggett Enterprises, Inc. - Our realtor provides professional real estate services focusing on commercial sales and leasing including commercial development and consulting for clients in Frederick County, MD.
- McCurdy, Dean & Graditor, LLC - Our legal advisor represents clients in complex land use and development matters and in the purchase, sale and leasing of all types of properties, with a specialty in rezoning, redevelopment and annexation in Frederick County, MD.
- Studio MB - Washington, DC architects specializing in utilizing Montessori School Design principles developed in conjunction with the National Center for Montessori in the Public Sector, they bring high performance Montessori education spaces to public school systems.

Additional partners consulted as needed:

- Jones, Lang & LaSalle, Inc.
- Building Hope, Inc.
- Bruchey Builders, Inc.
- Ternion Builders, LLC
- Wilmot Modular Designs
- ZA+D Design Inc.
- Harris, Smariga & Associates Civil Engineers

Contingency Facility Plan

In anticipation of the possibility that a new permanent home may not be available within the preferred timeline, an alternate plan follows. Ideally, a new, permanent facility will be secured

for the entire PK3-12th grade program soon, but since the current MVMPCS program is operating in a 35,000 sq ft former church and school in downtown Frederick, the most logical alternate options for continued use of the existing facility have been identified. They are to A) increase the current space at 217 Dill Avenue to accommodate the initial years of the high school expansion by leasing on-campus additional properties, B) add portable classrooms to the campus, C) lease satellite space within walking distance of the campus.

Note - Although there is currently an offer of sale under consideration for 217 Dill Avenue, MMCI has not been notified of any change in the status of our tenancy. The offer is in its “due diligence” phase and we expect to be notified about whether the sale will continue or not by early January 2022. There is also the possibility that our tenancy will continue under new ownership if the sale is concluded successfully. Therefore including Dill Avenue in alternate planning scenarios is prudent.

The current facility meets all safety and occupancy requirements for our current school population of 300 PreK3 -8th grade students. The facility has many features that make it ideal for school use including multiple classrooms, a multipurpose room, and a large assembly/theater space (the former church sanctuary). It also has a location central to downtown Historic Frederick, several large parks and proximity to Hood College. There is a total of 3800 sq ft of additional space on our existing campus that can be added to our lease of the main facility as well as several areas of flex space in the existing school building. Combining these options adaptively can fill the initial space needs of MVMPCS high school. If additional square footage is determined to be unavailable on the existing campus when required for operations the program will focus on leasing satellite space nearby. Installation of a portable classroom is also possible but less desirable because of the expense.

Contingency Option A - Repurpose and Increase Space at Current Location

Phase 1 – There are three flex spaces in our current building that could be repurposed for the high school expansion. Repurposing this interior main facility space results in no additional cost to the program. MVMPCS could also lease a 2300 sq ft property that is physically attached to the sanctuary portion of the school facility (the former parsonage). Moving the administrative offices to this space will make the current office suite available for additional classrooms inside the main

facility. Combining our existing functionality with available flex space, and adding leased space for a new office location, will accommodate the first cohort of 60 additional students starting in SY 2022-2023. The approximate cost of leasing the additional space will be \$21,600 per year.

Phase 2 - To accommodate the next cohort of 30 students in SY 2023-2024, MVMPCS could lease an additional 1500 sq ft property on the existing campus. This building would house the 30 student, 11th grade class. The additional cost will be approximately \$18,000 annually.

Contingency Option B - Lease Additional Satellite Space Near Current Location

Note that this option may be employed in year one and/or year two if additional space is not available on the existing campus.

Phase 3 – The focus will be on keeping students at the main facility, but when needed, adding a satellite location within a few blocks of the existing campus is easily possible due to MVMPCS’ urban location. A variety of office/retail space is available on Market Street, two to four blocks from the existing campus. Logically, moving the 60 student, 11th/12th grade cohort (the “upper high school”) would be a preferred plan. This is also a flexible option as more space can be acquired as needs evolve. This is actually an exciting possibility as the downtown location would complement the “classroom without walls” aspect of the secondary Montessori spiral curriculum by placing students either in the middle of the business district while keeping them within easy walking distance from the main campus facility. The approximate cost for leasing commercial office space at our location in downtown Frederick is \$18 per sq ft. Leasing 3,000 sq ft, for example, would be an additional cost of \$54,000 annually.

Examples of currently available potential satellite space:

- 331 North Market Street, Frederick, MD 21701 - This location is two blocks from the existing Dill Avenue campus. It is retail (a former grocery store) in shell condition with design and buildout services supplied by the property owner. There is 3,000 sq ft to 18,000 sq ft available for lease at \$18 per sq ft.
- 820 Motter Avenue, Frederick, MD 21701 - This site is four blocks from our current location, but is the same walking distance as the Market Street location. It is zoned retail and was constructed in 2020. The space is in shell condition, ready for design and

buildout. The space available ranges from 1500 sq ft to 10,000 sq ft and is offered at \$18 per sq ft on a full service lease (utilities are included).

Contingency Option C - Add Modular Portable Classrooms to Existing Campus

Note that this option can be employed in year one of the expansion if it becomes the most feasible route for filling the need for additional space. The cost to lease a two classroom “Campus Maker ModPod” modular classroom portable with restrooms is approximately \$56,000 per year plus one time installation and removal charges of approximately \$37,000. Hookups to utilities, site prep and permits will be an extra cost, thus making this the most expensive of the potential solutions.

Although the preferred solution is a new location that meets all MVMPCS program needs, by combining the strategies above the first few years of the high school’s existence can be accommodated on or near the current campus if necessary.

Financial Plan

Financial Goals and Objectives

Focused and forward looking financial planning, adherence to a stringent budgeting process, and preparing for all financial eventualities are crucial to the success of our program. The following five areas are deemed to be the most vital funding priorities:

- Identify and recruit high quality teachers that either have Montessori and PBL training or are willing to work in those models while obtaining certification.
- Finance all aspects of our MVMPCS high school program to provide our students with all of the interrelated parts that combine to produce this powerful pedagogical approach.
- Outfit each classroom with the necessary materials and technology to support the deep and complex learning models implemented in our curriculum
- Secure a facility or multiple facilities that can accommodate the initiation and eventual expansion of this program year by year
- Contribute to the operational reserve of MMCI to strengthen the financials of the organization as a whole

MVMPCS high school program has the benefit of working within an existing financial framework that has been stable and successful over many years. There are many fixed costs that are already covered by existing programs which will give some financial flexibility for the high school program during the first couple of years of expansion. Resources for start-up are very limited in the first two years but may be supplemented by an MSDE High Quality Charter School Grant to support initial planning and implementation activities (max: \$900,000). With or without these supplemental funds, our current budget projections indicate that our high school will be able to fund all aspects of the program and contribute its proportional share towards all operational costs by year 3, thereby freeing resources to help all programs at MVMPCS and add to the financial reserves of our organization as a whole.

Charter School Operating Budget

Please see [APPENDIX P](#) or click below for PDF links:

1. The break out budget for MVMPCS high school
 - MVM High School Only Budget for BOE-FCPS.pdf
2. The MVMPCS budget with the high school at full enrollment
 - MVM Full Budget with High School for BOE-FCPS.pdf

Insurance

MMCI carries all state required insurance coverages for their charter schools in excess of the minimum requirements. The expanded MVMPCS student and staff population and any additional leased locations (if applicable) will be added to existing policies before the program commences expanded operations. MMCI arranges coverage through Bitner-Henry Insurance Group, 401 E Antietam St, Hagerstown, MD 21740, <https://bitnerhenry.com/>.

Based on conversations with our current insurer, anticipated cost increases to expand coverage are as follows:

Year of operation	Number of Students	Insurance cost for HS*
Year 1	60	\$650

Year 2	90	\$975
Year 3	120	\$1300
Year 4	180	\$1950
Year 5	210	\$2275
Year 6	240	\$2600

*Since MMCI covers insurance costs through collection of an annual administrative fee, insurance costs do not appear in the projected MVMPCS high school program budget attached in this document. As the number of PPA students increases, so does the amount collected through the administrative fee. Increased revenue from the high school will supply funds for MMCI to cover increased insurance premiums.

Fundraising Plan

Fundraising at MVMPCS high school will follow plans and procedures already delineated by our Fundraising Committee with the addition of activities related to the high school Microeconomy.

Resource Management

For our Resource Management strategy, please refer to [Appendix A](#), MVMPCS Strategic Plan 2018-2023.

Financial Management

MVMPCS must adhere to financial, programmatic, or compliance audits consistent with federal, state, and local laws and budget procedures and deadlines. (Board Policy 440).

MVMPCS has demonstrated fiscal solvency and managerial efficiency over the past twenty years. We will continue to function using financial best practices through the interdependent work of our Board of Trustees, specifically the Treasurer and Assistant Treasurer, the Governing Council and its budget committee, the MMCI bookkeeper, and school administration and staff. MMCI’s BOT and the MVMPCS GC will continue to provide management and oversight of the performance and financial aspects of the school including the high school expansion. The MMCI Treasurer, Assistant Treasurer, and full time bookkeeper will receive and distribute high school funds, manage financial record keeping and prepare needed materials for our required,

independent, annual financial audit. Audits are currently performed by the CPA and advisory firm of [DeLeon and Stang](#). MMCI and MVMPCS have received clean audit outcomes since the school's inception. Based on its strength of management, student achievement and excellent governance, in 2018 MMCI was awarded a 10 year renewal contract for MVMPCS, the longest charter renewal contract in Maryland history.

MVMPCS uses the following internal controls to ensure future estimated budgets are fiscally sound, meet the academic requirements that result from combining traditional and Montessori philosophies, and include the input from the MVMPCS community of parents, FCPS staff, and students. These safeguards form the heart of the MVMPCS financial plan, will be continued to include the expanded program, and demonstrate the controls and awareness required to ensure MVMPCS remains financially viable:

- A budget planning process for the next academic year that starts the January before, to develop an estimated MVMPCS budget based on estimated PPA provided by FCPS including careful consideration of the impact on future budgets from the following:
 - Forecasted changes to PPA
 - Expected increases or decreases in MVMPCS staff salary/benefits
 - Changes in MVMPCS facility maintenance (utility, infrastructure, taxes)
 - Changes in Federal, state, or county mandates that affect the core curriculum
 - Needs for new instructional supplies
 - Supplemental academic programs that support the Montessori pedagogy
 - Updates to the MVMPCS Strategic Plan that identify existing and new areas of Interest
- A review of the estimated MVMPCS budget by the MVMPCS community once an initial estimated budget is developed
- An initial review and approval of the MVMPCS budget by the MMCI BOT after MVMPCS community input is received
- A formal submission of the approved MVMPCS budget by the MMCI BOT to FCPS once the final PPA is provided by FCPS in August.

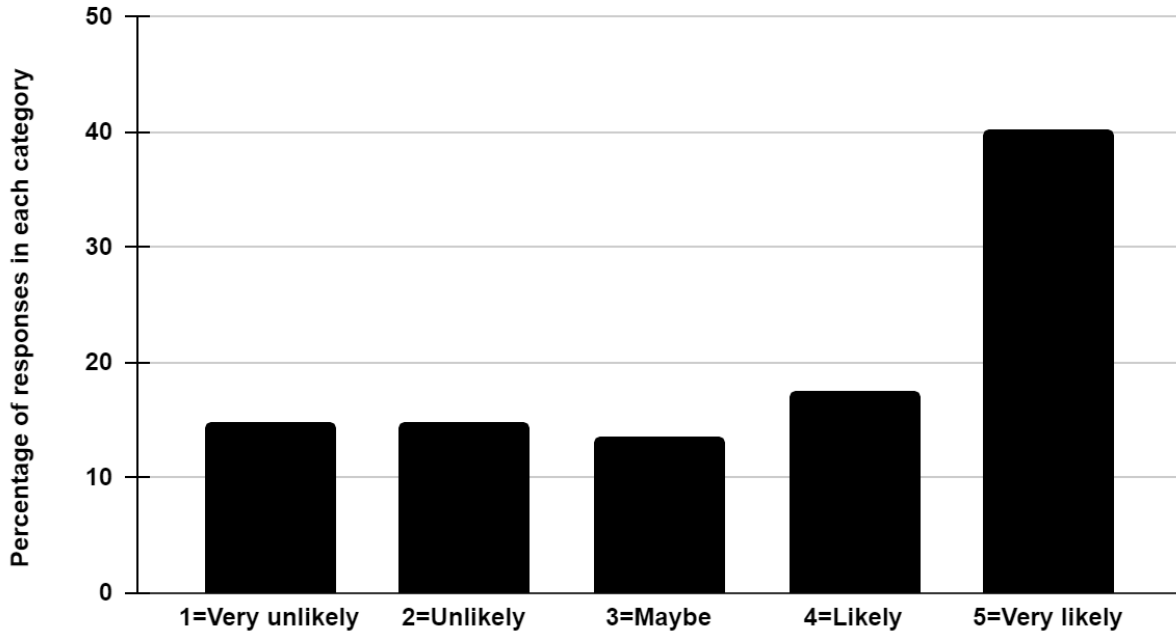
Future year budgets are maintained and updated, based on the current and next academic year's budget to project the future impact of major financial decisions (such as hiring additional staff) or implementing plans outlined in the MVMPCS Strategic Plan ([Appendix A](#)).

Community Support

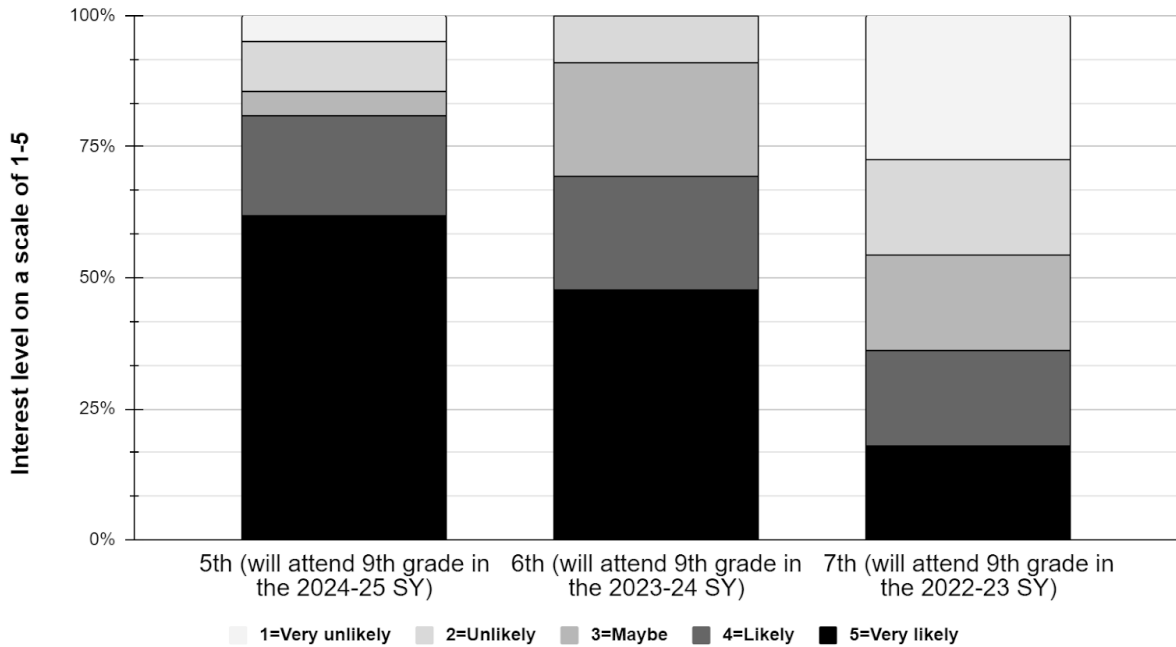
Engaging the Community in Support of High School Expansion

In the fall of 2020, a group of parents began to explore the idea of MVMPCS high school expansion, meeting regularly to develop ideas, engage in research, and craft a general plan to share with the community. They attended the Maryland Alliance for Public Charter School's (MAPCS) Charter School Design Workshop Series and received a professional review of the proposal draft. The team (including the current MVMPCS principal) sought the insights and perspectives of those such as Principal Denise Edwards from Sojourner Truth School in D.C. and Dr. Betsy Coe from School of the Woods Montessori in Houston, Texas, both of whom lead Montessori high school programs. A well-attended town hall (for town hall data see [Appendix J](#)) helped identify concerns and sharpen the proposal via community feedback, and an interest survey of current parents (5th-8th graders) returned positive results (see [Appendix J](#)).

Parent Interest in MVMPCHS, Spring 2021 (n=75)



Parent Interest in MVMPCHS by Grade Level, Spring 2021 (n=64)



Community Partnerships with MVMPCS high school

Frederick County's population continues to grow and diversify, which has resulted in an increase of socio-economic, educational and professional resources and opportunities. The Montessori curriculum encourages community partnership via PBL, creating a symbiotic relationship with the Frederick community. Partnerships may include (but are not limited to) invitational masterclasses taught by experts in the community and based on student interests, field study, and apprenticeships/mentorships. These opportunities to learn networking, communication, accountability, and other skills critical for success professionally and academically will be vetted through avenues supported by FCPS. See [Appendix K](#) and [L](#) for additional details.

Partnering with FCPS, FCC and Hood College

Frederick Community College and Hood College have both committed their support for the high school expansion by upholding their relationship with all FCPS schools. While we anticipate serving most student needs through our program, leveraging well-established relationships between FCPS, FCC and Hood College will offer our students further opportunities for exploration of other coursework not initially offered at our school. For example, to supplement our language offerings students could enroll in courses offered through Frederick County Virtual School (FCVS) for German, Spanish, French, and Latin language instruction as MVMPCS already has a working relationship with the FCVS to support language learning in our middle school. In addition, FCC has recommended inviting our students to participate in the Open Campus model of their dual enrollment program where students will have the experience of being on a college campus and utilizing resources offered by the college. FCC has also indicated that they would like to develop and integrate a career and college readiness program with MVMPCS high school that utilizes resources already in place in their institution. This would be a four-year program that would help gradually increase student knowledge, college/career readiness, and networking resources through vetted community partners. For further detail on parent, student, and community engagement please see [Appendix K](#). For letters of support from FCC and Hood College see [Appendix L](#).

Montessori Partners

MVMPCS high school will partner with the American Montessori Society (AMS), Frederick County Public Schools (FCPS), other schools with Montessori high school programs, and Montessori training centers. AMS is a leading member advocacy organization, research forum, and resource collaborative for Montessori educators (<https://amshq.org/>). As an AMS member school, MVMPCS will participate in the [AMS Pathway of Continuous School Improvement](#) process in order to improve, sustain, and refine our Montessori program. We will earn recognition of our commitment to provide a high-quality Montessori education as we complete the Pathway steps according to the [AMS School Accreditation Institutional Standards](#). Our goal is to begin on Step 5 with at least 80% of our lead teachers holding Montessori credentials and implementing three or more other core components ([AMS](#)) and work our way through the remaining steps to achieve full accreditation. As a member school we will receive access to on-demand Montessori Professional Learning (PL) which will enhance our Montessori focused professional development options.

As a public charter school we work closely with FCPS to ensure our students master academic content comparable to their peers. Curriculum specialists at the central office will read the charter expansion proposal and provide detailed feedback and recommendations to ensure the Montessori high school curriculum aligns with FCPS secondary curriculum standards. This is an ongoing partnership.

Another ongoing partnership is with our sister school, CCMPCS. Admissions priority will be given to matriculating CCMPCS students per charter law ([Appendix G](#)). Both schools also cooperate on offering the admissions lottery and are investigating future potential co-campus facility solutions. Beyond that, we will continue to find shared projects and innovative ways to work together for the mutual benefit of our students.

MVMPCS high school will continue to reach out to other Montessori high schools to establish partnership and build community ([APPENDIX N](#)). We have consulted with and will continue to build relationships with [School of the Woods High School](#) (Dr. Elizabeth Coe), [Clark Montessori High School](#) (Katie Clark), and [The Sojourner Truth School](#) (Dr. Denise Edwards). In addition, we plan to partner with [High Tech High Graduate School of Education](#) to support our work with

PBL Design, Problem of Practice Protocol, and Deeper Learning practices. Finally, Montessori training centers will provide an essential component to our mission. Our teachers will need to have or agree to earn their Montessori credentials from an accredited training center. [Cincinnati Montessori Secondary Teacher Education Program](#) (CMSTEP) or [Houston Montessori Center](#) (HMC) are two such programs that our candidates could choose.

Plan for Parent and Community Engagement at MVMPCS High School

Parent and Guardian Engagement

Student success often depends on fostering a strong relationship between home and school life. To support the growth and strengthening of these connections, MVMPCS high school will:

- Provide parent/guardian orientations that will mirror those done with students and focus on program expectations and college/career planning.
- Provide parent/guardian education nights that will allow time to share information about what is happening at school, listen to and process feedback, and do mini-lessons with parents that reflect examples as to what their children are doing in their classrooms.
- Continue a culture of volunteerism and provide opportunities to put parent/guardian interests and energy to work for the betterment of our school.
- Provide opportunities for parents and guardians to get involved with school life as community guides who share their diverse expertise with students and the school as a whole.
- Provide opportunities for parents/guardians to evaluate and give feedback on student work through their own unique personal and professional lenses.
- Continue regular Community Coffees as a way for parents/guardians to gather together and share experiences in an informal setting.

Community Engagement

The expertise of community partners and the educational, mentorship, apprenticeship, and community service opportunities they provide will be of vital importance to the success of this program. Cultivating these relationships and involving local experts will help students make connections between what they are learning and why it matters. Community partners will be

invited to come into the school to give presentations, run workshops, give master classes, or participate in giving feedback to students on their project-based work. Partnerships will also extend beyond classroom walls as students collaborate with community partners to build mentorships, apprenticeships and community service projects. Matching community expertise to student interests will be a dynamic and evolving aspect of this program as students mature through their educational experiences. A list of potential community partners can be found in [Appendix K](#).

Students and their families are at the center of this learning community but it takes a village to educate a child. Integrating the wider community into the life of the school in support of our students and the health and vibrancy of our program is of paramount importance. Identifying, recruiting, and retaining community talent will include:

- Tapping into the social networks of our students and their families to see what expertise exists, who might be willing to share their talents, and in what ways.
- Reaching out to known organizations to support the development and growth of mutually beneficial partnerships.
- Recognizing and planning community connections and resources that are responsive to needs of students and recognize these will be flexible and fluctuate in intensity over time.
- Inviting interested individuals or groups to become part of our community by starting with small requests like coming in to give feedback on projects or to mentor small short-term works. If the relationships are strong, consider moving on to ask for longer term mentorship or apprenticeship opportunities or master classes. Depending on resource availability, we could consider small stipends or thoughtful gifts from the microeconomy as gratitude for donations of time and effort.
- Hiring a Classroom Without Walls coordinator to build relationships and identify community opportunities that connect to the needs of our students and the learning community.
- Creating and distributing regular updates on school life that include (but aren't limited to): invitations to community events, community guide spotlights, and points of interest happening in our school community that will encourage community guides to stay connected.

- Letting community guides know how much their work is valued by doing the little things that reflect this appreciation like sending regular letters of thanks from students and staff and throwing an end of year community guide Appreciation celebration.
-

Assurance

There are no changes to the assurances provided in the existing MVMPCS Charter ([Appendix A](#)) resulting from this charter expansion request, therefore no additional assurance statements have been provided.

Conflict of Interest

There are no new founding members being added to the MVMPCS Charter ([Appendix A](#)) as a result of this charter expansion request, therefore no additional conflict of interest forms are included.

Waivers

None requested to support this program expansion

Appendices

<u>APPENDIX A</u> : MVMPCS PERFORMANCE DATA AND LINKS
<u>APPENDIX B</u> : FCPS ESSENTIAL CURRICULUM LEARNING GOALS
<u>APPENDIX C</u> : MVMPCS HIGH SCHOOL MONTESSORI ADOLESCENT PROGRAM STRUCTURE
<u>APPENDIX D</u> : MATRICULATION PATTERN FOR MVMPCS HIGH SCHOOL ROLL OUT
<u>APPENDIX E</u> : GRADUATION REQUIREMENTS AND SAMPLE SCHEDULES
<u>APPENDIX F</u> : DETAILED EXPLANATION OF MONTESSORI SECONDARY EDUCATION THEORY, RESEARCH, AND KEY COMPONENTS
<u>APPENDIX G</u> : FCPS CHARTER SCHOOL POLICY 440
<u>APPENDIX H</u> : MMCI SCHOOLS WAITLIST DATA AND VOLUNTEER HOURS
<u>APPENDIX I</u> : MANAGEMENT ORGANIZATIONAL CHART
<u>APPENDIX J</u> : MVMPCS PARENT INTEREST SURVEY RESULTS
<u>APPENDIX K</u> : POTENTIAL COMMUNITY PARTNERS
<u>APPENDIX L</u> : LETTERS OF SUPPORT FROM COMMUNITY

[APPENDIX M](#): SAMPLE JOB DESCRIPTIONS FOR KEY PERSONNEL

[APPENDIX N](#): TRAINING CENTERS AND PARTNERS FOR MONTESSORI, DEEPER LEARNING, AND PROJECT-BASED LEARNING

[APPENDIX O](#): ASSESSMENT ROADMAP FOR PROGRAMMATIC AND STUDENT ACHIEVEMENT GOALS

[APPENDIX P](#): BREAK OUT BUDGET FOR MVMPCS HIGH SCHOOL AND MVMPCS BUDGET WITH HIGH SCHOOL AT FULL ENROLLMENT

[APPENDIX Q](#): SUGGESTED LIST OF FURNISHINGS, MATERIALS, AND TECHNOLOGY ITEMS PER AREA OF INSTRUCTION.

[APPENDIX R](#): WORKS CITED AND CONSULTED BY RESEARCH AREA

APPENDIX A: MVMPCS DATA AND LINKS

2018 MSDE Report Card:

<https://reportcard.msde.maryland.gov/Graphs/#/ReportCards/ReportCardSchool/1/E/1/10/0226/2018>

2019 MSDE Report Card:

<https://reportcard.msde.maryland.gov/Graphs/#/ReportCards/ReportCardSchool/1/E/1/10/0226/2019>

Charter Renewal 2018:

<https://drive.google.com/file/d/1pBWpxwxSMNXe5LRjXZnXbTe6BIW0jW98/view?usp=sharing>

Strategic Plan 2018-2023:

<https://drive.google.com/file/d/1XrMukoCujtYvzh69ug-pMiwn-vg2-Eq/view?usp=sharing>

Annual Report Narrative 2019-2020:

<https://drive.google.com/file/d/1ITRPfDIBUzNArGBG-1wg8CyQ-NNognBU/view?usp=sharing>

Annual Report Slides 2019-2020:

https://drive.google.com/file/d/1sAL2NFvuZ8MldZNj_HKXucrkyCYul4d8/view?usp=sharing

Annual Report Chart 2018-2019:

<https://drive.google.com/file/d/1b1xr-moIUvbf1v9MFldzOr7sWILA9HQZ/view?usp=sharing>

Annual Report Narrative 2018-2019:

<https://drive.google.com/file/d/1mXhwOYQVuKK--1IS0sQ5sC4yTrvkqxHz5W/view?usp=sharing>

Annual Report Chart 2017-2018:

<https://drive.google.com/file/d/1JpgzNXk0FhuoHW2NSjFjhU6ksKl19Dht/view?usp=sharing>

Annual Report Narrative 2017-2018:

<https://drive.google.com/file/d/1SCUolXbEoAtdEzrJHA1DGvc4oY9XnCP/view?usp=sharing>

Annual report 2015-2016:

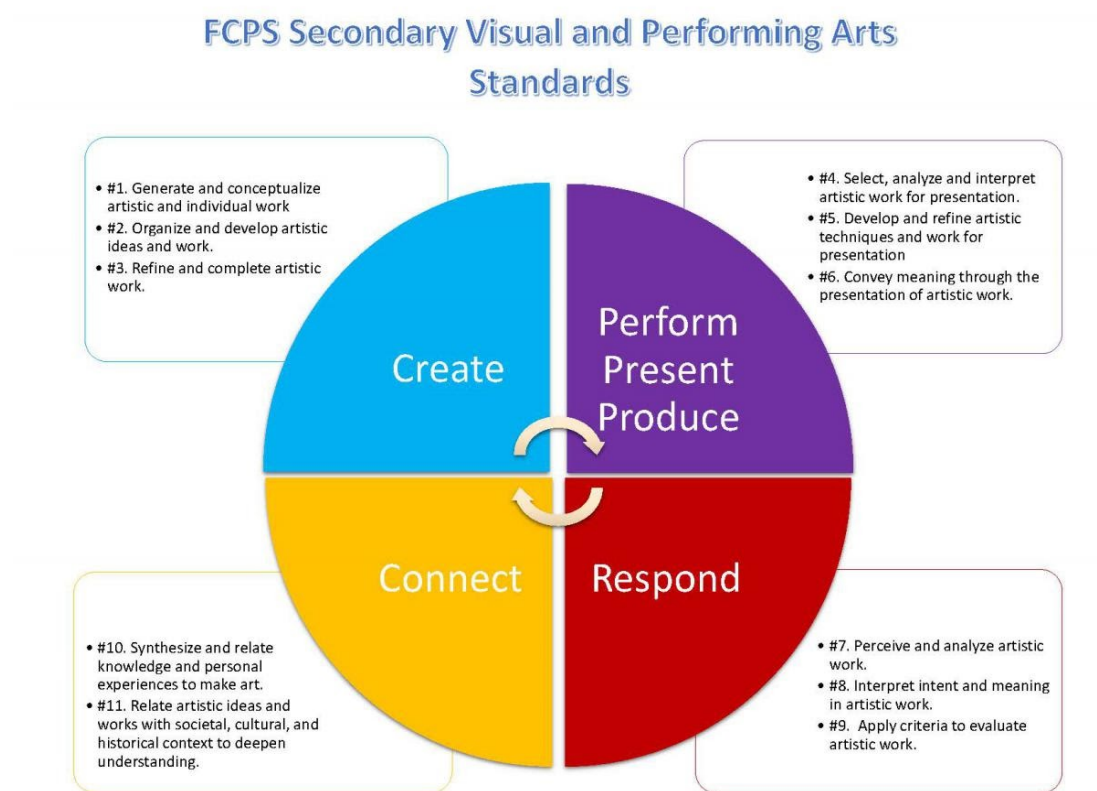
<https://drive.google.com/file/d/1QgsPtmeZt82xuz8yKo9vnd84tNKvWS0P/view?usp=sharing>

APPENDIX B: FCPS ESSENTIAL CURRICULUM LEARNING GOALS

HIGH SCHOOL CATALOGUE: <https://education.fcps.org/EssentialCurriculum/>

VISUAL AND PERFORMING ARTS

https://education.fcps.org/vpasec/ec_high



Dance	<p>Beginner Intermediate Advanced Dance Production</p>	Visual Arts	<p>AP Studio Art I-III Art I-III Ceramics I-IV Drawing and Painting I-III International Baccalaureate Art Publications I-VI Western Art History</p>
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Drama & Technical Theatre	Theater 1 Advanced Theater 2-6: In Progress Technical Theater: In Progress	
Music	Band III Orchestra III Piano Guitar Integrated Music Technology	Digital Arts
		Animation: In Progress Computer Graphics I-IV Digital Photography I-IV

CAREER AND TECHNOLOGY

https://education.fcps.org/cte/ec_high

High School

Agriculture	Advanced Mechanics Ag Metals Bio-Related Technology Engines & Power 1 Engines & Power 2 Forestry/Wildlife Management Horse Care Management Horticulture 1 Horticulture 2 Horticulture 3 Introduction to Agricultural Science and Technology Pre Vet Large Animal Pre Vet Small Animal Wood & Metal Structures
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<p>Business Education</p>	<p>Accounting 1 Accounting 2 Applied Business Law International Business/Finance Introduction to Business Management & Entrepreneurship Managing Your Personal Finances Microsoft Certification Training 1 Microsoft Certification Training 2 Microsoft Certification Training 3 Personal Keyboarding</p>
<p>Computer Science</p>	<p>AP Computer Science Foundations of Computer Science Principles of Programming Programming & Computer Concepts Website Development 1 Website Development 2</p>
<p>Family and Consumer Sciences</p>	<p>Child Development 1 Child Development 2 Child Development 3 Clothing Construction 1 Clothing Construction 2 Commercial Foods 1-3 Cultures & Cuisines Fashion Merchandising Independent Living Personal Relationships/Effective Parenting</p>
<p>Teaching Academy of Maryland</p>	<p>Human Growth and Development Through Adolescence Teaching as a Profession Foundations of Curriculum and Instruction Education Academy Internship</p>

<p>Technology Education</p>	<p> Architectural Engineering & Design 1 Architectural Engineering & Design 2 Architectural Engineering & Design 3 Auto Mechanics (Offered at BHS) Cabinetmaking 1 (Offered at GTJHS) Cabinetmaking 2 (Offered at GTJHS) Cabinetmaking 3 (Offered at GTJHS) Digital Communications Technology 1-4 Foundations of Technology Pre-Engineering 1 (Offered at OHS & THS) Pre-Engineering 2 (Offered at OHS & THS) Pre-Engineering 3 (Offered at OHS & THS) Project Lead the Way (Offered at LHS & WHS) <ul style="list-style-type: none"> ● Aerospace Engineering ● Civil Engineering & Architecture ● Digital Electronics ● Engineering Design & Development ● Introduction to Engineering Design ● Principles of Engineering Technical Drawing 1 Technical Drawing 2, 3, 4 Woodworking 1 Woodworking 2 Woodworking 3, 4 </p>
<p>Transition Education</p>	<p> Introduction to Career Research and Development Advanced Career Development, Preparation, and Transition </p>

ENGLISH LANGUAGE

9th Grade: https://education.fcps.org/englishsec/sites/englishsec/files/9_essential_curriculum.pdf

10th Grade: https://education.fcps.org/englishsec/sites/englishsec/files/10_essential_curriculum.pdf

11th Grade: https://education.fcps.org/englishsec/sites/englishsec/files/11_essential_curriculum.pdf

12th Grade:

- AP Language and Composition
- AP Literature
- Creative Writing
- Film Study
- Journalism
- Modern Issues

HEALTH & PE ESSENTIAL CURRICULUM - HIGH SCHOOL

Health
Athletic Coaching
Individual & Dual Sports I
Individual & Dual Sports II
Personal Fitness I
Personal Fitness II
Sports Medicine
Strength Training & Fitness
Team Sports
Fitness for Life (9th grade)
MD State Curriculum: Health PE

MATH ESSENTIAL CURRICULUM - HIGH SCHOOL

- Algebra 1
- Geometry
- Algebra 2
- Advanced Algebra with Trigonometry
- Statistics and Probability
- Pre-Calculus with Trigonometry
- Contemporary Mathematics
- [Advanced Placement Calculus AB and BC](#)
- Advanced Placement Statistics

SCIENCE ESSENTIAL CURRICULUM - HIGH SCHOOL

Maryland State Science Standards (MSSS) aligned courses:

Content Area (must take 1 course in each area)	Course Choices
Physical & Earth Space Science	Physics of Earth and Space

	Algebra-Based Physics
Life Science	Biology
Chemical Sciences	Chemistry
	Fundamentals of Chemistry
	Environmental Science

Electives:

Anatomy & Physiology
Chemistry II
Climate Ocean Weather Space Science
Earth System Science Research
Forensic Science
Physics I
Physics II
Physics with Applications

SOCIAL STUDIES HIGH SCHOOL COURSES

Core Courses

- American Studies II
- Government
- Modern World History

Electives

- 9/11
- Ancient and World History
- Antebellum America, The Civil War, and Reconstruction
- Discovering Your History-Frederick Local History
- Economics
- Geography
- Geography and Economics
- Law and Society
- Leadership 1
- Leadership 2
- Media Literacy
- Money, Finance, and Economics
- National and Global Issues
- Philosophy of Knowledge

- Psychology
- Sociology
- United States, 1945 - Present
- World Religions
- World War II

WORLD LANGUAGES CURRICULUM - HIGH SCHOOL

American Sign Language	ASL 1 - Curriculum
	ASL 1 - Narrative
	ASL 2 - Curriculum
	ASL 2 - Narrative
French	French 1 - 4 Curriculum
German	German 1
	German 2
	German 3
	German 4
Latin	Latin
Spanish	Spanish 1 - Curriculum
	Spanish 2 - Curriculum
	Spanish 3 - Curriculum
	Spanish 3 - Topics Chart
	Spanish 4 - Curriculum
	Spanish 4 - Topics Chart



APPENDIX C: STRUCTURE OF THE MVMPCS HIGH SCHOOL PROGRAM

Montessori Adolescent Practices (Erdkinder)

Basic Elements

Highly Trained Montessori Teachers
Multi-Age Classrooms
Specially Designed Materials
Student-Directed
Uninterrupted Work Periods
Social-Emotional Emphasis

Unique Elements

Classroom Without Walls
Microeconomy
Community Service
Intersessions
Capstone Project



☆☆☆☆☆☆☆☆
GOLD STANDARD PROJECT-BASED LEARNING

☆☆☆☆☆☆☆☆



TARGETED DEEPER LEARNING OUTCOMES



Master core academic content



Think critically and solve complex problems



Work collaboratively



Communicate effectively



Learn how to learn



Develop academic mindset



VALORIZATION OF THE PERSONALITY

Students become strong, capable, creative, and independent citizens of their world.

APPENDIX D: MATRICULATION PATTERN FOR MVMPCS HIGH SCHOOL ROLL OUT

** **Bold** indicates new students matriculating.

Year	9	10	11	12	Total in Each Cohort	Total Enrollment
Cohort A (120)						
2022	30	30			60	60
2023	30	30	30		90	90
2024	30	30	30	30	120	120
Cohort B (120)						
2025	30	30			60	180
2026	30	30	30		90	210
2027	30	30	30	30	120	240

Year	Total Incoming Students	Total Retained Students	Total Student Population
2022	60	0	60
2023	30	60	90
2024	30	90	120
2025	90	90	180
2026	60	150	210
2027	60	180	240

APPENDIX E: GRADUATION REQUIREMENTS AND SAMPLE SCHEDULES

FCPS REQUIREMENTS FOR GRADUATION

SUBJECT AREA	CREDITS	COURSES
English	4	1–English 9 1–English 10 1–English 11 or AP Language and Composition or English 101 or Dual Enrollment Option or IB 1–English 12 or AP Language and Composition or AP Literature and Composition or Dual Enrollment Options or IB
Mathematics	4	1–Algebra 1–Geometry 2–Other courses Students must enroll in a mathematics course each year of high school.
Science	3	1–Biology 2–Other lab courses Maryland State Science Standards aligned lab courses (PES/ABP, Biology and Chemistry/Fundamentals of Chemistry or Environmental Science are recommended).
Social Studies	3	1–American Studies 2 or AP United States History Yearlong 1–Government or AP Government & Politics 1–Modern World History or AP World History Modern
Health	0.5	Health
Physical Education	0.5	Fitness for Life
Fine Arts	1	Courses marked with double asterisk [**] in <i>Arts: Visual & Performing</i> section of course guide
Technology Education	1	Foundations of Technology, Foundations of Computer Science or Introduction to Engineering Design (LHS, THS, WHS)
Career Pathways	3-4 minimum	Complete these credits in courses that match your career interest.
Financial Literacy	.5	See page 4 for course options.

FULFILL THE ADDITIONAL FIVE (5) COURSE CREDITS REQUIRED FOR GRADUATION VIA ONE OF THE FOLLOWING OPTIONS:

Option 1	Option 2	Option 3
World Language/ American Sign Language 2 credits in the same language AND Three (3) elective credits	Advanced Technology– 2 credits in the same area <ul style="list-style-type: none"> • Architectural Engineering Design OR • Pre-Engineering (OHS) AND Three (3) elective credits	Career & Technology Completer Program (state approved) 4 credits (minimum) AND One (1) elective credit

Additional MSDE Requirements

Environmental Literacy	Meet the state requirement (infused into the FCPS curriculum). Must take American Studies 2, Biology, Government, and Modern World History.
Student Service Learning	Meet the state requirement of 75 hours (infused into the FCPS curriculum).
Maryland Graduation Assessment Requirements	Maryland requires students to either pass or participate in graduation assessments in Algebra I, English 10, Government, and Integrated Science.
Maryland College and Career Readiness Requirements	Maryland law requires all students to take an assessment by the end of 11th grade to determine if they are “College and Career Ready” in English and mathematics. There are multiple assessments that students may take to demonstrate that readiness.

Completer Programs

Completer Program	Purpose	Basic Requirements
University System of Maryland Completer	Graduate with the course credits that the University System of Maryland deems essential for entering college	1 credit in Mathematics at the Algebra 2 level or beyond A Mathematics course during senior year 2 credits in the same World Language
Career and Technical Education Completer	Gain work-ready skills in a concentrated career or technical area.	The required number of credits in an approved CTE Completer program.
Dual Completer (USM and CTE)	Increase your options for success after high school by successfully completing the credit requirements	The required number of credits in an approved CTE Completer program. 1 credit in Mathematics at the Algebra 2 level or

	for both of the above programs.	beyond A Mathematics course during senior year 2 credits in the same World Language
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CAREER PATHWAYS

<p>What is a Career Pathway?</p>	<p>FCPS has developed a system of Career Pathways that serve as road maps to focus learning and mirror the process of selecting a major at the college level. Each Career Pathway focuses the student on a specific array of potential career opportunities and makes the educational experience more meaningful through active curricular choices on the part of learners. The Career Pathways created through FCPS are aligned with the Maryland Career Clusters and include the opportunity to explore the educational foundations that will prepare students for a broad range of career choices connected to each Pathway. Because each pathway is expansive, there is a significant amount of overlapping content across pathways that allows for flexibility if a student wishes to explore options at some point during their high school careers.</p>
<p>Career Pathways</p>	<p>Purpose</p>
<p>Arts, Media and Communications</p>	<p>Expanded global communication is increasing the multicultural content of visual and performing arts and communication products and services, and providing new audiences and markets throughout the United States and the world. Fine arts and entertainment, mass communication, graphic communications and humanities are major functions of the Arts, Media and Communications industry. Arts, Media and Communications industries include public relations, print and broadcast journalism, visual arts, performing arts, multimedia production, printing and graphic design.</p>
<p>Business and Information Technology</p>	<p>Businesses will continue to expand the use of information technology. Business and information technology professionals will need strong skills to better design and manage information technology solutions. Business and Information Technology industries include financial services, business administration, finance and accounting, business management, marketing, human resources, software operations, software engineering/development, information systems, hardware operations, and hardware engineering/development.</p>
<p>Health and Biosciences</p>	<p>Advances in medical knowledge and technology and increased public awareness of health issues are contributing factors to the growing demand for high-quality healthcare services. Advances in bioscience, information technology and biomedical technology</p>

	<p>will drive continuous innovations in patient care. Stronger relations between healthcare and bioscience industries in developing, testing, and implementing new products and services will be required. Healthcare and bioscience industries include diagnostic services, therapeutic services, basic and applied research, manufacturing, engineering and environmental services and informatics.</p>
Human and Consumer Services	<p>Increased diversity, advances in scientific knowledge, and increased public awareness of social problems and issues are contributing to a demand for more skilled human service workers. Global trade, travel, technological advances, and growing consumer income continue to expand consumer services. Human and Consumer Services industries include law enforcement, government and public administration, education, hospitality and tourism, sales and emergency, legal, training, human and public services.</p>
Engineering, Construction and Transportation Technologies	<p>Advances in science and technology continue to drive innovation in the design, construction and maintenance of buildings, infrastructures, modes of transportation, and materials used. Engineering, Construction and Transportation industries include planning, maintenance and operations, design and construction, production, production support and product development, customer service, distribution center operations, equipment, and safety and security management.</p>
Environmental, Agricultural and Natural Resources Systems	<p>Growing public concerns over natural resources, environmental quality and public health will continue to expand the role and scope of the natural resource management and environmental services. Advances in science, biotechnology, and information technology will continue to drive innovation and growth in agricultural production, natural resource management and environmental services. The Environmental, Agricultural and Natural Resources industries include food and fiber processing, environmental services, natural resources management and agricultural production of plant and animal systems.</p>

GRADING SCALE AND GRADUATING WITH HONORS

GRADE	TRADITIONAL	WEIGHTED*
A – (100%-90%)	4 points	5.00 points
B – (89%-80%)	3 points	3.75 points
C – (79%-70%)	2 points	2.50 points
D – (69%-60%)	1 point	1.25 points
F – (59%-0%)	0 points	0.00 points

*Students who have taken honors, AP, international baccalaureate, accelerated academic courses, or dual enrollment

<p>FCPS Honors</p>	<p>Highest Honors 4.0 or greater on a weighted scale High Honors 3.75-3.99 on a weighted scale Honors 3.5-3.74 on a weighted scale</p>
<p>Maryland Scholars</p> <p>Maryland Scholars, a program administered by a statewide coalition of major Maryland employers called the Maryland Business Roundtable, is a course of study that prepares high school students to be college and career-ready. *Underlined courses exceed state requirements.</p>	<p>4 credits of English</p> <ul style="list-style-type: none"> • 4 credits of Math (Including Algebra 1, Geometry, Algebra 2) • 3 credits of Lab Science (Biology, <u>Chemistry</u>, <u>Physics</u> [preferred]) • 3 credits of Social Science (U.S. History, World History, Government) • 2 credits of the same <u>World Language</u> Students must attain a 3.0 GPA to qualify

SUPPORTING RESOURCES AT FCPS

Curricular Options	Description	Options
Dual Enrollment	Under the College and Career Readiness and College Completion Act of 2013, Maryland’s public high school students can take advantage of reduced tuition by enrolling in approved courses in public colleges and universities.	<p>High School Based: High school students in this program take FCC courses at their high school or the Career and Technology Center during the regular school day.</p> <p>Open Campus: High school students complete a college course on the college campus or through the college’s on-line program.</p> <p>Career Pathways: High school students in this program explore career options and earn industry certifications or credentials by following a specific career track and taking courses either at their high school, on the FCC campus, or at the FCC Monroe Center.</p> <p>Early College at FCC: High school students in the Early College program at FCC have the opportunity to earn an associate degree while completing high school by attending FCC full-time during their junior and senior years.</p>
Dual Credit	Dual Credit means that students receive a high school credit for college coursework that earns college credits. The college course taken for Dual Credit replaces the aligned high school course.	A partnership between FCC and FCPS has facilitated the pre-approval of some FCC courses for Dual Credit but other courses can be evaluated for approval when the need arises.
Frederick County Virtual School (FCVS)	FCVS provides online courses to expand learning options. These courses are aligned to FCPS Essential Curricula and represent a variety of course options	<p>School Year Programs:</p> <ul style="list-style-type: none"> • Virtual Outside of School (VOS) • Virtual In School (VIS) • Flexible Evening High School (FEHS) • Virtual After School (VAS) • Virtual During School (VDS) <p>Summer Session Programs:</p> <ul style="list-style-type: none"> • Partially Online Summer Session (POSS); honors level courses and electives

		<ul style="list-style-type: none"> • Site-Based Summer Session (SBSS), credit recovery • Traditional Summer Session (TRAD), credit recovery
<p>Work Based and Community Learning</p>	<p>These programs give students workplace experiences that correspond to their career pathways, community service interests and/or plans following graduation.</p>	<p>CTC: The Frederick County Career and Technology Center was opened in 1976. Located adjacent to the Frederick Community College campus, the Frederick County Career and Technology Center's mission is to prepare students to enter the workforce after graduation having received the knowledge necessary in their chosen field to obtain employment.</p> <p>LYNX: LYNX stands for Linking Youth to New Experiences. LYNX students create highly individualized plans for success that provide maximum choice and flexibility in meeting academic and career goals. At Frederick High, we recognize that there is no "typical student." Every student has different dreams, goals, challenges, and talents requiring flexible new approaches to teaching and learning within a structured framework. All LYNX students work to meet their college and career goals by designing a Student Success Plan with parents/guardians, teachers, business and community partners, and advocates.</p> <p>Career Research & Development Completer Program This two-year guided work based learning program is available at all high schools. It includes one course taken in 10th or 11th grade, and one course taken concurrently with a paid work experience in the senior year that reflects future employment plans.</p> <p>Apprenticeship Completer Program FCPS participates in the Maryland Youth Apprenticeship program for 11th and 12th graders. An ideal apprenticeship candidate is a student who wants to gain experience in the workplace with plans to continue in that industry after graduation.</p> <p>Internships Juniors and seniors gain valuable career-related experiences for one or two semesters in the field in which they plan to major in college. Each intern is paired with an adult mentor who helps craft the internship.</p> <p>Student Service Learning Eleventh and twelfth grade students interested in helping community agencies or in serving as tutors to</p>

		elementary, middle or high school students who need academic support may earn high school credit or work toward a Community-Service Certificate.
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SAMPLE SCHEDULE FOR A UNIVERSITY OF MARYLAND COMPLETER, OPTION 1

Year	English (4)	Math (4)	Science (3)	Social Studies (3)	Health and Physical Ed. (1)	Fine Arts (1)	Technology Education (1)	Career Pathways (3-4)	Financial Literacy (.5)	World Language or ASL (2)	Elective (3)	Total credits
9	English 9	Algebra	Biology	American Studies 2	Health (.5)	Fine Art (.5)		CP Elective		World Language*		7
10	English 10	Algebra II or Math Elective	Chemistry or Other Lab	Government				CP Elective		World Language*	Elective	7
11	English (11, Dual)	Geometry		Modern World History	Fitness for life (.5)	Fine Art (.5)		CP Elective			Elective	6

12	English (12, Dual)	Math Elective (rigorous)	Other Lab Course				Foundati ons of Tech. or Found.of Comp. Sci.	CP Elective	Financial Literacy (.5)		Elective	6.5
<p>*Student had 2 Spanish credits from middle school transfer over as high school credits. The following courses in MS will transfer with HS credit: Algebra 1, French 1-2, Geometry 1, German 1-2, Latin 1-2, Spanish 1-2, Spanish for bilingual speakers 1-2. Maryland Completers for Option 1 must have two credits in the same language with HS level work strongly preferred. Math electives must be Algebra II or higher and rigorous.</p>											<p>26.5 + 2 transfer =28.5</p>	

Additional College Entrance Criteria (always changing so double check)

<ul style="list-style-type: none"> • Algebra 2 (minimum), 4 years of mathematics • World Language (in HS, not just MS) • Rigorous course schedule • Grade Point Average (GPA) 	<ul style="list-style-type: none"> • Class rank • SAT I/ACT scores • Recommendations from counselors, teachers, administrators, and community members 	<ul style="list-style-type: none"> • Extracurricular activities • College interview • Personal statements and essays
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DAILY SCHEDULE WITH TEACHER PLANNING PERIODS AND MEETING TIMES

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9-9:30	Community Meeting	Community Meeting	Community Meeting	Community Meeting	Community Meeting
9:30-12:30	Block A English Social Studies Language Other faculty are available for guidance with independent work	Block B Science Math Other faculty are available for guidance with independent work	Block A English Social Studies Language Other faculty are available for guidance with independent work	Block B Science Math Other faculty are available for guidance with independent work	Pathways Courses Electives Health and Physical Education Other faculty are available for guidance with independent work
12:30-1:30	Lunch and Physical Activity	Lunch and Physical Activity	Lunch and Physical Activity	Lunch and Physical Activity	Lunch and Physical Activity
1:30-4:30	<i>Student independent work period:</i> Interdisciplinary Project-based work Independent follow-up work for core content	<i>Student independent work period:</i> Interdisciplinary Project-based work Independent follow-up work for core content	<i>Student independent work period:</i> Interdisciplinary Project-based work Independent follow-up work for core content	<i>Student independent work period:</i> Interdisciplinary Project-based work Independent follow-up work for core content	<i>Student independent work period:</i> Interdisciplinary Project-based work Independent follow-up work for core content

Enrichment opportunities*	Enrichment opportunities*	Enrichment opportunities*	Enrichment opportunities*	Enrichment opportunities*	Enrichment opportunities*
Classroom without walls work	Classroom without walls work	Classroom without walls work	Classroom without walls work	Classroom without walls work	Classroom without walls work
Community service	Community service	Community service	Community service	Community service	Community service
Microeconomy	Microeconomy	Microeconomy	Microeconomy	Microeconomy	Microeconomy
Teacher work periods:	Teacher work periods:	Teacher work periods:	Teacher work periods:	Teacher work periods:	Teacher work periods:
2 hour work period for guides	2 hour work period for guides	2 hour work period for guides	2 hour work period for guides	2 hour work period for guides	Early release day (2:30)
Rotating schedule, TBD by Principal and Guides	Rotating schedule, TBD by Principal and Guides	Rotating schedule, TBD by Principal and Guides	Rotating schedule, TBD by Principal and Guides	Rotating schedule, TBD by Principal and Guides	Two hour Collaborative and individual work periods for all faculty and staff.
Specialist in each area must be available for guidance during one or more hours of work periods.	Specialist in each area must be available for guidance during one or more hours of work periods.	Specialist in each area must be available for guidance during one or more hours of work periods.	Specialist in each area must be available for guidance during one or more hours of work periods.	Specialist in each area must be available for guidance during one or more hours of work periods.	
A minimum of one IA must be present in each room.	A minimum of one IA must be present in each room.	A minimum of one IA must be present in each room.	A minimum of one IA must be present in each room.	A minimum of one IA must be present in each room.	

***Possible afternoon enrichment opportunities:**

Maker Space	Debate	Newspaper and Yearbook
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Master Classes Math, Science, and Art Labs	Model UN Drama and Music Productions	Greenhouse and Gardening work
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APPENDIX F: DETAILED EXPLANATION OF MONTESSORI SECONDARY EDUCATION THEORY, RESEARCH, AND KEY COMPONENTS

Montessori in Adolescence: The Erdkinder Background: Third Plane of Development, Erdkinder, and Valorization of the Personality

Dr. Maria Montessori believed that education is the pathway to creating a peaceful, understanding, and interconnected world, one individual at a time. This central belief, active peace-oriented citizenship, in all its forms, will be the heart of our adolescent community. To promote the development of an engaged citizenry, MVMPCS will create a Montessori Erdkinder secondary educational environment where students learn to put knowledge into action as they develop Valorization of the Personality, a term that describes when an adolescent growing into adulthood comes to understand their own worth as a capable, compassionate, powerful citizen of their world. As a result, our students will not only be prepared for entry into the workforce and further academic pursuits, but also ready to take on the full range of personal and civic responsibilities that come with adult life.

Adolescence unfolds within the context of Maria Montessori's Third Plane of Development between the ages of 12-18, when adolescents begin to ask themselves "Who am I and how do I fit into the world?" The Third Plane of Development is a time of idealism, rapid physical and emotional changes, heightened emotional sensitivity, a desire for respect and independence, and a capacity for abstract learning. This bundle of traits produces a time of uncertainty and instability that demands a nurturing educational environment that understands these complexities and builds and maintains a learning environment that meets these intellectual, emotional, and social needs. Montessori's answer to this educationally complex time is Erdkinder.

Erdkinder means children of the earth or land-children, Dr. Maria Montessori's vision of an

all-encompassing educational environment designed to surround adolescents as they transform from being children living in the context of their own families to adults living in the broader society. In an Erdkinder program, emphasis is placed on the social-emotional growth of adolescents, exploration of their relationship to the natural and social worlds around them, the development of a mature confidence grounded in knowledge and experience gained from purposeful self-guided work, and the preparation of the emerging adult to take on the responsibilities of citizenship within and beyond their local communities. MVMPCS high school' Erdkinder program aligns with this vision to support the whole student and adapt to the varied needs of each individual during this sensitive period of tremendous change.

Valorization of the Personality (VOP) is the desired and expected outcome of an Erdkinder program that faithfully adheres to these guiding principles. VOP is a Montessori term meaning to become a strong and worthy person and is signified by the presence of optimism, confidence, self-discipline, cooperation, purposeful work, and good judgment. VOP emerges slowly as a direct result of the socially rich interconnected work of the hands and the mind done within an Erdkinder program. It is the foundation of good citizenship, the central goal of MVMPCS high school. Building self confidence and learning how to be independent, as well as interdependent, allows for the emergence of capable citizens who are committed to becoming positive agents of change in their world.

Supporting Elements for Erdkinder and VOP

The following are some fundamental classroom practices in Montessori that will continue as essential parts of the MVMPCS high school program and some that are unique additions to MVMPCS high school designed to support this age and stage of development (microeconomy, classroom without walls, and community service).

Fostering Social and Emotional Intelligence

Self-regulation, mindful communication, and dedication to core values (while maintaining an open mind and heart) are priority outcomes for our students. These priorities are embedded in the following curricular elements:

Peace Curriculum: Teachers act as guides who help develop these skills through on-going dialogue and faithful adherence to a peace curriculum that scaffolds and supports students learning to become passionate and compassionate leaders in their communities. Modeling respectful and effective communication in everyday interactions, from the most mundane to the emotionally charged, promotes a peaceful learning environment that ripples out into the world. Raising awareness of and respect for the diversity of human experience forms the basis of understanding upon which a peaceful society is built.

Diverse, Multi-age Classrooms: Team building through cooperative PBL in diverse multi-age classrooms encourages the development of communication skills and an inclusive ethos that values all voices and perspectives.

Democratic Classroom Practices: Montessori teachers build their classrooms on democratic principles. Respect for individuals, freedom of choice, a commitment to peaceful interaction, and personal accountability in both academic and social spheres create classrooms where all students feel honored, heard, and valued.

Student Government: Participation in multi-level student government and committee-based actions will give students more opportunities to model and promote practices that foster good communication, civil debate, and mature understandings of citizenship.

Microeconomy

Achieving economic independence marks a key transition of an adolescent into the adult world. Economic independence increases a sense of security, safety, autonomy, and power as students go through this massive transformation from child to adult. Getting authentic hands-on experience in all of the aspects of economic life is the purpose of the Microeconomy in the Montessori setting. It allows students to try and fail, and also learn to process better in a supportive and caring environment that views mistakes as an essential part of learning. The Microeconomy at MVMPCS high school will foster a maker culture where students are central in creating ideas, planning, producing, tracking resources, and designating profits. Responsibilities

and opportunities will build with each successive grade, as older students increase in skill, knowledge, and interests.

Classroom Without Walls

A Montessori Erdkinder education helps students reflect on their own personal experiences, to situate those experiences in broader social contexts, and begin to see, understand, and connect with others in genuine ways. This process generates a deep sense of self awareness and connectedness to the communities students call home and becomes the means by which students learn to be active agents of peace in the world. In pursuit of this goal, a crucial component of an Erdkinder program is providing varied opportunities for students to go out into the “real world” and experience as many different communities and cultures as possible. MVMPCS high school students will venture beyond classroom walls to build a complex understanding of the world and delve into extended inquiry, real world application, and deeper exploration of personal interests. Classroom Without Walls experiences will include, but not be limited to, the following:

- Regular local field trips to explore:
 - Natural areas and promote a connection to nature and the Earth.
 - Places of cultural significance to promote understanding of the past, present, and possible futures in their communities.
- Week long intersessions (1-2 per year)
 - Local or regional for grades 9-10; grounding experiences closer to home.
 - National or international for grades 11-12, often building on current or ongoing projects.
- Master classes and apprenticeships
 - Master classes given by community members for grades 9-12; based on interests of the students in collaboration with their Montessori teachers.
 - Mentorships with community experts in fields of interest for grades 9-12.
 - Apprenticeships with community experts primarily for grades 11-12; based on individual interests and aptitudes.

Intersession weeks, master courses, and community apprenticeships will be partially if not wholly funded by participation in the school-based Microeconomy. Students will work to raise funds for these projects by the production of goods or services as well as marketing, selling, and

managing the finances of these transactions. This active and goal-oriented interaction with the microeconomy, will provide students experience in working to meet short and long-term financial goals.

Community Service

Putting the knowledge and experience gained into action for the greater good is another step towards achieving VOP for our students. Students can see that their actions matter and know that they have the agency to do what is right and good in their communities. Through community service, they will learn to communicate, listen, synthesize information, and work together to make a difference for individuals and groups within the local and broader community. To support this growth in their confidence to act:

- Each student will find ways to engage in 25 hours of community service each year. Teachers will work with students to craft community service projects of interest and work to embed these community activities in daily life in the classroom.
- Community service happens at the level of the local, national, and/or global communities.
- Community service will be tied to classroom projects whenever possible, completing the whole circle of learning from planning through action and resolution.

Community service work must be authentic and meaningful and, as such, will be highly individualized based on the interests, skills, and resources of each student. This work will mirror the interior growth nurtured by the full educational program at MVMPCS high school and will grow in complexity and meaning as the student advances along their Erdkinder journey.

Deeper Learning (DL)

When surveyed, employers state that 4 out of 5 recent high school graduates have significant gaps in skills needed in the workplace, many are unable to solve problems that require thinking ahead or applying content knowledge. (<https://deeperlearning4all.org/> Achieve, Rising to the Challenge: Are High School Graduates Prepared for College and Work). The DL Model strives to create purposeful motivation and skill mastery through productive struggle. Meaning that there is a real reason to do the content work, choice in that students have chosen the subject and project themselves, teamwork as part of a community that cares about the group and their success, apprenticeship that provides coaching rather than simply having skills described,

peer-to-peer learning, hands-on learning, persistence, and resilience. This method is an enhancement of and a natural fit with Montessori precepts. Structuring our learning process around attaining these goals will sharpen much of what we already do. It also fits with our collaborative spirit and our work to foster a love of learning. DL Core Competencies and their brief definitions are below.

Master core academic content: Students develop core academic competencies, skills, and attitudes and are presented with an array of opportunities to apply core knowledge in personally meaningful work.

Think critically and solve complex problems: Students evaluate and explore a variety of innovative approaches to ask and answer complex, authentic problems that are important and relevant in their lives.

Work collaboratively: Students collaborate to design projects with peers, share decision making, strengthen interpersonal skills, resolve conflict, and learn how to lead.

Communicate effectively: Students learn active listening skills, presentation skills, empathetic/compassionate communication, and self-reflection.

Learn how to learn: Based on teacher/peer feedback, students learn to self-reflect and evaluate the process and products of their own work for self-understanding and application inside and outside of the classroom. .

Develop academic mindsets: Students develop a sense of belonging and the internal motivation to persevere through challenging academic work.

Gold Standard Project Based Learning (PBL)

Students can achieve the core competencies set out in the DL Model most effectively using Project Based Learning (PBL). PBL is a highly effective means by which students can achieve the core competencies set out in the DL Model. Studies have shown the value of PBL to an array of different learners, including students of lower socioeconomic status, English language learners, students with special needs, and those from traditionally underserved minority communities. PBL has been shown as a primary pathway to close the achievement gaps. However, not all PBL is created equally and much research has been devoted to determining the key factors that make up Gold Standard PBL. The emerging consensus around Gold Standard

PBL includes the following goals and learning design elements (most of which mirror quality Montessori program practices):

Gold Standard PBL Goals

Key Knowledge and Understanding: Gold Standard PBL teaches students the important content standards, concepts, and in-depth understandings that are fundamental to school subject areas and academic disciplines.

Key Success Skills (College and Career Readiness Skills): Content knowledge is necessary but insufficient for students acquiring key success skills and the ability to think critically. By combining knowledge and practice, students learn to think critically, solve problems, work well with others, communicate effectively, manage projects, and be creative in their learning process.

Essential PBL Design Elements

Challenging Problem or Question: A strong PBL project poses a driving question to spark inquiry. Central questions can be concrete or abstract and must be engaging for students in order for learning to be meaningful. Students aren't simply gaining knowledge to remember for a test, they are motivated to learn more about the question because it matters to them.

Sustained Inquiry: To start on a journey of inquiry and see it through to the end is an active, in-depth process that takes more time than just retrieving information from a book. Depending on the project, inquiry could last days, weeks, months, or even be a year-long process.

Authenticity: In education, the concept of authenticity has to do with how "real-world" the learning or the task is. Authenticity increases student motivation and learning.

Student Choice and Voice: Having choice in a project creates a sense of ownership in students; they care more about the project and work harder. Student "voice" is somewhat different from "choice"--it means giving students the opportunity to speak in their own way, to express their own opinions, rather than speak in ways they think the teacher wants to hear.

Reflection: Throughout a project, students and teachers should reflect on what they're learning, how they're learning, and why they're learning to solidify knowledge and discover how the process could be modified and improved upon.

Critique and Revision: High quality student work is a hallmark of Gold Standard PBL, and such quality is attained through thoughtful critique and revision. Students should be taught how to give and receive constructive peer feedback, integrate the perspectives and critiques of outside experts who bring an authentic view to the work, and reflect and critique their own work to evaluate the results of their learning.

Public Product: Like authenticity, a public product adds greatly to PBL’s motivating power and encourages high-quality work. By creating a product, students make what they have learned tangible and thus, when shared, a topic for public consumption, discussion, and action.

Montessori in the Context of DL and Gold Standard PBL

The powerful framework of DL and the strength of Gold Standard PBL to move students toward producing authentic work that prepares them for whatever future they desire dovetail seamlessly with what high quality Montessori programs have been doing for over a century. DL and Gold Standard PBL will provide additional rigor and concrete assessment strategies for evaluating student work and progress alongside traditional Montessori techniques. All of the following Montessori practices have been proven to promote, support, and enhance the very core competencies detailed in DL as well as the critical elements embedded in Gold Standard PBL:

The Prepared Environment: Montessori teachers are trained to help students learn independently, follow their own interests, and discover their passions in a prepared environment that meets all learners where they are. A Montessori Guide will rarely be seen delivering lectures. Instead, a Montessori Guide takes special care to create a prepared environment where students can build core knowledge through exploration at their own pace and transform that knowledge into action that is meaningful and authentic for the individual.

Student centered self-directed learning: Adolescence is a time of growing intellectual and physical independence and interdependence where the plea to “help me do it on my own” occurs more than ever. Having control over their own learning and process with the help of a steady guide helps students build self-confidence and a feeling of agency in the world. Self direction and choice fosters the intrinsic motivation to ask questions and discover, as each student creates and moves through their own unique high school experience.

Interdisciplinary inquiry: Core subjects are tools that, when combined, make up a toolbox that can be mixed and matched to ask and answer big questions in an integrated way. An interdisciplinary approach illuminates connections for students to see more holistically and opens spaces for students to start making their own novel connections and discoveries.

PBL in multi-age cohorts: PBL fosters an interdisciplinary mindset and allows students to do deep dives into subjects, using all the tools at their disposal to generate new forms of knowledge that form the basis of action. Multi-age cohorts give students the opportunity to learn and teach each other when interests intersect.

Uninterrupted work periods: To allow for the deep concentration needed to participate in this intense curriculum, students will have block schedules teaching core subjects in the morning and an extended and an uninterrupted PBL work period each afternoon.

Creative problem solving with an applied focus: Our students will use their hands and their heads to tackle big questions; they won't just know they will also do. They will ask themselves "What do these seemingly disarticulated bits of core knowledge mean and how can I use them to ask and answer questions meaningful to me and my community?" Creativity is a skill to be cultivated broadly and expressed freely as students ponder their connections to the world.

Putting it together at MVMPCS high school

All of the supporting elements from Montessori along with the framework of Deeper Learning competencies and the powerful hands-on learning of experiences PBL are woven together to produce a Montessori Erdkinder education that is academically rigorous, intellectually and tangibly productive, and socially aware. Students emerge with self confidence and a deep seeded knowledge that they have the tools and know-how to take on any challenge that emerges in their own lives as well as in the lives of those they care for and the communities they love. Through hard work and commitment they have achieved VOP and are ready to participate in the work that fires their own passions. They will become powerful citizens ready to enter the adult world with practical, focused energy and a pragmatic, grounded optimism.

Instructional Approach and Methods: Classroom Processes and Curricular Content Using the structure of the MVMPCS high school Erdkinder program detailed above, it is now necessary to

detail how the general philosophy and architecture will translate into the specific classroom processes and curricular content for students in this program.

Classroom Structure

Enrollment and Staffing Expectations by Year

MVMPCS high school will follow a slow-growth model to give students, the faculty, and the school as a whole time to adjust to the expanded program. A 60 student 9th and 10th grade class will be added in the fall of 20221 and one new 30 student class will be added each year until 120 student enrollment for grades 9-12 is reached in year 3. After enrollment of 120 students is reached, an additional 60 student 9th and 10th grade class will be added in year 4 with an additional 30 person class added in years 5 and 6 until a maximum enrollment of 240 students is reached.

Staff will be added as enrollment increases to accommodate the growing needs of our student body. While the high school is growing, we will have building years and stable years as we add faculty when new classrooms are formed. In building years we will hire two Montessori guides at a time who will co-teach for one year as they learn to work within this model and with each other. In stable years, we will not hire more faculty but will split the co-teaching team into two different classrooms, each with a dedicated Instructional Assistant. These two guides will still work together as a team, in conjunction with existing faculty, to plan and implement curricula but will become the leads in their own classes. From year 6 onward, all classrooms will be established with one guide and one IA, both of whom will work very closely with the rest of the faculty.

Homeroom Teams and Staff Rotation

Each classroom will belong either to the Lower High School (LHS) or the Upper High School (UHS) level with LHS including mixed age cohorts of 9th and 10th graders and UHS containing cohorts of 11th and 12th graders. Each classroom will have a homeroom team composed of one Montessori Guide and one Instructional Assistant who have primary responsibilities for their group of 30 students. Preference will be given to teachers who have already completed

Montessori training but exceptional candidates lacking Montessori credentials will be considered on a case by case basis with hiring contingent on completing Montessori Secondary training within three years of hiring. Each Guide will have his or her own area of specialization that reflects both the needs of their own classroom and the needs of the school as a whole. Each Guide must be able to teach two or more content areas with expansion of credentialing encouraged and supported by administration.

To cover a wide swath of subject matter, in combination the homeroom teachers at each level must be trained to support learning in the core curricular areas of the program (English, History, Math, and Science) but can and will draw on the expertise of other faculty as needed. Due to the small nature of the school, it will be necessary to have one or both of the homeroom teachers rotate through other classrooms or laboratory space to share expertise on given subjects. For example, Classroom 1 might have a Science and Math homeroom Guide who is strongest in Biology and Statistics who also shares her expertise with Classrooms 2, 3, and 4 in each of their homeroom classes. Classroom 2 might have a Science and Math homeroom Guide who is best in Physics and Calculus who shares his expertise with Classroom 1,3,and 4 in the Science Lab.

Throughout these rotations, an Instructional Assistant will always be present with their core group of students while the Homeroom Guide is giving lessons and/or support in other classrooms. When the morning sessions are complete, the homeroom team will join back together and support student learning in their homerooms throughout the rest of the afternoon. Students can have access to teachers in other classrooms as needs arise. Specialists in different areas will participate in the afternoon project-based learning time (ex: math lab, art lab, music room, science lab, Maker space etc.) based on student interests and needs. Using this approach, all teachers share their expertise across classes while being deeply embedded in one classroom.

Community Guides

Community Guides will serve as “adjuncts” in their areas of expertise and come in on an as-needed basis to give presentations or teach master classes: ex. master gardeners, farmers, culinary arts professionals, architects, landscape designers, jewelers, health care specialists. They will also serve as support out within the community beyond the classroom during mentorships

and apprenticeship. This rotation and integration will provide a model of cooperation for students and provide opportunities for classroom guides to learn about other disciplinary areas and share their newfound knowledge with peers. This collaboration will benefit classroom guides as they prepare themselves and their students for the interdisciplinary work of PBL as new intersections and avenues for exploration are discovered within and among the disciplines.

The Prepared Environment: Space and Materials

Classrooms will consistently contain equivalent amounts of space, as much natural light as possible, and a variety of furnishings from the most comfortable to the most formal. Free movement around the classroom is a hallmark of Montessori pedagogy and requires adequate space, especially for adolescents. Natural light reduces the institutional feel of the learning space and mimics a more home-like environment that is conducive to the learning process.

A range of seating options will give students choice in where work can be accomplished with some preferring floor mats with pillows while others prefer comfortable chairs and still others might prefer a more office-like setting with a desk and chair. Depending on the needs of the class, there may be areas established for quiet, individual work and more active zones for collaboration. Moving around the space and utilizing the furnishings depending on task and mood will establish a level of freedom appropriate for adolescents.

The materials in each classroom will be similar but will also reflect the interests of students in that particular class and the strengths, interests, and teaching styles of the homeroom teachers.

The Prepared Environment, while dynamic should include but not be limited to:

- Project-based learning themes, key questions, and supporting written and hands-on materials.
- Curated Internet resources, both topic-oriented websites and publications warehouses like PubMed or JSTOR, are used as a means to teach students how to find and evaluate information by modeling that process for them.
- Seminal texts and articles from different fields of study.
- Reproductions of fossils or artifacts, models of human anatomy, DNA, atoms or chemical structures etc. that encourage students to visualize core content in a concrete fashion.

- Current trends materials both digital and print: National Geographic, Wired, Scientific American, Smithsonian, The New York Times, The Washington Post, etc.
- Maker spaces or a designated area for hands-on projects (ex. gardening, crafting, fine arts, environmental science, chemistry).
- One to one laptop computers for students, access to desktop computers when needed for specialized programs, etc.
- The combination of a varied, home-like physical environment with work spaces to fit the needs of each class will include a carefully prepared selection of print, digital, and hands-on materials that will provide students the opportunity for project-based exploration.

Alignment with College and Career Ready Standards: Course Scheduling, Sequence, and Content

MVMPCS high school will adhere to all FCPS and MSDE guidelines and regulations to help students create and follow their own pathways through their secondary education experience, but the sequence and delivery of content will be modified to fit the needs of Montessori pedagogy. Students will select a Completer Option, a Career Pathway, and meet all of the local and state requirements to secure their high school diplomas, just like every other student in the FCPS system. The difference is not in what is learned but in how a student learns and applies that knowledge. The primary structural differences between a traditional high school and one in a Montessori setting are related to schedule, sequence and delivery of content, and selection of course offerings. Basic differences include:

- Students will follow an AB block schedule for deep examination of core content in the morning with afternoons open for PBL and other components of the Montessori Erdkinder program.
- Multi-age classrooms require modifications about when to offer certain courses and content. Some courses will be delivered in a 2 year cycle AB format, alternating each year, while others will have to be leveled based on previous coursework experience.
- Elective course offerings as well as Pathways classes will be offered depending on student interest and Guide and Community expertise.

- Students will have more input on how they will master core content. Student choice will be most important in PBL but will also be critical in developing delivery strategies and course structures for core content as well.
- Using the framework that already exists within FCPS will provide structure and direction to the course of high school studies while Montessori will provide the creativity and student-centered learning that will produce a DL experience for all of our students.

3-Hour Work Block Schedule

Block schedules benefit students by allowing them to have longer uninterrupted periods of time to master course content. Rather than switching classes and refocusing every 50 minutes, students have the opportunity to linger over a subject that is of interest or one that requires more of their attention. Block schedules have the additional benefit of grouping classes together that have the highest potential for interdisciplinary work, thus reinforcing the centrality of making connections not only within but also among different disciplines in the Montessori model.

The daily schedule is divided into two, 3-hour blocks, one in the morning and one in the afternoon (Appendix E). The morning block will flow on an AB pattern with lessons given in ELA/Social Studies/Foreign Language on Mondays and Wednesdays, Science/Math on Tuesdays and Thursdays, and Pathways Courses/Electives on Fridays. When not in lessons, students will be free to do follow-up and independent work in any subject with their remaining time. Once set, block schedules will stay consistent for year-long courses, but will change up for half-year courses depending on student interest and enrollment. Scheduling will be student-centered in that students will be at their own specific point in their educational process and will require a schedule that meets their immediate and long term needs. For example, although a general freshman schedule may have some core similarities, it will vary depending on course level, pathway electives, or other electives selected based on student interest and need. Block schedules have the additional benefit of grouping classes together that have the highest potential for interdisciplinary work, thus reinforcing the centrality of making connections not only within but also among different disciplines in the Montessori model.

Core Classes and Electives: Course Sequence and Offerings

The school will be divided into Lower and Upper HS to allow for teachers to present materials, when possible in an A and B sequence so all students have exposure to the complete course content over the duration of their two year enrollment at each level. Courses in history and science are a natural fit for an AB sequence. A sample schedule shows that freshman and sophomores are required to take two history and two science courses (Appendix E) during their first two years. Biology and Chemistry could be alternated every year so every student will have had both by the end of the LHS sequence. The same is true for history with American Studies and Government forming the same AB pattern over the course of two years. Courses that require a more linear approach like English and World Languages will be taught in multiple levels based on a student's progress within the sequence. However, the multi-age classroom will still be of benefit as students at all levels can still work together writing, reading, and speaking both English and other World Languages, irrespective of position in the process. Lastly, based on experience and observation, the sequence of coursework may be modified to better serve students in this program. For example, Algebra I and II may be taught back to back with Geometry coming later in the sequence or Biology, Chemistry, and Physics coming before an Environmental Studies course that requires synthesis of topics from all of the main fields of scientific study.

As our school community grows and staff requirements increase, so will the number of school-based pathway courses and electives offered. The universe of possible on-site offerings will be limited by staff expertise, ability, and interest but the courses offered in any given year will vary based on the individual and group interests expressed by students. Collaborations with community partners, FCPS Virtual School and Frederick Community College in particular, will also expand the range of options available to our students as they build individualized pathways through their high school experience. Being responsive to what students desire to learn and helping them gain relevant knowledge and skill sets is a cornerstone of Montessori educational practice. In this way, the course catalogue will be dynamic and tailored to the needs of the learning community.

Course Content

Montessori curriculum at the secondary level focuses primarily on the process of learning and is less about the individual lessons, such as occurs at the lower levels. A general description of the process is given below. While the desired learning outcomes for each course will address the curriculum standards identified by FCPS, delivery of content designed to meet those outcomes will vary significantly from a traditional high school environment (Appendix B).

For example, in an Environmental Science and Social Issues course, Montessori students would receive an introductory lesson from the teacher to lay the foundation for the work to come, and to “spark the imagination” to encourage students to lean into research and application of acquired knowledge. Instead of working through topics in linear fashion (e.g. unit to unit until end of course) under teacher direction, students would grapple with content such as Global Changes and Human Impact through small group research to first deeply understand the issue, and then project-planning designed to address an area of concern they have identified. Student groups present their research and the outcome of their project to class and community. Students master learning outcomes as they engage autonomously in their work, guided by their teachers, against rubrics, check-ins, formative, and summative assessments.

Another example from ELA involves source-based writing: narrative, argument, analytical, and expository. In a Montessori high school, students’ writing serves the purpose of supporting the work they are doing across the curriculum. While they will learn the various formats and applications of each, they will practice their writing skills by arguing for a particular cause, narrating a story to share with younger students, analytical writing to present findings of their research, and expository writing to explain their understanding of a topic, to highlight a few examples. This means at any given time, students will be writing work that does not mirror what their classmates are doing.

Content will be organized using the principles of the Montessori Spiral Curriculum where topics, subjects, or themes are revisited throughout the duration of a course, with each visitation building off the previous ones and requiring a deepening of thought on the object of study and its

interconnections to other content areas. Since Montessori is student-centered and promotes independent and group exploration of topics and themes, there will be far less teacher-directed delivery of content than would typically occur in a traditional classroom environment.

When formal interactions with teachers are necessary to create a foundation of understanding, these interactions will usually take the form of small groups gathering in a seminar-style format where students have reviewed materials necessary to engage in meaningful discussions with their teachers and peers, as well as in real-world mentorships and apprenticeships within the community. Follow-up work to reinforce content will be built into the prepared learning environment and be a mixture of both text-based and hands-on work. PBL will both extend and solidify core learning and generate new understandings through the connection of ideas across the full range of a student's knowledge. Throughout this process, will be attentive to the feedback and suggestions given by students and, when appropriate, will modify their approaches to content delivery based on what is working for a given group of students and what requires rethinking and revision.

Senior Capstone Project

The Senior Capstone Project gives final year students the opportunity to put together all the pieces of what they have learned during their time at MVMPCS high school. Engaging in a mentored year-long work that reflects the interests and strengths of each student and culminates in a public presentation will solidify the skills and confidence needed to succeed in a post-graduation world. Through public sharing of this final work, students will mark the transition from high school into future pursuits in communal celebration with all of those individuals and groups that supported their Erdkinder journey. The capstone project will include the completion, presentation, and defense of a cumulative project. The goals of the Senior Capstone Project are to:

- Provide students with the opportunity to apply the knowledge and skills acquired towards research relating to a personal/career interest.
- Allow students to extend their academic experience into areas of personal/career interests, including working with new ideas, organizations, and individuals.

- Encourage students to think critically and creatively about academic, professional, and/or social issues and to further develop their analytical, ethical, and leadership skills.
- Provide students the opportunity to refine research skills and demonstrate proficiency in written and oral communication skills.

Curriculum Rigor, Grading, and Transcripts

Curriculum Rigor

Each student will be “met where they are at” in their educational process, and mentored appropriately to reach their own goals. Courses will be structured to accommodate a wide range of learners with the expectation that many of our students will be taking dual enrollment coursework. AP courses will not be offered as the highly structured test-oriented approach of these classes does not fit within the Montessori model of secondary education. However, Dual Enrollment on campus, at off-site locations such as FCC, or in a virtual environment will be encouraged and supported.

The prepared environment will be designed to accommodate all levels of learning and small group lessons will target the needs of different kinds of learners. Formative and summative assessments of core content will similarly reflect the expectations of each course level. Expectations for PBL works will be set universally high but students enrolled in the most rigorous courses will be held to the highest standards as one mode of evaluating student progress. Learners who are not interested in or able to work at this level will be equally supported by their teachers and the prepared environment.

Grading and Transcripts

Montessori is a standards based curriculum where each student moves at their own pace through the materials and where students are assessed along a variety of dimensions that include competency, performance, and portfolio based evaluations. Traditionally, Montessori classrooms do not engage in extrinsic rewards like grades and other public recognitions because Montessori students are encouraged to develop an intrinsic desire to learn and compete only with themselves to achieve subject mastery. However, since many of our students will have plans to move on to

college pursuits, MVMPCS high school will follow the traditional grading and transcript conventions laid out by FCPS when evaluating student work. The reasons for this are two-fold: 1) External assessment is a part of life and, as such, learning to engage in the process of being assessed is a necessary practical life skill. 2) Transcripts will be easily understandable to colleges and universities students hope to attend. Every effort will be made to reinforce the non-competitive nature of the Montessori environment and grades will not be focused on or discussed as anything but an expression of individual student progress on their learning journey.

Enrichment and Extracurricular Activities

According to the Charter School policy document 440, FCPS charter school students are allowed to participate in extracurricular activities offered at their assigned home schools (440.5 Educational Program Services, item 2, p.4, see Appendix G). For students who would like to participate in extracurricular programs that cannot feasibly be offered at MVMPCS high school, tapping into the resources at their home school is always an option. For example, most team sports extracurriculars, like football, will not be able to be supported in our small school so interested students could try out and compete for spaces at their local district high schools. Within our small community, extracurriculars will follow the Montessori model of being guided by student interests, student led, and, when possible, follow a non-competitive model. This means that fitness activities will focus on personal growth and development through yoga, tai chi, parkour, gymnastics, dance, rock climbing, or cooking to support healthy eating. Once interests are identified, students can explore the possibility of building year-long programs or developing Master Classes in certain areas by recruiting local professionals to lead courses. The same process would hold for all other extracurricular activities as students expand the offerings to meet identified interests within the student population.

Support for Learning: Creating a School Culture of Respect and Excellence

A school culture of close caring relationships, openness to new ideas and experiences, academic exploration, personalized achievement goals, and all encompassing support for adolescent physical, intellectual, and emotional growth will be established and nurtured from our first day of operation. This culture of support will surround each student on their path toward becoming

capable, empathetic, and engaged citizens in their communities. To support this culture MVMPCS high school will provide:

- Family Support and Inclusion Processes
- Student Orientations
- Discipline based on Restorative Justice Practices
- Extended Day to Support Learning

Family Support and Inclusion Processes

Purposeful outreach to and inclusion of families as critically important partners is vital during adolescence as academic achievement and behavioral regulation will begin to shape the future career and college possibilities of each student engaged in our program. In acknowledgement of this basic fact, MVMPCS HS will work towards ensuring that:

- All families feel welcomed and valued by each member of the administration and the faculty.
- Families and school staff engage in reciprocal and egalitarian communications.
- Collaborate to develop a plan to support healthy development at home and at school as an extension of each environment.
- Families are empowered to be advocates for their children and other children to ensure fairness and equal access to resources of all types for all students.
- Administration and staff work with community members within and outside school to form supportive connections that expand learning opportunities and possibilities for engagement in civic life for students.
- The whole child is welcomed and valued at school and that no student feels the need to silence any part of their experience to succeed in this environment.
- Open communication is maintained through regular updates, learning opportunities like orientations, parent-teacher conferences, college and career planning, direct classroom communications, and school wide updates and special events communications.
- Opportunities for participating in the life of the school are shared widely to support volunteerism as a cornerstone of our school community.

Student Orientations

Helping students understand expectations as they enter the program and keeping lines of communication open as their educational process unfolds will be necessary to ensure the success of each learner. Fall orientations for both entering 9th graders, students entering in later years, and continuing students will help set the tone for a successful year. To ease the integration process, each fall entering 9th graders and new students entering in later years will participate in a Welcome to MVMPCS HS Orientation during the first week of school. This orientation will include:

- Discussion of the mission and core values of the school and the ways that student work processes and experiences help bring the mission and core values to life.
- Discussion of the overarching reasons for and details about various elements in the Erdkinder program in order to lay out opportunities and expectations for students.
- Giving students the space and support to map out a curriculum plan for all four years of high school with the expectation that things can and likely will shift over time.
- Helping students link this plan to larger goals for both their high school experience and the career and college goals they envision for themselves after graduation.
- Meeting with teachers and student leaders to get to know each incoming student personally and start building relationships.

To remind students of the responsibilities and opportunities found at this school, each fall returning students will participate in a Back to School Orientation that will include:

- Refreshers on program elements and expectations.
- Revisiting the progress from the previous year; discuss successes and areas for improvement.
- Reevaluating the academic plan mapped out in the previous year and discussing any possible changes with teachers and/or peers.
- Developing a set of academic and personal goals for the year, both short and long term.

Discipline: Philosophy for Student Behavioral Management

As a small part of a larger school, MVMPCS high school will follow all rules and regulations already established by MVMPCS as a whole. Focus will be on preventative and restorative

practices rather than punitive disciplinary actions for behavioral infractions in all but the most extreme cases. Support for these preventative and restorative practices will include:

- School wide preventative practices
- Creating a small school with an intimate environment that prioritizes relationships.
- Supportive teachers who are trained in and committed to peace education and the establishment of respectful interactions between all members of the community.
- Giving primacy to student voice and ensuring that all community members feel acknowledged and heard.
- Supporting students in taking the lead on managing difficult conversations with help of trained teachers.
- Classroom preventative and restorative practices
- Engaging in community circles during morning meetings and as needed throughout the day. These times can be used to refocus on expectations and reinforce respectful interactions with peers and staff.
- Creating conflict resolution circles with involved parties when necessary. Individual preventative and restorative practices
- Providing restorative rooms/spaces for de-escalation and calm down needs as well as one on one support.
- Family/peer decision making conferences about repeated or egregious infractions that may include family members, teachers, administration, and key peer influencers that combine to create a plan for the student to change behaviors in a positive direction.
- Equitable Administration of Behavioral Policies
 - Keeping records of disciplinary actions to make sure that there are no subgroups disproportionately affected.
 - Record keeping will include referrals to restorative rooms, repeated violations of rules and policies, the nature of violations, and data on suspensions and expulsions.

Later Start Times and Extended Day to Support Learning

MVMPCS high school will follow the FCPS calendar but will include a later start and a slightly modified length of day for our high school students relative to their peers in traditional settings.

The school day will start at 9:00 and end at 4:30 with an early dismissal day each Friday at 2:30. Later start times are universally beneficial to adolescent learning because they sync with the natural rhythms of adolescent minds and bodies and allow students to come to school ready to learn. An extended day M-Th is necessary to support both core content learning in the morning and a 3-hour uninterrupted block of project-based work time in the afternoon. Due to the nature and intensity of the program, students will need extra classroom time both to master core content and engage in project-based work during the early part of the week as well extra time on Fridays to participate in real-world experiences outside of the classroom including work in the microeconomy, master classes, apprenticeships, capstone projects, and intersessions. Early dismissal on Fridays will also give teachers and administration to work together on planning, training, and problem resolution in the context of this complex program.

Data Driven Assessment: Identifying Evolving Programmatic and Student Needs Measuring the success of this program is a necessary step both to demonstrate areas that are strong and target others for improvement based on specific data. In Appendix U each of the elements of our Montessori Erdkinder program are linked to one or more programmatic assessment strategies and goals. Similarly, student academic achievement expectations are defined with assessment processes and goals linked to each expectation.

Assessment of Student achievement at MVMPCS high school will be both broad and deep; with non-traditional modes of evaluation being central to the process. Each student will be evaluated based on Competency, Performance, Portfolio, and Project-Based assessments to track progress in each of the DL domains. In addition to these core academic assessments, students will also be evaluated based on their participation in the other domains critical to Montessori Erdkinder programs: classroom without walls, microeconomy, and community service.

Data from these programmatic assessments and student-based assessments will be used to identify and target the needs of individual students, teachers, classrooms, and the high school program as a whole. This multi-scalar approach will allow for clear delineation of how all the moving parts of our Erdkinder program fit together to support all the members of this

community. Tailoring and solidifying this assessment process will go hand in hand with curricular development during the planning phase of the MVMPCS high school program.

IDEA and Special Education Compliance

In regards to special populations, the Montessori approach is inclusive and lends itself well to special needs students, economically disadvantaged students, English Language Learners and highly able learners because the Montessori method meets the student where they are developmentally and works from there toward mastery. Furthermore, MVMPCS currently uses the Student Support Team (SST) model to identify students who are facing challenges whether academic, emotional, behavioral, or social and to support them with customized interventions. MVMPCS currently works with FCPS to evaluate, serve, and accommodate those students with speech, learning, language, and other ability needs. MVMHS will continue to use that model to follow federal, state, and local laws and regulations regarding student special needs. Core elements of the plans and procedures already in place include:

- Fostering deep administration and staff knowledge of IDEA law and the process and procedures necessary to comply with not only the letter but also the spirit of this legal framework.
- Identifying students who may be in need of interventions, ensuring that appropriate testing occurs in a timely manner, and that necessary services are put in place in consultation with families.
- Informing students and their guardians of their rights under the law and working together to build a positive learning environment for all students.
- Establishing a continuum of service that is regularly re-evaluated as the needs of students change over time. This includes the development, implementation, and periodic review of student Individualized Education Plans (IEPs) and 504 Plans.
- Providing the least restrictive environment for students to thrive academically, emotionally, and socially.
- Understanding the behavioral differences and disciplinary strategies that work for students with special needs and providing the disciplinary structures that support them.

- Tracking compliance with IDEA law, IEPs, and 504 Plans to ensure students are accessing all services that they are entitled to and identifying and correcting any lapses or oversights identified through this review process.

Support for learning also depends on the creation of a supporting and inclusive classroom environment. While interventionists are one important piece of helping all students succeed, a learning environment that embraces difference and values, struggle and perseverance are also important to all kinds of learners. Inclusion, understanding, finding points of similarity while respecting differences are all taught at a young age in the Montessori paradigm and will continue to mature and grow in the high school environment. These experiences are good for all students as they encourage the development of empathy and compassion that can then be practiced long after students have moved on to other parts of their lives.

APPENDIX G: FCPS CHARTER SCHOOL POLICY

440

POLICY BOARD OF EDUCATION OF FREDERICK COUNTY,

MARYLAND

CHARTER SCHOOLS POLICY 440

- 440.1 Policy
- 440.2 Implementation of Policy
- 440.3 Criteria
- 440.4 Application Process
- 440.5 Educational Programs and Services
- 440.6 Student Outcomes
- 440.7 Student Admission
- 440.8 Staffing Plan for the School
- 440.9 Management Plan for the School
- 440.10 Facilities
- 440.11 Financial Plan for the School
- 440.12 Transportation
- 440.13 Length of Contract
- 440.14 Performance Review
- 440.15 Provisions for Renewal
- 440.16 Eligible Public Charter School
- 440.17 Charter School Renewal Program Review
- 440.18 Probation/Revocation Procedures

Purpose

440.1 Policy

The Board of Education of Frederick County (Board) believes in offering and supporting educational systems designed to provide success for every student, delivered through a variety of innovative programs designed to meet the needs of a diverse student body. Nationally, public charter schools reflect a movement that focuses on student achievement within an educational environment that may differ from the traditional public schools. Criteria with which to consider proposals for public charter schools and the procedures for granting and overseeing approved public charter schools are essential to this endeavor.

Position - The Board supports the Maryland State Board of Education's (State Board) position on public charter schools that vests the authority to establish schools with each local Board of Education and provides an alternative means within the existing public school system to offer innovative learning opportunities and creative educational approaches in order to improve the education of students. The public charter school may propose to have a major emphasis on specific criteria, such as reclaiming dropouts or utilizing specific instructional programs.

Legal Reference	<i>Annotated Code of Maryland</i> , Education Article, § 9-101 to § 9-110		
Source Document	Maryland State Department of Education, <i>Maryland Charter Schools – Eligibility for Exemptions from Local Policy §9-104.1: Guidance to Local School Systems and Public Charter Schools</i> ; December 6, 2016		
Policy History	Reviewed: 2012, 2015, 2016, 2017	Adopted: 2/14/01	Revised: 5/24/17

Except as provided in §9-106 of the Education Article, *Annotated Code of Maryland*, a public charter school is subject to the federal, state and local policies, regulations and statutes that affect traditional elementary and secondary public schools unless the policies, regulations and statutes are waived by the appropriate governing authority. The public charter school must demonstrate in any waiver request that the exemption would enhance the school’s ability to advance the educational goals and objectives of the school. Policies, regulations and/or statutes related to health and safety or civil rights shall not be waived.

Definitions

A public charter school is defined as a nonsectarian public school that operates under a charter, or contract, within the public school system and under the authority of the Board of Education of Frederick County.

A public charter school is created in accordance with §9-101 through §9-110 of the Education Article, *Annotated Code of Maryland*.

An “eligible public charter school” means a public charter school that has been in existence for at least five years and demonstrates to the Board of Education of Frederick County a history of sound fiscal management and student achievement exceeds the average in Frederick County Public Schools (FCPS) on statewide assessments and other measures developed by the State Board.

440.2 Implementation of Policy

The Superintendent will oversee public charter schools and make recommendations to the Board regarding approval, renewal, probation, and/or revocation. The Superintendent will establish regulation for:

1. Accepting and evaluating applications for public charter schools.
2. Obtaining waivers from the Board’s policy and/or administrative regulations and for making waiver requests to the State Superintendent of Schools.
3. Specifying probation and revocation procedures.
4. Identifying charter school renewal process.

440.3 Criteria

A public charter school must:

1. Focus on improving student achievement, strive for high academic standards, be accountable for measurable results, and offer a rigorous program of instruction.
2. Include an equivalent method for satisfying any requirements from which the public charter school operator intends to seek a waiver.
3. Function as a semi-independent education operation within the local school system. Subject to approval by the Board of Education, it can establish its own governance

process; create its own priorities, creative solutions, instructional design and professional development; and utilize its own system for measuring school and student performance in addition to that which is imposed by the local and state boards.

4. Be nonprofit, nonreligious, and nonsectarian.
5. Be a new public school, or a conversion of an existing public school.
6. Not be a private school, parochial school, or home school prior to application.
7. Comply with federal, state, and local requirements for all students, including those with disabilities.
8. Operate in pursuit of specific education objectives.
9. Provide a program of elementary or secondary education or both.
10. Not be a school that operates fully online.

440.4 Application Process

1. A concept proposal may be submitted by January 1 of the school year preceding the proposed starting date in order for the Board to provide initial feedback prior to the application process.
2. The complete charter school application must be submitted by May 1 of the year preceding the proposed starting date.
3. Conflict of Interest - Each founding member and individuals serving on the proposed charter school's board of directors will be required to complete a conflict of interest form in accordance with regulation.
4. Waivers - Charter school applicants must identify waivers they plan to request from either the local or state board as deemed necessary to execute the mission of the proposed charter school. The Board will evaluate requests for waivers in accordance with Maryland law.
5. A public charter school may begin operation in the school year following the date the charter is granted, provided approval is granted no later than the last Board meeting in December of the preceding school year.
6. Upon submission of a completed and required application, the Board shall render a decision within one hundred and twenty (120) days and provide a detailed written recommendation with rationale for its decision for approval or denial of the application.
7. The Board shall consider the merits of the proposal, curricular and instructional needs of FCPS, community issues, and any other factors the Board deems appropriate and legal prior to rendering its decision on the submitted application.
8. The Board may approve an application on a contingent basis, based on the public charter school's ability to meet timelines established by the Board for securing a facility and final approval by the Board regarding the suitability of the facility.
9. Within thirty (30) calendar days of the application approval, it is expected that the Board and the applicant shall complete a charter school contract.
10. In accordance with guidance issued by the State Board, the submitted application is to be used as a tool for the substantive elements of a charter contract. The contract shall include all terms of mutual agreement, including the Board-approved waivers of Board policies, FCPS regulations, and all state-approved waivers of

Maryland law. Amendments to the terms of the contract may be made upon written approval of the local Board and the governing body of the public charter school.

11. Appeal Process

If the Board denies an application to establish a public charter school, the applicant may appeal the decision to the State Board in accordance with §4-205 (c) of the Education Article, *Annotated Code of Maryland*.

If the Board denies an application to establish a public charter school and the State Board reverses the decision, the State Board, shall remand the matter back to the Board and may direct the Board to grant a charter and may, if necessary, mediate the matter.

The charter school application and review process for a restructured school shall be governed by Maryland law §9-104(a)(5)(ii).

440.5 Educational Programs and Services

1. The school's instructional plan must include the following:

- philosophy and goals of the program
- educational levels to be offered
- student-to-teacher ratio
- innovative learning opportunities or creative educational approaches to improve the education of students
- fully developed curriculum showing alignment with state approved curriculum
- instructional methods to implement the curriculum
- appropriate technology, equipment, libraries and audio visual materials available
- length of student day
- extracurricular offerings
- supplemental programs

2. Students may participate in extracurricular activities at their assigned home school.

3. Students must be physically present on school premises for a period of time substantially similar to that which other public school students spend on school premises. Policy 440 4

440.6 Student Outcomes

1. Unless otherwise approved, the public charter school must meet or exceed current school accountability provisions of the Board of Education of Frederick County, Board-adopted goals, and state regulations and statutes.
2. If a public charter school is exempted from certain state regulations and/or local rules and policies, educational achievement will still be measured against the

same standards used by the Board of Education of Frederick County, in comparison with other FCPS schools of similar demographics, and the Maryland State Board of Education.

440.7 Student Admission

1. Students residing in Frederick County will be eligible for admittance without tuition charge. No eligible Frederick County student may be denied admittance in order to accept an out-of-county student. Others residing outside of Frederick County must comply with the Board's policy governing enrollment and tuition charges for nonresident students.
2. Students with special needs will adhere to the normal individualized education program (IEP) or 504 plan process. Specific additional resources allocated to a student via the approved IEP or 504 plan will remain with the student going to the charter school. The public chartering authority shall ensure that prior to opening a public charter school, the operators of the school are informed of the human, fiscal, and organizational capacity needed to fulfill its responsibilities related to children with disabilities.
3. It is an expectation that a public charter school will recruit and target all segments of the community. Except as otherwise allowable by law as identified in paragraph 5 below, the public charter school may not deny admission based on illegal discriminatory factors such as race, gender, ethnicity, religious preference, socioeconomic conditions, disability, or sexual orientation. It is an expectation that public charter schools continually strive to have a student population representative of the overall FCPS student population and report such status annually.
4. A public charter school is chosen by parents for their children and is open to all students on a space-available basis. A random selection process must be used if the number of qualified applicants exceeds the predetermined student capacity in the public charter school. The director of Student Services provides oversight to the process to assure adherence to federal and state requirements.
5. A public charter school may give greater weight to a student's lottery status if the student is:
 - a. Eligible for free and reduced-price meals
 - b. A student with disabilities
 - c. A student with limited English proficiency
 - d. Homeless
 - e. A sibling of a student currently enrolled
6. Enrollment preferences are permitted for:
 - a. Children of the founders of the charter school as identified in the original application for up to five (5) years after the opening day of the school, provided the total number of students does not exceed 10% of the total student population;
 - b. Siblings of students already admitted to, or attending, the charter school;

and

- c. Children of employees of the charter school, provided the total number of students does not exceed 10% of the total student population.
7. With Board approval, the public charter school may propose a geographic attendance area with a median income that is equal to or less than the median income of Frederick County and may provide a guaranteed placement through a lottery to students who live within the geographic area for up to 35% of the total student population. The public charter school shall admit students on a lottery basis to its remaining available space and take reasonable steps to maintain the ratio as defined above. The Board may approve or reject this provision separately from the application as a whole, and it is not subject to appeal to the State Board.
8. The Board may grant a waiver to section E.4 above to a converted public charter school that provides guaranteed placement through a lottery to students who live within a geographic attendance area as established by the Board as a low performing school, is above the county average rate for the percentage of students who are eligible for free and reduce-priced meals, and meets a strategic need of the school system to include one of the following:
 - a. Serving a high need population
 - b. Increasing student performance
 - c. Increasing enrollment; or
 - d. Increasing student diversity

440.8 Staffing Plan for the School

1. Public charter school employees are public school employees of Frederick County Public Schools (FCPS) with all the rights, responsibilities, and benefits granted by law, collective bargaining, policy, and procedures.
2. Existing employee organizations and the public charter school may mutually agree to negotiate amendments to an existing agreement to address the needs of the particular public charter school.
3. FCPS employees assigned to work in a charter school will be observed and evaluated consistent with state law and FCPS procedures.
4. Any additional contracts to provide staff services need to be detailed and approved by the Board of Education.
5. Certification requirements for FCPS employees assigned to work in a charter school are no different than for personnel in other Frederick County public schools.
6. The Superintendent retains the authority to assign and transfer educators under Maryland law as the needs of the system require and this authority, in accordance with Maryland law, cannot be waived.

440.9 Management Plan for the School

The public charter school must have a school improvement team. The roles, operating procedures, and responsibilities of the school improvement team may be determined by the public charter school participants consistent with state and local guidelines for school improvement teams.

440.10 Facilities

1. Unless otherwise agreed, a public charter school applicant shall be responsible for providing and maintaining a facility in accordance with provisions as outlined in regulation.

2. If a public charter school leases its own facility, it will be responsible for adhering to appropriate local and state building codes and regulations.

3. The applicant must submit a facilities plan that specifies location, available space and its use, and the terms and conditions of the facility acquisition and necessary utilities. However, the Board recognizes that public charter school applicants may not have identified a facility at the time an application is submitted for review by the Board, as the approval of the application is sometimes needed in order to secure the acquisition or lease of an appropriate facility. Under this circumstance, the public charter school applicant may be required, as part of the application, to identify a timetable for acquiring a site, along with a projection of the number of square feet needed to operate the educational program and the general location within the jurisdiction. It is an expectation that the applicant identify the type of facility needed in order to efficiently operate the proposed educational program.

The Board may condition final approval of a charter contract pending applicant's identification of either the acquisition or leasing of an appropriate facility that meets health and safety requirements, as well as specific needs of the educational program. The Board may establish an identified timeline which allows adequate time for staff to prepare the school for operation at the targeted opening date.

4. If, with approval of the State Superintendent, the Board determines that a school site or building is no longer needed for school purposes, and after the County Council of Frederick County has been provided the required notice, the Board shall inform the public charter schools in Frederick County that the school site or building is available for occupation on terms determined by the Board.

5. If the public charter school wishes to use existing FCPS buildings, such use must be negotiated with the Board of Education.

6. Policies and regulations related to health and safety cannot be waived.

7. The public charter school must provide for appropriate insurance, including the provision that names FCPS as co-insured against any loss or damage to its property or any liability resulting from the use of its property or from the acts or omissions of its officers and employees.

440.11 Financial Plan for the School

1. A financial plan for the duration of the charter must include, but not be limited to, a proposed budget outline, projected student enrollment, and revenue sources. The financial plan shall be annually updated. Changes impacting base budget allocation or strategic improvement requests must be submitted on or before October 1 of the prior fiscal year.

2. An approved public charter school shall receive funding as determined by Maryland law, which may be comprised of discretionary funds and in-kind

services. Annual funding will be based on a contractually agreed upon enrollment and provided on a “per pupil” basis. Under-enrollment as identified by the September 30 enrollment count may result in funding adjustments for current fiscal year.

3. An approved public charter school may seek and receive other grants through local, state, or federal government sources or private sources without a reduction in its allocation unless other provisions are included in the charter.
4. The charter school must adhere to financial, programmatic, or compliance audits consistent with federal, state, and local laws and budget procedures and deadlines, and in accordance with Maryland law may not be waived. A public charter school may elect to access rates for audits negotiated with current FCPS vendors.
5. Charter school audited financial statements and any issued management letters shall be annually provided to the local Board, inclusive of all funding sources used to operate or support the charter school.

440.12 Transportation

Transportation shall be provided in accordance with provisions of a student’s IEP and may be provided to regular education students if conducive to currently established bus routes that travel along routes in the location of the charter school.

440.13 Length of Contract

A charter may be granted for up to five (5) years.

440.14 Performance Review

1. The public charter school’s performance shall be evaluated based upon performance in educational, financial, and organizational areas as well as other criteria as described in the approved charter.
2. An annual report on each public charter school will be provided to the Board of Education that includes performance on recognized educational, financial, and organizational areas as well as other criteria as described in the approved charter.

An interim report is required mid-year of the first year of the charter and any other time the Board so requests.

3. If established academic performance standards are not met, a plan for improvement will be implemented.

440.15 Provisions for Renewal

No later than six (6) months prior to expiration of the contract, the public charter school may request renewal of the existing contract. Renewal criteria are based on conditions as outlined in Section 440.17.

440.16 Eligible Public Charter School

In accordance with Maryland law §9-101, *et seq.* Education Article, *Annotated Code of Maryland*, the Maryland State Board of Education (State Board) determined the following measures and criteria by which a public charter school meets eligibility in order to negotiate exemptions from certain local board policies and/or regulations.

A. Criteria

The State Board has established the following standards and criteria to determine if a public charter school is an “eligible public charter school” (all factors must be met to be deemed eligible):

1. The charter school has been in operation at least five (5) years, or is in its fifth year of operation.
2. The charter school has submitted an annual independent audit: (a) the auditor’s report offers unqualified opinions and any management points were resolved by the subsequent audit; and (b) statements of cash flow indicate good performance on short term liquidity measures.
3. The student achievement data shows that proficiency, as defined by the Maryland State Board of Education, and/or the charter school’s overall student growth percentile exceeds that of the local school system for the All Students group in the most recent year for which data is available. “Exceeds” means exceed, by any amount, the combined proficiency or growth in Reading and Math for all grades.
4. For schools serving grades nine through twelve, the cohort graduation rate exceeds that of the local school system for the All Students group, in the most recent year for which data is available.
5. The charter school is not identified for comprehensive school support and improvement, or targeted support and improvement, nor as a Priority or Focus school under the State’s accountability system.
6. The charter school has no significant compliance issues in serving students with disabilities as reported by the local board. The charter school has taken prompt and appropriate steps to address any shortcomings identified through monitoring activities.

B. Exemptions for Eligible Public Charter School

Pursuant to Maryland law §9-104.1 of the Education Article, the eligible public charter school may be exempt from the following if both the local Board as the chartering authority and the representative of the eligible public charter school mutually agree.

1. School Operations

- a) Textbook, instructional program, curriculum, professional development, and scheduling requirements;
- b) A requirement to establish a school community council;
- c) Except for Title I schools, a requirement to establish a school improvement plan;
- d) Except for schools with a school activity fund, a requirement to provide school activity fund disclosure statements; and
- e) Except for Prekindergarten classes, class size or staffing ratios.

2. Communication Process

The Board and the eligible public charter school may jointly develop and mutually agree to a communication process and supervision methodology that flows among the local board, the operator, and the administration of the eligible public charter school.

3. Staffing Process

- a) An eligible public charter school may not be assigned a principal without the written consent of the operator of the eligible public charter school. ¹
- b) Staff members shall be assigned or transferred to an eligible public charter school if the staff member expresses in writing that the staff member wants to work in that eligible public charter school and the eligible public charter school requests in writing that the staff member be assigned or transferred to the eligible public charter school, provided there is an existing vacancy. ²

C. Eligibility Implementation Process

The eligibility criteria presented by the State Board are for purposes of determining “eligibility” under Education Article § 9-104.1. The criteria does not replace existing renewal rubric of the local Board.

¹ The authority to hire and fire a principal remains with the Superintendent and the Board. (Education Article §4-103, *Annotated Code of Maryland - Maryland State Department of Education, page 4, Maryland Charter Schools – Eligibility for Exemptions from Local Policy §9-104.1*) However, the placement of the principal at an eligible public charter school must be a collaborative decision between the Superintendent and the charter school operator.

² Nothing in this section may be construed to take precedence over an agreement of a local bargaining unit in FCPS; a transfer authorized under this section shall take place as designated by the negotiated agreement. (Education Article §9-104.1(g)(2)(ii))

The Board may establish the timeline it wishes to consider eligibility and any exemptions of a public charter school, at its discretion. A charter school may not submit an application for exemption as an eligible public charter school more than one time during an existing charter contract.

Whenever the determination of eligibility takes place, any negotiated exemptions are considered as an addendum to the charter school contract and shall remain for the term of the charter contract.

D. Notification

The Board will annually provide to MSDE the following information: (1) requests by a public charter school to be determined “eligible”; (2) decisions of the Board; (3) data the Board used to make its determination; and (4) a description of any exemptions granted.

E. Eligibility Appeal

If the Board denies the public charter school request to be deemed “eligible,” the public charter school can appeal this decision to the Maryland State Board of Education.

440.17 Charter School Renewal Program Review

In accordance with Maryland law, a public charter school may be renewed provided that a program review demonstrates that the school has successfully fulfilled the terms of its contract.

1. Performance Analysis

In conducting a renewal program review, the Board of Education (Board) will focus its analysis on the school’s performance in the categories of:

- Education

- Finance

- Organization

2. Evaluation Scale

Specific indicators and standards will be analyzed and evaluated by the Board within the above-listed categories to determine a charter renewal decision. The evaluation findings will be indicated as one of the following:

- Meets the Standard

- Approaches the Standard

- Does Not Meet the Standard

3. Proposed Contract Changes

The Board will also review and consider information submitted by a charter school regarding its prospective plans concerning the proposed subsequent contract. The charter school must present all requested modifications, adjustments, or amendments to its charter school agreement as part of the renewal program review.

4. Criteria to be considered by the Board when making renewal determinations for existing charter schools will address focus areas, indicators, standards, and sources of evidence as outlined in the following chart*.

1. EDUCATIONAL PERFORMANCE			
Focus Area	Indicator	Standard/Criteria	Sources of Evidence
Federal Accountability	Federal/State recognized performance level requirements	The school has not been identified as a school in need of improvement or underperforming	Federal/State recognized performance level requirements
	AYP attainment	The school has met at least a Proficient performance level	
	Student group(s) attainment of AYP	The school has achieved its performance targets in identified student group(s)	

State & Local Accountability	Federal/State recognized achievement requirements	Students at the school demonstrate proficiency or progress towards meeting proficiency, in subjects tested (English/Language Arts, writing, mathematics and science)	Federal/State recognized data requirements
	Annual gains of students achieving in the bottom 25%	50% make one-year's worth of growth	Federal/State recognized data requirements
	% of students tested	The school is appropriately administering applicable state standardized tests to its students.	Federal/State recognized participation requirements
	Relative performance	The school's performance meets or exceeds the performance of schools with closely comparable student populations.	Federal/State recognized data requirements
	Comparative performance		
	Other Charter Agreement Indicators		
Mission-Spe cific Accountability	Achievement of school/mission specific goals	The school is achieving, or making significant progress towards achieving, the school/mission specific goals as defined in the school's contract.	As defined in the school's contract
Educational Program Implementation	Implementation of the mission	The school is implementing its mission as defined in the school's contract.	Federal/State recognized requirements for internally developed assessments, onsite evaluation
	Implementation of curriculum	The school is successfully implementing curriculum and	

	and instructional techniques	instructional techniques as defined in the school's contract.	
	Implementation of specialized instruction for students, particularly of those below grade level	The school implements demonstrably effective instructional techniques that support struggling students achieve grade level.	
	Data-driven decision making	The school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with College and Career Readiness Standards.	
	Implementation of exceptional education programs	The school provides quality services for exceptional students as defined in the school's contract and as required by applicable law.	
	Implementation of ELL program	The school provides quality services for English Language Learner students as defined in the school's contract and as required by applicable law.	

**Adapted from National Association of Charter School Authorizers*

2. FINANCIAL PERFORMANCE			
Focus Area	Indicator	Standard	Sources of Evidence
Financial Management	Demonstration of professional competence and sound systems in managing the schools financial operations	The school implements an effective system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.	Annual budgets, financial reports, annual financial audits, financial corrective action plans, onsite evaluation
	Adherence to generally accepted accounting principles	The school adheres to generally accepted accounting principles.	

	Financial reporting requirements	The school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school's contract.	
Financial Viability	Budgeting	The school maintains balanced budgets and a positive cash flow.	Annual budgets, financial reports, annual financial audits, onsite evaluation
	Financial obligations	The school's financial obligations are in good standing.	
	Long-term financial performance	The school has a sound and sustainable long term financial plan.	
3. ORGANIZATIONAL PERFORMANCE			
Focus Area	Indicator	Standard	Sources of Evidence
Student Enrollment and Conduct	Student enrollment trends	The school's actual enrollment is consistent with its projections.	Student enrollment reports, onsite evaluation
	Racial/ethnic composition of the student body	The racial/ethnic composition of the school's student body is reflective of the community it serves or other public schools in Frederick County.	
	Enrollment procedures	The school implements enrollment procedures as defined in the school's contract and in compliance with applicable law.	
	School environment	The school maintains a safe and secure environment.	Discipline reporting; onsite evaluation
	Health and safety	The school complies with applicable health and safety laws.	Fire and health inspections, fire drill reports, evacuation plans, onsite evaluation
Facilities	Facility compliance	The school's facilities comply with applicable laws and codes.	Occupancy permits, health, safety and fire reports, onsite evaluation
Governance, Staff and Parents	Governance structure	The school implements the governance structure as defined in the school's contract.	Governing board meeting agendas and minutes, onsite evaluation
	Compliance with Maryland and federal laws	The school complies with relevant Maryland and federal laws.	
	Qualifications of instructional staff	The school employs instructional staff that meet Maryland state and federal	Staffing reports, onsite evaluation

		qualifications	
	Parental Involvement	The school is effectively involving parents in its programs as defined in the school's contract.	Onsite evaluation, parental surveys

5. Charter School Renewal Timeline

Action	Date
Charter school is notified of the charter renewal process and submits a letter of intent to apply for renewal.	January 1 in the year prior to the expiration of a school's contract
Charter school annual performance review.	February 1
Charter school submits letter of intent to apply for charter renewal.	March 1
Charter school liaison provides the charter school with the renewal process forms, which the charter school must complete, including the supporting data as a condition for renewal consideration.	May 1
The charter school submits the information requested for renewal consideration.	September 1
Request is evaluated by the Superintendent.	September 1- November 15
The charter school is notified in writing of the recommendation for	December 1

renewal or revocation by the Superintendent.	
Local board renders a decision regarding the charter school renewal.	BOE meeting in December

440.18 Probation/Revocation Procedures

Probation/revocation decisions shall be based on the following criteria.

1. Probation

- a. The Board may place a public charter school on probationary status to allow the implementation of a remedial plan, pending a decision to revoke the school's charter.
- b. A charter school may be placed on probation or have its charter revoked for the following reasons:
 - The school has not fulfilled a condition imposed by the Board in connection with the granting of the charter.
 - The school has violated any provisions of the charter, Board policy or state law.
 - The fiscal condition of the school is substantially deficient.
 - The academic condition of the school is substantially deficient. · The facility can no longer support the needs of the educational program. · The continuation of the operation of the public charter school is not in the best interest of the public or of the students of Frederick County.

2. Probation/Revocation Process

If a charter school is being recommended for probation/revocation of its charter, the following procedures shall apply:

- a. The Superintendent or designee shall provide the charter school governing board with:
 - Written notification and description of the basis for probation/revocation. · Instructions for correcting the deficiency or failure that is the basis for probation/revocation, which may include a request for a corrective action plan.
 - A specified reasonable period of time not to exceed ninety (90) days during which the charter school governing board may remedy the problem to avoid the revocation action.
- b. If the charter school fails to remedy the problem within the specified time

frame, the Superintendent may recommend in writing to the Board that it revoke the charter, with a copy provided to the charter school governing board.

- c. The charter school governing board may appeal such recommendations in accordance with Board policy and Maryland law.

3. Exceptions

If the basis for revocation involves immediate threat to the health, safety, or educational welfare of the students enrolled at the charter school, the Board reserves the right to immediately suspend operation and revoke the charter.

4. Dissolution

In the event the charter school ceases to operate for any reason, a dissolution plan will be developed and implemented through the deputy superintendent and shall address the following areas

- a. Notification and plan for communication
- b. Transfer of student records
- c. Administration of personnel action
- d. The fulfillment of contractual obligations and outstanding liabilities
- e. Liquidation of assets
- f. Final reporting requirements (i.e., budget and audit requirements)
- g. Final enrollment count
- h. Transition of students and staff
- i. Transition of services as they pertain to special education students

5. Revocation Follow Up

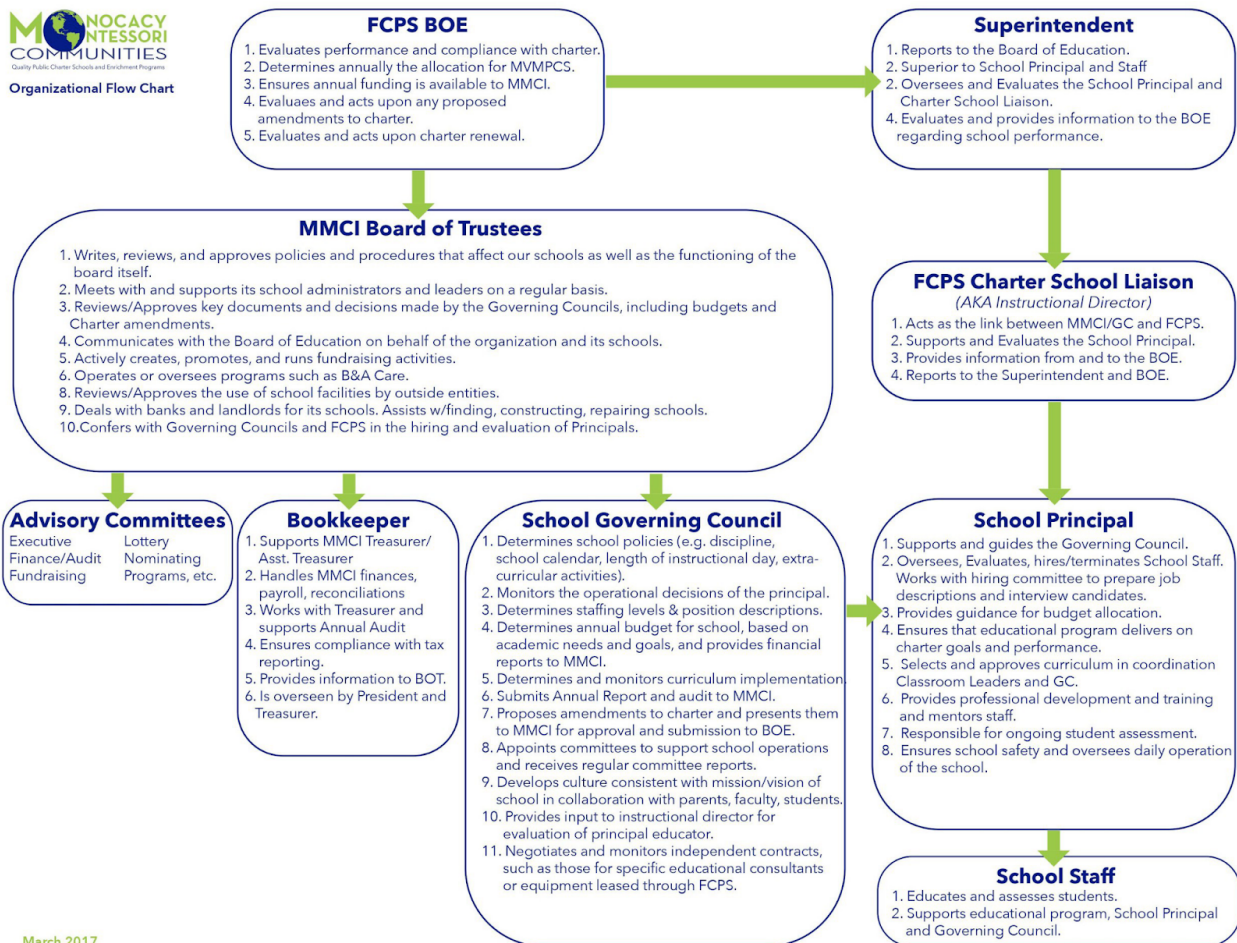
Upon revocation, current FCPS personnel and students of the charter school may be placed in other FCPS schools as stipulated by Maryland law and Board policy.

APPENDIX H: MMCI SCHOOLS WAITLIST DATA AND VOLUNTEER HOURS

YEAR	MVMPCS WAITLIST	CCMPCS WAITLIST
2021/2022	1215	1264
2020/2021	1361	1416
2019/2020	919	910
2018/2019	1230	1170
2017/2018	989	904
2016/2017	1195	1095

DATE	MVMPCS VOLUNTEER HOURS
5/1/16-4/30/17	Approx. 11,000
5/1/17-4/30/18	14,393
5/1/18-4/30/19	12,271
5/1/19-4/30/20	8,674 (COVID)
5/1/20-4/30/21	7,582 (COVID)

APPENDIX I: MANAGEMENT ORGANIZATIONAL CHART



March 2017

APPENDIX J: MVMPCS PARENT INTEREST SURVEY RESULTS

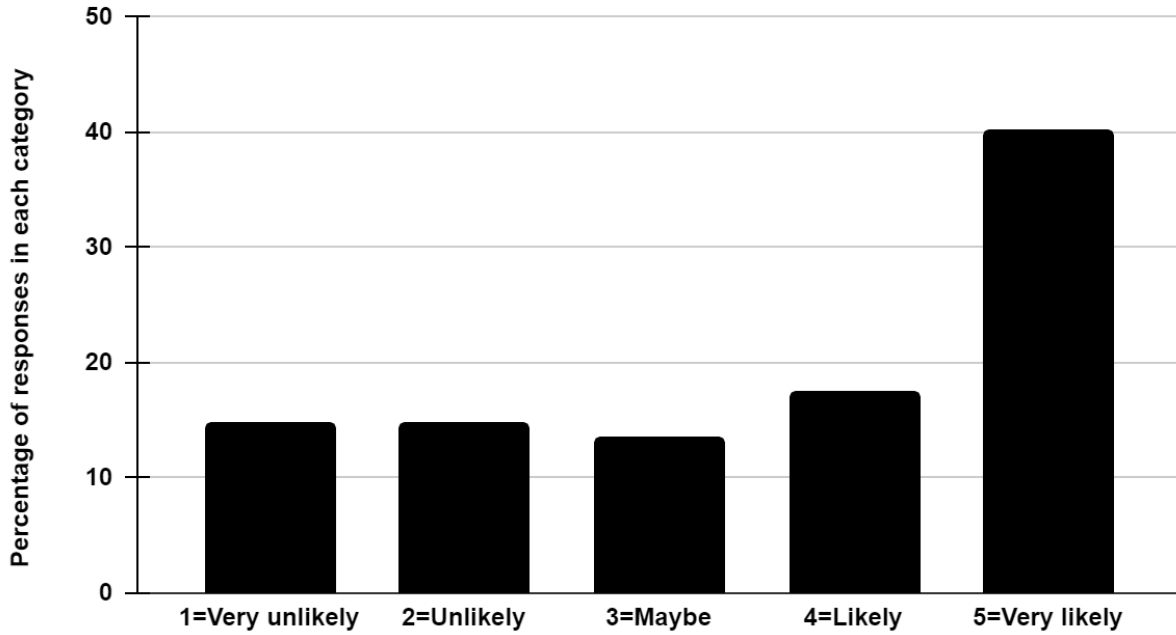
Parent Interest in the MVMPCS high school Program by Grade, Winter 2021

	Based on the information you have today, what is the likelihood on a scale of 1-5 that the above referenced child would attend Monocacy Valley Montessori Public Charter School for one or all of grades 9 through 12 grade?										
	5		4		3		2		1		Total
Current grade of enrolled students	%	(n)	%	(n)	%	(n)	%	(n)	%	(n)	
5th (2024-25 SY)	61.9	13	19.0	4	4.8	1	9.5	2	4.8	1	21
6th (2023-24 SY)	47.8	11	21.7	5	21.7	5	8.7	2	0.0	0	23
7th (2022-23 SY)	18.2	2	18.2	2	18.2	2	18.2	2	27.3	3	11
8th (2021-22 SY)	20.0	4	10.0	2	10.0	2	25.0	5	35.0	7	20
Total	40.0	30	17.3	13	13.3	10	14.7	11	14.7	11	75

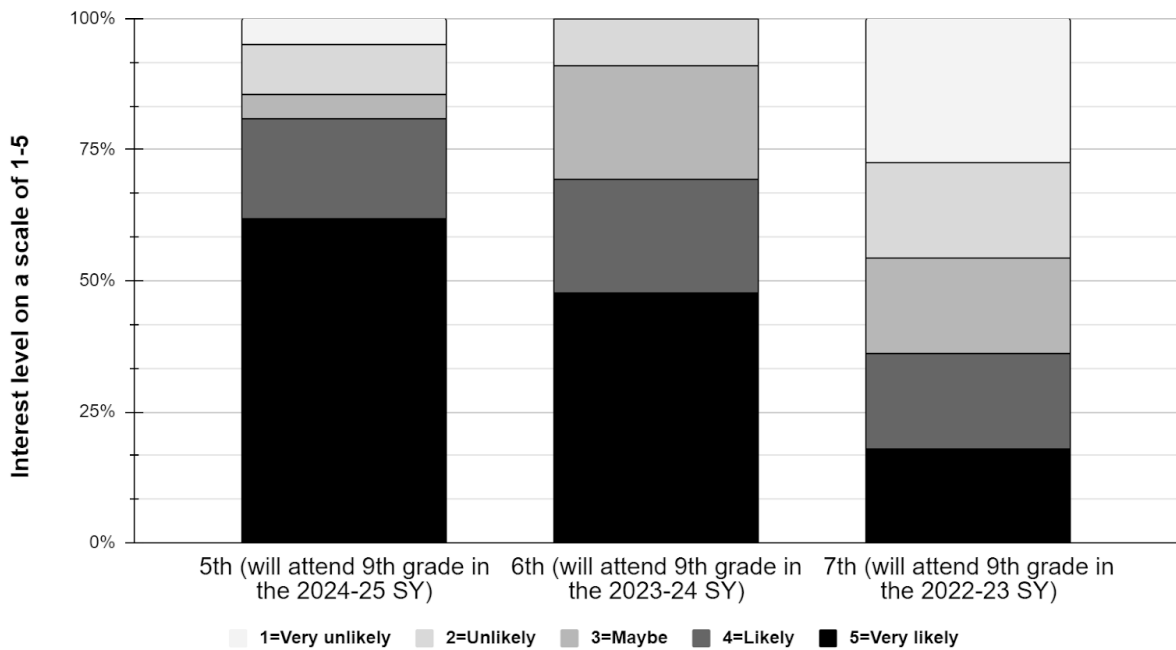
POLL RESULTS FROM TOWN HALL MEETING:

https://drive.google.com/file/d/1_tRVopt9Y5CihNxmC023zLu8aj84m8Ab/view?usp=sharing

Parent Interest in MVMPCSHS, Spring 2021 (n=75)



Parent Interest in MVMPCSHS by Grade Level, Spring 2021 (n=64)



APPENDIX K: POTENTIAL COMMUNITY PARTNERS

Art

[NOMA](#)

[TAG](#)

[District Arts](#)

[Delaplaine](#)

[Potters' Guild of Frederick](#)

Business

[Frederick Tourism Council](#)

[Downtown Frederick Partnership](#)

[Frederick County Economic Development: Small Business Development Center](#)

[Frederick Chamber of Commerce](#)

[Frederick Rotary Club](#)

Citizenship/Advocacy

[Advocates for Homeless Families](#)

[Frederick Food Security Network](#)

[Frederick Community Action Agency](#)

[The Frederick Center](#)

[City Youth Matrix](#)

[i Believe in Me](#)

[The Arc of Frederick County, Maryland](#)

[Frederick Chapter of Blessings in a Backpack](#)

Local Colleges

[FCC](#)

[Hood](#)

[Mount St. Mary's University](#)

History and Culture

[Centro Hispano de Frederick](#)

[Asian American Society of Frederick](#)

[African American Resources Cultural and Heritage](#)

[Heritage Frederick - The Historical Society of Frederick County](#)

[Frederick County Veterans History Project](#)

[Friends of Mount Olivet Cemetery](#)

[Barbara Fritchie House](#)

[Catoctin Furnace Historical Society](#)

[Schifferstadt Architectural Museum](#)

[National Museum of Civil War Medicine](#)

Dance

[24/7 Dance](#)

[Dance Unlimited](#)

[Frederick School of Classical Ballet](#)

Film Production

[Frederick Film Office](#)

[3 Roads Communications](#)

[RootBranch Productions](#)

[Digital Bard](#)

Math & Engineering

[Engineering for Kids](#)

[Army Educational Outreach Program: GEMS](#)

[Frederick County Government: Engineering & Planning](#)

[Code4Good: American Red Cross](#)

[Pathways to Science](#)

Music

[Frederick Rock School](#)

[Duet with Music](#)

[Downtown Piano works](#)

[Benefactor Events \(Jarad Bowens\)](#)

[Frederick Children's Chorus](#)

Science

[Earth and Space Science Lab](#)

[Frederick County Parks and Recreation, MD | Official Website](#)

[Catoctin Creek Nature Center](#)

[Fountain Rock Park & Nature Center](#)

[Frederick County Public Libraries STEM lab](#)

[University of Maryland Extension Program & 4-H](#)

[National Cancer Institute and Ft. Detrick](#)

[Hood College: Center for Coastal and Watershed Studies](#)

[Master Gardeners Frederick County Maryland - Home](#)

[Frederick County Nature Council - Main \(Master Naturalists\)](#)

[MOM's Organic Market | Your Local Organic Grocery Store](#)

Theatre/Performance

[Frederick Arts Council](#)

[Sky Stage](#)

[New Spire Arts](#)

[Weinberg MET](#)

[Free Range Humans](#)

Writing

[FBAC](#)

[FNP](#)

[Brunswick Herald](#)

[Chesapeake and Hudson, Inc](#)



APPENDIX L: LETTERS OF SUPPORT FROM COMMUNITY



OFFICE OF ADMISSION

July 21, 2021

To Whom It May Concern:

Hood College supports Monocacy Valley Montessori High School students' participating in our Dual Enrollment program. Alongside MVMPCS high school' statement of purpose, Hood College's vision for students includes a holistic education and facilitates their preparation to "meet personal, professional and societal challenges and to lead purposeful lives of responsibility, leadership, service and civic engagement." We look forward to working with these students to help them reach their goals.

Sincerely,

Ali Imhoff

Ali Imhoff

Associate Director of Admission

Hood College

401 Rosemont Ave

Frederick, MD 21701

Phone: (301) 696-3298

Cell: (301) 846-8885

Email: imhoff@hood.edu

Pronouns: she / her / hers

Hood College • 401 Rosemont Avenue • Frederick, MD 21701-8575
Tel: 301.696.3400 • Fax: 301.696.3819 • Email: admission@hood.edu • www.hood.edu

From: Michele Hassanyeh
Sent: Monday, April 19, 2021 5:35 PM
To: gcchair@mvmpcs.org <gcchair@mvmpcs.org>
Cc: gc@mvmpcs.org <gc@mvmpcs.org>
Subject: MVMPCS High School Proposal

Greetings,

I write representing the Banner School, a sister school in Frederick, appreciating the effort and value of MVMPCS extending their Montessori program through a high school program. I am both a parent and a Trustee for the Banner School and am keenly aware that the value of an education provided in a small and purposeful school cannot be overstated.

Students that spend years in a school are greatly influenced by the school's environment, values, and ethos. As leading child psychologists have long found, a school has profound impacts on the social-emotional and character development of a child. The investment and trust that families have in MVMPCS is tremendous. Clearly the driver for a high school program comes from the desire to continue students' development as independent, creative thinkers and responsible citizens of the world.

At the Banner School I am regularly approached by families looking to expand our influence and continue the safe and trusted space the school has offered. I recognize the motivation of the parents of MVMPCS to want the same. While Banner has no immediate plans for this sort of growth, I watch this proposal with enthusiasm and well wishes. Our community thrives with school options and a variety of programs; MVMPCS is well positioned to provide another educational gift to local families full of the richness and depth of the Montessori program. I hope to hear of the program's announcement soon.

Warm Regards,

Michele Hassanyeh

President, Board of Trustees
The Banner School

4/19/21

Dear GC Chair,

My name is Monica Johnson and I have been a Montessori teacher for 23 years, teaching for 15 in the Frederick Community, and during that time I had the pleasure in the past to serve as a Friend of Education at MVM. For the past 4 years I have been working in a program that supports students in public school grades k-12. In my personal life, I have 7 children of my own, my youngest is a High School Junior. I live, laugh, and love education!

The purpose of this letter is to express my enthusiasm and unwavering support for an “Erdkinder” Public Montessori Program launched by MVM in Frederick Maryland. I believe without a doubt a Montessori High School program will face some challenges but, as we have seen over the years, MVM school leadership, staff, and families will overcome with fortitude and resiliency.

After working with students and families over the past year in public education during a pandemic, I am convinced that from ashes comes beauty, and we are positioned to witness something incredible as students and educators emerge with new skills and competencies beyond the traditional. Most recently, my 16-year-old who participated in distance learning and then hybrid learning and now back to in- person learning, confirmed my vision when he told me that what we thought was impossible is now possible and for this reason his future career has likely “not-yet been invented”.

I cannot help but to see this silver lining as well, and while I know there has been great trauma and adversity, I believe there to be great hope for the future. With that in mind, MVM has the potential to lead this great-hope effort; a Montessori Erdkinder for the students and educators in Frederick Maryland. Will you please consider opening your doors to high school students and high school teachers?

Thank you for your consideration.

Monica Johnson

monicajohnson.229@gmail.com

April 19, 2021

To the MVMPCS General Committee,

#114, that is our lottery number for the 2021-2022 school year. This is the closest that my family has been in 3 years of trying to become a part of your community. I do not anticipate my child having the access to a public Montessori education next school year. Will I put her name into the lottery again next year? Absolutely.

As an educator of children ranging from preschool to college age, I get a glimpse into their development at all of its beautiful and strenuous stages. I listen to them during their hurdles, challenge their ways of knowing, and celebrate their wins. The environment that we ask our children to grow in does matter. The tools we give them to observe the world and problem-solve make a significant impact on their world views. The strategies we give them to self-regulate empowers children to grow with the ability to trust themselves and empower others. How we present information is just as important as the material we teach. However, you all already know this. You have already chosen these values and been chosen to be in this shared learning community. As GC members you have chosen to be the transparent and inclusive problem solvers who mindfully lead this educational community in making decisions that will benefit the perpetuation of Montessori's method of discovery in a public-school setting.

I am honored to have been asked to be a part of the high school proposal team, offering my insight from the Frederick community. I understood the Montessori educational pedagogy but I did not understand the public charter school structure in Frederick County. Since our team's introductions in October, I have received a crash course in how all of the parts function to run the whole. The process of developing a high school expansion proposal has been a beautiful example of project-based learning that I would like to offer all children. The ability to dream big, ask challenging questions of your peers, seek mentorship, ask for support, dig deep into our group's values of understanding to implore the support from those outside that initial process to see the bigger picture. All in the hopes of creating something bigger than myself, or my children. An opportunity to shift the educational paradigm for Frederick County Public School system.

This proposal that you will vote on tonight is about gaining access to opportunity. What is being voted on this evening is not just on the possibility of expanding MVMPCS learning into secondary education but a financial opportunity that will benefit MVMPCS as whole that will go away if it's not acted on this year. As an outsider to your community looking in, I ask you to please give your school a chance to access \$900,000 so that we can all help build these shared values of education together. What your positive vote will result in is the potential to extend access to free, public education for which families who continue will wait in a lottery year after year. The proposal clearly shows that budget, space, and integrity of learning are all upheld by the high school expansion plan, grant or no grant. Just like MVMPCS founders trailblazed public Montessori education as a group of caring parents more than 20

years ago. We should be the brave parents of our generation that shifts our educational system. There will be hurdles, challenges, and wins. Let's experience this opportunity together.

Thank you for your time and consideration,

Katie Huy

High School Proposal Team, Community Engagement



July 27, 2021

To Whom It May Concern:

Frederick Community College is happy to support Monocacy Valley High School students who choose to participate in our Dual Enrollment Open Campus Program. Additionally, we support collaboration between the two institutions in Career and Readiness work as well as future possibilities for mentor/internships. We look forward to working with the students, staff, and administrators of MVMPCS high school.

Sincerely,

Elizabeth A. Duffy

Elizabeth A. Duffy
Frederick Community College
7932 Opossumtown Pike
Frederick, MD 21702
Phone: (240)629-7886
Email: eduffy@frederick.edu

APPENDIX M: SAMPLE JOB DESCRIPTIONS FOR KEY PERSONNEL

Sample Job Descriptions for Key Personnel

FREDERICK COUNTY PUBLIC SCHOOLS

Position Title	Principal for the Monocacy Valley Montessori Public Charter School (MVMPCS)	Unit	A&S
Job Code	160000	Division	School Improvement, Instruction and Administration – Elementary
Grade/Lane	PA1/002	Department	School Based
FLSA Status	Exempt	MSDE Code	08

ROLE
Reporting directly to the Superintendent or designee, the Principal of the Monocacy Valley Montessori Public Charter School (MVMPCS) works collaboratively with the Monocacy Montessori Communities, Inc. (MMCI) Board of Trustees and the MVMPCS Governing Council to implement the charter.
ESSENTIAL FUNCTIONS
The Principal for the Monocacy Valley Montessori Public Charter School performs the following duties:
Supervises the instructional program of the school.
<ul style="list-style-type: none"> ● Collaborates with the Governing Council to implement the school improvement plan. ● Coordinates maintenance and implementation of the instructional program. ● Monitors the curriculum based on the Montessori pedagogy to assure consistent program implementation and articulation within the school. <ul style="list-style-type: none"> ● Monitors the use of instructional methods and materials. ● With the Governing Council, coordinates efforts to determine program needs in the school. ● Communicates program needs to the Governing Council and the Superintendent or designees. ● Identifies, directs, and coordinates the collection of evaluative data in the school required by FCPS and the Montessori curriculum.

<ul style="list-style-type: none"> ● Recruits Montessori trained staff
<p>Organizes the instructional program.</p>
<ul style="list-style-type: none"> ● Develops the school schedule. ● Assigns staff to classes. ● Arranges for the procurement of substitutes. ● Oversees required Federal, State and local educational testing.
<p>Evaluates staff and assists in employing new staff.</p>
<ul style="list-style-type: none"> ● Works with the Staffing Committee to interview candidates and make employment recommendations for professional and support staff. <ul style="list-style-type: none"> ● Coordinates the observation of teachers. ● Coordinates continuing assessment of support staff. ● Evaluates staff assigned to the school.
<p>Promotes consistent discipline within the school in accordance with State law, Board of Education policies and school system guidelines.</p>
<ul style="list-style-type: none"> ● Works with the Governing Council to establish supplementary guidelines and standards for student behaviors based on the peace education curriculum from the Montessori Philosophy. <ul style="list-style-type: none"> ● Makes final school decisions on serious discipline problems. ● Makes recommendations on extended suspensions and expulsions.
<p>Coordinates overall school program.</p>
<ul style="list-style-type: none"> ● Communicates effectively with staff, parents, and governing bodies to create and maintain a vibrant, harmonious school community. <ul style="list-style-type: none"> ● Coordinates school attendance procedures. ● Coordinates the school staff development program. ● Oversees the continuous education process of all community members regarding Montessori curriculum and philosophy. ● Coordinates the preparation of newsletters and press releases. ● Works as a part of the Governing Council and other advisory, parent, or community support groups. ● Oversees the care and maintenance of the physical plant. ● Collaborates with the Governing Council on the development of the internal school budget. ● Coordinates the provision of school student services and community services. ● Assists in the provision of school food services.
<p>Oversees school administration functions.</p>
<ul style="list-style-type: none"> ● Oversees completion of required federal, state, and local reports. ● Approves, disapproves, or revises requisitions for purchases. ● Monitors the school budgets and provides information to the Governing Council on a regular basis. ● Seeks/recommends potential revenue sources/grants and assists with grant submissions
<p>Performs other duties as assigned by the Superintendent or designee.</p>

REQUIRED QUALIFICATIONS

- Eligibility for MSDE Administrator II certificate within one year of appointment (requires Master’s degree in a related field with 18 credits of specific coursework and qualifying score on the SLLA test).
 - Demonstrated success in leadership positions.
 - Montessori training.
 - Demonstrated knowledge of Montessori theories of instruction and curriculum development.
 - Strong skills in the areas of leadership, organization, management, group dynamics and budgeting.
 - Outstanding communication and interpersonal skills with students, parents, colleagues, and community members.
 - Capable of performing the essential functions of the position with or without reasonable accommodations.

PREFERRED QUALIFICATIONS

- Montessori Administrator certification or Montessori Administrator training.
- Minimum of five (5) or more years Montessori teaching experience
- Minimum of two (2) years of successful administrator experience
- One (1) year of experience as a Principal.
- Prior experience with charter schools. Familiarity with Maryland charter school laws and regulations.
- Teaching and/or administrative experience at the elementary and middle school levels.
- Prior experience with state standardized testing.
- Demonstrated knowledge, skill and experience with uses of technology and data analysis/database calculations.
- Familiarity with the FCPS policies, goals and programs.

Revised 02/20/2019

FREDERICK COUNTY PUBLIC SCHOOLS

Position Title	Assistant Principal for Monocacy Valley Montessori Charter School	Unit	A&S
Job Code	160000	Division	School Improvement, Instruction and Administration
Grade/Lane	PA1/001	Department	School Based
FLSA Status	Exempt / Administrative	MSDE Code	08

ROLE

--

The Assistant Principal of the Charter School works under the direction of the Head of School (Principal) who works collaboratively with FCPS, other advisory groups, parent/community support groups and the Monocacy Valley Montessori Public Charter School to implement the charter.

ESSENTIAL FUNCTIONS

Reporting directly to the Head of School (Principal), the Assistant Principal for the Monocacy Valley Montessori Charter School performs the following duties:

Essential Functions

- Assists with the organization, direction, and supervisions of the instructional programs of the school.
- Assists with the Identification and coordination of the collection of evaluative data in the school required by FCPS and the School Governing Board.
- Assists with delivery of the educational program according to the charter’s mission, goals, strategic plan performance standards, and learner outcomes.
- Assists with planning and conducting staff development, based on the needs of the staff and school community.
- Assists with the promotion of consistent discipline in accordance with Board of Education policies and guidelines and school plan.
- Assists with oversight and coordination of school administrative functions.
- Assists with the completion of required federal, state, and local reports.
- Assists with the use of educational funds for the Charter School based on academic needs and goals, budget considerations, and parameters set forth by the Governing Council.
- Works as a part of the Governing Council, and parent/community groups.
- Assists with the IEP and 504 process and meetings.
- Assists with the coordination and monitoring of ongoing student assessments, working with classroom teachers to determine individual needs and progress and serve on the SST.
- Assists with the observation and evaluation process of staff.
- Assist with the implementation of an online record keeping system like Compass.
- Assist with school schedules and calendar.
- Assist with the School Leadership Team.
- Provide tours to interested parents.

REQUIRED QUALIFICATIONS

- Eligibility for Administrator I endorsement.
- Eligibility for MSDE Administrator II certificate within one year of appointment (requires Master’s degree with 18 credits of specific coursework and qualifying score on the SLLA test).
- Understanding of Montessori content at each level.
- Outstanding communication and interpersonal skills with students, parents, colleagues, and community members.
- Understanding and sensitivity to the needs of various cultural and ethnic groups.
- Demonstrated success working in a community in which students, parents/guardians, and staff work together.
- Excellent oral and written communication skills.
- Capable of performing the essential functions of the position with or without reasonable accommodations.

- Minimum of three years successful teaching experience evidenced by distinguished and proficient ratings on recent performance evaluations.
- Commitment to Montessori philosophical tenants and values.

PREFERRED QUALIFICATIONS

- Experience in Charter educational setting.
- Montessori Teacher Certification from: AMS, AMI or MACTE Institution.
- Minimum of two (2) years' of successful Montessori school leadership experience.
- One (1) year of experience as an assistant principal.
- Demonstrated knowledge of theories of instruction and curriculum development.
- Demonstrated ability to model, inspire and nurture independence, confidence, creativity, and the ability to care for members of a learning community and the larger world.
- Strong skills in the areas of leadership, organization, management, and group dynamics.
- Prior experience with local and state standardized testing.
- Demonstrated knowledge, skill, and experience with uses of technology and data analysis/database calculations.
- Demonstrated knowledge of the topics in K-8 English, math, science, and history.
- Has the ability to make decisions based on research and data.
- Demonstrated ability to resolve parent and teacher concerns in a professional manner.
- Familiarity with the FCPS policies, goals and programs.

June 2018

FREDERICK COUNTY PUBLIC SCHOOLS

Position Title	School Counselor	Unit	Teacher/Certificated
Job Code	440000	Division	School Improvement, Instruction & Administration – Elem/Secondary
Grade/Lane	TA1/Varies	Department	School based
FLSA Status	Exempt	MSDE Code	20

ROLE

School counselors monitor and promote student potential in pre-kindergarten through grade 12. Counselors intervene to help students cope successfully with developmental tasks and crises. Counselors meet individually, in small groups, and with families to address crises and problems specific to an individual or group. They conduct classroom sessions to provide appropriate developmental instruction in educational and career decision making, interpersonal skills development, and related to education. Issues which counselors address may include: emotions, cognitions, learning, planning, college scholarships and other forms of post-secondary options, graduation information, testing information and class schedules. An important task of the counselor is to encourage an open growing relationship between the student and the counselor. Counselors interact with community services, address developmental needs, help with the orientation of new students, and provide information about the school system programs.

ESSENTIAL FUNCTIONS

Reporting directly to the school principal, the school counselor performs the following duties:

Essential Functions

- Engages in professional development.
- Demonstrates knowledge of child and adolescent development.
- Demonstrates knowledge of counseling theories and techniques.
- Establishes counseling program goals appropriate to the school setting and the students served.
- Demonstrates knowledge of available resources.
- Designs a comprehensive counseling program.
- Fosters a learning environment that is inclusive, nurturing, and physically safe.
- Creates an organized, supportive, and inviting counseling center that is accessible to students, parents, and staff members. · Provides feedback to students, parents, and teachers.
- Uses data to make decisions and monitor the effectiveness of counseling program.
- Implements the school counseling core curriculum.
- Collaborates with stakeholders.
- Demonstrates flexibility and responsiveness.
- Maintains accurate records.
- Demonstrates knowledge of district, state and federal regulations, and laws.
- Demonstrates evidence of effective planning and time management.
- Supports development of individual student needs and interests.
- Provides individual and group counseling.
- Provides for appropriate registration, grouping, and scheduling of students.
- Shows professionalism and maintains confidentiality.
- Provides professional development for school staff, with a focus on bullying, suicide, and child abuse. · Demonstrates knowledge of college and career readiness standards.

Performs other duties as assigned by the school principal.

REQUIRED QUALIFICATIONS
<ul style="list-style-type: none">· Must be a Maryland State Board of Education Certified School Counselor.· Demonstrated outstanding written and oral communication skills.· Capable of performing the essential functions of the position with or without reasonable accommodations.
PREFERRED QUALIFICATIONS
<ul style="list-style-type: none">· Teaching experience.· Licensed Clinical Professional Counselor status with the Maryland State Board of Professional Examiners. · National Board Certification as a counselor.· Experience and/or internship counseling children and families in a variety of counseling situations.

Saved as: v: HR/Job Descriptions/Certificated/School Counselor



APPENDIX N: TRAINING CENTERS AND PARTNERS FOR MONTESSORI, DEEPER LEARNING, AND PROJECT-BASED LEARNING

MONTESSORI TRAINING PARTNERS

Houston Montessori Center

<https://houstonmontessoricenter.org/>

Cincinnati Montessori Secondary Teacher Education Program

<https://cmstep.com/our-program/>

The Center for Guided Montessori Studies <https://www.cgms.edu/programs/secondary-training-program/>

The International Montessori Council

<https://www.montessori.org/the-international-montessori-council-imc/>

Montessori Teachers Institute: Adolescent Training

<https://www.montessoriteachersinstitute.org/mti-adolescent-training.html>

AMI: Association Montessori Internationale, Adolescent Training 12-18

<https://www.montessoriadolescent.org/>

International Montessori Training Institute

<https://www.montessori-imti.org/>

National Center for Montessori in the Public Sector <https://www.public-montessori.org/>

DEEPER LEARNING TRAINING PARTNERS

Deeper Learning Hub, Funded by the Hewlett Foundation

<https://www.deeper-learning.org/>

Deeper Learning: The Alliance for Excellent Education

<https://deeperlearning4all.org/>

<https://all4ed.org/deeper-learning-toolkits/assessing-deeper-learning/#:~:text=Competency%2Dbased%20assessments%20are%20designed,often%20at%20a%20personalized%20pace.>

High Tech High

<https://www.hightechhigh.org/hth/projects/>

High Tech High Graduate School of Education, Deeper Learning Conference

<https://hthgse.edu/professional-learning/deeper-learning-conference/>

New Tech Network

<https://newtechnetwork.org/>

<https://www.gettingsmart.com/2017/04/new-tech-network-common-learning-model/>

Envision Education

<https://envisionschools.org/>

KQED Mindshift

<https://www.kqed.org/mindshift/tag/deeper-learning>

<https://www.kqed.org/mindshift/50530/the-six-must-have-elements-of-high-quality-project-based-learning>

The Deeper Learning Dozen

<https://www.deeperlearningdozen.org/>

Big Picture Learning

<https://www.bigpicture.org/>

PROJECT BASED LEARNING TRAINING PARTNERS

PBL Works, Bucks Institute for Education

<https://www.pblworks.org/>

Edutopia

<https://www.edutopia.org/project-based-learning>

Schoology

<https://www.schoology.com/blog/project-based-learning-pbl-benefits-examples-and-resources>

Magnify Learning

<https://www.magnifylearningin.org/what-is-project-based-learning>

Worcester Polytechnic Institute

<https://www.wpi.edu/project-based-learning/project-based-education>

High Quality Project Based Learning

<https://hqpbl.org/>

Bennett Day School

<https://blog.bennettday.org/what-does-project-based-learning-look-like-at-the-high-school-level>

Cult of Pedagogy

<https://www.cultofpedagogy.com/project-based-learning/>

Downtown Continuation High School, SFUSD

<https://www.sfusd.edu/school/downtown-high-school/academics-downtown-high-school/project-based-learning>

XQ Rethink Together

<https://xqsuperschool.org/rethinktogether/project-based-learning-pbl/>

School News Network, North View Next High School

<https://www.schoolnewsnetwork.org/2020/11/11/high-school-career-center-shifts-to-project-based-learning-focus/>

NYC Outward Bound Schools

<https://www.nycoutwardbound.org/select-strategies/project-based-learning/>

Spokane Valley High School

https://svhs.wvwsd.org/apps/pages/index.jsp?uREC_ID=1258690&type=d&pREC_ID=1481200

Let's Cultivate Greatness

<https://letscultivategreatness.com/your-guide-to-project-based-learning-in-a-social-studies-classroom/>

Memorial Early College High School in New Braunfels, TX

<https://spectrumlocalnews.com/tx/san-antonio/news/2020/01/23/more-texas-schools-implementing-project-based-learning>

MONTESSORI ADOLESCENT PROGRAMS

School	Location	Public or Private	Ages Served	MS Grades	HS Grades	Website
Clark Montessori High School	Cincinnati, OH	Public Magnet	12-18	7-8	9-12	https://clark.cps-k12.org/
James N. Gamble Montessori High School	Cincinnati, OH	Public Magnet	12-18	7-8	9-12	https://gamblemontessorihs.cps-k12.org/
Camelback Montessori College Preparatory	Phoenix, AZ	Public Magnet	14-18	None	9-12	https://camelbackmontessori.org/
Edgemont Montessori School	Montclair, NJ	Public Magnet	PreK-18	7-8	9-12	https://edgemont.montclair.k12.nj.us/
Judith P. Hoyer Montessori	Landover, MD	Public Magnet	PreK-14	7-8	None	https://schools.pgcps.org/judithhoyermontessori/
Robert Goddard Montessori	Seabrook, MD	Public Magnet	PreK-14	7-8	None	https://schools.pgcps.org/robertgoddardmontessori/
Washington Montessori Public Charter School	Washington, NC	Public Charter	PreK-18	7-8	9-12	http://www.wmpcs.org/
Sojourner Truth Public Charter School	Washington, DC	Public Charter	12-18	6-8	9-12	https://thetruthschool.org/what-is-erdkinder
MacDowell Montessori School	Milwaukee, WI	Public Charter	PreK-18	7-8	9-12	http://www5.milwaukee.k12.wi.us/school/macdowell/
Denver Montessori	Denver, CO	Public	12-18	7-8	10-12	http://dmhs.dpsk12.org/

Junior/Senior High		Charter				
Chinook Montessori Charter School	Fairbanks, AK	Public Charter	5-15	7-8	None	https://www.k12northstar.org/site/Default.aspx?PageID=2678
Baltimore Montessori Public Charter School	Baltimore, MD	Public Charter	PreK-14	6-8	None	http://www.bmpcs.org/
Montessori School of Flagstaff-Cedar Middle School	Flagstaff, AZ	Public Charter	12-14	7-8	None	https://www.flagmontessori.com/flagstaff-schools/public-charter-flagstaff-middle-school-cedar-campus
John Hanson Montessori	Oxon Hill, MD	Public Charter	PreK-14	6-8	None	https://schools.pgcps.org/johnhansonmontessori/
City Garden Montessori	St. Louis, MO	Public Charter	K-8	7-8	None	https://www.citygardenschool.org/academics
Barrie Prep	Silver Spring MD	Private	12-18	6-8	9-12	https://www.barrie.org/academics/barrie-prep
Oneness Family School International Peace Academy	Chevy Chase MS); Kensington MD (HS)	Private	PreK-18	6-8	9-12	https://www.onenessfamily.org/
School of the Woods	Houston, TX	Private	PreK-18	7-8	9-12	http://schoolofthewoods.org/sow4/
Roadstead Montessori High School	Norfolk, VA	Private	14-18	None	9-12	https://roadsteadhighschool.com/
River Montessori High School	South Bend, IN	Private	14-18	None	9-12	https://rivermontessorihhs.org/
Woodinville Montessori School	Woodinville, WA	Private	PreK-18	7-8	9-12	https://www.woodinvillemontessori.org/
The Montessori School of Raleigh	Raleigh, NC	Private	PreK-18	7-8	9-12	https://www.msr.org/about/our-campus

Bauhaus Montessori	River Ridge, LA	Private	12-18	7-8	9-12	https://nolamontessori.org/mission
NewGate Montessori IB	Sarasota, FL	Private	PreK-18	7-8	9-12	https://www.newgate.edu/
Edinburgh Montessori Arts School	Edinburgh, Scotland, UK	Private	PreK-18	7-8	9-12	https://www.emaschool.co.uk/
The Post Oak School	Houston, TX	Private	K-18	7-8	9-12	https://www.postoakschool.org/about-post-oak/post-oak-campuses
OMS Montessori, The Element High School	Ottawa, Ontario, Canada	Private	PreK-18	7-8	9-12	https://www.omsmontessori.com/ , https://www.elementhighschool.com/
Cornerstone Montessori Prep School	Toronto, Ontario, Canada	Private	PreK-18	7-8	9-12	http://www.cornerstoneprep.ca/?utm_source=ourkids.net&utm_medium=referral
Hershey Montessori School	Huntsburg Township, Ohio	Private	PreK-18	7-9	10-12	https://hershey-montessori.org/about/huntsburg-campus/
The Abbas Orchard	Nine locations in the Asia-Pacific	Private	PreK-18	7-9	10-12	https://www.theabbasorchard.com/programs/erdkinder
Alsion Montessori	Freemont, CA	Private	12-18	7-9	10-12	https://alsionschool.org/
Kanata Montessori	Kanata, Canada	Private	PreK-18	7-9	10-12	https://www.kanatamontessori.com/
Melbourne Montessori School	Brighton East, VIC, Australia	Private	PreK-18	7-9	10-12	https://melbournemontessori.vic.edu.au/programs/
Toronto Montessori School (TMS)	Richmond Hill, Ontario, Canada	Private	PreK-18	7-10	11-12	https://www.tmschool.ca/
Pragnya Montessori	India	Private	PreK-18	7-9	None	https://pragnyamontessori.com/erdkinder/

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Greenspring Montessori	Lutherville, MD	Private	PreK-14	7-8	None	https://greenspringmontessori.org/
Mountainside Montessori	Marshall, VA	Private	PreK-15	7-8	None	https://mountainsidemontessori.com/adolescent/
Chesapeake Montessori	Annapolis, MD	Private	PreK-14	7-8	None	https://chesapeake-montessori.com/
Rochester Montessori School	Rochester, NY	Private	12-14	7-8	None	https://www.rmschool.org/
Austin Montessori School	Austin, TX	Private	PreK-15	7-9	None	https://northstaracademymqt.com/#
Strata Montessori Adolescent School	Dundas, Ontario, Canada	Private	12-15	7-9	None	https://www.stratamontessori.com/
Highland Community School	Milwaukee, WI	Private	PreK-14	7-8	None	https://www.highlandcommunityschool.org/academics/#adolescentprogram
Near North Montessori	Chicago, IL	Private	PreK-8	7-8	None	https://www.nnms.org/

APPENDIX O: ASSESSMENT ROADMAP FOR PROGRAMMATIC AND STUDENT ACHIEVEMENT GOALS

Below is an evolving assessment strategy for evaluating program quality and fidelity and student growth and achievement. Data gathered from these assessments will be used to improve the strength of the overall program and tailor curricular and programmatic elements to meet the needs of individual students.

Programmatic Assessments

Program Area #1: Focus on Relationships

Interpersonal relationships are the foundation of our educational process and are actively cultivated by Montessori trained teachers. Peace Curriculum and Democratic Practices will be central to each Montessori classroom and direct the tone of the school in general. Diversity will be supported at all levels, including the establishment and maintenance of diverse, multi-age classrooms and staff. Student Government will be active in all levels of the school. Data will be collected along the following dimensions:

- Goal 1: Minimum of 50% Montessori trained, including Peace Curriculum knowledge and experience, before entering the program with the rest obtaining certification within 3 years of their hiring date.
- Goal 2: The percentage of students involved in disciplinary actions requiring administrative intervention will be below the average percentage for FCPS. Restorative justice will be documented as the main path of resolution.
- Goal 3: Overall attendance rates will be at or above the average for FCPS schools and Chronic Absenteeism rates will be at or below FCPS averages.
- Goal 4: Graduation and college acceptance rates will be at or above FCPS averages.

- Goal 5: Student, Staff, and Parent/Guardian School Climate Survey: Mid-Year and End of Year. Surveys will be used to reflect on current practices and formulate strategies for improvement.
- Goal 6: Documented outreach efforts to recruit and retain underrepresented groups in the school population. Thoughtful modification and/or expansion of outreach efforts based on outcomes.
- Goal 7: Documented efforts to recruit and retain underrepresented groups on our staff both in the classroom and in administration. Thoughtful modification and/or expansion of outreach efforts based on outcomes.
- Goal 8: Participation in a minimum of one in-depth diversity-related training by all staff members each year.
- Goal 9: Diversity infused curriculum elements will be implemented and documented throughout the year.
- Goal 10: Classrooms will be balanced on the basis of grade with each grade representing an equal proportion of the class.
- Goal 11: Ensure that the process of electing a Student Government is free and fair and that Student Government members have been seated and prepared for their roles based on a clear delineation of responsibilities and process.
- Goal 12: Assess the activity of Student Government based on the number and type of meetings documented and the decisions and initiatives that flow from those interactions.

Program Area #2: Classroom Fundamentals

The multi-age prepared learning environment is student centered and self-directed where students engage in prolonged uninterrupted work periods to foster deep concentration. Students learn not only to value their freedoms but also to meet their responsibilities in an atmosphere of Freedom Within Limits.

The Prepared Environment

- Goal 13: Assess the inventory of each classroom at the beginning of the year and ensure basic equity in materials across all classrooms. Identify needs in each classroom and make best efforts to meet them within budgetary constraints.
- Goal 14: Allow a certain amount of discretionary resources for each classroom for teachers to try new things that are reflective of their own interests, strengths, and preferences.

Student-centered self-directed learning

- Goal 15: Design, collect and analyze student reflection data at the end of major projects. Include a quantitative and qualitative date that targets student satisfaction in the areas.
- Goal 16: Design, collect, and analyze data from the School Climate Survey that targets these areas at a macro level within the school.
- Goal 17: Once a senior class is established, assess the process of designing, implementing, and presenting senior Capstone Projects each year.

Interdisciplinary and Project-Based Learning

- Goal 18: Assess core curriculum for interdisciplinary focus and connections.
- Goal 19: Assess project-based learning for interdisciplinary focus and connections.
- Goal 20: Assess whether PBL activities are meeting Gold Standards for PBL.
 - Target 5 out of 7 Gold Standard Essential Design elements for minor projects.
 - Target 7 out of 7 Gold Standard Essential Design for major projects, including the senior Capstone Project.

Program Area #3: A Classroom Without Walls

Exploration of the world through fostering deep connections to nature and engaging in multicultural community experiences through:

- Goal #21: Evaluate field trip experiences.
 - Target 1: Document the number and type of field trips and number of students served.

- Target 2: Create, implement, and analyze survey data on student and staff experience.
- Goal #22: Evaluate Master Class experiences.
 - Target 1: Document the number and type of Master Classes offered and the number of students served.
 - Target 2: Create, implement, and analyze survey data on student, staff, and community expert experience.
- Goal #23: Evaluate Intersession experiences.
 - Target 1: Document the number, type, and duration of intersessions and the number of students served.
 - Target 2: Create, implement, and analyze survey data on student and staff experience.
- Goal #24: Evaluate mentorship and apprenticeship experiences.
 - Target 1: Document the number, type, and duration of mentorships and apprenticeships and the number of students served.
 - Target 2: Create, implement, and analyze survey data on student, staff, and community expert experience.

Program Area #4: Microeconomy

Engaging in a small diversified school-based economy to gain knowledge and self-confidence in the realm of economics, support the school community, and prepare for adult life.

- Goal #25: Assess the health of the school-based Microeconomy at Mid-Year and End of Year.
 - Target 1: Fiscal Health: Assess whether the Microeconomy is making a profit that can be reinvested into the school or broader community. Include hard data to show how the money is generated and how it is spent. Make concrete recommendations for improvement if necessary.
 - Target 2: Is the Microeconomy student-led and diversified? Include data on number and type of student-led Microeconomy projects and their successes and challenges.
 - Target 3: Are students participating in the Microeconomy? Include data on the number of students participating, time invested, and roles played.

Program Area #5: Community service

Putting knowledge, experience and relationships into action for the greater good as an outward demonstration of VOP.

- Goal #26: Assess the number of students meeting their Community Service by documenting the number of students meeting or exceeding the 25 hour minimum for Community Service each year.
- Goal #27: Assess the quality of the Community Service component of the program.
 - Target 1: Design, implement, and analyze a survey to assess the experiences of both the students and the community experts involved in the service projects.
 - Target 2: Use data to make specific recommendations for improving the Community Service aspect of our program.

Program Area #6: DL Core Competencies

DL core competencies are targeted for development as the foundation for VOP

Goal # 28: Pool quantitative and qualitative data from across all SMART Goal assessments to analyze the success of our program in targeting key DL Competencies of:

- Master core academic content
- Think critically and solve complex problems
- Work collaboratively
- Communicate effectively
- Learn how to learn
- Develop academic mindsets
- Goal #29: Develop an in-depth End of Year review session where staff and administration can celebrate successes and collaborate to develop plans for improvement in areas of need for the following year.

Student Academic Achievement Expectations

Competency Based Academic Assessments

- Purpose:
 - Designed to measure specific skills against a set of standards.
 - Students advance based on mastery of core content at a self-paced rate of growth.
 - Used to measure progress during a course or unit and/or at the end of a course or unit.
- Specific Competency Based Measures:
 - Students will meet or exceed the averages for FCPS and for Comparative Schools on all yearly local and state mandated standardized testing.
 - Students will meet or exceed the averages for FCPS and for Comparative Schools on all Graduation Assessments (Algebra 1, English 10, Government, and Science).
 - Students will demonstrate self-paced growth and mastery of core content through teacher-designed assessments targeting the learning goals of a course or unit.
Assessments may be quantitative, qualitative, or a mixture of both as well as formative and summative.

Project-Based/Performance Based Academic Assessments:

- Purpose:
 - Offer opportunities for students to use knowledge and skills to focus on a topic, problem, or issue over an extended period of time.
 - Measured against Gold Standard PBL expectations.
 - Highlights strengths and weaknesses in ways not always captured through standardized tests.
 - Assess the application of knowledge and skills in the creation of a product, presentation, or demonstration
 - Provides students the opportunity to demonstrate learning in unique, highly personalized ways.
- Specific Project-Based/Performance based Assessments:
 - Performance on project-based work will be assessed with standardized rubrics at

the individual level with both strengths and weaknesses highlighted. Rubrics will emphasize the various components of Gold Standard PBL, a fundamental aspect of achieving DL competencies and VOP.

- Students will complete a final Capstone Project presented to a committee of peers, mentors, advisors, and parents at the end of their 12th grade year. This project will be entirely designed and executed by students, either individually or in groups.

Portfolio Based Academic Assessments:

- Purpose:
 - Systematic collection of work samples, observation records, test results, and other educational products over a period of time.
 - Used to evaluate student growth and achievement
- Specific Portfolio Based Assessments:
 - Portfolios will include student work products and evaluative assessments and rubrics from both core knowledge and project-based work.
 - Portfolios will include examples of higher and lower levels of performance, based on the individual student's progress. Inclusion of both kinds of work will be used to encourage future improvement through well-rounded constructive feedback on where the student is strong and what areas still require improvement.
 - Emphasis will be placed not only on current work products but on the arc of improvement or regression over time, with appropriate supports given to move students in a positive direction.
 - Students will meet with their teachers to discuss materials included in their portfolios and to formulate paths forward based on individual needs. This will happen on an as-needed basis but not less than one time per quarter.
 - Portfolios will include both academic and non-academic work from classroom without walls, microeconomy, and community service domains as points for discussion
 - Portfolios will be used as a basis for on-going discussions about future college and career paths and as supporting materials for college applications and work

resumes and placements.

Classroom Without Walls Assessments

- Field Trip and Intersession activities
 - Presence/Absence in Field Trips and Intersessions
 - Active engagement in Field Trips and Intersessions; measured by teacher survey
 - Participation in creating Field Trip and Intersession opportunities; measured by teacher survey and supporting documents (proposals, etc.)
- Master Classes
 - Presence/Absence in Master Classes
 - Active engagement in Master Classes; measured by teacher survey
 - Participation in creating Master Class opportunities; measured by teacher survey and supporting documents (proposals, etc.)
- Mentorships
 - Participation in Mentorships and hours invested
 - Experience Measurement for Students, teachers, and Community Experts to demonstrate quality of the mentorship experiences
- Apprenticeships
 - Participation in Apprenticeships and hours invested
 - Experience Measurement for Students, teachers, and Community Experts to demonstrate quality of the Apprenticeship experiences
- Review of Classroom Without Walls measures during Portfolio meetings with teachers.

Microeconomy Assessments:

- Hours invested in Microeconomy activities
- Participation in the development and implementation of Microeconomy activities; measured by teacher survey and supporting documents (proposals, etc.)
- Review of Microeconomy measures during Portfolio meetings with teachers.

Community Service Assessments:

- Hours invested in Community Service activities (25 minimum per year)
 - Participation in the development and implementation of Community Service activities; measured by teacher survey and supporting documents (proposals, etc.)
 - Experience Measurement for Students, teachers, and Community teachers to demonstrate quality of the Community Service experiences
 - Review of Community Service measures during Portfolio meetings with teacher.
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**APPENDIX P: BREAK OUT BUDGET FOR MVMPCS HIGH SCHOOL
AND MVMPCS BUDGET WITH HIGH SCHOOL AT FULL ENROLLMENT**

MVM HIGH SCHOOL ONLY BREAKOUT BUDGET FY22-FY28

*** Account Title			<u>FY22</u> <u>Planning Yr</u>	<u>FY 2022-23</u> <u>YR 1</u>	<u>FY 2023-24</u> <u>YR 2</u>	<u>FY 2024-25</u> <u>YR 3</u>	<u>FY 2025-26</u> <u>YR 4</u>	<u>FY 2026-27</u> <u>YR 5</u>	<u>FY 2027-28</u> <u>YR 6</u>
share	74099	MMCI Annual Fee--High School Students		3,365.04	5,198.99	29,987.76	46,331.10	55,674.53	68,657.68
Total Class 01 Administration				3,365.04	5,198.99	29,987.76	46,331.10	55,674.53	68,657.68
share	61015	Regular Salary - Principal		21,492.20	30,290.57	38,212.72	50,918.45	57,084.35	62,936.70
share	61025	Regular Salary - Asst Principal		17,569.99	24,762.71	31,239.11	41,626.11	46,666.77	51,451.09
share	61095	Regular Salary - Secretary (1.5 FTE)		11,976.12	16,878.85	21,293.31	28,373.34	31,809.17	35,070.28
share		User Support Specialist		10,363.64	14,606.25	18,426.35	24,553.11	27,526.33	30,348.36
share	66095	Suppl Pay - Secretary		559.09	787.97	994.05	1,324.58	1,484.97	1,637.21
share	67015	Suppl Pay - Principal		186.36	262.66	331.35	441.53	494.99	545.74
add	72013	Contracted Prof/Tech Services		225.56	343.41	464.75	707.58	837.89	971.95
hso		Audit (year 1 of operations)	0.00	4,000.00	0.00	0.00	0.00	0.00	0.00
hso		Consultant for Recruitment & Outreach	3,000.00	0.00	0.00	0.00	0.00	0.00	0.00
hso		Lottery software upgrade	3,000.00	0.00	0.00	0.00	0.00	0.00	0.00
add	72124	Technology Service to Charter School (BB)		276.31	420.68	569.31	866.78	1,026.41	1,190.64
add	73005	Postage (Stamps/Metered)		169.17	257.56	348.56	530.68	628.42	728.96
add	73009	Office Supplies		902.22	1,373.63	1,858.98	2,830.30	3,351.55	3,887.80
hso		Supplies for outreach & recruitment	1,200.00	1,200.00	1,200.00	0.00	0.00	0.00	0.00
share	74002	Subscription & Dues		2,399.09	3,348.23	4,182.71	5,519.09	6,127.05	6,689.30
add	74050	Communication (BB)		1,405.44	2,139.78	2,895.83	4,408.90	5,220.88	6,056.22
Total Class 02 Mid-Level Administration			7,200.00	72,725.18	96,672.28	120,817.04	162,100.44	182,258.79	201,514.26
hso	61043	Regular Salary-Montessori Guide, ELA		64,316.70	65,924.62	67,572.73	138,524.10	141,987.21	145,536.89
hso	61043	Regular Salary-Montessori Guide, Math		64,316.70	65,924.62	67,572.73	138,524.10	141,987.21	145,536.89
hso	61043	Regular Salary-Montessori Guide, Science		64,316.70	65,924.62	67,572.73	138,524.10	141,987.21	145,536.89
hso	61043	Regular Salary-Montessori Guide, Social Studies		64,316.70	65,924.62	67,572.73	138,524.10	141,987.21	145,536.89
hso	61043	Regular Salary-Specialist Guide, Arts		32,158.35	32,962.31	67,572.73	69,262.05	70,993.60	72,768.44
hso	61043	Regular Salary-Specialist Guide, Foreign Language		32,158.35	65,924.62	67,572.73	138,524.10	141,987.21	145,536.89
hso	61043	Regular Salary-Specialist Guide, Health & Fitness		32,158.35	32,962.31	67,572.73	69,262.05	70,993.60	72,768.44

hso	61044	Regular Salary-Guidance Counselor/Classroom Without Walls		77,143.55	79,072.14	81,048.94	83,075.17	85,152.04	87,280.85
hso	61060	Regular Salary - Instructional Assistant		24,600.00	25,215.00	25,845.38	52,983.02	54,307.59	55,665.28
hso	67353	Activity Pay - Natl Bd Cert Annual Bonus		2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
hso		Supplemental & Activity Pay (Workshops, SIP, HR , Subs)		12,409.56	19,079.69	26,075.58	40,091.20	47,942.40	56,161.09
Total Class 03 Instructional Salaries				469,894.96	520,914.54	607,979.03	1,009,294.00	1,041,325.27	1,074,328.53
hso	73003	Textbooks		15,000.00	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00
hso	73010	Materials of Instruction		27,500.00	27,500.00	27,500.00	27,500.00	27,500.00	27,500.00
hso	73011	Testing Supplies		2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
hso	73020	Classroom/Office furnishings		49,000.00	49,000.00	7,500.00	7,500.00	7,500.00	7,500.00
add	73021	Managed Print Services-MOI		1,353.33	2,060.45	2,788.48	4,245.45	5,027.33	5,831.70
hso	73024	Technology --Materials and Supplies		34,000.00	34,000.00	15,720.00	44,840.00	33,320.00	30,820.00
hso		Virtual Library	7,300.00	7,300.00	7,300.00	7,500.00	7,500.00	7,500.00	7,500.00
hso		Science Lab		26,300.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
hso		Dramatic Arts/Theatre Space		10,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
hso		Visual Arts Studio		10,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
hso		Music Room		10,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
hso		Physical Education Space		10,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
hso		Maker Space		10,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
hso		Teaching Kitchen		7,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
hso		Outdoor Classroom		3,000.00	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
hso		Field Excursions		12,000.00	18,000.00	24,000.00	36,000.00	42,000.00	48,000.00
hso		Master Classes		2,000.00	3,000.00	4,000.00	6,000.00	7,000.00	8,000.00
hso		Intersessions		24,000.00	36,000.00	48,000.00	72,000.00	84,000.00	96,000.00
hso		Microeconomy seed money		1,200.00	1,800.00	2,400.00	3,600.00	4,200.00	4,800.00
Total Class 04 Instructional Texts & Supplies			7,300.00	261,653.33	210,660.45	171,408.48	241,185.45	250,047.33	267,951.70
hso	74016	Montessori Secondary Training	20,000.00	20,000.00	0.00	20,000.00	0.00	20,000.00	0.00
hso	74016	Project-Based Learning Workshops (1 per year)	3,600.00	7,200.00	7,200.00	7,200.00	10,800.00	14,400.00	14,400.00
hso	74016	Equity Workshops (1 per year)	2,000.00	4,000.00	4,000.00	4,000.00	6,000.00	8,000.00	8,000.00
hso	74016	Deeper Learning Workshops (1 per year)	2,000.00	4,000.00	4,000.00	4,000.00	6,000.00	8,000.00	8,000.00
hso	74016	Curriculum Consultant Costs	30,000.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Class 05 Other Instructional Costs			57,600.00	35,200.00	15,200.00	35,200.00	22,800.00	50,400.00	30,400.00

add	73026	Medical Supplies (Health Room)		157.89	240.39	325.32	495.30	586.52	680.36
Total Class 08 Health Services				157.89	240.39	325.32	495.30	586.52	680.36
share	61088	Regular Salary: Custodian		8,386.36	11,819.53	14,910.79	19,868.63	22,274.60	24,558.21
share	66088	Suppl Pay: Custodian		186.36	262.66	331.35	441.53	494.99	545.74
hso	72005	Facilities Rent		0.00	0.00	152,000.00	228,000.00	266,000.00	304,000.00
hso	72028	Facilities Renovations	95,000.00	95,000.00	95,000.00	3,000.00	3,000.00	3,000.00	3,000.00
share	72028	Computer Tech Contract Svcs		110.73	154.53	193.05	254.73	282.79	308.74
share	72035	Refuse		553.64	772.67	965.24	1,273.64	1,413.94	1,543.68
share	72037	Snow Removal		1,090.91	1,500.00	1,846.15	2,400.00	2,625.00	2,823.53
add	72124	Technology Service to Charter School (BB)		573.81	873.63	1,182.31	1,800.07	2,131.59	2,472.64
add	72146	Warehouse Service to Charter School (BB)		2,969.66	4,521.31	6,118.85	9,315.94	11,031.63	12,796.69
add	73028	Custodial Supplies		2,842.00	4,326.95	5,855.80	8,915.45	10,557.38	12,246.56
add	74050	Communication--Infrastructure (BB)		660.43	1,005.50	1,360.78	2,071.78	2,453.33	2,845.87
hso		Utilities		0.00	0.00	24,000.00	36,000.00	42,000.00	48,000.00
Total Class 10 Operation of Facility			95,000.00	112,373.90	120,236.78	211,764.32	313,341.77	364,265.24	415,141.66
share	61084	Maintenance Mechanic (Cluster)		3,995.26	5,630.82	7,103.50	9,465.42	10,611.62	11,699.53
share	72013	Contracted Professional.Tech services		738.18	1,030.23	1,286.99	1,698.18	1,885.25	2,058.25
share	72055	Contracted Maintenance Repairs		1,845.45	2,575.56	3,217.47	4,245.45	4,713.12	5,145.62
share	73055	Maintenance Supplies		1,291.82	1,802.89	2,252.23	2,971.82	3,299.18	3,601.93
Total Class 11 Maintenance of Facility				7,870.72	11,039.51	13,860.19	18,380.87	20,509.17	22,505.33
hso	74035	Workers Compensation		1,061.69	1,255.80	1,444.60	2,193.97	2,395.15	2,599.60
hso	74036	Life Insurance		687.85	800.80	906.69	1,399.32	1,503.58	1,606.22
hso	74037	Health Insurance		119,178.18	128,648.87	146,466.74	247,040.57	250,005.06	253,005.12
hso	74038	Employee Pension/Retire Exp		5,094.81	5,274.40	5,460.32	7,537.06	7,802.74	8,077.79
hso	74040	FICA		19,402.92	22,589.07	25,575.94	38,231.31	41,079.88	43,884.19
hso	74041	Teachers Retirement System		10,576.50	12,313.26	13,941.40	20,839.81	22,392.56	23,921.19
hso	74042	Unemployment Insurance		1,275.00	1,360.00	1,530.00	2,550.00	2,550.00	2,550.00
hso	74043	Dental Insurance		2,596.30	2,770.77	3,118.67	5,200.39	5,202.99	5,205.59
hso	74139	Retirement Administration Fee		975.00	1,040.00	1,170.00	1,950.00	1,950.00	1,950.00
Total Class 12 Fixed Charges/Benefits				160,848.24	176,052.97	199,614.37	326,942.42	334,881.96	342,799.69
Grand Total Expenses			167,100.00	1,124,089.26	1,156,215.89	1,390,956.51	2,140,871.35	2,299,948.80	2,423,979.21

MVM HS only PPA allocation	673,0008.18	1,039,797.64	1,427,988.76	2,206,242.63	2,651,168.23	3,120,803.74
Projected Expenditures	(167,100.00)	(1,124,089.26)	(1,156,215.89)	(1,390,956.51)	(2,140,871.35)	(2,423,979.21)
SUB-TOTAL SURPLUS/(DEFICIT)	(167,100.00)	(451,081.08)	(116,418.25)	37,032.25	65,371.27	696,824.53
Expenditures covered by MSDE grant	167,100.00	354,500.00	236,900.00			
Surplus/ (Deficit) with MSDE grant funds	0.00	(96,581.08)	120,481.75	37,032.25	65,371.27	696,824.53

*** share" indicates the portion of the total cost that the High School will share with the Elementary/Middle School
 "add" indicates the cost that is in addition to the current costs of the MVM Elementary/Middle School
 "hso" indicates the cost is only incurred by the High School

Green blocks are covered by MSDE grant

MVMPCS Budget with Full High School Enrollment (FY 2027-2028)

<u>Acct Title</u>	<u>FY22 ES/MS & HS Planning Yr</u>	<u>FY 2022-23 Budget YR 1</u>	<u>FY 2023-24 Budget YR 2</u>	<u>FY 2024-25 Budget YR 3</u>	<u>FY 2025-26 Budget YR 4</u>	<u>FY 2026-27 Budget YR 5</u>	<u>FY 2027-28 Budget YR 6</u>
74099 MMCI Annual Admin Fee	58,806.54	63,935.78	67,586.85	94,247.26	112,518.37	123,847.43	138,875.77
Total Class 01 Administration	58,806.54	63,935.78	67,586.85	94,247.26	112,518.37	123,847.43	138,875.77
61015 Regular Salary - Principal	108,508.00	118,207.10	121,162.28	124,191.33	127,296.12	130,478.52	133,740.48
61025 Regular Salary - Asst Principal		96,634.95	99,050.82	101,527.09	104,065.27	106,666.90	109,333.58
61095 Regular Salary - Secretary (1.5 FTE)	42,841.41	65,868.67	67,515.38	69,203.27	70,933.35	72,706.68	74,524.35
User Support Specialist		57,000.00	58,425.00	59,885.63	61,382.77	62,917.33	64,490.27
66095 Suppl Pay - Secretary	3,000.00	3,075.00	3,151.88	3,230.67	3,311.44	3,394.22	3,479.08
67015 Suppl Pay - Principal	1,000.00	1,025.00	1,050.63	1,076.89	1,103.81	1,131.41	1,159.69
72013 Contracted Prof/Tech Services	1,000.00	1,240.56	1,373.63	1,510.42	1,768.94	1,915.17	2,065.39
Audit (year 1 of operations)		4,000.00	0.00	0.00	0.00	0.00	0.00
Consultant for Recruitment & Outreach	3,000.00	0.00	0.00	0.00	0.00	0.00	0.00
Lottery software upgrade	3,000.00	0.00	0.00	0.00	0.00	0.00	0.00
72124 Technology Svc to Charter Schl (BB)	1,225.00	1,519.68	1,682.70	1,850.27	2,166.95	2,346.09	2,530.11
73005 Postage (Stamps/Metered)	750.00	930.42	1,030.23	1,132.82	1,326.70	1,436.38	1,549.04
73009 Office Supplies	4,000.00	4,962.22	5,494.53	6,041.70	7,075.76	7,660.69	8,261.57
Supplies for outreach & recruitment	1,200.00	1,200.00	1,200.00	0.00	0.00	0.00	0.00

74002	Subscription & Dues	13,000.00	13,195.00	13,392.93	13,593.82	13,797.73	14,004.69	14,214.76
74050	Communication (BB)	6,231.00	7,729.90	8,559.11	9,411.45	11,022.26	11,933.43	12,869.46
Total Class 02 Mid-Level Administration		188,755.41	376,588.49	383,089.11	392,655.37	405,251.10	416,591.52	428,217.79
61043	Regular Salary-Teacher	1,012,188.50	1,391,235.06	1,458,978.25	1,563,025.44	1,948,411.33	1,997,121.61	2,047,049.65
61044	Regular Salary - School Counselor	75,262.00	154,287.10	158,144.28	162,097.88	166,150.33	170,304.09	174,561.69
61060	Regular Salary - Instructional Assistants	227,990.53	258,290.29	264,747.55	271,366.24	304,641.90	312,257.95	320,064.40
66043	Suppl Pay: Human Resources	1,500.00	1,537.50	1,575.94	1,615.34	1,655.72	1,697.11	1,739.54
66043	Suppl Pay: Teacher (School Improvement Team)	18,015.00	18,465.38	18,927.01	19,400.18	19,885.19	20,382.32	20,891.88
66048	Substitute Teacher - Sick/Prof	10,000.00	10,250.00	10,506.25	10,768.91	11,038.13	11,314.08	11,596.93
66054	Suppl Pay: Workshop Participant	1,500.00	1,537.50	1,575.94	1,615.34	1,655.72	1,697.11	1,739.54
66060	Suppl Pay: Instructional Asst	8,500.00	8,712.50	8,930.31	9,153.57	9,382.41	9,616.97	9,857.39
66108	Suppl Pay: Technology Support (BB)	5,643.00	5,784.08	5,928.68	6,076.89	6,228.82	6,384.54	6,544.15
66148	Long Term Substitute	6,000.00	6,150.00	6,303.75	6,461.34	6,622.88	6,788.45	6,958.16
67043	Activity Pay - Teacher Leadership	4,200.00	4,305.00	4,412.63	4,522.94	4,636.01	4,751.91	4,870.71
67047	Activity Pay - Support Empl as Sub Stipend	8,500.00	8,712.50	8,930.31	9,153.57	9,382.41	9,616.97	9,857.39
67353	Act Pay - Natl Bd Cert Annual Bonus	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
Supplemental & Activity Pay (Workshops, SIP, HR , Subs)			12,857.33	19,768.15	27,016.47	41,537.83	49,672.32	58,187.57
Total Class 03 Instructional Salaries		1,381,299.03	1,884,124.24	1,970,729.04	2,094,274.11	2,533,228.67	2,603,605.44	2,675,919.02
73003	Textbooks	2,500.00	17,537.50	17,575.56	17,614.20	17,653.41	17,693.21	17,733.61
73010	Materials of Instruction	9,400.00	37,041.00	37,184.12	37,329.38	37,476.82	37,626.47	37,778.37

73011	Testing Supplies	500.00	2,507.50	2,515.11	2,522.84	2,530.68	2,538.64	2,546.72
73020	Classroom/Office Furnishings	1,500.00	50,522.50	50,545.34	9,068.52	9,092.05	9,115.93	9,140.16
73021	Managed Print Services - MOI	6,000.00	7,443.33	8,241.80	9,062.55	10,613.64	11,491.03	12,392.36
73024	Technology - Materials/Supplies	10,000.00	44,150.00	44,302.25	26,176.78	55,453.64	44,092.84	41,754.43
	Virtual Library	7,300.00	7,300.00	7,300.00	7,500.00	7,500.00	7,500.00	7,500.00
	Classrooms & Specialized Spaces ^^		86,300.00	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00
	Field Excursions		12,000.00	18,000.00	24,000.00	36,000.00	42,000.00	48,000.00
	Master Classes		2,000.00	3,000.00	4,000.00	6,000.00	7,000.00	8,000.00
	Intersessions		24,000.00	36,000.00	48,000.00	72,000.00	84,000.00	96,000.00
	Microeconomy seed money		1,200.00	1,800.00	2,400.00	3,600.00	4,200.00	4,800.00
	Total Class 04 Instructional Texts & Supplies	37,200.00	292,001.83	241,464.18	202,674.26	272,920.22	282,258.12	300,645.65
74016	Professional Mtgs & Conference	3,500.00	3,552.50	3,605.79	3,659.87	3,714.77	3,770.49	3,827.05
74016	Montessori Secondary Training	49,000.00	20,000.00	10,000.00	20,000.00	10,000.00	20,000.00	10,000.00
74016	Project-Based Learning Workshops (1 per year)	3,600.00	7,200.00	7,200.00	7,200.00	10,800.00	14,400.00	14,400.00
74016	Equity Workshops (1 per year)	2,000.00	4,000.00	4,000.00	4,000.00	6,000.00	8,000.00	8,000.00
74016	Deeper Learning Workshops (1 per year)	2,000.00	4,000.00	4,000.00	4,000.00	6,000.00	8,000.00	8,000.00
74016	Curriculum Consultant Costs	30,000.00	0.00	0.00	0.00	0.00	0.00	0.00
	Total Class 05 Other Instructional Costs	90,100.00	38,752.50	28,805.79	38,859.87	36,514.77	54,170.49	44,227.05
73026	Medical Supplies (Health Room)	700.00	868.39	961.54	1,057.30	1,238.26	1,340.62	1,445.77
	Total Class 08 Health Services	700.00	868.39	961.54	1,057.30	1,238.26	1,340.62	1,445.77

61088	Regular Salary: Custodian	45,000.00	46,125.00	47,278.13	48,460.08	66,228.77	67,884.49	69,581.61
66088	Suppl Pay: Custodian	1,000.00	1,025.00	1,050.63	1,076.89	1,103.81	1,131.41	1,159.69
72005	Facilities Rent & Renovations	355,000.00	361,500.00	368,162.50	434,991.56	517,991.35	563,166.14	608,520.29
72028	Computer Tech Contract Svcs	600.00	609.00	618.14	627.41	636.82	646.37	656.07
72035	Refuse	3,000.00	3,045.00	3,090.68	3,137.04	3,184.09	3,231.85	3,280.33
72037	Snow Removal	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
72124	Technology Svc to Charter Schl (BB)	2,544.00	3,155.97	3,494.52	3,842.52	4,500.18	4,872.20	5,254.36
72146	Warehouse Svc to Charter Schl (BB)	13,166.00	16,333.15	18,085.26	19,886.25	23,289.85	25,215.15	27,192.96
73028	Custodial Supplies	12,600.00	15,631.00	17,307.78	19,031.35	22,288.63	24,131.16	26,023.95
74050	Communication - Infrastructure (BB)	2,928.00	3,632.35	4,022.00	4,422.52	5,179.45	5,607.62	6,047.47
	Utilities	58,515.00	59,392.73	60,283.62	85,187.87	98,105.69	105,037.27	111,982.83
	Total Class 10 Operation of Facility	500,353.00	516,449.20	529,393.23	626,663.48	748,508.66	806,923.66	865,699.56
61084	Maint Mechanic (Cluster)	21,438.00	21,973.95	22,523.30	23,086.38	23,663.54	24,255.13	24,861.51
72013	Contracted Prof/Tech Service	4,200.00	4,263.00	4,326.95	4,391.85	4,457.73	4,524.59	4,592.46
72055	Contracted Maintenance Repairs	11,800.00	11,977.00	12,156.66	12,339.00	12,524.09	12,711.95	12,902.63
73055	Maintenance Supplies	7,000.00	7,105.00	7,211.58	7,319.75	7,429.54	7,540.99	7,654.10
	Total Class 11 Maintenance of Facility	44,438.00	45,318.95	46,218.47	47,136.98	48,074.90	49,032.66	50,010.70
74015	Tuition Reimbursement	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00
74035	Workers Compensation	6,542.92	8,639.53	9,147.15	9,662.44	10,824.49	11,382.76	11,959.06

74036	Life Insurance	4,306.89	5,597.43	5,832.99	6,064.54	6,903.88	7,145.62	7,389.17
74037	Health Insurance	315,103.00	438,062.42	451,359.72	473,050.12	577,542.95	584,473.46	591,487.15
74038	Employee Pension/Retire Exp	6,930.00	12,128.76	12,413.86	12,706.87	14,892.31	15,268.32	15,655.35
74040	FICA	121,488.61	157,892.11	164,536.66	171,068.40	188,623.88	195,228.43	201,882.64
74041	Teachers Retirement System	66,223.20	86,066.68	89,688.61	93,249.05	102,818.51	106,418.64	110,045.83
74042	Unemployment Insurance	6,120.00	7,395.00	7,480.00	7,650.00	8,670.00	8,670.00	8,670.00
74043	Dental Insurance	12,456.00	15,058.53	15,239.23	15,593.37	17,681.32	17,690.16	17,699.00
74139	Retirement Administration Fee	3,858.90	5,135.00	5,200.00	5,330.00	6,110.00	6,110.00	6,110.00
Total Class 12 Fixed Charges/Benefits		551,029.52	743,975.44	768,898.21	802,374.79	942,067.33	960,387.38	978,898.19
75011 Building - New		531,951.00						
Total Class 15 Capital Outlay		531,951.00						
Grand Total Expenses		3,384,632.50	3,962,014.83	4,037,146.42	4,299,943.42	5,100,322.29	5,298,157.33	5,483,939.51

Current Year FCPS PPA Allocation	2,940,327.00	3,701,544.99	4,159,190.55	4,640,963.46	5,515,606.57	6,059,813.09	6,631,707.95
One-time additional PPA Allocation/Grant funds	92,272.00						
Total PPA Allocation *	3,032,599.00	3,701,544.99	4,159,190.55	4,640,963.46	5,515,606.57	6,059,813.09	6,631,707.95
Prior Year Surplus Rolling Into Current Year	459,450.00						
MSDE grant funds	167,100.00	354,500.00	236,900.00				
Grand Total Income - PPA & Grant Funds	3,659,149.00	4,056,044.99	4,396,090.55	4,640,963.46	5,515,606.57	6,059,813.09	6,631,707.95
Projected Expenditures	(3,384,632.50)	(3,962,014.83)	(4,037,146.42)	(4,299,943.42)	(5,100,322.29)	(5,298,157.33)	(5,483,939.51)

SUBTOTAL SURPLUS/(DEFICIT)	274,516.50	94,030.16	358,944.13	341,020.04	415,284.28	761,655.76	1,147,768.44
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*^^ Classrooms & Specialized Spaces includes Science Lab, Dramatic Arts/Theatre Space, Visual Arts Studio, Music Room, Physical Education Space, Maker Space, Teaching Kitchen, & Outdoor Classroom.
See High School Only budget.*

APPENDIX Q: SUGGESTED LIST OF FURNISHINGS, MATERIALS, AND TECHNOLOGY ITEMS PER AREA OF INSTRUCTION.

Basic costs for MVMPCS HS technology needs

Equipment	Number	Cost	Life expectancy (yrs)	Use	Initial Cost
Chromebooks	240	400	4	One to one for students	96000
Laptops	20	800	4	One for each teacher	16000
Chargers	260	20	4	One for each device	5200
Charging Stations	8	500	4	One for each classroom	4000
Surge Protectors	24	40	4	Three for each classroom	960
Promethean Boards	10	2000	10	One per learning space	20000
E-readers	240	50	8	One to one for students	12000
Printers	10	300	4	One per learning space	3000
Total					177160

Basic costs for one to one technology for students and staff by year

Year of Operation	Chromebooks for Students	Laptops for Teachers	Chargers	Charging Stations	Surge Protectors	Total Cost
Year 1	60	6	70	2	6	31440
Year 2	30	3	35	1	3	15720
Year 3	30	0	35	1	3	13320
Year 4	90	7	100	2	6	44840
Year 5	60	9	75	1	3	33320
Year 6	60	6	70	1	3	30820
Year 7+	60	5	70	2	12	30880



Technology purchasing and replacement plan 2022-2029

Cycle	Chromebooks*	Laptops	Chargers	Charging Stations	Surge Protectors	Promethean Boards	E-readers	Printers	Total by year
Year 1 new	24000	4800	5200	2000	960	10000	6000	1500	54460
Year 2 new	12000	2400	0	0	0	0	0	0	14400
Year 3 new	12000	0	0	0	0	0	0	0	12000
Year 4 new	36000	5600	0	2000	0	0	0	0	43600
Year 5 new	12000	2400	0	0	0	10000	6000	1500	31900
Year 6 new	12000	2400	0	0	0	0	0	0	14400
Year 7 new	24000	0	0	0	0	0	0	0	24000
Year 1 replacement	0	0	0	0	0	0	0	0	0

Year 2 replacement	0	0	0	0	0	0	0	0	0
Year 3 replacement	0	0	0	0	0	0	0	0	0
Year 4 replacement	0	0		0	0	0	0	0	0
Year 5 replacement	0	4800	5200	2000	960	0	0	1500	14460
Year 6 replacement	0	2400	0	0	0	0	0	0	2400
Year 7 replacement	0	0	0	0	0	0	0	0	0
Totals by category	132000	24800	10400	6000	1920	20000	12000	4500	211620

*Once the student population stabilizes at 240, MVMPCS HS will need 60 new chromebooks each year for incoming freshmen. Chromebooks that are still usable after 4 years will be repurposed as backups for students who break or lose their devices.

Total Technology Expenditures	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	54460	14400	12000	43600	46360	16800	24000

***Lists will be refined once staff are hired and indicate their needs for each classroom environment.**

8 CLASSROOMS (FULL CAPACITY=30 STUDENTS PER CLASSROOM)

	QTY	Estimated Cost per item)	Estimated Cost Per Classroom	Estimated Cost (8 Classrooms)	Sources for cost estimates
Guide (Teacher & Support) WORKSTATIONS					
HON Mentor Series Steel Desk – 30" x 48" Single Pedestal Desk	1	\$595.00	\$595.00	\$4,760.00	https://www.schoolandofficedirect.com/product/hon-mentor-series-steel-desk-30-x-48-single-pedestal-desk/
Guides chairs	2	\$109.99	\$219.98	\$1,759.84	https://www.officedepot.com/a/products/633410/Realspace-Fennington-Bonded-Leather-High-Back/
Mobile Standing Desk Workstation	1	\$144.99	\$144.99	\$1,159.92	https://www.amazon.com/stores/page/C880988F-FA1C-49F7-B9ED-095ADF4E132F/?_encoding=UTF8&store_ref=SB_A012741624Q47QADELIJ8&pd_rd_plhdr=t&aaxitk=b9605ea7bdb9f7c9c7b34fe01e18b90f&hsa_cr_id=4591502960601&lp_asins=B01LYB7GRD%2CB07FQ1Y6MK&lp_query=mobile%20teacher%20workstation&lp_slot=auto-sparkle-hsa-tetris&ref_=sbx_be_s_sparkle_mcd_logo&pd_rd_w=KBN9g&pf_rd_p=488a18be-6d86-4de0-8607-bd4ea4b560f3&pd_rd_wg=b1Zll&pf_rd_r=3ER9AW4N7NNBBYRA5V5Y&pd_rd_r=b02192c9-24f4-4baa-9b2d-b9941ff35a45
Group Work Furnishings					
Tables & Chairs for students					
ZHEXBOXM/ZU418/18 Zuma Hexagon Classroom Desk and Chair Package - 18 Hexagon Desks with Book Boxes & 18 Zuma Stack Chairs (18" H - 5th-Adult)	1	\$5,086.95	\$5,086.95	\$40,695.60	https://www.worthingtondirect.com/school-furniture/zuma-hexagon-classroom-desk-and-chair-package-18-zuma-desks-with-book-boxes-18-stack-chairs.htm
Sonik Dry Erase Hexagon Table & 6 Soft Seating Packages by Marco Group	1	\$2,615.95	\$2,615.95	\$20,927.60	https://www.worthingtondirect.com/chairs/sonik-dry-erase-hexagon-table-soft-seating-packages-by-marco-group.htm
Mobile Tablet Chair by National Public Seating, COGO - Stock #96699	6	\$199.95	\$1,199.70	\$9,597.60	https://www.worthingtondirect.com/chairs/cogo-mobile-tablet-chair.htm

Foldable Rectangle 8' Surface Table for Group Projects	1	\$114.99	\$114.99	\$919.92	https://www.amazon.com/Best-Choice-Products-Folding-Portable/dp/B017E17J9M/ref=bx_c4qpbzho_2/139-1673497-2562801?pd_rd_w=wiOYk&pf_rd_p=1f75fbb3-7d95-464f-8182-952155c0316b&pf_rd_r=G8T2A59W2XRYPT1AZ3X4&pd_rd_r=a9bb36dd-61ee-4a61-8a56-3d393f612122&pd_rd_wg=8mGHm&pd_rd_i=B017E17J9M&psc=1
ADA Compliant Student Desk	2	\$199.95	\$399.90	\$3,199.20	https://www.worthingtondirect.com/desks/2100-58-solid-plastic-top-open-front-ada-compliant-desk.htm
Individual Informal Reading area					
Soft Rocker Seating by Smith System, 55000 - Stock #81G49	6	\$298.95	\$1,793.70	\$14,349.60	https://www.worthingtondirect.com/chairs/soft-rocker-seating.htm
Ottoman Soft Seating -26" Round by Smith System, 55001 - Stock #81G50	1	\$278.95	\$278.95	\$2,231.60	https://www.worthingtondirect.com/chairs/ottoman-soft-seating-26.htm
Saxx Microsuede Bean Bag Pillow by Jaxx, 10822 - Stock #73122	1	\$137.95	\$137.95	\$1,103.60	https://www.worthingtondirect.com/chairs/jaxx-saxx-bean-bag-pillow.htm
Pixel Gamer Bean Bag Chair by Jaxx, 17177 - Stock #73111	1	\$195.95	\$195.95	\$1,567.60	https://www.worthingtondirect.com/chairs/pixel-gamer-bean-bag-chair.htm
ALL Campus Virtual Media Center Access through School WIFI					
Collection: Digital - books/resources					
Library Online Catalog Access		TBD			https://www.goodreads.com/list/show/478.Required_Reading_in_High_School
Journals Access to Online Services		TBD			
Magazines		TBD			
Newspapers		TBD			
Mobile White Boards 60" x 40"	1	\$219.99	\$219.99	\$1,759.92	https://www.amazon.com/Magnetic-Whiteboard-Avobird-Aluminium-Double-Sided/dp/B095HJZMB4/ref=sr_1_72?dchild=1&keywords=classroom+whiteboard+60x40&qid=1626026840&sr=8-72
Promethean Board	1	\$1,895.00	\$1,895.00	\$15,160.00	Refer to Quote CLS-22849

Promethean Board stand and wheels	1	\$499.00	\$499.00	\$3,992.00	Refer to Quote CLS-22849
Software Licences		TBD			
Renewal License Yearly		TBD			
Research Virtual Library Access (Different options)		TBD			
(240 Chromebooks) HP 4BS38UA HP Chromebook 14 IPS HD (1366x768) Intel Celeron N3350 4GB RAM, 32GB eMMC Hard Drive, Bluetooth, HDMI, Model 14-ca023nr	30	184.99	\$5,549.70	\$44,397.60	https://www.amazon.com/HP-Chromebook-1366x768-Bluetooth-14-ca023nr/dp/B07FNCJJ8V/ref=sr_1_5?dchild=1&keywords=chromebooks+on+sale&qid=1628645696&sr=8-5
Epson Printers	2	\$699.99	\$1,399.98		https://www.amazon.com/Epson-EcoTank-Wireless-Supertank-Documents/dp/B08R5TZ7V3?ref=ast_sto_dp
Printer Stand with storage	1	\$95.99	\$95.99		https://www.amazon.com/FITUEYES-Printer-Stand-Wheels-PS406001WB/dp/B06XMYXLK2/ref=sr_1_11_sspa?dchild=1&keywords=printers+for+classroom&qid=1626468402&sr=8-11-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEzSFpSVUpRSFIQUdIwJmVuY3J5cHRIZElkPUEwMjA3MzA2M0xVWFEE3VEVCQjZEQjZlbnNyeXB0ZWRBZEIkPUEwMTI1MDc0UTIRVTNVSIBMUzIJJndpZGdlde5hbWU9c3BfbXRmJmFjdGlvbj1jbGlja1JlZGlyZWNoJmRvTm90TG9nQ2xpY2s9dHJ1ZQ==
Miscellaneous					
BestEquip Book Cart, 200LBS Library Cart	2	\$229.99	\$459.98	\$3,679.84	https://www.amazon.com/dp/B0816RVQWP/ref=sspa_dk_detail_1?psc=1&pd_rd_i=B0816RVQWP&pd_rd_w=zQngD&pf_rd_p=91afe cf5-8b2e-41e2-9f11-dc6992c6eaal&pd_rd_wg=2Z77y&pf_rd_r=Q0GPY8Y2PABAVQBHEVHS&pd_rd_r=cb93f29d-5184-4b0a-9e08-902b7afbae9d&smid=A28BP3VDRMYQVO&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEwMTI1MDc0UTIRVTNVSIBMUzIJJndpZGdlde5hbWU9c3BfbXRmJmFjdGlvbj1jbGlja1JlZGlyZWNoJmRvTm90TG9nQ2xpY2s9dHJ1ZQ==

Materials Mobile Cart	4	\$89.99	\$359.96	\$2,879.68	https://www.amazon.com/RELAX4LIFE-15-Drawer-Semi-Transparent-Multipurpose-Organizer/dp/B08F2D58GL/ref=sr_1_23?dchild=1&keywords=classroom+materials+mobile+cart&qid=1626064903&s=office-products&sr=1-23
ECR4Kids 30 Bay Locking Laptop/Tablet Charging Station Cart with Keypad Entry, Black	1	\$399.99	\$399.99	\$3,199.92	https://www.amazon.com/ECR4Kids-Locking-Laptop-Charging-Station/dp/B075CRMPP6/ref=sr_1_1_sspa?dchild=1&keywords=classroom+materials+charger+mobile+cart&qid=1626065169&s=office-products&sr=1-1-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEwMjY3Y3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=
Tall Metal Storage Cabinets with Doors, Lockable 72" Steel Cabinet	2	\$259.99	\$519.98	\$4,159.84	https://www.amazon.com/INVIE-Storage-Cabinet-Adjustable-Shelves/dp/B07ZD5DFX9/ref=sr_1_2_sspa?dchild=1&keywords=classroom+mobile+storage+cabinet+with+lock&qid=1626065671&s=office-products&sr=1-2-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEwMjY3Y3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=
Removable Area Carpets for Floor Work	1	\$64.99	\$64.99	\$519.92	https://www.walmart.com/ip/Costway-5-x-8-Bamboo-Area-Rug-Floor-Carpets-Natural-Bamboo-Wood-Indoor-Outdoor-New/105885160

SCIENCE LAB (Capacity: 30)

Item	QTY	Estimated Cost per item	Estimated Cost Per Lab Classroom	Sources for cost estimates
Digital Wall Projector 50" x 70" or Promethean Board	1	\$1,895.00	\$1,895.00	Refer to Quote CLS-22849
Board Stand with wheels	1	\$499.00	\$499.00	Refer to Quote CLS-22849
Mobile White Boards 60" x 40"	1	\$219.99	\$219.99	https://www.amazon.com/Magnetic-Whiteboard-Avobird-Aluminium-Double-Sided/dp/B095HJZMB4/ref=sr_1_72?dchild=1&keywords=classroom+whiteboard+60x40&qid=1626026840&sr=8-72
Guide (Teacher & Support)				
HON Mentor Series Steel Desk – 30" x 48" Single Pedestal Desk	1	\$595.00	\$595.00	https://www.schoolandofficedirect.com/product/hon-mentor-series-steel-desk-30-x-48-single-pedestal-desk/
Guides chairs	2	\$119.99	\$239.98	https://www.officedepot.com/a/products/8638586/Realspace-Treswell-Bonded-Leather-High-Back/
Lab Coats and protection equipment Cabinet				
Unisex Lab Coats	30	\$26.99	\$809.70	https://www.amazon.com/VOGRYE-Professional-Sleeve-Unisex-White4/dp/B07HBN6FH5/ref=sr_1_2?dchild=1&keywords=unisex+lab+coat+white&qid=1626179246&sr=8-2
Goggles	30	\$10.69	\$320.70	https://www.amazon.com/dp/B08F3DJLMP/ref=redir_mobile_desktop?encoding=UTF8&aaxitk=7cc34a0baf1613e36f78231b89739c59&hsa_cr_id=4096718620201&pd_rd_plhdr=t&pd_rd_r=31c534a3-4d43-445b-9356-9a2f6362471f&pd_rd_w=eXjrS&pd_rd_wg=Okfqt&ref_=sbx_be_s_sparkle_mcd_asin_0_title
Gloves (boxes of 100 pairs)	20	\$27.99	\$559.80	https://www.amazon.com/Infi-Touch-Resistant-Disposable-Ambidextrous-Dispenser/dp/B0192K9SAG/ref=sr_1_6?dchild=1&keywords=lab+gloves&qid=1626362460&s=hi&sr=1-6
Protection Equipment Cabinet	1	\$279.99	\$279.99	https://www.amazon.com/gp/product/B076THQBHX/ref=ox_sc_saved_title_2?smid=A3ALWHH9BSMOXV&psc=1
Safety First Station				

Guidelines for Chemical Laboratory Safety in Secondary Schools	1	\$3.00	\$3.00	https://www.store.acs.org/eweb/ACSTemplatePage.aspx?site=ACS_Store&WebCode=storeItemDetail&parentKey=8f27c64d-4351-401a-81f9-11306a6b996f
First Aid & Safety Eye Washing Station	1	\$248.74	\$248.74	https://www.seton.com/first-aideyewash-stations-and-supplies-vc1332-1.html#8541C
Rapid Care First Aid 80095 4 Shelf OSHA/ANSI First Aid Cabinet	2	\$139.98	\$279.96	https://www.amazon.com/gp/product/B01E17HSY8/ref=ox_sc_saved_title_1?smid=ATVPDKIKX0DER&psc=1
Fire Extinguisher per bench	2	\$27.73	\$55.46	https://www.amazon.com/gp/product/B00002ND64/ref=ox_sc_saved_title_3?smid=ATVPDKIKX0DER&psc=1
Lab Workbench tables with drawers				
Forward Vision I Science Workstation - Drop-In Sink	4	\$3,611.95	\$14,447.80	https://www.schoolsin.com/div-29x6kd.html?msclkid=47f333e36db81b56eaa453130241ab04&utm_source=bing&utm_medium=cpc&utm_campaign=Shop%20-%20Everything%20Else&utm_term=4577335630292148&utm_content=Ad%20group
student chairs	30	\$57.95	\$1,738.50	https://www.schoolsin.com/nps-6224hb-10.html
ADA Compliant Student Desk	2	\$199.95	\$399.90	https://www.worthingtondirect.com/desks/2100-58-solid-plastic-top-open-front-ada-compliant-desk.htm
Testing equipment				
Microscope				
AmScope 120X-1200X 52-pcs Kids Beginner Microscope STEM Kit with Metal Body Microscope, Plastic Slides, LED Light and Carrying Box (M30-ABS-KT2-W),White	1	\$44.99	\$44.99	https://www.amazon.com/gp/product/B00GGY85EC/ref=ox_sc_saved_title_4?smid=ATVPDKIKX0DER&psc=1
Test Tubes 30 pk	4	\$16.99	\$67.96	https://www.amazon.com/gp/product/B084STXM9D/ref=ox_sc_saved_title_10?smid=A3EF4QA3MVKSFL&psc=1
Tubes Racks 3 Packs Plastic Test Tube Rack, 21 Holes Lab Test Tube Rack Holder for 30mm Test	2	\$13.79	\$27.58	https://www.amazon.com/gp/product/B07WGX6QH4/ref=ox_sc_saved_title_9?smid=A23RSH5S795BQE&psc=1

Tubes, White, Detachable (21 Holes)				
(Pack of 2) Blue Plastic Test Tube Peg Drying Rack Holds 50 16mm Test Tubes - Eisco Labs	10	\$18.09	\$180.90	https://www.amazon.com/gp/product/B076ZWCXVG/ref=ox_sc_saved_title_8?smid=ACTB8CBED46SR&psc=1
Plastic Graduated Cylinders and Beakers, 10ml, 25ml, 50ml, 100ml Cylinders with 50ml, 100ml, 250ml, 500ml, 1000ml Beakers and 1 Tube Brush	10	\$10.49	\$104.90	https://www.amazon.com/gp/product/B074CS25QH/ref=ox_sc_saved_title_10?smid=A1D67VGWAM83RY&psc=1
Timer	1	\$8.97	\$8.97	https://www.amazon.com/gp/product/B07D3BFY6R/ref=ox_sc_saved_title_20?smid=A32W0RXQJPCF7H&psc=1
Magnifying Glass with Light and Stand	10	\$45.99	\$459.90	https://www.amazon.com/gp/product/B07THKB9YF/ref=ox_sc_saved_title_7?smid=A2OH4M7IA01QR0&psc=1
Glass Graduated Cylinder Set 10ml 25ml 50ml 100ml, Thick Glass Beaker Set 50ml 100ml 250ml with 2 Droppers	20	\$19.99	\$399.80	https://www.amazon.com/gp/product/B07PDVSL9N/ref=ox_sc_saved_title_4?smid=A2GUSLP14Y152D&psc=1
Volumetric Flask	10	\$13.99	\$139.90	https://www.amazon.com/gp/product/B08LQDWCS4/ref=ox_sc_saved_title_8?smid=A3EYUQZKHOOUWN&psc=1
Pipettes for Material Handling	30	\$7.99	\$239.70	https://www.amazon.com/gp/product/B07F3ZN56V/ref=ox_sc_saved_title_5?smid=A2HUQVK3C3SUGD&psc=1
Bunsen Burners	10	\$19.99	\$199.90	https://www.amazon.com/gp/product/B07W9DSB33/ref=ox_sc_saved_title_9?smid=ADM5LG9L5JX8E&psc=1
Thermometer	3	\$11.90	\$35.70	https://www.amazon.com/gp/product/B06XGPSJMW/ref=ox_sc_saved_title_1?smid=ATVPDKIKX0DER&psc=1
Spatula	1	\$12.99	\$12.99	https://www.amazon.com/gp/product/B0824DBV87/ref=ox_sc_saved_title_4?smid=A3M9W9JKXV7R6A&psc=1
Tongs	10	\$8.01	\$80.10	https://www.amazon.com/Beaker-Rubber-Coated-Nickel-Plated/dp/B00IUZ9G5W/ref=sr_1_1_sspa?dchild=1&keywords=laboratory+thongs&qid=1626403671&sr=8-1-spons&psc=1&smid=ACTB8CBED46SR&spLa=ZW5jenlwdG

				VkUXVhbGlmaWVyPUEzUDITNkFKTk9IRlcxJmVuY3J5cHRlZElkPUEwNzQ2NDE2NVRGM1NPV0xMN0FBjMmVuY3J5cHRlZEFkSWQ9QTA0NDk5NzZSEswMzhXTes4SFJRjndpZGdldE5hbWU9c3BfYXRmJmFjdGlvbGlja1JlZGlzZW50JmRvTm90TG9nQ2xpY2s9dHJlZQ==
Brushes	10	\$10.80	\$108.00	https://www.amazon.com/gp/product/B07MBT6N53/ref=ox_sc_saved_title_6?smid=AMGDF6NLD50CZ&psc=1
Weighing Machines	10	\$27.97	\$279.70	https://www.amazon.com/gp/product/B07QKMWFP8/ref=ox_sc_saved_title_8?smid=A2PG9SRVZV1D6H&psc=1
Wash Bottles pack of 4	3	\$6.99	\$20.97	https://www.amazon.com/gp/product/B07XYL8T1K/ref=ox_sc_saved_title_7?smid=A3PL5T1IPFNAGD&psc=1
Spring Balance	1	\$9.99	\$9.99	https://www.amazon.com/gp/product/B07JQ8QG8R/ref=ox_sc_saved_title_1?smid=ACTB8CBED46SR&psc=1
Burette	4	\$23.09	\$92.36	https://www.amazon.com/gp/product/B076X3NR48/ref=ox_sc_saved_title_2?smid=ACTB8CBED46SR&psc=1
Watch Glass	4	\$10.98	\$43.92	https://www.amazon.com/gp/product/B00784RS5Q/ref=ox_sc_saved_title_3?smid=A29JIFH4ZXPNL8&psc=1
Funnels	4	\$8.99	\$35.96	https://www.amazon.com/gp/product/B00OKXZL8O/ref=ox_sc_saved_title_4?smid=ACTB8CBED46SR&psc=1
Ammeter	4	\$17.99	\$71.96	https://www.amazon.com/gp/product/B013PKYILS/ref=ox_sc_saved_title_5?smid=A2EFSDTWMPHWEA&psc=1
Crucible	8	\$18.50	\$148.00	https://www.amazon.com/Melting-Ceramic-Crucible-Silver-Copper/dp/B07CGFLXTN/ref=sr_1_12?dchild=1&keywords=crucible+for+high+school+laboratory&qid=1626449543&sr=8-12
Litmus and filter papers (ph test)	4	\$12.95	\$51.80	https://www.amazon.com/gp/product/B01GFSEB00/ref=ox_sc_saved_title_8?smid=A3EH2LNTKPY0SB&psc=1
Chemical Hoods	4	\$208.98	\$835.92	https://www.amazon.com/gp/product/B082XX1JR5/ref=ox_sc_act_title_27?smid=ADCCZMUPOZXRM&psc=1
Fume Hood - fumes extractor workbench	4	\$395.00	\$1,580.00	https://www.amazon.com/gp/product/B079ZKB1R9/ref=ox_sc_act_title_26?smid=ATVPDKIKX0DER&psc=1
Fume Extractor with HEPA filter	4	\$399.00	\$1,596.00	https://www.amazon.com/gp/product/B07WSMM1SG/ref=ox_sc_act_title_21?smid=A15EKGWLUNUSH5&psc=1
Biology and Natural Sciences Kit	4		\$0.00	

Microscope Slide Set	4	\$199.00	\$796.00	https://www.amazon.com/gp/product/B0055DZ3EK/ref=ox_sc_act_title_22?smid=ATVPDKIKX0DER&pssc=1
Dissection Kit Biology Lab	4	\$16.99	\$67.96	https://www.amazon.com/Advanced-Biology-Anatomy-Dissecting-Dissection/dp/B017XY1FOS/ref=sr_1_17?dchild=1&keywords=biology+and+natural+science+kit+for+high+school&qid=1626383904&sr=8-17
Chemistry Kits	4	\$20.49	\$81.96	https://www.amazon.com/gp/product/B01N4IHZMG/ref=ox_sc_saved_title_1?smid=ATVPDKIKX0DER&pssc=1
Paper Chromatography Kit: The Art & Science of Color. Explore Chemistry with This Creative Science Kit!	2	\$39.99	\$79.98	https://www.amazon.com/gp/product/B07GNTWZ5M/ref=ox_sc_act_title_20?smid=ADX4KHNZ57BUA&pssc=1
Molecular Model	4	\$21.95	\$87.80	https://www.amazon.com/gp/product/B01NCU854K/ref=ox_sc_act_title_19?smid=A2EZNOFZAZVR8&pssc=1
Kitchen Chemistry Experiments Book	4	\$6.99	\$27.96	https://www.amazon.com/gp/product/B08YQCS7HR/ref=ox_sc_act_title_18?smid=ATVPDKIKX0DER&pssc=1
Illustrated guide for Chemistry Labs	10	\$23.39	\$233.90	https://www.amazon.com/gp/product/0596514921/ref=ox_sc_act_title_23?smid=ATVPDKIKX0DER&pssc=1
Fossil Collections				
NATIONAL GEOGRAPHIC Geology Bundle - 3 Rock, Fossil and Crystal Kits, Grow Crystals, Start a Rock, Mineral, & Fossil Collection, & Dig Up 15 Real Gemstones	3	\$59.49	\$178.47	https://www.amazon.com/gp/product/B08PNHBLYC/ref=ox_sc_act_title_4?smid=A2DEVEV8LLFIH&pssc=1
NATIONAL GEOGRAPHIC Mega Fossil Dig Kit – Excavate 15 Real Fossils Including Dinosaur Bones & Shark Teeth, Educational Toys,		\$19.63	\$0.00	https://www.amazon.com/gp/product/B0160JBS5K/ref=ox_sc_act_title_5?smid=ATVPDKIKX0DER&pssc=1

Great Gift for Girls and Boys				
Human Anatomy Models	2	\$79.99	\$159.98	https://www.amazon.com/gp/product/B07L8K7Q1P/ref=ox_sc_act_image_10?smid=A73OH7746PYHF&psc=1
Human Anatomy - Eyeball Anatomy Model	2	\$23.05	\$46.10	https://www.amazon.com/gp/product/B0035YCIS0/ref=ox_sc_act_title_1?smid=A2FQL10UCAZUR8&psc=1
10 Pack - Anatomical Poster Set - Laminated - Muscular, Skeletal, Digestive, Respiratory, Circulatory, Endocrine, Lymphatic, Male & Female Reproductive, Nervous System, Anatomy Chart Set - 18" x 27"	1	\$39.95	\$39.95	https://www.amazon.com/gp/product/B07VP7JRFD/ref=ox_sc_act_title_2?smid=ACWVD9CWKC7ZO&psc=1
Toys Interactive Human Body Fully Poseable Anatomy Figure – 14” Tall Human Body Model for Kids - Anatomy Kit – Removable Muscles, Organs and Bones STEM Kids Anatomy Toy	1	\$29.99	\$29.99	https://www.amazon.com/gp/product/B089793GZD/ref=ox_sc_act_title_6?smid=ATVDPKIKX0DER&psc=1
VEVOR Human Skull Model, 8 Parts Brain Human Skull Anatomy, Life-Size Learning Skull with Brain, PVC Painted Human Skull Model, Labeled Anatomical Skull, for Medical Teaching, Researching and Learning	1	\$57.69	\$57.69	https://www.amazon.com/gp/product/B095CDVZTR/ref=ox_sc_act_title_8?smid=A146ACYR7388WL&psc=1

2021 Newest Design Life Size Human Heart Model,2-Parts 1:1 Anatomical Heart Model On Diaphragm and Pericardium Base,34 Anatomical Structures Teaching Science Models for Classroom and Cardiology Study	1	\$33.88	\$33.88	https://www.amazon.com/gp/product/B089KVH7YV/ref=ox_sc_act_title_7?smid=A2G4GHIBFJBJYZ&psc=1
Human Skeleton Models	2	\$189.99	\$379.98	https://www.amazon.com/gp/product/B07PDZH8PR/ref=ox_sc_act_title_9?smid=A1MQXR4CAAK5RB&psc=1
Wellden Medical Anatomical Human Skull Model, 3-Part, Numbered, Life Size		\$29.00	\$0.00	https://www.amazon.com/gp/product/B01EKC5SHS/ref=ox_sc_act_title_11?smid=A3K6DIS6BUT6W&psc=1
Wood top workbench on wheels	1	\$219.89	\$219.89	https://www.amazon.com/gp/product/B074WL437T/ref=ox_sc_act_image_29?smid=ATVPDKIKX0DER&psc=1
Physics Lab Kit - Electronics, Electromagnetic	1	\$49.99	\$49.99	https://www.amazon.com/gp/product/B07FM2QFOK/ref=ox_sc_act_title_24?smid=A27JQP2WM1GK86&psc=1
Solar System Poster	1	\$9.99	\$9.99	https://www.amazon.com/gp/product/B07C1PCLWH/ref=ox_sc_act_title_12?smid=AAE8FVU4B315A&psc=1
Science Books				
The Science Book: Everything You Need to Know About the World and How It Works	1	\$42.90	\$42.90	https://www.amazon.com/gp/product/1426203373/ref=ox_sc_act_title_15?smid=A86L73N0WDLFV&psc=1
Elon Musk: Tesla, SpaceX, and the Quest for a Fantastic Future	1	\$13.99	\$13.99	https://www.amazon.com/Elon-Musk-SpaceX-Fantastic-Future/dp/006230125X/ref=pd_lpo_2?pd_rd_i=006230125X&psc=1
I Was a Teenage Space Reporter: From Apollo 11 to Our Future in Space	1	\$10.99	\$10.99	https://www.amazon.com/gp/product/0999187120/ref=ox_sc_act_title_14?smid=ATVPDKIKX0DER&psc=1

Latitude Hooks and Azimuth Rings: How to Build and Use 18 Traditional Navigational Tools	1	16.22	\$16.22	https://www.amazon.com/gp/product/0070211205/ref=ox_sc_act_title_13?smid=ATVPDKIKX0DER&psc=1
Electromagnetic Spectrum and Visible Light Science Laboratory Educational Reference Chart	1	10.99	\$10.99	https://www.amazon.com/gp/product/B07612L88L/ref=ox_sc_saved_title_6?smid=ATL9T8N0BZGLM&psc=1

MAKER SPACE (CAPACITY: 30 STUDENTS)			
Item	QTY	Estimated Cost per item	Sources for cost estimates
Creative Projects Development			
Digital Wall Projector 50" x 70" or Promethean Board	1	\$1,895.00	Refer to Quote CLS-22849
Board Stand with wheels	1	\$499.00	Refer to Quote CLS-22849
Mobile White Boards 60" x 40"	1	\$219.99	https://www.amazon.com/Magnetic-Whiteboard-Avobird-Aluminium-Double-Sided/dp/B095HJZMB4/ref=sr_1_72?dchild=1&keywords=classroom+whiteboard+60x40&qid=1626026840&sr=8-72
25" x 30" Sticky pads FOR CONCEPTS CREATION	4	TBD	
5 Tables for 6 students	5	TBD	
Chairs (30)	30	TBD	
Guide (teacher) desk	1	TBD	
Guide (teacher) chair	1	TBD	
Physical Prototyping Items:			
Tools & Tools Boxes	2	TBD	
Brown Paper Rolls for Big Wall Concept Diagrams	2	TBD	

Safe Raw Materials Samples	2	TBD	
Card board	2	TBD	
Duct Tape	2	TBD	https://www.amazon.com/New-Industrial-Original-Strength-Weather/dp/B078M5N8CH/ref=sr_1_3?dchild=1&keywords=duct+tape&qid=1626433458&sr=8-3
Packing Tape (Boxes)	2	TBD	
Circuitry Kit	2	TBD	https://amzn.to/2IANDpp
Wood scraps		TBD	
Different kinds of plastic to explore reusable projects		TBD	
Crystal recycling and Sand Projects		TBD	
Digital Prototyping Items:			
Workstations 10	10	TBD	
Printers 2	2	TBD	
Ink 12	12	TBD	
Paper Boxes 5	5	TBD	
3D Printer / with Printer Materials and Refills 1	1	TBD	
3D Printer with Material Refills 1	2	TBD	
Scratch Programming		TBD	https://scratch.mit.edu/
Java Programming		TBD	
Podcasting Area		TBD	
Green screen Area		TBD	
Creating Marketing Strategies			
Video Recorder		TBD	
Camara		TBD	
Brochures Materials		TBD	
Blank Presentation Cards		TBD	

Drawing Boards		TBD	
Colored Pencils and Markers		TBD	
Lighted Workcenter		TBD	https://www.amazon.com/gp/product/B00WNOUKCO/ref=ox_sc_act_image_28?smid=A2Y3YAX4Q752AG&psc=1
Workbench with Power Outlets and Light		TBD	https://www.amazon.com/gp/product/B08ZW1KYZN/ref=ox_sc_act_title_25?smid=ATVPDKIKX0DER&psc=1

ART STUDIO (CAPACITY: 30 STUDENTS)			
Item	QTY	Estimated Cost per item	Sources for cost estimates
Digital Wall Projector 50" x 70" or Promethean Board	1	\$1,895.00	Refer to Quote CLS-22849
Board Stand with wheels	1	\$499.00	Refer to Quote CLS-22849
Wall White Board	1	TBD	
Wall cabinet with counter space to provide storage for the portable art equipment		TBD	
Multiple colored paints and texture materials		TBD	
Canvas		TBD	
Drawing papers		TBD	
Drawing notebooks		TBD	
Drawing books		TBD	
Colored pencils		TBD	
Paint Brushes		TBD	
Drawing pencils		TBD	
Sculpting supplies		\$13.99	https://www.amazon.com/Augernis-Sculpting-Beginners-Children-Students/dp/B07NWQWMLY/ref=sr

			_1_4?dchild=1&keywords=sculpting+kit&qid=1626197934&s=arts-crafts&sr=1-4
Wood carving supplies		\$28.49	https://www.amazon.com/gp/sredirect/picassoRedirect.html/ref=pa_sp_atf_arts-crafts_sr_pg1_1?ie=UTF8&adId=A08480511TDBI7MVN2FZX&url=%2FWhittling-Knife%25EF%25BC%258CLeather-Polishing-Sharpener-Stone-Beginners%2Fdp%2FB08CY2RNS5%2Fref%3Dsr_1_1_sspa%3Fdchild%3D1%26keywords%3Dwood%2Bcarving%2Btools%2Bwoodworking%2Bkit%26qid%3D1626198067%26s%3Darts-crafts%26sr%3D1-1-spons%26psc%3D1&qualifier=1626198067&id=7749176943889313&widgetName=sp_atf
Ceramics supplies		TBD	
Drawing tables for 5 students each	8	TBD	
Chairs	30	TBD	
Portable table drawing stands for each student	30	\$7.99	https://www.amazon.com/Artlicious-Frame-Wooden-Easel-inch/dp/B07G4JXB4Q/ref=pd_bxgy_img_2/135-5259727-4757027?pd_rd_w=OJhrk&pf_rd_p=c64372fa-c41c-422e-990d-9e034f73989b&pf_rd_r=ZP4Q35WME9MT7QOY8K25&pd_rd_r=36a45926-5fbb-4b8c-96e2-f582cefc2310&pd_rd_wg=fUpOv&pd_rd_i=B07G4JXB4Q&psc=1
Guide (Teacher) workstation	1	TBD	
HON Mentor Series Steel Desk – 30" x 48" Single Pedestal Desk	1	\$595.00	https://www.schoolandofficedirect.com/product/hon-mentor-series-steel-desk-30-x-48-single-pedestal-desk/
Guides chairs	2	\$119.99	https://www.officedepot.com/a/products/8638586/Realspace-Treswell-Bonded-Leather-High-Back/

OUTDOOR LAB (CAPACITY: 30 - 40 STUDENTS AND STAFF)				
Item	QTY	Estimated Cost per item	Estimated Cost Per Area	Sources for cost estimates
Concrete Patio Benches	0	\$69.78	\$0.00	Lowe's 43-In W X 16-In L Desert Sand Bench 01-010313DS
Patio Benches	20	\$65.98	\$1,319.60	https://www.amazon.com/Garden-Bench-Outdoor-Benches-Backrest/dp/B097Y2B6WS/ref=sr_1_16_sspa?dchild=1&keywords=patio+benches+for+outdoors&qid=1629082890&sr=8-16-spons&psc=1&spLa=ZW5jcnlwdGVkUXVhbGlmaW

				VyPUEzR1oyNzdGO1BTM1czJmVuY3J5cHRlZElkPUEwNDA5MTY1MTNRMVRNUU9KODFBTiZlbnNyeXB0ZW50ZWRBZEIkPUEwNDY0NjY0MVo1MVR YMkFSSjVRRyZ3aWRnZXROYW1lPXNwX2I0ZiZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=
Patio Pavers Materials to cover 30' x 30' Area	0	\$15,300.00	\$0.00	TBD - Market price for pavers square feet around \$17 sqft + including materials and installation
Mobile Whiteboard - 48x24 Large Adjustable Height 360° Reversible Double Sided Dry Erase Board - Magnetic White Board on Wheels - Portable Rolling Easel with Stand, Flip Chart Holders White	1	\$127.99	\$127.99	https://www.amazon.com/Mobile-Whiteboard-Adjustable-Reversible-Magnetic/dp/B07V29N1M7/ref=pd_lpo_2?pd_rd_i=B07V29N1M7&psc=1
Greenhouse Aoxun 20'x10'x7' Large Walk-in Garden Greenhouse, Tunnel Greenhouse with 12 Roll-Up Windows, Hot House Portable for Plants Outdoor in Winter, Green	1	\$179.99	\$179.99	https://www.amazon.com/dp/B096XDFH5R/ref=sspa_dk_detail_0?psc=1&pd_rd_i=B096XDFH5R&pd_rd_w=kRb0C&pf_rd_p=5d846283-ed3e-4512-a744-a30f97c5d738&pd_rd_wg=wL7GA&pf_rd_r=QV2VMCQMHY88MSZC5GMD&pd_rd_r=7d40706b-7d2f-42ac-8599-f335e122c3b9&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEwSFA3NUNGmfEMDBLJmVuY3J5cHRlZElkPUEwODc4OTY1Mko1TkpBVVhGME5GVkZlbnNyeXB0ZW50ZWRBZEIkPUEwNDI4MzUwMk8xU1BHV0RINUlEMCZ3aWRnZXROYW1lPXNwX2RldGFpbF90aGVtYXRpYyZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=

MUSIC ROOM (CAPACITY 30) STUDENTS			
Item	QTY	Estimated Cost per item	Sources for cost estimates
Digital Wall Projector 50" x 70" or Promethean Board	1	\$1,895.00	Refer to Quote CLS-22849
Board Stand with wheels	1	\$499.00	Refer to Quote CLS-22849
Purchase and		TBD	

Installation of Acoustic Panels						
Music Stands 30	30	TBD				
Chairs	30	TBD				
Music Staff Reversible Markerboard	1	TBD				
Instrument and Cabinet Lockers		TBD				
AV Equipment (Microphones)		TBD				
Podium		TBD				
Music teacher (guide) Desk	1	TBD				
Music Teacher (guide) chair	1	TBD				
Instruments:		TBD				
Piano or keyboard	1	TBD				
Wind Instruments 3	3	TBD				
Chords Instruments 3	3	TBD				
Percussion Instruments 5	5	TBD				
Ethnic Musical Instruments 10	10	TBD				
Electronic Music Learning - digital applications	1	TBD				
Digital Wall Projector 50" x 70" or Promethean Board	1	TBD				

BLACK BOX THEATRE (CAPACITY: 200 MIN AUDIENCE)

Item	QTY	Estimated Cost per item	Estimated Cost Per Area	Sources for cost estimates
Rectangular or square area, open or with curtains		TBD		
Custom Thrust stage design/construction cost		TBD		
Stage Materials				
Fixed Height Stage Set w/ Carpet Surface (16' x 24' x 24" H)	1	\$12,958.95	\$12,958.95	https://www.worthingtondirect.com/stages-risers/sts162424c-fixed-height-stage-set-w-carpet-surface.htm
20' x 16' stage, including accessories	0	\$9,830.95	\$0.00	https://www.worthingtondirect.com/stages-risers/sg481610c-stage-group-20-w-x-16-d.htm
Complete Stage Set-with stairs	0	\$4,421.95	\$0.00	https://www.worthingtondirect.com/stages-risers/81632-pkg-complete-stage-set-8-x-16-x-32-h.htm
Black Box Theatre curtain		TBD	\$0.00	https://www.rosebrand.com/subcategory471/black-curtains-masking.aspx
Sound System - Microphones, Speakers	1	\$264.95	\$264.95	https://www.amazon.com/Rockville-RPG082K-Powered-Speakers-Bluetooth/dp/B07C75BTRN/ref=zg_mw_11975051_1?_encoding=UTF8&psc=1&refRID=S63XN4W58A8QZ44JVN17
6 Stage Lighting 1	6	\$129.99	\$779.94	https://www.amazon.com/HSL-Production-Theaters-Professional-Performance/dp/B089W6GNGG/ref=sr_1_3?crid=QBYLD1Q06WIK&dchild=1&keywords=stage+lights&qid=1626556876&s=musical-instruments&sprefix=stage+%2Cmi%2C163&sr=1-3
Professional Sound Activated Stage Lights 8pcs	1	\$164.99	\$164.99	https://www.amazon.com/dp/B08CXH26W6/ref=sspa_dk_detail_0?psc=1&pd_rd_j=B08CXH26W6&pd_rd_w=ADXZx&pf_rd_p=91afecf5-8b2e-41e2-9f11-dc6992c6eaa1&pd_rd_wg=D0Vu4&pf_rd_r=2XST7G7FWTNSWEX723ZD&pd_rd_r=26154ada-bd22-4b0f-9172-f200901b30bc&spLa=ZW5jcnlwdGVkUXVhbGlmaWVyPUEwODIyNjEzZmMjZEV0FTT

				0ZNVkIxTiZ3aWRnZXROYW1IPXNwX2RldGFpbCZhY3Rpb249Y2xpY2tSZWRpcmVjdCZkb05vdExvZ0NsaWNrPXRydWU=
Portable Stage and Riser Caddy- Stores 4' Stage Units	1	\$990.95	\$990.95	https://www.worthingtondirect.com/stages-risers/stc-portable-stage-and-riser-caddy.htm
Storage Lock Cabinet for theatrical equipment	1	\$234.00	\$234.00	https://www.amazon.com/UltraHD-Tall-Storage-Cabinet-Stainless/dp/B00WNNYSJG/ref=sr_1_4?dchild=1&keywords=storage+lock+cabinet+for+stage&qid=1626561675&sr=8-4
Audience sitting area: 200 chairs	200	\$31.99	\$6,398.00	https://www.worthingtondirect.com/chairs/fabric-folding-chair-model-2200-by-national-public-seating.htm
4 Horizontal Under Stage Folding Chair Storage Caddy	4	\$407.95	\$1,631.80	https://www.worthingtondirect.com/chair-caddies/kh50-horizontal-understage-folding-chair-caddy-rounded-leg-chairs.htm
2 Double Rail Clothing Garment Rack for Costumes	2	\$63.87	\$127.74	https://www.amazon.com/Simple-Houseware-Double-Clothing-Garment/dp/B011IXR06C/ref=sr_1_3?dchild=1&keywords=theater+costume+rack&qid=1626561210&sr=8-3
2 Make up Station	2	\$265.99	\$531.98	https://www.amazon.com/Happybuy-Rolling-Adjustable-Lockable-Cosmetic/dp/B07QOBWQVK/ref=pd_sbs_1/139-9130366-8284415?pd_rd_w=saPbc&pf_rd_p=f8e24c42-8be0-4374-84aa-bb08fd897453&pf_rd_r=JFMZP1GGGTZP6Z4KPNHM&pd_rd_r=535d8122-af65-413e-93b8-4bc381a1aa5e&pd_rd_wg=JoKGt&pd_rd_i=B07QOBWQVK&psc=1

PHYSICAL EDUCATION AREAS

Item	QTY	Estimated Cost per item	Estimated Cost Per Area	Sources for cost estimates
Indoor / Outdoor Requirements for a multi-purpose physical Ed activities and Sports practices				
Activity Area 90' x 106' x 24' minimum		TBD		
lockers		TBD		https://www.amazon.com/Locker-Employees-Storage-Lockers-Compartment/dp/B0987JRJJ2/ref=sr_1_7?dchild=1&keywords=gym+lockers&qid=1628785709&sr=8-7
Bathrooms with Showers for Boys and Girls		TBD		
Sports Equipment				
Yoga mats		TBD		
Yoga Bricks		TBD		
Yoga Straps		TBD		
Dance Studio		TBD		
Weight lifting or elastic band for Strenght Training		TBD		
Weight Station		TBD		
elastic bands		TBD		
balls		TBD		
sand bags		TBD		
stationary bicycles		TBD		
treadmills		TBD		
rowers		TBD		

Indoor track space 10' x 70' (about .5 mile min. pace)		TBD		
volleyball		TBD		
basketball		TBD		
table tennis		TBD		
Music system for exercise environment		TBD		

TEACHING KITCHEN (INDOOR CAPACITY: 30 STUDENTS)				
Item	QTY	Estimated Cost per item	Estimated Cost Per Area	Sources for cost estimates
Indoor / Outdoor Learning Experiences				
Research publications regarding Sustainable Agriculture	1	TBD		
Organic Food Agriculture and Preparation Books 5	5	TBD		
Tools for preparation of an organic vegetable garden		TBD		
Organic Seeds of variety of vegetables, and fruits 100	100	TBD		
Wood for 10 (8'L x 8'W x 12"H) Raise beds 10	10	TBD		
Organic Compost		TBD		
Non-BPA Water Containers for Rain water storage 5	5	TBD		

Recipes Catalog		TBD		
Shed for Materials Storage 10' x 10'	1	TBD		
Outdoors cooking				
Materials for creating a simple BBQ without burning gas		TBD		
Wood sticks		TBD		
Indoor Kitchen equipment				
5 stations for 7 students each	5	TBD		
Countertop with built cabinets, stove top and sink 5	5	TBD		
Kitchen Common Area				
Board Stand with wheels	0		\$499.00	
White Board	1	TBD		
Open Wall Shelf Pantry	1	TBD		
Refrigerators 2	2		470.99	https://www.amazon.com/Frigidaire-EFR751-Apartment-Refrigerator-Stainless/dp/B088G26FRM/ref=sr_1_8?crid=411DOTWBJ8Z&dchild=1&keywords=refrigerators&qid=1629083734&s=appliances&sprefix=refri%2Cappliances%2C199&sr=1-8
Freezers 2	2	TBD		
Stove with Oven 2	2		\$1,049.99	https://www.amazon.com/GE-JGB735SPSS-Freestanding-Natural-Capacity/dp/B08HSW2SMZ/ref=cm_cr_arp_d_pb_opt?ie=UTF8
Safety First Kit Area	1	TBD		
Fire Extinguishers 4	4	TBD		
Guide (teacher) workstation	1	TBD		
Guide Desk	1	TBD		
Guide Chair	1	TBD		

Lock Cabinet	1	TBD		
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APPENDIX R: WORKS CITED AND CONSULTED BY
RESEARCH AREA

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ADDITIONAL CONSULTED RESOURCES

MONTESSORI ERDKINDER

Montessori Erdkinder Popular Articles

[Characteristics of an AMS Montessori Secondary Program](#)

http://silveroakmontessori.org/wp-content/uploads/2019/01/AMS_Secondary_Characteristics_FINAL_11-30-17.pdf

[Erdkinder - The Montessori Answer to Adolescence](#)

https://montessoriforeveryone.com/Erdkinder-_ep_74-1.html

[What Happens When Montessori Meets Teenagers? | Teach For America](#)

<https://www.teachforamerica.org/stories/what-happens-when-montessori-meets-teenagers>

[Montessori At The Secondary Levels](#)

http://wmpcs.org/montessori_way_HS.pdf

[AUTHOR SITE | Montessori: Science Behind the Genius \(Lillard\)](#)

<https://www.montessori-science.org/>

[The Future Of Education Was Invented In 1906](#)

<https://www.forbes.com/sites/pascalemanuelgobry/2014/01/22/the-future-of-education-internet-one-laptop-per-child-ted-sugata-mitra-montessori/?sh=d0310f34e1c8>

[The State of American Craft Has Never Been Stronger](#)

<https://www.smithsonianmag.com/arts-culture/state-american-craft-never-been-stronger-180976483/>

[The Montessori Method.](#)

<http://digital.library.upenn.edu/women/montessori/method/method.html>

[Montessori 12-18 | Association Montessori Internationale](#)

<https://montessori-ami.org/resource-library/quotes/montessori-12-18>

[Video: Montessori – The Science — Part 1: Introduction to Montessori Education](#)

<https://www.montessori.org/video-montessori-the-science-part-1-introduction-to-montessori-education-angeline-lillard/>

[Growth of Public Montessori in the United States: 1975-2014](#)

<https://www.public-montessori.org/white-papers/growth-of-public-montessori-in-the-united-states-1975-2014/>

[Montessori Parent Resources](#)

<https://www.washingtonmontessori.org/wms-community/resource-links/>

Planes of Development: [Teachers Without Borders Resources / Maria Montessori](#)

<http://twbonline.pbworks.com/w/page/25345677/Maria%20Montessori>

[Montessori Quotes](#)

<https://montessori150.org/maria-montessori/montessori-quotes>

[Raising World Citizens the Montessori Way](#)

<https://multiculturalkidblogs.com/2015/08/10/world-citizens-montessori-way/>

[The Montessori Comeback](#)

<https://www.forbes.com/sites/emilylanghorne/2019/03/27/the-montessori-comeback/?sh=227babea4648>

[What is a spiral curriculum?](#)

<https://faculty.med.virginia.edu/facultyaffairs/wp-content/blogs.dir/105/files/2016/04/2010-3-23.pdf?r=1>

Finding Montessori Erdkinder Programs

Montessori High Schools in United States: <https://www.montessoricensus.org/schools-map>

Montessori High Schools in Canada:

<https://www.ourkids.net/montessori-high-schools-secondary.php>

Maryland Charter School Resources: <https://mdcharters.org/charter-starter-resources>

National Center for Montessori in the Public Sector: <https://www.public-montessori.org/>

Montessori Erdkinder Videos

[Montessori: Secondary Programs](#)

<https://youtu.be/2DGHIwJFNk0>

[Talking Montessori The Montessori High School](#)

<https://www.youtube.com/watch?v=nOFN-PeFWn8>

[Edinburgh Montessori Arts School: Home](#)

<https://www.emaschool.co.uk/>

[Webinar: Montessori for Adolescents / Pt1](#)

<https://www.montessori.org/webinar-montessori-for-adolescents-pt1/>

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