

CHARTER SCHOOL AGREEMENT

DATED AS OF MAY 17, 2004

BETWEEN

DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD

AND

TWO RIVERS PUBLIC CHARTER SCHOOL, INC.

TABLE OF CONTENTS

	Page
SECTION 1.	ESTABLISHMENT OF SCHOOL.....1
1.1	Charter.....1
1.2	Term; Renewal.....1
1.3	Location; Permits.....2
SECTION 2.	EDUCATIONAL PROGRAM.....3
2.1	Mission Statement.....3
2.2	Age; Grade.....3
2.3	Enrollment.....3
2.4	Curriculum.....4
2.5	Standards.....5
2.6	Students with Disabilities.....5
2.7	Student Policies; Expulsion and Suspension.....5
SECTION 3.	EVALUATION.....5
3.1	Accountability Plan.....5
3.2	Corrective Action.....6
3.3	Standardized Testing.....6
SECTION 4.	CONTRACTS.....6
4.1	Contracts.....6
4.2	Contracts for School Management.....7
4.3	Insurance Coverage.....7
4.4	Insurance Certificates.....9
4.5	Transactions with Affiliates.....9
4.6	Costs.....10
4.7	No Agency.....10
4.8	Inventory.....10
SECTION 5.	REPORTS.....10
5.1	Reporting Requirements.....10
5.2	Reports Required by the Act.....13

TABLE OF CONTENTS
(continued)

	Page
SECTION 6.	ORGANIZATION.....13
6.1	Organization13
6.2	Tax-Exempt Status13
6.3	Powers13
6.4	Accreditation14
6.5	Nonsectarian14
6.6	Financial Management14
6.7	Board of Trustees14
6.8	Hiring.....14
6.9	Employee Handbook14
6.10	Complaint Process.....14
SECTION 7.	TERMINATION14
7.1	Termination14
7.2	Actions Upon Expiration or Termination.....15
SECTION 8.	COMPLIANCE16
8.1	Laws16
8.2	Cooperation16
8.3	Access.....16
8.4	School Emergency.....17
SECTION 9.	MISCELLANEOUS.....17
9.1	Administrative Fee17
9.2	Assignment.....17
9.3	Definitional Provisions.....17
9.4	Entire Agreement; Amendments.....17
9.5	Dispute Resolution18
9.6	Notices.....18
9.7	Failure or Indulgence Not Waiver; Remedies Cumulative18
9.8	Severability.....19

TABLE OF CONTENTS
(continued)

		Page
9.9	Applicable Law	19
9.10	No Third Party Beneficiary	19
9.11	Counterparts; Effectiveness.....	19

CHARTER SCHOOL AGREEMENT

This CHARTER SCHOOL AGREEMENT (this “**Agreement**”) is dated as of May 17, 2004 and entered into by and between the DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOL BOARD (the “**Board**”) and TWO RIVERS PUBLIC CHARTER SCHOOL, INC., a District of Columbia nonprofit corporation (the “**School Corporation**”).

RECITALS

WHEREAS, pursuant to Section 2203 of the District of Columbia School Reform Act of 1995, as amended (as now and hereafter in effect, or any successor statute, the “**Act**”), the Board has the authority to approve petitions to establish charter schools in the District of Columbia;

WHEREAS, the School Corporation submitted a petition in accordance with Section 2202 of the Act to establish a public charter school (such petition, as amended through the date hereof, the “**Application**”; a copy is attached hereto as Exhibit A);

WHEREAS, the Board has (i) determined that the Application satisfies the requirements set forth in Subtitle B of the Act and (ii) approved the Application subject to the execution of this Agreement by the Board and the School Corporation; and

WHEREAS, the Board and the School Corporation hope to foster a cooperative and responsive working relationship;

NOW, THEREFORE, in consideration of the premises and the agreements, provisions and covenants herein contained, the Board and the School Corporation agree as follows:

SECTION 1. ESTABLISHMENT OF SCHOOL

1.1 Charter. The School Corporation shall establish a public charter school (the “**School**”) in the District of Columbia and shall operate such school in accordance with the Act, this Agreement and the Application. The Application is incorporated in this Agreement and binding on the School Corporation. To the extent any provision in this Agreement conflicts with any provision of the Application, the provision in this Agreement shall govern. This Agreement and the Application shall constitute the School Corporation’s charter for purposes of Section 2203(h)(2) of the Act.

1.2 Term; Renewal. **A.** This Agreement shall commence on the date hereof and shall continue for a term of fifteen years unless sooner terminated in accordance with Section 7.1 hereof.

B. The School Corporation may seek to renew its authority to operate the School as a public charter school in the District of Columbia pursuant to the terms of the Act and any rules established by the Board. If such renewal is granted by the Board, the Board and the School Corporation shall (i) renew this Agreement with amendments satisfactory to the Board

and the School Corporation or (ii) enter into a substitute agreement satisfactory to the Board and the School Corporation.

1.3 Location; Permits. The School shall be located at 1150 5th Street, SE Washington, D.C. 20002 (the School Corporation's fee or leasehold interest in such property, the "**School Property**"). The School Corporation shall not operate the School at a location other than the School Property without the prior written consent of the Board. The Board reserves the right to delay or prohibit the School's opening until the School Corporation has provided the Board with each of the following items:

A. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall submit to the Board (i) a report regarding the status of all Authorizations required for the School Corporation's use of the School Property, including occupancy permits and health and safety approvals, and (ii) a report identifying any lease, sublease, deed or other instrument authorizing the use or evidencing the ownership of the School Property by the School Corporation and summarizing any financing entered into in connection therewith, along with true, correct and complete copies of each of the documents referenced in the report. "**Authorizations**" shall mean (a) any consent, approval, license, ruling, permit, certification, exemption, filing, variance, order, decree, directive or other authorization of, by or with, (b) any notice to or from, (c) any declaration of or with, or (d) any registration with, any governmental authority, in each case relating to the operation of the School.

B. The School Corporation shall provide the Board a copy of the certificate of occupancy for the School Property certified by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School as true, correct and complete.

C. The School Corporation shall provide the Board the certificates of insurance required by Section 4.4, within the time periods set forth in Section 4.4.

D. The School Corporation shall provide the Board with true, correct and complete copies of any agreements entered into for the provision of food services at the School, or if no such agreements have been entered, a detailed description of how such food services will be provided at the School.

E. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has complied in all respects with Section 2204(c)(1) of the Act in connection with any procurement contracts entered into by or in the name of the School Corporation.

F. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has in place all health and safety procedures required by law, including a fire evacuation plan.

G. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief

administrator of the School that the School Corporation has conducted background checks on all employees and persons who volunteer 10 or more hours per week at the School.

H. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that the School Corporation has sufficient books and other supplies for all students attending the School and that curriculum materials have been developed and provided to all teachers at the School.

I. The School Corporation shall provide the Board with a certification from an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all signed employment contracts entered into by the School Corporation are on file at the School.

A copy of any information submitted to the Board or otherwise required by Clauses A-J of this Section 1.3 shall be kept on file at the School.

SECTION 2. EDUCATIONAL PROGRAM

2.1 Mission Statement. The School Corporation shall operate the School in accordance with the mission statement set forth in the Application.

2.2 Age; Grade. In its first academic year, the School shall instruct students in grades prekindergarten through third. In subsequent academic years, in accordance with Schedule I, the School may instruct students in grades prekindergarten through seventh. The School shall not instruct students of any other grade without the prior written consent of the Board.

2.3 Enrollment. **A.** Enrollment in the School shall be open to any pupil in the grade range set forth in Section 2.2 who resides in the District of Columbia. Students who are not residents of the District of Columbia may be enrolled at the School to the extent permitted by the Act. The School Corporation shall determine whether each pupil resides in the District of Columbia according to guidelines established by the Board. Subject to clause B below, the School Corporation shall maintain an enrollment of no more than four hundred sixty-two (462) pupils in its first academic year and no more than seven hundred fifty (750) pupils in subsequent academic years substantially in accordance with Schedule I attached hereto.

B. No later than April 1, 2008 and April 1, 2013, the School Corporation may petition the Board in writing to change the maximum enrollment of the School for the five academic years succeeding the deadline applicable to such petition. The Board shall review the petition and determine the maximum enrollment of the School for such five-year period. The School Corporation shall provide promptly to the Board any additional information requested by the Board in connection with such petition. Notwithstanding the foregoing, prior to the end of any five-year period, the School Corporation may petition the Board to increase the maximum enrollment of the School from the original maximum enrollment for such five-year period provided that the School Corporation delivers to the Board (i) evidence that (a) the School Property has sufficient capacity to accommodate the increased enrollment, (b) the financial position of the School Corporation will improve as a result of such increase, (c) the quality of the

educational program at the School is satisfactory and will not deteriorate as a result of such increase and (ii) such other items as the Board may request.

C. If eligible applicants for enrollment at the School for any academic year exceed the number of spaces available at the School for such academic year, the School Corporation shall select students pursuant to the random selection process set forth as Exhibit B attached hereto. The School Corporation shall notify the Board in writing of any material change to the random selection process at least 60 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof. With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall not implement any material change to the random selection process unless after giving effect to such change the random selection process would (i) include (a) an annual deadline for enrollment applications that is fair and set in advance of such deadline and (b) a process for selecting students for each academic year (1) if applications submitted by the deadline exceed available spaces for such academic year, and (2) for spaces available after the beginning of such academic year, (ii) publicize the application deadline and the selection processes, and (iii) provide a procedure to determine whether applicants reside in the District of Columbia.

D. The School Corporation shall keep records of student enrollment and daily student attendance that are accurate and sufficient to permit preparation of the reports described in Sections 5.1E and Section 5.1F.

2.4 Curriculum. A. The School Corporation shall design and implement the educational program set forth in the Application, as modified in accordance with this Agreement. The School Corporation shall notify the Board in writing of any change in the curriculum or instructional method of the School that is a significant departure from the curriculum or instructional method in the plan set forth in the Application as amended in accordance with this Agreement at least 120 days prior to the date (as set forth in the notice to the Board) of the proposed implementation thereof (the “**Implementation Date**”). With respect to any such proposed change, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. The School Corporation shall provide promptly to the Board any materials requested by the Board in connection with such change in curriculum or instructional method.

B. The School Corporation shall not implement any material change in the curriculum or instructional method of the School without the prior written consent of the Board if:

- (i) the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan and such notice has not been rescinded by the Board in writing; or
- (ii) the Board determines in consultation with the School Corporation that such change would constitute a significant departure from the mission and goals set forth in the Application, as previously amended in accordance with this

Agreement, and notifies the School Corporation of such determination in writing within 60 days after the Board receives notification of such change.

2.5 Standards. As part of its Accountability Plan, the School Corporation shall adopt student content and performance standards for all subject areas at all grade or other performance levels served by the School. The School's educational program shall be aligned with the School's content and performance standards.

2.6 Students with Disabilities. The School Corporation shall comply with all federal requirements concerning the education of students with disabilities and shall designate and notify the Board and the Director of the Office of Special Education of the District of Columbia Public Schools of the individual responsible for case management of the education of the School's students with disabilities. At least 30 days prior to the first day of the School's first academic year, the School Corporation shall notify the Board in writing of its election to act as either a local education agency or a District of Columbia Public School for purposes of Part B of the Individuals with Disabilities Education Act, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended. The School Corporation shall notify the Board in writing by April 1 prior to any academic year for which the School Corporation shall change such election from the current academic year.

2.7 Student Policies; Expulsion and Suspension. **A.** No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing copies of the policies governing students at the School. The School Corporation shall notify the Board in writing of any material change to such policies within 30 days of the adoption of such change. The School Corporation shall consider the comments of the Board, its staff and its agents in connection with such policies. Notwithstanding the foregoing, the policies regarding the expulsion or suspension of students shall be as set forth in Exhibit C hereto. The School Corporation shall make the policies governing students at the School available in writing to parents and students.

B. The School Corporation shall notify the Board promptly of any expulsion or any suspension of more than 5 school days of any student enrolled in the School.

SECTION 3. EVALUATION

3.1 Accountability Plan. **A.** The School Corporation shall develop an accountability plan setting forth (i) goals, content and performance standards and performance indicators for the School, (ii) specific annual and long-term performance targets for such performance indicators related to each goal, (iii) a method to measure the School's achievement of such performance targets, (iv) timelines for achieving performance targets set forth in the Accountability Plan, (v) procedures for taking corrective action when the School's performance falls below such performance targets, (vi) strategies for reporting the School's performance and progress to parents, the community and the Board, and (vii) such other items as the Board may require. In developing or modifying an accountability plan, the School Corporation shall cooperate with the Board, its staff and its agents.

B. Within six months after the beginning of the School's first academic year, the School Corporation shall submit an accountability plan in writing to the Board. Upon notice to the School Corporation of the Board's approval of an accountability plan, such accountability plan (the "**Accountability Plan**") shall be attached to this Agreement and, without further action by the Board or the School Corporation, shall become a part hereof and be binding upon the School Corporation.

C. The School Corporation shall provide the Board written notice of any change in the Accountability Plan at least 120 days prior to the proposed implementation thereof. If such change significantly amends the performance goals, objectives, standards, indicators, targets or other basis against which the School Corporation has elected to have its performance judged, the School Corporation shall not implement such change without the prior written approval of the Board. With respect to any other proposed change in the Accountability Plan, the School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change. With respect to any proposed change in the Accountability Plan requiring the Board's approval, the Board shall rule on such change within 90 days after the Board's receipt thereof.

3.2 Corrective Action. In connection with the Board's review of the School's performance, if the Board determines that the School is not progressing toward one or more performance goals set forth in the Accountability Plan or that the quality of the School's educational program is not satisfactory, then the Board, in consultation with the School Corporation, may require the School Corporation to develop and implement a corrective action plan. Nothing contained herein shall restrict the Board's ability to revoke the School Corporation's charter in accordance with the Act.

3.3 Standardized Testing. At a minimum, the School Corporation shall administer, in accordance with the policies of the governmental body responsible for the District of Columbia Public Schools (the "**Board of Education**"), any District-wide assessments used to measure student achievement required by the Board of Education to be administered in public schools in the District of Columbia covering the same grades or ages as the School and the results of which the Board of Education intends to make publicly available; provided that with respect to students receiving special education, the School Corporation shall only be required to administer tests related to such students' individual education plans.

SECTION 4. CONTRACTS

4.1 Contracts. **A.** The School Corporation shall submit to the Board with respect to any procurement contract awarded by the School Corporation and that has a value equal to or in excess of \$25,000, not later than 3 days after the date on which such award is made: (i) all bids received for such contract, (ii) the name of the party awarded such contract and (iii) the rationale for such award. The foregoing does not apply to any contract for lease or purchase of real property, any employment contract for a staff member of the School Corporation, or any management contract with a management company designated herein.

B. Each contract described in clause A above shall be referred to herein as a **“Material Contract.”** Upon the request of the Board, the School Corporation shall deliver to the Board copies of any Material Contract.

4.2 Contracts for School Management. **A.** Without the prior written consent of the Board, the School Corporation shall not (i) enter into any contract (a **“School Management Contract”**) for the management of the School by another entity, (ii) cancel or terminate or provide a notice of cancellation or termination of any School Management Contract or consent to or accept any cancellation or termination thereof, or (iii) enter into any material amendment, modification or supplement of any School Management Contract.

B. If the Board has previously notified the School Corporation in writing that the School Corporation is on probation for failure to satisfy performance targets set forth in the Accountability Plan or for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation shall notify the Board in writing 5 business days prior to taking any of the following actions: (1) waiving any material default under, or material breach of, any School Management Contract or waiving, failing to enforce, forgiving, compromising, settling, adjusting or releasing any material right, interest or entitlement, howsoever arising, under, or in respect of any School Management Contract, or giving any consent, waiver or approval under any School Management Contract, or in any way varying, or agreeing to the variation of, any material provision of any School Management Contract or of the performance of any material covenant or obligation by any other party under any School Management Contract, or (2) providing any notice, request or other document permitted or required to be provided pursuant to any School Management Contract affecting any material rights, benefits or obligations under any such School Management Contract in any material respect. If the Board so notifies the School Corporation in writing prior to the intended date of such action, the Board shall have the right to approve such action, and the School Corporation shall not take such action without the prior written consent of the Board.

4.3 Insurance Coverage. **A.** The School Corporation shall procure and maintain in full force and effect at all times insurance policies with an independent insurance broker with a license in the District of Columbia providing at least the limits and coverage provisions set forth below:

(i) Workers’ compensation insurance as required by applicable Law. **“Law”** shall mean any statute, law, constitutional provision, code, regulation, ordinance, rule, judgment, order, decree, permit, concession, grant, franchise, license, agreement, directive, binding guideline or policy or rule of common law, requirement of, or other governmental restriction of or determination by, or any interpretation of any of the foregoing by, any governmental authority, whether now or hereafter in effect.

(ii) General liability insurance on an occurrence basis against claims for personal injury (including bodily injury and death) and property damage. Such insurance shall provide coverage with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage, a maximum

deductible of \$2,500 per occurrence and aggregate limits of liability of at least \$2,000,000.

(iii) Automobile liability insurance against claims for personal injury (including bodily injury and death) and property damage covering all owned, lease non-owned and hired motor vehicles, including loading and unloading, with a \$1,000,000 minimum limit per occurrence for combined bodily injury and property damage and containing appropriate no-fault insurance provisions wherever applicable.

(iv) Excess liability insurance on an occurrence basis covering claims in excess of the underlying insurance described in the foregoing clauses (ii) and (iii), with (a) if the School provides transportation for any of its students, a \$5,000,000 minimum limit per occurrence and (b) otherwise, a \$3,000,000 minimum limit per occurrence; provided that aggregate limits of liability, if any, shall apply separately to each location.

(v) Property damage insurance on an "all risk" basis, boiler and machinery insurance on a comprehensive basis and providing coverage for (a) the School Corporation in a minimum aggregate amount equal to the "full insurable value" of the School Property, and (b) attorneys' fees, engineering and other consulting costs, and permit fees directly incurred in order to repair or replace damaged insured property in a minimum amount sufficient to cover 100% of the cost to reconstruct the School Property. For purposes of this clause (v), "full insurable value" shall mean the full replacement value of the School Property, including any improvements, equipment, fuel and supplies, without deduction for physical depreciation and/or obsolescence; all such policies may have deductibles of not greater than \$2,500 per occurrence; provided that to the extent such policies do not have such deductibles, the School Corporation shall establish adequate reserves or other appropriate provisions, if any, as shall be required by the Board. Such insurance shall (x) not include any coinsurance provision, (y) provide for increased cost of construction and loss to undamaged property as a result of enforcement of building Laws with sub-limits not less than 10% of the "full insurable value" of the School Property, and (z) include debris removals with a sub-limit of not less than \$50,000. The property damage coverage shall not contain an exclusion for freezing, mechanical breakdown, loss or damage covered under any guarantee or warranty, or resultant damage caused by faulty workmanship, design or materials.

(vi) Directors and officers liability insurance and professional liability insurance with a \$1,000,000 minimum limit per occurrence. The policies for such insurance shall name the Board of Trustees, the School Corporation, School employees and School volunteers as insureds.

(vii) Educators legal liability insurance with a \$1,000,000 minimum limit per occurrence.

B. If the School Corporation has entered into a School Management Contract, the School Corporation shall require the Person managing the School pursuant to that School Management Contract (the “**School Manager**”) to maintain management professional liability insurance with a \$1,000,000 minimum limit per occurrence.

C. The School Corporation may satisfy its obligations under this Section 4.3 by being an additional named insured on insurance policies of an Affiliate of the School Corporation or the School Manager, if any, providing the School Corporation the coverage required pursuant to this Section 4.3 to the same extent as if the School Corporation obtained such required insurance itself.

D. All policies of insurance required to be maintained pursuant to clause A (except subclauses (vi) and (vii)) shall be endorsed to name the Board and its directors, officers, employees and agents as additional insureds. All policies of insurance required to be maintained pursuant to this Section 4.3 shall be endorsed to provide that the insurer is required to provide the Board with at least 30 days’ prior notice of substantial reduction in coverage or amount (other than a reduction in coverage or amount resulting from a payment thereunder), cancellation or non-renewal of any policy. The Board may from time to time, by written notice to the School Corporation, amend the amount and scope of insurance coverage required by this Section 4.3 to include such additional insurance coverage which, in the reasonable opinion of the Board, is generally maintained with respect to schools by prudent school management, subject to the availability of such insurance in such amounts on commercially reasonable terms.

4.4 Insurance Certificates. No later than August 1, 2004 and no later than August 1 of each subsequent year, the School Corporation shall deliver to the Board a certificate of insurance with respect to each insurance policy required pursuant to Section 4.3. Such certification shall be executed by each insurer providing insurance hereunder or its authorized representative and shall (1) identify underwriters, the type of insurance, the insurance limits and the policy term and (2) specifically list the special provisions enumerated for such insurance required by Section 4.3. Concurrently with the furnishing of the certification referred to in this Section 4.4, the School Corporation shall furnish the Board with a report of an independent insurance broker satisfactory to the Board, signed by an officer of such broker, stating that all premiums then due have been paid. In addition, the School Corporation will notify the Board in writing promptly of any default in the payment of any premium and of any other act or omission on the part of the School Corporation or the School Manager, if any, which may invalidate or render unenforceable, in whole or in part, any insurance being maintained pursuant to Section 4.3. Upon request by the Board, the School Corporation will promptly furnish the Board with copies of all insurance policies, binders and cover notes or other evidence of insurance relating to the insurance required to be maintained pursuant to Section 4.3.

4.5 Transactions with Affiliates. The School Corporation shall not, directly or indirectly, enter into or permit to exist any transaction (including the purchase, sale, lease or exchange of any property or the rendering of any service) with any Affiliate of the School Corporation, any member of the board of trustees of the School Corporation (the “**Board of Trustees**”) or any employee of the School Corporation unless the terms of such transaction (considering all the facts and circumstances) are no less favorable to the School Corporation than those that could be obtained at the time from a Person that is not such an Affiliate. “**Affiliate**”

shall mean, as applied to any Person, any other Person directly or indirectly controlling, controlled by, or under common control with, that Person and, if such Person is an individual, any member of the immediate family (including parents, spouse, children and siblings) of such individual and any trust whose principal beneficiary is such individual or one or more members of such immediate family and any Person who is controlled by any such member or trust; for purposes of the definition of "Affiliate," "control" (including, with correlative meanings, the terms "controlling," "controlled by" and "under common control with"), as applied to any Person, means the possession, directly or indirectly, of the power to direct or cause the direction of the management and policies of that Person, whether through the ownership of voting securities or by contract or otherwise. "**Person**" shall mean and include natural persons, corporations, limited liability companies, limited liability partnerships, limited partnerships, general partnerships, joint stock companies, joint ventures, associations, companies, trusts, banks, trust companies, land trusts, business trusts or other organizations, whether or not legal entities, governments and agencies or other administrative or regulatory bodies thereof.

4.6 Costs. The School Corporation shall be responsible for all costs associated with its operation and the operation of the School including the costs of goods, services and the assessments administered pursuant to Section 3.3 hereof.

4.7 No Agency. The School Corporation shall disclose to all third parties entering into contracts with the School Corporation that the Board has no responsibility for the debts or actions of the School Corporation. The School Corporation shall not purport to act as the agent of the Board or the government of the District of Columbia with respect to any contract.

4.8 Inventory. The School Corporation shall maintain an inventory of all assets of the School Corporation purchased with District of Columbia public funds or federal funds. The School Corporation shall make such inventory available to the Board from time to time upon the Board's request.

SECTION 5. REPORTS

5.1 Reporting Requirements. The School Corporation shall deliver to the Board:

A. Annual Reports: no later than November 1 of each year, beginning November 1, 2004, an annual report in a format acceptable to the Board which shall set forth the financial status, academic program and performance of the School Corporation as of the close of the prior academic year including all items required by Section 2204(c)(11)(B) of the Act, the results of any standardized tests not contained in the prior annual report delivered to the Board pursuant to this clause A (or in the case of the first annual report, any such results obtained prior to the submission of such report), an assessment of compliance with the performance goals, objectives, standards, indicators or targets or any other basis for measuring the School's performance set forth in the Accountability Plan and such other items as the Board may reasonably request; such report shall be delivered to the Board in a paper format and transmitted electronically in a format acceptable to the Board; such report shall be made available to the public upon request;

B. Audited Financial Statements: as soon as available but no later than 120 days after the end of each Fiscal Year, audited financial statements for such Fiscal Year prepared in accordance with generally accepted auditing standards and the *Government Auditing Standards* issued by the Comptroller General of the United States, by an independent certified public accountant licensed in the District of Columbia and reasonably acceptable to the Board; such audited financial statements shall be made available to the public upon request; “**Fiscal Year**” shall mean the fiscal year of the School Corporation ending on June 30 of each calendar year;

C. Interim Financial Reports: as soon as available and in any event within 30 days after the end of each Interim Period starting with the Interim Period beginning July 1, 2004, (i) the balance sheet of the School Corporation as at the end of such Interim Period and the related statements of income and cash flows of the School Corporation for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period, all in reasonable detail and certified by the treasurer or chief financial officer of the School Corporation that they fairly present, in all material respects, the financial condition of the School Corporation as at the dates indicated and the results of their operations and their cash flows for the periods indicated, subject to changes resulting from audit and normal year-end adjustments, and (ii) notes to the balance sheet describing the financial status of the School Corporation including contributions (monetary or in-kind) in excess of \$500 and fundraising efforts for such Interim Period and for the period from the beginning of the then current Fiscal Year to the end of such Interim Period; “**Interim Period**” shall mean (x) initially, month and (y) from time to time thereafter, upon written notice by the Board to the School Corporation, the period designated by the Board in such notice; the Board may require the School Corporation to submit the financial reports to be delivered pursuant to this Section 5.1C on a computer disk or in another electronic format compatible with software designated by the Board from time to time; notwithstanding the foregoing, the School Corporation may deliver the reports required pursuant to this clause C for July and August 2004 on October 15, 2004;

D. Budget; Fiscal Year: no later than June 1 of each year starting June 1, 2004, an annual operating budget, an annual capital budget and cash flow projections (collectively, a “**Budget**”) for the next succeeding Fiscal Year; the School Corporation’s operating budget for the period from July 1, 2004 to June 30, 2006 is set forth in Exhibit D hereto; the School Corporation shall deliver to the Board no later than October 30, 2004 a revised operating budget for the period from July 1, 2004 to June 30, 2006; the School Corporation shall consider the comments of the Board, its staff and its agents with respect to each Budget; if the Board has previously notified the School Corporation in writing that the School Corporation is on probation for fiscal management reasons and such notice has not been rescinded by the Board in writing, the School Corporation may only implement such Budget with the prior written approval of the Board;

E. Enrollment Census: on dates identified by the Board in writing, a report (i) identifying the number of students (including nonresident students and students receiving special education) currently enrolled in the School in each of (a) preschool, (b) prekindergarten, (c) grades kindergarten through 12, (d) adult, community and vocational programs and (e) nongrade level programs, (ii) identifying the number of students enrolled in the School and their grade levels who are any of the following: (a) nonresident students, (b) students receiving special

education, (c) emergency migrants, (d) new or leaving students, (e) eligible for free or reduced meals or (f) students with limited English proficiency, (iii) setting forth the amount of fees and tuition assessed and collected from nonresident students currently enrolled in the School and (iv) certified by the chair of the Board of Trustees and the principal or other chief administrator of the School that such report is true and correct in all material respects; unless the Board notifies the School Corporation otherwise in writing, such report shall be in the format required by the Board of Education for similar reports from public schools in the District of Columbia and such count shall be conducted in a manner comparable to that required by the Board of Education for enrollment counts by District of Columbia Public Schools;

F. Attendance: no later than 15 days after the end of each month during the academic year, a report listing the average daily attendance for the School during such month;

G. Key Personnel Changes: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of the departure or anticipated departure of a person from his or her position with the School Corporation who is a member of the Board of Trustees or an officer of the School Corporation or holds a key personnel position identified on Exhibit E hereto (but no later than the time the School Corporation announces such departure publicly), a notice identifying the person, the position such person is leaving, the date of such departure and the actions the School Corporation has taken or intends to take to replace such person;

H. Events of Default, Etc.: promptly upon the chair of the Board of Trustees or an officer of the School Corporation obtaining knowledge of any event or circumstance that could reasonably be expected to have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School including (i) any material breach of any covenant or agreement contained in this Agreement (including the Application or Accountability Plan) or any Material Contract, (ii) any notice given to the School Corporation or any other action taken with respect to a claimed default under any financing obtained by the School Corporation, or (iii) the failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such event or circumstance and the School Corporation's intended actions with respect thereto;

I. Litigation: (i) promptly upon a member of the Board of Trustees or an officer of the School Corporation obtaining knowledge of (a) the institution of or nonfrivolous threat of any action, suit, proceeding, governmental investigation or arbitration against or affecting the School Corporation or any property thereof (collectively, "**Proceedings**") not previously disclosed in writing by the School Corporation to the Board, or (b) any material development in any Proceeding to which the School Corporation is a party or the School Corporation's property is subject, written notice thereof; (ii) no later than February 14 and August 14 of each year, a schedule of all Proceedings involving an alleged liability of, or claims against or affecting, the School Corporation or, if there has been no change since the last such report, a statement to that effect, and (iii) promptly after request by the Board, such other information as may be reasonably requested by the Board to enable the Board and its counsel to evaluate any of such Proceedings;

J. Authorizations: (i) within 45 days after the end of each Fiscal Year starting in Fiscal Year 2005, a certification by an officer of the School Corporation, a member of the Board of Trustees or the chief administrator of the School that all Authorizations required for the operation of the School and the lease or sublease, if any, of the School Property remain in full force and effect; and (ii) within 7 days after the School Corporation receives notice (whether formal or informal, written or oral) of any alleged failure of the School Corporation to comply with the terms and conditions of any Authorization, a report in reasonable detail of the nature and date, if applicable, of such notice and the School Corporation's intended actions with respect thereto; and

K. Board of Trustees Meeting Minutes: Within 15 days after the end of each fiscal quarter, the School Corporation shall submit to the Board copies of all minutes of meetings of the Board of Trustees of the School Corporation (including any actions of the Board of Trustees taken by unanimous written consent in lieu of a meeting) during such fiscal quarter. Documents submitted to the Board pursuant to this clause K shall be accompanied by a certification by an officer of the School Corporation or a member of the Board of Trustees as to the completeness and accuracy of such documents; and

L. Other Information: such other reports, financial statements and information as the Board shall reasonably request.

5.2 Reports Required by the Act. The School Corporation shall comply with all reporting requirements set forth in the Act and shall provide the Board with a copy of each such report at the time the School Corporation provides such report to the Person required to receive such report under the Act.

SECTION 6. ORGANIZATION

6.1 Organization. A. The School Corporation is and shall remain a District of Columbia nonprofit corporation in accordance with the District of Columbia Nonprofit Corporation Act, as now and hereafter in effect, or any successor statute.

B. Copies of the School Corporation's articles of incorporation and bylaws are attached hereto as Exhibit F and Exhibit G, respectively. The School Corporation shall notify the Board in writing of any material change to its articles of incorporation or bylaws within 30 days after the effective date of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such change.

6.2 Tax-Exempt Status. The School Corporation shall obtain tax-exempt status from the federal government and the District of Columbia within two years from the date hereof and shall maintain such tax-exempt status.

6.3 Powers. The School Corporation shall have the powers set forth in the Act.

6.4 Accreditation. The School Corporation shall comply with the accreditation requirements set forth in the Act.

6.5 Nonsectarian. The School Corporation and the School are and shall remain nonsectarian and are not and shall not be affiliated with a sectarian school or religious organization.

6.6 Financial Management. The School Corporation shall operate in accordance with generally accepted standards of fiscal management and shall maintain a system of accounting established and administered in accordance with sound business practices to permit preparation of the audited financial statements described in Section 5.1B.

6.7 Board of Trustees. **A.** The School Corporation shall have a Board of Trustees that complies with the requirements set forth in the Act. The Board of Trustees shall (i) set the policy for the School Corporation, (ii) be responsible for overseeing the academic and fiscal integrity of the School Corporation and assuring the School Corporation's compliance with this Agreement and the Act and (iii) select and evaluate the performance of the School Corporation's senior management.

B. Each member of the Board of Trustees shall act in an ethical manner consistent with its fiduciary obligations to the School.

6.8 Hiring. The School Corporation shall perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than 10 hours a week prior to the commencement of such employment or volunteer assignment. The School Corporation shall conduct such other background checks as the Board may direct in accordance with such timetable as the Board may establish. The School Corporation shall consider the results of such background checks in its decision to employ or utilize such persons.

6.9 Employee Handbook. The School Corporation shall develop and maintain an employee handbook in compliance with Law.

6.10 Complaint Process. No later than 30 days prior to the beginning of the School's first academic year, the School Corporation shall deliver to the Board in writing a copy of the complaint resolution process that the School Corporation is required to maintain pursuant to the Act. The School Corporation shall notify the Board in writing of any proposed material change to the complaint resolution process at least 45 days prior to the implementation of such change. The School Corporation shall consider any comments of the Board, its staff and its agents in connection with such complaint resolution process or any material change thereto.

SECTION 7. TERMINATION

7.1 Termination. **A.** This Agreement may be terminated and the charter of the School Corporation revoked:

- (i) by the Board in accordance with Section 2213 of the Act; or
- (ii) by mutual agreement of the parties hereto; or

(iii) by the Board if, in the reasonable judgment of the Board, any circumstance or condition shall exist at the School which jeopardizes the safety, health or welfare of any students at the School, and the School Corporation shall fail to remedy such circumstance or condition within 90 days after the Board delivers written notice to the School Corporation that the Board has determined such circumstance or condition exists; or

(iv) by the Board, if the School Corporation fails to secure use of the School Property by August 1, 2004; or

(v) by the Board, if the School fails to begin instructing students by December 31, 2004.

If the School has begun operation, any such termination shall be effective at the end of the academic year unless the Board determines compelling circumstances require otherwise.

B. This Agreement shall be terminated:

(i) upon invalidation or termination of the statutory authority for the School to exist as a public charter school in the District of Columbia; or

(ii) upon termination of the Board or the Board's authority to oversee public charter schools in the District of Columbia unless the Board has assigned its rights and obligations under this Agreement pursuant to Section 9.2.

7.2 Actions Upon Expiration or Termination. Upon expiration or termination of this Agreement (the date upon which such charter expires or terminates, the "**Termination Date**"), the School Corporation shall:

A. if the School ceases operations on the Termination Date,

(i) promptly but no later than 60 days after the Termination Date, deliver all student records, reports, documents and files to the Board;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board;

B. if the Board of Education (or any other entity permitted by the Act to assume the management of the School) assumes management of the School pursuant to the terms

of the Act, take such actions as the Board of Education (or such entity) shall reasonably require (subject to any rights of grantors, donors or creditors of the School Corporation);

C. if the Board of Education places the School in a probationary status pursuant to Section 2212(d)(5)(B) of the Act, take such actions as the Board of Education shall reasonably require;

D. if the School continues operations but not as a public school,

(i) promptly but no later than 60 days after the Termination Date, deliver to the Board all student records, reports, documents and files created during or covering periods during which the School was a public charter school;

(ii) promptly but no later than 60 days after the Termination Date, transfer all other assets of the School Corporation purchased with District of Columbia public funds or federal funds as directed by the Board; and

(iii) for 5 years after the Termination Date, maintain all its other records, reports, documents and files of the School Corporation created during or covering periods during which the School was a public charter school and shall not dispose of such records, reports, documents and files without first offering them in writing to the Board.

SECTION 8. COMPLIANCE

8.1 Laws. The School Corporation shall comply with all applicable Laws (including the Act) and Authorizations and shall from time to time and on a timely basis obtain, renew and comply with all Authorizations as shall now or hereafter be necessary under applicable Laws.

8.2 Cooperation. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the Board's obligations to monitor the School Corporation.

8.3 Access. The School Corporation shall authorize and permit the Board, its staff and its agents to have access to the extent permitted by law, upon reasonable notice and in such manner as will not unreasonably interfere with the conduct of the School, to all of the School Corporation's properties, books, records, operating instructions and procedures, curriculum materials and all other information with respect to the operation of the School and the School Corporation that the Board may from time to time request, and to make copies of such books, records and other documents and to discuss the operation of the School and the School Corporation with such third persons, including, without limitation, the School Corporation's trustees, officers, employees, students, accountants, counsel, contractors and creditors, as the Board considers necessary or appropriate for the purposes of evaluating the operation and performance of the School and the School Corporation in accordance with this Agreement and the Act. The School Corporation shall, and shall cause its trustees, officers, employees and contractors to, cooperate with the Board, its staff and its agents in connection with the foregoing activities.

8.4 School Emergency. If the Board determines (i) any event or circumstance could have a material adverse effect on the operation, properties, assets, condition (financial or otherwise), prospects or reputation of the School Corporation or the School, (ii) any action or failure to act by the School Corporation could threaten the health, safety, welfare or education of the students of the School, (iii) the School Corporation has failed to act in a fiscally responsible manner, or (iv) there has been a sudden and significant decrease in enrollment at the School (each of clause (i) through (iv), a “**School Emergency**”), then the Board of Trustees, upon the request of the Board, shall meet with the Board to discuss the School Corporation’s response to such School Emergency. The School Corporation shall cooperate with the Board to resolve such School Emergency to the reasonable satisfaction of the Board.

SECTION 9. MISCELLANEOUS

9.1 Administrative Fee. The School Corporation shall pay annually to the Board, no later than November 15 of each year, the maximum amount permitted by the Act to cover the administrative responsibilities of the Board. Notwithstanding the foregoing, the Board shall not seek any remedy against the School Corporation for failure to timely pay such fee if the School Corporation shall not have received the fall allocation of its annual academic year funding from the government of the District of Columbia by such date provided that the School Corporation pays the Board such fee within 5 business days of the School Corporation’s receipt of such funding.

9.2 Assignment. This Agreement shall not be assignable by either party; provided that if the Board shall no longer have authority to charter public schools in the District of the Columbia, the Board may assign this Agreement to any entity authorized to charter or monitor public charter schools in the District of Columbia.

9.3 Definitional Provisions. Words used herein, regardless of the number and gender specifically used, shall be deemed and construed to include any other number, singular or plural, and any other gender, masculine, feminine or neuter, as the context indicates is appropriate. When a reference is made in this Agreement to an introduction, recital, section, appendix, exhibit or schedule, such reference shall be to the introduction, a recital, a section or a paragraph of, or an appendix, an exhibit or a schedule to, this Agreement unless otherwise indicated. The words “hereof”, “herein” and “hereunder” and words of similar import shall be deemed to refer to this Agreement as a whole and not to any particular provision of this Agreement. The headings contained in this Agreement are for reference purposes only and shall not affect in any way the meaning or interpretation of this Agreement. Whenever the words “include,” “includes” or “including” are used in this Agreement, they shall be deemed to be followed by the words “without limitation.” Accounting terms not expressly defined in this Agreement shall have the respective meanings given to them under generally accepted accounting principles.

9.4 Entire Agreement; Amendments. This Agreement, together with all the attachments hereto (including the Application and Accountability Plan as amended hereby), constitutes the entire agreement of the parties and all prior representations, understandings and agreements are merged herein and superseded by this Agreement. This agreement may not be amended or modified other than by a written agreement executed by the Board and the School

Corporation; provided that the Board shall have the right to require that any amendment to this Agreement changing the curriculum, instructional method, grades, student ages or management of the School that differs substantially from the curriculum, instructional method, grades, student ages or management as set forth in the Application shall occur only in accordance with the procedures set forth in the Act.

9.5 Dispute Resolution. Subject to the last sentence of this Section 9.5, neither the School Corporation nor the Board shall exercise any legal remedy with respect to any dispute arising from this Agreement without (i) first providing a notice to the other party hereto setting forth a description of the dispute and (ii) thereafter, causing representatives of the School Corporation and the Board to meet and attempt in good faith to negotiate a resolution of such dispute. Nothing contained herein shall restrict the Board's ability to terminate this Agreement and revoke the School Corporation's charter in accordance with the terms of the Act.

9.6 Notices. Unless otherwise specifically provided herein, any notice or other communication herein required or permitted to be given shall be in writing and shall be deemed to have been given when (a) delivered by hand (with written confirmation of receipt), (b) sent by telecopier (with written confirmation of receipt), provided that a copy is mailed by certified or registered mail, postage prepaid, return receipt requested, or (c) when received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses and telecopier numbers set forth below (until notice of a change thereof is delivered as provided in this Section 9.6) shall be as follows:

If to the Board:

District of Columbia Public Charter School Board
1436 U Street, NW
Suite 401
Washington, D.C. 20009
Attention: Executive Director
Telephone: (202) 328-2660
Telecopier: (202) 328-2661

If to the School Corporation:

Two Rivers Public Charter School, Inc.
622 6th Street, NE
Washington, D.C. 20002
Attention: Sarah Richardson
Telephone: (202) 546-4477
Telecopier:

9.7 Failure or Indulgence Not Waiver; Remedies Cumulative. No failure or delay on the part of the Board in the exercise of any power, right or privilege hereunder shall impair such power, right or privilege or be construed to be a waiver of any default or acquiescence therein, nor shall any single or partial exercise of any such power, right or privilege

preclude other or further exercise thereof or of any other power, right or privilege. All rights and remedies existing under this Agreement are cumulative to, and not exclusive of, any rights or remedies otherwise available.

9.8 Severability. In case any provision in or obligation under this Agreement shall be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions or obligations, shall not in any way be affected or impaired thereby.

9.9 Applicable Law. THIS AGREEMENT AND THE RIGHTS AND OBLIGATIONS OF THE PARTIES HEREUNDER SHALL BE GOVERNED BY, AND SHALL BE CONSTRUED AND ENFORCED IN ACCORDANCE WITH, THE LAWS OF THE DISTRICT OF COLUMBIA, WITHOUT REGARD TO CONFLICTS OF LAWS PRINCIPLES.

9.10 No Third Party Beneficiary. Nothing in this Agreement expressed or implied shall be construed to give any Person other than the parties hereto any legal or equitable rights under this Agreement.

9.11 Counterparts; Effectiveness. This Agreement and any amendments, waivers, consents or supplements hereto or in connection herewith may be executed in any number of counterparts and by different parties hereto in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. This Agreement shall become effective upon the execution of a counterpart hereof by each of the parties hereto and receipt by the School Corporation and the Board of written or telephonic notification of such execution and authorization of delivery thereof.

[Remainder of page intentionally left blank]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed and delivered by their respective officers thereunto duly authorized as of the date first written above.

**TWO RIVERS PUBLIC CHARTER
SCHOOL, INC.**

[REDACTED]

By: Sarah Richardson
Title: Treasurer

**DISTRICT OF COLUMBIA PUBLIC
CHARTER SCHOOL BOARD**

[REDACTED]

By: Thomas P. Johnson
Title: Chair

TABLE OF DEFINITIONS

	<u>Page</u>
Accountability Plan	6
Act	1
Affiliate	9
Agreement	1
Application	1
Authorizations	2
Board	1
Board of Education.....	6
Board of Trustees	9
Budget	11
Fiscal Year.....	11
Implementation Date	4
Interim Period.....	11
Law	7
Material Contract.....	7
Person	10
Proceedings	12
School.....	1
School Corporation.....	1
School Emergency.....	17
School Management Contract	7
School Manager.....	9
School Property	2
Termination Date.....	15

SCHEDULES

SCHEDULE I -- Maximum Enrollment

EXHIBITS

EXHIBIT A -- Application
EXHIBIT B -- Random Selection Process
EXHIBIT C -- Expulsion/Suspension Policies
EXHIBIT D -- Initial Budget
EXHIBIT E -- Key Personnel
EXHIBIT F -- Articles of Incorporation
EXHIBIT G -- Bylaws

SCHEDULE 1

SCHEDULE 1

Maximum Enrollment

Grade	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
Pre-school (3-year olds)	48	48	48	48	48
Pre-K (4-year olds)	60	60	60	60	60
Kindergarten	66	66	66	66	66
1	72	72	72	72	72
2	72	72	72	72	72
3	72	72	72	72	72
4	--	72	72	72	72
5	--	--	72	72	72
6	--	--	--	72	72
7	--	--	--	--	72
8	--	--	--	--	--
TOTAL	462	534	606	678	750

CERTIFICATE OF SECRETARY

CERTIFICATE OF THE SECRETARY
OF
TWO RIVERS

I, Michael Skinner, hereby certify that I am the duly elected, qualified and acting Secretary of Two Rivers, a District of Columbia non-profit corporation (the "**Corporation**"), and do hereby further certify that:

(a) Attached to the Charter School Agreement between the Corporation and the District of Columbia Public Charter School Board (the "**Agreement**") as Exhibit F thereto is a true and complete copy of the Articles of Incorporation of the Corporation, which Articles of Incorporation are in full force and effect as of the date hereof.

(b) Attached to the Agreement as Exhibit G is a true and complete copy of the bylaws of the Corporation, as in full force and effect as of the date hereof.

(c) Attached hereto as Annex A is a true and complete copy of the resolutions duly and validly adopted by the Corporation's Board of Trustees; such resolutions have not been amended, modified or rescinded in any respect and remain in full force and effect as of the date hereof; and such resolutions are the only resolutions adopted by the Corporation's Board of Trustees or by any committee thereof relating to the Agreement.

(d) Each of the persons listed below has been duly elected to and now holds the office of the Corporation below his or her name and is currently serving, and at all times since January 1, 2003 has served, in such capacity, and the signature of each such person set forth opposite his or her name is his or her true and genuine signature:

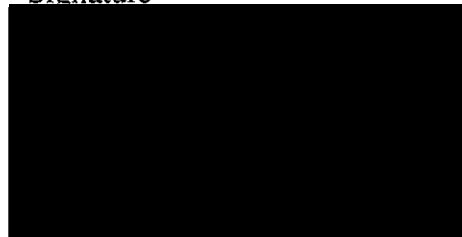
Name and Office

Signature

President

Vice-President

Treasurer



(e) Each person who, as a trustee or officer of the Corporation, signed the Agreement was, at the time or respective times of such execution and delivery of the Agreement, duly elected, qualified and acting as such trustee or officer, with authority to execute the Agreement, and the signature of each such person appearing on any such documents is his or her respective genuine signature.


December
July, 2003.

IN WITNESS WHEREOF, I have hereunto signed my name this ⁸~~14~~th day of


Name: Michael Skinner

I, Manda Kelley, Vice President of the Corporation, do hereby certify that Michael Skinner is the duly elected, qualified and acting Secretary of the Corporation, and that the signature of Michael Skinner set forth above is his true and genuine signature.

IN WITNESS WHEREOF, I have hereunto signed my name this 8th day of December, 2003.


Name: Manda Kelley

RESOLUTION

MEETING OF THE BOARD OF TRUSTEES
OF
TWO RIVERS PUBLIC CHARTER SCHOOL INC.

A meeting of the Board of Trustees of Two Rivers Public Charter School Inc. ("Two Rivers"), a non-profit corporation domiciled in the District of Columbia, was held pursuant to notice as required by its Bylaws. Rebecca Skinner served as President and Michael Skinner served as Secretary.

There was presented at the meeting a proposal to:


- (1) authorize Two Rivers to enter into the Charter Agreement with the District of Columbia Public Charter School Board ("DCPCSB"); and
- (2) authorize Rebecca Skinner, President of the Board of Trustees of Two Rivers, to enter into said Charter Agreement.

After discussion, and upon motion made and duly carried, it was

RESOLVED that Two Rivers accept and adopt the proposals to authorize Two Rivers to enter into the Charter Agreement with the DCPCSB and to authorize Rebecca Skinner, President of the Board of Trustees of Two Rivers, to enter into said Charter Agreement.

* * *

DATED: December 8, 2003


Michael Skinner
Secretary

APPROVED:


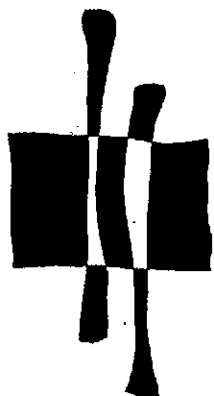

Rebecca Skinner
President

EXHIBIT A

Application

See enclosed 3-ring binder.



TWO RIVERS

PUBLIC CHARTER SCHOOL

Proposed to the DC Public Charter School Board | October 24, 2003

Contacts | Rebecca Skinner, 202-546-2101 · Sarah Richardson, 202-546-4597

Applicant Information Sheet

Request for Approval

This application is a request for approval to establish and operate a Public Charter School as provided in the District of Columbia School Reform Act of 1995.

Applicant Information

Name of Proposed Public Charter School Two Rivers Public Charter School
Name of Entity Applying for Charter Status Two Rivers Public Charter School Inc.
Address 622 6th Street NE Washington DC 20002
Contact Person Sarah Richardson Daytime Telephone 202/546-4597
FAX _____ Email toddri@starpower.net
Address 622 6th Street NE Washington DC 20002
Name of Person Authorized to Negotiate Sarah Richardson
Authorized Signature _____ Date June 2, 2003

Start-Up Information

Proposed Start-up Date: September 2004 Proposed 2004-2005 Budget Total: _____
First-Year Enrollment: From age/grade PK3 to age/grade 3 Number of students 240
Capacity Enrollment: From age/grade PK3 to age/grade 8 Number of students 500
Location of School (address or area of city) Capitol Hill

Description of Proposed Charter School and Organizational Planning

Brief Description of Proposed School (i.e., target population, curriculum, program characteristics, founding members and areas of expertise):

Two Rivers is a small parent-founded Expeditionary Learning school with a diverse student body in grades PK3 - 8.

Names of Organizations Involved in Planning (if applicable):

Name of Management Company (if applicable):

Type of Application (Check One)

- ☐ Conversion of an Existing Public School If conversion, name the school being converted.
☐ Conversion of an Existing Private School
☒ New Public Charter School Do you wish to retain the existing school site?
 ☐ Yes ☐ No

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of IDEA and Section 504 of the Rehabilitation Act of 1973? (A document explaining public charter school LEA status is available upon request.)
☒ Yes ☐ No

Table of Contents

Executive Summary	6
A. Educational Plan	8
1. Mission and Purposes of the Proposed Public Charter School	8
a. Educational Needs of the Target Student Population	8
b. Mission and Philosophy	11
c. Educational Focus	11
d. Goals	13
2. Academic Design	14
a. Student Content and Performance Standards	14
b. Curriculum	14
c. Methods of Instruction	27
d. Students with Disabilities	31
e. Strategies for Providing Intensive Academic Support	33
3. Student Performance	34
a. Student Assessment	34
b. Basis for Promotion and Graduation	35
c. Student Intervention	36
4. Support for Learning	37
a. Parent Involvement	37
b. Community Participation	38
c. School Organization and Culture	40
d. Extracurricular Activities	41
e. Safety, Order, and Student Discipline	43
f. Professional Development for Teachers, Administrators, and Other School Staff	44
g. Structure of the School Day and Year	46
B. Business Plan	49
1. Planning and Establishment	49
a. Profile of Founding Group	49
b. Planning Process	53
c. Corporate Structure and Nonprofit Status of the School	56
2. Governance and Management	56
a. Board of Trustees	56
b. Rules and Policies	63
c. Administrative Structure	63
d. School Management Contracts	66
3. Finance	66
a. Anticipated Sources of Funds	66
b. Planned Fundraising Efforts	68
c. Financial Management and Accounting	68
d. Civil Liability and Insurance	70
e. Provision for Audit	70
4. Facilities	70
a. Identification of a Site	70
b. Site Renovation	72
c. Financing Plans for Facilities	72
d. Building Maintenance	72

5. Recruiting and Marketing.....	73
a. Outreach to the Community.....	73
b. Recruitment of Students.....	73
c. Future Expansion and Improvements.....	78
C. Plan of Operation.....	80
1. Student Policies and Procedures.....	80
a. Timetable for Registering and Admitting.....	80
b. Policies and Procedures for Selection, Admission, Enrollment, Withdrawal, Suspension, and Expulsion of Students.....	81
2. Human Resource Information.....	82
a. Key Leadership Roles.....	82
b. Qualifications of School Staff.....	83
c. Staffing Plan.....	86
d. Employment Policies.....	87
e. Use of Volunteers.....	88
3. Arrangements for Meeting District and Federal Requirements.....	89
a. Health and Safety.....	89
b. Safety and Fire Codes for Buildings.....	89
c. Transportation.....	89
d. Enrollment Data.....	89
e. Maintenance and Dissemination of Student Records.....	90
f. Compulsory Attendance Laws.....	90
g. Subchapter B of the Individuals with Disabilities Act (20 U.S.C. 1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S. C. 794).....	90
h. Title I of the Improving America's School Act.....	90
i. Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia.....	90
j. Other.....	90
4. Implementation of the Charter.....	91
a. Timetable and Tasks for Implementation of Charter.....	91
b. Major Contracts Planned.....	96
c. Orientation of Parents, Teachers, and Other Community Members.....	96
d. Services Sought from the District of Columbia Public Schools.....	97
D. Public Charter School Accountability Plan.....	98
1. Goals Against Which the School's Success Will Be Judged.....	98
2. Indicators of Performance.....	99
3. Targets.....	101
4. Baseline Performance.....	101
5. Assessment Tools.....	102
6. Reporting Performance and Progress.....	104
E. Certifications.....	106
F. Budget.....	107
1. Pre-opening Expenses.....	107
2. Two-Year Operating Budget.....	107
Revenues.....	107
Expenses.....	107
3. Estimated Five-Year Budget Projections.....	108
4. Capital Budget.....	108
5. Cash Flow Projection for Year 1.....	109

Appendix 1: ELOB Core Practices
Appendix 2: ELOB Indicators of Expeditionary Learning in the Classroom
Appendix 3: ELOB Criteria of Quality for Learning Expedition Projects
Appendix 4: ELOB School Review Portfolio Guidelines
Appendix 5: ELOB Professional Development Schedules
Appendix 6: Articles of Incorporation
Appendix 7: Bylaws
Appendix 8: Assurances Form
Appendix 9: Letters of Support
Appendix 10: Examples of Two Rivers Marketing Materials
Appendix 11: School Facility Plans
Appendix 12: Demographic Analysis
Appendix 13: Scope and Sequence
Appendix 14: Draft contract with Expeditionary Learning
Appendix 15: Accountability Plan Matrix
Appendix 16: Letter of Commitment from Developer

Table of Revisions
(revisions appear in *italics* throughout the text)

Item addressed	Section(s) in which addressed and relevant page numbers
Conditions	
Diversification of Board of Trustees	Section B.2.a (pp.56-58)
Provision of after school care on early dismissal day	Section A.4.g. (pp. 47-48) and last table in Section F
Revised marketing plan	Section B.5.b (pp. 73-77)
Weaknesses	
Target population served	Section A.1.a (p. 8)
Niche of Two Rivers	Section A.1.a (p. 10)
Plans for teaching various curricula, including reading and writing	Section A.2.b (pp. 15-20, p. 22)
More detailed scope and sequence for PK – 8	Section A.2.b (p. 15) and Appendix 13
Time spent in each subject area on a weekly basis	Section A.4.g (p. 47)
Middle school curriculum	Section A.2.b (pp. 25-27)
World language curriculum	Section A.2.b (p. 22)
Addressing the needs of at-risk students	Section B.2.c (p. 65)
Diversification of the Board of Trustees	Section B.2.a (pp. 56-58)
Meeting schedule of the Board of Trustees	Section B.2.a (p. 61)
Recruitment plan for underserved populations	Section B.5.b (pp. 73-77)
Contracting of custodial services	Section F.2 (p. 108)
Contract with Expeditionary Learning	Section C.4.b (p. 96) and Appendix 14
Revised accountability plan	Section D.1 (p. 98) and Appendix 15
Other	
Letter regarding facility	Appendix 16

Executive Summary

Two Rivers Public Charter School will be a vibrant educational environment where students and staff become a community of learners on a journey of discovery. Founded by an energetic and committed group of D.C. parents, Two Rivers intends to use Expeditionary Learning Outward Bound, an educational model that emphasizes interactive, hands-on, project-based learning. The school will focus on the whole child, recognizing the importance of character education and the social-emotional needs of children while helping them achieve academic excellence. Through a diverse student body and a demonstrated commitment to service-learning, Two Rivers' students will be empowered to make positive contributions to their community and develop a strong sense of self-awareness.

Two Rivers' founders share a strong belief that all children can learn and be high achievers. The curriculum at Two Rivers will be rigorous, standards-based, and will provide opportunities for students to excel in all areas. Two Rivers' students will perform at the highest levels, preparing them for entry to the area's top high schools. The school's demanding academic program will be augmented by an integrated arts program and a content-based Spanish program. These elements will come together through learning expeditions that will allow students to incorporate and apply their classroom learning through real-world experiences.

These real-world experiences will be linked directly to service to the community. Two Rivers envisions itself as a community center, serving its immediate neighborhood and the larger D.C. community. The school intends to open its doors to organizations that will offer programs to enhance the community. Two Rivers already has established partnerships with several local organizations in partial realization of this goal.

The mission of Two Rivers is

To nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

This mission is further supported by the following guiding principles on which Two Rivers' educational philosophy is based:

1. A small, diverse student body with a low student-teacher ratio, supported by extensive parent involvement.
2. Curriculum that is integrated across disciplines and provides high academic expectations.
3. Instruction that is interactive, hands-on, and project-based.
4. Teachers who facilitate student self-discovery and critical thinking.
5. A committed, talented, caring, creative, and well-supported staff who are partners in guiding the school.
6. An emphasis on literacy, with the goal that every student will become a talented author, an adept reader, and a skilled communicator.
7. Active, engaging social studies, science, and math curricula that allow students to develop and apply skills in these areas to the world around them.
8. A strong commitment to the arts and a second language program.

9. An approach to student development that nurtures the whole child, focuses on problem solving, and helps children develop social skills and self confidence.
10. An emphasis on learning beyond the classroom supported by community involvement, service-learning, field education, and partnerships with community organizations.
11. A physical environment conducive to learning and exploring.

Two Rivers will open for the 2004-2005 school year with 240 students in grades pre-K through 3. It plans to add a grade each year until it reaches 500 students in grades pre-K through 8. Class sizes will range from 20 students in pre-K and K to 23 students in all other grades. Each class will be staffed by a certified lead teacher and an assistant teacher, ensuring low student-teacher ratios and individual student attention. The school plans to locate on Capitol Hill.

A. Educational Plan

1. Mission and Purposes of the Proposed Public Charter School

a. Educational Needs of the Target Student Population

The School

Two Rivers Public Charter School seeks to serve students from pre-K through grade 8. During the 2004-2005 school year, Two Rivers will serve students in grades pre-K through 3, adding an additional grade each year until the 2009-2010 school year when Two Rivers will serve grades pre-K through 8. Each grade will have two classes with an average of 23 students per class in grades K - 8. At the pre-kindergarten level, Two Rivers will have three classes—one pre-kindergarten class with twelve 3-year old students and two pre-kindergarten classes with 20 students each for 4-year olds. Thus, Two River's initial enrollment will be about 240 students growing to about 500 students during the 2009-2010 school year.

Target Student Population

Two Rivers *will actively recruit* a student population of all races and ethnicities and income levels, whose parents are seeking an academically challenging program with innovative teaching methods, a diverse student body, and an environment that is highly responsive to parent involvement. *Two Rivers primarily will target three groups of students: (1) those living on Capitol Hill; (2) those living in other areas of Ward 6 and in areas adjacent to Ward 6 that have relatively easy access to Capitol Hill via public transportation; and (3) Spanish-speaking students primarily from Wards 1 and 4, in or near the Mount Pleasant and Columbia Heights areas.* By targeting these student populations, Two Rivers will be focusing its recruiting efforts on a racially and economically diverse population. Two Rivers expects to enroll a student body that reflects the larger DCPS population, including students with disabilities, second-language learners, and students that are performing significantly above or below grade level. The instructional approach, school structures, and focus on community will ensure that these students meet high academic standards and experience joy in learning.

D.C. parents are looking for academically successful programs to challenge their children. In addition, many parents, like the Two Rivers founders, also want to send their children to a school that reflects their community, city, and world in terms of racial, ethnic, and economic diversity.¹ While there is some limited choice in schools, the parents founding Two Rivers have observed that the demand for schools that are racially, ethnically, and economically diverse as well as academically challenging far outstrips the supply of those schools. Two Rivers intends to help meet this identified educational need.

Educational Needs

Two Rivers will join a handful of public schools that are highly sought after because of their diversity and academic performance. Among DCPS schools, only five have relatively diverse student bodies and Stanford-9 mean scores in the top 15 among elementary schools in the city. For these five schools there were 75 out-of-boundary slots available and 724 requests, indicating that these schools are unable to meet their enrollment demand. None of these schools are in the eastern half of Washington, D.C., the primary market area for Two Rivers.

Oyster Elementary, one of the five diverse, high-performing DCPS schools, and one public charter school, Capital City PCS, are the two schools Two Rivers has identified as models

because of their innovative teaching methods, diverse student bodies, and promising academic performance.

Oyster Elementary School is a diverse and academically high performing DCPS school. It has implemented a non-standard curriculum, offering a dual-language immersion program in English and Spanish that aims to have a student population that is 50 percent native Spanish speakers and 50 percent native English speakers. Fifty percent of its students are Latino, 25 percent are African-American, and 25 percent are white-non-Hispanic. The demand for Oyster far exceeds available openings. For the 2003-2004 school year, Oyster had no openings and 113 requests for out-of-boundary students in its pre-K through grade 6 classes.² The founders of Two Rivers believe the demand is even greater for Oyster. Parents who live out-of-boundary for Oyster, including those with children currently in the school, have been discouraged from submitting applications for new students because the school currently exceeds its capacity.

Capital City Public Charter School uses the Expeditionary Learning Outward Bound method of instruction; the same model selected by Two Rivers. It serves a student population that is 50 percent free- or reduced-price lunch eligible, with a demographic mix of students that is approximately 25 percent Hispanic, 25 percent white, and 50 percent African-American. Capital City maintains a waiting list of over 300 students, most of whom who will never be accommodated, as the school does not intend to expand beyond one class per grade pre-K through 8.³ For the 2003-2004 school year, Capital City received 109 applications for 9 openings in its pre-K class, and maintains waiting lists of 15 to 40 students for each of the higher grades.⁴

Oyster and Capital City share three common elements that Two Rivers plans to emulate: (1) they are well situated for attracting a diverse student body; (2) they have implemented non-standard curricula or instructional approaches that appeal to a broad range of parents and students; and (3) they have high levels of parental involvement in the schools. Like these two schools, Two Rivers is (1) locating in a neighborhood with racial and economic diversity, Capitol Hill; (2) using a comprehensive school model, Expeditionary Learning Outward Bound, that has proven successful in urban school settings and has broad appeal for parents and students as evidenced by Capital City's waiting list; and (3) is parent founded and will emphasize parent involvement in the school.

Physical location matters a great deal in creating a diverse school. It is essential that the neighborhood itself have some degree of diversity in order for a school, even if it draws citywide, to attract and retain a diverse student body. Capitol Hill offers such a location. It is a neighborhood that is racially and economically diverse and a place where middle-income and lower-income families citywide have demonstrated a consistent level of comfort in sending their children to public schools.

Through a combination of DCPS, public charter schools, and private schools, Capitol Hill is emerging as a citywide campus of educational opportunity. Two Rivers estimates that DCPS schools alone draw at least 40 percent⁵ of their students from neighborhoods outside of Capitol Hill. Many Capitol Hill DCPS schools enroll 70 to 80 percent of their students from other neighborhoods.

Capitol Hill is currently home to seven DCPS elementary schools with 2,763 students, one DCPS middle school (Stuart-Hobson) with an enrollment of 392 students, and one DCPS Jr. High school (Hine) with an enrollment of 658 students. Capitol Hill also houses public charter

elementary and middle schools, including Friendship-Edison Chamberlain Elementary, Friendship-Edison Blow-Pierce Junior Academy, KIPP-D.C. Academy, Options, Sasha Bruce, and Tree of Life. Chamberlain and Tree of Life are the only elementary schools. Chamberlain has over 800 students while Tree of Life has 200 students.

Non-public school options on Capitol Hill include the Capitol Hill Day School and several parochial schools. The Capitol Hill Day School enrolls fewer than 200 students, with one class per grade pre-K through 8. The largest parochial school on the Hill, St. Peter's, enrolls approximately 230 students pre-K through grade 8. Tuition at Capitol Hill Day is \$14,650 plus additional fees;⁶ tuition at St. Peter's is approximately half of Capitol Hill Day for non-Catholics and approximately \$4,500 per year for in-parish students. In recent years, St. Peter's has had such tremendous demand for its program that it has had few, if any, spaces available for students who were not registered members of Capitol Hill Catholic Churches.

Among the public schools on Capitol Hill, only Brent Elementary and the Cluster Schools (i.e., Peabody, Watkins, and Stuart-Hobson) have moderately diverse student populations as measured by race and income. None of the DCPS elementary schools located in Capitol Hill are among the top 15 schools as measured by mean 2002 Stanford-9 Reading and Math scores.

Although not among the top 15 on the Stanford-9, there is substantial demand for the programs offered at the Capitol Hill Cluster Schools and other Capitol Hill schools as evidenced by the demand for out-of-boundary openings for the 2003-2004 school year described on Table 1. Clearly the demand for schools in the Capitol Hill area far exceeds available openings.

Table 1. Out-of-boundary requests for the 2003-2004 school year for selected Capitol Hill public schools

School	Available out-of-boundary openings	Number of out-of-boundary requests	Percent of out-of-boundary requests met
Peabody	86	134	64.2%
Watkins ES	10	80	12.5%
Maury ES	4	34	11.8%
Brent ES	52	88	59.1%
Stuart-Hobson MS	10	283	3.5%
Hine JHS	60	330	18.2%
TOTAL	222	949	23.4%

Source: District of Columbia Public Schools, lottery results.

Meeting a Need

As outlined above, there is a clear need and desire for a public school that focuses on high student achievement in a truly diverse learning environment. The demand for the few DCPS and public charter schools offering a diverse and successful learning environment far exceeds the supply. Two Rivers will help satisfy some of that unmet demand. The founding members of Two Rivers believe that all children have something to offer and something to learn from their community and each other. By actively recruiting students that are both racially and economically diverse and using a well-recognized social curriculum and Expeditionary Learning Outward Bound, Two Rivers will create an atmosphere in which children respect and learn from their differences.

b. Mission and Philosophy

Two Rivers mission is:

To nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

This mission is further supported by the following guiding principles on which Two Rivers' educational philosophy is based:

1. A small, diverse student body with a low student-teacher ratio, supported by extensive parent involvement.
2. Curriculum that is integrated across disciplines and provides high academic expectations.
3. Instruction that is interactive, hands-on, and project-based.
4. Teachers who facilitate student self-discovery and critical thinking.
5. A committed, talented, caring, creative, and well-supported staff who are partners in guiding the school.
6. An emphasis on literacy, with the goal that every student will become a talented author, an adept reader, and a skilled communicator.
7. Active, engaging social studies, science, and math curricula that allow students to develop and apply skills in these areas to the world around them.
8. A strong commitment to the arts and a second language program.
9. An approach to student development that nurtures the whole child, focuses on problem solving, and helps children develop social skills and self confidence.
10. An emphasis on learning beyond the classroom supported by community involvement, service-learning, field education, and partnerships with community organizations.
11. A physical environment conducive to learning and exploring.

Two Rivers has structured its educational and character development programs to encompass the guiding principles to achieve its stated mission. Fundamental to Two Rivers is a strong belief that all children can learn and be high achievers in a supportive environment focused on educating the whole child and based on high expectations. Two Rivers has purposefully selected a method of instruction, Expeditionary Learning, that emphasizes the achievement of all students and is based on a belief that individual success is directly related to group success. The Expeditionary Learning model also provides students with meaningful and authentic experiences by linking classroom learning to real world experiences and related skill building opportunities, making learning relevant to all students. The diverse community of learners at Two Rivers will be expected to work together to identify community needs and implement solutions to community problems, linking this service back to academics through service-learning.

c. Educational Focus

Two Rivers plans to serve a diverse student body ranging from pre-kindergarten through 8th grade. Its mission and educational philosophy will be realized through several components that strategically address both academics and character development in an integrated and complementary fashion. Two Rivers will use the Expeditionary Learning method of instruction, include a strong focus on character development and service, and develop a challenging, standards-based curriculum that is directly aligned with its mission and educational philosophy.

Expeditionary Learning Outward Bound

All aspects of Two Rivers' educational philosophy are incorporated in the Expeditionary Learning model that forms the basis of its method of instruction. Expeditionary Learning was developed by a group of Harvard educators during the early 1990s, incorporating the principles and philosophy of Outward Bound, founded by Kurt Hahn in 1941. It includes specific materials and training for schools in urban areas, schools in high poverty areas, and schools with significant numbers of English language learners or special education students, and has been successfully implemented in numerous schools in each of these categories. The model was one of 12 models chosen by New American Schools to develop and evaluate as a comprehensive school reform model. It was also one of 17 models specifically mentioned in the Obey-Porter Comprehensive School Reform Demonstration Program legislation in 1998. Expeditionary Learning is currently being implemented in 131 schools nationwide and, based on numerous independent evaluations, has been shown to improve student achievement.

Expeditionary Learning is based on 10 design principles and five core practices embodied in each aspect of the school. Learning is, at its heart, an expedition into the unknown in which personal experience and intellectual growth promote self-discovery and construct knowledge. Children must be guided through this journey with care, compassion, and respect for their diverse learning styles, backgrounds, and needs. By addressing individual differences, educators can substantially increase the potential for learning and creativity of each student. The instructional practices in Expeditionary Learning schools engage children's natural passion for learning to develop their curiosity, knowledge, skills, and courage to imagine and work toward a better world.

Character Development and Service

Promoting student social and personal growth and tolerance for others is a priority at Two Rivers. In addition to holding students to high academic standards, Two Rivers expects students to be kind and responsible individuals who understand the impact that they have on other people and on their community. Students will be taught to be problem solvers who are able to generate appropriate solutions to problems and use them to make good choices. Additionally, students will be taught to advocate for themselves and for others, and recognize that they can be resilient and responsible leaders.

Character development will be approached using three strategies to ensure that all children thrive in terms of their social and emotional growth. Two Rivers will employ the Responsive Classroom approach to teaching used by DCPS schools and many schools using Expeditionary Learning. In addition, Two Rivers will have a full-time counselor on staff to counsel and support students. Last, Two Rivers will emphasize community service and service-learning throughout the curriculum.

Curriculum

Two Rivers curriculum will focus heavily on literacy, reading, and writing skills; math skills; and science and social studies knowledge, basing teaching and learning on the D.C. content and performance standards. The Expeditionary Learning model is designed specifically to focus on student literacy and to integrate skills from all subject areas into learning expeditions, providing students with project-based, hands-on learning opportunities to apply what they have learned in the classroom.

In addition, Two Rivers will integrate a focus on the arts and foreign languages throughout the curriculum through learning expeditions and regular classroom work. Students at all grade levels

will regularly participate in the arts curriculum, linking the visual arts, performing arts, and music to learning expeditions. All students will also receive Spanish instruction using the Foreign Language in Elementary School curriculum, a content-based approach to teaching Spanish. Students will participate in two Spanish classes a week and participate in several other activities conducted in Spanish, such as read-alouds, physical education, and activities connected to learning expeditions.

d. Goals

Accountability for student learning, teacher performance, and school operations is a priority for Two Rivers. It is particularly pronounced given the fact that most of the founding members are parents that demand a high level of accountability if they are going to consider sending their children to Two Rivers. The goals against which the school will be judged have been developed based on goals and targets developed by Expeditionary Learning, as well as goals developed based on discussions with founding members and a critical analysis of how Two Rivers can demonstrate that it is adhering to its mission. The specific benchmarks and targets related to these goals are detailed in Section D. The goals for Two Rivers include:

Goal 1: Learning Expeditions and Student Achievement

- To implement learning expeditions—long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork, service, and adventure—as the foundation of teaching and learning;
- To expect and attain high levels of student achievement, critical and creative thinking, effective communication skills, and character development, and to develop a sense of joy in learning;
- To demonstrate consistently high expectations, teamwork, sense of adventure, respect for diversity, and high quality work in the classroom, in the larger school community, and in the community-at-large;
- To increase student test scores from year to year, so that students are performing at or above grade level in reading and mathematics, and at comparable levels with students in area private schools, suburban public schools, and DCPS schools; and
- To prepare graduates for the area's top public and private high schools.

Goal 2: Reflection, Critique, and Assessment

- To use diagnostic, formative, and summative assessments to evaluate student performance and inform curricular and instructional practices;
- To promote inquiry and innovation in a culture of reflection, critique, revision, and collaboration; and
- To use portfolio assessment to demonstrate students' knowledge, skills, and character, and as a means of understanding curriculum and instructional practice.

Goal 3: School Culture

- To promote a culture of high expectations, collaboration, service, and respect for diversity;
- To create a student-centered environment focused on the whole child;
- To demonstrate the character values of responsibility, compassion, discipline, integrity, and courage in the classroom, in the larger school community, and in the community-at-large; and
- To foster family and community participation.

Goal 4: School Structures

- To create a community of professionals dedicated to personal growth through learning and the sharing of expertise;

- To create a flexible school environment that supports creative student grouping, innovative use of instructional time, and common staff planning time;
- To create a school that is diverse by design; and
- To engage all members of the community in continuous improvement through a system of shared decision-making, a culture of revision, and ongoing school review.

Goal 5: School Review

- To involve staff, students, and parents in a collaborative community of reflective learners engaged in ongoing assessment, planning, and action to improve teaching and learning;
- To regularly collect and analyze data to assess progress toward a common vision, set improvement goals, and develop a comprehensive school improvement plan; and
- To conduct an extensive annual school review.

Goal 6: Business Operations

- To develop a stable student enrollment with high rates of student retention;
- To expand access continuously to funding sources from the government, corporate, and foundation sectors;
- To make careful financial decision that further the mission of the school;
- To have a clean audit and balanced budget; and
- To participate in the larger charter school community.

2. Academic Design

a. Student Content and Performance Standards

Two Rivers will base its content and performance standards on those developed by D.C., enhancing them with national standards and other high-quality standards. D.C. standards were developed by experts in each area and generally received high marks from the Fordham Foundation in its national examination of state content and performance standards.

The D.C. standards will provide teachers with a concrete framework within which to teach. Two Rivers will align the D.C. standards with learning expeditions and other instruction, ensuring a sound educational experience for all students. In discussing student content and performance standards, Two Rivers' founding members with expertise in curriculum and instruction reviewed available national standards and standards for several states, including D.C., Maryland, Virginia, New Jersey, and New York. In addition, the New Standards were examined, as were those associated with Modern Red Schoolhouse and other school reform models.

The D.C. standards have been used successfully by Capital City PCS in developing its educational program for learners of all abilities, including students with disabilities, ESL students, and gifted students. Based on Capital City's experiences and guidance provided by Expeditionary Learning, Two Rivers is confident that basing its standards on those created by D.C. will provide students with a challenging, high-quality education.

Through its implementation of the Expeditionary Learning and Responsive Classroom models, Two Rivers will also be using a series of non-academic standards focused on character development. Two Rivers believes that emphasizing character development in ways that can be evaluated is critical to developing responsible, compassionate, and involved members of society.

b. Curriculum

Two Rivers' curriculum will emphasize literacy, mathematics, and the arts along with its character education program. All areas of the curriculum will be integrated across disciplines and

connected to hands-on, project-based learning through the Expeditionary Learning model of instruction. *In addition to the information provided below about the curriculum for each subject area, Appendix 13 contains detailed scope and sequence charts for these areas.*

Language Arts

Teaching students to read successfully and comprehend written material; write, speak, and listen; and enjoy these processes is one of Two Rivers' most critical jobs. The school is developing a comprehensive approach to language arts instruction that is based on scientific research, best practices, and the D.C. standards. In selecting an approach to language arts, the Two Rivers curriculum committee has consulted with experts in the field, reviewed current research, and studied the programs in use at other local schools. Two Rivers' founders have determined that the school will use the balanced literacy approach to language arts instruction. Balanced literacy enables teachers to meet the needs of all learners through a flexible and research-based approach. It encourages whole-group, small group, and independent instruction and supports learners at their instructional level.

Through balanced literacy, students will develop skills in each of the following areas, as outlined in the D.C. standards for language arts:

- **Language as meaning making/mechanics of reading:** Students will learn the mechanics of reading, including phonemic awareness, word identification, decoding, spelling, fluency, grammar, dictionary and other reference use, figurative language, main idea, and identification of themes;
- **Language as literature/reading comprehension:** Students will learn to comprehend written material through a variety of media, including stories, poetry, folk tales, letters, nonfiction, and chapter books, and will learn to discern literary devices and qualities of different literary genres;
- **Language for research and inquiry/writing:** Students will learn the mechanics of writing, including letter formation, sentence formation, development of paragraphs, organization of written work, and grammar, as well as the ability to use the writing process, write for different purposes, evaluate written work, and access and retrieve information;
- **Language for social communication/listening and speaking:** Students will learn to follow directions, speak in complete sentences, ask questions, summarize orally presented material, be part of an audience, participate in group discussions, make oral presentations, conduct interviews, evaluate presentations, and deliver speeches; and
- **Technology integration:** Students will become familiar with computers and other technological aides, will learn to keyboard, and will effectively use word processing programs, databases, publishing programs, the Internet, digital photography and video production to support learning.

Although literacy will be integrated across all subject areas, students at Two Rivers will receive a minimum of 90 minutes per day of explicit instruction in language arts. Each day, students will address each of the aforementioned areas, the mechanics of reading, reading comprehension, writing, listening and speaking, and technology integration. Details about how these areas will be implemented follow.

Language As Meaning Making and As Literature: Teaching Reading and Comprehension

Balanced literacy is an approach that encompasses a variety of instructional strategies to teach reading, including read aloud/modelled reading, shared reading, interactive reading, guided

reading, and independent reading. Two Rivers has built time into every day for read aloud/modeled reading and independent reading. Shared reading, interactive reading, and guided reading will be included in the daily language arts block as well as throughout the curriculum. Strategies that Two Rivers will use in these areas include student-authored books, literature extension activities, literature study groups, partner reading, student-led book clubs, literature circles, and peer tutoring.

The National Reading Panel, which was established by Congress in 1997 in order to determine the effectiveness of different reading programs, concluded in its final report that "learning to read requires a combination of skills, including phonics, phonemic awareness, fluency, and text reading comprehension skills." The panel determined that effective reading instruction includes teaching children to break apart and manipulate the sounds in words (phonemic awareness), teaching them that these sounds are represented by letters of the alphabet which can then be blended together to form words (phonics), having them practice what they have learned by reading aloud with guidance and feedback (guided oral reading), and applying reading comprehension strategies to guide and improve reading comprehension.

While balanced literacy includes the combination of strategies recommended by the National Reading Panel, it does not prescribe the program by which schools should teach each of these individual strategies. Two Rivers plans to do further research into individual programs that teach phonics and phonemic awareness before selecting such a program. Two Rivers' founders have determined, however, that the school will use a nationally-recognized, research-based approach to teaching phonics and phonemic awareness. *Two Rivers is currently examining reading programs offered by Houghton Mifflin (Reading and Invitations to Literacy), SRA/McGraw Hill (Open Court), and Cunningham and Hall (Month by Month Phonics as part of the 4-Blocks Literacy Model).* These three reading programs all offer explicit instruction in phonemic awareness and letter knowledge, which have been identified as the two best predictors of how children will learn to read. *Two Rivers is consulting with other Expeditionary Learning schools to discuss which of these programs will best integrate strong literacy instruction with Expeditionary Learning.*

Language For Research And Inquiry: Teaching Writing

Balanced literacy includes a variety of instructional strategies to teach writing, including write aloud/modeled writing, shared writing, interactive writing, guided writing, and independent writing. *Write aloud/modeled writing consists of the teacher leading the class to compose pieces, a strategy that can easily be adapted to support other curricular areas. Shared writing includes students writing with partners or pairs, a strategy that utilizes the diverse learning styles present in each Two Rivers classroom and allows for student interaction. Through interactive writing, teachers and students work together to produce stories, poems, reports, plays, and other pieces. While this strategy will be explicitly taught during language arts, it will be used frequently in other subjects. Guided writing, where students compose written work with teacher support and prompts, will provide scaffolding for students' emerging skills. Finally, independent writing will allow students to implement and integrate all of the skills they have developed in writing. Students will utilize rubrics to guide and assess their own and one another's products. All aspects of writing will be taught in the context of the writing workshop, which utilizes mini-lessons and process writing. Two Rivers has built time into every day for independent writing, through the use of a daily journal and modeled writing during Morning Meeting for modeled writing. Shared writing, interactive writing, and guided writing will be included in the daily language arts block as well as throughout the curriculum. Strategies that Two Rivers will use in*

these areas include mini-lessons, partner writing, shared writing experiences, writing workshop, literature logs, and peer letters and messages.

In a report released in April, 2003, "The Neglected 'R': The Need for a Writing Revolution," experts concluded that writing is the most neglected of the "three R's." According to the report, "American education will never realize its potential as an engine of opportunity and economic growth until a writing revolution puts language and communication in their proper place in the classroom."⁸ Two Rivers has a strong commitment to helping students become talented authors and intends to support writing through direct writing instruction and integrating high standards for written work throughout the curriculum.

While balanced literacy includes a combination of strategies that comprise a strong writing program, it does not prescribe the program by which a school should teach each of these individual strategies. Two Rivers' founders have determined, however, that the school will use a nationally-recognized, research-based approach to teaching writing. *Two Rivers' founders have determined that the school will use process writing and the writing workshop. The school is currently reviewing materials from the 4-Blocks Literacy Model to implement this approach. The 4-Blocks Model has been recommended by Lucy McCormick Calkins, a pioneer in the teaching of writing.*

A Community of Talented Authors, Adept Readers, and Skilled Communicators

One of Two Rivers' core principles is "an emphasis on literacy, with the goal that every student will become a talented author, an adept reader, and a skilled communicator." Staff at Two Rivers will encourage, support, and celebrate the role of reading, writing, listening, and speaking throughout every aspect of the curriculum. Learning expeditions present a unique opportunity for students to use their skills in these areas to complete projects and to apply these skills in authentic ways. The balanced literacy approach complements Expeditionary Learning, as Expeditionary Learning emphasizes the use of language arts to record, learn, express, and understand the subjects on which learning expeditions are focused. One of the hallmarks of the Expeditionary Learning model is providing students with numerous opportunities to apply reading and writing skills to real-life contexts. Student reading will be based to a large extent on topics being explored through learning expeditions. This contributes to high academic achievement through the contextualization of information. Expeditionary Learning also places a tremendous emphasis on literacy, providing a great deal of professional development in this area. The professional development provided by Expeditionary Learning will be customized to align with Two Rivers' balanced literacy approach to language arts.

Mathematics

In keeping with the Expeditionary Learning model, Two Rivers' approach to the mathematics curriculum will focus on inquiry-based experiential learning. Students will develop their mathematical knowledge and skills through hands-on projects, allowing them to build on previous experiences and to make meaningful connections to mathematics in their lives. Specifically, math will be taught as a component of the learning expeditions and independently as a separate subject using Everyday Mathematics to ensure development of skills across the strands outlined in the D.C. content standards and those recommended by the National Council of Teachers of Mathematics.

Mathematics will be naturally integrated into the classroom expeditions. There are a number of opportunities for students to use specific math skills when given meaningful tasks. For example, if 1st grade students develop a garden as a part of an expedition exploring the life cycle of plants,

they will have the opportunity to use geometry concepts to construct the garden, budget concepts to purchase materials, and measurement and statistics concepts to chart plant growth.

While math will be an integral part of learning expeditions, Two Rivers plans to adopt the K- 6 Everyday Mathematics program developed by SRA/McGraw Hill to ensure complete coverage of all relevant standards. This curriculum aligns with the Expeditionary Learning model by giving students opportunities to construct their understanding of mathematics and acquire skills through meaningful experiences, and has been used successfully by other Expeditionary Learning schools. In addition, Everyday Mathematics allows students to build on their previous experience with mathematical concepts in developing their understanding of mathematics. Consequently, students will make connections and learn in ways that are consistent with Two Rivers' mission and philosophy.

Everyday Mathematics also provides a number of resources that will ensure that each of the standards is addressed. In particular, it has been aligned with the national standards developed by NCTM and provides materials for work in each of the strands identified in the D.C. standards at each grade level. For example, in helping first graders develop their understanding of addition and probability, there is an Everyday Mathematics lesson in which students investigate sums generated by rolling dice. In this activity, the students roll the dice, add the sums, and record the results. This type of lesson gives the students opportunities to practice addition, develop a chart or graph, make predictions, and discuss outcomes, which can then be applied to the further development of their mathematical knowledge and skills.

Technology will be integrated regularly as part of the math curriculum. In particular, calculators will be used to extend and enhance explorations in mathematics. Calculators will not be used, however, as a crutch for learning basic computation. In addition, students will be able to use computers as a resource for practicing math concepts through various computer software programs and the Internet.

Science

Two Rivers' science program will address the D.C. content and performance standards, while taking advantage of local resources. The curriculum will focus on *six* areas:

1. Science as Inquiry

- *Inquiry and problem solving*
- *Critical thinking*
- *Applications of science*
- *Technology*
- *History of science*

2. Life Science

- *Matter, energy, and organization in living systems*
- *Diversity and biological evolution*
- *Reproduction and heredity*

3. Earth and Space Science

- *Earth's properties and materials*
- *Atmosphere and water*
- *Processes that shape the Earth*
- *How we study the Earth*
- *Earth, moon, sun system*

- *Solar System*
- *Stars*
- *Galaxies and Universe*
- 4. *Physical Science*
 - *Structure and properties of matter*
 - *Chemical reactions*
 - *Motion and forces*
 - *Energy transformation*
- 5. *Personal and Social Perspectives*
 - *Personal health*
 - *Cultural contributions*
 - *Historical perspectives*
- 6. *Environmental Science*
 - *Changes in environments*
 - *Natural systems, interactions, and interdependence of organisms*
 - *Human interactions and impact*

Two Rivers' curriculum will support teaching and learning that emphasizes authenticity, inquiry, critical thinking, and original student creation. Science will be woven throughout the curriculum through learning expeditions. Through expeditions, students will be engaged in activities that encourage the use of basic scientific thinking skills and the scientific method. Learning expeditions will incorporate hands-on, inquiry-based science activities that meet the D.C. science standards. For example, through learning expeditions, students will participate in an environmental education component, organized around age-appropriate trips to do fieldwork that will intertwine with the principles of Expeditionary Learning and take advantage of organizations in the local area involved in environmental issues.

Two Rivers will also use science talks throughout learning expeditions as both a discussion and reflection tool. Science talks are discussions about "big" questions. As a technique which is suitable for any grade level, science talks are a valuable assessment tool and help teachers determine the depth of students' understanding of a concept. They also provide opportunities for students to think like scientists: to wonder about, hypothesize, and talk about how things work; and discuss the origins of phenomena and the essence of things. Science talks provide a window on students' thinking. They can help teachers develop a clear picture of what students really know, their grasp of scientific vocabulary, as well as any gaps in their knowledge. Teachers use their observations to then make accurate diagnoses and plan hands-on activities, fieldwork, and experiments to address students' misconceptions, questions, and hypotheses. Students will engage in these activities because they want to check their hypotheses and expand their knowledge of science. Science talks foster students' curiosity and motivate them to work harder and to conduct investigations. Students also learn to acknowledge others' remarks and opinions, as well as to take turns and listen thoughtfully.

Two Rivers plans to convene a panel of experts in fall 2003 to determine which supporting texts best meet the science needs of Two Rivers. Texts will be used to structure learning expeditions and ensure content is well-aligned with D.C. standards. Two Rivers is currently considering using the *Images* series produced by Houghton-Mifflin as a science text. *Images* focus on a particular topic and provide information about the topic through fiction and non-fiction writing. These texts have been used successfully by other Expeditionary Learning schools.

Social Studies

The social studies curriculum, along with the science curriculum, will be the driving force of the learning expeditions at Two Rivers. By developing expeditions around social studies and science content, Two Rivers will simultaneously meet the D.C. standards and allow students to develop their skills within meaningful contexts.

Within the social studies curriculum, students will develop the essential skills for becoming active members of their communities and as a foundation of knowledge that they will be able to apply throughout their lives. In particular, they will develop skills in the following areas:

1. Chronological and Spatial Thinking

- *Interpreting and constructing time lines*
- *Placing key events and people in historical era in chronological sequence*
- *Application of time-related terms (e.g. Past, present, future, decade, century, generation)*
- *Explaining how the present is connected to the past*
- *Identifying similarities and differences between time periods*
- *Using map and globe skills (identifying locations, using legend, scale, symbolic representations)*
- *Judging significance of location (e.g. Proximity to harbor, on trade routes) and analyzing advantages or disadvantages over time*
- *Using maps and documents to identify physical and cultural features of areas and explaining the historical migration of people, expansion and disintegration of empires, and growth of economic systems*

2. Research, Evidence, and Point of View

- *Differentiating between primary and secondary sources, assessing their credibility, and drawing conclusions from them*
- *Posing relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, artworks, architecture*
- *Distinguishing fact from fiction*
- *Distinguishing relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories*
- *Detecting different historical points of view and determining context in which historical statements were made*

3. Historical Interpretation

- *Summarizing the key events of era studied and explaining historical context of events*
- *Explaining central issues and problems from the past*
- *Identifying human and physical characteristics of places studied*
- *Identifying and interpreting the multiple causes and effects of historical events and understanding their correlation*
- *Examining patterns in history and explaining their emergence*
- *Recognizing the role of chance, oversight, error in history and how interpretations are subject to change as new information is uncovered*
- *Interpreting basic indicators of economic performance and conducting cost-benefit analysis of historical and current events and political issues*

As stated above, social studies will be one of the driving forces of learning expeditions at Two Rivers. Consequently, students will be able to take active roles in exploring and learning about

their communities. Social studies learning expeditions will be composed of hands-on inquiry-based explorations of history, geography, civics, and economics with components of language arts, mathematics, and other subject areas integrated into the overarching social studies related theme. In planning these expeditions, Two Rivers plans to use a number of the many resources available in the greater D.C. community to help students make connections to the world around them. For example, Two Rivers has already spoken with the Library of Congress about developing projects that use the Library's vast array of resources.

Two Rivers also plans to convene a panel of experts in fall 2003 to determine which supporting texts best meet the social studies needs of the school. Texts will be used to structure learning expeditions and ensure content is well-aligned with D.C. standards. Two Rivers is currently considering using the aforementioned *Images* series for social studies as well as science, as other Expeditionary Learning schools have used these texts successfully in combination with learning expeditions.

Foreign Language

Two Rivers intends to incorporate foreign language instruction into its curriculum for all grade levels (pre-K through 8). Spanish will initially be the only foreign language taught, but other languages may be added to the curriculum as the school expands. Two Rivers will open with two full-time Spanish teachers, who will also have the skills required to teach English as a Second Language (ESL) classes, as needed. The two teachers will have the following skills:

- Fluency in the target language and understanding of the target language cultures;
- Background in foreign language methodology and experience teaching languages to children; and
- Background and/or training in the curriculum and philosophy of the school (i.e. Expeditionary Learning and Responsive Classroom).

Two Rivers has researched a variety of foreign language instruction models, consulted with experts in the field, and decided to use the content-related Foreign Language in Elementary School (FLES) approach. Content-based programs are those in which one or more subjects are taught in the foreign language. Content-related FLES allows students to learn foreign languages in an integrated, authentic way that helps students make connections. In a recent study of model early foreign language programs, a focus on content was noted as a key element across successful programs.⁹

At Two Rivers, FLES will be integrated with the Expeditionary Learning and Responsive Classroom models through the use of mini-expeditions and experiential learning activities. Spanish teachers at Two Rivers will work closely with other teachers to develop a language curriculum that will incorporate Expeditionary Learning and Responsive Classroom content and methodology appropriate to each grade level.

By adopting content-related FLES, Two Rivers will provide Spanish instruction that allows students to experience the language and its culture through tactile and visual learning activities. The Spanish language curriculum will mirror and reinforce concepts learned in subject-area classes, such as mathematics, social studies, and science. The teaching approach will be theme-based and integrative. Overall, students will attend two Spanish classes each week and will participate in content classes co-taught by the Spanish teacher 2-3 days per week. In this way, students will have daily instruction and participation in a foreign language.

As per the National Standards for World Languages, comprehensive Spanish instruction includes five components:

- *Communication: using language to interpret the meaning of others and to express thoughts and feelings*
- *Cultures: using cultural knowledge to interpret the behavior of speakers and to tailor one's own behavior*
- *Connections: using language skills to reinforce, extend, or enrich learning in other discipline*
- *Comparisons: understanding the differences and similarities among cultures)*
- *Communities: using language and cultural knowledge to interact with the multilingual community in which one lives*

Two Rivers believes that an effective world language curriculum is student centered, in that students are actively engaged in using the language by interacting with each other and the teacher, and by communicating about things that have meaning to them. Understanding of other cultures further promotes tolerance and acceptance of others.

With a significant and growing Spanish-speaking population in the D.C. area and in the U.S., Two Rivers believes that students should be able to converse in Spanish and have an understanding of Spanish culture. By teaching Spanish in classes outside of the traditional Spanish class, such as PE and art classes, students have the opportunity to learn how Spanish is used across situations and communities; thereby, reinforcing and furthering their knowledge of other disciplines through the foreign language. By integrating Spanish into the Expeditionary Learning model, Two Rivers' students will gain valuable insight into other cultures and ways of life. Additionally, students will have the opportunity to express thoughts and feelings, exchange opinions, and learn other valuable life skills, while mastering a foreign language.

English as a Second Language

Two Rivers strives to enroll a diverse student population, including students who speak English as a Second Language (ESL). ESL students require specialized instruction to ensure that they learn English, access the curriculum, and achieve at high levels. The professional association, Teachers of English to Speakers of Other Languages (TESOL) developed three key standards for ESL learners:

- To use English to communicate in social settings
- To use English to achieve academically and in all content areas
- To use English in socially and culturally appropriate ways.

Two Rivers intends to develop an ESL program based on methods that research has demonstrated help students meet the above standards, including setting high expectations for ESL students, implementing an integrated curriculum, using cooperative learning, providing staff members fluent in Spanish (and other languages as the need arises), helping ESL students become independent learners, utilizing looping and other strategies that help students develop relationships with staff, and consistently focusing on the acquisition of English literacy.¹⁰ This program will be facilitated by two bilingual/ESL specialists who will have training in linguistics, second language acquisition, language pedagogy, methodology, materials development, testing, research, curriculum design, program development, and cross-cultural communication.

Classroom teachers will also be trained to assess ESL students' knowledge, apply that knowledge to literacy instruction, identify students' learning strategies, present and practice literacy learning strategies, facilitate classroom interactions, and support homework assignments.¹¹ In addition to specific strategies to support ESL students, the use of learning expeditions will allow students at all ability levels and language acquisition levels to flourish through the use of hands-on, authentic projects that are connected to real life and have self-directed components. This type of instructional approach has been found to be successful with second language learners.

Two Rivers' mission begins with a commitment to nurture a diverse group of students. Through the ESL program, Two Rivers will ensure not only that all children are able readers, writers, and communicators in English, but also that they successfully learn academic content and have an opportunity to share and celebrate their culture.

Arts Curriculum

Two Rivers' arts curriculum reflects the belief that art is connected to all other subject areas and provides valuable modes of expression for all students. Students at all grade levels will participate in arts classes three days each week for one hour. In general, the three weekly blocks will be divided between visual arts, music, and performing arts. Students will participate in the arts through three intersecting and complimentary facets of the arts curriculum:

- Basic skills classes;
- Expedition projects; and
- Visual Thinking Strategies.

Basic Skills

Two Rivers is committed to providing students instruction in a variety of methods of self-expression. The arts basic skills curriculum will expose students to a wide range of media, techniques, and fundamental concepts in each of three areas: visual arts, music, and performing arts.

Visual arts will explore both two- and three-dimensional techniques with age appropriate lessons and projects presented to develop the fine motor skills and perceptive skills of young artists. Students will learn and practice fundamental skills in drawing, painting, and sculpture.

Music will explore rhythm and melody in a sequence that builds fundamental skills in music theory and performance. Students will have opportunities to listen to a variety of kinds of music including mini-concerts and workshops with guest artists. Both instrumental and vocal music will be taught. Two Rivers is seeking grants to add a keyboard lab for in-class and after-school piano lessons.

Performing arts will explore a variety of skills in dance, movement, and drama. Older students will also have opportunities for units on filmmaking. Students will learn fundamentals of storytelling through performance. Dance and movement units will include basic ballet and traditional dance concepts as well as skills related to balance, tumbling, and juggling. Drama units will include basic acting skills, dramatic structure, characterization, improvisation, and stagecraft.

The arts coordinator and some of the classroom teachers and assistant teachers will teach the basic skills classes. Experience in one of the three basic skills areas will be considered during the

hiring process. The assistant teachers will develop the sequence for their basic skills classes in conjunction with the arts coordinator.

The basic skills classes will also engage guest artists and partnerships with community organizations to provide additional experiences and demonstrations for the students. (See Section A.4.b for details about community partnerships.)

The arts coordinator will work to ensure that students have the opportunity to practice and experiment with new skills and techniques and to develop completed projects that can be included in student portfolios and exhibited throughout the school. The arts coordinator will also explore opportunities for exhibitions of student work in the community around the school.

The arts coordinator will help to establish collaborations between basic skills classes within and across grades to encourage cooperation and collaboration among students. For example, the 2nd grade music classes might combine a project on drumming and rhythm with a 3rd grade performing arts class on traditional African dances. This would not only enrich and inform the work of both classes, but would also promote inter-age relationships and opportunities for Two Rivers' students to get to know one another and work together as a community.

Integrating the Arts Curriculum with Learning Expeditions

The arts coordinator will work with classroom teachers and basic skills instructors to plan visual arts, performing arts, and music projects in conjunction with upcoming expeditions. This will allow the arts department to support classroom teachers by integrating the arts basic skills classes with other academic areas. This will also enable students to choose from among the media and techniques they have been exploring to pursue them in more depth to produce final expedition projects and presentations, providing students many modes to process their reactions to expeditions.

By working with the arts coordinator, the basic skills classes will have prepared students with the skills they will need for final expedition projects. This will also allow for schedule and task coordination when work on expedition projects is planned to occur during class time or when multiple classes or grades need to work in conjunction with one another.

Visual Thinking Strategies

Two Rivers considers art an important mode of processing information. As such, students at Two Rivers will learn to evaluate, discuss, and communicate both orally and in writing about art. To that end, Two Rivers will integrate Visual Thinking Strategies (VTS) as a link between its arts and language arts curricula.

Visual Thinking Strategies (VTS) is a visual arts program for elementary school students and teachers that uses art to teach thinking, communication skills, and visual literacy. Growth is stimulated by three things: looking at art of increasing complexity, responding to developmentally-based questions, and participating in group discussions that are carefully facilitated by teachers.

VTS consists of ten lessons taught by classroom teachers spread over the school year. Each lesson lasts about an hour. Most lessons are conducted in classrooms. For older grades, visits to some of Washington's art museums will be planned for the final lesson.

Research shows that VTS not only improves students' aptitudes in art, but it also promotes classroom dynamics, individual participation, and language and reasoning skills. VTS has been linked to improvements in other subject areas and has been shown to increase standardized test scores.

Technology

All too often, the role of technology in schools is limited to learning keyboarding skills and becoming proficient in using software packages. In the digital age, mere familiarity with the mechanisms of electronic communications (typing, surfing the Internet, and using e-mail and word processing programs) is inadequate. Rather, students need to be informed consumers of information and responsible users of technology. Students can use technology as a tool to explore, evaluate, organize, package, and present information for their own consumption and for communicating to others, but will need to be guided by teachers and professionals in this quest. Two Rivers has started working with the University of Michigan's School of Information to provide whole school training in technology integration into the classroom and curriculum and to help devise technology policies for the school. Not only will all students (and teachers) become proficient in the basics of interacting with computers and other multimedia devices, they will also begin to develop sophisticated reasoning skills that are required to understand the impact of technology on daily life. Each classroom will have computers available for student and teacher use. Two Rivers envisions technology and information literacy being integrated into expeditions in various ways, such as using Census data found at the Census Bureau's website to track changes in D.C.'s demographics from 1990 to 2000, thinking about issues of copyright when they create artwork or compose song lyrics and post them on the school's website, or questioning whether reliance on electronic communications promotes or impedes equality among different groups of people.

Physical Education

Two Rivers' physical education program will provide students with opportunities to grow and develop through physical activity. Two Rivers believes that students need opportunities for physical activity daily, and need physical education instruction two to three times per week. The goals of the physical education program will be the following:

- to assist students in becoming physically fit, as measured through standards set by DCPS and by the President's Challenge Physical Activity and Fitness Awards Program;
- to teach students the rules and procedures for individual and team sports;
- to allow students to gain individual skills in a variety of movement activities, including physical movement from different cultures; and
- to instill in students the core principles of sportsmanship and teamwork.

The Two Rivers physical education program will include instruction in team sports, dance and movement, and yoga. Connections will be made between physical activity and topics explored through expeditions. For example, an expedition in which students interview and write biographies of neighborhood elders may include instruction in athletic games the elders played while they were in elementary school or social dances they learned during middle school.

Middle School Curriculum

As students reach the middle school level, teachers will continue to employ the same curriculum and instructional models as used in earlier grades, while continuing to cultivate the same school culture that is present at all grade levels. However, Two Rivers recognizes that middle school-aged children are ready for more responsibility and

different challenges than younger students but that middle school is traditionally a difficult time for students as they transition from elementary school to preparation for high school. It is generally a difficult time to build a sense of community among students and for students to focus on academics. By continuing to reaffirm the culture of community that will be pervasive in the school and incorporating more complex learning expeditions into the curriculum, Two Rivers will provide a supportive environment focused on learning to ensure that all students are able to succeed academically, socially, and emotionally.

The transition from elementary school to middle school involves many changes for students academically, physically, socially, and emotionally. Children of middle school age begin to move towards more abstract thought and understanding of the world around them. They begin to recognize their impact on the world and their communities, and the affect that the world has on them and their lives as students, family members, and friends. Two Rivers will nurture and provide a safe place for students to begin to ask questions, challenge their own existing ideas, and move from childhood to adolescence smoothly and confidently.

Academically, the classroom format will change to address the middle school curriculum and student need. Students will switch classes and teachers for math, science, social studies and language arts. There will be one teacher for math/science, and one teacher for language arts/social studies at each grade level. Students will continue to further their learning and development in the arts, physical education, and the use of technology, and will be given the opportunity to develop deeper skills in particular areas of interest. The curriculum will continue to be linked with local and national standards and will ensure that middle school students are achieving in the top percentages nationally.

Middle school students will continue to learn through expeditions. According to Turning Points, the Carnegie Council on Adolescent Development's groundbreaking work on middle grades, "too often, middle grades curricula promote competency in specific subjects but not the ability to reason critically and integrate information from several disciplines."¹² Middle school students will have the opportunity to explore topics in depth through complex learning expeditions that challenge students to think critically and practice advanced problem solving. Learning expeditions will continue to emphasize student involvement in their local and global communities with a focus on the interaction between self, family, community, and world.

The Responsive Classroom model will remain a primary method for exploring community building, teamwork, and social/emotional development in the middle school. Students will focus on developing friendships and understanding the importance of acceptance and tolerance in the classroom and school communities. Students will begin to self-monitor with the creation of a student government and learn the values of teamwork through afterschool sport clubs and teams. Concepts of roles, strengths, and challenges will continue to be explored and discussed. Students will be given additional roles and responsibilities within the school, such as tutoring younger children and assisting in art,

music, and computer classes. As the students begin to move toward stronger understanding of how the world works, they will use the concepts of cause and effect, rewards and consequences, and restorative justice to understand how they affect their environment and how they can give back to the community. Service-learning will be a strong component of the Two Rivers' middle school curriculum as well.

c. Methods of Instruction

The primary method of instruction that will be used by Two Rivers is Expeditionary Learning. It provides the framework and instructional practices that teachers will use to provide a high-quality, standards-based education for all students. Every aspect of the Expeditionary Learning model supports this process. In addition, Two Rivers will implement Responsive Classroom as a system of classroom management and social skills instruction that complements the Expeditionary Learning model and has been used successfully by several Expeditionary Learning schools.

Expeditionary Learning Outward Bound

Expeditionary Learning is based on 10 design principles and five core practices. Each of these is described in detail below.

Ten Design Principles

Expeditionary Learning is based on ten design principles:

1. **The Primacy of Self-Discovery:** Students must discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected.
2. **The Having of Wonderful Ideas:** Teaching should build on children's curiosity about the world, while building a community in which students' and adults' ideas are respected.
3. **The Responsibility for Learning:** Learning is a personal, individually specific process of discovery and a social activity. Students and adults must become increasingly responsible for directing their own personal and collective learning.
4. **Intimacy and Caring:** Learning is best achieved in small groups in which there is trust, sustained caring, and mutual respect among all participants. A caring adult should monitor the progress of each student. Opportunities should be created to strengthen relationships between older and younger students.
5. **Success and Failure:** All students must experience a fair measure of success to develop the confidence and capacity to take risks and embrace increasingly difficult challenges. At the same time, all students must experience failure and the related opportunities it presents to overcome adversity, obstacles, and negative inclinations.
6. **Collaboration and Competition:** Children must be taught to value collaboration with other members of the learning community, and must be encouraged to compete against their own personal best and rigorous standards of excellence.
7. **Diversity and Inclusivity:** Diversity and inclusivity in all groups substantially increases richness of ideas, creative powers, problem-solving ability, and acceptance of others. Students should be encouraged to investigate, value, and draw upon their unique backgrounds, talents, and resources together with those of other communities and cultures.
8. **The Natural World:** Students need to develop a direct and respectful relationship with the natural world so that they will learn to be stewards of the earth.
9. **Solitude and Reflection:** Solitude, reflection, and silence provide students with opportunities to explore their own thoughts, make their own connections, and create their

own ideas. Students need time for these activities, as well as time to share their reflections with others.

10. Service and Compassion: Children and adults are strengthened through consequential acts of service to others. Students need to be equipped with the attitudes and skills to learn from and be of service to others.

Five Core Practices

Through the use of Expeditionary Learning, Two Rivers will create an environment in which students strive for and obtain high standards of academic performance, in which building students' character is equally as important as academics, and in which teaching and learning continuously improve. Each of the five core practices has an associated set of benchmarks. The core practices and their associated benchmarks are discussed below.

Learning Expeditions. Learning expeditions are long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork, service, and adventure. Every learning expedition requires high academic achievement, critical thinking, essential skills and habits, personal development, teamwork, and high-quality, original work. While simultaneously developing students' curiosity, expeditions motivate students to learn by providing them with opportunities to conduct fieldwork, learn from experts, and apply classroom learning to real-life studies. All learning expeditions involve student collaboration and provide multiple occasions to work with parents and community members.

Reflection and Critique. Reflection, critique, revision, and collaboration are essential components of the Expeditionary Learning model which are incorporated into each learning expedition and which are practiced by both students and teachers. Students continuously reflect on what they have learned, how that learning fits into a larger context, and what they would do differently the next time. They are provided with opportunities to constructively evaluate their work and that of their peers, and to make revisions based on their personal evaluation or feedback from others. This ongoing critique process enables students to continuously reach higher levels of performance in pursuit of academic excellence.

Teachers examine and assess student work to determine what students know and how they learn, using this information to improve instruction and curriculum. Expeditionary Learning has developed specific protocols to aid in this process. Teachers also reflect and critique their own work and that of their peers to identify opportunities for improvement and to learn from the work of others.

Portfolio assessment is one of the primary means of evaluating student performance. A portfolio is assembled to examine a student's work over time so that all members of the community of learners can identify patterns of growth and how the student has demonstrated mastery of standards. Two Rivers will maintain a hard copy of portfolios and also may preserve portfolios on CD-ROMs or DVDs.

School Culture. The culture of a school is founded on a system of shared beliefs, values, and practices. It affects the learning and daily experiences of all students. Expeditionary Learning schools promote a strong culture of best effort, high expectations, teamwork, adventure, service, and respect for diversity. The culture is shaped primarily by purposeful implementation of the ten design principles. These design principles will be apparent in all aspects of the teaching and learning and will be brought to life with practices of Responsive Classroom. The result is the creation of a respectful, compassionate, engaging, and physically and emotionally safe place, in

which school structures, policies, and rituals support an environment that encourages students and adults to take risks and go beyond their perceived limits. In this environment, students are challenged to solve problems and pose problems. Family members and community members play an integral role in shaping and promoting the school's culture.

The community of learners is also exposed to the culture of Outward Bound, Expeditionary Learning Outward Bound's parent organization. Experiencing Outward Bound includes the experience of overcoming fear and anxiety to accomplish things previously believed not possible, and the experience of accomplishing them not for oneself but for others. Opportunities will be available for members of the learning community to participate in Outward Bound experiences.

School Structures. Integral to Expeditionary Learning are schedules, student grouping, teacher teams, and resources that support high-quality learning expeditions and a school culture based on the ten design principles. This is accomplished through scheduling blocks of time that facilitate project-based learning, fieldwork, team planning, and community-building activities. It is further supported by looping, or multi-year teaching practices, where students stay with the same teacher or team of teachers for more than one year; thereby increasing the likelihood of academic success.

Structuring the practices and resources needed to support Expeditionary Learning requires shared leadership. At Two Rivers, the Principal will assume stewardship for overseeing the daily implementation of the Expeditionary Learning model. The Principal will work closely with an Expeditionary Learning school designer assigned to the school and other school staff to plan extensive on-site professional development, work with teacher teams, collect and analyze data on school progress, and coordinate school review.

School Review. Assessment is both a tool for improvement and a measure of accountability. Assessing the school's progress on an ongoing basis helps leadership focus the school's attention on its strengths, challenges, and future goals. Expeditionary Learning provides its schools with benchmarks to conduct an initial assessment to collect baseline data, an annual self review of school progress to reflect on their practice and plan for the future, and a periodic peer review, to get an outside critique. Schools prepare for the peer review by preparing a school portfolio that gives a comprehensive picture of students', teachers', and leaderships' performance and growth in Expeditionary Learning.

The use of benchmarks aid Expeditionary Learning schools in using the powerful cycle of reflection, planning, and action to drive continuous schoolwide improvement by:

- Developing a shared vision of where the school wants to go;
- Looking at change as a developmental process;
- Setting focused priorities;
- Deciding what evidence to collect and analyze to evaluate the school; and
- Developing a comprehensive, evidence-driven school improvement plan.

Expeditionary Learning has developed tools for schools to use to conduct an annual self review, evaluate implementation of the model, and prepare for a periodic peer review. Examples of these evaluation tools are included in Appendices 1-4.

Research Base

The Expeditionary Learning Outward Bound model was developed in 1992 by researchers at Harvard University. The model was implemented initially in 10 demonstration school sites in six cities during the 1993-1994 school year.¹³ As of June 2002, Expeditionary Learning was being implemented in 131 schools in 29 states, Puerto Rico, and the District of Columbia, serving about 31,000 students and employing about 3,700 teachers in grades K-12. About two-thirds of Expeditionary Learning schools are located in high-poverty city neighborhoods or rural school districts. According to the comprehensive database maintained on school reform models by the Northwest Regional Education Laboratory (NWREL), the Expeditionary Learning has been implemented in urban schools, rural schools, high poverty areas, schools with a significant number of English language learners, and schools with large populations of special education students.¹⁴

Studies conducted by three independent research organizations show that Expeditionary Learning improves student achievement on standardized tests.¹⁵ For example, the study conducted by the American Institutes for Research evaluated the effectiveness of 24 schoolwide reform models, including Expeditionary Learning. Models were evaluated based on evidence of positive effects on student achievement and support provided to schools by the model developer. Only three of the 24 models received higher ratings than Expeditionary Learning, and these models had been implemented in schools for an average of 15 years compared with 5 years of implementation for Expeditionary Learning at the time the report was written.

A study of staff development programs that are effective in middle grades, found that Expeditionary Learning had a positive effect on student test scores, and that the structure of learning employed by the model contributed to increases in student attendance, parent involvement, student's attitudes about school, enjoyment of school, and active engagement in learning.¹⁶ Expeditionary Learning Outward Bound received a five-star rating and was the only design of the 26 examined that met all 27 standards for high quality staff development.

Responsive Classroom

Two Rivers will use the Responsive Classroom approach to create a safe environment where children are able to take risks, both academic and social, to help children understand the importance of kindness toward and acceptance of all people, to celebrate differences in people and cultures, and to learn important social skills such as empathy and problem solving. Training all Two Rivers staff members through a week-long Responsive Classroom Institute will help to facilitate using a common language and philosophy among the entire staff, so that Two Rivers' students will be able to learn through staff modeling.

The Responsive Classroom approach is based on research in social cognition, developmental psychology, multi-cultural education, and child development. It draws on the work of many educational theorists as well as classroom teachers and administrators. It operates on the following seven guiding principles:

1. The social curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. The greatest cognitive growth occurs through social interaction.
4. There is a set of social skills that children need in order to be successful academically and socially. These are represented by the letters CARES: Cooperation, Assertion, Responsibility, Empathy and Self-Control.¹⁷

5. Knowing the children we teach – individually, culturally, and developmentally – is as important as knowing the content we teach.
6. Knowing the families of the children we teach and encouraging their participation is essential to children's education.
7. How the adults at school work together to accomplish their shared mission is as important as individual competencies; lasting change begins with the adult community.

The Responsive Classroom approach offers interconnected strategies to use in classrooms such as: starting each school day with a Morning Meeting, where students work together on group activities and greet each other; creating clear and consistent approaches to discipline that foster social responsibility; focusing on classroom organization; and developing family communication strategies to involve families as partners in their children's education. It also focuses on student reflection, encouraging daily introspection about their goals, what they learned, things that could have been better, and things they would like to do in the future. This reflective component provides a strong connection with Expeditionary Learning.

Research Base

A significant amount of research has been conducted on the effectiveness of the Responsive Classroom approach. In a 1995 study of DCPS, it was found that students exposed to Responsive Classroom practices over the course of a school year were perceived to exhibit higher levels of social skills and fewer problem behaviors than those with limited or no exposure. These findings held up across racially diverse sub-samples. Responsive Classroom was perceived to be effective by a wide range of educational stakeholders, including teachers, administrators, and parents.¹⁸ A multi-year study of the Responsive Classroom approach at an elementary school in Springfield, Massachusetts studied its effectiveness in promoting social and academic competence. This study concluded that students with strong social skills are likely to have improved scores on standardized tests based on student performance on the Iowa Test of Basic Skills.¹⁹ Finally, a research team at the University of Virginia has been conducting a three-year study of the Responsive Classroom approach. Currently in year two of data collection, their preliminary results show that teachers who report using Responsive Classroom practices in their classrooms are much more likely to report feeling efficacious in their approach to discipline, ability to influence decision-making at their school, and ability to create a positive school climate.²⁰

d. Students with Disabilities

As a school that is committed to the success of every student and to being diverse by design, Two Rivers will embrace students with disabilities and provide the necessary supports to ensure their success as learners and community members. Two Rivers will primarily use an inclusion model to support students with disabilities. This model will be implemented by all staff under the guidance of the special education coordinator and, given the presence of an assistant teacher in each class, fits well at Two Rivers with the use of the Responsive Classroom model; a balance of whole class, small group, and individualized instruction; and the use of learning expeditions as the focus of teaching and learning. These factors make it possible for Two Rivers' program to meet the needs of each student within the classroom. However, if a student's needs are so great that they require additional assistance outside of the classroom, Two Rivers will make the necessary services available to that student. Any provider who pulls a student from a class to provide intensive services will work closely with the classroom staff to ensure that the instruction is aligned and addresses the student's areas of need.

Two Rivers will hire a special education coordinator. This person will coordinate services, provide some instruction, handle documentation and compliance, and provide training to staff members. If students require services that can not be provided by the coordinator or school staff, Two Rivers will join the necessary individuals or organizations to obtain them. Two Rivers will join the D.C. Cooperative on Special Education to obtain technical assistance, access to best practices, and introductions to needed specialists. Two Rivers believes this partnership will allow the school to effectively operate as its own Local Education Agency.

In working with students with disabilities, Two Rivers will follow a four-step process: identification, assessment of student needs, arrangement and provision of services, and monitoring of services.

Identification

When students enroll at Two Rivers, parents will be asked to provide information on any disabilities or special needs that a child may have. This will enable staff to discuss the Two Rivers program with the parents so that they understand the school's philosophy and so that Two Rivers' staff understand the specific needs of the child. Two Rivers will request that any pertinent documentation, especially copies of any and all Individualized Education Plans (IEPs) that have been written for the student be submitted to the school. Summer interview sessions will be scheduled for all new students, allowing the Principal, counselor, special education coordinator, and teachers to meet students and begin to identify possible needs. These staff members will continue to monitor students throughout the school year so that students who come to Two Rivers who have not been identified for special education services but appear to need them may be evaluated and receive support.

Assessment

As the school identifies students with special needs, a school team comprised of the student's teacher, the special education coordinator, and the Principal will arrange for assessment of a student's current needs. For students with existing IEPs, this will be a crucial step because students who did not flourish in other environments may need different services at Two Rivers. For all students whose needs are unclear, the school will work with the D.C. Cooperative on Special Education to obtain assessment services. The school will contact parents to clarify the assessment process and ask for their support and participation.

Arrangement of Services

Once the school has collected sufficient information on a student's needs, a formal conference will be scheduled with his/her parents to discuss how the student will be best served. The parent/professional team will determine the services that will best result in fulfillment of the IEP. Two Rivers is committed to making reasonable accommodations to help students succeed. The team approach to arranging services will be characterized by creativity, flexibility, and determination that the child will succeed.

Monitoring

After the school has arranged services, staff will continue to monitor the student's performance in and out of the classroom. The special education coordinator will document this process and all special education compliance as per federal law and regulation. Frequent student progress meetings will be used to review each student's progress in special education. Parents will be kept informed of their student's progress through quarterly student reports, parent-teacher conferences, and formal annual reviews of the IEP team.

e. Strategies for Providing Intensive Academic Support

Two Rivers is committed to serving children at all academic levels. The regular curriculum, based on learning expeditions, is especially effective with at-risk students. Rigorous learning expeditions are ideally suited to teaching heterogeneous classes successfully. Each student, working at his or her own pace, is challenged to do his or her personal best, to strive for excellence, and to move beyond perceived limits. While individual students may require more time and more support, all will be held to the same high standards. A culture of revision will provide all students with opportunities and time to produce outstanding work, and to learn in the process. An emphasis on character development provides students with the social and emotional skills necessary for academic achievement as well as for success in life. Students who are stimulated, challenged, and held to high academic and personal standards will actively engage in the learning process, increasing the effectiveness of academic support strategies.

The classroom structure at Two Rivers, with a lead teacher and assistant teacher in each classroom, will enable students to access additional support as needed. Educational assistants can work one-on-one with individual students while the teacher is working with a larger group. At other times, the assistant will oversee the larger group, while the teacher provides direct instruction one-on-one or to a small group of students with similar needs. Two Rivers will also hire two foreign language/ESL teachers to provide intensive support to LEP and NEP students. The ESL teachers also will train classroom teachers in effective methods to support second language learners. Two Rivers' ESL program is discussed in greater detail in Section A.2.b.

In addition to individual attention in the classroom and an accessible curriculum, Two Rivers will employ the strategies outlined below to provide intensive academic support.

Summer Interview

Every new student will attend a summer interview where they will meet with the Principal and counselor. This informal interview will give the child an opportunity to learn about his/her new environment in preparation for transition, and will give school staff the opportunity to gauge the student's readiness for the grade level curriculum. Informal assessments may be administered if the school does not have adequate assessment data for a child. This advance information will allow the administration to place students in class groupings that will stimulate learning by combining students of differing strengths and weaknesses, and will also give staff an opportunity to prepare to meet each student at his/her level.

Afterschool Tutoring/Mentoring Program

Two Rivers has been developed by a group of parents through a grass roots community effort. Two Rivers intends to harness the strength and dedication of the community by creating an afterschool tutoring and mentoring program. This program, which will be co-facilitated by a school counselor and a community volunteer, will match Two Rivers parents or adults from the community with Two Rivers students in need of academic assistance. Adult volunteers will receive training in reading and/or math support strategies. Tutoring will occur several days per week after school. Two Rivers also intends to partner with national service organizations, such as AmeriCorps to create tutoring and mentoring opportunities (see Section A.4.b for details). Other sources of volunteers for the tutoring/mentoring program include government and corporate employees and students from area public and private high schools.

Reading Specialist Consultation

During the planning year, Two Rivers will convene a panel of reading and literacy experts to discuss and select curriculum and reading intervention strategies. Two Rivers plans to hire a classroom teacher who specializes in reading to train other teachers and provide guidance for students who are struggling in reading.

3. Student Performance

a. Student Assessment

Regular assessment is integral to ensure that each student is meeting the academic and non-academic goals adopted by Two Rivers. As teachers develop expeditions and lessons, they will need to take into account the present level of functioning of each student, each student's strengths, and each student's areas of need. With this in mind, Two Rivers plans on using a number of diagnostic, formative, and summative assessment tools to tailor the educational program to meet each student's individual needs.

Diagnostic Assessment

When students initially come to Two Rivers, staff will perform a number of individual assessments to determine students' present level of functioning. A major emphasis of the diagnostic assessment process will be on reading. Students will take a test of reading readiness or participate in an informal reading inventory to determine their progress in developing reading skills. In addition, students will complete a mathematics skills assessment to determine their ability levels in mathematics. Individual assessments performed by teachers at the beginning of each year will provide teachers with valuable information about the specific skills students have mastered and the areas in which they will need to target instruction.

Formative Assessment

Once teachers have determined each student's current functioning level, they will use a number of performance assessments to determine progress in each of the major academic areas as outlined in the D.C. standards, as well as in additional areas specified by Expeditionary Learning.

Teachers will be trained in how to take anecdotal notes on students. In particular, they will use predetermined targeted behavioral objectives to aid in observing and assessing students' ability to complete tasks. For example, if an objective of a given learning expedition is that students will collaborate with one another in developing a plan for a community garden, then the teacher will make notes on how often students contribute to the discussion of the plan and demonstrate their ability to compromise.

Teachers also will develop tests or questions which require students to demonstrate their knowledge and their critical thinking skills, providing more concrete evidence that students have mastered specific performance objectives.

As part of the Expeditionary Learning model, all students will develop portfolios of their work. Examples of student work will be contributed throughout the year, providing ongoing opportunities to compare current work with previous work from different points in time.

Finally, checklists or rubrics will be developed for individual writing assignments and projects related to specific learning expeditions. These forms will be used by teachers to help determine

each student's mastery of skills targeted in the learning expedition or assignment. A rubric would include each of the targeted skills that the teacher wanted to cover in a given assignment with point values associated with the level of mastery of each skill.

The use of and results from checklists or rubrics as performance assessments can be used to communicate clearly to students the expectations and goals of an assignment throughout the stages of assignment completion. In addition, it will help teachers tailor learning expeditions to meet each of the targeted standards. As students complete an assignment with a rubric, they will be able to first self-assess their performance. The teacher also can simultaneously determine if students are meeting the standard. If the students are not meeting the standard, the teacher can customize the program to provide remediation. This form of assessment also can be communicated easily to parents to provide them with information on their children's performance.

Summative Assessment

Two Rivers will rely primarily on two forms of summative assessments—student portfolios and standardized testing. These assessments provide valuable and complementary information about an individual student's performance, enabling teachers to understand students' strengths and weaknesses and target instruction to meet their individual needs.

Student portfolios also will serve as the primary means of summative assessment for Expeditionary Learning. These portfolios will be maintained in hard copy in individual student files and/or on a CD-ROM or DVD. Through the course of a given student's school career, a portfolio containing samples of that student's work will be created. These work samples, taken over the course of each year, can be compared to one another to demonstrate student progress within a given year and from year to year. As teachers assess each piece individually using the aforementioned rubrics, they can determine whether or not students are mastering targeted skills. Portfolio assessment is also invaluable for providing a concrete example of student progress that can be shown to parents as well as students.

Two Rivers also will rely on standardized testing to provide students, their families, and teachers with a measure of students' reading, math, and, eventually, science skills. The Stanford-9 achievement test will be administered in the spring of each year. Data from the Stanford-9 will be analyzed to provide staff with valuable information in adjusting school and student programming. The standardized test results will also provide Two Rivers with a clear measure to compare students' performance to similar students in other school systems.

b. Basis for Promotion and Graduation

Students who have demonstrated mastery of the standards expected for a particular grade, or who have demonstrated a grade level's worth of growth during the year, will generally be promoted to the next grade level. Students at every grade level will plan and complete a culminating project, which will be based on an earlier expedition. Teacher expectations for these projects and involvement in the planning and completion of the projects will be based on the grade level of the student. That is, the culminating projects in kindergarten may involve pictures with one to two sentence descriptions written with assistance from the teacher; whereas, a culminating project in grade 5 might involve a variety of components, including short essays, student art, and multimedia presentations. These projects will provide students with an opportunity to demonstrate what they have learned that year and how their skills can be applied to a particular project. Projects will be evaluated based on scoring rubrics used by teachers throughout the year.

In grades pre-K through 3, teachers will look specifically at developmental factors in making promotion decisions, and the primary consideration will be whether the student is developmentally ready to handle the learning expected in the next higher grade. To be promoted from grade 1 to grade 2 and grade 2 to grade 3, a student must demonstrate the ability to read at a specified benchmark level. A more extensive review of benchmarks will occur at the end of Grade 3. Benchmarks will be based on D.C. content and performance standards.

While Two Rivers has developed a detailed process for the early identification of learning disabilities and provision of intensive academic support (see section A.5.e), when there is any possibility that a child will be retained in grade, teachers will discuss the developmental and academic issues with parents in advance, no later than the spring parent-teacher conference. Teachers will use developmental checklists and other relevant assessment data to document a recommendation to retain a student. A student's case will be evaluated by a team of teachers, including the current classroom teacher, a teacher from the next grade level, and the Principal. Parent input will be sought, and parents will be entitled to a clearly expressed rationale for any decision, including the specific ways in which a student would benefit from repeating the grade and the negative consequences for the child of premature promotion. The Principal will make the final decision based on input from all stakeholders.

In grades 4 through 7, in instances where there is a clear failure to demonstrate academic progress, a student will be retained in grade if teachers determine that retention is likely to bring that student up to grade level. Teachers will also consider other measures that could help to achieve this goal (e.g., one-on-one tutoring, additional English-language support, modified instructional strategies, summer school). Teachers, parents, and the Principal will assess why a student is lagging behind academically and what specific strategies are most likely to be effective. Regardless of whether such a student is promoted or retained, teachers will design a detailed plan for intervention and intensive support.

To graduate from grade 8, the highest grade offered by Two Rivers, a student must demonstrate mastery of D.C. content and performance standards for that grade as demonstrated by the student's portfolio and other assessments. A graduating student will also present a public exhibition that demonstrates attainment of the high academic and character standards embodied in the Two Rivers program. Additional graduation expectations will be discussed with the Expeditionary Learning school designer working with Two Rivers and explored as staff continue to refine the school's accountability plan.

c. Student Intervention

Developing early literacy for all students is a key educational goal for Two Rivers and Expeditionary Learning. Students who are not meeting reasonable performance standards will be identified by classroom teachers in the course of ongoing classroom assessment. Since intervention may be particularly effective if it is initiated as early as pre-kindergarten and kindergarten, teachers will look for signs that individual students are struggling. Intervention strategies will be similar to, and may include, those identified in Section A.2.e on providing intensive academic support. First steps will include refocusing classroom instruction to address the specific weaknesses of students whose performance is lagging and bringing in other school experts to observe the student. Parents will be consulted and involved in planning to improve student performance. Parental involvement in this process is particularly important, as parents may also be aware of external factors that may be affecting a student's performance. All students

will have access to after-school tutoring and other resources identified in Section A.2.e as needed. Continual assessment will provide teachers with specific and current information about the areas in which each student is and where he/she needs assistance.

Staffings

Staff will meet once every three months, at a minimum, to discuss each individual student. All service providers who work with the student (e.g. special education coordinator, counselor, speech therapist) will be invited to these staffings, which will be discussions of the students' progress and challenges. These meetings will provide an opportunity for the team to discuss the student's progress and adjustments that need to be made to the student's educational plan, be they through behavior interventions, the provision of more challenging work, or the inclusion of tutoring and other strategies to boost areas of weakness. Though staffings will be scheduled for each student on a regular basis, staff will convene meetings immediately for students facing emergency situations or challenges that demand immediate attention.

Professional Development

The school will look at specific ways of providing additional expert intervention, for example, by hiring a part-time reading specialist, or training at least one teacher in Reading Recovery methods, designed precisely to provide early intervention for at-risk children. Intervention strategies may be included as a professional development topic, depending on the needs of the student population and the expertise of our faculty. Expeditionary Learning will provide specific literacy professional development in support of Two Rivers' balanced literacy approach. Professional development in elementary and middle school literacy will be provided at the school level, as well as the regional and national level. Schoolwide collaboration among teachers will enable teachers to share their individual expertise in addressing students' needs.

4. Support for Learning

a. Parent Involvement

Two Rivers' founders believe that parent involvement is a key to educational success. Becoming partners with parents in their children's education helps create a link between home and school that gives the student a sense of consistency and safety.

Student Progress Information

There are several ways that Two Rivers will encourage parent involvement. Each week, students will bring home a Weekly Update that they will develop with assistance from their teachers (depending upon their age and ability to write). The Weekly Update will explain what the students are working on in class, progress they are making, additional work they can be doing at home, and upcoming projects. On a more formal level, parents will attend semi-annual parent-teacher conferences that address the student's progress, goals, and needs. In addition, parents will be able to observe their children or child's class during the school day to gain a sense of the day-to-day schedule of their child at a mutually agreed upon time. Parents will be invited to schedule conferences or call teachers throughout the year when they feel that this is needed, or just to catch up and see how their child is doing.

Parent Education/Support

Part of the Expeditionary Learning model is based on lifelong, interactive learning for adults as well as students. The link between home and families and the contributions parents make to their children's educational experience are critical to success in school. To this end, Two Rivers

believes that the more that it can help families understand the academic, social, and emotional tasks and challenges that their children experience, the stronger this link will be. Two Rivers also understands that parents have different schedules based on career, children, and support systems and so Two Rivers plans to create programs that all parents will be able to attend to feel a sense of connection to the school. Parent groups will be held during day and evening hours to accommodate schedules and increase the number of opportunities parents have to participate in the community of learners. Some groups will be topic based and others will be forums to explore the frustrations and joys of being a parent. Parent book clubs are another way to involve families in a social yet educational setting and provide a different type of outlet for parents.

Two Rivers wants its families to feel like they understand what their children are learning about and how the school is teaching the material. The beginning of the school year will involve an orientation for all parents about Expeditionary Learning, Responsive Classroom and the specific curriculum areas and materials the school will be using. Two Rivers is also investigating other parent activities such as diversity training and bonding experiences, such as Outward Bound courses or camping trips. At the beginning and end of learning expeditions, families will be invited to school for presentations by the students about their work and what they have learned. Parents will also be invited to school plays, science fairs, and other events to contribute to the feeling of community.

In addition to involving parents, siblings and extended family members of our students will be made to feel welcome as a part of the Two Rivers' community. Two Rivers plans to hold monthly family nights, providing opportunities for families to come to Two Rivers to socialize and engage in activities, such as game nights or talent shows.

Volunteer Opportunities

Parents have a multitude of talents, hobbies, and interests. Two Rivers will invite parents to share their skills and interests with staff and students in numerous ways, including by volunteering to help with relevant learning expeditions, assisting with classes in the arts, or by serving as guides on field trips in an area in which they have knowledge. The school will ask parents to sign an agreement as part of registration, detailing their commitment to their child's education and pledging their efforts to volunteer at the school. The agreement will set a tone for the type of commitment the school will seek from its parents.

Committee/Board Involvement

There will always be at least two parents on the Two Rivers Board of Trustees. There will also be up to four parents on the School Planning Team (SPT), which will work directly with the Principal on various school issues. In addition, both the Board and the SPT will have committees to address specific school needs; parents will be invited and encouraged to join these committees. As needed, the Board and SPT will also seek parent input through meetings and less formal events (e.g., community breakfast) to gain additional perspective from the parents' point of view.

b. Community Participation

Two Rivers places a high priority on working with organizations that will help the school to enrich the learning of students while also helping students understand that they have an impact on their classroom, school, local, and global communities. Throughout the school planning process, Two Rivers' founders have identified a number of community groups and organizations to be the school's partners in education.

Library of Congress

Two Rivers has established a working relationship with the Library of Congress (LOC). The LOC recently introduced a new outreach program to encourage local schools to use the Library's collections. For example, this year, the LOC produced a program called "Hidden Washington," which focused on the alley communities of D.C. Using songs, music, photographs, and other cultural elements, the program discussed the existence of these communities and how they interacted with the larger D.C. community. Guides will be developed to provide teachers with information a year in advance about each topic for curriculum planning purposes. A long-term goal of the program is to go through a multi-step process with individual schools to explore a topic of interest more in-depth. Two Rivers will meet with program staff to discuss program offerings for the 2004-2005 school year to enable Two Rivers' staff to incorporate learning expeditions around these topics into the curriculum.

Arts Organizations

Founding members have also been in contact with the Capitol Hill Arts Workshop (CHAW) about creating a partnership with Two Rivers. The Capitol Hill Arts Workshop is a community-based not-for-profit organization founded in 1972 by Sally Crowell and other community members who were interested in sharing their artistic expertise with children and adults. The CHAW facility provides a dance studio (which doubles as a recital hall), paint studio, black box theater, art gallery, complete ceramics/pottery studio, a photography darkroom (the only open darkroom in D.C.), private music instruction studios, and business offices. CHAW is continually evolving to meet the needs of the community and has expressed an interest in becoming involved in the Two Rivers arts program, through afterschool programming, art classes and workshops, and space sharing. CHAW draws students from a variety of racial/ethnic and economic backgrounds, making them an excellent model and partner for Two Rivers.

Two Rivers has also established partnerships with Round House Theatre and the Folger Shakespeare Library, and is continuing to pursue partnerships with several other arts organizations. Round House Theatre, located in Bethesda, MD, will offer a range of free and fee-based programs to supplement the performing arts classes and the afterschool program, including providing touring performances, an artist residency program, and afterschool theatre classes. The Folger Shakespeare Library, located on Capitol Hill, will supplement the language arts program, provide resources and opportunities for related expeditions, and add Two Rivers to its core group of schools for its in-school Shakespeare program.

Local Colleges and Universities

Two Rivers has made initial contacts with local colleges and universities, such as George Washington University, Howard University, and other institutions which have schools of education, social work, and psychology to explore opportunities for partnerships. Several of these institutions have existing programs with local schools and school districts. Two Rivers hopes to enter into agreements to host student interns and share professional development opportunities.

National Service Programs

Two Rivers is particularly interested in establishing partnerships with organizations involved with the national service-learning movement. Two Rivers plans to recruit volunteers and apply for grants from Experience Corps, Senior Corps, and AmeriCorps.

Experience Corps is a national program that mobilizes the time, talent, and experience of older adults in service to communities. It will add three new D.C. school sites in fall 2004. Experience

Corps volunteers could tutor students, assist with learning expeditions, participate in the afterschool program, read to classes, or run special programs based on their areas of expertise.

Two Rivers is also interested in working with two Senior Corps programs, the Retired and Senior Volunteer Program (RSVP) and the Foster Grandparents program. RSVP engages people 55 and older in a diverse range of volunteer activities, including tutoring and mentoring. The Foster Grandparents program allows older adults with lower-income levels to serve as extended family members to children with exceptional needs. Two Rivers intends to recruit foster grandparents from the neighborhoods surrounding the school to become part of the school community.

AmeriCorps strengthens communities through projects that address education, public safety, the environment, and other unmet human needs. Volunteers implement projects to address these needs and learn new skills. Two Rivers would like to explore the possibility of applying to sponsor an AmeriCorps project in conjunction with other charter schools. AmeriCorps volunteers could provide needed support in the arts, physical education programs, tutoring, and afterschool activities to a consortium of charter schools in D.C. Two Rivers hopes to take the lead in organizing this exciting partnership opportunity.

Telemedicine

Two Rivers has been given the exciting opportunity to participate as a pilot school in the Independent Schools Telemedicine Network (IST) through Children's National Medical Center (CNMC). Currently, students attending non-DCPS public schools in D.C. have very limited access to on-site health care. In response to the need to improve access to health care, information and education for children and families attending non-DCPS schools in the District, CNMC has developed the IST. Telemedicine is the use of telecommunications technology to link patients and providers at a distance. Educational programming also will be provided via the telemedicine system, signifying CNMC's and Two Rivers' ongoing commitment to create and sustain quality partnerships with the community to provide for the education, health, and well-being of children.

c. School Organization and Culture

The principles set forth in Expeditionary Learning and Responsive Classroom provide the framework for the school's culture. These values and the attitudes and behaviors that reflect them will guide the actions and interactions of all members of the school community – the Board of Trustees, the Principal, the faculty, the parents, and the students.

Structure of School Day

Students at Two Rivers will be in class from 8:15 to 3:15 on Mondays, Tuesdays, Thursdays, and Fridays. Wednesdays will be half days, ending at 12:30 to allow for staff meetings, teamings, and staffings. Staff hours will be from 8:00 AM until 4:00 PM each day.

Structure of Staff Meetings and Teamings

There will be hour-long weekly staff meetings after school. Staff meetings will address day-to-day operations of the school, such as policies and procedures, Expeditionary Learning and Responsive Classroom models and their effectiveness, and upcoming school events and expeditions, as well as staff issues and concerns. On Wednesday afternoons, each classroom will have two 30-minute staffings used to review the performance and needs of two students in the

class. Wednesday afternoons also allow time for teamings between teachers and assistant teachers of the same grade level to explore curriculum and plan learning expeditions.

Classroom Structure

Each classroom will be staffed by a teacher and an assistant teacher, who will assist the classroom teacher in all areas of academic and social learning. Students will be grouped according to age, academic level, and appropriate social mixes. Two Rivers aims to create classrooms that provide room for academic and social growth, by combining students of different backgrounds, cultures, and developmental levels. The school gives students opportunities to be role models and demonstrate leadership skills and for other students to learn from them. Two Rivers also hopes to create classrooms with students with a variety of strengths and challenges so students can continue to learn from and with each other and understand acceptance and tolerance of all types of people. There will be opportunities for leadership within classrooms, across grade levels, and schoolwide, through the creation of a student council and classroom representatives. Two Rivers believes that children learn and respect people when they feel respected. Therefore, creating opportunities for students to make their needs known and encouraging them to take part in having those needs met also contribute to student leadership, morale, and increased self-esteem.

School Culture

Each classroom will be a place where students feel safe enough to take risks and know that they will not be teased or chastised for making mistakes. The idea of a “community of learners” is one that Two Rivers will use repeatedly to help students understand that they are part of a community and to learn ways to contribute positively to that community. Two Rivers will use the idea of restorative justice, which encourages children who have contributed negatively to the community to figure out a way of contributing positively to make up for the negative action. For example, a student who purposely damages the classroom library might be responsible for cleaning the library to make it usable for other students. This is a response-cost idea that relies on helping students see the direct effects of their actions. This idea also promotes responsible citizenship by teaching students how they affect their community and how they are affected by others.

Students will be taught to use their words to express feelings to others and treat others kindly. They will learn the importance of empathy and problem solving on a daily basis. One of the main components of Responsive Classroom is Morning Meeting, which provides opportunities for students to greet and share with each other each morning when they first arrive at school. This sets the tone for the entire school day; a tone of sharing, listening, and learning about each other. In addition, through their ongoing expeditions, students will engage consistently in group activities and learn the importance and value of teamwork, while learning how to work as a team.

Peer mentoring is an area that research has shown to provide numerous learning opportunities for both younger and older students. By pairing younger and older students (or younger and older classes) together for quiet reading time, playing games, and helping each other with expeditions, Two Rivers will create relationships that might not otherwise exist. This also teaches students to look to other students for assistance and creates a feeling of community among the different grade levels.

d. Extracurricular Activities

Extracurricular activities are an important part of a student’s day. They give students an opportunity to excel in an area other than or in addition to what they are learning during the

school day. They also give students the opportunity to spend time with other students in their school with whom they share common interests that they would not normally spend time with, thus creating new friendships; providing opportunities to work on social skills; and increasing the feeling of community in the school. Finally, they provide a vibrant, safe, and supervised environment for students who, due to economic disadvantages, can not participate in extracurricular activities outside of school. These advantages are supported by a large body of research, which indicates that children who attend high quality afterschool programs have better peer relations, emotional adjustment, conflict resolution skills, grades, and conduct in school compared to their peers who are not in afterschool programs.²¹

Two Rivers envisions an afterschool program that offers a wide array of developmentally appropriate academic, arts, and athletic offerings for students at all grade levels. It is the goal of the Two Rivers' founders that the school will become a community center, not just for Two Rivers' students, but for the larger community. The afterschool program will play an important role in providing services to the broader community. During the planning year, Two Rivers will develop a sustainability plan for a comprehensive afterschool program, guided by tools from the Afterschool Alliance. The sustainability plan will include steps to build collaboration and find funding. Two Rivers currently plans to seek federal and local funding through a variety of grant programs.

In its first year, Two Rivers realizes that it may be difficult to create a full afterschool program due to space and financial limitations. However, staff will be encouraged to use their individual talents and interests to provide extracurricular activities. This model has been successful in several smaller D.C. schools. In addition, Two Rivers plans to recruit numerous volunteers to share their expertise in a variety of areas of interest to students. Some of the afterschool activities Two Rivers plans to offer include art, yoga, drama and movement, music, chess (and other games), science, environmental clubs, sports (e.g., basketball, baseball, soccer, track), and computer classes.

Two Rivers will also seek partnerships with community art and drama agencies to provide afterschool programs to Two Rivers students and other community members. Two Rivers may plan to exchange the use of space in return for the provision of services. This arrangement has been explored with the Capitol Hill Arts Workshop (CHAW), a community agency that provides arts experiences to children and adults on Capitol Hill. CHAW has limited space and has expressed an interest in working with Two Rivers to exchange space for services. Two Rivers has also discussed the provision of afterschool activities by Round House Theatre and Folger Theatre. For more information about these partnerships, see Section A.4.b.

Two Rivers also plans to explore afterschool partnership opportunities with local youth groups, Boys and Girls clubs, and community organizations. Many of these partnerships will be developed after Two Rivers has secured its initial facility, as it intends to work with agencies in the immediate neighborhood.

Two Rivers also plans to schedule social events for students and families that take place outside of school that either focus on a class expedition or simply create an opportunity for families and students to spend time together at various area attractions, such as local parks, the National Zoo, museums, or bowling alleys. This also provides other opportunities for our students to practice their social, problem solving, and negotiation skills in areas outside of their classrooms. Two Rivers intends to co-facilitate the planning of these activities with the School Planning Team and local community groups.

e. Safety, Order, and Student Discipline Behavior Policy

The goal of Two Rivers' behavior guidelines is to set a high standard for kind, appropriate conduct and provide students with clear guidelines of acceptable behavior. Two Rivers is a small learning community where students are expected to support each other academically and socially. Each class works on developing an understanding of community around the idea of mutual respect and encouragement. Throughout the program, staff will demonstrate to students that they can make choices in social situations and that their behavior has consequences. Two Rivers expect students to become positive members of the school community and to uphold the school's expectations for appropriate behavior. While expectations and consequences vary according to the developmental level of the students involved, the following guidelines provide a framework for understanding the overall expectations for student behavior at Two Rivers.

Behavior Guidelines

Appropriate behavior makes the learning environment a positive place for everyone. This includes being respectful of all people and property, participating in classes, being responsible, showing consideration for self and others, using appropriate language, and offering help when appropriate.

Behavior that is inappropriate includes: hurtful teasing or name calling, repeated ignoring of staff requests, skipping class, behavior that prevents others from learning, repeated failure to comply with the homework policy, harassment, acts of physical aggression, destruction of property, inappropriate touching of others, possession or intended use of illegal drugs or weapons, physical or verbal threats, and acts of cruelty. These behaviors take away from the positive learning community that Two Rivers strives to maintain. The consequences outlined below have been established to help students who have engaged in these inappropriate behaviors understand the impact their behavior has had on themselves and on the community, provide a deterrent from engaging in the behavior again, and give students an opportunity to rectify the situation. The consequences are usually applied in the order below, increasing in severity as a pattern of misbehavior appears.

1. Meeting with school staff (teacher, counselor, or Principal)
2. Contact with parent (call, letter or email)
3. Loss of privilege/detention during which the student completes a form or has a verbal discussion reflecting upon the inappropriate behavior and how he/she might respond differently in the future. Students will also perform a good deed to benefit the school community.
4. Parent conference during which a behavior contract will be established. The behavior contract will specify expected areas of improvement and strategies, which will aid in encouraging improvement. Contract will be signed by the student, parent, teacher, and Principal.
5. In-school suspension during which a student completes all required work in a specified location outside of their classroom. The student will also perform a good deed to benefit the school community. The student is responsible for notifying his/her parent of the suspension. Staff will follow up to ensure the parent is aware of the suspension.
6. Out-of-school suspension for a specified number of days determined by the Principal. Suspension will necessitate a meeting with the parent. Upon returning to school, the student will perform a good deed to benefit the school community.

In conjunction with several of the above consequences, the student will be required to perform a "good deed" for the school community. Good deeds are those which improve social relations between students, assist with the general upkeep of the campus, and improve the overall atmosphere of the school. Good deeds are used to help students understand that even if they have made a negative contribution to the community, they have the opportunity to contribute positively by doing a good deed.

These strategies will serve as a guide for staff and the Principal in routinely handling disciplinary issues. However, if a staff member does not deem an offense to be sufficiently serious enough to warrant the steps described above, he/she may handle the situation at his/her discretion. In addition, there are situations that arise that require a different course of action. In these cases, the Principal may choose to bypass several steps and apply a more serious consequence. For example, physical aggression and social cruelty are not permitted at Two Rivers and are cause for immediate suspension. Finally, if there has been an extended period of time between infractions, the Principal will determine whether a student should receive the next level of disciplinary action or return to the lowest level of consequences.

Behavior Policy for Students with Special Needs

Students with special needs may have individual behavior guidelines and policies. To maintain the safety of all students and staff, however, physical aggression of any kind is not permitted at Two Rivers and will be addressed with consequences specific to the student that commits them. Consequences will take into account the child's disability and IEP goals. As per the Individuals with Disabilities Education Act of 1997, an IEP meeting will be held for any student who receives 10 days of out-of-school suspension, either consecutively or in total.

Attendance/Absences/Lateness

All students must attend school regularly and be on time. Two Rivers will keep track of excused and unexcused absences. Students who have 10 or more unexcused absences during a school year will be considered to have an attendance problem. Parents of these students will need to meet with the school team to discuss possible solutions.

It is important that students participate in the full school day. School begins at 8:15 AM each day and ends at 3:15 PM each day except Wednesday when classes end at 12:30 PM. If a student will be arriving late or departing early, parents must send a written note to alert the school. If a student will miss school due to illness, parents must contact the school by 8:30 AM. In general, the school requests that appointments outside of school are not made during school hours. Parents will be encouraged to take advantage of early dismissal on Wednesday for these purposes. The school encourages parents to follow the Two Rivers calendar when making plans for vacations. Extended absences for reasons other than illness or emergency require prior consultation and approval from the Principal. To participate in an extracurricular event or athletic activity, students must attend their daily classes on that particular day.

f. Professional Development for Teachers, Administrators, and Other School Staff

Part of the Expeditionary Learning model focuses on learning by doing and speaks to the idea that learning is an ongoing process throughout the life cycle. At Two Rivers, staff will be encouraged to embark on their own lifelong quest for knowledge. Staff will serve as role models for the larger learning community, and ongoing professional development will keep the curriculum and teacher practices current and exciting. Ongoing opportunities for professional development increase faculty competence, enhance job satisfaction, and help

ensure that students learn. To that end, Two Rivers has planned a rich and comprehensive program of professional development for its teachers.

Faculty and Staff Orientation

Founding teachers will have three weeks of training before students arrive in September. This training will focus on the mission and philosophy of Two Rivers and the role of Expeditionary Learning and Responsive Classroom in forming the culture of the institution. To this end, initial professional development will involve each Two Rivers staff member attending a weeklong Responsive Classroom institute to be trained in the Responsive Classroom methods and concepts. This will ensure that all members of the school staff and the Principal will be using the same language and ideas that contribute to making Two Rivers a nurturing, safe environment. Additionally, staff members will attend a 5-7 day Expeditionary Learning training institute to develop a working knowledge of the instructional and assessment practices used in Expeditionary Learning classrooms. During this institute, teachers will plan a learning expedition, and infuse specific literacy and Responsive Classroom practices into the expedition. Additional training will focus on the development and use of Two Rivers' standards and curriculum, the reading and math curricula, the inclusion model of special education, effective teaching strategies for ESL students, and training and orientation in using Visual Thinking Strategies.

Ongoing Professional Development

Throughout the school year, there will be many opportunities for group and individual staff development. Each week there will be a staff meeting for all teachers, assistant teachers, and specialists. This meeting will focus on day-to-day activities around the school and provide opportunities for staff training in specific areas such as literacy, serving special needs students, behavior management, and increasing family involvement. Two Rivers will encourage staff members to lead trainings in areas where they feel they have knowledge that they would like to share with the larger group; thereby further contributing to the development of a community of learners.

In addition, half-day Wednesdays will allow teachers to meet in the afternoons and provide opportunities for additional staff training. Two Rivers will also build staff development days into the year and bring in specialists in a variety of areas of education. Trainers from Expeditionary Learning and Responsive Classroom will provide ongoing professional development and help the school improve the implementation of their models into the classroom. For example, following the summer Expeditionary Learning institute, the Expeditionary Learning school designer assigned to work with Two Rivers will make a minimum of 30 visits to the school annually. All teachers also will have an opportunity to attend at least one Expeditionary Learning professional development activity at either the regional or national level each year. Appendix 5 contains a draft schedule of Expeditionary Learning professional development activities for 2004-2005

Two Rivers will also use half-day Wednesdays or professional days to provide all staff with diversity training. The school will consult with educational leaders in the community to develop strategies for working with children from varied backgrounds. Two Rivers has already identified possible resources for providing this training, including the Black Student Fund and local educators who focus on diversity training in school environments.

Individualized Professional Development

Two Rivers firmly believes that teachers are professionals who will be held to high expectations for growth and development. Each staff person will be expected to complete an annual professional development plan which will outline his/her professional goals for the year and the strategies that will be used to meet those goals. Depending on the goals, a teacher may be assigned a mentor teacher, be given opportunities to make observations in other educational settings, or attending relevant training. The Principal and veteran teachers will work with teachers to develop specific targets and objectives to aid teachers in meeting their goals.

Staff will also be given leave time to attend trainings both locally and nationally in areas that they feel will benefit them and may be asked to convey some of their new knowledge to the staff as a whole. Unlike the rest of the professional development program, which will be developed by the Principal and faculty input, this component will be at the teacher's discretion. Two Rivers' staff development budget will eventually allow for the school to partially or fully subsidize teachers to attend these trainings.

Peer Learning

Two Rivers is committed to the creation of a community of professional educators. The school will support and facilitate staff discussion groups, roundtables, book clubs, and trips to further the staff's education, sense of professionalism, and commitment to the Two Rivers' team. For example, if a class is studying the Renaissance period, staff may prepare for this by attending a local Renaissance festival and choose to read and discuss relevant literature from that time period. In preparation to lead students in a dramatic activity, staff may choose to spend an evening at the theatre. Just as Two Rivers encourages its students to make connections beyond the classroom, it is expected that staff will do the same. Two Rivers will also facilitate in-school peer learning through mentoring, observation, and ongoing seminars in which teachers exchange thoughts on important topics in teaching and learning.

g. Structure of the School Day and Year

Two Rivers will operate from 8:15 AM to 3:15 PM on Monday, Tuesday, Thursday, and Friday and 8:15 AM to 12:30 PM on Wednesday. Two Rivers will follow the DCPS school calendar. Table 2 provides a sample weekly schedule for a second grade classroom.

Table 2. Proposed weekly schedule for a second grade classroom

Time	Monday	Tuesday	Wednesday	Thursday	Friday			
8:15	Arrival							
8:30	Morning Meeting (once a week in Spanish)							
8:45								
9:00								
9:15	Language Arts/ Expeditions	Language Arts/ Expeditions	Language Arts/ Expeditions	Language Arts/ Expeditions	Language Arts/ Expeditions			
9:30								
9:45								
10:00								
10:15								
10:30	Break/Read Aloud (twice a week in Spanish)							
10:45	Math	Math	Math	Math	Math			
11:00								
11:15								
11:30	Lunch/Recess		Lunch	Lunch/Recess				
11:45								
12:00			Reflection					
12:15			Wrap-up					
12:30	Drop Everything and Read			Drop Everything and Read				
12:45	Spanish	Art		Spanish	Music			
1:00	Science/Social Studies/Expeditions			Science/Social Studies/Expeditions				
1:15								
1:30								
1:45								
2:00	Drama	PE		PE	Weekly Update			
2:15								
2:30								
2:45								
3:00	Reflection/Discussion			Reflection/Discussion				
3:15	Wrap-up			Wrap-up				

Based on the schedule shown in Table 2, students will receive varying daily amounts of instruction in different subject areas, with an emphasis on language arts and math. On a weekly basis, students will receive about 8 1/2 hours of language instruction and 3 hours and 45 minutes of math instruction. They also will receive 1 1/2 hours of science and social studies instruction. Students also will receive 1 1/2 hours of formal Spanish instruction each week, but have at least one period each day taught in Spanish. For example, on a day when students do not have a formal Spanish class, they might have PE taught in Spanish. Also on a weekly basis, students will receive 45 minutes of instruction in art, music, and drama, as well as 1 1/2 hours of instruction in physical education. It should be noted that because Two Rivers is using an interdisciplinary approach to learning, subject areas will be woven into additional periods during the day, such as Morning Meeting.

Two Rivers will provide after-school care daily from 3:15 P.M. until 6:00 P.M. A sliding scale has been developed with respect to the fee that will be charged to students and their families for this service. For students eligible for free lunch, they will be charged \$15 a week for this service. For students eligible for reduced-price lunch, they will be charged \$30 a week for after-school

care. All other students will be charged \$50 a week for after-school care. Fees for full-paying students are competitive with fees charged by other after-school care programs in the area.

After-school care also will be provided on Wednesday early release days from 12:30 P.M. until 3:15 P.M. Once again, a sliding scale for payment has been developed for this service. Students eligible for free lunch will not be charged for after-school care during this time period. Students eligible for reduced-price lunch will be charged \$5, and all other students will be charged \$10. In addition to the reduced fees for students eligible for free- and reduced-price lunch, the budget has been structured to enable Two Rivers to provide scholarships for after-school care for families experiencing exceptional circumstances.

After-school care will include structured activities, time for homework completion, and supervised play. Two Rivers is exploring partnerships with local arts agencies that would bring local artists into the school to provide after-school enrichment programs, and pursuing grants for after-care programming that would make this service even more affordable for students. Even without partnerships or grants, Two Rivers can sustain an after-care program that provides a substantial subsidy to students with limited means. A stand-alone budget for the program along with relevant assumptions appears at the end of Section F.

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

Two Rivers is being founded by over three dozen parents and community members committed to excellence in public education. The founding members provide invaluable time, resources, and guidance in all aspects of the school development process. Founding members, along with founding Board of Trustees members, participated on one or more committees related to creating Two Rivers. Committees include education, law and governance, outreach and public relations, finance, and facilities.

Education

The education committee includes teachers, professors, and administrators from public and independent schools in Washington, D.C. and across the country. Members of this committee include:

Marilyn Barrette was an elementary school teacher in Prince George's County for seven years. Ms. Barrette has lived on Capitol Hill for 10 years and is the mother to two children. She received her B.A. in Elementary Education from the State University of New York at Courtland and her M.A. in Educational Psychology from the College of St. Rose in Albany.

Leah Cohen is a Head Start teacher at Gibbs Elementary and a new mother on Capitol Hill.

Andrea Cooper is a social worker at the Kingsbury Day School in D.C. Prior to working at Kingsbury, Andrea spent four years at the Astor Child Guidance Center in the Bronx, NY and one year at Gouverneur Hospital in New York City. She received a B.S. from Syracuse University with a dual major in Psychology and Child Studies and a Master of Social Work degree from New York University.

Elizabeth Dranitzke is a photographer with a background in community-based outreach and museum education. She has extensive experience developing partnerships with community groups to create arts programming in underserved communities, training public school teachers to integrate art into their curriculum, and teaching children from kindergarten through high school. Ms. Dranitzke grew up on Capitol Hill and is now a parent in this community.

Andrea Fuller works at PBS and serves on the Board for Teach for America-DC. She lives on Capitol Hill and is a soon-to-be Capitol Hill parent.

Jeff Heyck-Williams is a special education middle school teacher at Kingsbury Day School, a private school for students with learning disabilities in D.C. He has taught in both regular education and special education classrooms in Connecticut, Virginia, and Texas. He has a master's degree in Teaching and a bachelor's degree in Humanities from Trinity University in San Antonio.

Collin Hill is a teacher at Bell Multicultural High School in D.C. Mr. Hill is a native of Capitol Hill and is now a Capitol Hill parent.

Heather Kraham is the mother of two young sons and has lived on Capitol Hill for the past nine years. Heather is studying to be a special education teacher at the University of the District of Columbia, where she is on the Dean's List and is an active member of Kappa Delta Pi, the international honor society for educators. Before she began pursuing her teaching degree, Ms. Kraham was the Training Coordinator, North America, for Planet Hollywood. In that position, she traveled extensively throughout the world and was responsible for management and staff training programs at new Planet Hollywood restaurants.

Mai Pham is an internist and Senior Researcher at the Center for Studying Health System Change. Prior to moving to Capitol Hill, she worked in several urban academic hospitals and in Vietnam. Dr. Pham earned her MD from Temple University and her MPH from Johns Hopkins. **David Roodman** is a Research Fellow at the Center for Global Development. Previously, he wrote about environmental economics at Worldwatch Institute. He grew up attending a variety of public and private schools. Mr. Roodman earned his B.A. in mathematics from Harvard. **Ingrid Roper** is a Capitol Hill parent.

Rebecca Skinner (see Board of Trustees, Section B.2.a)

Melissa Smith formerly taught at Brent Elementary on Capitol Hill and is a Capitol Hill parent.

Heather Swartz is a Capitol Hill resident and mother to three young children. Ms. Swartz is committed to public school education and is currently pursuing a career in nursing through the University of the District of Columbia.

Sanja Todoric-Bebic, a Capitol Hill parent, is a project director at the Center for Applied Linguistics. She previously taught International Education at American University and has extensive experience in the areas of foreign language instruction, teacher training, and curriculum development. Ms. Todoric-Bebic holds an M.A. degree in International Training and Education from American University and a B.A. in English and American Studies from Smith College.

Diana Turk is a professor at NYU and a Capitol Hill parent.

Jessica Wodatch, a Capitol Hill native, is the Middle School Director at Kingsbury Day School, a school for students with learning disabilities, and also served as an administrator at St. Coletta School, a school for students with mental retardation and autism. Ms. Wodatch spent three years as a researcher for an education evaluation firm. She began her education career as a third grade teacher in the Bronx through Teach for America. She received a master's degree in Education Administration from George Washington University and a bachelor's degree from Macalester College. Ms. Wodatch attended D.C. Public Schools from pre-kindergarten through 12th grade and is now a parent on Capitol Hill.

Law and Governance

This committee has focused on the legal aspects of establishing both a charter school and a Board of Trustees. It includes attorneys and non-profit advisors. Members of this committee include:

Sam Broderick-Sokol is a Capitol Hill parent and a litigation attorney with the D.C. office of Wilmer, Cutler, and Pickering. He has worked as a legal intern at the White House Counsel's Office and a judicial clerk for federal district and appellate judges in central California and Oregon. He also served as a group leader for high-schoolers pursuing home-stay educational travel expeditions to the United Kingdom and the USSR. He received his bachelor's degree in English Literature from the University of Pennsylvania and his JD from UCLA.

Tracey Broderick-Sokol is a Capitol Hill homeowner, parent of a toddler, and alumni and advocate of public education. Her community outreach experience includes peer support for the homeless, multi-media book publicity programs, and legal advocacy for survivors of domestic violence. She received her bachelor's degree from the University of California – Berkeley and her JD from UCLA. (Note: In original application, Ms. Broderick-Sokol was listed as a Board member.)

Danielle Ewen works at the Children's Defense Fund as a Senior Program Associate in the Child Care and Development Division. In that role, she works on issues related to early childhood education policy and has helped develop several related publications. Prior to joining CDF, Ms. Ewen was the Assistant Director for the National Child Care Center. She has also worked as a

Policy Analyst at the U.S. Department of Education in the Office of Migrant Education, where she worked on issues related to family literacy and bilingual education. She holds a bachelor's degree from the University of California at Berkeley and a master's degree in Public Administration from Columbia University. She lives on Capitol Hill with her husband and son.

Kevin Kraham (see *Board of Trustees, Section B.2.a*)

John Krebs is an attorney in the Federal Trade Commission's Bureau of Consumer Protection, Division of Financial Practices. Since joining the FTC, he has been responsible for prosecuting subprime mortgage lenders engaging in unfair and deceptive practices. He spearheaded the FTC's case against subprime lender First Alliance Mortgage Company, which resulted in almost \$70 million being returned to consumers. Mr. Krebs joined the FTC in 2000. Prior to that time, he was in private practice in Boston and clerked for state trial courts in Massachusetts and Connecticut.

Wilmer, Cutler, & Pickering has provided pro bono legal services throughout this process.

Outreach and Public Relations

The outreach and public relations committee is focused on expanding public knowledge about Two Rivers, generating interest about the school in the community, fundraising, and developing partnerships. This committee includes the following members:

Jen DeMayo is the Kids and Family editor for the *Hill Rag*. She was a co-founder of Moms on the Hill (MoTH) and currently serves as leader of that parent support network. Ms. DeMayo worked in over 50 D.C. elementary schools while serving as the Community Educator for Prevent Child Abuse of Metropolitan Washington and as a touring performer with Blue Sky Puppet Theatre. She received a BA in Theatre from James Madison University.

Bill Doggett has served as the Associate Rector of Christ Church (Episcopal) on Capitol Hill since 2000. A native Californian, he served in several San Francisco-area churches before moving to D.C. Prior to his ordination in 1996, Rev. Doggett taught theater and music in schools and colleges in California, including San Francisco University High School, The Branson School, St. Mark's School, and Monterey Peninsula College.

Armen Kanayan is President of Stratomedia, a multimedia firm specializing in e-learning. Recently, Mr. Kanayan produced a CD-ROM for the U.S. Drug Enforcement Agency targeted at teens about club drugs, which are addictive, dangerous, and used as predatory agents to perpetrate sexual assault. Mr. Kanayan holds an M.A. in Graphic Design from the Art Faculty of the Moscow Pedagogical State University. He is also a parent of two children and a resident of Capitol Hill.

Manda Kelley (see *Board of Trustees, Section B.2.a*)

Todd Richardson is a researcher with the Department of Housing and Urban Development who specializes in fair housing issues and the effect neighborhood has on outcomes for adults and children. He also has experience with developing affordable housing and implementing neighborhood revitalization strategies. He is the father of three young children and lives on Capitol Hill.

Claire Romanik is a Capitol Hill parent of two children and a Research Associate with the Urban Institute. She received a master's degree in Economics and Public Policy from the Woodrow Wilson School of Public and International Affairs at Princeton University and a bachelor's degree from American University. Both of Ms. Romanik's parents were elementary school teachers in public schools, and she and her four siblings attended public schools K-12.

Linda Sinoway is currently a real estate agent in D.C. Prior to her career in real estate, she was manager of Internet communications for the Clinton White House, was interactive media director for the Democratic National Committee, and worked for many political organizations,

campaigns, and consulting firms over the years. A graduate of the Ohio State University with a degree in Communications, Ms. Sinoway, a Capitol Hill parent, has lived in the neighborhood for over a decade.

Michael Skinner (see Board of Trustees, Section B.2.a)

Phoebe Smith is a graphic artist and Capitol Hill parent.

Finance

Developing a sound business plan and associated budget for Two Rivers has been the primary focus of this committee, composed of the following financial and management consultants:

Matt Braman, CPA, is a Director at PricewaterhouseCoopers LLP. Mr. Braman's clients have ranged from large multinational corporations to small start-up organizations—like Two Rivers. He is currently the Deputy Chief Information Officer for the tax practice. Prior to joining PwC, Mr. Braman received his master's degree in Accounting from the University of Missouri.

Norman Dong currently serves as chief operating officer for the Finance and Revenue Services line of business at ACS State and Local Solutions. Prior to entering the private sector, Mr. Dong worked in various federal, state, and local government positions, including serving as city administrator and deputy mayor for operations in D.C. Mr. Dong received his bachelor of arts degree in History from Yale University and his master's in Public Policy from the John F. Kennedy school of Government at Harvard. Mr. Dong has been a resident of the District of Columbia since 1993, where he currently lives with his wife and son. (Note: In original application, Mr. Dong was listed as a Board member.)

Burck Smith is President and CEO of Smarthinking.com, an online tutoring company. He is also a Capitol Hill parent.

Jennifer Smith is a part-time consultant for the Council of State Community Development Agencies. Prior to that, she worked as Senior Business Manager for the American Communities Fund at Fannie Mae. Ms. Smith is a Capitol Hill parent.

Facilities

The facilities committee has been engaged in an on-going process of identifying and evaluating possible sites for both short-term and long-term occupancy purposes, meeting with commercial real estate brokers and development companies, and exploring facility financing options. This committee of engineers and architects with experience in school and community facilities includes:

Jonathan Cantwell is a designer at Smithgroup, working on several large-scale commercial and institutional projects. He has designed both public and private schools. Mr. Cantwell is a graduate of Southern California Institute of Architecture and Colgate University. He is also a Capitol Hill parent.

Ziad Demian (see Board of Trustees, Section B.2.a)

Rocio Gonzales holds a professional degree in Architecture from the Universidad Politecnica at Madrid- Spain, and a master's degree in Architecture from the University of Maryland. Her Master's thesis was the design of "A New International School in Washington D.C.." She has worked in several firms on commercial architecture and most recently she has been working on residential renovations. Ms. Gonzales is a registered architect in D.C.

Gayle Kirchmar has worked with Sorg and Associates for four years. During her tenure at this firm, she has been involved in several award-winning projects throughout Washington, D.C. Projects include daycare centers and school facilities. Ms. Kirchmar holds a Master of

Architecture degree from Virginia Polytechnic and State University and a Bachelor of Arts degree in Graphic Design from the University of Maryland.

Gretchen Mikeska, a senior researcher at the Urban Institute, works with communities worldwide helping them to improve their municipal services. She is skilled at assessing a facility's potential for capital improvement. Ms. Mikeska holds degrees in civil engineering and environmental engineering, as well as an MBA. She is a registered professional engineer. Ms. Mikeska is a Capitol Hill parent and is active in numerous community organizations.

Sarah Richardson (see Board of Trustees, Section B.2.a)

Sven Shockey is a registered architect currently working at Smithgroup. He has been responsible for the design and project management for a number of award-winning residential and commercial projects. He received a Master of Architecture degree from Virginia Polytechnic and State University and a Bachelor of Arts degree in Cognitive Science from the University of Rochester.

b. Planning Process

The decision to develop a charter school on Capitol Hill was made primarily by parents participating in a community group known as Moms on the Hill (MoTH). MoTH was established in 2001 by several parents of small children as a source of support, friendship, playgroups, and community building. The group quickly expanded and now includes more than 450 Capitol Hill families. As the group grew, so did its capacity to become more involved with community activities with a focus on addressing concerns of families with young children and community-wide issues. Several committees were established, including an education committee.

The MoTH education committee was responsible for learning about current education options available to Capitol Hill families, establishing contact with local schools, and providing the larger MoTH membership with information on specific issues, such as the out-of-boundary application process. One of the primary issues the committee considered was whether DCPS was ready to enroll the large number of children that have been born on Capitol Hill since 2000, and whether the parents of these children would be satisfied enough with their educational options to remain in D.C., particularly on Capitol Hill. After a great deal of discussion and investigation, some members of the education committee determined that the current options available to Capitol Hill families were too limited and would not be sufficient to retain middle-class families.

From these discussions, a subcommittee was formed to examine the feasibility of opening a charter school. Based on preliminary research conducted by subcommittee members and a meeting with Robert Cane from the Friends of Choice in Urban Schools (FOCUS) and Joe Smith, a consultant who works with FOCUS, to discuss charter school basics, the subcommittee determined that opening a charter school was a viable and exciting option.

Once this decision was made, a more formal working group was established as an independent entity from the education committee and the larger MoTH group. Two Rivers' founding members have continued to inform the MoTHs and the education committee, in particular, about their activities. For example, Two Rivers recently presented at a community-wide meeting about education sponsored by MoTH.

The founding members have played an integral role in every aspect of Two Rivers' development. Parents, educators, and community members actively worked together to develop the school's mission and guiding principles, as well as its educational philosophy, focus, and program. Committees were established to provide founding members interested with an opportunity to

work on a specific aspect of the school based on their expertise and/or interest. These committees reported back to the larger founding group to provide all founding members with an opportunity to provide feedback.

From the time the decision was made to formally pursue the opportunity to open a charter school, the Two Rivers' founding members have also made extensive contacts with parents, community members, educators, and experts in numerous areas (e.g., education, real estate, law, finance). These individuals, particularly those who have contributed ongoing advice or skills, were friends or acquaintances of founding members, individuals who heard about Two Rivers and offered to help, or known experts in their fields. Table 3 provides a list of selected contacts that have been made in the planning and development of Two Rivers. Founding members are continuing to contact additional individuals to seek their input or advice on particular aspects of the development of Two Rivers.

Table 3. Individuals who have provided input or advice to the founding members on the development of Two Rivers

Individual	Affiliation
Neil Allison	Works at Smarthinking.com
Sharon Ambrose	D.C. Council Member
Brenda Belton	Board of Education Charter Board
Gil Blankespoor	Commercial real estate broker
Lester Burke	Network Administrator, Arlington County Public Schools
Julie Camerata	Executive Director, D.C. Public Charter School Cooperative
Robert Cane	Executive Director, Friends of Choice in Urban Schools
Larry Chartienitz	Coldwell-Banker Pardoe
Steve Cymrot	Business Owner, Capitol Hill
Timothy Daniels	Chancellor-Beacon Academies
Stephanie Deutsch	Board Member, Capitol Hill Community Foundation
Alan Dranitzke	Attorney
Michelle Gelsino	Charter School Development Corporation
Ken Golding	Partner, Stanton Development
Maurita Holland	Associate Professor, University of Michigan, School of Information
Janine Jakoces	Expert on financing for non-profits
Kitty Kaupp	Partner, Stanton Development
Ruthanne Kurth-Schai	Chair of Education Department, Macalester College
David Leopold	Bank of America
Monica Mohindra	Education Specialist, Library of Congress
Luisa Montero-Diaz	Deputy Director of Mayor's Office of Partnerships & Grant Development
Tom Nida	City First Bank
Jenny Niles	Fellow in New Leaders for New Schools
Gary Orfield	Professor, Harvard Graduate School of Education, and Founding Co-Director, The Civil Rights Project at Harvard
Ellen Pechman	Senior Research Associate, Policy Studies Associates
John Rankin	Director of Development, The McKenzie Group
Frank Reed	Partner, Stanton Development
Shawn Reifsteck	Chief Executive Officer, Philanthropy Associates
Victor Reinos	Federal City Council, Director of Educational Initiatives

Individual	Affiliation
Jane Richardson	Founder and Former Executive Director of Salem Housing Task Force
Jim Richardson	Executive Director of Planned Parenthood of East Central Michigan
Elizabeth Riddle	Special education teacher
Joel Scharfer	Charter School Development Corporation
Becky Schou	Mid-Atlantic Director, Expeditionary Learning Outward Bound
Garland Scott	Folger Shakespeare Library
Sharon Shurtter	Library of Congress
Joe Smith	Consultant, Friends of Choice in Urban Schools
Linda Sorden	National Cooperative Bank
Jen Swam	School Designer, Expeditionary Learning Outward Bound
Charles Tate	CEO at New School for Enterprise & Development
Elizabeth Teferra	DCPS educator
Tom Taylor	Project Director, Experience Corps (Washington, D.C.)
Megan Unger	Bilingual kindergarten teacher, Minneapolis Public Schools
Jeffrey Watson	Executive Director, Capitol Hill Arts Workshop
Matt Ward	Commercial real estate broker at Julien Studley
Tommy Wells	DCPS Board of Education
Kaitland Woodsclaw	D.C. Public Charter School Resource Center
Liz Yoe	NFF-LISC

In addition to the individuals mentioned in Table 3, founding members have also met with school leaders throughout D.C. to discuss Two Rivers, observe their educational processes, or seek advice on obtaining a charter and operating a charter school. Selected individuals contacted in one or more of these capacities are listed on Table 4.

Table 4. D.C. school leaders contacted by Two Rivers founding members

Individual	Affiliation
Robinette Breedlove	Principal, Meridian Public Charter School
Clarence Dixon	Principal, Options Public Charter School
Karen Dresden	Principal, Capital City Public Charter School
Josh Edelman	Principal, SEED Public Charter School
Cristina Encinas	Latin American Youth Center and Founder and Principal of the Latin American Montessori Bilingual Public Charter School
Natalie Hall	Assistant Head, Burgundy Farms Country Day School
Pat Harden	Assistant Head and Director of Multicultural Affairs, Burgundy Farms Country Day School
Anne Herr	Board Member, Capital City Public Charter School
Karl Jentoft	Capital City Public Charter School Board Member
Emily Lawson	Founder and Executive Director, D.C. Preparatory Academy
Linda Moore	Executive Director, Elsie Whitlow Stokes Public Charter School
Mary Beth Moore	Director of Admissions, Capitol Hill Day School
Mary Proctor	Friendship House – Edison Public Charter Schools
Delores Scott	Executive Director of Sasha Bruce Public Charter School
Gerry Seedyke	Capitol Hill Day School
Jennifer Smith	Principal, Capitol Hill Cluster Schools
Kimberlyn Taylor	Assistant Principal, Gibbs Elementary School

Individual	Affiliation
Harold Thomas	Principal, Sasha Bruce Public Charter School
Mike Zoeller	Board Member, Capitol City Public Charter School

The founding members and many of the individuals consulted throughout this process have expressed long-term interest in supporting Two Rivers. The Board of Trustees and school leadership, once in place, will continue to send updates about the school's progress to all of these individuals. Two Rivers will continue to rely on these individuals for their guidance and support, consulting with them when appropriate and encouraging them to continue to volunteer in various capacities with the school. For example, founding members will have an ongoing role on the School Planning Team and will also serve on the Advisory Council that works directly with the Board of Trustees.

c. Corporate Structure and Nonprofit Status of the School

Two Rivers Public Charter School is incorporated as a not-for-profit organization in the District of Columbia. With the assistance of *pro bono* counsel from Wilmer, Cutler, & Pickering, the school has submitted an application for tax-exempt status to the Internal Revenue Service. Copies of the Articles of Incorporation are contained in Appendix 6.

2. Governance and Management

a. Board of Trustees

The founders of Two Rivers believe that the Board and the quality of its members are one of the most important contributing factors to the school's success and stability. Two Rivers is first and foremost a community effort. To this end, the board members reflect various aspects of the Capitol Hill neighborhood and larger D.C. community. The founding members selected individuals with the range of backgrounds and experiences necessary to ensure a representative and competent Board, *and this tradition has continued with the selection of additional Board members. For example, several Board members have educational experience including experience in school administration, teaching, education technology (including integrating technology into the curriculum), social work in a school setting, school diversity, arts education, and adult education. In addition, one Board member has specialized expertise in the implementation of the Expeditionary Learning model, having served as the Mid-Atlantic region field director for Expeditionary Learning. Other Board members have expertise in legal issues, fundraising, education research, architecture, and business management. Two Board members are local business owners. A majority of Board members also have management experience, having served on executive leadership teams and governance committees or managed their own companies. Two Rivers' Board is composed of nine members—three members are African American, one member is mixed race, and the remaining members are Caucasian. The Board includes four men and five women. The school is committed to a diverse Board in terms of race, gender, background, and expertise. It will endeavor to maintain such a balance at all times. The biographies of Board members are listed below.*

A. Lester Burke and his family have lived on Capitol Hill for the last four years. Mr. Burke is a Senior Level Network Analyst for Arlington Public Schools and has been with them for the last eight years. In his current position, he manages all aspects of the network infrastructure for seven schools. In addition, he has developed video streaming solutions for the school system, allowing for broadcasting of school board meetings via the Internet. Currently, Mr. Burke is involved with the redesign of the school systems' network security. Prior to this, he worked in the

printing and publishing field as an assistant manager of digital pre-press departments for Mount Vernon Printing and D&S Graphics. Mr. Burke currently is enrolled in the Executive Masters of Information Systems graduate program at George Washington University. Mr. Burke received his undergraduate degree in chemistry from The College of Wooster.

Ziad Elias Demian is the father of two boys, ages 4 and 2. He has lived in the Washington, D.C. area for over 20 years and has been a resident in the Capitol Hill neighborhood in the District of Columbia for the last two years. Mr. Demian is the principal of Demian + St. Leger, an Architecture and Planning Design Firm. His extensive national and international experience covers a wide range of project types, scales, and complexity. It includes town planning, large mixed-use projects, institutional, commercial, as well as residential projects. Mr. Demian also has designed and renovated schools in the D.C. area. Prior to starting his own practice, he was a lead designer at Cooper Carry, Inc. and at Ritter Architects. He holds a Master of Architecture degree from Virginia Polytechnic Institute and State University and a Bachelor of Science in Architecture from The Catholic University of America.

Pat Harden is the Director of Student Services at Burgundy Farms Country Day School in Alexandria, Virginia. She is a trained early childhood educator and a licensed social worker, and has expertise in recruiting a diverse student body and staff. Ms. Harden has worked at several schools in the Washington metropolitan area, including St. Peters on Capitol Hill and The Ivymount School, a school for students with special needs in Rockville, Maryland. While Ms. Harden is no longer a Capitol Hill resident, she raised her family on the Hill.

Manda M. Kelley is a 10-year Washington, D.C. area resident of which 8 of those years have been spent living on Capitol Hill. By a twist of fate, she found her talent for fundraising and a love for Special Event planning by becoming involved with Walk-The-Talk Productions, the previous event coordinators for the AIDS Walk Washington. Ms. Kelley eventually found herself working on the staff and was involved with the company and the Walk during its three highest years of fundraising. She also sat on the Walk Committee for the Diabetes Association and was the Chair of its *Kiss a Pig* fundraiser. She also has spent time working for the National Osteoporosis Foundation and in the development field for non-profits. Ms. Kelley has a deep sense of community and strives to see that her community, both locally and globally, will continue to grow. A native of Illinois, Ms. Kelly attended the University of Illinois before moving to D.C. She is the single mother of a two and half year-old daughter and currently works for the American Council of Independent Laboratories.

Kevin Kraham is the father of two young sons and has lived on Capitol Hill for the past seven years. He is an attorney with the DC office of Ford & Harrison LLP, where he represents management in labor and employment matters, including traditional labor-management relations under the Railway Labor Act, equal employment opportunity counseling, and employment litigation. Prior to joining Ford & Harrison, Kevin was an administrative judge at the U.S. Equal Employment Opportunity Commission, where he adjudicated employment discrimination and retaliation claims brought by federal employees. He also has extensive mediation experience, and serves as a pro bono mediator for the EEOC. Kevin was born and raised in New York, and among other things, attended a 26-day Hurricane Island Outward Bound course in Maine during college. Kevin received his undergraduate degree in international relations and Spanish from Boston University, and earned his law degree from American University's Washington College of Law.

Sarah Richardson is the mother of three children, ages 2, 2, and 1, and is a resident of the District of Columbia. As a parent, she has served as an officer of the Capitol Hill Cooperative Playschool, a parent-run playschool for two-year olds where parents take turns organizing and supervising activities for the children. Ms. Richardson has also been an active member of the Education Committee of MoTH. From 1998 to 2000, Ms. Richardson was a licensed building contractor and the owner of a small real estate investment company. She has extensive experience in analyzing financial statements for multinational companies as a consultant with the Transfer Pricing Economics group of Price Waterhouse LLP. Also at Price Waterhouse, she had a key role in staff development, including recruiting and training economists. Ms. Richardson has additional international business experience as an analyst with the business information center at the Dow Chemical Company, where she served as a team member on market research and feasibility studies for the company's operations around the world. Education-related experience includes being part of the first staff to work at the University of Michigan's Media Union, a center that brings together information resources, information technology, and production studios. She has extensive experience in working with companies and organizations in the midst of profound and rapid change and the resulting organizational challenges to staff and clients. She holds a Master of Science in Information degree from the University of Michigan's School of Information and a BA in Economics from the University of Michigan.

Rebecca Schou currently is the principal of an independent school in the Annapolis area, and the mother of three children. Prior to accepting her current position, Ms. Schou was the field director of Expeditionary Learning for the Mid-Atlantic region. In this role, she worked with numerous schools, including many charter schools, across the region to implement the Expeditionary Learning model of instruction. She also served as the principal of Annapolis Elementary for three years and led the school through the process of adopting and implementing Expeditionary Learning. After two years of implementation, the school showed substantial increases in test scores, decreases in disciplinary referrals and actions, and increases in parental involvement. In addition to her experience as a principal, Ms. Schou also was an assistant principal for five years in Anne Arundel County and worked as a reading resource teacher for five years in two different schools in the City of Annapolis. Ms. Schou also taught elementary school for nine years, working with students in grades 1, 3, 4, 5, and 6. She holds a B.S. in education from Slippery Rock University and a master's degree in education from Loyola College in Baltimore, Maryland.

Michael Skinner has been a Capitol Hill resident for over 4 years and is a native of the Washington, D.C. area. He has a 22-month old son. Mr. Skinner is a professional actor and has worked at numerous theatres in the D.C. metropolitan area, including The Shakespeare Theatre, Theater J, Folger Shakespeare Theatre, Washington Jewish Theatre, Charter Theatre, Rorschach Theatre, Washington Shakespeare Company, Source Theatre Company, and Ford's Theatre. He can be seen in several independent films, industrial videos, and television commercials. Mr. Skinner has also done voice-overs for radio and television, as well as recorded books on tape. As president and owner of Pendragwn Productions, he has worked with corporations, government agencies, and nonprofit organizations to produce videos and multimedia presentations. He is currently working on his first short film. Mr. Skinner has also been active in arts education for youth having taught at the Folger Shakespeare Library, performing in and directing touring shows specifically designed for elementary and middle school students, and directing full-scale productions at local elementary schools. For the past four years, he has directed a summer Shakespeare production for teenagers through the Bethesda Academy of Performing Arts. Mr. Skinner is a graduate of the University of Delaware.

Rebecca Skinner is the mother of a toddler. She has lived in the D.C. metropolitan area for over 20 years, and has lived on Capitol Hill for over four years. She is a member of MoTH and has been particularly active on the education committee. Professionally, Ms. Skinner is an education researcher and policy analyst. She currently works for the Congressional Research Service at the Library of Congress where she focuses on education policy issues. Prior to working at CRS, Ms. Skinner was a Senior Associate at The McKenzie Group, a small minority-owned firm in Washington, D.C., specializing in education consulting. In that capacity, Ms. Skinner served as a project director, member of the firm's executive committee, and proposal writer. At TMG, Ms. Skinner also worked extensively in the area of resource mapping, with an emphasis on helping national, state, and local organizations use resources as effectively as possible to meet the needs of youth. She has also worked at Westat, a survey and statistical research firm in Rockville, MD, where she was as a Research Associate and Survey Manager. Ms. Skinner has taught at The George Washington University and has taught GED courses for Montgomery County. Ms. Skinner is currently pursuing her doctorate in Education Policy Studies at The George Washington University. She has completed her coursework and is working on her dissertation, which focuses on service-learning in public schools. Ms. Skinner holds an MA in economics from Brown University, and a BS in economics and a BA in history from the University of Delaware.

Board Selection and Terms

The Board of Trustees of Two Rivers will have two clearly defined roles. First, it will be the role of Board members to ensure the success of the organization through fundraising, community networking, and providing special skills and technical assistance. The Board will also be responsible for protecting the interests of Two Rivers, including selecting the Principal and administrative staff, assessing the performance of these staff members, reviewing and authorizing plans and commitments, ensuring compliance with legal and contract requirements, and evaluating the organization's work.

Selection Process

As Two Rivers grows, it may be necessary to expand the number of Board members. To be selected for the Board of Two Rivers, an applicant must meet both the general and specific selection criteria identified below. An active member of the Board nominating committee must nominate each applicant for the Board of Trustees. A nomination will include the applicant's current resume and a brief summary by the nominating committee member of the characteristics that qualify the applicant for the Board.

General Criteria. All members of the Board of Two Rivers Public Charter School shall possess the following general characteristics:

- Ability to listen, analyze, think clearly and creatively, and work well with people individually and in a group;
- Be willing to prepare for and attend board and committee meetings, ask questions, take responsibility and follow through on a given assignment, contribute personal and financial resources in a generous way according to circumstances, open doors in the community, and participate in self evaluation and Board evaluation;
- Actively use one's skills, background, experience, and contacts to further the mission and purpose of Two Rivers; and

- Possess honesty; sensitivity to and tolerance of differing views; a friendly, responsive, and patient approach; community-building skills; personal integrity; a developed sense of values; and interest in educational opportunities for the children of the District of Columbia.

Additional Criteria. To be selected for the Board of Two Rivers, it is desirable that a candidate also demonstrate at least one of the following:

- Successful fundraising in the Washington metropolitan area;
- Proven knowledge of fiscal management and policy development for a nonprofit organization;
- Sound organizational skills, particularly related to educational institutions or related nonprofits;
- Legal skills and abilities related to the development and maintenance of a nonprofit organization;
- A commitment to, and understanding of the D.C. community, with a particular emphasis on the public and private organizations working to improve and expand public schools;
- Knowledge of educational policy and implementation, with specific understanding of the school reform movement and charter schools;
- Support for the mission of Two Rivers; and
- Parents of currently enrolled students, appointed to the Board.

Terms of Office

- Each non-parent Board member shall serve a term of 18 months, with up to two renewals possible at the discretion of the remaining Board members. Parent Board members shall be appointed for the period from September to August;
- Board members will agree to attend a minimum of 75 percent of all Board meetings;
- Board members shall participate in an annual evaluation of Board activities in order to ensure continued effectiveness and ongoing accountability of Board actions;
- Members of the Board shall agree to serve on committees or task forces and offer to take on special assignments as needed;
- Board members shall follow conflict of interest and confidentiality policies; and
- Board members will refrain from making special requests of the school staff.

For more information about the requirements to be met by Board members, please see the bylaws, included in Appendix 7.

Parent Representation

Parent voices are critical to the success of Two Rivers. Parents represent not only the children in the school but also the voice of the community. Without their perspective, the Board will not be able to implement the mission of the school effectively.

To ensure that parents have meaningful input into the selection of the parent representatives to the Board, these representatives will be nominated by the Principal with input from parents, the SPT, staff, and the community. Parents will have the opportunity to nominate themselves, as well as other parents. The Principal will interview briefly each parent candidate to assess their commitment to the mission, philosophy, and goals of Two Rivers. Following this process, the Principal will present his/her recommendations to the Board for approval.

Parents will also have the opportunity to serve on the Advisory Council described in Section B.2.c. The Advisory Council provides guidance and advice to the Board upon request and forms the basis of committees involving non-Board members.

Roles and Responsibilities of Board Members

The Board of Two Rivers shall be composed of up to 15 individuals who meet the selection criteria outlined above. Terms shall be staggered so that no more than one-third of the Board changes at any one time to ensure continuity. Two Rivers currently is discussing potential Board membership with a few individuals with K-12 educational leadership experience.

The Board will approach its task in a manner which emphasizes strategic leadership more than administrative detail, clear distinction of Board and staff roles, and with attention and primary focus on implementation of the long-term strategic plan for Two Rivers.

Board members are required to make their best effort to:

- Visit the school at least once a semester while students are present; and
- Make a personal financial contribution to the school.

The Board and staff of Two Rivers will be guided by the following principles, adopted to ensure that each contributes appropriately to the success of the school:

- The Board will establish the strategic and philosophical direction of the school and provide oversight and advice in pursuing it; and
- Two Rivers faculty and staff, led by the Principal, shall adhere to the Board's vision and direction in crafting and administering the school's program.

Operationally, these principles imply and require that the Board:

- Focus its major involvement on the intended long-term impact of the organization, not with the administrative or programmatic means of attaining those effects;
- Direct, control, and inspire the organization through the careful deliberation and establishment of policies;
- Govern with excellence, through strict application of attendance requirements, clarification of roles, unity of message, and ongoing self-assessment of Board effectiveness; and
- Be accountable to the Two Rivers community for competent, conscientious, and effective accomplishments of its obligations.

Structure

The Board will meet at least once a month, and more often as required. For example, the Board is currently meeting every two weeks during the first part of the planning year. It is expected that the Board will undertake much of its work in committees. By gathering together the Board members with a particular expertise to focus on specific topics, committees will be able to work more efficiently and effectively than a larger group. Committee membership will include Board members as well as other individuals selected from the Advisory Council, school community, and larger D.C. community based on their expertise or experience for a period of time to be determined by the Board. Examples of possible committees include the executive committee,

nominating committee, legal committee, governance committee, finance committee, facilities committee, education committee, and community committee. The Board may eliminate and add committees as it sees fit.

The Board has elected a President, Vice-President, Secretary, and Treasurer. The officers may meet as a group with the Principal for purposes of preparing agenda and other pre-Board work, but they may not act in place of the Board, except as it may specifically delegate. Officers of the Board, and their roles, are;

- **President:** The role of the President is to ensure the integrity of Board process including effectiveness of meetings and the Board's adherence to its own rules. The presidential succession, in cases of temporary absence of the President, is the Vice-President and the Secretary. The President shall be elected by a two-thirds majority of the Board when a quorum (51 percent of the Board) is present;
- **Vice-President:** The role of the Vice-President is to act in the absence of the President and to monitor the activities and effectiveness of the Board. A simple majority shall elect the Vice-President when a quorum is present;
- **Secretary:** The role of the Secretary is to attest formally to the legitimacy of Board documents. The Secretary also is responsible to the Board for reporting on and noting any inconsistencies of Board actions. This may be done through the keeping of official minutes, a record of official minutes, and member statements, as necessary. The Secretary shall be elected by a simple majority when a quorum is present; and
- **Treasurer:** The role of the Treasurer is to assist the Board in setting financial policies and to ensure that the school is run in accordance with those policies. The Treasurer shall be elected by a simple majority when a quorum is present.

In order to best fulfill its role and responsibilities, the Board shall abide by the following:

- All regularly scheduled Board meetings shall be open to the public except when the President officially announces a special meeting;
- Any member may request a special meeting, as long as the reason for the executive session is stated and, when possible, prior notice is given;
- The Board is the sole authority over its own agenda. The President will exercise control over the agenda, though any Board member (with a majority in agreement) may add or delete agenda items; and
- Board members are obligated to prepare for meetings and to participate productively in discussions.

Relationship to School Constituencies

The Board of Trustees will support the Principal in the performance of his/her responsibilities, and establish a cooperative relationship based on an assumed mutual interest in helping the school achieve its goals. The Board and the Principal will work together to establish annual goals and to determine the criteria on which the Principal will be evaluated. Parents will have direct representation on the Board through their two elected members. Parents and teachers will also make policy recommendations to the Board through participation on the School Planning Team and Advisory Council.

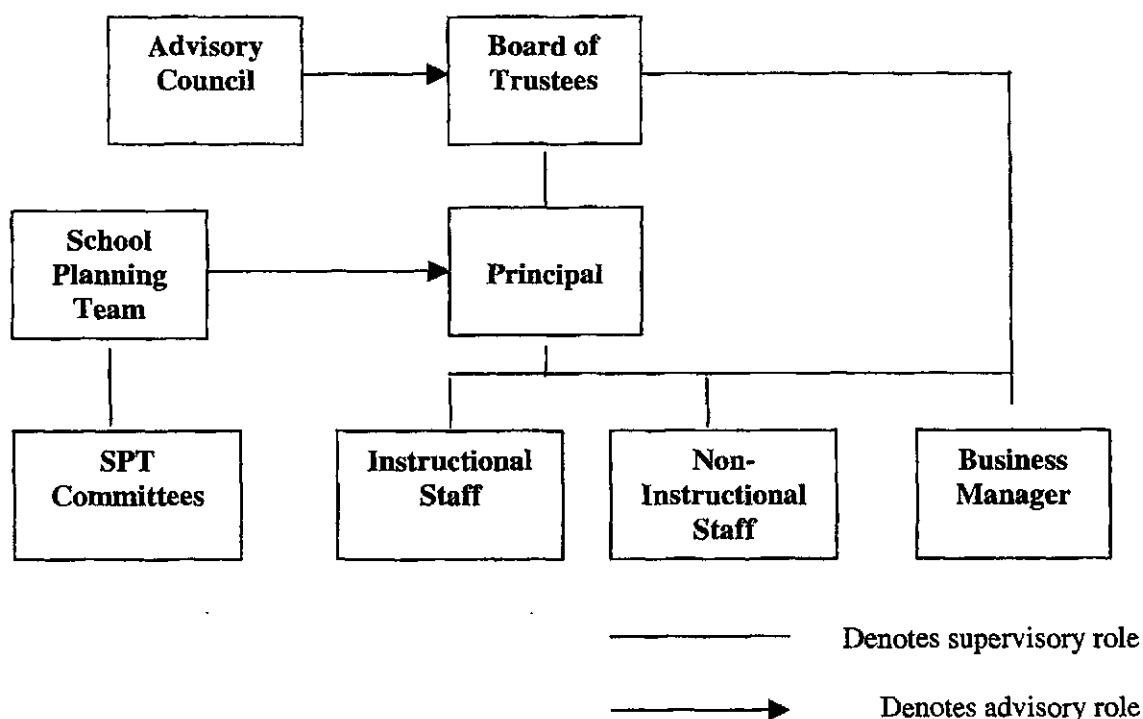
b. Rules and Policies

The rules and policies of the Board are detailed in the bylaws (see Appendix 7). Further explanation of the bylaws will be provided in the Board manual.

Policies related to employment, personnel, grievance processes, dismissal, financial procedures, and expulsion are being developed. The founding group is in the process of gathering information related to these issues from experts, charter schools, and independent schools to ensure the development of the most appropriate and effective policies for Two Rivers. The Board in consultation with the Principal, as appropriate, will review proposed policies, make revisions, and formally adopt policies based on the requirements of Section 2202(7) of the D.C. School Reform Act.

c. Administrative Structure

Figure 1. Administrative structure of Two Rivers



As denoted by Figure 1, the Principal will serve as the administrative and educational director of the school, reporting directly to the Board. The Principal will supervise all other staff and be advised by the School Planning Team. The Business Manager will report directly to the Principal and to the Board. The Board will supervise both the Principal and the Business Manager and receive guidance from the Advisory Council. A description of each of these key roles is provided below.

Board of Trustees

The Board of Two Rivers will be responsible for working with the Principal to set overall policy for the school, interact with the community and partners of the school, act as development officer to write grants and plan fundraising activities, and oversee the financial and regulatory

compliance efforts of the school. The Board may form committees consisting of Board members, members of the school community, founding members, and advisory board members to undertake these efforts. Detailed information about the Board's roles and responsibilities is provided in Section B.2.a.

Advisory Council

Two Rivers anticipates maintaining an Advisory Council whose primary function will be to provide advice and guidance to the Board on various issues. More specifically, the Advisory Council will serve the following functions:

- Provide expertise on specific issues encountered in the school planning and operations processes, such as providing legal advice related to employment procedures, developing Board training activities, and recruiting a diverse pool of staff members;
- Provide a venue for founding members and former and future Board members to contribute to the school and maintain continuity of the vision of the school; and
- Provide a way for business executives and community leaders to have input on the school without committing to a Board position.

Principal

Two Rivers Public Charter School will be led by a principal who will serve as the educational and administrative leader of the school. The Principal's duties will include, but are not limited to, supervision of staff; hiring of staff; provision of professional development; implementation of curriculum; student performance; implementation of inclusion plan; behavior management; development of relationships with parents, community members, SPT, and Board; and maintenance of safe school environment. Examples of specific duties include hiring staff, supervising all staff, evaluating all staff, coordinating ongoing staff development, ensuring that curriculum is aligned with standards, supervising the implementation of the curriculum, and ensuring that all students are meeting high academic standards.

Business Manager

Two Rivers will have a Business Manager that reports jointly to the Principal and the Board. He/she will be responsible for the business operations of the school, including purchasing, food service, deliveries, transportation, and building repairs. The Business Manager will also be responsible for preparing financial reports and will act as compliance officer ensuring that the school is meeting the terms of the charter. The Business Manager will be required to act as a liaison between Two Rivers and the various agencies that disburse funds to the school (for example, DCPS, SEA, USDA, charter school association) to ensure timely receipt of funds and to create and maintain a cooperative relationship with those agencies. The Business Manager will work closely with the Principal and Treasurer of the Board to ensure that Two Rivers meets its financial, regulatory, and other administrative reporting requirements. The Business Manager will work with the Principal and Board to help write grant proposals.

Administrative Assistant

The Business Manager and Principal will be assisted by an administrative assistant who will interact with parents and visitors in the reception area of the school; complete administrative tasks such as photocopying, filing, and mailing; assist with presentations and events; and track attendance. It is anticipated that the administrative assistant will be hired during the summer of 2004.

Instructional Staff

Two Rivers will have an instructional staff that includes teachers, assistant teachers, a special education coordinator, and specialty area teachers. Each staff member is responsible for ensuring that: students are provided with a high quality education based on the appropriate standards and are held to high academic and character expectations; the Expeditionary Learning and Responsive Classroom models are fully integrated into the curriculum; and the school environment is at all times a safe and nurturing environment conducive to learning and exploring. All staff will be expected to be effective teachers with relevant content knowledge and experience, capable of managing a classroom environment and one-on-one interactions with students, while demonstrating the necessary organization skills and professionalism required to provide students with a high quality educational experience. For example, teachers will be responsible for providing students with a curriculum that incorporates the requisite standards and learning skills for a particular grade level, incorporating these standards and skills into learning expeditions, working with students on character development, and evaluating student progress in all areas. Teachers also will be responsible for using the results of assessments to adjust classroom teaching and assignments to address any deficiencies in student learning.

Counselor

The founders of Two Rivers strongly believe in supporting the emotional well being of children as a precursor to learning. To put this ideal into practice, in addition to using the Responsive Classroom model, Two Rivers will hire a full-time counselor, adding additional counselors as the school grows. The counselor will be available to all students during the school day and be used in a variety of ways to ensure that student needs are met. The counselor will conduct classroom groups focusing on the importance of teamwork and cooperative learning, be available during the day to students that are having a difficult time focusing on their learning and need somebody to talk with and process feelings, and consult with the teachers on an ongoing basis to discuss ways of implementing Responsive Classroom and to explore other classroom community issues. The counselor will function as a wrap-around service coordinator to facilitate access to services outside of the school, including mentoring and medical services. The counselor will work closely with the special education coordinator, bilingual coordinator, volunteer coordinator, school planning team, and individual teachers as needed to create support plans for students and oversee their implementation services. The counselor will also be available to families to explore home behavior, manage expectations and educate families about developmental levels and the best way to support their children academically and emotionally.

School Planning Team

The School Planning Team (SPT), modeled on the Local School Restructuring Teams in regular D.C. public schools, will be composed of up to four parents, two founding members, four teachers, one staff member, one community representative, and the Principal. As the school expands to higher grade levels, the SPT will expand to include student representatives. The SPT's purpose will be to advise and support the Principal in the performance of his/her responsibilities and to provide a mechanism for substantive community input into school decision making. Agenda items for the SPT may be suggested by the Principal, SPT members, the Board, individual parents and staff, or community members.

The SPT will implement policies established by the Board; address challenges and issues facing the school; develop recommendations to the Board on school policy, budget, and priorities; and act as a resource and sounding board for the Principal. The SPT will be instrumental in conducting the annual school review and assessing progress toward school goals. The SPT will report to the Board through the Principal.

The role of the SPT will be advisory; the Principal will retain ultimate responsibility and accountability for decision making. It is understood that as leader of the school, the Principal will be called on to make on-the-spot decisions. However, as collaboration and shared decision making are vital to the school culture, the extent to which the principal involves the SPT in school decision making and the relationship he/she establishes with the SPT will play a significant role in the Principal's evaluation.

In addition to recruiting parents to serve on SPT committees, the SPT will also hold four meetings each school year that are open to parents and community members. The SPT will use these meetings as an opportunity to provide information about its past, current, and upcoming activities, and to alert attendees about opportunities to become more involved with school activities.

d. School Management Contracts

At this time, Two Rivers has no plans to contract out the management of the school to another organization.

3. Finance

a. Anticipated Sources of Funds

Two Rivers anticipates its major source of funding to be the D.C. uniform per pupil allocation and facilities allowance. Additional funds will be generated from city, state, and federal sources based on the composition of Two Rivers' student body. Two Rivers expects that public money will fully fund its operations once the school reaches its estimated maximum enrollment of about 500 students during the 2009-2010 school year. During the first five years, Two Rivers will aggressively seek federal and private grant funding to fund programs, allowing for the creation of an operating surplus that will be used to purchase a permanent home for the school.

Federal Funding

Federal funds under the Elementary and Secondary Education Act of 1965 as Amended by the No Child Left Behind Act of 2001 Title V, Part B, Subpart 1 are available for charter schools to help fund start-up expenses. During the 2002-2003 school year, those funds were \$150,000 for schools in their planning year, and \$200,000 for each of the first two years of the school's operation.

Two Rivers expects approximately 50 percent of its students to be eligible for free- and reduced-price lunch, making the school eligible for Education for the Disadvantaged (Title I, Part A) funding. Based on the 2003-2004 per pupil allocations for Title I, Part A funds, Two Rivers estimates that it will receive \$77,000 in 2004-2005, growing along with the student population to \$137,000 in 2008-2009. Other formula grants include Title II, Parts A and D, Title IV, and Title V Part A. Estimates of funding for these grants include are based on per pupil allocations from 2003-2004.

Other competitive federal grant programs for which Two Rivers will be eligible to apply include School Improvement (Title V, Part D), Foreign Language Instruction (Title V, Part D, Subpart 9), Comprehensive School Reform (Title I, Part F, and Title V, Part D), Early Reading First (Title I, Part B, Subpart 2), Carol M. White Physical Education Program (Title V, Part D,

Subpart 10), Parental Assistance (Title V, Part D, Subpart 16), and 21st Century Community Learning Centers (Title IV, Part B). At least two founding members of Two Rivers have experience in writing and winning competitive federal grants. Though Two Rivers expects to receive funding through several grants, Two Rivers has conservatively budgeted receiving no money from these competitive federal grant programs.

Private Foundations

Two Rivers has researched foundations that have previously funded charter schools or have missions that are amenable to funding charter schools. Specific requests will include funding for teacher and staff training; funding for staff positions or programs, especially in the arts; purchasing capital equipment; and funding for afterschool or extracurricular programs. Table 5 lists the foundations Two Rivers has targeted for funds for the aforementioned purposes.

Table 5. Foundations targeted for support

Foundation	Amount
Ford Foundation	\$100,000
The Charles Stewart Mott Foundation	100,000
Walton Family Foundation	100,000
Kellogg Foundation	100,000
Freddie Mac Foundation	50,000
Texaco Corporate Giving	50,000
Exxon Mobil Foundation	50,000
Philip L. Graham Fund	50,000
Sallie Mae Corporate Giving	50,000
Morris and Gwendolyn Cafritz Foundation	50,000
Eugene and Agnes E. Meyer Foundation	50,000
Clark-Winchcole Foundation	50,000
Roger S. Firestone Foundation	25,000
Walter A. Bloedorn Foundation	25,000
Prince Charitable Trusts	20,000
Dammann Fund	15,000
Dorothy G. Bender Foundation	10,000
Commonweal Foundation	10,000
John Edward Fowler Memorial Foundation	10,000
The Gradison Foundation	10,000
Oracle's Help Us Help Foundation (in-kind donation of 30 computers and 6 printers)	30,000

The budget conservatively estimates receiving only \$10,000 in the planning year, and \$200,000 in the first year from private foundation sources.

Contingency Planning

Should anticipated funds be delayed or lower than expected, Two Rivers may undertake the following cost-saving or revenue-increasing measures:

Two Rivers would consider raising its class size from 23 to 25 students per class for grades one through eight. At current levels, this would add approximately \$100,00 to the budget in the first year and between \$100,000 and \$200,000 per year in subsequent years.

Two Rivers will strive to have two classes per grade, but recognizes that initial enrollment might be slightly skewed towards the lower grades. If student enrollment were substantially less than Two Rivers anticipates, the school would revise its staffing plan and facilities plan to accommodate fewer students. If the higher grades (grades 2 and 3) do not reach capacity, Two Rivers would consider adding pre-K and K classes to reach full enrollment for the school. Two Rivers anticipates high demand for the pre-K and K slots and would consider having a higher enrollment in these grades.

Two Rivers would delay hiring one special subject area teacher (e.g., art or physical education) until funding were available. The specials would be taught by current classroom teachers or assistant teachers, following a model used in the first few years by Capital City PCS. Savings each year if hiring is delayed by one position: \$46,144.

Fewer computers would be purchased for the school. The current budget includes two computers for student use and one computer for teacher use in each classroom. Two Rivers would cut the teacher unit, and the two classroom computers would serve a dual purpose of a teacher unit and student units. Savings: \$15,000 in the first year, and \$3,000 in each year 2005-2006 through 2009-2010.

The specific goal of conserving cash through the first five years is to enable Two Rivers to purchase a school building. Two Rivers intends to start a capital campaign as well as use its accumulated cash to finance the purchase. The capital campaign is still in the planning stages and costs associated with and funds anticipated from the campaign are not included in the budget. Two Rivers intends that its accumulated cash will cover the expenses related to purchasing its building, but would like to retire some of the debt through a capital campaign so that the school can have the security of lower costs related to the mortgage of the building and can concentrate on its instruction program.

b. Planned Fundraising Efforts

Two Rivers held one informational event on May 7, 2003, at which it quietly solicited funds. The event raised approximately \$3,000 and promoted the school throughout the Capitol Hill community. Additional fundraising among the founding members raised another \$5,000. Two Rivers has also received a donation from a construction company to start its local fundraising campaign. Founding members intend to solicit further personal and corporate donations from their network of contacts. A member of Two Rivers' Board is a professional fundraiser and is currently working with a committee to plan a large event fundraiser for the 2003-2004 pre-opening year to raise at least \$25,000 in addition to \$25,000 in individual donations. Previous experience with events of this scale indicate, however, a likely net of \$100,000. In the budget, Two Rivers estimates receiving \$50,000 per year from individual donations and fundraising. Two Rivers believes this to be a conservative goal.

c. Financial Management and Accounting

Two Rivers intends to work with its auditor to establish accounting systems that are in accordance with generally accepted accounting principles. Until the final financial management systems are in place, Two Rivers will use the following practices and procedures.

Annual Budgeting

The school's fiscal year will extend from July 1 through June 30. Two Rivers will operate based on a detailed monthly one-year operating budget and a rolling five-year budget. Each quarter, the

results from the latest completed quarter will be analyzed and compared to the projected budget. An updated annual projection will also be included. The rolling five-year budget will be updated at the beginning of a new fiscal year. These budgets will be prepared by the Business Manager with substantial input from the Principal and reviewed by the Treasurer before being presented to the full Board for approval.

Expense Management and Controls

A summary of the school's expense management and controls policies follows.

Authorization

The Business Manager in conjunction with the Treasurer of the Board will handle expenses and oversee the control system. The Business Manager will be able to authorize expenditures of up to \$5,000, while amounts above \$5,000 also will require authorization by the Treasurer or President of the Board. If the Business Manager is not available and an immediate purchase needs to be made, the Principal may authorize expenditures of up to \$2,000. All checks over \$500, however, require two signatures. The Business Manager, Principal, and several board members will be designated as check signers.

Purchasing

The Business Manager will order items that have been approved by the Principal. Once the shipment has arrived, the Business Manager will ensure that the order, the invoice, and the goods received match and are in good condition. Upon completion of this verification process, the Business Manager will pay the invoice, or if the invoice is over \$500, he/she will get a second signer on the check. All check signers shall match the amount paid with the invoice amount. The Business Manager will write checks each Friday, and pay invoices within thirty days.

Petty Cash

The school will maintain a petty cash account of \$200. The Business Manager can access this account to reimburse employees. Expense reports may be submitted by faculty or staff each Monday to be processed that week and paid on Friday.

Fixed Assets

Two Rivers will keep an inventory of the school's fixed assets. When items are purchased, the Business Manager will tag each item and enter its description into the school's fixed asset database. This system will be used to maintain control of furniture, equipment, and classroom supplies, and to establish depreciation levels for each year.

Accounting

Expense Recording

When expenses have been incurred, the Business Manager will note the expenses in two places—an Excel spreadsheet and Two Rivers' accounting system. The Business Manager will prepare monthly financial statements, a copy of which will be presented to the Board's Treasurer and the Executive Committee before being sent to the D.C. Public Charter School Board. Each month actual expenses will be compared to budgeted expenses and variances assessed. As an additional control, the Business Manager will include a copy of the school's bank statements for that month. This documentation will enable the Executive Committee to make sure that the Business Manager's representation of the school's financials is accurate.

On a quarterly basis, the Business Manager will aggregate monthly budgets and compare them to the quarterly budget. These quarterly financial reports will be sent to the full Board and reviewed at the Board meetings. An updated annual budget will also be presented at that time.

Accrual Accounting

Two Rivers will operate on a conservative, accrual system of accounting. Revenue will be recognized as it is received, and expenses will be recognized as they are incurred. By maximizing the difference between revenues and costs, this system should help to ensure that the school does not encounter cash flow problems.

Cash Flow Management

To prevent cash flow problems, the Board will endeavor to maintain \$20,000 in the bank at all times. Two Rivers will apply for and maintain an open line of credit of \$200,000 to meet cash flow fluctuations.

d. Civil Liability and Insurance

Two Rivers will obtain an insurance policy that meets or exceeds the level of coverage recommended by the D.C. Public Charter School Board. Two Rivers has contacted Hess, Egan, and Rust Insurance for estimated insurance costs. An estimate was provided by The Hartford, which has a charter school program, for coverage for workers' compensation, general, property, and Board and educators' liability coverage. Two Rivers will select and contract with a vendor in the spring of 2004.

e. Provision for Audit

On an annual basis, a Certified Public Accountant will audit the school's financial statements according to Generally Accepted Accounting Procedures (GAAP). Two Rivers has spoken with Drolet & Associates about auditing services for the school. Drolet currently provides auditing services for several other D.C. public charter schools. The Board will convene an audit committee to select an independent auditor that is a Certified Public Accountant licensed in the District of Columbia. Upon selection, Two Rivers will work with the auditor to develop sound financial practices for the organization. The Board is currently identifying qualified accountants with experience in school budgets and auditing to provide services until an auditor is selected.

4. Facilities

a. Identification of a Site

Two Rivers anticipates leasing space for the first few years, with the option of later purchasing its site. The school has engaged the services of brokers from Coldwell-Banker Pardoe of Capitol Hill. The brokers, Kitty Kaupp and Larry Chartienitz, have located temporary and permanent homes for a number of private schools. A facilities committee composed of Board members and other knowledgeable founding members has visited several potential sites for a temporary home.

Two Rivers is working with a development company, Stanton Development, to acquire and develop a space in Capitol Hill. Stanton Development has completed more than \$50 million worth of development in Capitol Hill and is a business committed to the neighborhood. Their completed properties have either won or have been recognized by the American Institute of Architecture for their superb designs and contributing value to the area. Stanton Development is working with Two Rivers to obtain financing for the project.

709 12th Street, SE

Two Rivers has identified a site for the school that can be leased in the short term, and purchased for a long-term home. The site is located at 709 12th Street, SE and is near the Eastern Market metro and major bus lines that run along Pennsylvania Avenue. The main building currently houses a furniture leasing company on the first floor, which may remain and share space with Two Rivers during the first few years. The site currently has at least 38,000 square feet in adjoining buildings and a vacant lot, with the potential to add more space on the lot or on the second floors of the adjoining buildings. Two Rivers and Stanton are preparing a proposal to lease approximately 16,000 square feet of space in the building for the first two years, with an option to purchase the entire parcel. This proposal will allow Two Rivers to lease only the space it needs each year, expanding as the student body grows.

Stanton Development anticipates purchasing the building and providing build-out and development services in either 2003 or in 2005 and leasing space to Two Rivers until Two Rivers is able to arrange its own financing. The current owner of 709 12th Street, SE is willing to lease with an option to purchase, or to sell the property outright. Additional tenants in the building are leasing space for warehouse storage. Stanton Development will be able to keep these tenants and phase in development for Two Rivers as it needs additional space.

In addition to the location near public transportation, 709 12th Street, SE has several other advantages as a site for Two Rivers, including:

- Building appears to be in good shape, structurally sound, and has HVAC, electrical, and plumbing systems in working order, including a sprinkler system;
- Within boundaries of Capitol Hill, where the majority of founding members of Two Rivers live;
- Vacant lot at the site, which could be used for a playground or parking;
- Interior space that can easily be configured into classrooms and offices (currently the space is open warehouse-type space and needs only partitions);
- Many windows offer natural lighting;
- Current tenants allow for a phased in development for Two Rivers; and
- Location across the street from a large family public housing development, Potomac Gardens, for recruiting students and possible partnerships.

Contingency Planning

Two Rivers has also been working with the Capitol Hill business community and the Ward 6 school board representative, Tommy Wells, to identify underutilized commercial, school, or government space on Capitol Hill that could serve as a temporary home. Tommy Wells is working with DCPS to help place Two Rivers into a recently vacated DCPS school, Miner Elementary, located at 601 15th Street, NE. Two Rivers believes Miner is large enough to house the school for at least two years.

Other sites that Two Rivers and Stanton Development are monitoring for temporary or permanent homes include 300 L Street, NE, 801 Virginia Avenue SE, and 1200 Pennsylvania Avenue SE. Two of these sites were initially considered for development of a school by St. Coletta's, a private school for severely disabled students. The broker has agreed to request the drawings and other feasibility studies from St. Coletta's to share with Two Rivers. St. Coletta's was given a \$1 per year land lease from the D.C. government and has located at the old D.C.

General Hospital grounds, and therefore is no longer interested in the properties that Two Rivers is considering.

b. Site Renovation

Design for site renovation 709 12th Street, SE will be expedited by the pro bono services of three of the founding members (including one Board member) who are commercial architects. Two Rivers expects that Stanton Development would be responsible for bidding out the detailed architectural services and construction needed for substantial renovations or additions. Timelines for the design and build out of 709 12th Street, SE in phases appear in Section C.4.a.

c. Financing Plans for Facilities

Two Rivers has had preliminary conversations with CityFirst Bank and Bank of America about financing options for a facility. Two Rivers Board members, Stanton Development, and CityFirst Bank met together to discuss the New Market Tax Credit program that CityFirst will administer over the next year. This program creates incentives for organizations to finance charter school or commercial development in census tracts where more than 20 percent of the population is in poverty, which includes the tract where 709 12th Street, SE is located. Two Rivers and Stanton Development are continuing to explore this financing option as CityFirst finalizes its program. In addition, 709 12th Street, SE is located within a District of Columbia Empowerment Zone, which has a number of tax incentives, including a zero percent capital gains rate. Both the New Market Tax Credit and Empowerment Zone programs create developer incentives that lower the risk of investing in certain neighborhoods, and can benefit Two Rivers by allowing Stanton Development to take the risk to finance and develop a school for Two Rivers. The contingency location at 300 L Street, NE is eligible for New Market Tax Credits. Another contingency location, 801 Virginia Avenue SE, is eligible for both New Market Tax Credits and Empowerment Zone incentives.

Because most banks loaning to charter schools require a track record of successful operation in order to make direct loans to the school, Two Rivers intends to lease 709 12th Street, SE from the current owner or Stanton Development until it is able to arrange its own financing through loans or bonds sometime after Year 5 of operations.

Two Rivers also has spoken with David Leopold at Bank of America, Joel Scharfer at the Charter School Development Corporation, and Victor Reinoso at the Federal City Council about possible development and financing plans for a facility.

d. Building Maintenance

Responsibility for building maintenance for 709 12th Street, SE will be clarified in the lease, whether that lease is with Stanton Development or the current owner. When Two Rivers owns the building, the Business Manager will be responsible for overseeing building maintenance. He/she will create a list of the ongoing monitoring and filing requirements and ensure that those requirements are met. The Business Manager and the Board will investigate building maintenance contracts, staff maintenance positions and determine the best solution given cost, time, and expertise. At this time, Two Rivers is assuming that it will contract with an outside agency for most custodial services.

5. Recruiting and Marketing

a. Outreach to the Community

As a grassroots effort, Two Rivers has already directed a number of outreach efforts within the Capitol Hill and larger D.C. communities, including:

- Recruiting founding members to help create the school,
- Publicizing the effort within the existing community and neighborhood networks,
- Formally and informally publicizing the school to potential parents of students; partners in the government, arts, and business communities; and education and community leaders.

Further planned outreach activities include distributing information about Two Rivers to daycare centers, social service agencies, churches, and preschools. Distribution may include mailing materials or personal visits from founding members.

Two Rivers already maintains a database of interested parents and other community stakeholders. This database is updated regularly. Beginning in the fall, Two Rivers will send email updates on the school's progress to all individuals included in the database.

Two Rivers as a Community Resource

In creating Two Rivers, the founding members are addressing a community need for additional high quality elementary and middle school education options. Two Rivers' commitment to the community, however, extends beyond providing an education to D.C. school children. Several plans are being developed to establish Two Rivers as a community destination. For example, during non-school hours, Two Rivers may offer its classrooms as space for adult education classes for parents of students and other community members. Drawing on the skills and expertise of founding members, parents, and other community members, Two Rivers may also provide classes, lectures, and seminars of interest to the community. To the extent possible, Two Rivers will offer presentations to the community that are linked to the learning expeditions in which students are participating. For example, if students are doing a learning expedition about gardens, Two Rivers would try to invite a master gardener, landscape architect, or botanist to provide information about gardening that was geared for adults. This will provide the community with valuable learning opportunities, while simultaneously providing parents with more knowledge about a topic their children are studying. This will stimulate conversations about learning expeditions at home and draw attention to learning expeditions to increase community support for the students.

b. Recruitment of Students

Two Rivers will rely primarily on grassroots marketing to attract students from Capitol Hill, the remaining parts of Ward 6 and areas in neighboring wards with relatively easy access to Capitol Hill via public transportation, and areas with a concentration of Latino families. Two Rivers has consulted with experienced community organizers who have 30 years of experience working in minority and low-income neighborhoods, other D.C. charter school leaders, and political campaign organizers to develop outreach and student recruitment strategies for the school. These organizers have volunteered to help the Two Rivers outreach committee implement the strategies they recommended.

Based on input from experienced community organizers, Two Rivers will implement a three-pronged approach to recruit a racially, ethnically, and economically diverse student body. The first part of the recruitment strategy focuses on the children of founding members, Capitol Hill residents, and D.C. parents' groups (i.e., MoTHs, Mocha Moms). The second part of the strategy expands Two Rivers' grassroots recruitment efforts to all of Ward 6 and parts of neighboring wards with relatively easy access to Capitol Hill via public transportation. The last part of the strategy involves efforts to recruit Latino children and their families, primarily from Wards 1 and 4. There will be some overlap across the various strategies employed to recruit students, providing Two Rivers with multiple opportunities to contact members of the target population.

Part One: Founding Members, Capitol Hill Residents, D.C. Parents' Groups

As a parent-founded school, Two Rivers' marketing strategy initially targets Two Rivers' founding parents. As of October 2003, the founding group is composed of 60 families who have committed expertise, materials, or personal financial resources to develop and support Two Rivers. These committed volunteers form an initial basis for student recruitment, having children of various ages, racial/ethnic backgrounds, and income levels.

The exploration process for founding a charter school was initially undertaken by the education committee of MoTH. Once the decision was made to move forward with the establishment of a charter school, the group of parents dedicated to this process separated from the larger MoTH group. However, many of the initial founding members of Two Rivers and other parents who have become involved with the school continue to share a common link to MoTH. Thus, Two Rivers will conduct extensive outreach to MoTH families in its efforts to recruit students. MoTH communications are virtual, via a website that receives approximately 600 public messages per month,²² and personal, with members engaging in social, civic, and advocacy activities with other families. Membership in MoTH has now reached over 550 Capitol Hill families. Two Rivers has already made a presentation at a MoTH-wide education meeting held in March 2003, and is scheduled to present at a larger community meeting on educational options sponsored by MoTH in November 2003.

There are other virtual and personal communities in D.C. that the founding group is targeting for potential students, including the D.C. chapter of Mocha Moms (a support group for stay-at-home moms of color) and Urban Moms (a listserv primarily made up of racially and ethnically diverse group of parents in Northwest D.C.). Some founding members of Two Rivers also are members of these groups and will participate actively in efforts to market the school on these websites and at group meetings. In general, Two Rivers anticipates being able to target many middle-income families through electronic communications with virtual groups such as MoTHs or Mocha Moms.

Two Rivers also is marketing to Capitol Hill residents through the distribution of marketing materials and participation in community meetings. For example, Two Rivers has developed a variety of publicity materials that have been distributed at Capitol Hill's many parks to families with children, in addition to word-of-mouth marketing taking place across Capitol Hill. Two Rivers also has publicized its board meetings through various means, including the MoTH website, resulting in about 25 new families attending a meeting to mark the start of the planning year. In addition to attending MoTH-sponsored meetings, Two Rivers also maintains a presence at other community meetings such as ANC and PSA meetings, as well as neighborhood organization meetings, such as the Stanton Park Neighborhood Association and Lincoln Park Neighborhood Association. Founding members of Two Rivers have already presented at two ANC meetings in Ward 6.

Two Rivers will continue to expand its community contacts to increase the visibility of the school. For example, the outreach committee will be contacting the Capitol Hill ministries to seek guidance on how best to contact the various churches in the Capitol Hill area. The Capitol Hill Group Ministries are composed of all the major churches of various denominations on the Hill. The Expeditionary Learning model's emphasis on character and teamwork should be appealing to pastors and parishioners of all faiths.

Two Rivers has been invited to attend or has planned to hold several additional meetings this fall to continue to publicize the school. On October 28, 2003, Two Rivers will present at the Ward 6 Democrats' Forum on Education, which will be held at the H Street Playhouse in northeast. On December 1, Two Rivers will hold a community meeting on Capitol Hill to provide interested community members with general information about the school and answer questions. As previously mentioned, in mid-November, Two Rivers will participate in a Capitol Hill meeting on education options being sponsored by MoTH. Also in mid-November, Two Rivers has been invited by a local church to conduct a presentation for families with infants and toddlers. At the end of November, Two Rivers plans to hold an additional community information session at a location in southwest to provide families that may not have been able to attend the meetings on Capitol Hill with an opportunity to learn more about the school.

Two Rivers also was the subject of a news article in the October 2003 edition of the Hill Rag. The article increased awareness about the school on Capitol Hill and beyond as evidenced by the numerous emails and telephone calls that have been received from individuals interested in having their children attend the school and/or volunteering to help with activities during the planning year. The Hill Rag is a free publication distributed across D.C. and reaches about 20,000 readers monthly.

Finally, Two Rivers will approach the Capitol Hill business community to participate in community activities sponsored by businesses in the area. Two Rivers has already contacted the development director for the Barracks Row Main Street project, which is a major economic redevelopment effort in the heart of Capitol Hill. Several founding members have presented Two Rivers to Capitol Hill's leading businesses such as Coldwell Banker/Pardoe, Stanton Development, Riverby Books, and Ellington's on Eighth. Two Rivers has also received a grant from the Capitol Hill Community Foundation. Future efforts will be to present the school to meetings of the Capitol Hill Associations of Merchants and Professionals (CHAMPS), the H Street Corridor project, and to approach individual business owners about stocking Two Rivers literature in their shops. It should be noted that the businesses in Capitol Hill serve a racially and economically diverse clientele and that founding members are making an effort to approach a wide range of businesses on the Hill. The purpose of working with the business community is two-fold: to increase awareness of and generate positive feelings toward the school and to reach families that shop at Hill businesses for student recruitment purposes. Two Rivers has a community guide of business in the area (Fagon Community Guide) to provide the basis of the business outreach portion of the recruitment strategy.

Part Two: Ward 6 and Neighboring Wards

As previously mentioned, Two Rivers will expand its marketing efforts to encompass all of Ward 6, as well as areas of neighboring wards that have relatively easy access to Capitol Hill and the school's proposed location via Metro or bus lines. Two Rivers has developed multiple strategies for recruiting students from these areas, ranging from participating in meetings at public housing projects to handing out flyers at bus stops to working with existing charter schools to

meet excess demand for Expeditionary Learning programs. Major grassroots initiatives that are being or will be implemented include the following:

- 1. Identify and contact family public housing projects near the school's location on 12th Street, SE and along major public transportation routes to the school in neighboring wards. Two Rivers will work to present the school to tenant association meetings or participate in well-attended events at the dwellings (e.g., BBQs or kids' days celebrations). At least two founding members have experience with this type of community meeting format. The school plans to locate across the street from a family public housing project and intends to work closely with the facility to recruit students and, perhaps, engage in other partnerships.*
- 2. Through work with the Capitol Hill Group Ministries, present Two Rivers to interested congregations of all denominations in the target area.*
- 3. Pass out literature at the grocery stores in the neighborhoods, or grocery stores frequented by people in targeted neighborhoods (e.g., the new Giant on Rhode Island Avenue attracts many Capitol Hill and Ward 6 shoppers).*
- 4. Pass out literature at bus stops along major transportation routes near the school at peak hours for family travel (before/after work and school).*
- 5. Advertise and obtain press coverage in publications that reach primarily African-American and low-income populations in or near Ward 6, including DC North, East of the River, and The Afro American Newspaper. Two Rivers will also advertise community meetings through these papers.*
- 6. Have a diverse Board of Trustees and a diverse group of volunteers participate in all recruitment efforts throughout Ward 6. Two Rivers has already expanded its Board of Trustees and will continue to seek committed Advisory Council members and volunteers with valuable expertise to reflect the diverse student body it intends to attract.*
- 7. Give presentations about Two Rivers to parents and staff at pre-schools, day cares, and other early learning centers. Two Rivers has already been invited to speak at a pre-school in South West and a Latino early learning center in Mt. Pleasant.*
- 7. Work with existing charter schools in Ward 6 and citywide that use the Expeditionary Learning or similar models to help serve students that cannot be accommodated at those schools. Two Rivers has already met with leaders at Sasha Bruce, Options, and Capital City and intends to strengthen those relationships to serve all students who wish to attend an Expeditionary Learning school. Both Capital City and Sasha Bruce currently have waiting lists of students that cannot be accommodated at those schools. Sasha Bruce and Options primarily serve low-income and African-American students. Capital City has a more diverse student body but enrolls a majority of African-American students.*

As previously mentioned, Two Rivers will be holding a community meeting on Capitol Hill during the first week in December to provide community members with information about the school. It also will be participating in a community meeting in mid-November focused on education options throughout the Capitol Hill area and beyond. Two Rivers also plans to host an additional community meeting in southwest at the end of November to target the large number of Ward 6 residents who live in this area of the city.

Part Three: Latino Student Recruitment

Two Rivers intends to create a dynamic Spanish language and ESL program; thus, the school is committed to attracting Spanish-speaking and Latino students from around the city to the school. Although there are several native Spanish-speaking families among Two Rivers' founding members, Capitol Hill does not have a high concentration of Latino and Spanish-speaking families. Based on data from the 2000 Decennial Census, only 3.1% of children ages 0-17 in

Ward 6 were reported as being of Hispanic ethnicity. The most substantial concentration of Hispanic children and families is in Ward 1 (38.3%), followed by Ward 4 (19.0%). Ward 1 includes the areas of Mount Pleasant and Columbia Heights, and the southern side of Ward 4 borders these areas. Thus, Two Rivers specifically will focus on recruiting Latino students from these areas, while continuing to recruit Latino students from other areas of the city in conjunction with the first two parts of its marketing strategy.

Two Rivers already has established relationships with organizations in the city interested in the promotion of Spanish language education. For example, Two Rivers has already participated in a meeting sponsored by BilingualDC, a parent advocacy group for bilingual education, and continues to maintain contact with the group. In addition, several founding members of Two Rivers have children enrolled in the Latin American Montessori Bilingual Charter School (LAMB) and Oyster School. They are building relationships with administrators in these schools to seek their input on developing Two Rivers' Spanish program and to ask them to recommend Two Rivers to students who cannot be accommodated at LAMB or Oyster due to space or grade-level constraints. For example, LAMB accepted only 3- and 4-year-olds into its program in 2003, but many of the children in the program have older siblings that would like to attend a school that celebrates language and diversity and that can provide ESL services.

Two Rivers plans to hold a community meeting in Ward 1 or Ward 4 at the beginning of December to provide members Spanish-speaking students and their families with information about the school. The meeting will be publicized locally in these communities through print publications and flyers. In addition, Two Rivers has created marketing materials in Spanish that have been distributed at community meetings and in establishments on Capitol Hill. Two Rivers plans to translate additional marketing materials into Spanish and to add these materials to its website. Two Rivers also will work to obtain press coverage in D.C.'s major Spanish-language newspapers and will publicize the registration process in at least one major Spanish-language newspaper.

Cross-cutting Strategies

Two Rivers has created and is maintaining a database of contact information for parents interested in sending their children to Two Rivers. Two Rivers is maintaining contact with families on the list to update them on the progress of the school and send registration forms when they become available. This list of individuals will be continually updated. In addition, a new link will be added to the Two Rivers website that will enable interested parents to sign up to join the mailing list to receive updates and a registration application.

Additional activities undertaken by the outreach committee include creating a database of all early childhood education, daycare, and aftercare programs on or near the Hill to which Two Rivers will send marketing brochures with contact information. Founding member volunteers on the outreach committee will contact directors at the programs to present or display marketing materials for parents considering schooling options for their kids currently attending these facilities.

Finally, Two Rivers has placed ads in several local publications to announce Two Rivers information sessions. Ads be placed in the Hill Rag, DC North, and East of the River. The ads in DC North will run in both English and Spanish. Combined, these free publications have a monthly circulation of about 60,000 readers, and cover all parts of D.C. that Two Rivers is targeting in its marketing efforts.

c. Future Expansion and Improvements

Table 6 details Two Rivers' enrollment targets for each grade level for the first five years of the school's operation, and Table 7 details the staffing plan for the first five years.

Table 6. Enrollment targets: Year 1 – Year 5

Grade level	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-K (3-year olds)	12	12	12	12	12
Pre-K (4-year olds)	40	40	40	40	40
Kindergarten	46	46	46	46	46
1	46	46	46	46	46
2	46	46	46	46	46
3	46	46	46	46	46
4	--	46	46	46	46
5	--	--	46	46	46
6	--	--	--	46	46
7	--	--	--	--	46
8	--	--	--	--	--
TOTAL	236	282	328	374	420

Table 7. Staffing targets: Year 1 to Year 5

Staff position	Year 1	Year 2	Year 3	Year 4	Year 5
Lead Classroom Teacher	11	13	15	17	19
Assistant Classroom Teacher	11	13	15	17	19
Counselor/Inclusion Specialist	2	2	3	3	4
ESL/Spanish Teacher	2	2	2	3	3
Arts Coordinator	1	1	1	1	1
Physical Education	1	1	2	2	2
Art/Science Teacher	0	1	2	2	3
Drama/Dance Teacher	0	0	0	1	1
Principal	1	1	1	1	1
Business Manager	1	1	1	1	1
Administrative Assistant	1	1	1	2	2
Custodial	0.5	0.5	1	1	1.5
TOTAL	31.5	36.5	44	51	57.5

Of these students, it is anticipated that approximately 3% of students each year will be limited or non-English proficient students, and 13% of students will be special needs students. Resources for these groups of students will be adjusted based on actual enrollment data.

As discussed in various sections throughout the application, Two Rivers has already begun to prepare for the anticipated growth in enrollment. Two Rivers is seeking a facility that will house the school in the short term with the possibility of expanding the facility to meet Two Rivers' long-term needs. If it is not possible to obtain one property that will meet all of Two Rivers' needs, the school will seek a temporary facility for its first two to three years of operation, while it looks for and builds or renovates a permanent home to house the school at full capacity.

Corresponding plans have been developed regarding staffing and financing. Two Rivers plans to implement its staff hiring process each year in which additional staff is needed. It is anticipated that staff will continue to be added regularly through 2009-2010 and sporadically in later years. Two Rivers has budgeted appropriately for the increases in enrollment and staff as detailed on its five-year estimated budget show in Section F. In addition, as Two Rivers becomes more established in the community as a high performing school, it is anticipated that additional funding will be available through grants and donations.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Admitting

While Two Rivers has already developed and begun distributing materials about the school, these efforts will be increased and coordinated with information sessions as soon as is practical upon receipt of its full or conditional charter. During this process, a 30-day period for accepting student registrations will be announced and publicized.

The registration process and accompanying registration form will be used to accomplish several specific purposes outlined below:

- To assess the level of interest in Two Rivers' educational program;
- To establish a procedure for conducting a random lottery should a lottery be needed;
- To verify that applicants meet residency requirements for enrollment in a D.C. public school;²³ and
- To provide an additional opportunity to communicate the school's mission and philosophy to prospective applicants; thereby, increasing the likelihood that applicants understand the program and share a commitment to the goals of the school.

Two Rivers is a D.C. public school that is open to all applicants within the ages and grade ranges served by the school. In accordance with D.C. charter school legislation, following the registration process for Year 1, preference in registration will be given to (1) students who are already enrolled in the school, and (2) siblings of children who are already enrolled in the school, provided space is available at the desired grade level. If a particular grade, such as kindergarten or grade 1, is approaching full enrollment with students already enrolled who are advancing to that grade, sibling placement will be determined by random lottery.

If some grades are overenrolled at the end of the registration period, returning students will be enrolled first, followed by their siblings. Remaining spaces will be allocated through a random lottery at each grade level that is overenrolled. Families will be notified about the results of the lottery within five business days by phone and, subsequently, by mail. Students who do not get spaces will be rank-ordered via the lottery on a waiting list and notified in order of vacancies that emerge.

After the initial registration period, if a particular grade level or classroom is significantly underenrolled, Two Rivers will consider whether changes to the grade levels offered are necessary or beneficial. Changes could include combining underenrolled classrooms into multi-age groupings (for example, grade 1-2), adding additional classes in the early grades, or deciding not to offer a particular grade. Decisions about changes to class and grade configuration of Two Rivers will be made by the Principal in consultation with the Board before any families are notified.

Accepted applicants must either accept or decline an invitation to enroll in Two Rivers within four weeks. After the designated registration period ends and if spaces are still available, Two Rivers will conduct additional outreach and recruiting and continue to accept registrations on a

first-come, first-serve basis until all remaining spaces are filled and the projected enrollment level has been reached.

Table 8. Timetable for registration and admission for the 2004-2005 school year

Activity	Date
Registration period begins	January 28
Registration period ends	February 28
Lottery held by grade (if necessary)	March 3
Families notified	March 3-5
Enrollment decisions due in writing	March 31
Open enrollment period begins (if space available)	April 5
Summer interviews begin	June 1
Summer interviews end	July 30
First day of school	September 2

Note: It is anticipated that a similar schedule will be followed in subsequent years. Dates falling on a Saturday or Sunday will be moved to the next business day. The first day of school will coincide with the DCPS schedule.

b. Policies and Procedures for Selection, Admission, Enrollment, Withdrawal, Suspension, and Expulsion of Students

Two Rivers is a public school open to any student who can demonstrate D.C. residency. The school will not discriminate on the basis of race, color, national origin, gender, sexual orientation, disability, or religion and will not impose any eligibility requirements or give preference in admissions to any group, with the exception of students already enrolled in the school and their siblings, as provided for under the charter school law. While the school will be open to all students, extensive efforts will be made to clearly communicate the school's mission, philosophy, and educational program to attract parents and students who are comfortable with and supportive of this approach. Detailed information about recruiting and admissions policies and procedures were discussed in Section C.1.a. Nonresident students may be allowed to enroll if there is space available, and if they pay tuition in accordance with DCPS' policies.

It is expected that all members of the school community, including parents, will demonstrate a strong commitment to the school and contribute to the achievement of the school's goals. All parents registering their children will be asked to attend an orientation session and sign an agreement stating their willingness to dedicate 20 hours of volunteer time to the school over the course of the year. Two Rivers believes that these agreements set a tone for the kind of culture and cooperation the school expects from parents.

Through recruiting efforts and publicity, it is the school's intention that every student who enrolls in Two Rivers will be highly satisfied with their education experience. It is anticipated, however, that some students might withdraw from the school. These students might be moving to another city, or their parents may have determined that another school would be a better environment for them or be more convenient for various reasons. In the case of a student withdrawal, the school will require the student's parent to sign a withdrawal form, formally announcing the family's intent to leave the school and indicating the student's last day of attendance at Two Rivers. Upon request of the parent, the Principal will arrange for the student's records to be available for transfer to the new school. Each parent will also be asked to attend an exit interview with the Principal to discuss the student's departure and his/her experience at Two Rivers. The Principal will keep a record of these interviews to look for trends in the reasons for

student departures and take appropriate actions to correct any programmatic or administrative issues that are contributing to student attrition.

Two Rivers emphasizes character development and respect for others as evidenced by its adoption of both Expeditionary Learning and Responsive Classroom. It is hoped that this will minimize the need to expel students. The Principal, however, may expel a student under extreme circumstances when the health and well being of an individual student, other students, or staff members is threatened. Prior to opening, the Principal in consultation with the Board will develop an official policy governing expulsion. Additional policies regarding student behavior are discussed in section A.4.e.

2. Human Resource Information

a. Key Leadership Roles

Principal

The Principal will serve as the chief administrative officer and curriculum leader for the school. The Board conducted an extensive principal search in spring 2003 to identify and select the best candidate for the position. The nationwide search was conducted by placing advertisements in national publications, such as *Education Week*; advertising on a variety of websites, including Expeditionary Learning, *Education Week*, the National Association of Elementary Principals, D.C. Charter School listerv, and idealist.org; and advertising at local colleges and universities with education programs. The search was also promoted within the community through networking with education professionals. The criteria used to evaluate resumes were developed with outside expert assistance, and interviews were conducted with the assistance of outside experts.

The founding group has identified Jessica Wodatch as the Principal of Two Rivers, pending a background and references check. Ms. Wodatch is the Middle School Director at Kingsbury Day School, a school for students with learning disabilities. She previously served as an administrator at St. Coletta School, a school for students with mental retardation and autism. In her administrative positions, Ms. Wodatch has hired staff, supervised and evaluated staff, provided professional development, worked with parents and community members, provided daily behavior management guidance to students, overseen the development and implementation of curriculum, assisted with developing schoolwide teams, worked on Board committees, ensured a safe physical environment, and held students to high academic standards. Ms. Wodatch has extensive experience in special education. Ms. Wodatch spent three years as a researcher for an education evaluation firm, where she gained experience interviewing school leaders, conducting focus groups, observing master teachers, administering surveys, working with education data, and training teachers to administer the Stanford-9. She began her education career as a third grade teacher in the Bronx through Teach for America. She received a Master's degree in education administration from George Washington University and a bachelor's degree from Macalester College. Ms. Wodatch grew up on Capitol Hill, attended D.C. Public Schools from pre-kindergarten through 12th grade and is now a parent on Capitol Hill.

As a founding member of Two Rivers, Ms. Wodatch led the educational planning for the creation of the school. Her input was also invaluable on other aspects of the planning process, as she had extensive knowledge of the administrative and financial requirements that schools must meet. In the role of Principal, Ms. Wodatch will dedicate 100 percent of her time to fulfilling the duties of the position. The specific responsibilities assigned to this position are discussed in Section B.2.b.

Business Manager

The Business Manager will serve as the business officer for the school. Two Rivers anticipates hiring a Business Manager in July 2004. This individual will dedicate 100 percent of his/her time to business operations and related activities. The specific responsibilities assigned to this position are discussed in Section B.2.b. Currently, several board members and founding members with relevant business experience are sharing the responsibility of this position and have committed to continuing to do so until a qualified individual is hired.

Legal Counsel

Two Rivers will endeavor to have at least Board member who is able to provide legal assistance. Currently, pro bono legal services are being provided by Wilmer, Cutler, & Pickering. The founding members have also organized a Legal Committee composed of three attorneys and one legal coordinator. It is anticipated that this assistance will continue to be available on an as needed basis.

b. Qualifications of School Staff

All staff who work at Two Rivers will be expected to support and agree to carry out the Two Rivers mission and principles. The school will conduct background checks on individuals prior to their employment and on volunteers, as required. An independent agency will be hired to check local and state police records to uncover any previous convictions and to conduct a credit check. This service may take up to one month and will be undertaken in the final stages of hiring. Specific hiring criteria for the Principal, Business Manager, administrative assistant, counselor, and teaching staff are described below.

Principal

All principal candidates were evaluated based on the following criteria developed by a committee composed of Board members and outside experts:

- Previous administrative experience in a school setting;
- Certification (or able to be certified) in administration;
- Previous K-12 teaching experience;
- Master's degree (related to administration/education);
- Experience in staffing: hiring, retaining, supporting school staff;
- Demonstrated track record of working to improve student performance;
- Demonstrated experience with community outreach;
- Demonstrated experience involving parents in school activities;
- Knowledge and understanding of ELOB or other experiential learning technique;
- Knowledge of special education (including relevant laws and regulations);
- Demonstrated leadership and teambuilding experience;
- Strong commitment to Two Rivers' mission and guiding principles;
- Knowledgeable and supportive of charter schools;
- Ability and willingness to work with Two Rivers during its planning year;
- Interest in and attraction to local area and community;
- Strong knowledge of standards, curriculum, and assessment;
- Demonstrated experience with diverse student populations in school setting;
- Demonstrated experience with low-income populations in school setting;
- Knowledge of school budget process;

- Understanding of federal, state, and district requirements and regulations as they apply to Two Rivers;
- Strong communication skills, including strong writing skills;
- Data analysis skills;
- Demonstrated commitment to community service;
- Commitment to developing a foreign language program;
- Exposure to fundraising situations; and
- Demonstrated experience with student discipline/responsibility issues.

Interviewing and hiring decisions were made based on the extent to which an individual candidate met or exceeded these criteria.

Business Manager

As Two Rivers does not intend to hire a Business Manager until July 2004, only preliminary criteria have been developed with respect to the qualifications for this position. This individual must demonstrate prior experience and a sufficient educational background in relevant areas to fulfill the responsibilities outlined in Section B.2.a. At a minimum, it is anticipated that the Business Manager will meet the following criteria:

- MBA or bachelor's degree in business or finance;
- 5 or more years of relevant experience, preferably in a school setting;
- Demonstrated knowledge of contracting and legal requirements affecting schools;
- Demonstrated experience with accounts payable and receivable;
- Experience preparing financial statements; and
- Experience working with auditors.

Counselor

As Two Rivers does not intend to hire a counselor until July 2004, only preliminary criteria have been developed with respect to the qualifications for this position. This individual must demonstrate prior experience and a sufficient educational background in relevant areas to fulfill the responsibilities outlined in Section B.2.a. At a minimum, it is anticipated that the counselor will meet the following criteria:

- MA in social work;
- 5 or more years of relevant experience, preferably in a school setting;
- Demonstrated understanding of special populations, including students with disabilities and LEP students;
- Demonstrated ability to create rapport with children of all ages;
- Experience facilitating social skills groups;
- Experience working with parents and families; and
- Extensive knowledge of behavioral approaches and interventions.

Administrative Assistant

As the administrative assistant will not be hired until July 2004, hiring criteria for this position have not yet been developed. The Principal will develop these criteria, seeking outside input if necessary. It is anticipated that criteria may include such requirements as:

- Minimum 2 years of previous administrative assistant experience, preferably in a school setting;
- Strong interest in children and education;
- Strong communication skills;
- Computer literate; and
- Motivated and responsible.

Instructional Staff

In the search for teachers and assistant teachers, the school seeks individuals with teaching expertise, interpersonal skills, and personal maturity to succeed in a demanding, start-up environment. As stated above, Two Rivers also wants to hire teachers who will embrace the schools' mission, philosophy, and educational approach; implement Expeditionary Learning and Responsive Classroom; and act as role models for students. Classroom teachers will be expected to meet Two Rivers' criteria for teacher selection, listed below. Two Rivers recognizes that there are individuals who are capable of providing students with excellent learning opportunities who may not have traditional teaching certification. In some areas, particularly art and physical education, flexibility is important. However, for teachers in non-specialty areas, Two Rivers intends to hire certified teachers. Two Rivers is currently in discussions with several local colleges and universities to establish partnerships that would provide the school with teacher interns and a pool of graduating teachers from which to draw staff.

Table 9. Criteria for hiring teaching staff

Category	Criteria
Teaching Effectiveness	<ul style="list-style-type: none"> • Demonstrates proficiency using an array of teaching methods, learning activities, and instructional methods or other resources that are appropriate for the students and aligned with instructional goals; • Able to make content comprehensible to students and to guide them in making connections between previously learned content, current content, and future content; • Encourages students to use higher-order thinking skills; • Demonstrates an ability to creatively structure an instructional project or learning expedition, including the use of service-learning; • Uses content and performance standards in the creation of learning expeditions; • Takes an analytical approach to student progress by using evaluation strategies that are appropriate for the students and aligned with instructional goals; • Monitors students' understanding of content through a variety of means, provides feedback to students to assist learning, and adjusts learning activities to the situation; • Has at least two years of classroom experience in the relevant grade level; and • Has experience working with a diverse population of students.
Classroom Environment	<ul style="list-style-type: none"> • Demonstrates an ability to create a safe learning environment that is conducive to student learning and promotes fairness; • Uses effective and supportive classroom management strategies; • Establishes and maintains rapport with students; and • Nurtures the social-emotional well-being of children.

Category	Criteria
Organizational Skills	<ul style="list-style-type: none"> • Is competent in planning and organizing his/her work; • Is able to balance multiple roles and competing demands; • Is able to utilize diverse resources to create learning expeditions; and • Demonstrates an ability to include field education and service-learning components in instruction.
Professionalism	<ul style="list-style-type: none"> • Interacts professionally with parents and community members; • Demonstrates an ability to build professional relationships with colleagues to share teaching insights and to coordinate learning activities for students; • Is a team player; • Demonstrates an interest and joy in education; • Has the maturity and personal stability to work in a start-up environment; • Is an individual of the highest integrity; and • Is intelligent, hard-working, and cooperative, and has a sense of humor.

Two Rivers will begin its teacher search in January 2004 and screen resumes on an ongoing basis. The school will advertise nationally and contact universities and organizations like Teach for America. To ensure a diverse and representative faculty, Two Rivers will advertise in local publications, such as the *Afro-American Reporter*. The school will contact local colleges and universities, such as Howard and Trinity, that train a significant number of African-American teachers. The school will also make a particular effort to recruit Latino or other bilingual teachers by contacting embassies, other charter schools, and other organizations that may be able to recommend candidates. Finally, Two Rivers will rely on its founding group to search its expanded network of contacts to identify talented educators from a variety of backgrounds.

Two Rivers will work with professionals in education during fall 2003 to create a rigorous screening procedure. The Expeditionary Learning school designer will assist with the creation of rubrics. Other local organizations that screen educators, such as Teach for America and New Leaders for New Schools will be contacted to share their expertise in developing a hiring process.

c. Staffing Plan

The Principal will act as the educational and administrative head of the school.

Administrative staff include a Business Manager and an administrative assistant to coordinate the daily operations of the school. As appropriate, these staff members will work with the Principal and Board to ensure that financial, compliance, and fundraising activities are developed and implemented.

Educational staff include one full-time special education coordinator, one full-time counselor, two Spanish/ESL teachers, one arts coordinator, one physical education teacher, eleven classroom teachers, and eleven classroom assistant teachers. The educational team will work together to implement classroom instruction, ensure that students are learning, and interact with parents.

In the school's first year, there will be one class of twelve 3-year old students for pre-K-3, two classes of 20 students each for pre-K-4, and eight classes (two per grade) of 23 students each for

grades K through 3. Each classroom will have one full-time lead teacher and one full-time assistant teacher, resulting in a student-teacher ratio of 12:1 for most classes. The Expeditionary Learning model's emphasis on small group and individualized instruction lends itself to having two teachers in each classroom rather than smaller classes with only one teacher.

d. Employment Policies

Salary and Benefits

Two Rivers plans to design employee compensation packages that will attract and retain strong candidates. The school intends to provide staff salaries based on DCPS and Montgomery County, MD pay scales. Two Rivers plans to provide a staff compensation package that includes health benefits and 403(b) contributions. Teachers who are eligible to participate in the DCPS retirement plan and elect to do so will receive contributions and payroll deductions in accordance with that plan.

All Two Rivers employees will be "at will" employees, meaning that they can be dismissed without cause with two weeks notice. While Two Rivers has every intention of hiring staff for the long term, this provision enables the school to accommodate changes in enrollment or funding. After the first few years of operation, Two Rivers will reevaluate this policy.

Staff Assessments

Two Rivers is in the process of developing staff assessments. The Principal will be evaluated by the Board of Trustees. These evaluation criteria will be developed by members of the Board, founding members, and outside experts on staff assessment. It is anticipated that these criteria will be developed by September, at which time Two Rivers' Principal will begin formally working on a part-time basis. The evaluation criteria will be based, in part, on the Principal's job description and hiring criteria. It is anticipated that the Principal will be evaluated on criteria such as supervision of staff; hiring of staff; provision of professional development; implementation of curriculum; student performance; implementation of inclusion plan; relationship with parents, community members, SPT, and Board; and maintenance of safe school environment.

Evaluation of teachers and counselors is a critical aspect of school operations. The evaluation process will be developed by the Principal in consultation with the Board, founding members, and outside experts. Two Rivers has already developed several mechanisms by which staff members will be evaluated both informally and formally, including bi-weekly meetings with the Principal, classroom observations by the Principal at least twice a year, and a formal end-of-the-year evaluation conducted by the Principal. Similar to the Principal evaluation, it is anticipated that the specific elements on which staff will be evaluated will be based on their job description and hiring criteria. For example, areas of evaluation may include teaching effectiveness, interpersonal skills, organizational skills, and maturity and character.

The Business Manager will be evaluated by both the Principal and the Board. Criteria for evaluating this staff member will be based on the position's job description and hiring criteria. These criteria will be developed by the Principal, Board, and founding members in consultation with outside experts during the planning year. Possible evaluation areas may include contract management effectiveness, fiscal responsibility, and success in meeting compliance requirements.

If for any reason a staff member is failing to perform his/her duties, the Principal (and Board if the issue is with the Principal or Business Manager) will meet with the staff member to discuss his/her performance. A plan will be developed to improve that staff member's performance with explicit goals and targets for performance. The Principal will meet with the staff member weekly and, if appropriate, assign another staff member to serve as a mentor to the staff member experiencing difficulties. If the staff member's performance does not improve within an agreed upon timeframe, the staff member will be given two weeks notice.

Any staff member engaging in behavior that is illegal, abusive, dishonest, or otherwise endangers the health or safety of the students or staff, will be put on administrative leave while the incident is investigated and dismissed if the situation warrants this action.

In addition to hiring full-time and part-time staff, Two Rivers will also develop a cadre of substitute teachers. To the extent practical, the Principal also will observe substitute teachers to identify areas in which they need support, guidance, or training. These observations will be invaluable should a substitute teacher choose to apply for a permanent position with Two Rivers.

Equal Employment Opportunity and Drug-Free Workplace

Two Rivers will be an equal employment opportunity workplace and will actively try to recruit staff from various racial/ethnic backgrounds. It is anticipated that Two Rivers will enroll a large minority student population, so having a faculty that reflects this diversity is a priority. The school will also be a drug-free workplace, and information about this policy will be distributed to all staff. In addition, the Principal in consultation with the Board, founding members, and outside experts will develop a staff handbook that contains all school policies and procedures.

e. Use of Volunteers

Volunteers will be a vital part of the Two Rivers community and will reflect the Two Rivers philosophy of a community of learners. Two Rivers founders believe that volunteers can play an extremely valuable role in furthering the mission of the school. The school has already benefited from pro bono assistance of various kinds, and will continue drawing on the expertise and goodwill of interested D.C. community members.

Once Two Rivers opens, volunteers can assist in a variety of capacities. Volunteers could work as tutors with one or more students in specific subjects during or after school. They could also teach afterschool classes in the arts, physical education, or other areas in which they have expertise and students have interest, or provide instruction during the school day on an occasional basis. For example, Two Rivers has identified professional actors, authors, and information specialists who will lead class sessions, particularly when their areas of expertise overlap with learning expeditions. Other areas in which volunteers have provided and continue to provide assistance are: legal services; architectural or design services; maintenance and repairs; public relations; fundraising; marketing; curriculum planning; website design and maintenance; community outreach; financial planning; strategic planning; technology planning, installation, and maintenance; and administrative work.

Although they will be unpaid, these positions will be integral to student learning and the school will, therefore, "hire" and if necessary, "fire" volunteers. In all cases, Two Rivers will look for volunteers whose lives and ideals reflect the mission and vision of Two Rivers. Volunteers will interact with students in a caring and effective manner and must be willing to make the required time commitment. In return, the school will provide relevant training, feedback, and personal

recognition. Outstanding volunteers could be considered for teaching positions. Individuals who are inexplicably or repeatedly absent or arrive unprepared will be relieved of their responsibilities.

Two Rivers will seek volunteers among alumni, college and graduate students, retirees, teachers on leave, and individuals considering entering the teaching field. Background checks will be conducted on volunteers, as required.

Additionally, when parents enroll their children at Two Rivers, they will sign an agreement pledging to volunteer 20 hours of their time per year to the school. Two Rivers welcomes parents as part of the community of learners. Parents may earn their volunteer hours in a variety of ways, such as fundraising efforts; organizing school, family, and community events; serving on the School Planning Team; and assisting in classrooms, as well as in capacities previously discussed.

Two Rivers will also create a volunteer coordinator position to be filled by a parent or community member. This individual will be responsible for matching school needs with volunteers' interests and abilities, recruiting new volunteers, and maintaining a schedule of school volunteers' scheduled assignments and availability to participate in future volunteer opportunities.

3. Arrangements for Meeting District and Federal Requirements

a. Health and Safety

Two Rivers will abide by all applicable health and safety laws and regulations, as described in §§2202 (11) and 2204 (c)(4) of the D.C. School Reform Act. As part of faculty and staff training, a First Aid and CPR class will be provided. Faculty and staff will have the opportunity to participate in a First Aid class every three years and, following initial certification, to renew their CPR certification annually. This will ensure that at least one adult trained in first aid and CPR will be available at all times. The school will permit inspection by all appropriate government officials to ensure that it is in compliance with all relevant laws.

b. Safety and Fire Codes for Buildings

Two Rivers will ensure that it is in compliance with the requirements and regulations of the Americans with Disabilities Act. In addition, the school will take all necessary steps to comply with D.C. Code sec. 5-501 et seq.

c. Transportation

The school will inform students of their eligibility to receive reduced fares on the Metrobus and Metrorail Transit systems and will investigate participating in Metrobus student token program. DCPS will provide transportation to eligible students with disabilities.

d. Enrollment Data

Two Rivers has a legal and an educational interest in maintaining accurate and timely enrollment and attendance records. As mandated in §2204(c)(12) of the D.C. School Reform Act, the school will record required information on a daily basis, maintain a record of the data, and provide copies of data to the appropriate authorities.

e. Maintenance and Dissemination of Student Records

Two Rivers will maintain a comprehensive, computerized database of student information. This information will be entered, reviewed for accuracy, continuously updated, and disseminated in accordance with the D.C. School Reform Act, Parts A and B, and other applicable laws, including D.C. Code sec. 31-401 et seq. (Compulsory School Attendance), D.C. Code sec. 31-501 et seq. (Immunization of School Students), D.C. Code sec. 31-601 et seq. (Tuition of Nonresidents), and D.C. Code 29-501 et seq. (Non-profit Corporations). Access to this database will be restricted to a few authorized officials of the school. Hard copies of confidential student records will be similarly maintained in a locked file cabinet.

f. Compulsory Attendance Laws

On a daily basis, Two Rivers will account for each student. A hotline will be established for parents to call in daily absences to the office. A staff member will contact the parents of each student who is not present, does not have a pre-authorized reason for absence, or whose parents have not notified the school of the student's absence. The Principal will conduct a conference with parents of students who exhibit recurring problems with tardiness or attendance.

g. Subchapter B of the Individuals with Disabilities Act (20 U.S.C. 1411 et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S. C. 794)

Two Rivers will comply with all federal requirements and regulations concerning special education. In developing and managing the school's special education program, the school has consulted with special education experts and will continue to consult with special educators, legal experts in special education, the D.C. Charter School Cooperative, and DCPS to ensure that the school is in compliance in all relevant areas.

h. Title I of the Improving America's School Act

Two Rivers anticipates that it will serve a substantial number of students eligible for Title I funding. Based on the percentage of students eligible for this funding, Two Rivers will either provide intensive regular and remedial programs for disadvantaged students or become a schoolwide program as permitted under federal law to provide services to all enrolled students. All Title I services will be delivered in accordance with District and Federal requirements.

i. Compliance with Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia

As outlined in §§2202(11) and 2204(c)(5) of the D.C. School Reform Act, Two Rivers will ensure that its policies and practices in all areas of the school are in compliance with applicable federal and district statutes and regulations on civil rights.

j. Other

Prior to opening, Two Rivers' staff and the Board of Trustees will undertake a full review of all applicable laws and regulations affecting the operations of the school. If any additional legislation applies to the school, procedures and actions will be taken to ensure the school is in full compliance with the statute or regulation.

4. Implementation of the Charter

a. Timetable and Tasks for Implementation of Charter

The timetable contained in Table 10 provides anticipated dates for performing and completing specific tasks. The tasks are grouped by main area of activity. The timetable covers the period from June 2003 through September 2004. It also provides an indication of tasks that have already been completed.

Table 10. Timetable and Tasks for Implementation of Charter

[illegible]

Task	Done	Jun	Jul	Aug	2003 Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	2004 May	Jun	Jul	Aug	Sept
Develop emergency evacuation plan																	
Establish safe location outside of school																	
Develop student drop-off and pick-up policy																	
Financial																	
Set-up																	
Open bank account	X																
Establish signature policies	X																
Secure auditors																	
Create budget	X																
Create controls and fiscal policies																	
Obtain accounting software																	
Set up accounting system																	
Create financial reporting system to Board																	
Establish payroll system																	
Establish revenue transfers																	
Refine Budget																	
Input specific costs, as known																	
Refine pre-opening budget																	
Refine operating budget																	
Refine 5-year rolling plan																	
Operations																	
Contracts																	
Review all contracts																	
Submit to legal counsel, if necessary																	
Submit contract to charter authority, as needed																	
Insurance																	
Assess options																	
Obtain quotes																	
Select vendors																	
Food Service																	
Solicit suggestions from other schools																	
Assess options																	
Issue RFP																	
Select vendor																	
Identify students for free/reduced price lunch																	
Work with USDA to qualify for program																	
Transportation																	
Understand requirements																	
Assess options																	
Issue RFP																	
Select vendors																	
Purchasing																	
Develop procedures																	
Investigate in-kind donation options																	
Furniture																	
Technology																	
Instructional materials																	
Office equipment and supplies																	
Administration																	
Finalize school management procedures																	
Develop databases																	
Develop filing systems																	
Communications																	
Define phone, Internet, fax and email needs																	
Investigate options																	
Obtain quotes																	
Select vendors																	
Install lines and equipment																	
Facilities																	
709 12th Street SE																	
Identify site	X																
Continue monitoring alternatives																	
Secure site (if Stanton develops) or sign lease/purchase																	
Establish Internal review committee																	
Design and planning with review committee																	
Architectural and engineering activities																	
Secure permits																	
Construction																	
Obtain Certificate of Occupancy																	
School opens																	
Design and Construction of Additional Space (post Sept 2004)																	
Personnel																	
Personnel Policies																	
Draft benefits package																	
Finalize benefits package																	
Develop performance assessment-principal																	

	2003						2004											
Task	Done	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	
Develop performance assessment-staff																		
Develop disciplinary action guidelines																		
Develop contracts																		
Develop personnel manual																		
Principal Search and Hiring																		
Conduct word-of-mouth search	X																	
Advertise nationally and locally	X																	
Develop criteria	X																	
Develop process	X																	
Screen resumes	X																	
Interview candidates	X																	
Contact references																		
Conduct background check																		
Extend formal job offer																		
Hire and contract																		
Teacher and Other Staff Search and Hiring																		
Conduct word-of-mouth search																		
Advertise nationally and locally																		
Develop criteria	X																	
Finalize hiring guidelines																		
Finalize hiring process																		
Screen resumes																		
Interview candidates																		
Contact references																		
Conduct background check																		
Extend formal job offer																		
Hire and contract																		
Develop Group of Substitute Teachers																		
Identify potential candidates																		
Contact potential candidates																		
Interview candidates																		
Contact references																		
Conduct background check																		
Volunteers																		
Identify specific needs																		
Develop process for retaining volunteers																		
Target possible institutional sources	X																	
Advertise positions, if necessary																		
Screen resumes, if necessary																		
Interview candidates, if necessary																		
Conduct background checks, if necessary																		
Provide training (post-September 2004)																		
Professional Development																		
Expeditionary Learning																		
Responsive Classroom																		
School orientation																		
First Aid and CPR																		
Finalize schedule for all training during year																		
Student Admissions																		
Recruitment																		
Develop promotional materials																		
Coordinate with community partners																		
Make presentations at community meetings																		
Hold informational meetings																		
Send updates to interested families																		
Conduct word-of-mouth campaign																		
Advertise in city publications																		
Conduct outreach for remaining slots																		
Create and maintain student waiting list																		
Conduct rolling admissions																		
Enrollment																		
Develop application																		
Accept applications																		
Establish application deadline	X																	
Conduct lottery, if necessary																		
Contact accepted applicants																		
Receive responses from accepted applicants																		
Conduct summer interviews																		
Collect student records																		
School Policies and Procedures																		
Policies																		
Develop student handbook																		
Develop parent handbook																		
Develop employee handbook																		
Develop complaint resolution process																		
Orientation																		
Conduct summer orientation for staff																		
Conduct fall orientation for parents																		

Task	2003					2004								
	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Parent Involvement														
Refine parent volunteer opportunities														
Publicize volunteer opportunities														
Initiate School Planning Team														
Fundraising														
Create Promotional Materials														
Create logo														
Develop marketing materials														
Develop detailed information packets														
Print letterhead and other materials														
Reserve website URL														
Develop website														
Establish school email address														
Set up Fundraising														
Develop fundraising strategy														
Recruit individuals to assist with efforts														
Research federal and local competitive grants														
Research foundation support														
Write grant proposals														
Hold fundraising events														

Note: Activities may extend or begin past September 2004. This timeline was developed to indicate which activities would occur through September 2004.

b. Major Contracts Planned

At the present time, Two Rivers has not entered into any contracts whose value exceeds \$25,000. *During the planning year, Two Rivers will be contracting with Expeditionary Learning to provide approximately 10 days of technical assistance, as well as six professional development opportunities for staff at the regional and national levels. Expeditionary Learning has an annual national conference, an annual leadership retreat, and summits focusing on specific instructional issues. Technical assistance will focus on integrating Expeditionary Learning with Two Rivers' curriculum and standards. In addition, Expeditionary Learning has a strong self-assessment component. Expeditionary Learning staff will assist Two Rivers in setting up the necessary procedures to comply with these assessment requirements. The contract during the planning year will be for approximately \$12,000. Appendix 14 contains a draft of the tentative agreement between Two Rivers and Expeditionary Learning for the planning year.*

Two Rivers, however, will be entering into a contract of over \$25,000 with Expeditionary Learning Outward Bound for services beginning the 2004-2005 school year and continuing for an indefinite period of time. *During subsequent years, Expeditionary Learning will be providing more intensive on-site technical support, more extensive professional development opportunities, and a week-long training for staff prior to the opening of the school. It is estimated that contracts during the first two years of operation will be approximately \$42,000 annually.*

In addition, based on exploratory research, Two Rivers anticipates that its insurance contract will also exceed \$25,000. Other possible contracts of that magnitude may include food service, food service equipment, building architectural services, construction, renovation, and facility financing. In determining the best vendors for these services, Two Rivers Board of Trustees and founding members are consulting with other charter schools, independent schools, and local businesses for their advice. Prior to entering into a contract equal to or exceeding \$25,000, Two Rivers will submit a copy of the contract to the D.C. Public Charter School Board for review. Two Rivers will advertise major contracts in accordance with the regulations of federal procurement policy.²⁴ The contract with Expeditionary Learning will be considered a sole source contract, as this is a unique service.

c. Orientation of Parents, Teachers, and Other Community Members

In August 2004, the school will hold a three-week teacher and staff orientation that will cover every aspect of the school's program. For each subsequent year, there will also be a two-week orientation for new faculty. In the first year, Part I of the Orientation will focus on the history of Two Rivers, its mission, and the use of ELOB and Responsive Classroom in forming the culture of the school. Part II of the Orientation will cover the academic program, with an emphasis on the development and use of a standards-based curriculum and the use of technology to support instruction. Part III will include training in the inclusion model of special education, effective teaching strategies with ESL students, and Visual Thinking Strategies. See Section A.4.f for additional information about staff orientation.

It is critical that parents have a solid understanding of the school's mission, philosophy, curriculum, character education program, and code of conduct before enrolling their children in the school. Two Rivers will hold family orientations prior to the first day of school. To accommodate working parents' schedules, orientations will be held at different times and on different days. In these meetings, the Principal will explain the school's program and policies in great detail. The current plan for the orientation includes: a welcome from the Principal; an

explanation of the school's academic, character, and leadership programs; a description of the school's discipline policy; and a reiteration of the school's goals and mission. Once the school's policies have been reviewed, the Principal will ask parents to show their commitment to those goals by signing an agreement pledging to support their child in his/her education. These agreements will be taken as evidence of a moral commitment and will be referred to in subsequent conversations with parents. Parents will also be informed about opportunities to participate on the Board of Trustees, School Planning Team, and committees.

Two Rivers held an informational session for the community in March 2003. Two Rivers plans on having several more information sessions at local community centers, daycare centers, local businesses, and parent group meetings so that parents feel informed about their educational options and the larger D.C. community is aware of the services and resources Two Rivers will provide. Two Rivers has also been distributing information about the school in both English and Spanish.

d. Services Sought from the District of Columbia Public Schools

Two Rivers has elected to operate as its own LEA. Therefore, the school does not anticipate seeking services from DCPS.

D. Public Charter School Accountability Plan

1. Goals Against Which the School's Success Will Be Judged

Two Rivers has identified several goals against which its success will be judged. Many of these goals stem from the five Core Practices embodied in Expeditionary Learning because, as previously discussed, this comprehensive school model is well aligned with Two Rivers' mission, guiding principles, and educational philosophy. Additional academic and non-academic goals have been integrated with the core practices, and a separate goal relating to the school's success as a business have been developed in recognition of the significant ramifications of not succeeding in this area. *In addition, a detailed accountability plan detailing performance objectives, performance indicators, assessment tools, baseline data, annual and five-year targets, and strategies for attainment can be found in Appendix 15.*

Goal 1: Learning Expeditions and Student Achievement

- To implement learning expeditions—long-term, in-depth investigations of a theme or topic that engage students through authentic research, projects, fieldwork, service, and adventure—as the foundation of teaching and learning.
- To expect and attain high levels of student achievement, critical and creative thinking, effective communication skills, and character development, and to develop a sense of joy in learning.
- To demonstrate consistently high expectations, teamwork, sense of adventure, respect for diversity, and high quality work in the classroom, in the larger school community, and in the community-at-large.
- To increase student test scores from year to year, so that students are performing at or above grade level in reading and mathematics, and at comparable levels with students in area private schools, suburban public schools, and DCPS schools.
- To prepare graduates for the area's top public and private high schools.

Goal 2: Reflection, Critique, and Assessment

- To use diagnostic, formative, and summative assessments to evaluate student performance and inform curricular and instructional practices.
- To promote inquiry and innovation in a culture of reflection, critique, revision, and collaboration.
- To use portfolio assessment to demonstrate students' knowledge, skills, and character, and as a means of understanding curriculum and instructional practice.

Goal 3: School Culture

- To promote a culture of high expectations, collaboration, service, and respect for diversity.
- To create a student-centered environment focused on the whole child.
- To demonstrate the character values of responsibility, compassion, discipline, integrity, and courage in the classroom, in the larger school community, and in the community-at-large.
- To foster family and community participation.

Goal 4: School Structures

- To create a community of professionals dedicated to personal growth through learning and the sharing of expertise.

- To create a flexible school environment that supports creative student grouping, innovative use of instructional time, and common staff planning time.
- To create a school that is diverse by design.
- To engage all members of the community in continuous improvement through a system of shared decision-making, a culture of revision, and ongoing school review.

Goal 5: School Review

- To involve staff, students, and parents in a collaborative community of reflective learners engaged in ongoing assessment, planning, and action to improve teaching and learning.
- To regularly collect and analyze data to assess progress toward a common vision, set improvement goals, and develop a comprehensive school improvement plan.
- To conduct an extensive annual school review.

Goal 6: Business Operations

- To develop a stable student enrollment with high rates of student retention.
- To expand access continuously to funding sources from the government, corporate, and foundation sectors.
- To make careful financial decision that further the mission of the school.
- To have a clean audit and balanced budget.
- To participate in the larger charter school community.

2. Indicators of Performance

Expeditionary Learning has developed a detailed set of performance benchmarks to measure schools' progress toward implementation of each of the core practices that are included in the goals against which Two Rivers' success will be judged. The indicators are specific, internally consistent, and have been used successfully by other Expeditionary Learning schools. The performance benchmarks are laid out in terms of indicators for phase 1 (beginning), phase 2 (implementing), and phase 3 (realizing), charting a clear path for the realization of the goals discussed above. This set of indicators will be used to evaluate Two Rivers' performance. Table 11 provides an example of the indicators of performance for one of the goals under learning expeditions and student achievement. More detailed examples of these indicators for goals one through five are included in Appendix 1.

Table 11. Examples of indicators of performance for learning expeditions

Benchmark	Phase 1 Beginning	Phase 2 Implementing	Phase 3 Realizing
Expecting and attaining high achievement (teachers)	Teachers reflect on the quality of student work at the school and raise expectations for all students' achievement.	Teachers plan expeditions and use instructional strategies that enable all students to develop knowledge and practice skills that meet high standards.	The faculty discusses, debates, and maintains evolving local standards for the quality of work students produce.
	Teachers familiarize themselves with the local or state standards and the standardized assessments used to measure student performance, and they collect and analyze their student performance data.	Teachers foster discussions with students about the qualities of good work and share and use exemplars to help students understand high standards.	
Expecting and attaining high achievement (students)	Students reflect on the qualities of good work and successful students.	Students produce and exhibit work that meets increasingly high standards.	Students produce work that meets or exceeds standards and is shared with a wide and authentic audience.
		Students' standardized test scores rise.	Students' gains on standardized tests are sustained.

With respect to standardized assessment, in addition to indicators established by Expeditionary Learning, Two Rivers will focus primarily on comparisons of same-student test scores over time. Progress would be indicated by students realizing an increase in their reading and math test scores, ideally reflecting a full grade level's worth of growth or more. The priority, however, will be on continuously increasing students' test scores over time. For students that are already scoring at the highest level or reach the highest level of performance, teachers will work with the students to maintain this level of performance and find other ways to challenge students to continue to improve their skills and increase their knowledge.

With respect to other academic goals, there are several indicators of performance that Two Rivers will use. Students will participate in standards-based teaching and learning activities, primarily related to Expeditionary Learning. Students will also demonstrate the use of critical thinking skills in the context of the curriculum and in their daily interactions with others, including learning expeditions, Morning Meeting, and extra-curricular activities. In terms of communication skills, students will communicate creatively and effectively through a variety of technological media; descriptive, narrative, and persuasive forms; and performing and fine arts formats.

In terms of business operations, indicators of success include a clean audit and balanced budget each year. Success will also be indicated by increasing student enrollment until the school reaches capacity and retaining enrolled students. Other indicators of performance will include

securing new sources of long-term and short-term funding, and financing a facility to own that will hold the school at its maximum projected enrollment. Two Rivers will also add as a long-term indicator of its performance being sought out by and being able to assist other charter schools in various areas, being active in the D.C. charter school movement, and collaborating with other charter schools to share best practices and capitalizing on resulting economies of scale.

3. Targets

As previously mentioned, Expeditionary Learning has already developed a set benchmarks for the first five years of implementation. For example, as demonstrated by Table 11, Two Rivers' targets with respect to expecting and attaining high achievement include students producing and exhibiting work that meets increasingly high standards during phase 2 and producing work that meets or exceeds standards and is shared with a wide and authentic audience in phase 3. These benchmarks will serve as Two Rivers' targets for its first five years of operation. Prior to or during the fifth year of operation, the leadership team will discuss specific targets for future years with the Expeditionary Learning school designer and will seek input on these targets from the Board of Trustees.

Table 11 also includes targets for standardized testing. For example, in phase 2, Two Rivers' target will be to have students' standardized test scores rise. In phase 3, the target will be to sustain gains on standardized tests. An additional target of having each student's standardized test scores reflect at least one year of learning will also be established.

With respect to non-academic goals, Expeditionary Learning has already developed numerous targets that are detailed in Appendix 1. In terms of business operations, Table 12 provides examples of two goals and the related targets.

Table 12. Example of business operations goals and related targets

Benchmark	Phase 1 Beginning	Phase 2 Implementing	Phase 3 Realizing
Student enrollment and retention	Open at targeted level of enrollment.	Fill incoming classes and retain 95% or more of student body.	Develop student body, growing at expected rate and retain 95% or more of student body.
Involvement in charter school community	Become active members of D.C. charter school community.	Become a resource for start-up and existing charter schools.	Become an incubator for other charter school staff, including supporting the New Leaders program.

4. Baseline Performance

Two Rivers will use several different strategies to establish a baseline for measuring performance and progress. Some of these measures have been developed by third parties, others will be developed by the leadership team in consultation with the Board and other staff, as appropriate.

Expeditionary Learning provides its schools with tools to establish baseline measures for performance and progress for its core practices. Two Rivers will use these tools and consult with the school designer as needed to discuss any customization of the tools that may be required. Examples of these tools appear in Appendix 1.

Prior to the start of the school year, staff will interview all new students. The purpose of these interviews will be to meet the students, tell them more about Two Rivers' educational program, and administer several basic assessments about students' reading and math abilities, as well as the possible need for special education testing. The results of these interviews will be used to establish a baseline level of performance for each student.

Two Rivers will also use the standardized test administered by DCPS as another way to establish basic measures of students' academic ability. If possible, Two Rivers staff will compare student performance during their first year at Two Rivers with performance on comparable exams at previously attended schools.

Students in each grade level will be required to develop portfolios. The portfolio will include examples of the students work throughout the school year. Teachers will be able to examine student progress by comparing students' work at any point during the year with work completed at the beginning of the school year. For returning students, teachers will be able to compare student work at the beginning of a given school year with student performance at the end of the previous school year.

With respect to business operations, the Business Manager will be required to provide the Board with financial information on a quarterly basis and meet with the Treasurer of the Board by phone or in-person at least once a month. This will enable Two Rivers to establish baseline measures of financial performance, while providing the Principal and Board of Trustees with a realistic assessment of the school's financial situation for strategic planning purposes. Additional measures of baseline performance will be established once more detailed information is available about funding sources and their related reporting requirements. The Business Manager in consultation with the Treasurer of the Board will continue to establish baseline measures as funds are received from new sources of funding, while constantly measuring Two Rivers' overall financial performance with respect to individual funding awards against established benchmarks.

5. Assessment Tools

Two Rivers will employ a variety of assessment tools to evaluate the progress of the school, teacher, and students against established goals and targets. Assessment tools will include tools developed by Expeditionary Learning, standardized testing, portfolio assessment, and additional classroom assessments.

Expeditionary Learning

Expeditionary Learning has developed tools for conducting an annual self review, a periodic peer review, and ongoing school review. These tools will be used to evaluate Two Rivers' progress toward meeting its goals over the course of a given year and from year to year. A brief overview of each tool is provided below.

The annual self review is a series of activities that take place each year beginning with a review of goals and the action plan for the year. This includes setting expectations for the year and

determining how to assess the results. An implementation check is conducted with the Expeditionary Learning school designer assigned to Two Rivers. The implementation check focuses on quantifiable data that will be useful in assessing school progress and planning the self review, and conducting an open and honest conversation about the level of design implementation at the school. Following this check, the school's action plan is implemented and progress is monitored throughout the year. This is accomplished by collecting evidence that documents progress. During the second half of the year, the evidence collected is analyzed to determine whether stated goals have been met, what the data mean, and what the implications are for learning. At the end of the year, an action plan is created based on the review of the data and the core practices benchmarks.

Periodic peer reviews are designed to focus on student learning and teaching practice in the context of the core practices benchmarks. Peer reviews are generally conducted at schools that have been implementing Expeditionary Learning for at least three years and have made significant progress toward meeting the phase 2 and phase 3 targets. During the peer review, reviewers examine the school review portfolio discussed below, examine student work in and out of student portfolios, conduct interviews with members of the school community, and discuss their experiences and observations. A preliminary oral report is provided to the school, followed by a more detailed written report.

With respect to conducting a school review, Expeditionary Learning has developed five assessment tools:

- **Annual Implementation Check:** The annual implementation check is conducted by the Expeditionary Learning school designer to evaluate the school's level of implementation of the core practice targets.
- **Core Practices Self Assessment:** This is a survey tool for school staff to assess its own practice against the core practice benchmarks. The tool focuses on the self assessment of practice in terms of the three phases and the importance of improvement in each area of practice.
- **Indicators of Expeditionary Learning in the Classroom:** These indicators provide a guide to the readily discernable components of Expeditionary Learning in the classroom. Appendix 2 contains these indicators.
- **Criteria of Quality for Learning Expedition Projects:** This tool provides a rubric for assessing the quality of learning expedition project plans or the quality of finished products. The rubric contains 15 criteria and is contained in Appendix 3.
- **School Review Portfolio Guidelines:** The school review portfolio provides a comprehensive and complex picture of teaching and learning in an Expeditionary Learning school. It is designed to present evidence of the school's current practice against the core practice benchmark, detail the school's growth over time, and present the school's goals and plans for school improvement. Appendix 4 provides examples of suggested artifacts to include in the school review portfolio.

Standardized Assessment

Data from the Stanford-9, or other standardized assessment adopted by DCPS, will be used in several ways to gauge student performance. First, data will be reviewed on a student-by-student basis to compare scores from year to year and assess student gains. Gains that exceed a single grade level of learning or that fall short of a single grade level of learning will be highlighted and examined to identify possible modifications to curriculum and teaching to encourage continued

accelerated growth or to focus on strategies to ensure student learning advances by at least one grade level annually. Second, data will be reviewed on a class-by-class basis to identify classes that have had success on the standardized exam to provide opportunities for teachers to dialogue and share teaching strategies. Last, Two Rivers' will conduct comparisons of its test scores with those of DCPS schools and other districts and private schools that use the same standardized exam. This will enable staff to gauge student performance against that of other students.

Portfolios

Examination of student portfolios will be used as an authentic form of assessment to measure student growth over a grading period, over a school year, and from school year to school year. Student portfolios will be preserved in hard copy and may be preserved on DVD or CD-ROM to facilitate comparisons of an individual student's work over multiple years. A careful analysis of a student's portfolio will provide the teacher with valuable information about the student's writing, critical thinking, and communication skills. When used in combination with standardized testing and traditional classroom assessments, such as spelling or math tests, teachers will be able to develop a comprehensive profile of each student's strengths and weaknesses, allowing for early identification of possible learning problems and targeted teaching strategies to address students' weaknesses and build on their strengths.

Evaluation and Accountability Planning

Two Rivers' Principal will be directly responsible for evaluation and accountability planning activities. The Principal will have education administration experience and extensive experience in education evaluation, including standardized testing. He/she will be responsible for assembling a school team to work with him/her on developing and revising a school evaluation and accountability plan on an annual basis. This team, under the leadership of the Principal, will have primary responsibility for analyzing standardized test data and conducting the various school-level assessments required by Expeditionary Learning. Members of the team will also serve as a resource to other staff members as they conduct classroom and student level evaluations and determine how to apply the findings to improve teaching and learning.

6. Reporting Performance and Progress

Each of the major constituencies of Two Rivers will receive regular and detailed information about student progress.

Parents

Parents will receive regular updates on student performance based on all the assessment tools previously described. Updates will take several forms including report cards, weekly reports, monthly newsletters, parent-teacher conferences, and learning exhibitions. Report cards will be distributed four times a year. They will contain overall letter grades for each subject area as well as ratings of various aspects of student performance in each subject area (e.g., quality of effort, quality of homework, ability to focus on task). Based on an examination of several report card formats, Two Rivers will adopt a format that is similar to the one used by the Capitol Hill Day School.

Each student will complete a weekly report. The report will provide an overview of what the student did in each subject area that week and an example of something he/she is particularly proud of accomplishing. The expected length of these descriptions will vary based on the student's grade level. The weekly report will also include teacher comments, ensuring that

teachers communicate with parents on a weekly basis. There will also be space for parent comments, ensuring that parents have a regular opportunity to communicate with their children's teacher. All weekly reports will be retained in an individual student folder.

Each class will have a parent-generated monthly newsletter, reviewing what the class is studying, previewing next month's class activities, and listing opportunities for volunteers and a calendar of events. The newsletter will also include vignettes of student experiences with the goal of highlighting each student or each student's work at least once during the school year. Parent participation in the creation of the monthly newsletter provides parents with another avenue to learn more about class activities and interact with teachers.

Parent-teacher conferences will be scheduled twice a year to discuss student performance and provide parents with an opportunity to review student portfolios, assessment folders, and other evaluations. These conferences will provide parents and teachers with a forum for discussing any concerns and developing strategies to address them. Teachers will provide parents with suggestions for working with their children at home on particular skills. Additional parent-teacher conferences will be scheduled upon parent request or as needed.

At the completion of learning expeditions, students will participate in a learning exhibition to present the results of their expeditions and detail the progression of their work. Parents will be invited and encouraged to attend these events to witness their children's discussion of their work and view evidence of their learning.

Staff

Weekly staff meetings will be held to discuss student performance, curriculum and instruction, and evaluation activities and related findings. In addition, each staff member will have an individual bi-weekly meeting with the Principal. This will provide an opportunity for all staff to receive informal feedback on a regular basis and discuss any concerns. Staff will be evaluated formally on an annual basis by the Principal.

Board of Trustees

The Board will receive written quarterly and annual reports detailing student progress in academics and character development. It will also receive a written annual report based on evaluations conducted using the Expeditionary Learning assessment tools. Upon request, the Principal will meet with the Board to present and discuss evaluation and assessment data. The Board will also receive examples of monthly newsletters and invitations to attend learning exhibitions to provide Board members with opportunities to meet students and observe student learning firsthand.

Chartering Authority

The chartering authority will receive an annual report detailing Two Rivers' progress toward meeting its stated goals, as well as any additional reports required by the chartering authority.

E. Certifications

Two Rivers has completed the required *Assurances Form* (see Appendix 8). In addition, the school's articles of incorporation are included in Appendix 6, and the bylaws of the Board of Trustees are included in Appendix 7. At this time, Two Rivers has not entered into any contracts in excess of \$25,000. Two Rivers is in the process of obtaining health, general liability, property, and trustees' and employees' liability coverage. The chartering authority will be notified about these policies as they are finalized. Two Rivers will comply with all other certification requirements identified in the application guidelines.

F. Budget

1. Pre-opening Expenses

Please refer to the Pre-opening Expenses and Pre-Opening Cash Flow worksheets at the end of this section.

2. Two-Year Operating Budget

This section provides details concerning expected categories of revenues and expenditures. For detailed budget information, please refer to the Two-Year Operating Budget worksheets at the end of this section.

Revenues

City and State Funding

Two Rivers' operations will be funded primarily through public dollars. The school expects to receive a D.C. uniform per pupil allocation and a facilities allocation for each student enrolled in the school. Additional city and state funding on a per pupil allocation will be for LEP/NEP students and special education students. The additional revenues generated by LEP/NEP and special education students will be offset by expenses related to providing additional services to the students.

Federal Funding

Two Rivers anticipates two primary sources of federal education funding. Two Rivers estimates that the school's percentage of free- and reduced-price lunch students will qualify it for Title I federal funding. Funding levels for Title I and other federal entitlement programs were provided to Two Rivers by Kimberly Hood of DCPS, who currently administers those funds for DCPS and charter schools. The other source of federal funding is Title V charter school start-up funds, estimated at \$150,000 for the planning year and \$200,000 per year for first two years of operation, which was the allocation for start-up charter schools in D.C. in 2003-2004. Two Rivers intends to apply for other competitive grants from the federal government, but does not include revenues from these programs in its budget.

Grants and Donations

For the first two years of Two Rivers' operations, the school estimates revenues from grants of \$200,000 in the first year and \$0 in the second year. Donations from fundraisers and individual giving are estimated at \$50,000 per year for the first two years.

Expenses

Overview

In the first year of operation, Two Rivers' budget includes start-up expenses related to staff training and classroom and office capital expenditures. A separate budget for capital expenditures is included with the budgets. Estimates for expenses are based on other charter school budgets and audited financial statements; pay scales used by D.C. and Montgomery County schools; and quotes for services obtained by Two Rivers' founding members.

Personnel Salaries and Benefits

Two Rivers' salaries and benefits are based on salaries similar to those of other public schools in the D.C. metropolitan area. Benefits included in the budget are health insurance and school contribution to a 403(b) plan for employees. This should present a competitive package for new and experienced teaching staff. *In the facilities budget, Two Rivers also has included funding to contract for janitorial services.*

Direct Student Costs

Direct student costs for Two Rivers include classroom books and consumable supplies, library and media center materials, field trips, in-class computers, classroom set-up costs (included in the capital budget), textbooks, student assessment materials, and contracted student services. In general, costs are estimated on a per classroom or per pupil basis and are based on costs incurred by other charter schools using the Expeditionary Learning model. Costs for contracted student services are on a per pupil basis for eligible students. Two Rivers anticipates being able to provide many special education services in-house, but has budgeted for some specialized services. Other contract services include substitute teachers.

Occupancy Expenses

The school's current budget assumes that Two Rivers will lease 709 12th Street, SE from the current owner or from Stanton Development. The rent per square foot is based on what the current owner would charge for the space with build out at owner's expense. Other occupancy expenses are based on expenses per square foot realized on a triple net lease.

Office Expenses

Office expenses include capital expenditures for furniture and equipment, as well as annual operating costs based on the number of staff and computers. Two Rivers has been given an operational telephone system by an organization that upgraded its system. Legal, accounting, and payroll services are estimates based on quotes given to Two Rivers by service providers.

General Expenses

Major expenses in this category are insurance, food service subsidy, and an administrative fee to the D.C. Public Charter School Board. The insurance is based on an estimate given to the school by a provider. Food service subsidy includes only the subsidy given to free- and reduced-price lunch students for breakfast and lunch. In the first year of operations, Two Rivers assumes it will take three months to qualify for the USDA free- and reduced-price lunch program, so the school-provided subsidy for those three months is for 100 percent of the price of the meals. Thereafter, the school-provided subsidy is assumed to be \$1.50 per day per free- and reduced-price lunch eligible student. The assumptions are based on conversations with other charter school leaders and their experiences with the free- and reduced-price lunch program. Income and expenses related to the program are not included in the budget and are assumed to cancel each other.

3. Estimated Five-Year Budget Projections

Please refer to the Estimated Five-Year Budget Projections worksheets at the end of this section.

4. Capital Budget

Please refer to the Capital Budget worksheets at the end of this section.

5. Cash Flow Projection for Year 1

Please refer to the Cash Flow Projection for Year 1 worksheets at the end of this section.

Two Rivers Public Charter School
Pre-Opening Operating Budget 2003

	Year 0 2003
Revenues	
Per Pupil Charter Payments	\$0
Federal Entitlements	\$150,000
Income from Grants and Donations	\$60,000
Activity Fees	
Loans	
Other Income	
Facilities Allowance	\$0
Total Revenues	\$210,000
Expenses	
<u>Personnel Salaries and Benefits</u>	
Principal/Executive Salary	\$35,000
Teachers Salaries	\$8,600
Teacher Aides/Assistants Salaries	\$0
Other Education Professionals Salaries	\$0
Clerical Salaries	\$0
Custodial Salaries	\$0
Other Staff Salaries	\$4,300
Employee Benefits	\$10,099
Staff Development Costs	\$15,000
Subtotal Personnel Costs	\$72,999
<u>Direct Student Costs</u>	
Textbooks	\$0
Student Supplies and Materials	\$0
Library and Media Center Materials	\$0
Computers and Materials	\$0
Other Instructional Equipment	\$0
Classroom Furnishings and Supplies	\$0
Student Assessment Materials	\$0
Contracted Instructional/Student Services	\$0
Miscellaneous Student Costs	\$0
Subtotal Direct Student Costs	\$0
<u>Occupancy Expenses</u>	
Rent	\$0
Mortgage Principal Payments	\$0
Mortgage Interest Payments	\$0
Maintenance and Repairs	\$0
Renovation/Leasehold Improvements	\$0
Utilities	\$0
Janitorial Supplies	\$0
Equipment Rental and Maintenance	\$0
Contracted Business Services	\$0
Triple Net Lease Costs	\$0
Subtotal Occupancy Expenses	\$0
<u>Office Expenses</u>	
Office Supplies and Materials	\$500
Office Furnishings and Equipment	\$0
Office Equipment Rental and Maintenance	\$0
Telephone/Telecommunications	\$0
Legal, Accounting, and Payroll Services	\$0
Printing and Copying	\$3,000
Postage and Shipping	\$200
Other	
Subtotal Office Expenses	\$3,700
<u>General Expenses</u>	
Insurance	\$2,500
Interest Expense	\$0
Transportation	\$0
Food Service	\$0
Administration Fee	\$1,050
Other General Expense	\$0
Subtotal General Expenses	\$3,550
Total Expenses	\$80,249
Excess (or Deficiency)	\$129,751
Cash Flow	\$129,751

Two Rivers Public Charter School Cash Flow Year 0, 2003

	Year 0, 2003	2003	2003	2003	2003	2003	2003	2003	2004	2004	2004	2004	2004	2004
	July	August	September	October	November	December	January	February	March	April	May	June		
Beginning Cash	12,000													
Cash Receipts														
Per Pupil Allocation														
Special Needs														
Facilities Allowance														
Other Government														
Grants and Fundraising			150,000	25,000	8,333		10,000	8,333			8,333			
Parent Contributions														
Loans														
Other														
Total Receipts	12,000	0	150,000	25,000	8,333	0	10,000	8,333	0	0	8,333	0		
Cash Disbursements														
Personnel														
Salaries	2,817	2,817	2,817	2,817	2,817	2,817	2,817	2,817	2,817	2,817	2,817	11,517		
Benefits	579	579	579	578	579	579	579	579	579	579	1,628	2,677		
Academic														
Books and materials														
Academics supplies														
Instructional Equipment														
Software/Computer Supplies														
Field Trips														
Classroom FF&E														
Operating Expenses														
Advertising														
Insurance											1,250	1,250		
Janitorial														
Office Supplies	500													
Printing and Postage	3,200													
Staff Development														
Travel														
Office FF&E														
Facilities														
Rent/lease														
Repairs/replacement														
Utilities														
Telephone														
Security system														
Contracted														
Bookkeeping/auditing														
Copier														
Custodial														
Legal														
Special Education														
Student Testing														
Food Service Subsidy														
Administration Fee														
Background Checks														
Interest Expense														
Other														
Total Disbursements	7,196	3,486	3,496	3,496	3,498	18,496	3,496	3,496	3,496	3,496	10,095	18,484		
Net Receipts	4,804	(3,496)	146,504	21,504	4,837	(18,496)	6,504	4,837	(3,496)	(3,496)	(1,762)	(16,494)		
Ending Cash	4,804	1,308	147,812	169,316	174,153	155,657	162,161	166,998	163,502	160,006	158,245	141,751		

Two Rivers Public Charter School
Two Year Operating Budget 2004 to 2005

	Year 1 <u>2004</u>	Year 2 <u>2005</u>
Revenues		
Per Pupil Charter Payments	\$1,780,226	\$2,107,763
Federal Entitlements	\$328,555	\$353,612
Income from Grants and Donations	\$250,000	\$50,000
Activity Fees		
Loans		
Other Income		
Facilities Allowance	\$467,516	\$558,642
Total Revenues	\$2,826,297	\$3,070,017
Expenses		
<u>Personnel Salaries and Benefits</u>		
Principal/Executive Salary	\$70,000	\$70,000
Teachers Salaries	\$452,000	\$524,000
Teacher Aides/Assistants Salaries	\$275,000	\$325,000
Other Education Professionals Salaries	\$251,000	\$287,000
Clerical Salaries	\$25,000	\$25,000
Custodial Salaries	\$12,500	\$12,500
Other Staff Salaries	\$43,000	\$43,000
Employee Benefits	\$301,830	\$352,323
Staff Development Costs	\$203,628	\$58,000
Subtotal Personnel Costs	\$1,633,958	\$1,696,823
<u>Direct Student Costs</u>		
Textbooks	\$4,500	\$5,400
Student Supplies and Materials	\$33,400	\$12,050
Library and Media Center Materials	\$4,500	\$1,000
Computers and Materials	\$52,150	\$19,200
Other Instructional Equipment	\$0	\$0
Classroom Furnishings and Supplies	\$125,951	\$22,156
Student Assessment Materials	\$38,000	\$9,000
Contracted Instructional/Student Services	\$96,000	\$111,600
Miscellaneous Student Costs	\$11,000	\$13,000
Subtotal Direct Student Costs	\$365,501	\$193,406
<u>Occupancy Expenses</u>		
Rent	\$368,000	\$368,000
Mortgage Principal Payments	\$0	\$0
Mortgage Interest Payments	\$0	\$0
Maintenance and Repairs	\$0	\$0
Renovation/Leasehold Improvements	\$0	\$0
Utilities	\$0	\$0
Janitorial Supplies	\$0	\$0
Equipment Rental and Maintenance	\$0	\$0
Contracted Business Services	\$0	\$0
Triple Net Lease Costs	\$160,000	\$160,000
Subtotal Occupancy Expenses	\$528,000	\$528,000
<u>Office Expenses</u>		
Office Supplies and Materials	\$2,500	\$2,625
Office Furnishings and Equipment	\$31,650	\$7,100
Office Equipment Rental and Maintenance	\$8,400	\$2,400
Telephone/Telecommunications	\$15,363	\$16,809
Legal, Accounting, and Payroll Services	\$20,000	\$21,000
Printing and Copying	\$5,000	\$5,250
Postage and Shipping	\$500	\$525
Other		
Subtotal Office Expenses	\$83,413	\$55,709
<u>General Expenses</u>		
Insurance	\$40,000	\$40,000
Interest Expense	\$0	\$0
Transportation	\$0	\$0
Food Service	\$31,860	\$38,070
Administration Fee	\$14,131	\$15,350
Other General Expense	\$3,100	\$500
Subtotal General Expenses	\$89,091	\$93,920
Total Expenses	\$2,699,964	\$2,567,858
Excess (or Deficiency)	\$126,333	\$502,159

Two Rivers Public Charter School Operating Budget 2004 to 2008

	Year 1 <u>2004</u>	Year 2 <u>2005</u>	Year 3 <u>2006</u>	Year 4 <u>2007</u>	Year 5 <u>2008</u>
Revenues					
Per Pupil Charter Payments	\$1,780,226	\$2,107,763	\$2,431,696	\$2,776,461	\$3,113,038
Federal Entitlements	\$328,555	\$353,612	\$178,670	\$203,727	\$228,785
Income from Grants and Donations	\$250,000	\$50,000	\$50,000	\$50,000	\$50,000
Activity Fees					
Loans					
Other Income					
Facilities Allowance	\$467,516	\$558,642	\$649,768	\$740,894	\$832,020
Total Revenues	\$2,826,297	\$3,070,017	\$3,310,134	\$3,771,083	\$4,223,842
Expenses					
Personnel Salaries and Benefits	\$1,633,958	\$1,696,823	\$2,041,137	\$2,358,685	\$2,663,729
Direct Student Costs	\$365,501	\$193,406	\$232,280	\$256,726	\$284,831
Occupancy Expenses	\$528,000	\$528,000	\$660,000	\$858,000	\$990,000
Office Expenses	\$83,413	\$55,709	\$68,048	\$70,261	\$75,459
General Expenses	\$89,091	\$93,920	\$101,631	\$110,045	\$118,419
Total Expenses	\$2,699,964	\$2,567,858	\$3,103,096	\$3,653,716	\$4,132,439
Excess	\$126,333	\$502,159	\$207,039	\$117,366	\$91,404

Two Rivers Public Charter School
Capital Budget 2004 & 2005

	Year 1 2004	Year 2 2005
<i>Classroom Set-up Expenses</i>		
Textbooks	\$4,500	\$5,400
Classroom books	\$27,500	\$5,000
Video & Digital Cameras	\$2,000	\$0
Presentation Equipment	\$1,500	\$0
Reference Materials	\$1,000	\$1,000
In-class computers	\$22,000	\$4,000
Teacher/class units (1 per classroom)	\$16,500	\$3,000
Classroom Printers	\$2,750	\$500
Scanner	\$1,000	\$0
Classroom Furniture and Equipment	\$125,951	\$22,156
 <i>Office Furnishings and Equipment</i>		
Computers	\$13,500	\$1,500
Printers	\$6,000	\$0
Software	\$4,500	\$5,000
Desks	\$3,150	\$350
Chairs	\$2,250	\$250
Filing Cabinets	\$2,250	\$0
Copier	\$6,000	\$0
Telephone System	\$0	\$0
 Total Capital Expenses	 \$242,351	 \$48,156

Two Rivers Public Charter School Classroom Set-Up Costs 2004 & 2005

Category/ Item	Price	Quantities PreK-3	Total Cost PreK-3	Quantities PreK-4 - K	Total Cost PreK-4 - K	Quantities Grades 1-4	Total Cost Grades 1-4	Quantities Shared	Total Cost Shared
<u>Furniture</u>									
Child Locker (5 section)	\$350	1	\$350	2	\$700	2	\$700		\$0
Child Locker (2 section)	\$250	1	\$250	1	\$250	1	\$250		\$0
Mats for napping	\$28	12	\$336	22	\$616	0	\$0		\$0
25 Cubbie Tray Rack	\$350	1	\$350	1	\$350	1	\$350		\$0
Block Shelf	\$250	1	\$250	1	\$250	0	\$0		\$0
Shelving Center	\$500	1	\$500	1	\$500	1	\$500		\$0
Bookstand Large	\$200	2	\$400	4	\$800	4	\$800		\$0
Bookstand Small	\$150	1	\$150	2	\$300	2	\$300		\$0
Book Rack	\$225	1	\$225	1	\$225	1	\$225		\$0
Bean Bag Chairs	\$32	3	\$96	4	\$128	4	\$128		\$0
Two Station Computer Table	\$199	1	\$199	1	\$199	1	\$199		\$0
Art Easel Center	\$200	1	\$200	1	\$200	1	\$200		\$0
Rectangular Tables	\$139	2	\$278	3	\$417	3	\$417		\$0
Round Tables	\$150	2	\$300	3	\$450	3	\$450		\$0
Stacking Chairs Small	\$23	12	\$276	20	\$460		\$0		\$0
Stacking Chairs Medium	\$25		\$0		\$0	23	\$575		\$0
Stacking Chairs Large	\$28		\$0		\$0		\$0		\$0
Teacher Chairs	\$32	2	\$64	2	\$64	2	\$64		\$0
Teacher Desk/Computer Table	\$350	1	\$350	1	\$350	1	\$350		\$0
Locked Storage Cabinet	\$350	1	\$350	1	\$350	1	\$350		\$0
Kidney Shaped Table for Group Instruction	\$181		\$0	1	\$181	1	\$181		\$0
Dry Erase Easel	\$200	1	\$200	1	\$200	1	\$200		\$0
Bulletin Board	\$200		\$0		\$0	1	\$200		\$0
White Board	\$231		\$0		\$0	1	\$231		\$0
<u>Math/Science Modules</u>									
Unifix Cubes	\$95	1	\$95	1	\$95	1	\$95		\$0
Wooden Cubes	\$17	2	\$34	2	\$34		\$0		\$0
Dice-Chees Set	\$11		\$0	1	\$11	1	\$11		\$0
Number Boards - 10 Pack	\$9	2	\$18	3	\$27	3	\$27		\$0
Pattern Blocks	\$25	2	\$50	3	\$75		\$0		\$0
Pattern Block Stickers	\$10	1	\$10	2	\$20		\$0		\$0
Colored Links	\$17	1	\$17	1	\$17		\$0		\$0
Button Set	\$13	1	\$13	1	\$13		\$0		\$0
Teddy Bear Counters	\$13	1	\$13	1	\$13		\$0		\$0
Graphing Mats	\$15	1	\$15	2	\$30		\$0		\$0
Sorting Loops Set	\$13	1	\$13	1	\$13		\$0		\$0
Judy Clock Class Pack	\$55	1	\$55	1	\$55	1	\$55		\$0
Money Class Set	\$20	1	\$20	1	\$20		\$0		\$0
Supermarket Math List	\$50	1	\$50	1	\$50		\$0		\$0
Rulers Class Set	\$11	1	\$11	1	\$11	1	\$11		\$0
Table Magnifier	\$50	1	\$50	1	\$50	1	\$50		\$0
Binoculars	\$11	2	\$22	2	\$22	2	\$22		\$0
Hand Magnifiers	\$24	1	\$24	2	\$48	2	\$48		\$0
Magnet Set	\$50	1	\$50	1	\$50	1	\$50		\$0
Balance	\$30	1	\$30	1	\$30	1	\$30		\$0
Terrarium	\$80	1	\$80	1	\$80	1	\$80		\$0
Sand/Water Table	\$320	1	\$320		\$0		\$0		\$0
Measuring Cups	\$20	1	\$20	1	\$20	1	\$20		\$0
Polyhedra Dice Set	\$20		\$0		\$0	1	\$20		\$0
Gameboards	\$3		\$0		\$0	12	\$36		\$0
Geometric Solids	\$17		\$0		\$0	1	\$17		\$0
Tangrams set of 12	\$13		\$0		\$0	2	\$26		\$0
Measuring Tapes	\$1		\$0		\$0	12	\$12		\$0
Thermometer	\$34		\$0		\$0	1	\$34		\$0
<u>Building</u>									
Unit Block Set	\$400	1	\$400		\$0		\$0	2	\$800
Furniture	\$120	1	\$120		\$0		\$0	2	\$240
Street Signs	\$27	1	\$27		\$0		\$0	2	\$54
Cars	\$23	1	\$23		\$0		\$0	2	\$46
Animals	\$17	1	\$17		\$0		\$0	2	\$34
Lego Set	\$80	1	\$80	1	\$80	2	\$160		\$0
Polyhedron Set	\$70		\$0		\$0	1	\$70		\$0
<u>Dramatic Play</u>									
Puppet Stage	\$70	1	\$70		\$0		\$0	3	\$210
Puppets	\$5	8	\$40		\$0		\$0	50	\$250
Doll House	\$100	1	\$100	1	\$100		\$0		\$0
Housekeeping Area	\$400	1	\$400	1	\$400		\$0		\$0

Two Rivers Public Charter School Classroom Set-Up Costs 2004 & 2005

Category/ Item	Price	Quantities PreK-3	Total Cost PreK-3	Quantities PreK-4 - K	Total Cost PreK-4 - K	Quantities Grades 1-4	Total Cost Grades 1-4	Quantities Shared	Total Cost Shared
Kitchen Utensils	\$30	1	\$30	1	\$30		\$0		\$0
Complete Food Set	\$99	1	\$99	1	\$99		\$0		\$0
Costumes	\$200		\$0		\$0		\$0	3	\$600
<u>Games/Puzzles</u>									
Puzzle Set and Rack	\$100	1	\$100	1	\$100		\$0		\$0
Games Set	\$65	1	\$65	1	\$65	1	\$65		\$0
Floor Puzzles	\$12		\$0		\$0	6	\$72		\$0
Thinking Games	\$99		\$0		\$0	1	\$99		\$0
<u>Art</u>									
Paint Pots and Brushes	\$25	1	\$25	1	\$25	1	\$25		\$0
Art Baskets	\$1	12	\$12	12	\$12	12	\$12		\$0
Scissors Pack	\$26	1	\$26	1	\$26	1	\$26		\$0
Clay Roller/Cutter Set	\$30	1	\$30	1	\$30	1	\$30		\$0
Paper Trays	\$15	1	\$15	1	\$15	1	\$15		\$0
Drying Rack	\$150		\$0		\$0	1	\$150		\$0
<u>Library/Language Arts</u>									
Learning Center Set	\$150		\$0	1	\$150	1	\$150		\$0
Book Sets with Tapes	\$18		\$0	10	\$180	10	\$180		\$0
Dictionaries	\$15	3	\$45	6	\$90	6	\$90		\$0
Magnetic Letter Set	\$12	2	\$24	2	\$24	2	\$24		\$0
Pocket Chart with Stand	\$60	1	\$60	1	\$60	1	\$60		\$0
Alphabet Wheels	\$5		\$0	6	\$30	6	\$30		\$0
Book Baskets	\$20	1	\$20	4	\$80	6	\$120		\$0
Clip Boards	\$2	15	\$30	25	\$50	30	\$60		\$0
Pencil Sharpener	\$20	1	\$20	1	\$20	1	\$20		\$0
<u>Music</u>									
Rhythm Set for 30	\$140		\$0		\$0		\$0	3	\$420
Instruments Around the World	\$100		\$0		\$0		\$0	3	\$300
Xylophone	\$20		\$0		\$0		\$0	3	\$60
Hand Bells Set of 8	\$40		\$0		\$0		\$0	3	\$120
<u>Physical Education</u>									
Tumbling Mats	\$109		\$0		\$0		\$0	6	\$654
Active Play Kit	\$129		\$0		\$0		\$0	3	\$387
School Age Activity Balls	\$50		\$0		\$0		\$0	3	\$150
Indoor Outdoor Equipment Cart	\$95		\$0		\$0		\$0	1	\$95
Whistles	\$15		\$0		\$0		\$0	5	\$75
Ball Inflator	\$50		\$0		\$0		\$0	2	\$100
Parachute	\$73		\$0		\$0		\$0	3	\$219
Goals	\$300		\$0		\$0		\$0	2	\$600
Timers	\$15		\$0		\$0		\$0	4	\$60
<u>Other</u>									
Globe	\$27		\$0	1	\$27	1	\$27		\$0
Laminated Maps	\$50		\$0	4	\$200	4	\$200		\$0
Overhead Projector	\$250		\$0		\$0		\$0	6	\$1,500
Morning Meeting Rug	\$375	1	\$375	1	\$375		\$0		\$0
Classroom Costs Per Classroom			\$8,387		\$10,042		\$8,999		\$6,974
Total Cost Per Classroom + School Costs			\$9,021		\$10,676		\$9,633		
Freight			\$1,353		\$1,601		\$1,445		
Total Cost Per Classroom			\$10,374		\$12,277		\$11,078		
Total Costs (Year 1)		1	\$10,374	4	\$49,110	6	\$66,468		
Total Costs (Year 2)						2	\$22,156		

Cost of items shared among classes or entire school are spread across classroom costs for each grade.

Source: Capital City Classroom Set-Up costs as estimated by Maurice Sykes and amended by Two Rivers Curriculum and Facilities committees.

Figures checked against current prices of furniture and equipment in Lakeshore Learning Materials and other school supplies catalogs.

Two Rivers Public Charter School Cash Flow Year 1, 2004

	Year 1 - 2004 July	2004 August	2004 September	2004 October	2004 November	2004 December	2005 January	2005 February	2005 March	2005 April	2005 May	2005 June
Beginning Cash	141,751											
Cash Receipts												
Per Pupil Allocation	445,057			445,057			445,057				445,057	
Special Needs												
Facilities Allowance	116,878			350,637								
Other Government			164,278								164,278	
Grants and Fundraising			100,000	15,000				100,000	15,000			
Parent Contributions						10,000				10,000		
Loans												
Other												
Total Receipts	703,686	0	264,278	610,694	0	10,000	445,057	100,000	15,000	10,000	609,334	0
Cash Disbursements												
Personnel												
Salaries		97,800	112,850	112,850	112,850	112,850	112,850	112,850	112,850	112,850	112,850	112,850
Benefits		26,653	30,183	30,183	30,183	30,183	30,183	30,183	30,183	30,183	30,183	30,183
Academic												
Books and materials	4,500											
Academics supplies	37,900											
Instructional Equipment												
Software/Computer Supplies	52,150											
Field Trips				5,500							5,500	
Classroom FF&E	125,951											
Operating Expenses												
Advertising												
Insurance	3,393	3,393	3,393	3,393	3,393	3,393	3,393	3,393	3,393	3,393	3,393	3,393
Janitorial												
Office Supplies	2,500											
Printing and Postage	5,500											
Staff Development		31,175				42,000						
Travel											6,000	
Office FF&E	31,850											
Facilities												
Rent/lease	30,667	30,667	30,667	30,667	30,667	30,667	30,667	30,667	30,667	30,667	30,667	30,667
Repairs/replacement												
Utilities												
Telephone	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280	1,280
Security system												
Contracted												
Bookkeeping/auditing	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667
Copier	8,400											
Custodial												
Legal												
Special Education			10,667	10,667	10,667	10,667	10,667	10,667	10,667	10,667	10,667	
Student Testing	38,000											
Food Service Subsidy			3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186	3,186
Administration Fee	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178	1,178
Background Checks	3,100											
Interest Expense												
Other												
Total Disbursements	347,776	193,752	185,010	200,510	185,010	237,010	195,010	185,010	185,010	185,010	206,510	184,344
Net Receipts	355,910	(193,752)	69,267	610,183	(185,010)	(227,010)	250,046	(95,010)	(160,010)	(185,010)	402,824	(184,344)
Ending Cash	497,661	303,909	373,176	983,359	798,348	561,339	811,385	716,375	536,365	351,354	754,178	569,835

Two Rivers PCS After-Care Program General Programming

	Year 1	Year 2	Year 3	Year 4	Year 5
	2004	2005	2006	2007	2008
Revenues from Full-Fee Students	\$ 64,800	\$ 79,920	\$ 92,880	\$ 105,840	\$ 118,800
Revenues from Reduced Lunch Students	\$ 55,440	\$ 65,520	\$ 76,860	\$ 86,940	\$ 98,280
Revenues from Free Lunch Students	\$ 23,760	\$ 28,080	\$ 32,940	\$ 37,260	\$ 42,120
Revenues	\$ 144,000	\$ 173,520	\$ 202,680	\$ 230,040	\$ 259,200
Expenses					
Staff Stipends	\$129,600	\$152,928	\$176,256	\$199,584	\$222,912
Materials	\$11,800	\$14,100	\$16,500	\$18,700	\$21,100
Total Expenses	\$141,400	\$167,028	\$192,756	\$218,284	\$244,012
Net Revenue	\$2,600	\$6,492	\$9,924	\$11,756	\$15,188

Assumptions: 236 total students, 25% reduced lunch, 25% free lunch, 50% not eligible for free/reduced lunch
 Enrollment in Aftercare = 75% of free and reduced lunch students, 35% of full-fee students
 Cost per week for 3 pm to 6 pm aftercare for full-fee students = \$50, reduced lunch = \$30, and free lunch = \$15
 Cost for Wednesday 12-3 pm for full-fee students = \$10, reduced lunch = \$5, and free lunch = \$0
 Aftercare program will run from 3 pm to 6 pm M,T,Th,F and 12 pm to 6 pm on Wednesdays
 Teacher/Student Ratio = 1:8

-
- ¹ Jay Matthews in a May 20, 2003 Washington Post Article listed racial/ethnic diversity among the top ten items parents are looking for in a good school.
- ² District of Columbia Public Schools, 2003 lottery results.
- ³ One Capital City board member indicated that he thought the waiting list underrepresented the actual demand for the school because many parents choose not to apply to a school with a waiting list that is already quite long. (Information obtained based on a personal conversation with board member in March, 2003.)
- ⁴ Information obtained based on a personal conversation with a Capital City board member in March, 2003.
- ⁵ This estimate is based on Two Rivers' calculations using 2000 decennial census data and DCPS data. It should be noted that many of these out-of-boundary students were already attending these schools prior to the institution of the out-of-boundary lottery for the 2003-2004 school year.
- ⁶ Capitol Hill Day School, promotional materials. Available online at [[http:// www.chds.org](http://www.chds.org)].
- ⁷ For more information about the National Reading Panel, see [<http://www.nationalreadingpanel.org>].
- ⁸ Manzo, K.K. Panel Calls for Writing Revolution in Schools. Available at [<http://www.edweek.org/ew/ewstory>].
- ⁹ Glitzow, D.F. (2002). *Model Early Foreign Language Programs: Key Elements*. Foreign Service Institute, ERIC Digest EDO-FL-0-11.
- ¹⁰ Golden, J. (1996). Approaches for Serving Second Language Learners. Project TALK. Aurora Public Schools, Colorado.
- ¹¹ In the Classroom – A Toolkit for Effective Instruction of English Learners. Available at [<http://www.ncela.gwu.edu/classroom.toolkit>].
- ¹² Carnegie Council on Adolescent Development. (1990). *Turning Points: Preparing Youth for the 21st Century*. Washington, DC: Author.
- ¹³ Kilmister, D., & Bachofer, S. (2002). *Expeditionary Learning Outward Bound: Research Foundations and Evidence of Success (Preliminary Version)*. Cambridge, MA: Expeditionary Learning Outward Bound.
- ¹⁴ Northwest Regional Educational Laboratory. The Catalog of School Reform Models. Available at [<http://www.nwrel.org/scpd/catalog>].
- ¹⁵ Academy for Educational Development. (1995). *Expeditionary Learning Outward Bound Project (final report)*. New York: Author; American Institutes for Research. (1999). *An Educators' Guide to Schoolwide Reform*. Washington, D.C.: U.S. Department of Education. (Hereafter referred to as AIR, *Comprehensive School Reform Models*); Ross, S., Wang, L. Sanders, W., Wright, S., & Stringfield, S. (2000). *Fourth Year Achievement Results on the Tennessee Value-Added Assessment System for Restructuring Schools in Memphis*. Memphis, TN: the University of Memphis, Center for Research in Educational Policy.
- ¹⁶ Killion, J. (1999). *What Works in the Middle: Results-Based Staff Development*. Oxford, OH: National Staff Development Council.
- ¹⁷ Data provided on the Responsive Classroom website. CARES developed by Gresham and Elliot. (1990).
- ¹⁸ Elliot, S.N. (1995) *The responsive classroom approach: Its effectiveness and acceptability (Final Evaluation Report)*. Madison, WI: University of Wisconsin.
- ¹⁹ Elliot, S.N. (1998). *A multi-year evaluation of the responsive classroom approach: its effectiveness and acceptability in promoting social and academic competence*. Madison, WI: University of Wisconsin.
- ²⁰ University of Virginia. (2003). *Preliminary Findings on the Study of Social and Academic Learning*. Greenfield, MA: NEFC.
- ²¹ Baker, D., & Witt, P.A. (1996). Evaluation of the impact of two after-school recreation programs. *Journal of Park and Recreation Administration*, 14(3), 23-44.; Kahne, J., Nagaoka, J., Brown, A., O'Brien, J., Quinn, T., & Thandiede, K. (1999) School and after-school programs as contexts for youth development. Oakland, CA: Mills College, Department of Education; Posner, J.K. & Vandell, D.L. (1999). After-school activities and the development of low-income urban children: A longitudinal study. *Developmental Psychology*, 34, 868-879.
- ²² MoTH website, March 2003.
- ²³ Two Rivers will verify residency requirements based on the guidelines used by DCPS.

²⁴ The contract with Expeditionary Learning Outward Bound will be considered a sole source contract, as they are providing a unique service.

APPENDIX 1: ELOB CORE PRACTICE

CORE PRACTICE 1: LEARNING EXPEDITIONS

BENCHMARK	PHASE 1 — BEGINNING	PHASE 2 — IMPLEMENTING	PHASE 3 — REALIZING
Planning and teaching learning expeditions	<ul style="list-style-type: none"> Teachers study and use the Instructional practices associated with Expeditionary Learning. >>> Teachers collaborate with colleagues to plan, teach, and assess at least one learning expedition aligned with state and/or local curriculum frameworks and standards each semester. >>> Teachers document and reflect on their expedition plans and teaching practice during and after the expedition. >>> Teachers and school leaders visit other Expeditionary Learning schools where learning expeditions are being taught. Teachers attend summits and Outward Bound educator courses. >>> 	<ul style="list-style-type: none"> At least three quarters of the faculty at the school plan and teach learning expeditions throughout the school year. >>> Teachers develop and teach a sequence of learning expeditions aligned with state and/or local curriculum frameworks and standards. >>> Teachers incorporate rigorous work, high standards, adventure, service, and physical fitness into learning expeditions. >>> Teachers document, share, and critique learning expeditions to improve the quality of instruction and learning in the school. >>> Summits and Outward Bound educator courses spark the development of learning expeditions at the school. >>> 	<ul style="list-style-type: none"> All teachers plan and teach learning expeditions. >>> Teachers use learning expeditions and their associated instructional practices as the central means of teaching and enabling students to reach high standards. >>> Teachers produce and teach many expeditions that are exemplary in quality and publish in <i>The Web</i> or in other Expeditionary Learning publications. >>> Teachers present at Expeditionary Learning national conferences and lead summits or Outward Bound educator courses. >>>
Developing character	<ul style="list-style-type: none"> Teachers use the design principles to examine how students' values and habits affect their learning. >>> Teachers provide opportunities for students to do service for others within the context of expeditions. >>> Teachers explore how adventure and fitness contribute to character. >>> 	<ul style="list-style-type: none"> Teachers assign projects that require collaboration, planning, perseverance, craftsmanship and self-discipline. >>> Teachers structure classrooms in which each student competes against his or her personal best to reach higher standards. >>> 	<ul style="list-style-type: none"> Students articulate and display in their work the relationship between character, learning, and community life. >>> Students take responsibility for their own learning and achieve their personal bests by exceeding perceived limits. >>>

CORE PRACTICE 2: REFLECTION & CRITIQUE

BENCHMARK	PHASE 1 — BEGINNING	PHASE 2 — IMPLEMENTING	PHASE 3 — REALIZING
Examining and assessing student work	<ul style="list-style-type: none"> Teachers collectively examine and discuss the qualities of student work. >>> 	<ul style="list-style-type: none"> Teachers regularly examine student work in order to understand students' thinking and build upon students' wonderful ideas. >>> Teachers in teams examine student work and discuss strategies to improve the work and make sure it meets or exceeds local standards. >>> Teachers use rubrics and critique protocols in teacher teams and in their classes. >>> 	<ul style="list-style-type: none"> Teachers develop and revise clear standards of quality and regularly examine student work to ensure that it meets increasingly higher standards. >>> The use of criteria, rubrics, and critique protocols is institutionalized in the school. >>>
	<ul style="list-style-type: none"> Students examine models of work and discuss the qualities of and criteria for good work. >>> Students use quiet time to reflect on their learning and work in school.>>> 	<ul style="list-style-type: none"> Students discuss the criteria for good work and use rubrics in drafting and revising their work. >>> Students practice peer critique and develop skill in giving each other constructive feedback in a safe and supportive manner. >>> 	<ul style="list-style-type: none"> Students work with their teachers to establish the criteria for quality work and create rubrics so that the quality of work continuously improves. >>> Students have internalized thoughtful, respectful peer critique practices and are instrumental in helping each other achieve higher-quality work. >>>
Examining and assessing teacher work	<ul style="list-style-type: none"> Teachers examine models of exemplary teacher practice and discuss the standards for good teaching at the school. >>> Teachers share lesson plans and expedition plans with colleagues and begin using protocols to examine and critique each other's plans and practice. >>> Teachers take time to reflect on and write about their practice. 	<ul style="list-style-type: none"> Teachers share and critique each other's plans and practice on a regular basis and give each other constructive feedback. >>> Teachers visit each other's classrooms to share and critique each other's practice. >>> Teachers form study groups to explore issues around classroom practice and student learning. >>> 	<ul style="list-style-type: none"> Teachers use multiple tools and protocols to support colleagues with constructive critique, and peer critique takes place at team and faculty meetings on at least a monthly basis. >>> Teacher's use of reflection, critique, and shared inquiry lead to ongoing improvements in teaching and learning. >>> The school is a place where professionals offer and solicit feedback.

CORE PRACTICE 3: SCHOOL CULTURE

BENCHMARK	PHASE 1 — BEGINNING	PHASE 2 — IMPLEMENTING	PHASE 3 — REALIZING
Ensuring equity	<ul style="list-style-type: none"> • School leadership develops a plan to eliminate tracking. • School leadership develops an inclusion model of special education. • Teachers examine student performance data by gender, ethnicity, and socio-economic status, and discuss trends and patterns in student performance. >>> • Teachers and students study diverse cultures and cultural perspectives. >>> 	<ul style="list-style-type: none"> • Tracking is eliminated in favor of flexible heterogeneous grouping. • Students receiving special education services are taught in regular classrooms as fully as possible. >>> • Teachers use student performance data to inform decisions about instruction so that the needs of all students are addressed. >>> • Teachers develop and practice strategies that reflect high expectations for all students. >> 	<ul style="list-style-type: none"> • All students have access to a challenging curriculum. >>> • Students from all gender, ethnic, and socio-economic groups represented in the school produce work that meets high academic standards. >>> • Students and teachers use learning expeditions to promote social awareness and equity in the school and community. >>>
Fostering family participation	<ul style="list-style-type: none"> • The staff discusses strategies to communicate with families and involve them in the education of students. >>> • The staff invites students' families to one or more exhibitions of student work during the school year. >>> • Students' family members participate as volunteers and expert resources.>>> 	<ul style="list-style-type: none"> • School leadership and teachers keep data on family participation. >>> • Most students have family members who visit the school to see exhibitions of student work two or more times each year. >>> • Parents give input on learning expeditions in which their children are involved. >>> • Students' family members participate in learning expeditions as experts, tutors, and resources. >>> • Students' family members are members of school leadership teams and play a role in school review. >>> 	<ul style="list-style-type: none"> • Parents see themselves as partners in the education of all students at the school, participate in school improvement initiatives, and are involved in school review. >>> • Most students have family members who regularly attend exhibitions of student work. >>> • Parents participate on teams reviewing student portfolios. >>>

CORE PRACTICE 4: SCHOOL STRUCTURES

BENCHMARK	PHASE 1 — BEGINNING	PHASE 2 — IMPLEMENTING	PHASE 3 — REALIZING
Building shared leadership	<ul style="list-style-type: none"> • The principal convenes a leadership team, which includes teachers, to facilitate the change process and implement school structures. >>> • The principal or a designated person on the leadership team assumes stewardship for the Expeditionary Learning design at the school and helps coordinate on-site professional development, school review, and design implementation. >>> • The leadership team builds a common base of knowledge and skills about change and leadership. >>> 	<ul style="list-style-type: none"> • The leadership team works with the faculty to develop a shared decision-making process. >>> • Many teachers and parents assume formal and informal leadership roles in the school. >>> 	<ul style="list-style-type: none"> • The leadership team coordinates a formal shared decision-making system that involves teachers and parents in continuous improvement. >>> • Teachers and parents play a variety of formal and informal leadership roles in the school. >>> • School structures, a strong school culture, and the core practices of Expeditionary Learning remain in place when leadership at the school changes. >>>
Instituting block scheduling	<ul style="list-style-type: none"> • The principal and leadership team create a flexible block of uninterrupted time of at least 90 minutes per day for students to work on learning expeditions. >>> 	<ul style="list-style-type: none"> • The principal and leadership team ensure that at least half the school week is scheduled in uninterrupted blocks of at least 90 minutes. >>> 	<ul style="list-style-type: none"> • Teachers in teams use the school's flexible block schedule to make the most of students' time and learning. >>>
Using teams effectively	<ul style="list-style-type: none"> • The principal and leadership team organize teachers in teams across grade levels. >>> • The faculty studies the norms and practice of effective teams. >>> • The principal and leadership team develop a plan to group all students in heterogeneous communities, families, and/or teams. >>> 	<ul style="list-style-type: none"> • The principal and leadership team ensure that all teachers and students work in heterogeneous teams. >>> • Faculty teams have established norms and shared understandings for team work, and work together with increasing effectiveness. >>> • Students learn and work in teams on a daily basis. >>> 	<ul style="list-style-type: none"> • Teachers and students working in teams are an essential and effective vehicle for teaching and learning at the school. >>> • Students articulate an understanding of the purposes of team work and the ways in which teams work effectively in the school. >>>

CORE PRACTICE 5: SCHOOL REVIEW

BENCHMARK	PHASE 1 — BEGINNING	PHASE 2 — IMPLEMENTING	PHASE 3 — REALIZING
Assessing school progress	<ul style="list-style-type: none"> • The principal, leadership team, and faculty collect and study baseline data and share the data with Expeditionary Learning. • The leadership team uses the design principles and core practice benchmarks to assess the school's progress, identify priorities, and establish goals for improvement. >>> • The leadership team develops and guides a self review process focused on using Expeditionary Learning to improve student achievement and instructional practice. >>> • The principal and leadership team meet with Expeditionary Learning staff to complete an Implementation check in the spring of the year. >>> 	<ul style="list-style-type: none"> • The principal and leadership team meet with Expeditionary Learning staff to complete an Implementation check in the fall of the year. >>> • The leadership team coordinates an annual self review that is both comprehensive and focused on particular areas for instructional improvement. >>> • The leadership team and faculty use the core practice benchmarks and implementation data as a measure of school progress and a guide to priorities for improvement. >>> • The faculty invites parents and outside partners to participate in the annual self review and periodic peer review. >>> 	<ul style="list-style-type: none"> • The faculty uses annual school review to drive continuous improvement in instruction and student achievement. >>> • The faculty works as a collaborative professional community inquiring into students' learning and making informed decisions about instruction. >>> • Parents and community members are active participants in the school review process. >>> • The school community completes at least one periodic peer review, and the school community seeks and welcomes outside critique and feedback from Expeditionary Learning colleagues and school partners. >>>
Collecting and analyzing evidence	<ul style="list-style-type: none"> • The leadership team collects data (i.e. standardized test scores, discipline data, records of teacher and student work, and schedules) and shares them with teachers. >>> • The faculty analyzes student achievement data from standardized test scores, performance assessments, and portfolios. >>> 	<ul style="list-style-type: none"> • The staff collects and analyzes school-based evidence and data, assembles and reflects on the school's progress in meeting the needs of students through implementing the Expeditionary Learning core practices. >>> • The leadership team collects standardized test data and disaggregates the data by gender, ethnicity, socio-economic status, and language; the disaggregated data are studied by the faculty, which uses them to make informed decisions about instruction. >>> 	<ul style="list-style-type: none"> • The staff maintains and regularly revises a school review portfolio that reflects the school's progress in implementing the core practices and improving student performance. >>> • The school community, in addition to using the data from standardized test scores, collects, analyzes, and uses a broad range of evidence to make decisions about instruction that improve the academic performance of all students. >>>

APPENDIX 2: INDICATORS

Indicators of Expeditionary Learning in the Classroom

The indicators of Expeditionary Learning in the classroom provide a list of observable or readily discernible components of the design in a K-12 classroom. In visiting an Expeditionary Learning classroom and talking with students and the teacher, an observer can find evidence of these indicators. The indicators can be used

in a "classroom survey," a walk through classrooms and learning areas by a principal, a group of teachers, or visiting colleagues during a peer visit or peer review.

The classroom indicators are intended to be used as a guide and not as a checklist.

What Students Do		
<i>Learning Expeditions</i>	<i>Classroom Culture/Structures</i>	<i>Critique and Reflection</i>
<ul style="list-style-type: none"> • Understand the expedition they are working on, its purpose and goals. • Understand themselves to be producers of knowledge, not simply consumers. • Generate questions about what they are learning. • Conduct research in the school and in the field. • Use reading and writing as means for learning. • Read a variety of materials with varying purposes. • Write frequently as a part of their work in all areas of learning. • Produce project work that has an audience beyond the teacher. • Regularly conduct investigations and observations in the field. • Consult with experts from outside the classroom. 	<ul style="list-style-type: none"> • Discuss and work with the design principles. • Participate in whole class and small group discussions. • Work independently or in small groups for a large part of their time. • Do work that is of service to others. • Have time for quiet reflection. • Participate in community meetings and team building. • Express high expectations for themselves. 	<ul style="list-style-type: none"> • Save and collect their work in portfolios. • Examine real-life models of work. • Discuss the standards for good work and participate in generating criteria or rubrics. • Critique work-in-progress with peers. • Evaluate and reflect on their own work. • Revise work to improve its quality.

What Teachers Do

Learning Expeditions

- Conduct learning expeditions with long-term goals and projects.
- Use learning goals aligned with standards to guide curriculum in the classroom.
- Engage students in complex projects.
- Teach skills and strategies to enable students to complete project work.
- Focus on students' thinking rather than on their giving correct answers.
- Pose complex questions that provoke thinking and more questions.
- Encourage students to generate their own questions.
- Read aloud to students, model independent reading, and foster opportunities for students to read independently.

Classroom Culture/Structures

- Use language and a tone of voice that is respectful of students.
- Serve as facilitators and guides rather than lecturers and experts.
- Exhibit joy for learning.
- Generally group students heterogeneously rather than by ability.
- Use classroom problems or conflicts as opportunities for group learning.
- Make sure all student voices are heard.
- Create classroom rituals and ceremonies such as morning meetings.
- Work with other adults in the classroom—colleagues, parents, experts.
- Lead students in fieldwork outside the classroom.

Critique and Reflection

- Collect and save student work.
- Share excellent student work with students.
- Discuss with students the standards and criteria for good work.
- Structure opportunities for multiple drafts and revision.
- Model critique with students and ask them to critique each other's work.

What the Classroom Looks Like (Physical Environment)

- Books on the current expedition are displayed in a classroom library.
- Art supplies and other materials are available for project work.
- Student work-in-progress and finished work are displayed throughout the room.
- A storage system for student work-in-progress is evident.
- Guiding questions for the current expedition are posted.
- Seats are arranged for collaboration and group work.
- Students have access to computers, e-mail, and internet technology.
- The design principles are incorporated into classroom displays.
- Student portfolios are stored in the classroom.

APPENDIX 3: ELOB CRITERIA

Criteria of Quality for Learning Expedition Projects

Criteria	Assessment	Importance	Next Steps
There are high standards for satisfactory work that all students are expected to meet, as well as standards for work that is exemplary.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	
The project allows students to demonstrate the most important things you want them to learn and their mastery of the expedition's learning goals.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	
The project is interesting and engaging for students. The project asks students to do real work that is meaningful and important; students are motivated to do their best quality work.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	
The project confronts students with real-world problems, issues, and questions, and requires them to use the knowledge and skills that professionals would use in the real world.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	
The project is challenging yet doable; it asks students to go beyond their perceived limits and helps them do more than they thought possible.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	
The project uses exemplars and models to make tasks explicit and clearly defined.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	
The project provides opportunities for students to present their work before a meaningful audience that motivates them to do their best work.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	

Criteria	Assessment	Importance	Next Steps
The project offers students opportunities to learn through service. Producing work of value to others motivates students to do their best work.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	
The project is designed to enable all students to succeed. There is ample time for reflection, peer critique and multiple drafts and for assessing work.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	
The projects fosters strong work habits such as perseverance, organization, planning, follow-through, craftsmanship, and self-discipline.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	
The project asks students to take increasing responsibility for their own learning.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	
The project provides a balance of teamwork/group and individual activities.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	
The project requires that students use the tools of inquiry, research and/or experimentation.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	
The project asks students to express themselves in a variety of ways: oral, written, artistic, physical, mathematical, and scientific.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	
The project brings the community into the classroom and brings learning into the community. Purposeful fieldwork is prominent.	Weaker Stronger 1 2 3 4 5 	Lower Higher 1 2 3 4 5 	

APPENDIX 4: PORFOLIO GUIDELINES

Core Practice 1: Learning Expeditions

Suggested Artifacts

- a list of current and past expeditions at your school
- connections to standards
- an example of typical student work from an expedition
- scope and sequence of expeditions
- examples of an exceptional expedition plan and/or a troubling one
- planning frameworks
- timelines for planning expeditions
- teacher-developed descriptions of projects or assignments
- staff-generated criteria for strong expeditions
- school-developed character standards
- letters and other documents related to student character
- professional development agendas
- community building initiatives or structures
- evidence of a high level of student engagement
- documents related to faculty participation in summits and Outward Bound experiences
- teacher and student work arising from study of the literacy platform
- documentation of fieldwork and use of community experts



Core Practice 2: Reflection and Critique

Suggested Artifacts

- evidence of student or teacher discussions of quality work
- student-to-student critique
- agendas from team and/or faculty meetings
- school- and teacher-developed rubrics
- protocols for peer and student critique
- reflective lessons plan
- evidence of revision of student work
- evidence of revision of teacher work
- portfolio frameworks for students
- tools or agendas connected with portfolio reviews
- notes and/or documentation from portfolio review teams

Core Practice 3: School Culture

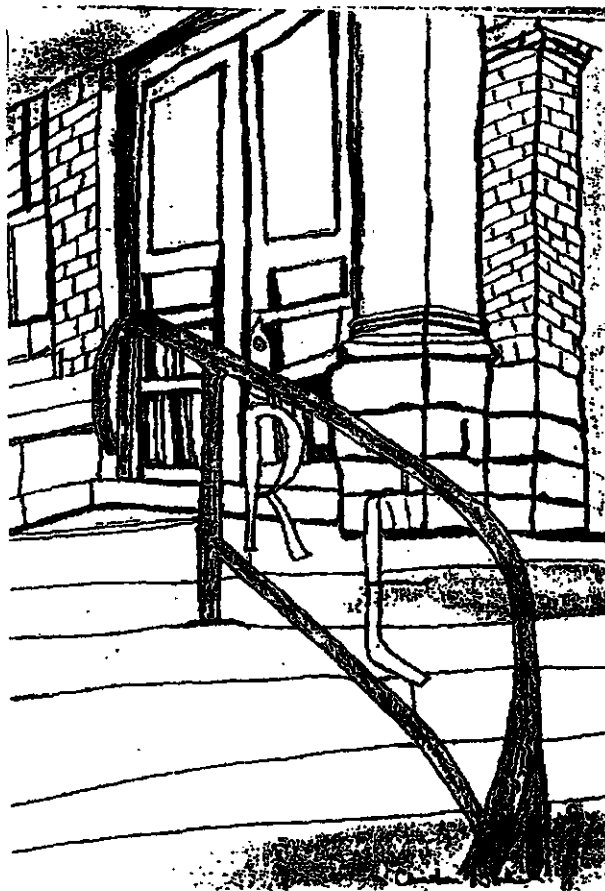
Suggested Artifacts

- evidence of students', staff's, and parents' work with the design principles
- staff agreement/contract
- school policies and structures
- data on and examples of service projects
- data on parent participation
- letters from school partners or parents
- records of and reflection on faculty's and students' participation in Outward Bound or Project Adventure
- description of school's physical education curriculum and philosophy
- behavior and discipline data
- data on demographics of school population
- data on special education services
- school-developed rituals and readings

Core Practice 4: School Structures

Suggested Artifacts

- leadership team—composition, roles and responsibilities
- leadership team and faculty meeting agendas
- faculty handbook
- weekly school schedule
- student schedules
- team schedules
- data on common planning time and its uses
- student groupings, teams, houses
- data on multi-year relationships (looping)



Core Practice 5: School Review

Suggested Artifacts

- plans and agendas from previous and current school reviews
- selected goals and/or benchmarks from previous school reviews
- tools used to gather data for school review (surveys, protocols, interview questionnaires, etc.)
- data collected from last year's school review
- leadership team or faculty reflections on Expeditionary Learning implementation reports
- data from standardized test scores (previous year's and data over time)
- school-based analysis of test and other student performance data with attention to gender, ethnicity and socio-economic factors
- evidence of involvement of staff, families, and community members in school review and planning
- this year's goals from your school improvement plan
- other evidence of inquiry
- school improvement plan
- professional development plan

APPENDIX 5: PROFESSIONAL DEVELOPMENT

**TWO RIVERS PUBLIC CHARTER SCHOOL
DRAFT GOALS AND WORKPLAN
FOR
2004-2005**

Goals:

- 1) Teachers will become actively engaged in experiencing, discussing and implementing the design principles and core practices of Expeditionary Learning Outward Bound.
- 2) A leadership team will be established to guide the school forward in Phase I implementation. The leadership team will assume responsibility for ongoing communication and stewardship of the school's efforts in implementing ELOB.
- 3) Teachers will plan high quality learning expeditions that are in-line with the school's identified academic standards and include the language, components and instructional practices of ELOB.
- 4) Teachers and students will utilize practices in critique, revision, and reflection to ensure high quality work is produced by all learners. Multiple tools will be used to assess student learning and progress, including traditional assessments, portfolios and student-led conferences.
- 5) School structures will be established to support the implementation of ELOB.
- 6) Positive school culture practices will be developed and implemented to ensure full participation by all stakeholders.
- 7) The school will conduct an annual implementation check and school review to assess progress and set priorities for the following year.

Work Plan:

July 2004

- 2-day Leadership Team Retreat
Focus: Training for Leadership Team
- National summits, institutes, and Outward Bound courses

August 2004

- 5-day Planning Institute
Focus: Training for all staff in ELOB instructional practices and development of first semester learning expeditions

September 2004

- 2 days of on-site professional development
Focus: Work with teacher teams to support use of literacy instructional practices and support for the implementation of the first semester learning expeditions
- Regional Principals' Meeting
Focus: Review professional development plans, develop study group topics, establish coaching partners

October 2004

- 3 days of on-site professional development
Focus: Portfolio assessment, student-led conferences and continued support for the first semester learning expeditions
- Regional Math Institute
Focus: Instructional strategies fo

November 2004

- 3 days of on-site professional development
Focus: Faculty, student & parent reflection on student progress through sharing of projects and student-led/assisted conferences
- Regional Leadership Retreat
Focus: Using data to drive instruction

December 2004

- 2 days of on-site professional development
Focus: Classroom assessment techniques
- Regional Principals' Meeting
Focus: Study group meetings

January 2005

- 2 days of on-site professional development
Focus: Implementation review with Leadership Team, review of student progress, and planning for second semester expeditions
- Mini conference
Focus: Literacy

February 2005

- 2-days site of on-site professional development
Focus: Meet with teams of teachers to support learning expedition implementation and introduce peer coaching structures
- Regional Principals' Meeting
Focus: Upcoming accountability testing

March 2005

- 2-days of on-site professional development
Focus: Continue support for learning expeditions and peer coaching and review of student progress
- ELOB National Conference and Leadership Retreat
Focus: Instruction and Assessment

April 2005

- 2 days of on-site professional development
Focus: Begin to conduct internal school review, begin to establish goals for the summer institute and provide on-going support for learning expeditions

May 2005

- 2 days of on-site professional development
Focus: Complete school review, finalize summer institute goals and establish action plan for 2005-2006, including professional development calendar
- Regional Principals' Meeting
Focus: Reflection and Celebration

June 2005

- 2 days of on-site professional development
Focus: Celebration of accomplishments, review and revision of 2005-2006 action plan
- Regional Mini-Conference
Focus: Science Investigations

APPENDIX 6: ARTICLES OF INCORPORATION

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

TWO RIVERS PUBLIC CHARTER SCHOOL INC.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **4th** day of **April, 2003**.

David Clark
DIRECTOR

Elizabeth O. Kim
Administrator
Business Regulation Administration

Maxine M. Hinson
Act. Assistant Superintendent of Corporations
Corporations Division

Anthony A. Williams
Mayor

**ARTICLES OF INCORPORATION
OF
TWO RIVERS PUBLIC CHARTER SCHOOL INC.**

TO: DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION
CORPORATIONS DIVISION
941 NORTH CAPITOL STREET NE
WASHINGTON, DC 20002

We, the undersigned, being natural persons over the age of twenty-one, acting as incorporators of a corporation under the District of Columbia Non-Profit Corporation Act (D.C. Code, Title 29 Chapter 3) adopt the following Articles of Incorporation:

FIRST: The name of the corporation is Two Rivers Public Charter School, Inc. (hereinafter referred to as the "Corporation").

SECOND: The period of the Corporation's duration is perpetual.

THIRD: The Corporation is organized and shall operate exclusively for the following lawful purposes: educational, charitable, scientific, literary, musical, social, athletic and promotion of the arts, including the operation of a public charter school, but only to the extent that such purposes are permitted within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (hereinafter referred to as the "Code"). The Corporation shall have all powers granted to it by law to further its above stated purposes, including those expressly stated in its bylaws.

FOURTH: Persons of any race, religion and of either sex shall be entitled to all of the rights, privileges, programs and activities generally made available to participants in the Corporation, its programs and activities. The Corporation shall not discriminate on the basis of race, color, religion, creed, national origin, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement in administering its policies and programs.

FIFTH: The Corporation shall have no members.

FILE

APR 15/ 1993

SIXTH: No part of the net earnings of the Corporation shall be distributed to or inure to the benefit of its Board of Directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD of the Articles of Incorporation. No member of the Board of Directors shall receive compensation for services rendered in carrying out Board functions, but may be reimbursed for expenses incurred. No substantial part of the Corporation's activities shall consist of carrying on propaganda or otherwise attempting to influence legislation. The Corporation shall not participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on (i) by an organization exempt from Federal income tax under Section 501 (c) (3) of the Code, or (ii) by an organization contributions to which are deductible under Section 170 (c) (2) of the Code, or (iii) by an organization formed pursuant to a charter granted by an eligible chartering authority.

In the event of dissolution of the Corporation, none of its assets shall be distributed except to an organization qualifying as a tax exempt charitable, educational or scientific organization under applicable Federal revenue statutes.

SEVENTH: The Board of Directors of the Corporation is the Board of Trustees described in the Bylaws. A statement as to the manner in which Directors/Trustees shall be elected or selected shall be provided in the bylaws of the Corporation.

There shall be no less than five and no more than fifteen Directors of the Corporation. The number of Directors, their election or selection, and their terms shall be set forth in the bylaws and may be changed by amendment to the bylaws. A majority of the Directors shall be residents of the District of Columbia and at least two of the directors shall be parents or guardians of children attending Two Rivers Public Charter School. The election or selection of parent/guardian Directors shall be conducted on the earliest practicable date after classes at the school have commenced. One-third of the number of directors, as that number may be amended by the bylaws, shall constitute a quorum for conducting business. The Board of Directors may also include any number of ex-officio members who shall serve as elected or selected by the Board of Directors. The initial Board of Directors of the Corporation, who are to serve as directors until the first annual meeting or until their successors are elected and shall qualify, are:

Tracey Brodenick-Sokol	707 G Street SE, Washington, DC 20003
Ziad Elias Demian	135 13 th Street NE, Washington, DC 20003
Norman Dong	3624 Van Ness Street NW, Washington, DC 20008
Manda McKelley	115 Kentucky Ave. SE, Washington, DC 20003
Sarah Richardson	622 Sixth Street NE, Washington, DC 20002
Michael Skinner	1212 Walter Street SE, Washington, DC 20003
Rebecca Skinner	1212 Walter Street SE, Washington, DC 20003

EIGHTH: The initial registered agent of the Corporation is Sarah Richardson, a resident of the District of Columbia. The initial registered office of the Corporation is c/o Sarah Richardson, 622 Sixth Street NE, Washington, DC 20002.

NINTH: Meetings of the Board of Directors may be held within or without the District of Columbia as the bylaws of the Corporation provide. The books for the Corporation may be kept (subject to any provision contained in the laws of the District of Columbia and the charter granted by the eligible chartering authority) outside the District of Columbia at such place as may be designated from time to time by the Board of Directors or in the bylaws of the Corporation.

TENTH: The Corporation reserves the right to amend, alter, change or repeal any provision contained in these articles of incorporation, in the manner now or hereafter prescribed by statute, and all rights conferred upon the officers, directors and members herein are granted subject to this reservation.

ELEVENTH: The name and address of each incorporator of the Corporation is:

Tracey Broderick-Sokol	707 G Street SE, Washington, DC 20003
Sarah Richardson	622 Sixth Street NE, Washington, DC 20002
Rebecca Skinner	1212 Walter Street SE, Washington, DC 20003

IN WITNESS WHEREOF, the undersigned have signed these Articles of Incorporation on the 4th day of April, 2003.



AL)

AD)

AL)

CITY OF WASHINGTON)

DISTRICT OF COLUMBIA)

I, M. R. Burkess, a Notary Public in and for the District of Columbia, hereby certify that on the 4th day of April, 2003, Tracey Broderick-Sokol, Sarah Richardson, and Rebecca Skinner personally appeared before me and signed the foregoing document as incorporators and have averred that the statements therein contained are true.

WITNESS hand and notarial seal this 4th day of April, 2003



Notary Public

M. R. Burkess
Notary Public - District of Columbia
My Commission Expires Mar 14, 2004

My commission expires

CONSENT TO SERVE AS REGISTERED AGENT
FOR THE
TWO RIVERS PUBLIC CHARTER SCHOOL, INC.

TO:

The Superintendent of Corporations
Department of Consumer and Regulatory Affairs
Business and Professional Licensing Administration, Corporations Division
941 North Capitol Street, NE
Washington, DC 20003

I, Sarah Richardson, a natural person over the age of twenty-one and residing in the District of Columbia, give my consent to serve as the registered agent pursuant to D.C. Code Title 29 and Title 41 of the District of Columbia Non-Profit Corporation to be known as the Two Rivers Public Charter School, Inc.


Sarah Richardson
622 Sixth Street NE
Washington, DC 20002

(SEAL)

CITY OF WASHINGTON)
DISTRICT OF COLUMBIA)

I, M. P. Burgess, a Notary Public in and for the District of Columbia hereby certify that on the 4th day of April, 2003, Sarah Richardson personally appeared before me and signed the foregoing document as her consent to serve as a registered agent and has averred that the statements therein contained are true.

WITNESS hand and notarial seal this 4th day of April, 2003


Notary Public

M. P. Burgess
Notary Public, District of Columbia
(My Commission Expires Mar 14, 2004)

My commission expires

APPENDIX 7: BYLAWS

BYLAWS OF TWO RIVERS PUBLIC CHARTER SCHOOL INC.

A District of Columbia Nonprofit Corporation

ARTICLE I

General Provisions

Section 1.01 Charter: The Corporation shall be operated in a manner consistent with the Charter granted to the Corporation pursuant to D.C. Code § 31-2801.

Section 1.02 Registered Office: The Corporation shall maintain a registered office within the District of Columbia at such place as the Board of Trustees may designate.

Section 1.03 Other Offices: The Corporation may also have offices at such other places, within or without the District of Columbia, as the Board of Trustees may designate.

ARTICLE II

Purposes

Section 2.01 Nonprofit Purposes: The Corporation is organized exclusively for one or more of the purposes specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

Section 2.02 Educational Purposes: The purposes of the Corporation are described in the Articles of Incorporation.

ARTICLE III

Members

Section 3.01 Members: The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board of Trustees. All rights which would otherwise by law vest in the members shall vest in the Board of Trustees.

ARTICLE IV

Board of Trustees

Section 4.01 General Powers: The Board of Trustees shall manage the affairs of the Corporation in conformance with the law, the Articles of Incorporation, the Charter, and these Bylaws. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral, or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

Section 4.02 Specific Powers: Without prejudice to its general powers set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

to select and remove all of the Officers, agents, and employees of the Corporation; to prescribe powers and duties for them which are not inconsistent with law, the Corporation's Articles of Incorporation, or these Bylaws; and to fix their compensation. The power to select and remove Corporation employees may be delegated, and any such delegation shall continue under ordinary operating circumstances.

to conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations therefore which are not inconsistent with the law, the Corporation's Articles of Incorporation, the Charter, or these Bylaws, as it deems best;

to adopt, make, and use a corporate seal and to alter the form of the seal from time to time;

to acquire real property for use as the Corporation's facilities, from public or private sources;

to adopt an annual budget, to receive and disburse funds for Corporate purposes, and to maintain books of accounts;

to secure appropriate insurance and to make contracts and leases, including agreements to procure or purchase services, equipment, and supplies;

to incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of Federal or private funds;

to solicit and accept any grant or gifts for corporate purposes, provided the Corporation does not accept any grants or gifts subject to any condition contrary to law or contrary to its Charter, and provided further the Corporation maintains for financial reporting purposes separate accounts for grants or gifts;

to sue and be sued in the Corporation's own name; and

to carry out such other duties as are described in the Charter granted by the eligible chartering authority, including the submission of an annual report on the extent to which the Corporation is meeting its mission and goals.

Section 4.03 Number and Qualifications of Trustees: The Board of Trustees shall be comprised of at least five members and no more than 15 members, the majority of whom must be residents of the District of Columbia. Upon the Corporation's commencement of operations as a public charter school, the Board of Trustees shall include at least two parent or guardian representatives, who shall be nominated by the President, in consultation with the principal, after consultation with parents and guardians of children properly enrolled in the school on the earliest practicable date after classes at the school have commenced. The Board may modify requirements or qualifications related to the membership of the Board, including setting a fixed number of Trustees, by Board resolution or amendment of the Bylaws.

Section 4.04 Election and Term of Trustees: The first Board of Trustees shall consist of those persons named in the Articles of Incorporation. The Board subsequently may, on a vote of two-thirds of the total number of Trustees, elect as Trustee any person who it believes will serve the interests of the Corporation faithfully and effectively. Each non-parent member of the Board of Trustees will hold office for a term of 18 months and until his or her successor has been elected and qualified. Parent or guardian members of the Board of Trustees will serve from September to August. Trustees may be re-elected to no more than three successive terms. No decrease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee.

Section 4.05 Vacancies, Resignation, and Removal: Vacancies on the Board of Trustees shall exist (1) on the death, resignation, or removal of any Trustee; and (2) whenever the number of authorized Trustees is increased.

Any Trustee may resign effective upon giving written notice to the President, the Secretary, or the Board of Trustees, unless the notice specifies a later time for the effectiveness of such resignation. A Trustee serving as a parent/guardian representative shall be deemed to have resigned if he or she ceases to have a child

properly enrolled at the public charter school. No Trustee may resign if the Corporation would then be left without a duly elected Trustee or Trustees in charge of its affairs, except upon notice to the appropriate agency of the District of Columbia.

Trustees may be removed from office, on a vote of two-thirds of the total number of Trustees, as permitted by and in accordance with the laws of the District of Columbia.

Unless otherwise prohibited by the Articles of Incorporation, these Bylaws, or provisions of law, vacancies on the Board may be filled by a vote of two-thirds of the total number of Trustees. If the number of Trustees then in office is less than a quorum, a vacancy on the Board may be filled by approval of a majority of the Trustees then in office or by a sole remaining Trustee. A person elected to fill a vacancy on the Board shall hold office for 18 months or until his or her death, resignation, or removal from office.

Section 4.06 Nonliability and Indemnification: The Trustees shall not be personally liable for the debts, liabilities, or other obligations of the Corporation, and shall be indemnified by the Corporation to the fullest extent permissible under law as set forth in Article X.

Section 4.07 Terminology: In these bylaws, as in the Corporation's Articles of Incorporation, the terms "Board of Trustees" and "Board of Directors" are used interchangeably and have the same meaning.

ARTICLE V

Officers

Section 5.01 Designation of Officers: The Officers of the Corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The Corporation may also have a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other such Officers with such titles as may be determined from time to time by the Board of Trustees. A Trustee may not hold more than one office of the Corporation at any particular time.

Section 5.02 Election and Term of Office: Officers shall be elected by the Board of Trustees, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected, whichever occurs first.

Section 5.03 Removal and Resignation: The Board may remove any officer from their executive position at any time on two-thirds vote of the Board of Trustees. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any

Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect on receipt of the notice or at a later date specified in the notice.

Section 5.04 Vacancies: Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any Officer shall be filled by the Board of Trustees. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in Officers appointed at the discretion of the Board may or may not be filled as the Board shall determine.

Section 5.05 Duties of President: Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings.

Section 5.06 Duties of Vice President: If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. If the President resigns or is removed, the Vice President shall become the Acting President and the Board of Trustees shall vote to establish a new President. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

Section 5.07 Duties of Secretary: The Secretary shall:

keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, proceedings, and the results of all votes;

to the extent practicable, disseminate information concerning the state of the Corporation and the actions of the Board of Trustees, including by posting the minutes and any other pertinent information on all internet sites used for discussion by the Corporation and in any existing school facility;

keep or cause to be kept a copy of the Corporation's Articles of Incorporation and Bylaws, with amendments;

give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and

have such other powers and perform such other duties as the Board may prescribe.

Section 5.08 Duties of Treasurer: The Treasurer shall:

keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts, and disbursements;

make the books of account available at all times for inspection by any Trustee;

deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates;

disburse or cause to be disbursed the Corporation's funds as the Board directs;

render to the President and the Board, as requested but no less frequently than once every fiscal quarter, an account of the Corporation's financial transactions and financial condition;

prepare any reports on financial issues required by an agreement on loans; and

have such other powers and perform such duties as the Board may prescribe.

ARTICLE VI

Meetings

Section 6.01 Regular Meetings: Regular meetings of the Board of Trustees may be held at such time and place as the Board of Trustees may determine. Notice of regular meetings will be posted to all internet sites used by the Corporation for discussion and in any existing school facility. A standing meeting time and place may be established and a standing notice may be distributed. The Board of Trustees will hold at least one regular quarterly meeting.

Section 6.02 Special Meetings: Any Trustee or the President may call a special meeting of the Board with at least one week prior notice to each Trustee. Such notice may be oral or written, may be given personally or by first class mail, by telephone, e-mail, or by facsimile machine, and shall state the place, date, and time of the meeting and the matters proposed to be acted upon at the meeting.

Section 6.03 Waiver of Notice: Any Trustee may waive notice of a meeting by written waiver. A Trustee's attendance at any meeting shall constitute waiver of notice of such meeting, except attendance for the sole purpose of objecting to the transaction of business because the meeting is not lawfully called or convened.

Section 6.04 Conduct of Meetings: Meetings of the Board of Trustees shall be presided over by the President or, in his or her absence, by the Vice President of the Corporation, or, in the absence of each of these persons, by a Chairperson chosen by a majority of the Trustees present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting. Any or all Trustees may participate in a meeting of the Board or a Committee of the Board by means of telephone conference or by any means of communication by which all persons participating are able to hear one another, and such participation shall constitute presence in person at the meeting.

Section 6.05 Quorum and Action by the Board: Anything greater than one-half of the number of Trustees in office shall constitute a quorum for the transaction of business. Except as otherwise provided under the Articles of Incorporation, these Bylaws, or provisions of law, the act of a majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board.

Section 6.06 Open Meetings: Regular meetings of the Board of Trustees shall be open to the public. Special meetings may be open to the public or restricted to the members of the Board of Trustees and any other individuals whose presence is needed for the business of the special meeting, as the person noticing the meeting believes appropriate. On the vote of one-third of the Members of the Board of Trustees present at a closed meeting, the meeting shall be opened to the public.

Section 6.07 Action Without a Meeting: Any action required or permitted to be taken by the Board or any Committee may be taken without a meeting if three-quarters of the Trustees, if the total number of Trustees is 10 or fewer, or two-thirds of the Trustees, if the total number of Trustees is over 10, consent in writing to the adoption of a resolution authorizing the action and such consents are filed with the minutes of the proceedings of the Board or Committee.

ARTICLE VII

Committees

Section 7.01 Board Committees: The Board of Trustees, by resolution adopted by a majority of the Trustees in office, may appoint one or more committees, each of which shall consist of two or more Trustees and which shall have and exercise such authority as specified in the resolution.

Section 7.02 Advisory Committees: The Board of Trustees may also elect or appoint such advisory committees, which may include individuals who are not Trustees, as the Board may deem appropriate.

ARTICLE VIII

Conflict of Interest

Section 8.01 Disclosure of Conflict Required: Any Trustee, officer, key employee, or committee member having an interest in a contract, transaction, or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not (i) vote on, (ii) use his or her personal influence on, (iii) be present during any Board discussion or deliberations with respect to, or (iv) be present during any committee or subcommittee discussion or deliberations with respect to the contract, transaction, or program (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation.

Section 8.02 Definition: For the purpose of this section, a person shall be deemed to have an "interest" in a contract, transaction, or program if he or she, or a family member, is the party (or one of the parties) contracting or dealing with the Corporation, or is a Trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

ARTICLE IX

IRC 501(c)(3) Tax Exemption Provisions

Section 9.01 Limitations on Activities: No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Notwithstanding any other provisions of these Bylaws, the Corporation shall not carry on any activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue code, or (ii) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 9.02 Prohibition Against Private Inurement: No part of the net earnings of the Corporation shall inure to be the benefit of, or be distributed to, its members, Directors or

Trustees, Officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation, except that Members of the Board of Trustees cannot be compensated for services rendered to the Corporation as Trustees.

Section 9.03 Distribution of Assets: Upon the dissolution of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of the District of Columbia.

Section 9.04 Private Foundation Requirements and Restrictions: In any taxable year in which this Corporation is a private foundation as described in Section 509(a) of the Internal Revenue code, the Corporation (i) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; (ii) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue code; (iii) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; (iv) shall not make any investments in such manner as to subject the Corporation to tax under Section 4944 of the Internal Revenue code; and (v) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

ARTICLE X

Indemnification

Section 10.01 Indemnification: The Trustees and Officers of the Corporation shall be indemnified by the Corporation to the fullest extent permissible by law.

Section 10.02 Advances: Before the final disposition of any action, suit, or proceeding referred to in this Article, the Corporation shall pay the reasonable expenses incurred by any present or former Trustee or officer seeking indemnification in defending a civil or criminal action, suit, or proceeding, upon receipt by the Corporation of an undertaking by or on behalf of such individual to repay such amount if it shall be ultimately determined that he or she is not entitled to such indemnification. Such expenses incurred by employees and agents of the Corporation may also be paid upon such terms and conditions as the Board deems appropriate.

Section 10.03 Not Exclusive: The indemnification provided by this Article shall not be

deemed exclusive of any other rights to which such Trustee, Officer, or employee may be entitled under any statute, Bylaw, agreement, vote of the Board of Trustees, or otherwise.

Section 10.04 Insurance: Except as may otherwise be provided by law, the Board of Trustee may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Corporation (including a director, officer, employee, or other agent of the Corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws, or provisions of law.

ARTICLE XI

Other Provisions

Section 11.01 Fiscal Year: The fiscal year of the Corporation shall begin on July 1 of each year and end on June 30 of the following year, unless otherwise determined by the Board of Trustees.

Section 11.02 Checks, Notes, and Contracts: The Board of Trustees shall determine those persons authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidence of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments.

Section 11.03 Deposits: All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Trustees may select.

Section 11.04 Books and Records: The Corporation shall keep at its principal office in the District of Columbia : (i) correct and complete books and records of account ; and (ii) minutes of the proceedings of the Board of Trustees and any committee having any of the authority of the Board.

Section 11.05 Inspection Rights: Every Trustee shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation and shall have such other rights to inspect the books, records, and properties of the Corporation as may be required under the Articles of Incorporation, other provisions of the Bylaws, and provisions of law.

Section 11.06 Amendment of Articles and Bylaws: The Articles and Bylaws of the Corporation may be amended or repealed by a vote of two-thirds of the Trustees then in office. A reasonable waiting period shall be established before any amendments or repeals.

ADOPTION OF BYLAWS

We, the undersigned, are all of the initial Directors or Incorporators of this Corporation, and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of 10 preceding pages, as the Bylaws of this Corporation.

Dated: 



Tracey Broderick-Sokol

Ziad Demian



Norman Dong

Manda Kelley



Sarah Richardson

Michael Skinner



Rebecca Skinner

APPENDIX 8: ASSURANCES

Assurances Form
(This form must be submitted with the application.)

As the authorized representative of the applicant, I certify that the proposed public charter school:

- Two Rivers PCS
1. Will seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. *See §2203(b), DC School Reform Act.*
 2. Will, if the school's educational program includes preschool or prekindergarten, be licensed as a child development center by the District of Columbia government not later than the first date on which such program commences. *See §2203(b)(2), DC School Reform Act.*
 3. Will not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to non-resident students or for field trips or similar activities. *See §2204(c)(2), DC School Reform Act.*
 4. Will provide the D.C. Public Charter School Board student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. *See §2204(c)(12), DC School Reform Act.*
 5. Will establish an informal complaint resolution process not later than two months prior to the first date on which instruction commences. *See §2204(c)(13), DC School Reform Act.*
 6. Will be nonsectarian and will not be affiliated with a sectarian school or religious institution. *See §2204(c)(15), DC School Reform Act.*
 7. Will hold non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. *See §2204(c)(16), DC School Reform Act.*
 8. Will offer open enrollment to all students who are residents of the District of Columbia and will use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. *See §2206(a), (b), (c), and (d), DC School Reform Act.*
 9. Will give the District of Columbia Public Charter School Board access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter.
 10. Will provide training to relevant school personnel and Board of Trustees members in financial management, governance and management, and other areas as deemed necessary by the District of Columbia Public Charter School Board.

Signature of Authorized Certifying Official <u>[Signature]</u>	Title <u>Treasurer</u>
Applicant Organization <u>Two Rivers PCS</u>	Date Submitted <u>June 2, 2003</u>

APPENDIX 9: LETTERS OF SUPPORT

STANTON DEVELOPMENT CORPORATION

May 30, 2003

District of Columbia Public Charter School Board
1436 U Street, NW, Suite 401
Washington, DC 20009

Dear Charter Board Members:

Stanton Development is pleased to offer its support for the application for charter of Two Rivers Public Charter School. Two Rivers will offer the parents of D.C. one more good school option for their children. As developers located in D.C., we are excited to be involved in helping Two Rivers become a physical reality.

Over the past few months we have been working with members of the Two Rivers facilities committee and Board of Trustees on the development of one of several viable sites in Capitol Hill to be the future home of Two Rivers. We are intimately familiar with the area, as we are headquartered on Capitol Hill and have developed and managed numerous properties there. Our goal in these discussions has been to lay the groundwork for the development in anticipation of the approval of Two Rivers' charter.

Stanton Development anticipates working with Two Rivers Public Charter School to acquire, finance, and develop one of several properties under consideration to meet Two Rivers' building criteria, then lease that property to Two Rivers until such a time as Two Rivers can arrange to purchase the property from us. We are also prepared to help Two Rivers locate and occupy a suitable temporary space in time for Two Rivers to open in September 2004.

We look forward to Two Rivers successfully obtaining a charter and opening its doors in the Capitol Hill area in the fall of 2004. If you have any questions, please contact Ken Golding or Kitty Kaupp at 202-544-6666.

Sincerely,


Kenneth A. Golding



SHARON AMBROSE
Councilmember-Ward 6

COUNCIL OF THE DISTRICT OF COLUMBIA
WASHINGTON, D. C. 20001
(202) 724-8072

May 29, 2003

District of Columbia Public Charter School Board
1436 U Street, NW, Suite 401
Washington, DC 20009

Dear Charter Board Members:

As the representative from Ward 6 on the District of Columbia City Council, I am pleased to offer my support for the Two Rivers Public Charter School application for charter.

As you know, Two Rivers Public Charter School is being created through the hard work of over three-dozen parents, mostly residents of Capitol Hill. These parents reflect the sentiment I have heard over and over from parents in Ward 6—they want more school options than are currently available, and they want parents to have a greater voice in their children's education.

These parents have also seen the same things I have: an apparent upsurge in the number of young children on Capitol Hill and a demand that exceeds supply for several of the apparently more successful school programs citywide. I am told that Two Rivers is being modeled after one of those popular school programs, Capitol City Public Charter School in Columbia Heights. Capitol City has a waiting list of over 300 students, many of them residents of Ward 6.

As a public official, I see one of my most important responsibilities as the provision of quality education to all students. My experience with the founders of Two Rivers is that they will create a school of very high quality that is available to all students in the city and that is accountable to the parents of its students.

Please feel free to contact me at 724-8072 if you would like to discuss my support for this project.

Sincerely,


Sharon Ambrose
Councilmember Ward 6

**Expeditionary Learning
Outward Bound®**

Rebecca Schou
Field Director, MidAtlantic

703 Giddings Avenue, Suite U2
Annapolis, MD 21401
Phone: 410-295-7333
Fax: 410-295-1556
rebecca_schou@elob.org
www.elob.org



May 23, 2003

District of Columbia Charter School Board
1436 U Street, NW
Suite 401
Washington, DC 20009

To Whom It May Concern:

This letter serves to formalize our commitment to partner with Two Rivers Charter School in their endeavor to start a charter school in the District of Columbia. We clearly see evidence of and share their commitment to create a school dedicated to celebrating diversity and promoting academic excellence.

The scope of the services provided by Expeditionary Learning outlined in the Two Rivers charter application clearly demonstrates the depth of our partnership. Expeditionary Learning Outward Bound will provide the faculty with high quality, focused and sustained on-site professional development and technical assistance. Additionally, the school will have the opportunity to participate in a rich sequence of national professional development opportunities to deepen their understanding and skills. All of this professional development is specifically designed to support the teachers at Two Rivers in creating a community of learners dedicated to achieving success for all students.

Expeditionary Learning has the capacity, commitment and resources to work hand-in-hand with Two Rivers Charter School throughout their journey of first creating and then expanding their school to full capacity. We look forward to beginning our work with them. We know it will be an exciting and rewarding journey.

Sincerely,


Rebecca A. Schou, Field Director
Mid-Atlantic Region

WE BRING LIFE TO THE HILL

capitol hill arts

545 7th Street, SE • Washington, DC 20003 • 202-547-6839 • www.chaw.org • info@chaw.org

Capitol Hill Art League Theater Alliance Capitol Hill Chorale Films on the Hill Summer Arts Camps

workshop

May 20, 2003

District of Columbia Public Charter School Board
1436 U Street, NW, Suite 401
Washington, DC 20009

Dear Charter Board Members:

The Board of Directors of the Capitol Hill Arts Workshop believes that Two Rivers Public Charter School will enrich the academic landscape and increase positive, educational opportunities for Capitol Hill children. The Two Rivers Public Charter School's commitment to arts in education and to nurturing community service resonate strongly with our own mission of building community through the arts. The Capitol Hill Arts Workshop will be an arts resource for the Two Rivers Public Charter School, as the Arts Workshop has with many public and private schools in the community such as Brent, Watkins, Tyler and Peabody elementary schools, the Capitol Hill Day School, St. Peter's Interparish School and the Higher Achievement Program at the Chamberlain School.

The Capitol Hill Arts Workshop is a thirty-year-old community arts non-profit providing arts instruction in all disciplines to all ages. Its programs include the Capitol Hill Chorale, Capitol Hill Youth Chorus, Films on the Hill, The Capitol Hill Art League, and Catalyst Theater Company. Rooted in the fabric of community, the Capitol Hill Arts Workshop pursues the vision of being a place that connects and transforms people. You may contact me at the number above if you have any questions.

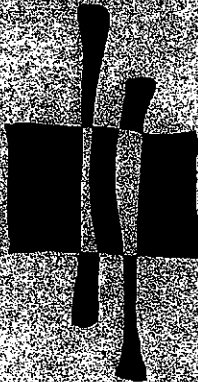
Sincerely,


Jeffery Watson
Director

Cc: Laurie Gillman, President
Sarah Richardson, Two Rivers Public Charter School Initiative

APPENDIX 10: MARKETING MATERIALS

TWO RIVERS PUBLIC CHARTER SCHOOL



TWO RIVERS

PUBLIC CHARTER SCHOOL

A small parent-supported school uniting community and family with an interactive learning approach.

Two Rivers Public Charter School is the vision of over three dozen parents in Washington, D.C. Together we have planned a public elementary school offering high academic standards and individualized instruction. The school will be small, with two classes per grade. There will be foreign language classes and a strong arts program. Teamwork will be a priority. Literacy will be emphasized. Parent volunteers and community partners will be integrated into the school community. The curriculum will incorporate real-world projects with classroom instruction, allowing students to learn through the resources of their own vibrant city.

We are planning a location in Capitol Hill near the intersection of the Anacostia and Potomac Rivers. We envision a dynamic learning center for us all.

Mission of Two Rivers

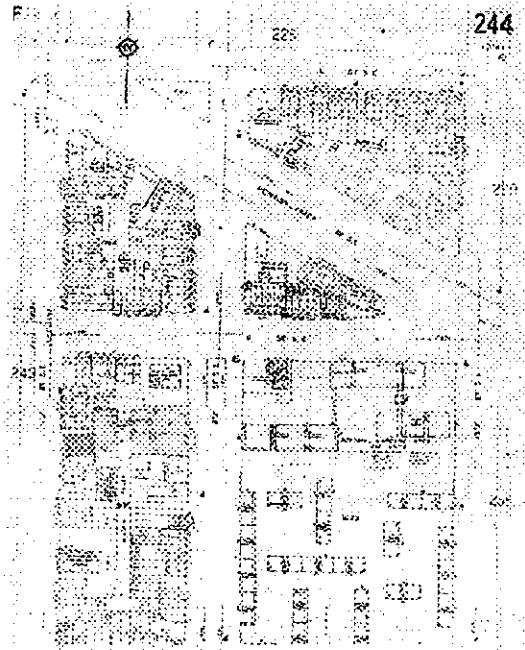
To nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

For more information: Info@tworiverspcs.org
202 546 4477 • www.tworiverspcs.org

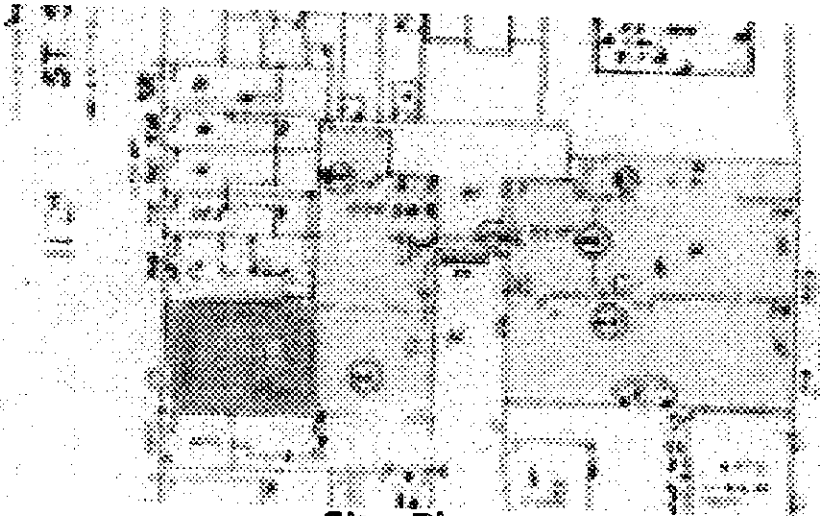
APPENDIX 11: FACILITY PLANS



Vicinity Map



Location Map



Site Plan not to scale

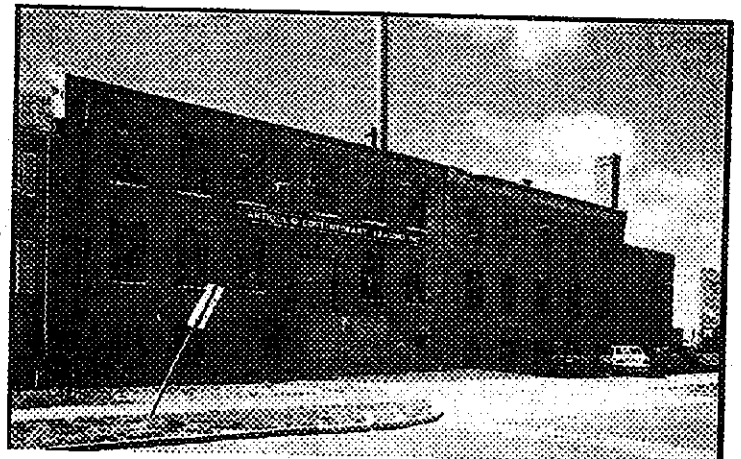
Property Data

Front Building	7,518 S.F. Below Grade 24,366 S.F. Above grade
Rear Building	1,328 S.F. Below Grade 6,650 S.F. Above grade

TOTAL	39,782 S.F.
Two Rivers P.C.S.	20,000 S.F. (approx.)

Facility Allocation

Property includes separate Lot: 2,867 GSF
Facing 11th Street for use as green space,
new building, or additional parking

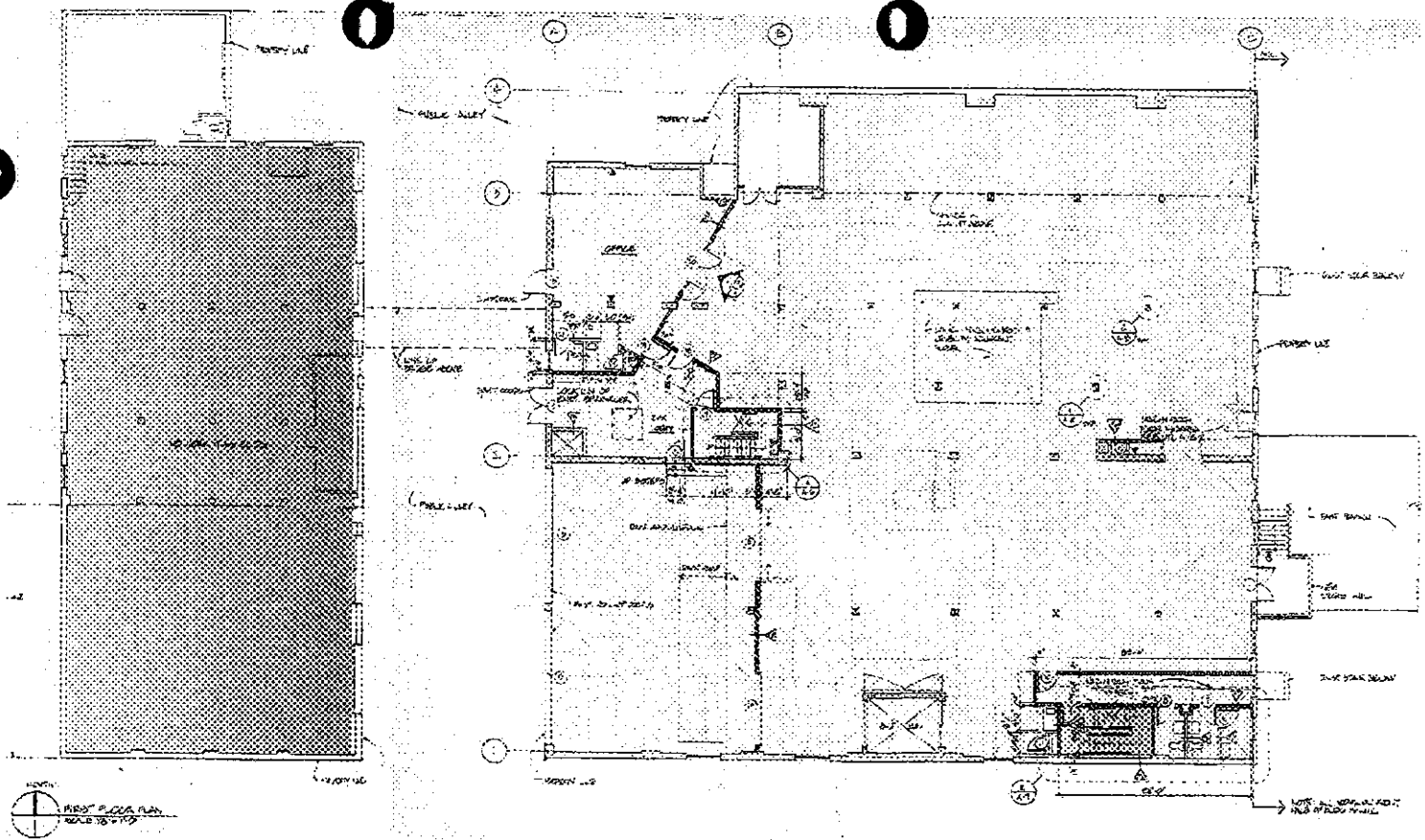


Building Elevation

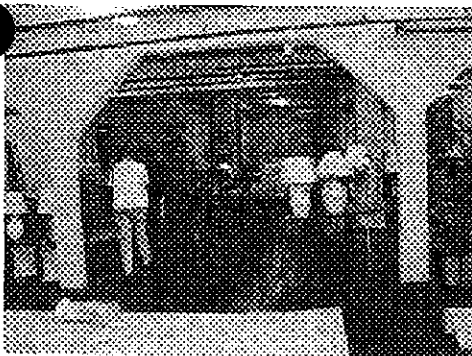
Two Rivers Public Charter School

622 6th Street, NE Washington, DC 20002
202.546.4477 phone/fax
www.tworivers.org

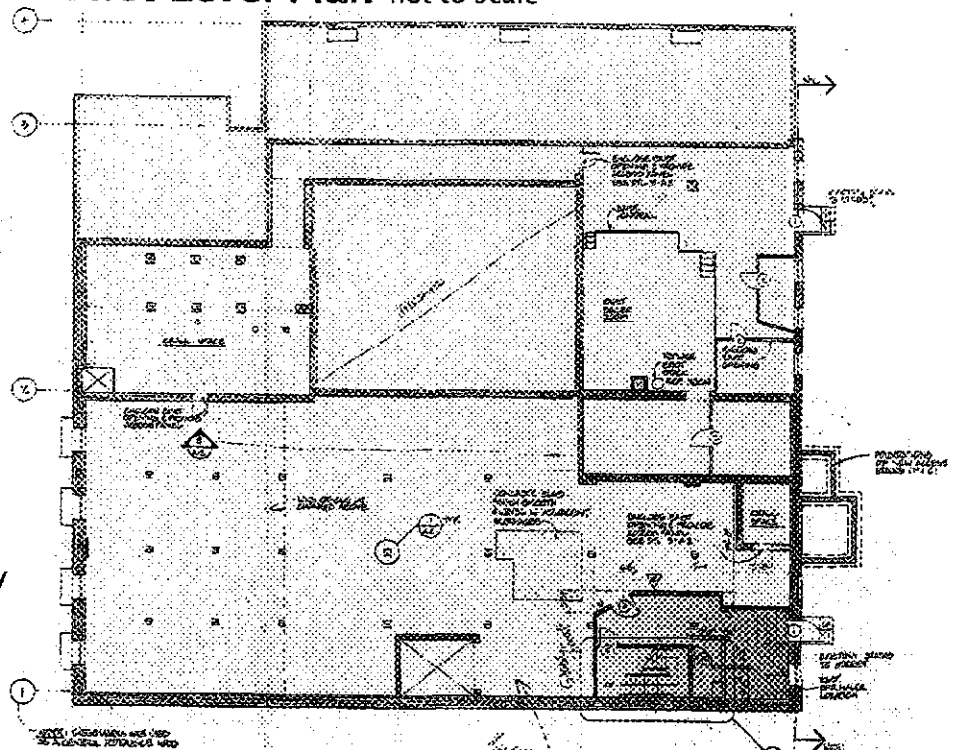
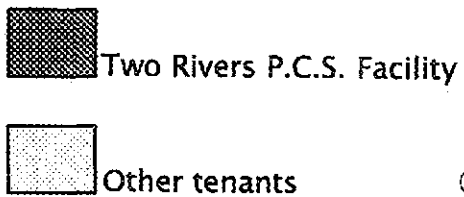
Prospective School Facility
709 12 th Street, SE
Washington, DC



First Level Plan not to scale



Interior view



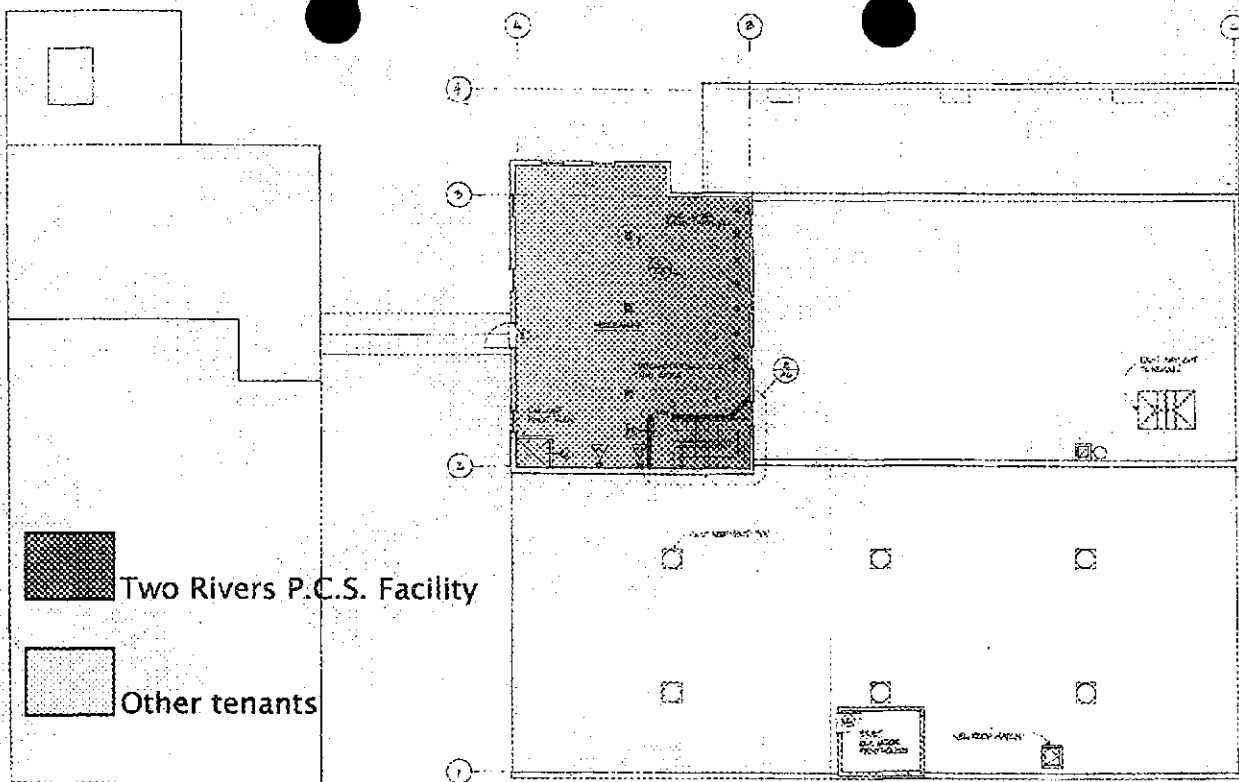
Basement Level Plan not to scale

Two Rivers Public Charter School

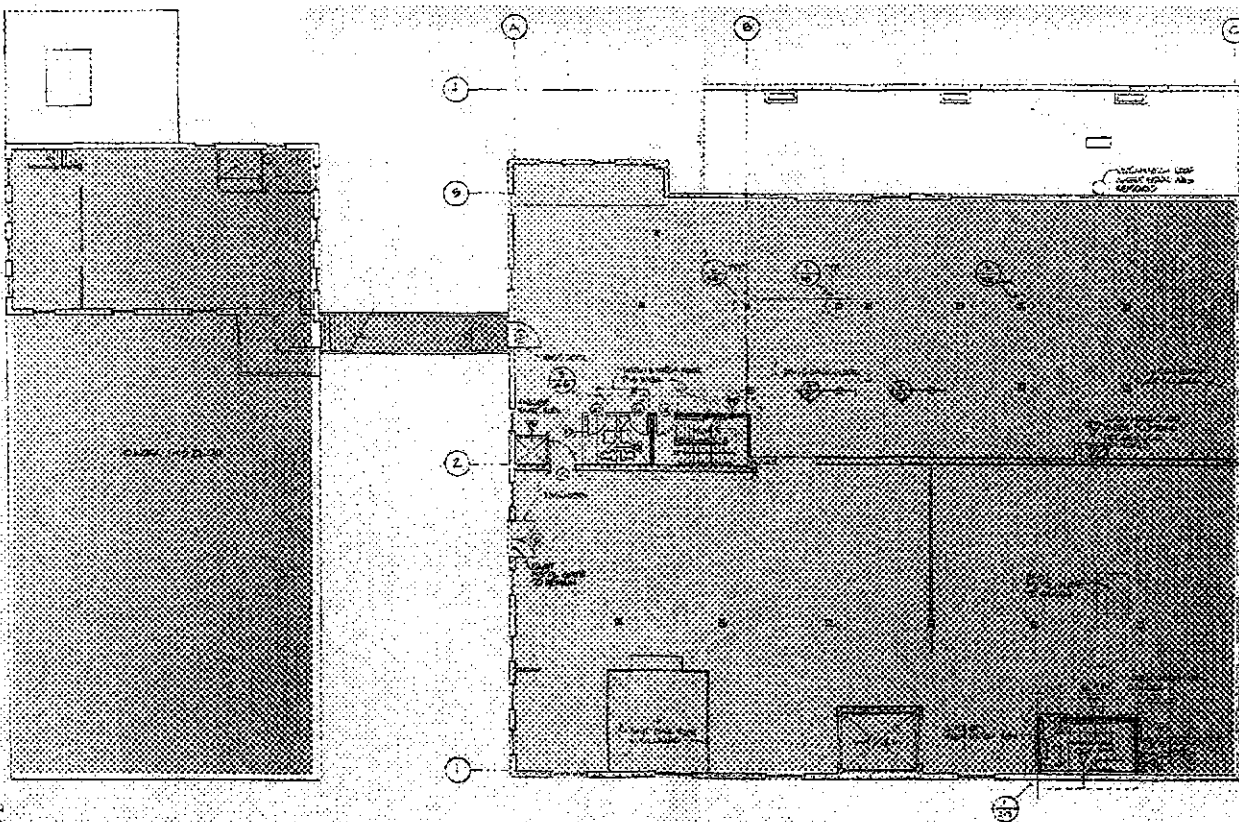
622 6th Street, NE Washington, DC 20002
202 546-4477 phone/fax www.tworivers.org

Prospective School Facility

709 12 th Street, SE
Washington, DC



Mezzanine Level Plan not to scale



Second Level Plan not to scale

Two Rivers Public Charter School

622 6th Street, NE Washington, DC 20002

202.546.4477 phone/fax www.tworivers.org

Prospective School Facility

709 12th Street, SE

Washington, DC

APPENDIX 12: DEMOGRAPHIC ANALYSIS

District of Columbia Public Charter School Board

Demographic Analysis Form 2003 Application Review Process

Name of Proposed School: Two Rivers PCS

Proposed Location: Capitol Hill
(Address or general location—NE, SW, NW, SE. If no general location has been identified, provide information for top two options.)

Projected Age Range and Number of Students Expected to Enroll:

a. In 2004-2005 From age/grade PK3 to age/grade 3 Number of students 240
b. At Full Capacity From age/grade PK3 to age/grade 8 Number of students 500

1. Please provide the following information for schools that serve the same age/grades as you propose and are located in the neighborhood where you propose to establish your charter school:

Name	Enrollment	Type ^a	% Low Income	SAT-9 Performance SY 2001-2002
<u>see attached sheet</u>				

NOTES:

^aType = DCPS, public charter school, private, parochial, independent, other

2. Please check the ONE statement that best describes your recruitment strategy:

☐ I will recruit exclusively in the neighborhood where I plan to locate my charter school.

☐ I will primarily focus my recruitment efforts in neighborhoods other than the one where I plan to locate my school. Please list those neighborhoods.

☐ I will primarily focus my recruitment efforts in targeting specific populations of students, regardless of their neighborhood. Please describe the target population you intend to recruit (i.e., youth placed at risk, special needs, non-native English speakers, etc.)

☒ I will conduct a citywide recruitment effort for my school.

Demographic Analysis Form (schools on/near Capitol Hill)

School name/level	Grades served	Number of students	Type	Percent low income	2002 SAT-9 Reading	2002 SAT-9 Math
Elementary						
Brent	PK-6	321	DCPS	34.3%	56	61
Gibbs	PK-6	325	DCPS	N/A	N/A	N/A
Ludlow-Taylor	PK-6	292	DCPS	88.7%	51	56
Maury	PK-6	320	DCPS	78.4%	54	59
Miner	PK-6	491	DCPS	88.0%	45	53
Payne	PK-6	316	DCPS	99.1%	50	54
Peabody	PK-1	135	DCPS	48.1%	N/A	N/A
Reggio Emilia	PK-K	80	DCPS	0.0%	N/A	N/A
Tyler	PK-6	341	DCPS	87.1%	38	45
Van Ness	PK-6	309	DCPS	N/A	N/A	N/A
Watkins	PK-4	467	DCPS	38.8%	55	57
J.O. Wilson	PK-6	350	DCPS	N/A	N/A	N/A
Friendship-Edison						
Chamberlain	K-5	830	public charter	76.0%	59	62
Tree of Life	PK-5	200	public charter	N/A	N/A	N/A
Capitol Hill Day	PK-8	200	private	N/A	N/A	N/A
St. Peter's	PK-8	230	parochial	N/A	N/A	N/A
Cornerstone Christian Academy	PK-6	60	parochial	N/A	N/A	N/A
Middle/junior high						
Eliot	7-9	405	DCPS	N/A	N/A	N/A
Hine	7-9	658	DCPS	58.8%	41	45
Stuart Hobson	5-8	392	DCPS	40.6%	57	54
Friendship-Edison						
Junior Academy	6-8	760	public charter	68.0%	41	39
KIPP DC	5-6	150	public charter	81.0%	46	65
Options	5-8	148	public charter	N/A	N/A	N/A
Sasha Bruce	6-8	88	public charter	N/A	N/A	N/A

N/A: Not available or not applicable

APPENDIX 13: SCOPE AND SEQUENCE

Scope and Sequence Charts

Two Rivers has begun the process of writing scope and sequence charts across all grades in each curricular area. After extensive review of state standards from numerous states, Two Rivers decided to organize the scope and sequence charts developmentally to match the instructional emphasis on teaching to multiple levels in a single group. Scope and sequence charts arranged in this manner enable teachers to see the numerous steps that lead to achievement of a specific skill, so a teacher may cater his or her instruction to students functioning at, below, or above grade level.

Two Rivers will provide instruction in the following areas: language arts, math, science, social studies, physical education, arts, music, and technological education. Each of these subject areas has been divided into skill areas, which are further described through specific skills a child must demonstrate to show mastery. Following are a selection of scope and sequence charts that have been created by Two Rivers. These charts were prepared by educators, but have not yet been submitted to outside experts for consultation; this will occur over the next few months as we continue to revise the scope and sequence charts. Other charts will be forthcoming—the school intends to have all charts completed and revised by the spring of 2004. However, Two Rivers intends for the scope and sequence charts to be living documents that will be continually updated by teachers.

The following scope and sequence charts draw heavily from national standards and from the state standards of California, the District of Columbia, Maryland, Massachusetts, and New Jersey. Some language is taken directly from these standards.

Language Arts

Language arts includes four components: mechanics of reading, reading comprehension, writing, and listening and speaking. Below are the skill areas that each area encompasses. A scope and sequence for the mechanics of reading follows. Other areas of language arts remain in development.

Mechanics of reading

- Concepts about print
- Phonological awareness
- Decoding and word recognition
- Reading strategies
- Vocabulary and concept development

Reading comprehension

- Comprehension and interpretation of informational or literary text
- Response to text
- Evaluation of informational or literary text
- Constructing meaning
- Inquiry and research
- Understanding visual and verbal messages

Writing

- The writing process
- Organization and focus
- Research
- Revision and evaluation of writing
- Mechanics, spelling, and handwriting
- Writing forms, audiences, and purposes

Listening and speaking

- Active listening strategies
- Listening comprehension and analysis
- Speaking organization and delivery strategies
- Oral presentations
- Evaluation of oral presentations
- Discussion
- Questioning and contributing

Concepts About Print			
	Purpose of Print	Recognizing Text	Textual Aides
Pre-K	<ul style="list-style-type: none"> • Draw to convey a message and attempt to read it back • Dictate ideas to be written into stories, poems, and personal experiences 	<ul style="list-style-type: none"> • String together random letters and letter-like forms 	<ul style="list-style-type: none"> • Identify front cover and back cover of book • Hold a book upright, turn pages from front to back • Scan pages from top to bottom and left to right • Recognizes that a book has an author, title, and illustrator
K	<ul style="list-style-type: none"> • Realize that speech can be recorded in words • Recognize that print represents spoken language • Understand that printed materials provide information 	<ul style="list-style-type: none"> • Distinguish letters from words • Recognize that words are separated by spaces • Follow words left to right and from top to bottom 	<ul style="list-style-type: none"> • Identify title page of book
1	<ul style="list-style-type: none"> • Practice reading print in the environment with assistance 	<ul style="list-style-type: none"> • Match oral words to printed words • Identify letters, words, and sentences 	<ul style="list-style-type: none"> • Locate and identify author, title, illustrator of book • Interpret simple graphs, charts, and diagrams
2		<ul style="list-style-type: none"> • Recognize the purpose of a paragraph 	<ul style="list-style-type: none"> • Use titles, tables of contents, and chapter headings to locate information
3		<ul style="list-style-type: none"> • Recognize purposes for print conventions such as end-sentence punctuation, paragraphing, bold print 	<ul style="list-style-type: none"> • Use a glossary or index to locate information in a text
4	<ul style="list-style-type: none"> • Develop knowledge about various print formats, including newspapers, magazines, books, and reference resources 		<ul style="list-style-type: none"> • Identify and locate features that support text meaning (maps, charts, illustrations, etc.)
5-6			<ul style="list-style-type: none"> • Survey and explain text features that contribute to comprehension (headings, introductory and concluding paragraphs, etc.)
7-8			<ul style="list-style-type: none"> • Identify and use common textual and graphic features and organizational structures to comprehend information

Phonological Awareness			
	Pre-reading	Manipulating sounds	Recognizing and producing sounds
Pre-K	<ul style="list-style-type: none"> Associate sounds with written words 	<ul style="list-style-type: none"> Demonstrate phonemic awareness by recognizing matching sounds and rhymes in familiar words, games, songs, and stories 	<ul style="list-style-type: none"> Learn one-to-one letter-sound correspondences in first name Hear likenesses and differences in sounds Hear syllables in words
K	<ul style="list-style-type: none"> Demonstrate understanding that spoken words consist of sequences of phonemes Understand that a sequence of letters in a written word represents the sequence of sounds (phonemes) in a spoken word (alphabetic principle) Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes 	<ul style="list-style-type: none"> Demonstrate phonemic awareness by substituting sounds Given a spoken word, produce another word that rhymes with it Count the number of sounds in syllables and the number of syllables in words 	<ul style="list-style-type: none"> Learn many (though not all) one-to-one letter-sound correspondences Blend vowel-consonant sounds orally to make words or syllables Distinguish orally stated one-syllable words and separate into beginning or ending sounds Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated
		<ul style="list-style-type: none"> Blend or segment the phonemes of one-syllable words Merge spoken segments into a word Add, delete, or change sounds to change words Create and state a series of rhyming words, including consonant blends 	<ul style="list-style-type: none"> Demonstrate understanding of all sound-symbol relationships Distinguish initial, medial, and final sounds in single-syllable words Distinguish long and short vowel sounds in orally stated single-syllable words Blend two to four phonemes into recognizable words
		<ul style="list-style-type: none"> Add, delete, or change middle sounds to change words 	<ul style="list-style-type: none"> Use knowledge of letter-sound correspondences to sound out unknown words
			<ul style="list-style-type: none"> Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (blends, digraphs, diphthongs)

(Scope and sequence ends at grade three as all phonological awareness skills should be mastered by the end of the third grade year.)

Word Recognition and Decoding		
	Word Recognition	Decoding
Pre-K	<ul style="list-style-type: none"> Recognize and read one's name 	<ul style="list-style-type: none"> Recognize beginning letters in some familiar words Recognize many uppercase letters of the alphabet
K	<ul style="list-style-type: none"> Read simple one-syllable and high-frequency words (sight words) 	<ul style="list-style-type: none"> Recognize most lowercase letters of the alphabet Match all consonant and short vowel sounds to appropriate letters Understand that as letters of words change, so do the sounds (alphabetic principle)
1	<ul style="list-style-type: none"> Read high frequency words in and out of context Read common, irregular sight words (e.g. the, have, said, come) Read compound words and contractions Read common word families Read inflectional forms (-s, -ed, -ing) and root words (look, looked, looking) 	<ul style="list-style-type: none"> Generate the sounds from all letters and letter patterns, including consonant blends and long and short vowel patterns, and blend those sounds into recognizable words Recognize and use rhyming words to reinforce decoding skills Decode regular one-syllable words and nonsense words Use sound-letter correspondence knowledge to sound out unknown words when reading text Decode unknown words using basic phonetic analysis Decode unknown words using context clues
2	<ul style="list-style-type: none"> Recognize common abbreviations (Jan., Sat., Ms., St.) Identify and correctly use plurals 	<ul style="list-style-type: none"> Recognize and use knowledge of spelling patterns when reading Look for known chunks or small words to attempt to decode an unknown word Apply knowledge of basic syllabication rules when reading Decode two-syllable nonsense words and regular multi-syllabic words
3	<ul style="list-style-type: none"> Use context to accurately read words with one or more pronunciation 	<ul style="list-style-type: none"> Know and use complex word families when reading to decode unfamiliar words Decode regular multi-syllabic words Know sounds for a range of prefixes and suffixes Use letter-sound knowledge and structural analysis to decode words
4	<ul style="list-style-type: none"> Recognize compound words, contractions, and common abbreviations 	<ul style="list-style-type: none"> Use letter-sound correspondence and structural analysis (e.g. roots, affixes) to decode words Know and use common word families to decode unfamiliar words
5		<ul style="list-style-type: none"> Use a dictionary, context clues, or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words Interpret and use new words correctly (refer to word parts and word origin)
6		<ul style="list-style-type: none"> Distinguish among the spelling of homophones (e.g. site, cite, and sight) Apply spelling rules that aid in correct spelling Continue to use structural analysis and context analysis to decode new words

(Scope and sequence ends at grade six as all decoding skills should be mastered by the end of the sixth grade year.)

Reading Strategies			
	Reading	Comprehending	Extending
Pre-K	<ul style="list-style-type: none"> • 'Read' familiar texts from memory, not necessarily verbatim from the print alone • Show interest in reading and reading-related activities, such as engaging in pretend reading with other children or asking for a favorite book to be read 	<ul style="list-style-type: none"> • Differentiate between reality and make-believe 	<ul style="list-style-type: none"> • Explain the reason for a character's actions • Retell and dictate stories from books and experiences • Act out stories in dramatic play
1	<ul style="list-style-type: none"> • Think ahead and make simple predictions about text • Begin to track or follow print when listening to a familiar text being read 	<ul style="list-style-type: none"> • Use picture cues to aid understanding of story content 	<ul style="list-style-type: none"> • Relate personal experiences to story characters' experiences, language, customs, and cultures with assistance
2	<ul style="list-style-type: none"> • Use prior knowledge to make sense of text • Establish a purpose for reading and adjust reading rate 	<ul style="list-style-type: none"> • Use pictures as cues to check for meaning • Check to see if what is being read makes sense • Monitor reading by using fix-up strategies (e.g. searching for clues) • Begin to apply study skills strategies (e.g. survey, question, read) to assist with retention and new learning 	<ul style="list-style-type: none"> • Use graphic organizers to build on experiences and extend learning
3		<ul style="list-style-type: none"> • Skip over difficult words in an effort to read on and determine meaning • Reread to determine meaning 	
4	<ul style="list-style-type: none"> • Set purpose for reading and check to verify predictions during/after reading 	<ul style="list-style-type: none"> • Monitor comprehension and accuracy while reading in context and self-correct errors • Use pictures and context clues to assist with decoding of new words 	<ul style="list-style-type: none"> • Develop and use graphic organizers to build on experiences and extend learning
5		<ul style="list-style-type: none"> • Use knowledge of word meaning, language structure, and sound-symbol relationships to check understanding when reading • Identify specific words or passages causing comprehension difficulties and seek clarification 	<ul style="list-style-type: none"> • Select useful visual organizers before, during, and after reading to organize information (e.g. Venn diagrams)

Reading Strategies (con't)			
	Reading	Comprehending	Extending
5-6	<ul style="list-style-type: none"> • Activate prior knowledge and anticipate what will be read or heard • Make revisions to text predictions during and after reading 	<ul style="list-style-type: none"> • Vary reading strategies according to their purpose for reading and the nature of the text • Reread to make sense of difficult paragraphs or sections of text • Use reference aids for word meanings when reading 	<ul style="list-style-type: none"> • Apply graphic organizers to illustrate key concepts and relationships in a text
7-8	<ul style="list-style-type: none"> • Monitor for reading for understanding by automatically setting a purpose for reading 	<ul style="list-style-type: none"> • Ask essential questions 	<ul style="list-style-type: none"> • Relate new learning to background experiences • Use increasingly complex text guides, maps, charts, and graphs to assist with comprehension

Vocabulary and concept development		
	Use of vocabulary	Comprehension of vocabulary
Pre-K	<ul style="list-style-type: none"> Identify and sort common words into basic categories (e.g. colors, shapes, foods) Understand and use language to communicate information, experiences, feelings, opinions, needs, questions, and other purposes 	<ul style="list-style-type: none"> Explain meanings of common signs and symbols Understand and follow simple and multi-step directions
K	<ul style="list-style-type: none"> Describe common objects and events in both general and specific language Use new vocabulary and grammatical construction in speech 	<ul style="list-style-type: none"> Use common antonyms and synonyms
1	<ul style="list-style-type: none"> Classify grade-appropriate categories of words (e.g. concrete collections of animals, foods, toys) Develop a vocabulary of 300-500 high-frequency sight words and phonetically regular words 	<ul style="list-style-type: none"> Use and explain common antonyms and synonyms Comprehend common or specific vocabulary in informational texts and literature
2	<ul style="list-style-type: none"> Develop a vocabulary of 500-800 regular and irregular sight words Identify simple multiple-meaning words 	<ul style="list-style-type: none"> Use knowledge of individual words in unknown compound words to predict their meaning Know the meaning of simple prefixes and suffixes Begin to use grade-appropriate dictionary with assistance
3	<ul style="list-style-type: none"> Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations Spell previously studied words and spelling patterns accurately 	<ul style="list-style-type: none"> Use knowledge of antonyms, synonyms, homophones, and homographs to determine meaning of words Use sentence and word context and picture clues to find the meaning of unknown words Use a dictionary to learn meaning and other features of unknown words Use knowledge of roots, prefixes, and suffixes to determine meaning of words
4		<ul style="list-style-type: none"> Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine meaning of words and phrases Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words Use a thesaurus to determine related words and concepts Distinguish and interpret words with multiple meanings Infer specific word meanings in the context of reading passages
5		<ul style="list-style-type: none"> Understand and explain frequently used synonyms, antonyms, and homographs Understand and explain the figurative and metaphorical use of words in context

Vocabulary and concept development (con't)		
	Use of vocabulary	Comprehension of vocabulary
6		<ul style="list-style-type: none"> • Identify and interpret figurative language and words with multiple meanings • Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing • Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning • Understand and explain shades of meaning in related words (e.g. softly and quietly)
	<ul style="list-style-type: none"> • Develop an extended vocabulary through listening and reading independently • Identify idioms, analogies, metaphors, and similes in prose and poetry 	<ul style="list-style-type: none"> • Clarify word meanings through the use of a word's definition, example, restatement, or contrast • Clarify pronunciations, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources • Identify and correctly use idioms and words with literal and figurative meanings in their speaking and writing experiences • Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary

Mathematics

Mathematics includes six components: number and operation; patterns, functions, and algebra; data analysis, statistics, and probability; geometry and spatial sense; measurement; and technology integration. A scope and sequence for the number and operation component follows. Other areas of mathematics remain in development.

Number and Operation			
	Numeration	Rational Numbers	Addition / Subtraction
Pre-K	<p>The student:</p> <ul style="list-style-type: none"> • uses one-to-one correspondence to compare sets of objects; • classifies sets of up to 5 objects as "more than", "less than" or "as many as"; • counts up to 10 objects; • recognizes numerals through 10. 	<p>The student:</p> <ul style="list-style-type: none"> • models equal and unequal parts of wholes using concrete objects. 	
K	<p>The student:</p> <ul style="list-style-type: none"> • identifies and orders numbers 1 – 35; • identifies ordinal positions to 10; • represents given quantities less than 30 using concrete objects; • represents equivalent forms of the same number using concrete objects; • compares quantities using "more", "less" or "equal". 	<p>The student:</p> <ul style="list-style-type: none"> • represents wholes, halves, thirds and fourths using concrete objects. 	<p>The student:</p> <ul style="list-style-type: none"> • uses concrete objects to model and explain simple addition and subtraction sentences.
1	<p>The student:</p> <ul style="list-style-type: none"> • compares and orders numbers to 100; • recognizes and models place value for two-digit numbers; • represents equivalent forms of the same number using diagrams and number expressions; • writes numbers in standard and expanded notation; • identifies ordinal positions to 12; • models odd and even numbers using concrete objects; 	<p>The student:</p> <ul style="list-style-type: none"> • models fractional parts of sets using concrete objects and pictures. 	<p>The student:</p> <ul style="list-style-type: none"> • recalls addition and subtraction facts through 12; • adds and subtracts two-digit whole numbers without regrouping; • adds three one-digit numbers; • poses and solves one-step number problems.
	<p>The student:</p> <ul style="list-style-type: none"> • determines whether numbers are odd or even; • reads, compares and orders whole numbers to 1,000; • uses concrete objects to model and identify place value in three-digit numbers; • applies appropriate strategies to reason and solve problems. 	<p>The student:</p> <ul style="list-style-type: none"> • identifies fractional parts of objects and shapes; sets of objects; • describes and compares quantities by using concrete and real world models of simple fractions. 	<p>The student:</p> <ul style="list-style-type: none"> • masters addition and corresponding subtraction facts from 0 through 18; • adds and subtracts two and three-digit whole numbers with and without regrouping;

Number and Operation (cont.)			
	Numeration	Rational Numbers	Addition / Subtraction
3	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates an understanding of the base ten place value system; • uses place value to read, write and compare whole numbers to 100,000; • applies appropriate strategies to reason and solve problems. • uses appropriate problem solving strategies to solve one step problems involving addition, subtraction and simple multiplication or division. 	<p>The student:</p> <ul style="list-style-type: none"> • models and orders common fractions and mixed numbers using concrete objects; • models and reads decimals through hundredths; • identifies the relationship between fractions and decimals through hundredths. 	<p>The student:</p> <ul style="list-style-type: none"> • performs multi-digit addition and subtraction to 100,000;
4	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates an understanding of the base ten place value system and uses this knowledge to solve arithmetic tasks; • describes and compares quantities by using whole numbers up to 1,000,000. • models prime and composite numbers. 	<p>The student:</p> <ul style="list-style-type: none"> • uses place value and expanded notation to compare and order whole numbers to 1,000,000 and decimals through hundredths; • compares and orders fractions with like and unlike denominators using concrete objects; • models and represents equivalent forms of whole numbers, proper and improper fractions, and decimals using concrete objects and pictures. 	<p>The student:</p> <ul style="list-style-type: none"> • adds and subtracts four--digit whole numbers; • adds and subtracts like fractions and mixed numbers; • adds and subtracts decimals through hundredths; • solves problems using addition and subtraction of fractions and decimals; • solves one and two-step problems using addition, subtraction of whole numbers.

Number and Operation (con't)			
	Numeration	Rational Numbers	Addition / Subtraction
	<p>The student:</p> <ul style="list-style-type: none"> • uses powers of 10 and exponential and expanded notation as ways to name numbers; • represents numbers in bases other than 10; • applies divisibility rules for 2, 5, 10 and 3 and 9; • determines factors, multiples, composite and prime numbers; • orders numbers with $<$ and $>$ relationships and by location on a number line. 	<p>The student:</p> <ul style="list-style-type: none"> • extends understanding of whole number place value of very large whole numbers and of decimals through thousandths; • verifies the relationship between whole numbers, decimals and fractions; • models percent using concrete objects and pictures • accurately applies and converts between common fractions and decimal equivalents; • uses the characteristics of numbers with properties of operations; • interprets percent as part of 100; • uses ratios to express "part-to-part" and "whole-to whole" relationships. 	<p>The student:</p> <ul style="list-style-type: none"> • adds and subtracts using whole numbers. • accurately adds and subtracts rational numbers with and without calculators; • uses and understands the inverse relationship between addition and subtraction;

Number and Operation (con't)			
	Numeration	Rational Numbers	Addition/Subtraction
6	<p>The student:</p> <ul style="list-style-type: none"> • orders numbers with $<$ and $>$ relationships and by location on a number line; • compares and orders very large whole numbers in standard, expanded and exponential forms; • models numeration systems and bases other than 10. 	<p>The student:</p> <ul style="list-style-type: none"> • consistently and accurately applies and converts between common fractions and decimal equivalents; • interprets percent as part of 100; • uses ratios to express "part-to-part" and "whole-to-whole" relationships; • compares and orders decimals through hundred thousandths; • compares and orders fractions and percents; • computes and solves problems using percent; • applies the equivalence between decimals, fractions, mixed numbers and percents; • determines ratios, and percents and their relationship to whole numbers, fractions and decimals; • uses ratios and proportions to compare quantities; • computes rates and unit rates. 	<p>The student:</p> <ul style="list-style-type: none"> • consistently and accurately adds and subtracts rational numbers using appropriate methods; • uses and understands the inverse relationship between addition and subtraction; • computes and solves problems involving the addition and subtraction of whole numbers, fractions and decimals; • adds and subtracts integers using concrete materials.

Number and Operation (con't)			
	Numeration	Rational Numbers	Addition / Subtraction
	<p>The student:</p> <ul style="list-style-type: none"> • uses the inverse relationship between addition and subtraction, multiplication and division, exponentiation and root-extraction (e. g., squares and square roots, cubes and cube roots); • uses different strategies to find the prime factorization, powers, and square roots of numbers; • distinguishes between prime and composite numbers; • applies the rules of order of operations and other properties when simplifying expressions. 	<p>The student:</p> <ul style="list-style-type: none"> • recognizes rational numbers; • raises rational numbers to whole number powers; • compares, orders and identifies fractions, decimals and integers and identifies their location on a number line; • simplifies and represents rational numbers in a variety of equivalent forms; • writes percents greater than 100% and less than 1%; • applies ratios, proportions, and percents to solve problems to read map scales; • solves a percent proportion, determine the percent of change, find discounts and sales tax, and calculate simple interest (with and without calculators); • uses integer exponents to identify the place value of decimal numbers and to write numbers in scientific notation. 	<p>The student:</p> <ul style="list-style-type: none"> • performs addition and subtraction with whole numbers, decimals, fractions (common and mixed numbers).

Number and Operation (cont.)			
	Numeration	Rational Numbers	Addition / Subtraction
8	<p>The student:</p> <ul style="list-style-type: none"> • identifies irrational numbers especially π and square root of 2; • knows the characteristics of numbers (e.g., divisibility, prime factorization) and with properties of operations (e.g., commutativity and associativity), and uses this knowledge to determine unknown quantities in equations; • * applies the properties of numbers to simplify the problem solving process (i.e., divisibility, factors, primes and composites, identity, inverses, powers and roots, order of operations, etc.). 	<p>The student:</p> <ul style="list-style-type: none"> • consistently and accurately applies and converts the different forms of rational numbers; • interprets percent as part of 100 and solves problems involving percents; • uses ratios and rates to reason proportionally to solve problems involving equivalent fractions, equal ratios or constant rates, recognizing the multiplicative nature of these problems in the constant factor of change; • represents and uses equivalent forms of rational numbers including decimals, fractions or mixed numbers; • recognizes non-repeating, non terminating decimals as irrational numbers; • uses integer exponents to identify the place value of decimal numbers and to write numbers in scientific notation; • compares, orders and identifies fractions, decimals and integers and identifies their location on a number line. 	<p>The student:</p> <ul style="list-style-type: none"> • computes accurately with arithmetic operations on rational numbers to include integers, negative and positive rationals, written as decimals, as percents, and as proper, improper, or mixed fractions; • uses and understands the inverse relationship between addition and subtraction and uses the inverse operation to determine unknown quantities in equations; • adds and subtracts rational numbers (i. e. whole numbers, integers, fractions and decimals and negative and positive fractions and decimals).

Number and Operation			
	Multiplication/Division	Mental Computation/Estimation	Technology Integration
Pic K		<p>The student:</p> <ul style="list-style-type: none"> counts by rote to 20. 	<p>The student:</p> <ul style="list-style-type: none"> identifies various technologies; demonstrates proper care and handling of technology; demonstrates familiarity with the computer keyboard; begins to use the mouse and/or keypad; demonstrates familiarity with basic calculator keys
K		<p>The student:</p> <ul style="list-style-type: none"> counts by rote to 50; estimates quantities less than 12. 	<p>The student:</p> <ul style="list-style-type: none"> identifies various technologies; demonstrates proper care and handling of technology; demonstrates familiarity with the computer keyboard; begins to use the mouse and/or keypad; demonstrates familiarity with basic calculator keys; uses word processor to create number sentence stories; uses a calculator to represent joining and separating of concrete objects.
		<p>The student:</p> <ul style="list-style-type: none"> counts backwards by 1's from any number less than 100; skips counts by 2's and 5's and 10's; applies mental computation strategies and estimates sums and differences. 	<p>The student:</p> <ul style="list-style-type: none"> uses the keyboard and mouse to input information; appropriately uses and quits software applications; uses a calculator to generate number facts; uses a calculator to generate and verify simple addition and subtraction number sentences; uses word processors/drawing software to create and print number stories;

Number and Operation (con't)			
	Multiplication/Division	Mental Computation/Estimation	Technology Integration
2	<p>The student:</p> <ul style="list-style-type: none"> • uses repeated addition to multiply whole numbers; • uses repeated subtraction to divide whole numbers. 	<p>The student:</p> <ul style="list-style-type: none"> • skips counts forwards and backwards by 2's, 5's and 10's from a given number; • estimates, rounds off, uses landmark numbers, or uses exact numbers, as appropriate, in calculations; • rounds and estimates sums and differences of two digit numbers. 	<p>The student:</p> <ul style="list-style-type: none"> • accesses Web-based information; • logs-on; • retrieves and saves files; • accesses multi-media resources; • uses a calculator to verify estimations; • uses a calculator to identify outcomes of skip counting; • uses a calculator to analyze place value; • writes number sentences and stories using a word processor; • uses word processing software to create journal entries and learning logs that reflect understanding
3	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates the meaning of multiplication and division using concrete objects and algorithms; • solves multiplication problems with whole numbers (two digits by one digit); • solves division problems with whole numbers (one-digit divisors, with and without remainders). 	<p>The student:</p> <ul style="list-style-type: none"> • skip counts by a given number less than 10; • rounds two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred; • estimates sums and differences beyond basic facts; 	<p>The student:</p> <ul style="list-style-type: none"> • uses appropriate file management skills; • uses the Internet to support learning; • models ethical technology behavior; • uses the calculator to build multiplication tables; • uses the calculator to demonstrate the relationship between fractions and decimals; • uses word processing software to create journal entries and learning logs that reflect understanding of number and operations concepts.
4	<p>The student:</p> <ul style="list-style-type: none"> • recalls basic multiplication and related division facts through 10×10; • multiplies by one and two-digit numbers; • divides multi-digit numbers by one digit and multiples of 10; • solves one and two-step problems using multiplication and division of whole numbers. 	<p>The student:</p> <ul style="list-style-type: none"> • applies mental math and estimation strategies; • estimates, approximates, rounds off, uses landmark numbers, or uses exact numbers, as appropriate, in calculations; • rounds whole numbers to the nearest hundred thousand. 	<p>The student:</p> <ul style="list-style-type: none"> • uses communications and productivity software; • maintains proper care of equipment; • uses the Internet to research and retrieve information; • uses four function/fraction calculators to solve problems; • uses word processing software to create journal entries and learning logs that reflect understanding of number and operation concepts

Number and Operation (non-6)			
	Multiplication/Division	Mental Computation/Estimation	Technology Integration
5	<p>The student:</p> <ul style="list-style-type: none"> recalls multiplication and related division facts through 12×12; multiplies and divides using whole numbers; accurately multiplies rational numbers with and without calculators; uses and understands the inverse relationship between multiplication and division. 	<p>The student:</p> <ul style="list-style-type: none"> rounds whole numbers to the nearest hundred thousand and decimals through thousandths. 	<p>The student:</p> <ul style="list-style-type: none"> uses communications and productivity software; maintains proper care of equipment; uses the Internet to research and retrieve information; uses four function/fraction calculators to solve problems; uses word processing software to create journal entries and learning logs that reflect understanding of number and operation concepts.
6	<p>The student:</p> <ul style="list-style-type: none"> consistently and accurately adds multiplies and divides rational numbers using appropriate methods; uses and understands the inverse relationship between multiplication and division; computes and solves problems involving the multiplication and division of whole numbers, fractions and decimals; 	<p>The student:</p> <ul style="list-style-type: none"> rounds whole numbers and decimals to any given place value; uses mental math and estimation strategies involving whole numbers, fractions, decimals and percents. 	<p>The student:</p> <p>The student:</p> <ul style="list-style-type: none"> uses communications and productivity software; maintains proper care of equipment; uses the Internet to research and retrieve information; uses four function/fraction calculator to solve problems; uses word processing software to create journal entries and learning logs that reflect number and operation concepts.
	<p>The student:</p> <ul style="list-style-type: none"> performs multiplication and division with whole numbers, decimals, fractions (common and mixed numbers); 	<p>The student:</p> <ul style="list-style-type: none"> uses estimation when solving problems that involve, whole numbers, decimals and money, fractions, mixed numbers, and percents; uses recall, mental computation, pencil and paper, and technology to achieve solutions and to determine the reasonableness of an answer. 	<p>The student:</p> <ul style="list-style-type: none"> uses operation, exponent, square root, percent and memory keys; uses keys to perform decimal and fraction operations and to convert between decimals and fractions; uses the calculator function on a computer to perform operations with whole numbers and decimals; uses tutorial software that addresses and reinforces the properties of numbers and operations.

Number and Operation (cont.)		
Multiplication/Division	Mental Computation/Estimation	Technology Integration
<p>The student:</p> <ul style="list-style-type: none"> • computes accurately with arithmetic operations on rational numbers to include integers, negative and positive rationals, written as decimals, as percents, and as proper, improper, or mixed fractions; • uses and understands the inverse relationship between multiplication and division and uses the inverse operation to determine unknown quantities in equations; • multiplies and divides rational numbers (i.e. whole numbers, integers, fractions and decimals and negative and positive fractions and decimals). 	<p>The student:</p> <ul style="list-style-type: none"> • uses estimation when solving problems that involve, whole numbers, decimals and money, fractions and mixed numbers, and percents; • uses recall, mental computations, pencil and paper, calculators and computers to achieve solutions and to determine the reasonableness of an answer. 	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates the appropriate use of scientific, fraction and/or graphing calculators to enhance mathematical concepts and as a problem solving tool; • uses operation, exponent and square root, percent, special function and the memory keys; • uses appropriate keys to perform decimal and fraction operations and to convert between decimals and fractions; • demonstrates the appropriate use of computers to enhance mathematical concepts and as a problem solving tool; • uses the calculator function on a computer to perform operations with whole numbers and decimals; • uses tutorial software that addresses and reinforces the properties of numbers and operations.

Social Studies

Social Studies includes three components: chronological and spatial thinking; research, evidence, and point of view, and historical interpretation. Below are the skill areas that each area encompasses. A scope and sequence for ?? follows. Other areas of social studies remain in development.

Chronological and Spatial Thinking

- Interpreting and constructing time lines
- Placing key events and people in historical era in chronological sequence
- Application of time-related terms (e.g. Past, present, future, decade, century, generation)
- Explaining how the present is connected to the past
- Identifying similarities and differences between time periods
- Using map and globe skills (identifying locations, using legend, scale, symbolic representations)
- Judging significance of location (e.g. Proximity to harbor, on trade routes) and analyzing advantages or disadvantages over time
- Using maps and documents to identify physical and cultural features of areas and explaining the historical migration of people, expansion and disintegration of empires, and growth of economic systems

Research, Evidence, and Point of View

- Differentiating between primary and secondary sources, assessing their credibility, and drawing conclusions from them
- Posing relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, artworks, architecture
- Distinguishing fact from fiction
- Distinguishing relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories
- Detecting different historical points of view and determining context in which historical statements were made

Historical Interpretation

- Summarizing the key events of era studied and explaining historical context of events
- Explaining central issues and problems from the past
- Identifying human and physical characteristics of places studied
- Identifying and interpreting the multiple causes and effects of historical events and understanding their correlation
- Examining patterns in history and explaining their emergence
- Recognizing the role of chance, oversight, error in history and how interpretations are subject to change as new information is uncovered
- Interpreting basic indicators of economic performance and conducting cost-benefit analysis of historical and current events and political issues

Chronological and Spatial Thinking			
	Sequencing & Interpreting Events	Change Over Time	Location, Place & Change
<p>1</p>	<ul style="list-style-type: none"> Identify past significant events in legends and historical accounts 	<ul style="list-style-type: none"> Understand how people lived in earlier times and how their lives would be different today Identify changes that have occurred in everyday life Identifies, describes and analyzes how science and technology changed people's lives over time 	<ul style="list-style-type: none"> Determine the relative locations of objects using the terms near/far, left/right, and behind/in front Distinguish between land and water on maps Identify traffic symbols and map symbols Construct maps and models of neighborhoods and school
	<ul style="list-style-type: none"> Construct timelines to show sequence and change Use simple time and chronological references in the appropriate context 	<ul style="list-style-type: none"> Compare/contrast the structure of schools and communities in the past Compare contrast transportation methods of earlier days Identify similarities and differences of earlier generations in such areas as work, dress, manners, stories, games, etc. 	<ul style="list-style-type: none"> Locate on maps and globes their local community, Washington DC, the United States, the seven continents, and the four oceans Compare information that can be derived from a three dimensional model to the information that can be derived from a picture of the same location Construct a simple map using cardinal directions and map symbols Describe how physical environment affects the way people live, including the effects on their food, clothing, shelter, transportation and recreation Recognize and identify the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population

Chronological and Spatial Thinking (con't)

	Sequencing & Interpreting Events	Change Over Time	Location, Place & Change
	<ul style="list-style-type: none"> Trace the history of their family through the use of primary and secondary sources Place important events in their lives in the order in which they occurred Employ the use of calendars and other time keeping objects for the sequencing of events 	<ul style="list-style-type: none"> Compare and contrast their daily lives with those of their parents and/or grandparents Compare/contrast current school and community with past school and community Describe/explain how various groups and societies have been affected by contacts and exchanges among diverse peoples 	<ul style="list-style-type: none"> Locate on a simple letter-number grid the system the specific locations and geographic features in their neighborhood or community Label from memory a simple map of the North American continent including countries, major bodies of water, and mountain ranges Locate on a map where their ancestors live(d), telling when the family moved to the local community and how they made the trip Describe food production and consumption long ago and its relationship to physical geography Explain how limits on resources affect production and consumption
	<ul style="list-style-type: none"> Trace the ways in which people have used the resources of the local region and modified the physical environment Trace why and how their community was established Create a pictorial timeline chronicling key people and events in the development of their local region 	<ul style="list-style-type: none"> Identifies and describes past events in various local communities and neighborhoods 	<ul style="list-style-type: none"> Use a variety of maps, globes, diagrams, charts, etc. to identify Washington DC in relation to other cities Identify geographical features in their local region Describe how local producers have used and continue to use natural resources Describe how some goods are made locally, nationally and internationally

Chronological and Spatial Thinking (con't)

	Sequencing & Interpreting Events	Change Over Time	Location, Place & Change
		<ul style="list-style-type: none"> Identify and describe major changes in national boundaries and place names brought about by war, revolution and independence movements Compare and contrast regions on a state, national, or international level 	<ul style="list-style-type: none"> Identify and describe earth's major land and water features and their accompanying resources Graph the distribution of population in respect to land forms, climate and resources Define/describe the five themes of geography
	<ul style="list-style-type: none"> Construct a timeline of major events in the development of the United States Construct a timeline illustrating the major causes and effects of the American Revolution Construct a visual representation of the chronological order of events associated with United States political development from the Mayflower Compact to the Constitution and the Bill of Rights Trace the routes of early explorers and describe the early explorations of the Americas Identify major groups and individuals responsible for the founding of various colonies and order them chronologically Trace the various immigrant waves to the United States 	<ul style="list-style-type: none"> Construct an outline identifying the major consequences of the American Revolution Identify and analyze the major technological developments contributing to the spread of literacy in the Americas Identify and explain the influence of new inventions and discoveries in agriculture, mining, manufacturing, transportation, and communication 	<ul style="list-style-type: none"> Describe how geography and climate influenced the major pre-Columbian settlements Trace the routes of major land explorers of the United States, the Locate on a map of North America the lands claimed by Spain, France, England, Portugal, the Netherlands, Sweden and Russia Describe the influence of location and physical geography on the founding of the original 13 colonies Identify on a map of North America the location of the American Indian nations already inhabiting these areas Trace colonization, immigration and settlement patterns of the American people Identify the states and territories that existed in 1850 and their locations and major geographical features Describe and locate the exploration of the West following the Louisiana Purchase Describe and locate the routes used by settlers on the overland trails to the West

Chronological and Spatial Thinking (con't)			
	Sequencing & Interpreting Events	Change Over Time	Location, Place & Change
6	<ul style="list-style-type: none"> Trace the development of agricultural techniques that increased production and order them chronologically Trace the emergence and evolution of written language in the early civilizations of Mesopotamia and Egypt Identify major events in the development of written language and order them chronologically 	<ul style="list-style-type: none"> Describe the cultural development of humankind from the Paleolithic era to the agricultural revolution Describe hunter-gatherer societies, including the development of tools and the use of fire Describe the climactic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals 	<ul style="list-style-type: none"> Identify and describe the locations of hunter gatherer communities that inhabited major regions of the world and describe how humans adapted to a variety of human environments Locate and describe major river systems that gave birth to Mesopotamia and discuss the physical settings that supported permanent settlement and early civilization Discuss the location and settlement of the Jewish people and their movements in and around the modern Middle East Describe the connection between the development of the Greek city-state and physical geography Locate and describe the major rivers systems that gave birth to the early civilizations of India and discuss the physical setting that supported permanent settlement Identify the major river systems that gave birth to the early civilizations of China Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty Describe the how the physical geography influenced the development of China as a nation and an international citizen

Chronological and Spatial Thinking (con't)

	Sequencing & Interpreting Events	Change Over Time	Location, Place & Change
	<ul style="list-style-type: none"> Trace the origins of Islam and the life and teachings of Muhammad, including Islam's connection to Judaism and Christianity Trace the development of Feudalism and its role in medieval Europe Identify and order chronologically the Meso-American achievements in astronomy and mathematics 	<ul style="list-style-type: none"> Identify the geographic borders of the Roman empire at its height and factors that threatened its territorial integrity Describe the growth of cities and the establishment of trade routes among Asia, Africa and Europe Describe the agricultural, technological and commercial developments in China during the Middle Ages – The Tang and Sung periods Describe the growth and effects of new ways of disseminating information during the late Middle Ages and the Renaissance 	<ul style="list-style-type: none"> Locate, identify and describe the rise of the Roman Republic and its connection to physical geography Describe how geography influenced the development of the Roman territories and expansion of the Roman Empire Identify the physical geography of the Arabian Peninsula during the Middle Ages and prevailing ways of life Identify the Niger River and the relationship of vegetation zones of forest, savannah, and desert to trade in gold, food, and slaves in sub-Saharan Africa during the Medieval Africa Describe the geography of Europe and the Eurasian land mass during the Middle Ages Describe the locations, landforms, and climates of Mexico, Central America, and South America Describe how the exchanges of culture and ideas between Europe, Africa, Asia and the Americas influenced the development of each continent during the Renaissance

Chronological and Spatial Thinking (con't)

	Sequencing & Interpreting Events	Change Over Time	Location, Place & Change
8	<ul style="list-style-type: none"> Trace the development of the American education system, including the influences of religious and private schools Trace the development of the agrarian economy in the South Trace the origins and development of slavery and the slave trade in the United States Trace the patterns of industrial and agricultural development as they relate to markets and trade 	<ul style="list-style-type: none"> Analyze the principles and concepts codified in state constitutions between 1777 and 1781 Evaluate the Articles of Confederation and The Constitution and how effective each was in implementing the ideals of the Constitution Describe and analyze the development of capitalism and the ensuing economic problems and conflicts 	<ul style="list-style-type: none"> Describe the physical landscapes of the United States during the terms of the first four presidents Identify and describe the physical obstacles and the economic and political factors involved in building a network of roads, canals, and railroads in the United States Identify and analyze the reasons for the wave of immigration from Northern Europe to the United States Identify and locate the cotton producing states in the American South Analyze and describe how the physical environment of the American South influenced white Southern society and the events and conditions prior to the Civil War Describe and analyze the importance of great rivers and the struggle for water rights in the context of a developing United States Identify the boundaries constituting North and South, the differences between the two regions with regard to physical geography, and the differences between an agrarian and industrial economy Trace the patterns of industrial and agricultural development as they relate to climate and natural resources Describe and analyze the location and effects of urbanization, renewed immigration, and industrialization

Science

Science includes six components: science as inquiry; life science, earth and space science, physical science, personal and social perspectives, and environmental science. Below are the skill areas that each area encompasses. A scope and sequence for life science follows. Other areas of science remain in development.

Science as Inquiry

- Inquiry and problem solving
- Critical thinking
- Applications of science
- Technology
- History of science

Life Science

- Matter, energy, and organization in living systems
- Diversity and biological evolution
- Reproduction and heredity

Earth and Space Science

- Earth's properties and materials
- Atmosphere and water
- Processes that shape the Earth
- How we study the Earth
- Earth, moon, sun system
- Solar System
- Stars
- Galaxies and Universe

Physical Science

- Structure and properties of matter
- Chemical reactions
- Motion and forces
- Energy transformation

Personal and Social Perspectives

- Personal health
- Cultural contributions
- Historical perspectives

Environmental Science

- Changes in environments
- Natural systems, interactions, and interdependence of organisms
- Human interactions and impact

Life Science			
	Matter, Energy, and Organization in Living Systems	Diversity and Biological Evolution	Reproduction and Heredity
Pre-K	<ul style="list-style-type: none"> Identify major structures of common plants and animals (e.g. stems, leaves, roots, wings, arms, legs) Use senses to find out about surroundings and self Identifies different senses 	<ul style="list-style-type: none"> Examines physical attributes of people to know that people have different external features (e.g. size, shape, and color of hair, skin, eyes) 	
K	<ul style="list-style-type: none"> Observe and describe similarities and differences in the appearance and behavior of plants and animals Use magnifying instruments to observe organisms that could not be seen without them Cares for organisms (e.g. pets, insects, plants) to know that most living things need water, food, and air 	<ul style="list-style-type: none"> Recognizes that humans are more like one another than like other animals 	
1	<ul style="list-style-type: none"> Investigate the basic needs of humans and other organisms Explain that animals eat plants or other animals for food and may also use plants or other animals for shelter and nesting Recognize that roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight 	<ul style="list-style-type: none"> Explain that habitats provide basic needs (food, water, shelter, energy) for the organisms living in them Recognize that different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places Infer what animals eat from the shapes of their teeth 	
2	<ul style="list-style-type: none"> Explain that animals need air, water, and food and that plants need air, water, nutrients, and light to survive Identify the sequential stages of life cycles are different for different animals (e.g. butterflies, frogs, mice) Compare and contrast essential characteristics that distinguish living things from nonliving things 	<ul style="list-style-type: none"> Recognize that different types of plants and animals live in different parts of the world Recognize that some kinds of organisms that once lived on earth have completely disappeared Explain that light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants 	<ul style="list-style-type: none"> Recognize that humans and other organisms resemble their parents Explain that flowers and fruits are associated with reproduction in plants

Life Science (cont.)

	Matter, Energy, and Organization in Living Systems	Diversity and Biological Evolution	Reproduction and Heredity
	<ul style="list-style-type: none"> Describe how animals depend on plants (e.g. food and shelter) and how plants depend on animals (e.g. pollination and seed dispersal) Describe examples that show that living organisms have special parts (e.g. legs, wings, fins) that allow them to perform certain functions (e.g. walking, flying, swimming) Explain that diseases may be caused by germs and identify behaviors that prevent the spread of disease 	<ul style="list-style-type: none"> Explain that all living things can be compared based on similarities and differences (external features) and distinguish diverse species Identify characteristics of plants and animals, including extinct organisms that enable them to live in specific environments Give examples of diverse life forms in different environments (e.g. oceans, deserts, tundra, forests, grasslands, wetlands) 	<ul style="list-style-type: none"> Describe examples that show that offspring are like one another but not exactly like their parents
	<ul style="list-style-type: none"> Identify the role that organisms may serve in a food chain (e.g. plants, producers, consumers, decomposers) Differentiate between the needs of plants and those of animals Recognize that plants and animals are composed of different parts performing different functions and working together for the well being of the organism Recognize that ecosystems can be characterized by their living and nonliving components Describe the basic functions of major systems of the human body (digestive, circulatory, respiratory, nervous, skeletal, muscular, reproductive) 	<ul style="list-style-type: none"> Develop a simple classification scheme for grouping organisms Recognize that individuals vary within every species, including humans Cite evidence that individuals and groups of organisms interact with each other and their environment (i.e. food chain, reproduction, decomposition) Recognize that in any particular environment some kinds of plants and animals survive well, some survive less well, and some cannot survive at all 	<ul style="list-style-type: none"> Identify different stages in the lives of various organisms

Life Science (con't)

	Matter, Energy, and Organization in Living Systems	Diversity and Biological Evolution	Reproduction and Heredity
5	<ul style="list-style-type: none"> • Explain that some source of energy is needed for all organisms to stay active and grow • Cite evidence to support the importance of food, water, and air in the structure and function of living things • Use magnifying instruments to observe cells in single cell or multi-cellular organisms • Cite evidence that organisms have different structures and systems that serve various functions in growth, survival, and reproduction • Cite evidence of the body's structure and mechanisms to fight disease (i.e. tears, saliva, skin, blood cells, response to vaccination) • Describe the structures plants and animals have for respiration, digestion, waste disposal, and transport of materials 	<ul style="list-style-type: none"> • Cite evidence that living organisms change environments in ways that can be either beneficial or detrimental to themselves and other organisms (e.g. food chain, overpopulation, pollination) • Describe examples of organisms and their adaptations, which show that organisms and groups of organisms that are best suited to an environment survive and reproduce • Cite evidence to support the idea that when the environment changes some plants and animals survive and reproduce and others die or move to different locations 	<ul style="list-style-type: none"> • Explain that reproduction is necessary for the inheritance of characteristics and the continuation of a species • Explain that some characteristics are inherited and others result from interactions with the environment
6	<ul style="list-style-type: none"> • Explain how systems of the human body are interrelated and regulate the body's internal environment • Identify and describe the structure and function of cells and cell parts 	<ul style="list-style-type: none"> • Describe and give examples of the major categories of organisms and of the characteristics shared by organisms • Compare and contrast acquired and inherited characteristics in human and other species 	<ul style="list-style-type: none"> • Describe life cycles of humans and other organisms
	<ul style="list-style-type: none"> • Recognize that complex multicellular organisms, including humans, are composed of and defined by interactions of cells, tissues, organs, and systems • Explain that food, water, and air provide molecules that serve as building materials and supply energy for all organisms. 	<ul style="list-style-type: none"> • Discuss how changing environmental conditions can result in evolution or extinction of a species • Analyze evidence that within ecosystems organisms have different functions that enable the ecosystem to survive 	

Life Science (con't)			
	Matter, Energy, and Organization in Living Systems	Diversity and Biological Evolution	Reproduction and Heredity
8	<ul style="list-style-type: none"> • Explain that energy entering the ecosystem as sunlight is transferred by producers into chemical energy through photosynthesis • Cite evidence to explain that living organisms, including humans, are composed of cells (single celled to multi-cellular) of which details can usually be seen through a microscope (i.e. cell walls, membranes, nucleus, chloroplasts, chromosomes, mitochondria) • Analyze the structure and function of cells, tissues, organs, and systems, and their interactions in living organisms including the human body • Analyze concepts (i.e. diseases, deficiencies, toxins, and other factors) that promote or disrupt the structure and function of living organisms 	<ul style="list-style-type: none"> • Analyze the changes that occur (e.g. adaptations of plants and animals) in species of organisms as a result of the changes in Earth's physical environment over time • Compare and contrast kinds of organisms using their internal and external characteristics • Recognize that individual organisms with certain traits are more likely to survive and have offspring • Analyze factors that influence the size and stability of populations • Analyze changes that occur due to interactions in the environment and determine if they are beneficial or detrimental from different perspectives (e.g. producer/consumer, predator/prey, parasite/host) 	<ul style="list-style-type: none"> • Use evidence to support the idea that through reproduction (sexual and asexual), genetic traits are passed from one generation to the next • Describe how the sorting and recombining of genetic material results in the potential for variation among offspring of humans and other species

Physical Education

Physical Education includes six components: physical activity, movement, fitness, responsible behavior, respect for others, and benefits of physical activity. A scope and sequence follows.

Physical Education						
	Physical Activity	Movement	Fitness	Responsible Behavior	Respect for Others	Benefits of Physical Activity
Pre-K	Perform basic movement patterns	Experience a variety of manipulative activities Demonstrate the concepts of body and space awareness	Sustain moderate physical activity	Attend to and follow directions	Share space and equipment safely with others	Enjoy a variety of movement experiences
K	Combine basic locomotor and nonlocomotor movement patterns	Participate in activities that utilize various manipulatives Identify selected body parts, skills, and movement concepts	Participate in activities that improve physical fitness	Attend to and follow directions Identify and demonstrate basic safety rules in connection with class activities	Begin to play cooperatively with others	
1	Combine basic locomotor and nonlocomotor movement patterns	Participate in activities that utilize various manipulatives Identify selected body parts, skills, and movement concepts	Participate in activities that improve physical fitness	Follow rules, procedures, and safe practices with minor teacher reinforcement	Respect the abilities of self and others	Demonstrate an interest in improving psychomotor skills

Physical Education (con't)						
	Physical Activity	Movement	Fitness	Responsible Behavior	Respect for Others	Benefits of Physical Activity
2	Demonstrate ways to handle and control objects of varying sizes, shapes, and textures	<p>Demonstrate an improvement in perceptual motor skills</p> <p>Explore different ways of moving and show progress toward selecting and combining these movements for improved motor skills, efficiency, and smoothness</p>	<p>Participate in activities that improve physical fitness</p> <p>Describe basic biological and fitness relationships, such as those between locomotor speed and heartbeat, activity and breathing</p>	Recognize safe and unsafe situations and practices	Listen to and follow directions of teachers and student leaders	
3	<p>Demonstrate competence in a variety of individual manipulative skill activities</p> <p>Combine locomotor, nonlocomotor, and manipulative skills</p>	Express creativity through rhythmic movement	Identify and assess major components of physical fitness	Use equipment and facilities safely	Resolve conflicts in an acceptable manner	Identify occupations that relate to his/her interests, aptitudes, and values in physical education areas
4	Apply individual psychomotor skills in group activities	Students move and use implements in group games.	Demonstrate an understanding of the advantages of physical fitness	Participate in a variety of game, sport, and dance activities representing different cultural backgrounds	<p>Follow the rules of sport-oriented games</p> <p>Recognize that individuals working as a team can achieve a common goal</p>	Apply cross-curricular connections in physical education

Physical Education (con't)						
	Physical Activity	Movement	Fitness	Responsible Behavior	Respect for Others	Benefits of Physical Activity
5	Receive and propel objects of differing shapes, sizes, and weights	Perform intricate rhythmic movement patterns	Identify personal fitness levels and design a personal fitness program	Demonstrate an understanding of proper safety habits for the use of equipment and supplies	Demonstrate proficiency as a team member	Appreciate the performance of others and himself/herself
6	Demonstrate basic strategic concepts and psychomotor skills in team and individual activities	Demonstrate competency in rhythmic and creative movement activities	Set realistic personal fitness goals	Understand and practice proper safety habits and use of equipment and supplies	Display positive behavior and apply appropriate decision-making skills Work as a member of a group to accomplish a common goal	Participate in a variety of activities that can be applied to leisure hours throughout life
	Demonstrate beginning level skills in team, individual, dual, dance and personal development activities	Combine a basic knowledge of rules with strategies in individual, dual and team play	Assess his/her level of physical fitness and explore avenues to improve fitness	Know the rules of safety and apply them in all activities	Demonstrate good sports etiquette, teamwork, and cooperation Enhance leadership and followership skills	Participate in a variety of activities that can be applied to leisure hours throughout life

Physical Education (con't)						
	Physical Activity	Movement	Fitness	Responsible Behavior	Respect for Others	Benefits of Physical Activity
8	Demonstrate improved skill levels in team, individual, dual, dance and personal development activities	Combine a basic knowledge of rules with strategies in individual, dual and team play	Continue to analyze personal levels of physical fitness and practice skills previously developed to increase these levels of fitness	Know the rules of safety and practice them in all activities Demonstrate good sports etiquette, teamwork, and cooperation	Accept the responsibility when asked to lead and be supportive of others when in a leadership role Accept the responsibility when asked to follow and be supportive of others when in a followership role	Begin to develop an appreciation of a variety of organized sports activities as a participant and spectator

Visual Arts

Visual arts includes six skill areas on which teachers will focus: Media, Techniques and Processes; Structures and Functions; Subjects, Symbols and Ideas; History and Cultures; Reflecting and Assessing; and Making Connections.

- **Media, Techniques and Processes**

Students explore the use of a variety of arts media in the creation of original works of art. The media is explored through numerous techniques and processes resulting in different creative expressions of meaning and intent within their artwork.

- **Structures and Functions**

Students learn compositional elements and organizational principles used to create artwork. These elements are studied and used to communicate sensory qualities and expressive features of the artwork.

- **Subjects, Symbols and Ideas**

Each student will choose and evaluate a range of subject matter, symbols and ideas to communicate meaning in artworks. Students will verbally and visually express the meanings they perceive in these subjects, symbols and ideas, as well as the meanings intended in their own artwork.

- **History and Cultures**

Each student will demonstrate understanding of the relationship of visual arts to African/ African-American, Asian/ Asian- American, Caribbean, Europe/ European- American, Mexican, Latino-American, Middle Eastern, Native- American, and Pacific cultures and history.

- **Reflecting and Assessing**

Each student will reflect upon and assess by analyzing and critiquing the characteristics and merits of his work and the work of others. Students will save and collect their artwork in portfolios as a way of understanding of the continual process of their artistic development.

- **Making Connections**

Each student will be able to make connections between visual arts, other content areas., careers and the artist's role in society. Through the use of learning expeditions, students will use their visual arts understanding to contribute to the development of a variety of projects integrating visual arts and other content areas throughout the year.

Media, Techniques, and Processes			
	Performance Standards	Essential Skills	Technology Integration
Pre-K	<p>The student:</p> <ul style="list-style-type: none"> • experiments and creates artworks in a variety of media; • names the differences between art materials, techniques (e. g. varying size and color), and processes; • demonstrates how different media, techniques, and processes are used to communicate ideas, experiences, and stories; • safely uses, cleans, cares for, and stores art materials and tools. 	<p>The student:</p> <ul style="list-style-type: none"> • explores, develops control and confidence in using the following media: crayons, tempera paint and brushes, play dough, clay, scissors, fingerpaint, yarn, string, chalk, watercolor, glue/ paste, paper, and markers by creating works of art; • will create using the following techniques: <ul style="list-style-type: none"> – paints with large brushes – folds and pastes paper – cuts basic shapes – makes sponge prints – constructs simple puppets and masks – makes collages using a variety of materials – creates seasonal projects • creates images in drawings and paintings that tell a story, accompanied with emergent writing; • follows directions and observes safety rules and care of supplies. 	<p>The student:</p> <ul style="list-style-type: none"> • creates shapes and figures on a computer using draw and paint applications.
K	<p>The student:</p> <ul style="list-style-type: none"> • explores and creates artworks in a variety of media; • will differentiate between art materials, techniques (e. g. varying size and color), and processes; • will describe how different media, techniques, and processes are used to communicate ideas, experiences, and stories; • safely uses, cleans, cares for, and stores art materials and tools. 	<p>The student:</p> <ul style="list-style-type: none"> • will use the following media: crayons, finger-paint, tempera paint, watercolor, and brushes, play dough, clay, scissors, yarn, string, chalk, glue/ paste, paper and markers by creating works of art; • will create using the following techniques: <ul style="list-style-type: none"> – paints with large brushes – pastes, and folds paper correctly – cuts basic shapes – makes stamp prints – makes rubbings – constructs simple puppets and masks – makes coil pots • uses media to create images and forms that tell a story, accompanied by emergent writing; • develops skill in scissors use and follows directions; • follows directions, observes safety rules and proper care of supplies. 	<p>The student:</p> <ul style="list-style-type: none"> • uses input devices (e. g. mouse, keyboards remote control) and output devices (e. g. monitor, printer) to successfully operate computers, VCRs, audio tapes, and other technologies.

Media: Techniques, and Processes (cont.)			
	Performance Standards	Essential Skills	Technology Integration
1	<p>The student:</p> <ul style="list-style-type: none"> • experiments and creates artworks in a variety of media; • describes the differences between art materials, techniques (e. g. varying size and color), and processes (e. g. addition and subtraction in sculpture); • recognizes that different materials, techniques, and processes cause different responses from the viewer; • demonstrates how different media, techniques, and processes are used to communicate ideas, experiences, and stories • safely uses, cleans, cares for, and stores art materials and tools. 	<p>The student:</p> <ul style="list-style-type: none"> • will create using the following techniques: <ul style="list-style-type: none"> – cuts complex shapes – constructs simple puppets (paperbag, sticks) – makes collages – makes prints (sandpaper, monoprint and splatter) – combines media (watercolors, markers, crayon) – paints murals – constructs clay projects (pinch pots, animals, figures) • responds to various media in art by self, others and art reproductions; • describes artwork and illustrates stories accompanied by writing; • follows directions, observes safety rules and properly cares for supplies. 	<p>The student:</p> <ul style="list-style-type: none"> • uses a still or digital camera to take pictures; • uses icon based database to locate information; • uses a scanner to capture graphic data; • uses a copier to create multiple graphic source material; • loads saves, retrieves and prints information using a computer and printer.
2	<p>The student:</p> <ul style="list-style-type: none"> – creates artworks using a variety of media and techniques; – distinguishes art materials (e. g. paint, clay, wood), techniques (e. g. overlapping, varying size and color), and processes (e. g. addition and subtraction in sculpture); • describes how different materials, techniques, and processes produce different responses from the viewer; • manipulates different media (e. g. tempera, watercolor, paper, clay), techniques, and processes to communicate ideas, experiences, and stories; • completes a project as specified; • safely uses, cleans, cares for, and stores art materials and tools. 	<p>The student:</p> <ul style="list-style-type: none"> • develops control and confidence in using the following media: watercolors, oil pastels, torn paper and cut papers, styrofoam; • creates using the following techniques: <ul style="list-style-type: none"> – blends colors – makes crayon resist and etchings – makes simple clay figures – constructs stick puppets – tears forms from folded paper – makes glueprints and Styrofoam prints (incised/ etched and relief) – makes paper sculpture – makes animal forms and jewelry with papier mache • verbally responds to various media in art by self, others, and reproductions; • uses media to illustrate stories, accompanied by descriptive sentences; • uses time wisely as directed; • follows directions for cleanup. 	<p>The student:</p> <ul style="list-style-type: none"> • uses a computer to load save, retrieve and print information; • creates pictures and graphics on a computer using draw and paint software; • produces flip card animations using a computer paint program.

Media, Techniques, and Processes (con't)			
	Performance Standards	Essential Skills	Technology Integration
3	<p>The student:</p> <ul style="list-style-type: none"> • explores with a variety of media, techniques, and processes; • knows how different media, techniques, and processes are used to communicate ideas, experiences, and stories; • distinguishes between art materials (e. g. wood, fabric, stone, digital ink), techniques (e. g. overlapping, weaving, varying size and color), and processes (e. g. addition and subtraction in sculpture; sketching, line drawing and coloring final image in painting scenery and murals); • describes how different materials, techniques, and processes cause different responses from the viewer; • safely uses, cleans, cares for, and stores art materials and tools. 	<p>The student:</p> <ul style="list-style-type: none"> • develops control and confidence in using the following media: tissue and cut papers, paint/ ink, yarn, cardboard, oak tag, Styrofoam, raffia, mixed media, yarn, fibers, fabric, clay; • creates using the following techniques and processes: <ul style="list-style-type: none"> – makes vegetable and string prints – cuts and staples paper relief masks – paints scenery – constructs box, cardboard, plasticine, and Styrofoam sculpture – makes tissue paper collages – painting – drawing –draw and paint human face in proportion – designs- with geometric shapes – crafts, tapestry needles – architectural design and features/symmetry/ line/ shape/ columns/ domes – lettering • uses two- dimensional drawings and paintings to depict experiences and stories; • writes responses to use of different techniques. 	<p>The student:</p> <ul style="list-style-type: none"> • creates pictures and images on a computer using draw and paint software; • creates titles for artworks, designs invitations, creates a greeting card, and learns lettering using graphics software; • identifies and uses various types of electronic media.

Media, Techniques, and Processes (con't)			
	Performance Standards	Essential Skills	Technology Integration
4	<p>The student:</p> <ul style="list-style-type: none"> • applies media, techniques, and their processes to communicate meaning; • uses the qualities of materials, techniques, processes, tools and equipment to express feelings in a work of art; • organizes two and three- dimensional materials, techniques, processes, and tools to produce works of art that are based on personal experience, observation, or imagination; • examines ways in which various media and techniques can be used to create a specific effect. 	<p>The student:</p> <ul style="list-style-type: none"> • develops control and confidence in using the following media: <ul style="list-style-type: none"> – printing ink – colored papers/ found/ natural objects – chalk pastels/ colored pencils – clay – papier mache` – plaster • demonstrates the following techniques and processes: <ul style="list-style-type: none"> – makes corrugated cardboard prints – mixed media constructions – builds slab pots (scoring, joining clay) – draws human figures in proportion – constructs masks (papier mache`) and stage scenery – sculpts with plaster casting process – constructs shadow puppets • depicts feelings of joy, anger and sadness using paint media; • experiments with a range of materials and techniques to express an idea based on individual experiences and imagination; • uses multiple materials to achieve layers of texture and depth. 	<p>The student:</p> <ul style="list-style-type: none"> • creates pictures and graphics on a computer using draw and paint software; • digitally draws letter styles and manipulates fonts to create titles for artworks; • designs invitations and creates a greeting card.

Media, Techniques, and Processes (con't)			
	Performance Standards	Essential Skills	Technology Integration
5	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates a base of knowledge of two and three- dimensional materials, techniques, processes, and use of tools; • determines what makes different art media, techniques and processes effective (or not effective) in communicating various ideas; • knows how the qualities and characteristics art media, techniques and processes can be used to enhance communication of experiences and ideas; • discusses and uses the qualities of materials, techniques, processes, tools and equipment to express feelings in a work of art. • demonstrates safe use, control and maintenance of tools and media. 	<p>The student:</p> <ul style="list-style-type: none"> • creates drawings/ paintings: contour, pen & ink, mixed media, colored pencils and watercolor, chalk and pencil, chalk, oil pastels and watercolor/ tempera paint, tempera ink resist; • demonstrates the following techniques and processes: <ul style="list-style-type: none"> — paper techniques of cutting, quilling, scoring, curling — makes block prints — constructs cardboard looms, yarn weavings and stitchery on burlap — clay objects using the pinch, pull, coil, slab and handbuilding techniques • demonstrates how to use materials to achieve a desired effect; • depicts expressions of happiness, sadness and identified feelings using paint media; • follows directions for art room use and procedures for cleanup. 	<p>The student:</p> <ul style="list-style-type: none"> • uses a computer paint/ draw program and its capability to copy, paste, resize, rotate, flip horizontally and vertically, scale by percent and invert; • creates pictures and graphics on a computer using draw and paint tools of moderate complexity.
	<ul style="list-style-type: none"> • demonstrates a base of knowledge of two and three- dimensional media, techniques and processes using tools and equipment; • determines what makes different art media, techniques and processes effective (or not effective) in communicating various ideas; • knows how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas; • uses the qualities of materials, techniques, processes, tools, and equipment to express feelings in a work of art; • organizes two and three- dimensional materials, techniques, processes, and tools to produce works of art that are derived from personal experience, observation, or imagination. 	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates proficiency in the following painting techniques: dry brush, wet into wet, wet into dry, dry into wet, watercolor washes; • identifies various alphabet styles, (e. g. Roman, Gothic, block) then produces cut paper letters of one complete alphabet; • demonstrates how to use and combine materials to achieve a desired effect; • experiments with a range of artworks using previously learned techniques to express an idea based on individual experiences and ideas; • discovers how making prints of previously developed drawings and the exploration of events past and present can stimulate and develop their own ideas and feelings; • designs mobiles, stabiles, relief/ bas relief and clay figures with armatures; • creates with fibers, (e. g. tie- dying, batik); • identifies the complete phases of the firing process. 	<p>The student:</p> <ul style="list-style-type: none"> • uses a computer paint/ draw program and its capability to copy, paste, resize, rotate, flip horizontally and vertically, scale by percent and invert; • creates pictures and graphics on a computer using draw and paint tools of moderate complexity; • uses a still, digital or video camera of moderate complexity to take still and motion pictures.

Media, Techniques, and Processes (con't)		
Performance Standards	Essential Skills	Technology Integration
<p>The student:</p> <ul style="list-style-type: none"> • organizes two and three- dimensional materials, techniques, processes and tools to produce works of art that are derived from personal experience, observation or imagination; • demonstrates how the qualities and characteristics of art media, techniques and processes can be used to enhance communication of experiences and ideas; • determines what makes different art media, techniques and processes effective (or not effective) in communicating various ideas; • uses and discusses the qualities of materials, techniques, processes, tools, and equipment to express feelings in a work of art. 	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates proficiency in media and technology to include: <ul style="list-style-type: none"> – design/ lettering/ calligraphy – drawing/ contour, gesture, and one-point perspective – photography/ film/ video – jewelry – painting/ acrylics and gouache – printmaking/ using registration, stencil and squeegee – sculpture/ wood, wire armature – textiles/ fibers using fabric paint • manipulates media, format, light, and subject matter to convey varied personal interpretations; • draws an observed or designed residential structure using one-point perspective; • considers the effect of media choices; • expresses joy and melancholy in contour and gesture drawings showing the figure in proportion. 	<p>The student:</p> <ul style="list-style-type: none"> • uses a variety of software media and formats to communicate information and ideas effectively to multiple audiences; • understands and uses a computer paint/ draw program and its capability to copy, paste, resize, rotate, flip horizontally and vertically, scale by percent and invert; • creates a cityscape in one and two point perspective using a computer draw program; • designs, develops, publishes, and presents products (e. g. drawings, paintings, Web pages, slide shows, animation) using technology resources that demonstrate and communicate standards concepts to audiences inside and outside the classroom; • uses technology resources for solving problems and making informed decisions.

Media, Techniques, and Processes (cont)			
	Performance Standards	Essential Skills	Technology Integration
8	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates skills in a variety of media and techniques; • uses and organizes two and three-dimensional materials, techniques, processes, and tools to produce artworks that are derived from personal experience, observation, or imagination; • selects media, techniques, and processes and reflects upon the effectiveness of their choices; • uses the qualities and characteristics of media, techniques, processes, and tools so intentions are expressed; • uses the qualities of materials, techniques, processes, tools and equipment to express feelings in a work of art; • uses two and three-dimensional materials, techniques, processes, and tools to solve specific visual arts problems of realism and abstraction. 	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates an appropriate level of proficiency in media, techniques and processes to include: <ul style="list-style-type: none"> – creating one and two- point perspective drawings, scale drawings and architectural designs; – creating watercolor painting using the masking technique; – producing two- color prints; – manipulating texture to create collage and assemblage; – designing and constructing sculpture using balsa wood, found and natural objects; – developing layout skills using thumbnail sketches, rough and comprehensive layouts in making graphic design brochures, posters, signs, ads, symbols, or logos; – developing skills in lettering/ typography/ calligraphy – exploring photography and videography to produce b& w/ color imagery; – creating books by combining text and graphics; • develops original ideas, considers the effect, refines, and completes processes. 	<p>The student:</p> <ul style="list-style-type: none"> • develops computer drawing and painting skills in lettering, spacing, layout while creating graphic design products (brochures, posters, signs, ads, symbols, logos, etc.) • designs, develops, publishes and presents products (e. g. Web pages, videotapes) using technology resources that demonstrate and communicate visual concepts to audiences inside and outside of the classroom; • creates digital and animated images using a multimedia slide program; • collaborates with peers, experts, and others using communications and collaborative tools to investigate and solve curriculum- related problems and make informed decisions.

Structures and Functions			
	Performance Standards	Essential Skills	Technology Integration
K	<p>The student:</p> <ul style="list-style-type: none"> names three elements of art; knows the differences among visual characteristics (e. g. line and color) and purposes of art (e. g. to convey ideas); is aware of how different expressive features (e. g. evoking joy, sadness, anger), and organizational principles (e. g. repetition and balance) cause different responses; 	<p>The student:</p> <ul style="list-style-type: none"> uses the elements: line, shape, and color; uses lines: straight, zigzag, curved, wavy, thick, and thin to create designs; identifies circle, triangle, square, rectangle and oval; uses colors: warm (yellow, orange, red) and cool (blue, purple, green); identifies lines, shapes, and colors in selected artworks; uses lines, shapes, and color to convey ideas and emotions. 	<p>The student:</p> <ul style="list-style-type: none"> uses the mouse and keyboard to input information; uses the monitor and printer to output information; creates shapes and figures on a computer using draw and paint applications to communicate ideas.
K	<p>The student:</p> <ul style="list-style-type: none"> describes and draws elements of art; knows the differences among design elements (e. g. line, shape, and color) and purposes of art (e. g. to convey ideas); creates basic geometric shapes; knows the difference between 2-dimensional shapes and 3- dimensional forms; describes how different expressive features (elements) are used to convey ideas and emotions; creates with organizational principles which cause different responses; applies elements using formal and informal balance; develops an art vocabulary to talk about artworks and artists. 	<p>The student:</p> <ul style="list-style-type: none"> identifies and uses line, shape, and color in artworks; uses lines: straight, zigzag, curved, wavy, thick, and thin; draws circles, triangles, squares, rectangles; recognizes a sphere, cube, cone, and cylinder; identifies and mixes the primary colors: yellow, red and blue; uses color to evoke joy, sadness, anger; recognizes and uses repetition to create movement in their artwork; names design elements in selected artwork. 	<p>The student:</p> <ul style="list-style-type: none"> creates pictures and graphics on a computer using draw and paint applications for illustration of thoughts and ideas.

Structures and Functions (cont)		
Performance Standards	Essential Skills	Technology Integration
<p>The student:</p> <ul style="list-style-type: none"> • names the art elements (e. g. line, color, shapes) • identifies the purposes of art (e. g. to convey ideas); • describes lines, shapes, forms, and colors in art and the environment; • know the differences between 2-dimensional shape and 3- dimensional form; • recognizes basic geometric shapes in nature, man- made objects, and in artworks; • identifies symmetry in shapes and objects;. • uses spatial relationships; • demonstrates using color to convey ideas and emotions; • uses visual structures (organizational principles) and functions of art to communicate ideas and cause different responses; • describes qualities of texture. 	<p>The student:</p> <ul style="list-style-type: none"> • identifies and uses lines: straight, zigzag, curved, wavy, spiral, thick, thin; • identifies and creates a circle, triangle, square, rectangle, and oval; • creates a sphere, cube, cone, cylinder and prism; • identifies matching parts of symmetrical designs; • identifies and mixes primary colors to create secondary colors/ warm and cool, • mixes white and black with colors to create tints and shades; • colors and paints using depth, foreground, middle ground, background, overlapping; • uses color to evoke joy, sadness, anger; • creates using repetition, balance, emphasis, contrast, unity to evoke different responses; • uses media to recreate the appearance of rough, smooth, bumpy, scratchy, slick. 	<p>The student</p> <ul style="list-style-type: none"> • use input devices (e. g. mouse, keyboards, remote control) and output devices (e. g. monitor, printer) to successfully operate computers, VCRs, audio tapes, and other technologies; • uses a scanner to capture graphic data; • produces a slide show using presentation software.

Structures and Functions (con't)			
	Performance Standards	Essential Skills	Technology Integration
2	<p>The student:</p> <ul style="list-style-type: none"> • develops control and confidence in using the following media: watercolors, oil pastels, torn paper and cut papers, styrofoam; • creates using the following techniques: <ul style="list-style-type: none"> – blends colors – makes crayon resist and etchings – makes simple clay figures – constructs stick puppets – tears forms from folded paper – makes blueprints and styrofoam prints (incised/ etched and relief) – makes paper sculpture – makes animal forms and jewelry with papier mache • verbally responds to various media in art by self, others, and reproductions; • uses media to illustrate stories, accompanied by descriptive sentences; • uses time wisely as directed; • follows directions for cleanup. 	<p>The student:</p> <ul style="list-style-type: none"> • uses line, shape, value, color and texture in artworks; • mixes and paints colors: primary/ secondary, warm and cool, dark/ light; • creates and combines organic and geometric shapes; • distinguishes between shape (2- dimensional) and form (3- dimensional); • creates a sphere, cube, cone, cylinder and pyramid; • creates the illusion of depth on a flat surface by using large and small shapes and objects; • understands that an artist uses color to convey ideas and emotions; • describes architecture as the design of the built environment; • identifies architectural features (e. g. arches, columns, symmetry, domes). 	<p>The student:</p> <ul style="list-style-type: none"> • uses line, shape, value, color and texture in artworks; • mixes and paints colors: primary/ secondary, warm and cool, dark/ light; • creates and combines organic and geometric shapes; • distinguishes between shape (2- dimensional) and form (3- dimensional); • creates a sphere, cube, cone, cylinder and pyramid; • creates the illusion of depth on a flat surface by using large and small shapes and objects; • understands that an artist uses color to convey ideas and emotions; • describes architecture as the design of the built environment; • identifies architectural features (e. g. arches, columns, symmetry, domes).

Structures and Functions (con't)			
	Performance Standards	Essential Skills	Technology Integration
3	<p>The student:</p> <ul style="list-style-type: none"> • identifies and uses the elements of design; • differentiates visual structures (e. g. color, texture) and purposes of art (e. g. to convey ideas); • uses visual structures and functions of art to communicate ideas; • demonstrates how different compositional, expressive features (e. g. evoking joy, sadness, anger), and organizational principles (e. g. repetition/ rhythm, balance, emphasis, contrast, proportion, variety, harmony, unity) cause different responses; • discusses and describes orally using grade appropriate language, the functions and mood in artworks; • uses spatial relationships: depth, foreground, middleground, background; • develops, uses, and retains an art vocabulary; • identifies architectural structures and principles. 	<p>The student:</p> <ul style="list-style-type: none"> • creates using line designs, six geometric shapes, five forms, value, color, texture, and space in artworks; • mixes and paints colors: tertiary, monochromatic, dark/ light, etc.; • identifies and uses complementary colors; • plans composition using an orderly and planned arrangement of the elements and principles of art to convey ideas and emotions; • creates the illusion of depth on a flat surface by overlapping forms and objects; • represents and constructs architectural features (e. g. arches, columns, symmetry, domes). • studies architecture, architectural elements and landmarks in the neighborhood; • identifies different classifications of buildings, such as residential, industrial, recreational, religious, monumental and institutional. 	<p>The student</p> <ul style="list-style-type: none"> • creates pictures and graphics on a computer using draw and paint software; • produces flip card animations using a computer paint program; • uses a scanner to capture graphic data.

Structures and Functions (con't)		
Performance Standards	Essential Skills	Technology Integration
<p>The student:</p> <ul style="list-style-type: none"> • uses the elements of design; • describes the differences among visual characteristics (e. g. color, value) and purposes of art (e. g. to convey ideas); • recognizes how different compositional, expressive features (e. g. evoking joy, sadness, anger), and organizational principles (e. g. repetition, balance, emphasis, contrast, unity) cause different responses; • describes in student's own words and appropriate vocabulary, moods, meaning, and messages in works of art; • develops and uses an art vocabulary. 	<p>The student:</p> <ul style="list-style-type: none"> • represents realism and designs with form, value, texture, space, and size; • paints with tints and shades; • identifies and uses balance, rhythm, contrast, proportion, unity and emphasis; • makes textures using various media and tactile materials; • creates the illusion of depth on a flat surface by shading and overlapping forms and objects; • uses visual structures and functions of art to communicate ideas visually and verbally. 	<p>The student:</p> <ul style="list-style-type: none"> • produces flip card animations using a computer paint program; • uses a still, digital or video camera to take pictures.
<p>The student:</p> <ul style="list-style-type: none"> • applies the elements of design to produce realism and abstraction; • knows some of the effects of various visual structures (e. g. design elements such as line, shape, form, color, texture, size, space; principles such as repetition, rhythm, balance, contrast, emphasis, unity) and functions of art; • demonstrates an understanding of what makes various organizational structures effective (or ineffective) in the communication of ideas; • creates three- dimensional effects; • analyzes how different expressive features cause different perceptive, emotional or verbal responses; • develops, uses and retains an art vocabulary. 	<p>The student:</p> <ul style="list-style-type: none"> • recognizes the relationship of the cone, cube, sphere, cylinder, and pyramid to forms in the environment; • mixes and paints with primary, secondary, tertiary; complementary, analogous, neutral, tints and shades, warm and cool colors; • demonstrates an understanding that the tertiary colors are made from a primary and adjacent secondary color; • designs with positive and negative space; • determines how structures (e. g. light, color, texture, space, size) can affect perception of the meaning of observed form to achieve desired effect; • creates the illusion of depth on a flat surface by shading forms, using tints and shades; • understands that an artist uses direction, repetition, color, rhythm, and emphasis to convey ideas and emotions; • uses visual arts terms to describe design elements in artworks, nature and objects. 	<p>The student</p> <ul style="list-style-type: none"> • creates pictures and graphics on a computer using draw and paint software; • produces flip card animations using a computer paint program; • uses a still, digital or video camera to take pictures.

Subjects, Symbols, and Ideas (con't)			
	Performance Standards	Essential Skills	Technology Integration
8	<p>The student: • uses subjects, themes, and symbols that demonstrate knowledge of contexts, cultural values, and aesthetics that communicate intended meaning in artworks;</p> <ul style="list-style-type: none"> • integrates visual, spatial, and temporal arts concepts with subject matter to communicate intended meaning in artworks; • explores ways that historians, anthropologists, curators, and critics describe subject matter, themes, symbols and ideas in particular works and objects; • identifies and illustrates the variety of subject matter or art forms used in business, industry, vocational, and professional fields to communicate symbols and ideas; • reads at least four books (or book equivalents) each year/ semester on art related subjects and produces recorded evidence; • designs posters to illustrate an identified theme for contests and competitions. 	<p>The student: • identifies cultural origins of artworks and objects from diverse cultures:</p> <ul style="list-style-type: none"> – content and apparent purpose – art media – aesthetics <p>• identifies universal subject matter and themes common to artists;</p> <p>• understands that different backgrounds and experiences of artists may be reflected in their work:</p> <ul style="list-style-type: none"> – cultural context, traditions, social class, religion, ethnicity, and physical environment (geographic region); – kinds of media available to the artist; <p>• describes defining characteristics of genre, mythological and historical subjects, narrative, fantasy art;</p> <p>• develops ideas and chooses an appropriate design to represent contest themes.</p>	<p>The student:</p> <ul style="list-style-type: none"> • uses a variety of software media and formats to communicate information and ideas effectively to multiple audiences; • creates subject matter and symbols using a computer draw program; • generates comparison matrices of subject matter explorations created on the computer.

History and Cultures			
	Performance Standards	Essential Skills	Technology Integration
Pre-K	<p>The student:</p> <ul style="list-style-type: none"> • observes and discusses a variety of artworks from various cultures; • demonstrates an appreciation of cultural differences expressed in art and artifacts; • identifies the differences and similarities in works of art. 	<p>The student:</p> <ul style="list-style-type: none"> • looks at works of art for clues to know when they were made, what they were made of, how they were made, and why they were made; • recognizes elements of culture through art and artifacts; • recognizes that art looks different because of the time in which it was made and the culture that produced it; • makes simple 2- dimensional and 3-dimensional visual art that represents diverse cultures and tells its features. 	<p>The student:</p> <ul style="list-style-type: none"> • uses the mouse and keyboard to input information; • uses the monitor and printer to output information; • creates images and pictures on a computer using draw and paint applications.
K	<p>The student:</p> <ul style="list-style-type: none"> • discusses works of art from different times and places; • recognizes that there are universal themes in art throughout history; • identifies the differences and similarities in works of art; • produces art that depicts a variety of cultures. 	<p>The student:</p> <ul style="list-style-type: none"> • observes works of art for clues to know what they were made of and how they were made; • identifies features of art and topics; • compares art which looks different because of the time period it was made in; • makes simple 2- dimensional or 3-dimensional visual art from different cultures and talks about their features. 	<p>The student:</p> <ul style="list-style-type: none"> • uses developmentally appropriate multimedia resources (e. g. interactive books, internet, elementary multimedia encyclopedias) to gather information with the support of the teacher and student partners; • uses the internet to explore art of the past.
1	<p>The student:</p> <ul style="list-style-type: none"> • begins to demonstrate an understanding that visual arts have a history, purpose and function in all cultures; • recognizes the cultural origins of art and artifacts from diverse cultures and places, understanding that art has been an important human activity since early times; • recognizes a small sample of works of art and artists; • identifies some of the differences and similarities in works of art; • uses a variety of materials to create works that reflect cultural features; • produces art that depicts a variety of cultures. 	<p>The student:</p> <ul style="list-style-type: none"> • observes works of art for clues to know when they were made, what they were made of, how they were made, and why they were made; • discusses: <ul style="list-style-type: none"> – World Cave paintings and petroglyphs • observes art that looks different because of the time period it was made in and the culture that produced it; • makes 2 and 3- dimensional artworks reflecting features of diverse cultures. 	<p>The student:</p> <ul style="list-style-type: none"> • uses developmentally appropriate multimedia resources (e. g. interactive books, internet, elementary multimedia encyclopedias) to gather information with the support of the teacher and student partners; • uses technology resources (e. g. logical thinking programs, digital cameras, drawing tools) for communication; • produces a slide show using presentation software.

History and Cultures (con't)			
	Performance Standards	Essential Skills	Technology Integration
2	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates awareness that the visual arts have a history and purpose in all cultures; • introduces works of art from different times and places; • identifies ways in which the works they see differ from one another in both form and function; • recognizes selected works of art and artists; • names several universal themes in art; • creates cultural representations. 	<p>The student:</p> <ul style="list-style-type: none"> • identifies works of art as belonging to time periods and cultures; • Introduction to Ancient Egyptian Art – Great Sphinx – Mummy cases: Tutankhamen's coffin – Bust of Queen Nefertiti • understands that art looks different because of the time period in which it was created and the culture in which it was created; • identifies the differences and similarities in works of art; • recognizes the needs of a culture often affect its art; • uses a variety of materials to create works that reflect cultural characteristics. 	<p>The student</p> <ul style="list-style-type: none"> • uses a scanner to capture graphic data; • uses a copier to create multiple graphic source material; • produces a slide show using presentation software.
	<p>The student:</p> <ul style="list-style-type: none"> • understands that art has been created in all cultures and times; • understands that art looks different because of the time period in which it was created and the culture in which it was created; • identifies ways in which the works of art are different or similar in function; • understands that art is the result of cultural and historical context; • identifies the differences and similarities in works of art; • recognizes the cultural origins of art and artifacts from diverse cultures and historical periods. 	<p>The student:</p> <ul style="list-style-type: none"> • identifies the characteristics of specific artworks and artifacts belonging to particular cultures and times based on visual characteristics to include the: – Native American Art – Art of Ancient Rome and Byzantine Civilization • demonstrates how history and the visual arts can influence each other in making and studying works of art; • understands the concept of self- portraits and portraiture which have documented history; • understands that art is the result of many influences including knowledge, skills and experiences; • identifies features of art, themes, issues, and topics from various historical eras; • uses a variety of materials to create works that reflect cultural characteristics. 	<p>The student</p> <ul style="list-style-type: none"> • produces flip card animations using a computer paint program; • uses a still, digital or video camera to take pictures; • uses icon based database to locate information; • uses a scanner to capture graphic data; • uses a copier to create multiple graphic source material; • loads saves, retrieves and prints information using a computer; • produces a slide show using presentation software.

History and Cultures (con't)

	Performance Standards	Essential Skills	Technology Integration
4	<p>The student:</p> <ul style="list-style-type: none"> • differentiates among the cultural origins, times, and places of diverse works of visual art; • identifies the importance of the visual arts in diverse cultures over times; • describes how art forms represent history; • explains the relationships between history, culture, and the visual arts using diverse artworks; • explores art from around the world to understand how art embodies and transforms the social, cultural, and environmental dimensions of human society. 	<p>The student:</p> <ul style="list-style-type: none"> • identifies the characteristics of specific artworks and artifacts belonging to particular cultures and times based on visual characteristics to include: <ul style="list-style-type: none"> – Art of Africa – the Art of the Middle Ages in Europe – Islamic Art and Architecture – Art of China – American Art • articulates the names of recognized artists from historical periods and diverse cultures, associating the artist with representative works; • verbalizes the effect of influences such as knowledge, skills, experiences, and circumstances on works of art; • determines how the arts compare or contribute to understanding our own, social, cultural, and environmental dimensions. 	<p>The student:</p> <ul style="list-style-type: none"> • uses the internet to locate information; • uses a scanner to capture graphic data; • uses a copier to create multiple source material; • loads saves, retrieves and prints information using a computer.
5	<p>The student:</p> <ul style="list-style-type: none"> • knows the characteristics of artworks in various eras, regions and traditions; • identifies specific works of art as belonging to historical periods and particular cultures; • knows the role of art in diverse cultures (religious, social, economic) and historical periods; • analyzes how factors of time and space Influences visual characteristics; • discusses the role visual arts have played in the development of culture and today's society. 	<p>The student:</p> <ul style="list-style-type: none"> • identifies specific artworks and artifacts belonging to particular cultures and times based on visual characteristics to include: <ul style="list-style-type: none"> — Renaissance Art in Italy — Art of Japan — Nineteenth Century American Art • identifies artworks of the same style from a group of artworks; • knows the names of recognized artists from historical periods and diverse cultures, associating the artist with representative works; • understands that art is the result of influences such as knowledge, skills, and experiences; • knows the role that an artist, art historian, curators, patrons and gallery owners play. 	<p>The student</p> <ul style="list-style-type: none"> • combines text and images to produces a slide show using presentation software.

History and Cultures (con't)			
	Performance Standards	Essential Skills	Technology Integration
6	<p>The student:</p> <ul style="list-style-type: none"> • identifies the characteristics of artworks in various eras, regions and traditions; • knows the role of art in diverse cultures (religious, social, economic) and historical periods; • compares unfamiliar art and artifacts based on characteristics of known art and artifacts in order to speculate on function or purposes; • identifies contemporary styles of art. 	<p>The student:</p> <ul style="list-style-type: none"> • identifies specific artworks and artifacts belonging to particular periods and schools based on visual characteristics to include: <ul style="list-style-type: none"> – Egyptian Art – Classical Art – Gothic Art – Baroque Art – Rococo Art – Romantic Art – Realism • knows the names of recognized artists from historical periods and diverse cultures, associating the artist with representative works; • understands that art is the result of many influences including knowledge, skills and experiences; • recognizes that works of art have a cultural style that reflects values, beliefs, ways of seeing the world, and degree of technology; • recognizes style in selected contemporary American works of art. 	<p>The student</p> <ul style="list-style-type: none"> • uses icon and text based database online to locate information; • uses a scanner/ digitizer to capture graphic data; • uses the internet and basic library search technologies to retrieve data and images; • produces a slide show using presentation software.

History and Cultures (con't)		
Performance Standards	Essential Skills	Technology Integration
<p>The student:</p> <ul style="list-style-type: none"> • identifies works of art as belonging to styles and historical periods; • compares the characteristics of artworks in various eras, regions and traditions; • knows the role of art in diverse historical periods and schools; • understands that art is the result of many influences including knowledge, skills and experiences; • identifies specific artists and their master works of art as belonging to styles and historical periods. 	<p>The student:</p> <ul style="list-style-type: none"> • identifies specific artworks and artifacts belonging to particular styles, periods and schools based on visual characteristics to include: <ul style="list-style-type: none"> – Impressionism – Post- Impressionism – Cubism – Expressionism – Abstraction • describes the characteristics of artworks in various styles, historical periods, and schools; • identifies the differences and similarities in works of art; • names recognized artists from styles, historical periods, schools, and diverse cultures, associating the artist with representative works. 	<p>The student:</p> <ul style="list-style-type: none"> • uses the internet to research the characteristics of artworks in various styles, historical periods and schools; • uses a scanner/ digitizer to capture graphic data; • uses the internet, E- mail, and world wide web to access, send, and receive communications, to research and retrieve data and images to problem solve and to aid in decision making; • produces a slide show using presentation software.

History and Cultures (con't)			
	Performance Standards	Essential Skills	Technology Integration
8	<p>The student:</p> <ul style="list-style-type: none"> • identifies specific works of art as belonging to historical periods, particular cultures, and styles; • defines the religious, social and economic role of art in diverse cultures and historical periods; • analyzes how factors of time and place (e. g., climate, resources, ideas, and technology) influences visual characteristics; • studies art styles and architecture of a culture to understand its social values, beliefs and traditions; • relates that works of art have a cultural style that reflects values, beliefs, attitudes, technological choices, and achievement; • identifies specific artists and their master works of art as belonging to styles and historical periods. 	<p>The student:</p> <ul style="list-style-type: none"> • identifies specific artworks and artifacts belonging to particular styles, periods and cultures based on visual characteristics to include: <ul style="list-style-type: none"> – Arts of Africa – Fauvism – Surrealism – Art of Later Nineteenth Century – African- American Art • Harlem Renaissance – Pop Art – Contemporary Art • describes the characteristics of artworks in the above styles, historical periods and schools; • demonstrates using selected material and media to identify ways in which some of the above art styles and architecture reflect values, beliefs, and ideas of ethnic communities and world cultures; • knows the names of recognized artists from styles, historical periods, schools, and diverse cultures, and associates the artist with representative works. 	<p>The student:</p> <ul style="list-style-type: none"> • uses the internet to research the characteristics of artworks in various styles, historical periods and schools; • uses icon and text based database to locate information; • uses a scanner/ digitizer to capture graphic data; • uses the internet and basic library search technologies to access data; • produces a slide show using presentation software.

Media, Reflecting, and Assessing			
Performance Standards		Essential Skills	Technology Integration
Pre-K	<p>The student:</p> <ul style="list-style-type: none"> • views and responds to works of art; • expresses opinions about works of visual art; • respects the responses and opinions of others; • values one's own artwork and that of one's peers and others. 	<p>The student:</p> <ul style="list-style-type: none"> • observes and tells what the artwork created by self, classmates and others is about; • verbally describes likes and dislikes about works of art by using visual arts vocabulary (art elements, principles and expressive features); • recognizes that students can have similar and different descriptions of the same work of art; • recognizes artwork created for self in contrast to the artwork created for the commercial world; • participates in classroom, school and citywide displays. • saves and collects work in a portfolio 	<p>The student:</p> <ul style="list-style-type: none"> • uses the mouse and keyboard to input information; • uses the monitor and printer to output information; • uses technology resources (e. g. logical thinking programs, drawing tools) for communication; • uses word processing and speech recognition software to initiate interaction with text to create journal entries and learning logs with the support of the teacher.
K	<p>The student:</p> <ul style="list-style-type: none"> • views and responds to original art and reproductions; • develops an opinion about the qualities of their artworks and the works of others; • recognizes that students can have similar and different descriptions of the same work of art; • discovers there are different responses to their own artworks and the works of others; • values one's own artwork and that of one's peers and others; • participates in classroom, school and citywide displays. 	<p>The student:</p> <ul style="list-style-type: none"> • analyzes line, shape, color and balance in artworks; • discusses how an artwork makes them feel; • interprets moods, meanings, symbolism and themes (expressive qualities) in art; • verbally describes likes and dislikes about works of art; • respects the responses and opinions of others; • prepares artwork for display. • saves and collects work in a portfolio 	<p>The student:</p> <ul style="list-style-type: none"> • uses technology resources to participate in the creation of displays.

Media, Reflecting, and Assessing (con't)

Performance Standards	Essential Skills	Technology Integration
<p>1</p> <p>The student</p> <ul style="list-style-type: none"> • describes the qualities of their artworks and the works of others; • recognizes that students can have similar and different descriptions of the same work of art; • identifies broad categories of art works; • develops an opinion about works of art by evaluating art elements, principles and expressive features; • discovers there are different responses to their own artworks and the works of others; • recognizes the value of one's own artwork and that of one's peers. 	<p>The student:</p> <ul style="list-style-type: none"> • analyzes the sensory qualities and structures in artworks; • distinguishes media and techniques; • interprets moods, meanings, symbolism and themes (expressive qualities) in art; • verbally describes likes and dislikes about works of art by using art vocabulary; • respects the responses and opinions of others; • participates in classroom, school and citywide displays. • saves and collects work in a portfolio 	<p>The student</p> <ul style="list-style-type: none"> • uses a copier to create multiple graphic source material; • uses developmentally appropriate multimedia resources (e. g. interactive books, internet, elementary multimedia encyclopedias) to gather information with the support of the teacher and student partners; • uses technology resources (e. g. logical thinking programs, digital cameras, drawing tools) for communication.
<p>2</p> <p>The student:</p> <ul style="list-style-type: none"> • develops an opinion about the qualities of their artworks and the works of others; • discusses a variety of works of art and artifacts that exemplify art makers from diverse cultures and historical periods; • knows various purposes for creating a work of visual art; • understands that students can have similar and different descriptions of the same work of art; • recognizes that reflection is important for understanding and improving one's own artwork; • judges work by maintaining a portfolio and using teacher provided criteria; • assesses artwork and that of one's peers through participation in a display or exhibit. 	<p>The student:</p> <ul style="list-style-type: none"> • verbally describes likes and dislikes about works of art by using visual arts vocabulary (art elements, principles and expressive features); • observes works of art for clues to know when they were made, what they were made of, how they were made, and why they were made; • recognizes that art is created for a variety of reasons (e. g. beauty, personal expression, functional, celebration, documentation of an event); • respects the responses and opinions of others by listening thoughtfully; • understands there are different responses to their own artworks and the works of others; • makes a portfolio folder which includes at least 4 artworks; • prepares and evaluates artwork for display. 	<p>The student</p> <ul style="list-style-type: none"> • uses a still camera to take pictures; • uses developmentally appropriate multimedia resources (e. g. interactive books, internet, elementary multimedia encyclopedias) to gather information with the support of the teacher and student partners; • uses technology resources (e. g. logical thinking programs, digital cameras, drawing tools) for communication.

Media, Reflecting, and Assessing (con't)

	Performance Standards	Essential Skills	Technology Integration
3	<p>The student:</p> <ul style="list-style-type: none"> • develops an opinion about the qualities of their artworks and the works of others; • evaluates own work, compared to criteria supplied by the teacher; • knows some purposes for creating a work of visual art; • demonstrates an understanding that students can have similar and different descriptions of same work of art; • demonstrates an understanding that there are different responses to their own artworks and the works of themselves and others; • judges their work by maintaining a portfolio and using teacher provided criteria; • assesses artwork and that of one's peers through participation in a display or exhibit. 	<p>The student:</p> <ul style="list-style-type: none"> • looks at a variety of works of art that exemplify art makers from various periods; • recognizes that art is created for a variety of reasons (e. g. beauty, personal expression, functional, celebration, documentation of an event); • respects the responses and opinions of others by listening thoughtfully; • recognizes that reflection is important for understanding and improving one's own artwork; • makes a portfolio folder which includes at least 4 artworks; • creates artwork for display. 	<p>The student</p> <ul style="list-style-type: none"> • optically scans images to prepare an electronic portfolio; • uses a still, or digital camera to take pictures.
4	<p>The student:</p> <ul style="list-style-type: none"> • explains ideas about own and other various artworks; • relates some purposes for creating a work of visual art; • understands different responses to the same work of art; • recognizes that reflection is important for understanding and improving their own artwork; • assesses the merits of their work by maintaining a portfolio; • assesses artwork and that of one's peers through participation in a display or exhibit. 	<p>The student:</p> <ul style="list-style-type: none"> • understands that students can have varying descriptions of same work of art; • describes some reasons that art is created (e. g. beauty, personal expression, functional, celebration, documentation of an event); • respects the responses and opinions of others by listening thoughtfully; • develops an opinion about the qualities of their artworks and the works of others; • prepares a portfolio showing reflections of progress which includes at least 4 artworks; • prepares artwork for display and evaluates art on exhibit. 	<p>The student</p> <ul style="list-style-type: none"> • electronic student portfolios will include: <ul style="list-style-type: none"> – written art critiques – chosen representative artworks • creates interactive art installations; • uses a scanner to capture images.

Performance Standards	Media, Reflecting, and Assessing (cont) Essential Skills	Technology Integration
<p>5</p> <p>The student:</p> <ul style="list-style-type: none"> • discusses a variety of works of art and artifacts that exemplify creators of art from diverse cultures and styles; • describes how personal experiences Influence the development of the Individual's artwork and the artwork of others; • identifies works of art artifacts and why they were created. (beauty, personal, expression); • understands that students can have similar and different descriptions of the same works; • recognizes that reflection is important for understanding and improving one's own artwork; • assesses the merits of their work by maintaining a portfolio; • assesses artwork and that of one's peers through participation in a display or exhibit. 	<p>The student:</p> <ul style="list-style-type: none"> • compares and describes the multiple purposes for creating a work of visual art; • explains the aesthetic qualities (concerning the nature, beauty, and value) of their artworks and the works of others; • recognizes the formal and informal art critique process; • understands the six steps of a critique; observe, describe, analyze, interpret, make critical judgments, and explain; • analyzes contemporary and historic meaning In specific artworks through cultural inquiry; • verbally describes and make judgments about works of art by using visual arts vocabulary (art elements, principles and expressive features); • prepares a portfolio showing reflections of progress which includes at least 5 pieces of artwork; • prepares artwork for display and evaluates art on exhibit. 	<p>The student</p> <ul style="list-style-type: none"> • electronic student portfolios will include: <ul style="list-style-type: none"> – written art critiques – chosen representative artworks; • uses word processing software to create journal entries and learning logs that reflect understanding of aesthetic characteristics.

Performance Standards	Media, Reflecting, and Assessing (cont) Essential Skills	Technology Integration
<p>The student:</p> <ul style="list-style-type: none"> • observes and discusses a variety of works of art which represent artists from diverse cultures and styles; • identifies works of art and determines the reason they were created (beauty, personal, expression); • demonstrates that students can have similar and different descriptions of the same works; • critiques works of art verbally and in writing compared to identified criteria; • recognizes that reflection is important for understanding and improving one's own artwork; • assesses the merits of their work by maintaining a reflective portfolio; • designs artwork and posters to illustrate an identified theme for contests and competitions; • assesses artwork and that of one's peers through participation in a display or exhibit. 	<p>The student:</p> <ul style="list-style-type: none"> • compares and describes the multiple purposes for creating a work of visual art; • explains the aesthetic qualities (concerning the nature, beauty, and value) of their artworks and the works of others; • uses the six steps of a critique to observe, describe, analyze, interpret, make critical judgments, and explain; • verbally describes and make judgments about works of art by using visual arts vocabulary (art elements, principles and expressive features); • prepares a portfolio showing reflections of progress which includes at least 6 artworks; • prepares artwork for display and evaluates art on exhibit. • saves and collects work in a portfolio 	<p>The student</p> <ul style="list-style-type: none"> • electronic student portfolios will include: <ul style="list-style-type: none"> – written art critiques – chosen representative artworks • uses word processing software to create journal entries and learning logs that reflect understanding of aesthetic characteristics and critique process; • participates in creating interactive art installations.

	Performance Standards	Media, Reflecting, and Assessing (con't) Essential Skills	Technology Integration
7	<p>The student:</p> <ul style="list-style-type: none"> • verbally describes and make judgments about works of art by compares and describes the multiple purposes for creating a work of visual art; • explains the aesthetic qualities (concerning the nature, beauty, and value) of their artworks and the works of others; • performs the six steps of a critique: observe, describe, analyze, interpret, make critical judgments, and explain; • identifies the ideas and messages conveyed (honor, war, love, spirituality) in art from different cultures and styles; • reflects on the merits of their work by maintaining a folder/ portfolio; • assesses artwork and that of peers through participation in a display. 	<p>The student:</p> <ul style="list-style-type: none"> • observes and discusses a variety of works of art and artifacts that exemplify creators of art from diverse cultures and styles; • identifies works of art and objects and why they were created (functional, emotional release, documentation of an event, beauty, personal, expression); • understands that students can have varying descriptions of the same works; • respects the responses and opinions of others by listening thoughtfully; • recognizes that reflection is important for understanding and improving one's own artwork; • prepares a portfolio showing growth over time which includes at least 7 artworks; • determines readiness of artwork for display and evaluates art on exhibit. • saves and collects work in a portfolio 	<p>The student</p> <ul style="list-style-type: none"> • creates an electronic portfolio to include: <ul style="list-style-type: none"> – written art critiques – chosen representative artworks • designs, develops, publishes, and presents products using technology resources that demonstrates and communicates reflection, evaluation, and assessment concepts to audiences inside and outside of the classroom.

Performance Standards	Media, Reflecting, and Assessing (con't) Essential Skills	Technology Integration
<p>The student:</p> <ul style="list-style-type: none"> • compares numerous purposes for creating works of art; • describes and analyzes how personal and cultural experiences influence the development of the individual's artwork and the artwork of others; • describes, compares, and reflects on a variety of individual responses to their own artworks and to artworks from various eras, regions and cultures; • assesses the merits of their work by maintaining a portfolio; • designs artwork and posters to illustrate an identified theme for contests and competitions; • assesses their own artwork and that of one's peers through participation in a display or exhibit. 	<p>The student:</p> <ul style="list-style-type: none"> • performs the six steps of a critique: observe, describe, analyze, interpret, make critical judgments, and explain; • identifies works of art and objects and why they were created. (functional, emotional release, documentation of an event, beauty, personal, expression); • explains the aesthetic qualities (concerning the nature, beauty, and value) of their artworks and the works of others; • verbally describes and makes judgments about works of art by using visual arts vocabulary (art elements, principles and expressive features) ; • prepares a portfolio showing reflections of progress which includes at least 8 artworks; • prepares artwork for display and evaluates art on exhibit. 	<p>The student:</p> <ul style="list-style-type: none"> • creates an electronic student portfolio to include: <ul style="list-style-type: none"> – written art critiques – chosen representative artworks • uses a still, digital or video camera of moderate complexity to take still and motion pictures; • uses word processing software to create journal entries and learning logs that reflect understanding of aesthetic characteristics and critique process; • participates in creating interactive art installations.

Making Connections			
	Performance Standards	Essential Skills	Technology Integration
	<p>The student:</p> <ul style="list-style-type: none"> • discovers and identifies the connection between visual arts, music, dance, and theater; • discovers and identifies the connection between visual arts and reading/ language arts; • discovers and identifies the connection between visual arts and mathematics; • recognizes the importance of visual arts in the workplace and explores art careers; • recognizes art as an important part of daily life. 	<p>The student:</p> <ul style="list-style-type: none"> • creates drawings and paintings in response to music; • expresses ideas orally and pictorially based on stories from literature; • makes simple books with their own pictures to illustrate a story they dictated; • identifies simple geometric shapes and combines them to make designs and patterns; • discusses the various types of jobs that artists perform; • locates art in the home, school, and neighborhood. • participates in project-based expeditions which integrate visual arts knowledge with other subjects. 	<p>The student:</p> <ul style="list-style-type: none"> • creates pictures and graphics on a computer using draw and paint applications for illustration of thoughts and ideas.
	<p>The student:</p> <ul style="list-style-type: none"> • discovers and identifies the connection between visual arts, music, dance, and theater; • discovers and identifies the connection between visual arts and reading/ language arts; • discovers and identifies the connection between visual arts and mathematics; • recognizes the importance of visual arts in the workplace and explores art careers; • recognizes art as an important part of daily life. 	<p>The student:</p> <ul style="list-style-type: none"> • creates drawings and paintings in response to music; • expresses ideas orally and pictorially based on stories from literature; • makes simple books with their own pictures to illustrate a story they dictated; • identifies simple geometric shapes and combines them to make designs and patterns; • discusses the various types of jobs that artists perform; • locates art in the home, school, and neighborhood. • participates in project-based expeditions which integrate visual arts knowledge with other subjects. 	<p>The student:</p> <ul style="list-style-type: none"> • creates pictures and graphics on a computer using draw and paint applications for illustration of thoughts and ideas.

Making Connections (con't)

Performance Standards	Essential Skills	Technology Integration
<p>The student:</p> <ul style="list-style-type: none"> • identifies the connection between visual arts, music, dance, and theater; • identifies the connection between visual arts and reading/ language arts, mathematics, social studies, science; • understands architecture as the art of the built environment; • recognizes the importance of visual arts in the workplace; • recognizes art as an important part of daily life. 	<p>The student:</p> <ul style="list-style-type: none"> • uses examples of paintings, music, dance, and theater to show similarities; • understands the similarity of rhythm and harmony in art and music; • expresses ideas pictorially and orally based on stories from literature; • describes works of art in writing. • uses measurement skills to make simple constructions composed of geometric shapes; • understands what makes a portrait and the relationship to history; • recognizes different architecture in the neighborhood and city; • explores art careers and the various types of jobs that artists perform. • participates in project-based expeditions which integrate visual arts knowledge with other subjects. 	<p>The student:</p> <ul style="list-style-type: none"> • uses developmentally appropriate multimedia resources (e. g. interactive books, internet, elementary multimedia encyclopedias) to gather information with the support of the teacher and student partners; • produces a slide show using presentation software.
<p>The student:</p> <ul style="list-style-type: none"> • develops a broad understanding about the similarities and differences between the visual arts and other disciplines; • expresses ideas orally and pictorially based on stories from literature; • uses mathematical geometric concepts to represent and construct two- dimensional and three- dimensional shapes and forms; • demonstrates similarities of principles in art, dance and music; • uses science concepts to understand color theory. 	<p>The student:</p> <ul style="list-style-type: none"> • develops a broad understanding about the similarities and differences between the visual arts and other disciplines; • expresses ideas orally and pictorially based on stories from literature; • uses mathematical geometric concepts to represent and construct two- dimensional and three- dimensional shapes and forms; • demonstrates similarities of principles in art, dance and music; • uses science concepts to understand color theory. • participates in project-based expeditions which integrate visual arts knowledge with other subjects. 	<p>The student:</p> <ul style="list-style-type: none"> • uses developmentally appropriate multimedia resources (e. g. interactive books, internet, elementary multimedia encyclopedias) to gather information with the support of the teacher and student partners.

Making Connections (con't)

Performance Standards	Essential Skills	Technology Integration
<p>The student:</p> <ul style="list-style-type: none"> • demonstrates similarities and differences between characteristics of the visual arts and the performing arts (dance, music, theatre); • discovers connections between the visual arts and other content areas such as math, science, writing and art; • discusses the various jobs that artists perform; • visits art museums and galleries. 	<p>The student:</p> <ul style="list-style-type: none"> • creates using the similarity of rhythm and harmony in art, music and dance; • creates works of art to explore ideas and integrate either science, mathematics, social studies, language arts, technology or the performing arts; • identifies more complex geometric shapes and combines them to make simple designs and patterns; • identifies a wide variety of visual arts careers, including jobs in our society which need an artist to make a product or improve it; • becomes familiar with art museums and galleries. • participates in project-based expeditions which integrate visual arts knowledge with other subjects. 	<p>The student</p> <ul style="list-style-type: none"> • uses developmentally appropriate multimedia resources (e. g. interactive books, internet, elementary multimedia encyclopedias) to gather information with the support of the teacher and student partners; • uses technology tools such as multimedia authoring, presentation, Web tools, scanners for individual and collaborative visual communication to create designs and graphic products; • uses technology resources (e. g. logical thinking programs, drawing tools) for communication.
<p>The student:</p> <ul style="list-style-type: none"> • identifies similarities and difference between characteristics of the visual arts and the performing arts (dance, music, theatre); • expresses ideas orally and pictorially based on stories from literature; • demonstrates an understanding of the connection between art in, mathematics, reading, science, and social studies; • uses the history of the neighborhood and uses that knowledge in one's artwork; • compares public art in the community; • discusses the various jobs that artists perform. 	<p>The student:</p> <ul style="list-style-type: none"> • uses line and balance in the visual arts, dance, and music; • creates works of art to explore ideas and integrate either science, mathematics, social studies, reading language arts, technology or the performing arts; • writes and illustrates stories with drawings; • demonstrates the principles of balance and symmetry using • geometric shapes; • uses measurement skills to make simple constructions; • understands symbols and keys in map making; • evaluates the aesthetic history of the neighborhood and different ways people are involved with art in the community; • identifies a variety of visual arts careers, including jobs in our society which need an artist to make a product or improve it. • participates in project-based expeditions which integrate visual arts knowledge with other subjects. 	<p>The student</p> <ul style="list-style-type: none"> • uses technology tools such as multimedia authoring, presentation, Web tools, digital cameras, scanners for individual and collaborative visual communication to create designs and graphic products; • creates titles for artworks, design invitations, create a greeting card, learns lettering; • uses developmentally appropriate multimedia resources (e. g. interactive books, internet, elementary multimedia encyclopedias) to gather information with the support of the teacher and student partners; • uses technology resources (e. g. logical thinking programs, digital cameras, drawing tools) for communication.

Performance Standards	Making Connections (con't) Essential Skills	Technology Integration
<p>The student</p> <ul style="list-style-type: none"> • demonstrates understanding of similarities and differences between characteristics of the visual arts and the performing arts (dance, music, theatre); • explores the connection between art elements and principles and music elements; • makes connections between the visual arts and other content areas such as math, science and writing and art; • creates works of art to explore ideas and integrate reading, mathematics, science, social studies, reading language arts, or technology; 	<p>The student</p> <ul style="list-style-type: none"> • demonstrates the similarity of line, form, color, texture, rhythm, and composition in art and melody, texture, harmony, rhythm, tone color/ timbre, and composition in music; • illustrates stories with drawings; • constructs two and three- dimensional shapes, forms, tangrams and tessellations; • uses drawings, maps and photography to study topics in social studies and science; • uses art to record scientific observations by sketching, diagramming, mind mapping, graphing and using other graphic organizers; • identifies a wide variety of visual arts careers, including jobs in our society which need an artist to make or improve a product. • participates in project-based expeditions which integrate visual arts knowledge with other subjects. 	<p>The student</p> <ul style="list-style-type: none"> • uses technology tools such as multimedia authoring, presentation, Web tools, digital cameras, scanners for individual and collaborative visual communication to create designs and graphic products.

Performance Standards	Making Connections (con't) Essential Skills	Technology Integration
<p>The student:</p> <ul style="list-style-type: none"> • compares, connects and parallels visual art with other arts; • explores the interconnection between art elements and principles (line, form, color, texture, rhythm, composition) and music elements (melody, texture, harmony, rhythm and tone color/ timbre); • discovers connections between the visual arts and other content areas such as math, science and writing and art; • creates works of art to access and enhance learning (e. g. through science, mathematics, social studies, language arts, technology, and the performing arts); • identifies uses of the visual arts in business and industry, including architectural and commercial design, advertising, television, film and other careers; • identifies, visits, and reports on museums, art galleries, and community visual arts resources; • explains how the visual arts affords unifying connections within the community and country. 	<p>The student:</p> <ul style="list-style-type: none"> • develops the characteristic relationships among the visual arts and the performing arts (dance, music, theatre) in terms of themes, appreciation and elements; • demonstrates knowledge by producing a visual presentation that: <ul style="list-style-type: none"> – summarizes information, and/ or – relates new information, and/ or – extends ideas; • demonstrates knowledge by illustrating stories with drawings; • constructs two and three- dimensional shapes, forms, tangrams, and tessellations; • uses art to record scientific observations by sketching, diagramming, mind mapping, graphing and using other graphic organizers; • uses drawings, maps and photography to study and illustrate topics in social studies and science; • recognizes that the values of a society determine the status of its artists and artisans; • participates in a display of student artwork. • participates in project-based expeditions which integrate visual arts knowledge with other subjects. 	<p>The student</p> <ul style="list-style-type: none"> • uses technology tools such as multimedia authoring, presentation, Web tools, digital cameras, and scanners for individual and collaborative visual communication to create designs and graphic products; • produces a slide show using presentation software.

Performance Standards	Making Connections (con't) Essential Skills	Technology Integration
<p>The student:</p> <ul style="list-style-type: none"> • compares similarities and differences between characteristics of the visual arts and the performing arts (dance, music, theatre); • discovers connections between the visual arts and other content areas such as math, science and writing and art; • creates works of art to explore ideas and integrate science, mathematics, social studies, language arts, technology or the performing arts. 	<p>The student:</p> <ul style="list-style-type: none"> • understands the interconnection between art elements and principles (line, form, color, texture, rhythm), composition and music elements (melody, texture, harmony, rhythm and tone color/ timbre); • employs art to record scientific observations by sketching, diagramming, mind mapping, graphing and using other graphic organizers; • uses drawings, maps, and photography to study questions, issues, or problems in social studies and science; • uses mathematical ratios and proportion to understand and explore the human figure. • analyzes art and architecture from a culture to learn more about its social values, beliefs, and traditions; • compares artistic styles with writing styles; • identifies a wide variety of visual arts careers, including jobs in our society which need an artist to make a product or improve it, participates in project-based expeditions which integrate visual arts knowledge with other subjects. 	<p>The student</p> <ul style="list-style-type: none"> • uses technology tools such as multimedia authoring, presentation, Web tools, digital cameras, scanners for individual and collaborative visual communication to create designs and graphic products; • creates collaborative interactive art installations; • combines text and image using various word processing, drawing, and presentation software; • records images and subject content to compose video art which communicates a story or concept.

	Performance Standards	Making Connections (con't) Essential Skills	Technology Integration
8	<p>The student:</p> <ul style="list-style-type: none"> • describes ways in which the elements, principles and subject matter of the visual arts and the performing arts are interrelated; • compares the characteristics of works in two or more art forms that share similar subject matter, historical eras or cultural context • describes and demonstrates ways in which the principles and subject matter of other disciplines are interrelated with the visual arts; • participates in a school- to- career tour of the work site of a professional artist. 	<p>The student:</p> <ul style="list-style-type: none"> • demonstrates the interconnection between artistic line, form, color, texture, rhythm, and composition; and music elements (melody, texture, harmony, rhythm and tone color/ timbre); • represents the similarity of repeated patterns in dance/ movement, music, poetry, and visual arts; • visually records scientific observations by sketching, diagramming, graphing, and using other graphic organizers; • uses drawings, maps, and photography to study questions or issues in social studies and science ; • uses mathematical grids to enlarge and transfer images; • discovers how elements and minerals found in clay affect the glaze firing results; • identifies the role of artists in mass media, such as illustrators, photographers, graphic artists, computer graphic artists, cartoonists, and artists in television and film production. • participates in project-based expeditions which integrate visual arts knowledge with other subjects. 	<p>The student</p> <ul style="list-style-type: none"> • uses technology tools such as multimedia authoring, presentation, Web tools, digital cameras, scanners for individual and collaborative visual communication to create designs and graphic products; • creates collaborative interactive art installations; • combines text and image using various word processing, drawing, and presentation software; • records images and subject content to compose video art which communicates a story or concept.

APPENDIX 14: CONTRACT WITH ELOB



**EXPEDITIONARY LEARNING OUTWARD BOUND
SCOPE OF SERVICES AND PAYMENT SCHEDULE**

SCHOOL: Two Rivers Public Charter School
CONTACT: Jessica Wodatch, Head of School
ADDRESS: 1212 Walter Street, S.E.
Washington, DC 20003

SCOPE OF CONTRACTED SERVICES

Expeditionary Learning Outward Bound will provide the following pre-implementation services to Two Rivers Public Charter School for the period of January 1, 2004 to July 31, 2004:

Eleven (11) days of on-site technical assistance services that include:

- Support in developing a specific and focused timeline
- Support in identifying curriculum content, appropriate assessment techniques, and materials of instruction
- Support in developing hiring and evaluation procedures
- Support in orienting the community, business partners, and prospective parents
- Assist in developing teacher orientation plan and content
- Support the board in planning for post-opening responsibilities
- Establish and maintain strong communication with the board of directors

Off Site Offerings:

- a) Two (2) spots to attend the 2004 ELOB National Conference in Seattle WA. *These do not include accommodation and most meals.*
- b) One spot for the school's administrator to attend the 2004 ELOB National Leadership Conference in Seattle WA. *These do not include accommodation and most meals.*
- c) One spot for regional institutes. *These do not include accommodation and most meals.*

Materials as needed for on site staff development sessions will be provided by ELOB.

COST AND PAYMENT OF SERVICES:

These services will be provided to Two Rivers Public Charter School for a fee of \$12,000.00.

Payment schedule – In full upon receipt of contract or before January 1, 2004.

This scope of services contains the entire agreement of the parties and may not be changed orally but only by a written agreement signed by all parties.

If the terms meet with your approval, please sign below and return a copy to:

Cindy Scott
Expeditionary Learning Outward Bound
100 Mystery Point Rd
Garrison NY 10524

Expeditionary Learning
Outward Bound

Title

Date

School Signature

Title

Date

APPENDIX 15: ACCOUNTABILITY PLAN

**Two Rivers Public Charter School
Public Charter School Accountability Plan
School Years 2004-2005 to 2008-2009**

The mission of the school is to nurture a diverse group of students to become lifelong, active participants in their own education, develop a sense of self and community, and become responsible and compassionate members of society.

I. Academic Performance Objectives

Performance Objectives	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will demonstrate competence in reading.	Students will demonstrate grade level or above grade level proficiency in reading and strong comprehension of what they read.	Classroom assessments based on rubrics developed by staff. Standardized exams based on NCE gains.	Data from first year of attendance at Two Rivers.	85% of students at or above grade level proficiency or gaining one grade level from baseline (or previous year's performance), increasing by 2% each year until five-year target is achieved. For standardized exams, this will be based on NCE gains. For classroom assessments, this will be based on rubrics.	95% of students at or above grade level proficiency or gaining one grade level from baseline (or previous year's performance). For standardized exams, this will be based on NCE gains. For classroom assessments, this will be based on rubrics.	EL model has focus on literacy that will be incorporated into all learning expeditions. Using a balanced literacy approach to language arts, which emphasizes skills needed to obtain proficiency.

I. Academic Performance Objectives (con't)						
Performance Objectives	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will demonstrate competence in mathematics.	Students will demonstrate grade level or above grade level proficiency in mathematics.	Classroom assessments. Standardized exams.	Data from first year of attendance at Two Rivers.	85% of students at or above grade level proficiency or gaining one grade level from baseline (or previous year's performance), increasing by 2% each year until five-year target is achieved. For standardized exams, this will be based on NCE gains. For classroom assessments, this will be based on rubrics.	95% of students at or above grade level proficiency or gaining one grade level from baseline (or previous year's performance). For standardized exams, this will be based on NCE gains. For classroom assessments, this will be based on rubrics.	Using a combination of Everyday Mathematics, supplemental materials, and learning expeditions to provide all students with solid mathematics instruction and hands-on application.

I. Academic Performance Objectives (con't)

Performance Objectives	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Learning expeditions will be implemented as a foundation of teaching and learning.	Percent of instructional time dedicated to learning expeditions.	Teacher planning documents. Student work products.	Data from first year of instruction.	50% of instructional time will include components related to learning expeditions, increasing by 4-5% annually until five-year target is achieved.	70% of instructional time will include components related to learning expeditions.	Teachers will be provided with an intensive week-long training on Expeditionary Learning that includes a particular emphasis on integrating learning expeditions with classroom instruction. Teachers will receive on-going professional development and technical assistance in implementing learning expeditions.

I. Academic Performance Objectives (con't)

Performance Objectives	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will demonstrate grade level learning standards or an improvement of one grade level of learning standards through their portfolios.	Percentage of portfolios reflecting grade level learning standards.	Portfolio evaluations.	First year portfolio evaluations.	90% of portfolios will demonstrate grade level learning standards or an improvement in learning of one grade level of learning standards, increasing by 1% annually until five-year target is achieved.	95% of portfolios will demonstrate grade level learning standards or an improvement in learning of one grade level of learning standards.	Teachers will receive extensive training in how to use student portfolios to demonstrate student proficiency in grade level learning standards.

II. Student Non-Academic Performance Objectives

Performance Objectives	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will attend school regularly.	Percentage of students attending 95% or more of school days.	Daily attendance data.	First year of student's attendance, but attendance also will be evaluated on a monthly basis.	Average school attendance rate of 90%, increasing by 1% annually until the five-year target is met.	Average school attendance rate of 95%.	The student and parent handbooks will emphasize the need for daily attendance. Parents will be contacted if students fail to attend school and no explanation is provided. Parents will attend a conference with the principal if students are habitually tardy or absent.

II. Student Non-Academic Performance Objectives (con't)

Performance Objectives	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will re-enroll each year through 8 th grade.	Percentage of students re-enrolling annually.	Registration data.	Based on students attending in spring 2005 who are eligible to enroll in fall 2005.	For students in grades PK-5, 80% will re-enroll, increasing by 1% annually until the five-year target is met. For students in grades 6-8 (not applicable until 2007-2008), 70% will re-enroll, increasing by 1% annually until the five-year target is met.	For students in grades PK-5, 85% will re-enroll. For students in grades 6-8, 75% will re-enroll.	Teachers, students, and parents will share the expectation that students will return to the school from year-to-year. School recognizes that students approaching the secondary school level may elect to leave Two Rivers to enroll in a private school. Two Rivers will focus on preparing students academically for this transition. School also recognizes that D.C. can be a fairly transient place.

II. Student Non-Academic Performance Objectives (con't)						
Performance Objectives	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Students will be active contributors to others in their community.	Percentage of students participating in service activities on a regular basis.	Teacher documentation. Student documentation.	Student participation in service during first year of operation.	Percentage of students participating in service activities on a regular basis will increase by 2-3% annually.	Percentage of students participating in service activities on a regular basis will increase by 10-15%.	Service-learning and community service are integral components of Expeditionary Learning and Two Rivers' mission. All learning expeditions will include service opportunities. Additional age-appropriate service opportunities also will be made available to students.

III. Organizational and Management Performance Objectives

Performance Objectives	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Parents will be actively involved in the school.	Percentage of parents participating in parent-teacher conferences.	Attendance records at parent-teacher conferences.	First year attendance.	70% of parents will participate in at least one parent-teacher conference, increasing by 2% annually until the five-year target is met.	80% of parents will participate in at least one parent-teacher conference	Parents will receive several reminders about parent-teacher conferences. Teachers will attempt to offer parents with a variety of times to meet to try to accommodate most parents' work schedules.
	Percentage of parents participating in volunteer activities for the school.	Volunteer log.	First year level of volunteering.	50% of the parents will meet the minimum monthly volunteer commitment asked of all parents, increases by 5% annually until the five-year target is met.	70% of the parents will meet the minimum monthly volunteer commitment asked of all parents	All parents will be asked to sign a non-binding contract to provide two hours of volunteer services to the school monthly (one hour if a single parent). Numerous volunteer opportunities will be provided that can be completed at the school or at home.

III. Organizational and Management Performance Objectives (con't)

Performance Objectives	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Staff members will actively attend and participate in staff meetings.	Percentage of staff members attending and participating in staff meetings.	Attendance log. Performance evaluation.	First year of employment.	90% of staff members will actively attend and participate in staff meetings, increasing by 1% annually until the five-year target is met.	95% of staff members will actively attend and participate in staff meetings.	
The school will implement the Expeditionary Learning model of instruction.	Numerous indicators based on expectations provided by Expeditionary Learning.	Annual implementation check. Core practices self assessment. Indicators of Expeditionary Learning in the classroom. Criteria of quality for learning expedition projects. School review portfolio guidelines.	First year of implementation.	Specific targets will be developed with school designer during the planning year.	Specific targets will be developed with school designer during the planning year.	Work closely with school designer to ensure that implementation of Expeditionary Learning is proceeding according to the model developers' expectations.

III. Organizational and Management Performance Objectives (con't)						
Performance Objectives	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Expand access to federal, state, and foundation funding.	Grant dollar received.	Budget documentation. Grant tracking documents.	First year of operation.	The percentage of the budget composed of federal, state, and foundation funding will increase by 3-5% annually.	The percentage of the budget composed of federal, state, and foundation funding will increase by 15-25%.	Identify grants available to meet specific school needs. Identify funders with a particular interest in Washington, D.C. or charter schools.

III. Organizational and Management Performance Objectives (con't)						
Performance Objectives	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
Develop and maintain community partnerships.	Number of partnerships.	Number of partnerships.	Number of partnerships during first year of operation.	Number of partnerships will increase by 2-3 partnerships annually.	Number of partnerships will increase by 10-15 partnerships.	Continue to provide information to the community about the school through presentations and individual contacts with local businesses and organizations. Partnerships will focus on organizations that will benefit from student service-learning activities and provide service opportunities for students. Partnerships also will focus on organizations whose missions align with Two Rivers priorities to provide common ground for establishing partnerships.

III. Organizational and Management Performance Objectives (con't)

Performance Objectives	Performance Indicators	Assessment Tools	Baseline Data	Annual Target	Five-Year Target	Strategies for Attainment
The school will become an active member of the D.C. charter school community.	Number of charter school community-wide meetings in which Two Rivers participates.	Staff and/or board member attendance at meetings.	First year level of attendance.	Staff and/or board members will attend 4 meetings annually, increasing by 1 meeting every 2-3 years.	Staff and/or board members will attend 6 meetings annually.	Both the Board of Trustees and principal will ensure that participation in community-wide charter school meetings is a priority and a requirement. The school also will become a resource for start-up and existing charter schools. The school will become an incubator for other charter school staff, including supporting the New Leaders program.

APPENDIX 16: LETTER FROM STANTON

EXHIBIT B

Random Selection Process

Two Rivers has already developed and begun distributing materials about the school as part of its student recruitment efforts. These efforts continue to increase and will continue to be coordinated with other outreach efforts, including community meetings to provide parents with information about the school. Two Rivers also has started accepting applications for enrollment for fall 2004. The initial application period began on November 14, 2003 and will extend to February 28, 2003.

The registration process will be used to accomplish several specific purposes outlined below:

- To assess the level of interest in Two Rivers' educational program;
- To establish a procedure for conducting a random lottery should a lottery be needed; and
- To provide an additional opportunity to communicate the school's mission and philosophy to prospective applicants; thereby, increasing the likelihood that applicants understand the program and share a commitment to the goals of the school.

Two Rivers is a D.C. public school that is open to all applicants within the ages and grade ranges served by the school. In accordance with D.C. charter school legislation, following the registration process for Year 1, preference in registration will be given to (1) students who are already enrolled in the school, and (2) siblings of children who are already enrolled in the school, provided space is available at the desired grade level. If a particular grade, such as kindergarten or grade 1, is approaching full enrollment with students already enrolled who are advancing to that grade, sibling placement will be determined by random lottery.

If some grades are overenrolled at the end of the registration period, returning students will be enrolled first, followed by their siblings. Remaining spaces will be allocated through a random lottery at each grade level that is overenrolled. Families will be notified about the results of the lottery within ten business days by mail. Students who do not get spaces will be rank-ordered via the lottery on a waiting list and notified in order of vacancies that emerge.

After the initial registration period, if a particular grade level or classroom is significantly underenrolled, Two Rivers will consider whether changes to the grade levels offered are necessary or beneficial. Changes could include combining underenrolled classrooms into multi-age groupings (for example, grade 2-3), adding additional classes in the early grades, or deciding not to offer a particular grade. Decisions about changes to class and grade configuration of Two Rivers will be made by the Principal in consultation with the Board before any families are notified.

Accepted applicants must either accept or decline an invitation to enroll in Two Rivers within four to six weeks for the 2004-2005 school year and within four weeks in subsequent years. After the designated registration period ends and if spaces are still available, Two Rivers will conduct additional outreach and recruiting and continue to accept student registrations on a first-come, first-serve basis until all remaining spaces are filled and the projected enrollment level has been reached.

Timetable for registration process for the 2004-2005 school year

Activity	Date
Registration period begins	November 14, 2003

Registration period ends	February 28, 2004
Lottery held by grade (if necessary)	March 2, 2004
Families notified	March 3-16, 2004
Enrollment decisions due in writing	April 16, 2004

Note: Except as noted, it is anticipated that a similar schedule will be followed in subsequent years. Dates falling on a Saturday or Sunday will be moved to the next business day.

Two Rivers is a public school open to any student who can demonstrate D.C. residency. Nonresident students may be allowed to enroll if there is space available, and if they pay tuition in accordance with DCPS' policies. The school will not discriminate on the basis of race, color, national origin, gender, sexual orientation, disability, or religion and will not impose any eligibility requirements or give preference in admissions to any group, except as provided for under charter school law. While the school will be open to all students, extensive efforts will be made to clearly communicate the school's mission, philosophy, and educational program to attract parents and students who are comfortable with and supportive of this approach.

EXHIBIT C

Expulsion/Suspension Policies

It is the school's intention that every student who enrolls in Two Rivers will be highly satisfied with their education experience. It is anticipated, however, that some students might withdraw from the school. These students might be moving to another city, or their parents may have determined that another school would be a better environment for them or be more convenient for various reasons. In the case of a student withdrawal, the school will require the student's parent to sign a withdrawal form, formally announcing the family's intent to leave the school and indicating the student's last day of attendance at Two Rivers. Upon request of the parent, the Principal will arrange for the student's records to be available for transfer to the new school. Each parent also will be asked to complete an exit interview to discuss the student's departure and his/her experience at Two Rivers. The Principal will keep a record of these interviews to look for trends in the reasons for student departures and take appropriate actions to correct any programmatic or administrative issues that are contributing to student attrition.

Two Rivers emphasizes character development and respect for others as evidenced by its adoption of both Expeditionary Learning and Responsive Classroom. It is hoped that this will minimize the need to suspend or expel students. All students are expected to uphold Two Rivers' behavior guidelines. Students struggling to uphold these guidelines will meet with school staff, including the classroom teacher, counselor, and Principal, to put interventions into place. The student's family also will be involved in generating creative solutions to problems following behavior guidelines.

The Principal, however, may suspend a student for not following Two Rivers' behavior guidelines. Suspension may be the consequence of a particularly problematic behavior (e.g., physical aggression), or may be the consequence of a pattern of less problematic behavior (e.g., repeated teasing). Suspension is generally used as a last resort and always involves a meeting between the Principal and student to discuss better ways to handle the situation and to develop a plan for the future. Parents will always be notified of a suspension and may be asked to meet with school staff upon the student's return to school.

If, after intervention, including suspension, a student is unable to adhere to Two Rivers' behavior guidelines, the Principal may expel the student. In certain cases, students may be expelled without going through an intervention process if the offense involves immediate danger to the student, other students, staff, or individuals involved with Two Rivers (e.g., bringing a weapon to school). These policies will be detailed in the student and parent handbooks.

EXHIBIT D

Budget

See attached document.

Report: School P&L Detail, v2.2

Version History

Two Rivers Public Charter School

REVENUE	INCOME	SY03-4	SY04-5	SY05-6	SY06-7	SY07-8	SY08-9	
DC Contract	DC Per-Pupil Income							
Fed Grants	DC per-pupil alloc.	-	1,358,490	1,727,971	2,118,398	2,530,696	2,965,824	5031 - DC per-pupil alloc.
Programs	DC per-pupil special ed funding	-	96,296	129,210	158,105	190,765	223,030	5032 - DC per-pupil special ed funding
Individuals	DC per-pupil facility alloc.	-	329,800	423,742	523,024	627,881	738,559	5033 - DC per-pupil facility alloc.
	DC per-pupil summer alloc.	-	72,014	92,527	114,206	137,103	161,270	5034 - DC per-pupil summer alloc.
EXPENSES	DC Per-Pupil LEP/NEP Funding	-	-	-	-	-	-	5035 - DC Per-Pupil LEP/NEP Funding
Curriculum	TOTAL - Per-Pupil Income	-	1,856,600	2,373,450	2,913,733	3,486,445	4,088,683	
Personnel	Federal Grants							
Staff Development	Fed Entitlement Grants	-	105,677	135,778	167,591	201,190	236,654	4521 - Fed NCLB Grant
Student Costs	Fed Startup Grant (Title Vb)	110,000	150,000	150,000	-	-	-	4522 - Fed Startup Grant (Title Vb)
Facilities	TOTAL - Federal Grants	110,000	255,677	285,778	167,591	201,190	236,654	
Office	Earned Fees							
General	TOTAL - Earned Fees	-	138,240	172,260	208,440	242,460	276,480	5180 - Program service fees
Classroom	Contributions							
	Individual contribution	50,000	50,000	64,242	79,294	95,191	111,971	4010 - Individual contribution
Programs	Foundation/trust grants	125,000	125,000	-	-	-	-	4230 - Foundation/trust grants
After School	Special events - gift revenue	10,000	10,000	12,848	15,859	19,038	22,394	5820 - Special events - gift revenue
	TOTAL - Contributions	185,000	185,000	77,091	95,153	114,229	134,365	
	Rental Income							
REPORTS	Gross rents revenue	-	125,000	100,000	-	-	-	5330 - Gross rents revenue
P&L - School	TOTAL - INCOME	295,000	2,560,517	3,008,579	3,384,916	4,044,324	4,736,182	
P&L - School Detail								
P&L - Programs	EXPENSES	SY03-4	SY04-5	SY05-6	SY06-7	SY07-8	SY08-9	
Sum of Activities	Salary-Related							
Cash Flow	Officer & director salaries	-	70,000	72,100	74,263	76,491	78,786	7210 - Officer & director salaries
	Teacher salaries	-	405,960	519,676	634,218	736,642	869,694	7220 - Teacher salaries
CHARTS	Teacher aides salaries	-	226,815	285,585	347,573	413,022	482,192	7230 - Teacher aides salaries
Profit & Loss	Other ed professionals salaries	-	172,000	258,530	304,478	454,574	468,212	7240 - Other ed professionals salaries
Income	Clerical salaries	-	25,000	25,750	26,523	54,636	56,275	7250 - Clerical salaries
Expense	Other staff salaries	-	-	-	-	27,318	28,138	7260 - Other staff salaries
Cash Flow	TOTAL - Salaries	-	899,775	1,161,641	1,387,055	1,762,684	1,983,296	
	Retirement plan contributions	-	42,900	55,620	65,670	84,085	94,655	7310 - Retirement plan contributions

	Health Insurance	-	115,200	152,770	189,085	252,184	291,864	7320 - Health Insurance
	Payroll Taxes	-	75,083	96,616	115,110	146,095	163,972	74 - Payroll Taxes
	TOTAL - Payroll Taxes & Benefits	-	233,183	305,005	369,865	482,364	550,491	
AUXILIARY	TOTAL - Salary-Related Expenses	-	1,132,958	1,466,646	1,756,920	2,245,048	2,533,787	
Students	Professional Fees							
Variables	Accounting Fees	20,500	65,000	66,950	68,959	71,027	73,158	7520 - Accounting Fees
Splits	Payroll processing fees	-	3,600	4,635	5,737	7,881	9,676	7521 - Payroll processing fees
CFS	Legal fees	-	5,000	5,150	5,305	5,464	5,628	7530 - Legal fees
Categories	Food/Water Service	-	26,190	33,650	41,534	49,861	58,650	7551 - Food/Water Service
DATA	Special Ed consulting	-	62,400	83,018	102,059	122,167	143,390	7553 - Special Ed consulting
	Contracted instruction fees	-	114,048	141,497	170,491	201,097	233,386	7554 - Contracted instruction fees
	Temporary help - contract	51,100	-	-	-	-	-	7580 - Temporary help - contract
	TOTAL - Professional Fees	71,600	276,238	334,900	394,084	457,496	523,887	
	Non-Personnel							
	Student Supplies	-	14,550	18,695	23,181	27,810	32,696	8111 - Student Supplies
	Office Supplies	500	10,000	12,848	15,859	19,038	22,394	8112 - Office Supplies
	Student assessment materials	-	29,400	11,021	10,185	10,490	10,805	8113 - Student assessment materials
	Telephone & telecommunications	500	10,800	11,124	11,458	11,801	12,155	8130 - Telephone & telecommunications
	Postage, shipping, delivery	200	500	642	793	952	1,120	8140 - Postage, shipping, delivery
	Equipment rent & maintenance	-	2,400	2,472	2,546	2,623	2,701	8160 - Equipment rent & maintenance
	Printing & duplication	3,000	5,000	6,424	7,929	9,519	11,197	8170 - Printing & duplication
	Textbooks, subscription, ref	-	27,000	5,665	6,896	8,195	9,567	8180 - Textbooks, subscription, ref
	TOTAL - Non-Personnel	4,200	99,650	68,892	78,846	90,429	102,635	
	Occupancy							
	Rent, parking, other occupancy	1,860	280,860	381,337	388,964	528,214	659,055	8210 - Rent, parking, other occupancy
	Utilities & garbage removal	-	134,750	189,263	194,940	267,991	337,653	8220 - Utilities & garbage removal
	Line of Credit Interest	-	30,000	30,000	30,000	30,000	30,000	8250 - Tenant Improvement loan interest
	Tenant Improvement loan principle	-	-	-	-	-	-	8251 - Tenant Improvement loan principle
	TOTAL - Occupancy	1,860	445,610	600,600	613,904	826,205	1,026,708	
	Travel							
	Field trip fees and travel	-	9,000	11,330	13,792	16,391	19,134	8350 - Field trip fees and travel
	Travel	-	6,000	10,000	12,000	14,000	18,000	8310 - Travel
	TOTAL - Travel	-	15,000	21,330	25,792	30,391	37,134	
	Misc							
	Insurance - non-employee	2,500	25,463	32,715	40,381	48,476	57,021	8520 - Insurance - non-employee
	Membership dues - organization	-	9,283	11,867	14,569	17,432	20,443	8530 - Membership dues - organization
	Staff development	15,000	109,325	50,260	51,768	53,321	54,920	8540 - Staff development

Other expenses	-	4,800	1,236	1,061	1,967	900	8590 - Other expenses
Advertising expenses	3,000	1,000	1,030	1,061	1,093	1,126	8570 - Advertising expenses
Total - Misc	20,500	149,871	97,109	108,839	122,289	134,411	
Capital Purchases							
Capital purchases - FF&E	500	125,396	70,692	1,661	9,493	7,376	9830 - Capital purchases - FF&E
Capital purchases - computers	-	39,250	11,500	13,500	17,000	15,000	9840 - Capital purchases - computers
TOTAL - Capital Purchases	500	164,646	82,192	15,161	26,493	22,376	
Contingency							
Contingency provisions	5,132	118,176	125,352	133,506	167,614	197,561	8580 - Contingency provisions
TOTAL - Expenses	103,792	2,402,147	2,797,020	3,127,051	3,965,964	4,578,499	
Annual Income	191,208	158,369	211,559	257,865	78,359	157,683	
Cash Flow	191,208	349,577	561,136	819,001	897,360	1,055,044	

EXHIBIT E

Key Personnel

Board of Trustees

A. Lester Burke and his family have lived on Capitol Hill for the last four years. Mr. Burke is a Senior Level Network Analyst for Arlington Public Schools and has been with them for the last eight years. In his current position, he manages all aspects of the network infrastructure for seven schools. In addition, he has developed video streaming solutions for the school system, allowing for broadcasting of school board meetings via the Internet. Currently, Mr. Burke is involved with the redesign of the school systems' network security. Prior to this, he worked in the printing and publishing field as an assistant manager of digital pre-press departments for Mount Vernon Printing and D&S Graphics. Mr. Burke currently is enrolled in the Executive Masters of Information Systems graduate program at George Washington University. Mr. Burke received his undergraduate degree in chemistry from The College of Wooster.

Ziad Elias Demian is the father of two boys, ages 4 and 2. He has lived in the Washington, D.C. area for over 20 years and has been a resident in the Capitol Hill neighborhood in the District of Columbia for the last two years. Mr. Demian is the principal of Demian + St. Leger, an Architecture and Planning Design Firm. His extensive national and international experience covers a wide range of project types, scales, and complexity. It includes town planning, large mixed-use projects, institutional, commercial, as well as residential projects. Mr. Demian also has designed and renovated schools in the D.C. area. Prior to starting his own practice, he was a lead designer at Cooper Carry, Inc. and at Ritter Architects. He holds a Master of Architecture degree from Virginia Polytechnic Institute and State University and a Bachelor of Science in Architecture from The Catholic University of America.

Pat Harden is the Director of Student Services at Burgundy Farms Country Day School in Alexandria, Virginia. She is a trained early childhood educator and a licensed social worker, and has expertise in recruiting a diverse student body and staff. Ms. Harden has worked at several schools in the Washington metropolitan area, including St. Peters on Capitol Hill and The Ivymount School, a school for students with special needs in Rockville, Maryland. While Ms. Harden is no longer a Capitol Hill resident, she raised her family on the Hill.

Manda M. Kelley (Vice President) is a 10-year Washington, D.C. area resident of which 8 of those years have been spent living on Capitol Hill. By a twist of fate, she found her talent for fundraising and a love for Special Event planning by becoming involved with Walk-The-Talk Productions, the previous event coordinators for the AIDS Walk Washington. Ms. Kelley eventually found herself working on the staff and was involved with the company and the Walk during its three highest years of fundraising. She also sat on the Walk Committee for the Diabetes Association and was the Chair of its *Kiss a Pig* fundraiser. She also has spent time working for the National Osteoporosis Foundation and in the development field for non-profits. Ms. Kelley has a deep sense of community and strives to see that her community, both locally and globally, will continue to grow. A native of Illinois, Ms. Kelly attended the University of Illinois before moving to D.C. She is the single mother of a two and half year-old daughter and currently works for the American Council of Independent Laboratories.

Kevin Kraham is the father of two young sons and has lived on Capitol Hill for the past seven years. He is an attorney with the DC office of Ford & Harrison LLP, where he represents

management in labor and employment matters, including traditional labor-management relations under the Railway Labor Act, equal employment opportunity counseling, and employment litigation. Prior to joining Ford & Harrison, Kevin was an administrative judge at the U.S. Equal Employment Opportunity Commission, where he adjudicated employment discrimination and retaliation claims brought by federal employees. He also has extensive mediation experience, and serves as a pro bono mediator for the EEOC. Kevin was born and raised in New York, and among other things, attended a 26-day Hurricane Island Outward Bound course in Maine during college. Kevin received his undergraduate degree in international relations and Spanish from Boston University, and earned his law degree from American University's Washington College of Law.

Sarah Richardson (Treasurer) is the mother of three children, ages 2, 2, and 1, and is a resident of the District of Columbia. As a parent, she has served as an officer of the Capitol Hill Cooperative Playschool, a parent-run playschool for two-year olds where parents take turns organizing and supervising activities for the children. Ms. Richardson has also been an active member of the Education Committee of MoTH. From 1998 to 2000, Ms. Richardson was a licensed building contractor and the owner of a small real estate investment company. She has extensive experience in analyzing financial statements for multinational companies as a consultant with the Transfer Pricing Economics group of Price Waterhouse LLP. Also at Price Waterhouse, she had a key role in staff development, including recruiting and training economists. Ms. Richardson has additional international business experience as an analyst with the business information center at the Dow Chemical Company, where she served as a team member on market research and feasibility studies for the company's operations around the world. Education-related experience includes being part of the first staff to work at the University of Michigan's Media Union, a center that brings together information resources, information technology, and production studios. She has extensive experience in working with companies and organizations in the midst of profound and rapid change and the resulting organizational challenges to staff and clients. She holds a Master of Science in Information degree from the University of Michigan's School of Information and a BA in Economics from the University of Michigan.

Rebecca Schou currently is the principal of an independent school in the Annapolis area, and the mother of three children. Prior to accepting her current position, Ms. Schou was the field director of Expeditionary Learning for the Mid-Atlantic region. In this role, she worked with numerous schools, including many charter schools, across the region to implement the Expeditionary Learning model of instruction. She also served as the principal of Annapolis Elementary for three years and led the school through the process of adopting and implementing Expeditionary Learning. After two years of implementation, the school showed substantial increases in test scores, decreases in disciplinary referrals and actions, and increases in parental involvement. In addition to her experience as a principal, Ms. Schou also was an assistant principal for five years in Anne Arundel County and worked as a reading resource teacher for five years in two different schools in the City of Annapolis. Ms. Schou also taught elementary school for nine years, working with students in grades 1, 3, 4, 5, and 6. She holds a B.S. in education from Slippery Rock University and a master's degree in education from Loyola College in Baltimore, Maryland.

Michael Skinner (Secretary) has been a Capitol Hill resident for over 5 years and is a native of the Washington, D.C. area. He has a 2-year old son. Mr. Skinner works as an actor, producer, and teacher. As a professional actor, he has worked at numerous theatres in the D.C. metropolitan area, including The Shakespeare Theatre, Theater J, the Folger Shakespeare Library, Washington Jewish Theatre, Charter Theatre, Rorschach Theatre, Washington Shakespeare Company, Source Theatre Company, Ford's Theatre, and Arena Stage. He has also appeared in numerous independent films, industrial videos, and television commercials and has been featured in voice-

overs for radio, television, Internet sites, and books on tape. As president and owner of Pendragwn Productions, he has worked with corporations, government agencies, and nonprofit organizations to produce videos, short films, and documentaries. Mr. Skinner has also been active in arts education for youth having taught at the Folger Shakespeare Library and numerous Washington area schools, performed in and directed touring shows specifically designed for elementary and middle school students, and directed full-scale productions for local schools and theatre programs. For the past four years, he has directed a summer Shakespeare production for teenagers through Imagination Stage. Mr. Skinner is a graduate of the University of Delaware.

Rebecca Skinner (President) is the mother of a toddler. She has lived in the D.C. metropolitan area for over 20 years, and has lived on Capitol Hill for over five years. She is a member of MoTH and has been particularly active on the education committee. Professionally, Ms. Skinner is an education researcher and policy analyst. She currently works for the Congressional Research Service at the Library of Congress where she focuses on education policy issues. Prior to working at CRS, Ms. Skinner was a Senior Associate at The McKenzie Group, a small minority-owned firm in Washington, D.C., specializing in education consulting. In that capacity, Ms. Skinner served as a project director, member of the firm's executive committee, and proposal writer. At TMG, Ms. Skinner also worked extensively in the area of resource mapping, with an emphasis on helping national, state, and local organizations use resources as effectively as possible to meet the needs of youth. She has also worked at Westat, a survey and statistical research firm in Rockville, MD, where she was as a Research Associate and Survey Manager. Ms. Skinner has taught at The George Washington University and has taught GED courses for Montgomery County. Ms. Skinner is currently pursuing her doctorate in Education Policy Studies at The George Washington University. She has completed her coursework and is working on her dissertation, which focuses on service-learning in public schools. Ms. Skinner holds an MA in economics from Brown University, and a BS in economics and a BA in history from the University of Delaware.

Principal

Jessica Wodatch ended her tenure as the Middle School Director at Kingsbury Day School, a school for students with learning disabilities, in December 2003 to join Two Rivers as a full-time consultant. She previously served as an administrator at St. Coletta School, a school for students with mental retardation and autism. In her administrative positions, Ms. Wodatch has hired staff, supervised and evaluated staff, provided professional development, worked with parents and community members, provided daily behavior management guidance to students, overseen the development and implementation of curriculum, assisted with developing schoolwide teams, worked on Board committees, ensured a safe physical environment, and held students to high academic standards. Ms. Wodatch has extensive experience in special education. Ms. Wodatch spent three years as a researcher for an education evaluation firm, where she gained experience interviewing school leaders, conducting focus groups, observing master teachers, administering surveys, working with education data, and training teachers to administer the Stanford-9. She began her education career as a third grade teacher in the Bronx through Teach for America. She received a Master's degree in education administration from George Washington University and a bachelor's degree from Macalester College. Ms. Wodatch grew up on Capitol Hill, attended D.C. Public Schools from pre-kindergarten through 12th grade and is now a parent on Capitol Hill.

EXHIBIT F

Articles of Incorporation

See attached documents.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

TWO RIVERS PUBLIC CHARTER SCHOOL INC.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the 4th day of April, 2003.

David Clark
DIRECTOR

Elizabeth O. Kim
Administrator
Business Regulation Administration

Maxine M. Hinson
Act. Assistant Superintendent of Corporations
Corporations Division

Anthony A. Williams
Mayor

**ARTICLES OF INCORPORATION
OF
TWO RIVERS PUBLIC CHARTER SCHOOL INC.**

TO: DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION
CORPORATIONS DIVISION
941 NORTH CAPITOL STREET, NE
WASHINGTON, DC 20002

We, the undersigned, being natural persons over the age of twenty-one ^{years}, acting as incorporators of a corporation under the District of Columbia Non-Profit Corporation Act, (D.C. Code, Title 29, Chapter 3) adopt the following Articles of Incorporation:

FIRST: The name of the corporation is Two Rivers Public Charter School, Inc. (hereinafter referred to as the "Corporation").

SECOND: The period of the Corporation's duration is perpetual.

THIRD: The Corporation is organized and shall operate exclusively for the following lawful purposes: educational, charitable, scientific, literary, musical, social, athletic and promotion of the arts, including the operation of a public charter school, but only to the extent that such purposes are permitted within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (hereinafter referred to as the "Code"). The Corporation shall have all powers granted to it by law to further its above stated purposes, including those expressly stated in its bylaws.

FOURTH: Persons of any race, religion and of either sex shall be entitled to all of the rights, privileges, programs and activities generally made available to participants in the Corporation, its programs and activities. The Corporation shall not discriminate on the basis of race, color, religion, creed, national origin, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement in administering its policies and programs.

FIFTH: The Corporation shall have no members.

FILE

APR 9 2003

SIXTH: No part of the net earnings of the Corporation shall be distributed to or inure to the benefit of its Board of Directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD of the Articles of Incorporation. No member of the Board of Directors shall receive compensation for services rendered in carrying out Board functions, but may be reimbursed for expenses incurred. No substantial part of the Corporation's activities shall consist of carrying on propaganda or otherwise attempting to influence legislation. The Corporation shall not participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on (I) by an organization exempt from Federal income tax under Section 501 (c) (3) of the Code, or (ii) by an organization contributions to which are deductible under Section 170 (c) (2) of the Code, or (iii) by an organization formed pursuant to a charter granted by an eligible chartering authority.

In the event of dissolution of the Corporation, none of its assets shall be distributed except to an organization qualifying as a tax exempt charitable, educational or scientific organization under applicable Federal revenue statutes.

SEVENTH: The Board of Directors of the Corporation is the Board of Trustees described in the Bylaws. A statement as to the manner in which Directors/Trustees shall be elected or selected shall be provided in the bylaws of the Corporation.

There shall be no less than five and no more than fifteen Directors of the Corporation. The number of Directors, their election or selection, and their terms shall be set forth in the bylaws and may be changed by amendment to the bylaws. A majority of the Directors shall be residents of the District of Columbia and at least two of the directors shall be parents or guardians of children attending Two Rivers Public Charter School. The election or selection of parent/guardian Directors shall be conducted on the earliest practicable date after classes at the school have commenced. One-third of the number of directors, as that number may be amended by the bylaws, shall constitute a quorum for conducting business. The Board of Directors may also include any number of ex-officio members who shall serve as elected or selected by the Board of Directors. The initial Board of Directors of the Corporation, who are to serve as directors until the first annual meeting or until their successors are elected and shall qualify, are:

Tracey Broderick-Sokol	707 G Street SE, Washington, DC 20003
Ziad Elias Demian	135 13 th Street NE, Washington, DC 20002
Norman Dong	3624 Van Ness Street NW, Washington, DC 20008
Manda M. Kelley	315 Kentucky Ave. SE, #2, Washington, DC 20003
Sarah Richardson	622 Sixth Street NE, Washington, DC 20002
Michael Skinner	1212 Walter Street SE, Washington, DC 20003
Rebecca Skinner	1212 Walter Street SE, Washington, DC 20003

EIGHTH: The initial registered agent of the Corporation is Sarah Richardson, a resident of the District of Columbia. The initial registered office of the Corporation is c/o Sarah Richardson, 622 Sixth Street NE, Washington, DC 20002.

NINTH: Meetings of the Board of Directors may be held within or without the District of Columbia as the bylaws of the Corporation provide. The books for the Corporation may be kept (subject to any provision contained in the laws of the District of Columbia and the charter granted by the eligible chartering authority) outside the District of Columbia at such place as may be designated from time to time by the Board of Directors or in the bylaws of the Corporation.

TENTH: The Corporation reserves the right to amend, alter, change or repeal any provision contained in these articles of incorporation, in the manner now or hereafter prescribed by statute, and all rights conferred upon the officers, directors and members herein are granted subject to this reservation.

ELEVENTH: The name and address of each incorporator of the Corporation is:

Tracey Broderick-Sokol	707 G Street SE, Washington, DC 20003
Sarah Richardson	622 Sixth Street NE, Washington, DC 20002
Rebecca Skinner	1212 Walter Street SE, Washington, DC 20003

IN WITNESS WHEREOF, the undersigned have signed these Articles of Incorporation on the 4th day of April, 2003.

CITY OF WASHINGTON)

DISTRICT OF COLUMBIA)

ss.

I, M. R. Burness, a Notary Public in and for the District of Columbia, hereby certify that on the 4th day of April, 2003, Tracey Broderick-Sokol, Sarah Richardson, and Rebecca Skinner personally appeared before me and signed the foregoing document as incorporators and have averred that the statements therein contained are true.

WITNESS hand and notarial seal this 4th day of April, 2003.


Notary Public

M. R. Burness
Notary Public, District of Columbia
My Commission Expires Mar. 14, 2004

My commission expires:

CONSENT TO SERVE AS REGISTERED AGENT
FOR THE
TWO RIVERS PUBLIC CHARTER SCHOOL, INC.

TO:

The Superintendent of Corporations
Department of Consumer and Regulatory Affairs
Business and Professional Licensing Administration, Corporations Division
941 North Capitol Street, NE
Washington, DC 20003

I, Sarah Richardson, a natural person over the age of twenty-one and residing in the District of Columbia, give my consent to serve as the registered agent pursuant to D.C. Code Title 29 and Title 41, of the District of Columbia Non-Profit Corporation to be known as the Two Rivers Public Charter School, Inc.

(SEAL)

Sarah Richardson
622 Sixth Street NE
Washington, DC 20002

CITY OF WASHINGTON)

ss:

DISTRICT OF COLUMBIA)

I, M. R. Buiness, a Notary Public in and for the District of Columbia hereby certify that on the 4th day of April, 2003, Sarah Richardson personally appeared before me and signed the foregoing document as her consent to serve as a registered agent and has averred that the statements therein contained are true.

WITNESS hand and notarial seal this 4th day of April, 2003

M. R. Buiness
Notary Public, District of Columbia
My Commission Expires Mar. 14, 2004

My commission expires:

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF AMENDMENT** is hereby issued to:

TWO RIVERS PUBLIC CHARTER SCHOOL INC.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **9th** day of **December, 2003**.

David Clark
DIRECTOR

John T. Drann
Acting Administrator
Business Regulation Administration

Patricia E. Grays
Superintendent of Corporations
Corporations Division

Anthony A. Williams
Mayor

**ARTICLES OF AMENDMENT
TO
ARTICLES OF INCORPORATION
OF
TWO RIVERS PUBLIC CHARTER SCHOOL INC.**

TO: DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION
CORPORATIONS DIVISION
941 NORTH CAPITOL STREET, N.E.
WASHINGTON, DC 20002

Pursuant to the provisions of the District of Columbia Non-Profit Corporation Act, the undersigned adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the corporation is: Two Rivers Public Charter School Inc.

SECOND: The following amendment of the Articles of Incorporation was adopted by the Corporation in the manner prescribed by the District of Columbia Non-Profit Corporation Act:

SIXTH: No part of the net earnings of the Corporation shall be distributed to or inure to the benefit of its Board of Directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD of the Articles of Incorporation. No member of the Board of Directors shall receive compensation for services rendered in carrying out Board functions, but may be reimbursed for expenses incurred. No substantial part of the Corporation's activities shall consist of carrying on propaganda or otherwise attempting to influence legislation. The Corporation shall not participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles the Corporation shall not carry on any activities not permitted to be carried on (i) by an organization exempt from Federal income tax under Section 501(c)(3) of the Code, or (ii) by an organization, contributions to which are deductible under Section 170(c)(2) of the Code, or (iii) by an organization formed pursuant to a charter granted by an eligible chartering authority.

Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or corresponding section of any future

DEC -9 2001


federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

THIRD: The amendment was adopted in the following manner: The amendment was adopted at a meeting of the Board of Directors held on December 1, 2003, and received the vote of a majority of the Directors in office, there being no members having voting rights in respect thereof.

Date: December 8, 2003

TWO RIVERS PUBLIC CHARTER SCHOOL INC.

By:


Rebecca Skinner
President

ATTEST:



Michael Skinner
Secretary

EXHIBIT B

Random Selection Process

Two Rivers has already developed and begun distributing materials about the school as part of its student recruitment efforts. These efforts continue to increase and will continue to be coordinated with other outreach efforts, including community meetings to provide parents with information about the school. Two Rivers also has started accepting applications for enrollment for fall 2004. The initial application period began on November 14, 2003 and will extend to February 28, 2004.

The registration process will be used to accomplish several specific purposes outlined below:

- To assess the level of interest in Two Rivers' educational program;
- To establish a procedure for conducting a random lottery should a lottery be needed; and
- To provide an additional opportunity to communicate the school's mission and philosophy to prospective applicants; thereby, increasing the likelihood that applicants understand the program and share a commitment to the goals of the school.

Two Rivers is a D.C. public school that is open to all applicants within the ages and grade ranges served by the school. In accordance with D.C. charter school legislation, following the registration process for Year 1, preference in registration will be given to (1) students who are already enrolled in the school, and (2) siblings of children who are already enrolled in the school, provided space is available at the desired grade level. If a particular grade, such as kindergarten or grade 1, is approaching full enrollment with students already enrolled who are advancing to that grade, sibling placement will be determined by random lottery.

If some grades are overenrolled at the end of the registration period, returning students will be enrolled first, followed by their siblings. Remaining spaces will be allocated through a random lottery at each grade level that is overenrolled. Families will be notified about the results of the lottery within ten business days by mail. Students who do not get spaces will be rank-ordered via the lottery on a waiting list and notified in order of vacancies that emerge.

After the initial registration period, if a particular grade level or classroom is significantly underenrolled, Two Rivers will consider whether changes to the grade levels offered are necessary or beneficial. Changes could include combining underenrolled classrooms into multi-age groupings (for example, grade 2-3), adding additional classes in the early grades, or deciding not to offer a particular grade. Decisions about changes to class and grade configuration of Two Rivers will be made by the Principal in consultation with the Board before any families are notified.

Accepted applicants must either accept or decline an invitation to enroll in Two Rivers within four to six weeks for the 2004-2005 school year and within four weeks in subsequent years. After the designated registration period ends and if spaces are still available, Two Rivers will conduct additional outreach and recruiting and continue to accept student registrations on a first-come, first-serve basis until all remaining spaces are filled and the projected enrollment level has been reached.

Timetable for registration process for the 2004-2005 school year

Activity	Date
Registration period begins	November 14, 2003

Registration period ends	February 28, 2004
Lottery held by grade (if necessary)	March 2, 2004
Families notified	March 3-16, 2004
Enrollment decisions due in writing	April 16, 2004

Note: Except as noted, it is anticipated that a similar schedule will be followed in subsequent years. Dates falling on a Saturday or Sunday will be moved to the next business day.

Two Rivers is a public school open to any student who can demonstrate D.C. residency. Nonresident students may be allowed to enroll if there is space available, and if they pay tuition in accordance with DCPS' policies. The school will not discriminate on the basis of race, color, national origin, gender, sexual orientation, disability, or religion and will not impose any eligibility requirements or give preference in admissions to any group, except as provided for under charter school law. While the school will be open to all students, extensive efforts will be made to clearly communicate the school's mission, philosophy, and educational program to attract parents and students who are comfortable with and supportive of this approach.

EXHIBIT C

Expulsion/Suspension Policies

It is the school's intention that every student who enrolls in Two Rivers will be highly satisfied with their education experience. It is anticipated, however, that some students might withdraw from the school. These students might be moving to another city, or their parents may have determined that another school would be a better environment for them or be more convenient for various reasons. In the case of a student withdrawal, the school will require the student's parent to sign a withdrawal form, formally announcing the family's intent to leave the school and indicating the student's last day of attendance at Two Rivers. Upon request of the parent, the Principal will arrange for the student's records to be available for transfer to the new school. Each parent also will be asked to complete an exit interview to discuss the student's departure and his/her experience at Two Rivers. The Principal will keep a record of these interviews to look for trends in the reasons for student departures and take appropriate actions to correct any programmatic or administrative issues that are contributing to student attrition.

Two Rivers emphasizes character development and respect for others as evidenced by its adoption of both Expeditionary Learning and Responsive Classroom. It is hoped that this will minimize the need to suspend or expel students. All students are expected to uphold Two Rivers' behavior guidelines. Students struggling to uphold these guidelines will meet with school staff, including the classroom teacher, counselor, and Principal, to put interventions into place. The student's family also will be involved in generating creative solutions to problems following behavior guidelines.

The Principal, however, may suspend a student for not following Two Rivers' behavior guidelines. Suspension may be the consequence of a particularly problematic behavior (e.g., physical aggression), or may be the consequence of a pattern of less problematic behavior (e.g., repeated teasing). Suspension is generally used as a last resort and always involves a meeting between the Principal and student to discuss better ways to handle the situation and to develop a plan for the future. Parents will always be notified of a suspension and may be asked to meet with school staff upon the student's return to school.

If, after intervention, including suspension, a student is unable to adhere to Two Rivers' behavior guidelines, the Principal may expel the student. In certain cases, students may be expelled without going through an intervention process if the offense involves immediate danger to the student, other students, staff, or individuals involved with Two Rivers (e.g., bringing a weapon to school). These policies will be detailed in the student and parent handbooks.

EXHIBIT D

Budget

See attached document.

Report: School P&L Detail, v2.2

Version History

Two Rivers Public Charter School

REVENUE	INCOME	SY03-4	SY04-5	SY05-6	SY06-7	SY07-8	SY08-9	
DC Contract	DC Per-Pupil Income							
Fed Grants	DC per-pupil alloc.	-	1,358,490	1,727,971	2,118,398	2,530,696	2,965,824	5031 - DC per-pupil alloc.
Programs	DC per-pupil special ed funding	-	96,296	129,210	158,105	190,765	223,030	5032 - DC per-pupil special ed funding
Individuals	DC per-pupil facility alloc.	-	329,800	423,742	523,024	627,881	738,559	5033 - DC per-pupil facility alloc.
	DC per-pupil summer alloc.	-	72,014	92,527	114,206	137,103	161,270	5034 - DC per-pupil summer alloc.
EXPENSES	DC Per-Pupil LEP/NEP Funding	-	-	-	-	-	-	5035 - DC Per-Pupil LEP/NEP Funding
Curriculum	TOTAL - Per-Pupil Income	-	1,856,600	2,373,450	2,913,733	3,486,445	4,088,683	
Personnel	Federal Grants							
Staff Development	Fed Entitlement Grants	-	105,677	135,778	167,591	201,190	236,654	4521 - Fed NCLB Grant
Student Costs	Fed Startup Grant (Title Vb)	110,000	150,000	150,000	-	-	-	4522 - Fed Startup Grant (Title Vb)
Facilities	TOTAL - Federal Grants	110,000	255,677	285,778	167,591	201,190	236,654	
Office	Earned Fees							
General	TOTAL - Earned Fees	-	138,240	172,260	208,440	242,460	276,480	5180 - Program service fees
Classroom	Contributions							
	Individual contribution	50,000	50,000	64,242	79,294	95,191	111,971	4010 - Individual contribution
Programs	Foundation/trust grants	125,000	125,000	-	-	-	-	4230 - Foundation/trust grants
After School	Special events - gift revenue	10,000	10,000	12,848	15,859	19,038	22,394	5820 - Special events - gift revenue
	TOTAL - Contributions	185,000	185,000	77,091	95,153	114,229	134,365	
	Rental Income							
REPORTS	Gross rents revenue	-	125,000	100,000	-	-	-	5330 - Gross rents revenue
P&L - School	TOTAL - INCOME	295,000	2,560,517	3,008,579	3,384,916	4,044,324	4,736,182	
P&L - School Detail								
P&L - Programs	EXPENSES	SY03-4	SY04-5	SY05-6	SY06-7	SY07-8	SY08-9	
Strnt of Activites	Salary-Related							
Cash Flow	Officer & director salaries	-	70,000	72,100	74,263	76,491	78,786	7210 - Officer & director salaries
	Teacher salaries	-	405,960	519,676	634,218	736,642	869,694	7220 - Teacher salaries
CHARTS	Teacher aides salaries	-	226,815	285,585	347,573	413,022	482,192	7230 - Teacher aides salaries
Profit & Loss	Other ed professionals salaries	-	172,000	258,530	304,478	454,574	468,212	7240 - Other ed professionals salaries
Income	Clerical salaries	-	25,000	25,750	26,523	54,636	56,275	7250 - Clerical salaries
Expense	Other staff salaries	-	-	-	-	27,318	28,138	7260 - Other staff salaries
Cash Flow	TOTAL - Salaries	-	899,775	1,161,641	1,387,055	1,762,684	1,983,296	
	Retirement plan contributions	-	42,900	55,620	65,670	84,085	94,655	7310 - Retirement plan contributions

	Health Insurance	-	115,200	152,770	189,085	252,184	291,864	7320 - Health Insurance
	Payroll Taxes	-	75,083	96,616	115,110	146,095	163,972	74 - Payroll Taxes
	TOTAL - Payroll Taxes & Benefits	-	233,183	305,005	369,865	482,364	550,491	
AUXILIARY	TOTAL - Salary-Related Expenses	-	1,132,958	1,466,646	1,756,920	2,245,048	2,533,787	
Students	Professional Fees							
Variables	Accounting Fees	20,500	65,000	66,950	68,959	71,027	73,158	7520 - Accounting Fees
Splits	Payroll processing fees	-	3,600	4,635	5,737	7,881	9,676	7521 - Payroll processing fees
CFS	Legal fees	-	5,000	5,150	5,305	5,464	5,628	7530 - Legal fees
Categories	Food/Water Service	-	26,190	33,650	41,534	49,861	58,650	7551 - Food/Water Service
DATA	Special Ed consulting	-	62,400	83,018	102,059	122,167	143,390	7553 - Special Ed consulting
	Contracted instruction fees	-	114,048	141,497	170,491	201,097	233,386	7554 - Contracted instruction fees
	Temporary help - contract	51,100	-	-	-	-	-	7580 - Temporary help - contract
	TOTAL - Professional Fees	71,600	276,238	334,900	394,084	457,496	523,887	
	Non-Personnel							
	Student Supplies	-	14,550	18,695	23,181	27,810	32,696	8111 - Student Supplies
	Office Supplies	500	10,000	12,848	15,859	19,038	22,394	8112 - Office Supplies
	Student assessment materials	-	29,400	11,021	10,185	10,490	10,805	8113 - Student assessment materials
	Telephone & telecommunications	500	10,800	11,124	11,458	11,801	12,155	8130 - Telephone & telecommunications
	Postage, shipping, delivery	200	500	642	793	952	1,120	8140 - Postage, shipping, delivery
	Equipment rent & maintenance	-	2,400	2,472	2,546	2,623	2,701	8160 - Equipment rent & maintenance
	Printing & duplication	3,000	5,000	6,424	7,929	9,519	11,197	8170 - Printing & duplication
	Textbooks, subscription, ref	-	27,000	5,665	6,896	8,195	9,567	8180 - Textbooks, subscription, ref
	TOTAL - Non-Personnel	4,200	99,650	68,892	78,846	90,429	102,635	
	Occupancy							
	Rent, parking, other occupancy	1,860	280,860	381,337	388,964	528,214	659,055	8210 - Rent, parking, other occupancy
	Utilities & garbage removal	-	134,750	189,263	194,940	267,991	337,653	8220 - Utilities & garbage removal
	Line of Credit Interest	-	30,000	30,000	30,000	30,000	30,000	8250 - Tenant Improvement loan interest
	Tenant Improvement loan principle	-	-	-	-	-	-	8251 - Tenant Improvement loan principle
	TOTAL - Occupancy	1,860	445,610	600,600	613,904	826,205	1,026,708	
	Travel							
	Field trip fees and travel	-	9,000	11,330	13,792	16,391	19,134	8350 - Field trip fees and travel
	Travel	-	6,000	10,000	12,000	14,000	18,000	8310 - Travel
	TOTAL - Travel	-	15,000	21,330	25,792	30,391	37,134	
	Misc							
	Insurance - non-employee	2,500	25,463	32,715	40,381	48,476	57,021	8520 - Insurance - non-employee
	Membership dues - organization	-	9,283	11,867	14,569	17,432	20,443	8530 - Membership dues - organization
	Staff development	15,000	109,325	50,260	51,768	53,321	54,920	8540 - Staff development

Other expenses	-	4,800	1,236	1,061	1,967	900	8590 - Other expenses
Advertising expenses	3,000	1,000	1,030	1,061	1,093	1,126	8570 - Advertising expenses
Total - Misc	20,500	149,871	97,109	108,839	122,289	134,411	
Capital Purchases							
Capital purchases - FF&E	500	125,396	70,692	1,661	9,493	7,376	9830 - Capital purchases - FF&E
Capital purchases - computers	-	39,250	11,500	13,500	17,000	15,000	9840 - Capital purchases - computers
TOTAL - Capital Purchases	500	164,646	82,192	15,161	26,493	22,376	
Contingency							
Contingency provisions	5,132	118,176	125,352	133,506	167,614	197,561	8580 - Contingency provisions
TOTAL - Expenses	103,792	2,402,147	2,797,020	3,127,051	3,965,964	4,578,499	
Annual Income	191,208	158,369	211,559	257,865	78,359	157,683	
Cash Flow	191,208	349,577	561,136	819,001	897,360	1,055,044	

EXHIBIT E

Key Personnel

Board of Trustees

A. Lester Burke and his family have lived on Capitol Hill for the last four years. Mr. Burke is a Senior Level Network Analyst for Arlington Public Schools and has been with them for the last eight years. In his current position, he manages all aspects of the network infrastructure for seven schools. In addition, he has developed video streaming solutions for the school system, allowing for broadcasting of school board meetings via the Internet. Currently, Mr. Burke is involved with the redesign of the school systems' network security. Prior to this, he worked in the printing and publishing field as an assistant manager of digital pre-press departments for Mount Vernon Printing and D&S Graphics. Mr. Burke currently is enrolled in the Executive Masters of Information Systems graduate program at George Washington University. Mr. Burke received his undergraduate degree in chemistry from The College of Wooster.

Ziad Elias Demian is the father of two boys, ages 4 and 2. He has lived in the Washington, D.C. area for over 20 years and has been a resident in the Capitol Hill neighborhood in the District of Columbia for the last two years. Mr. Demian is the principal of Demian + St. Leger, an Architecture and Planning Design Firm. His extensive national and international experience covers a wide range of project types, scales, and complexity. It includes town planning, large mixed-use projects, institutional, commercial, as well as residential projects. Mr. Demian also has designed and renovated schools in the D.C. area. Prior to starting his own practice, he was a lead designer at Cooper Carry, Inc. and at Ritter Architects. He holds a Master of Architecture degree from Virginia Polytechnic Institute and State University and a Bachelor of Science in Architecture from The Catholic University of America.

Pat Harden is the Director of Student Services at Burgundy Farms Country Day School in Alexandria, Virginia. She is a trained early childhood educator and a licensed social worker, and has expertise in recruiting a diverse student body and staff. Ms. Harden has worked at several schools in the Washington metropolitan area, including St. Peters on Capitol Hill and The Ivymount School, a school for students with special needs in Rockville, Maryland. While Ms. Harden is no longer a Capitol Hill resident, she raised her family on the Hill.

Manda M. Kelley (Vice President) is a 10-year Washington, D.C. area resident of which 8 of those years have been spent living on Capitol Hill. By a twist of fate, she found her talent for fundraising and a love for Special Event planning by becoming involved with Walk-The-Talk Productions, the previous event coordinators for the AIDS Walk Washington. Ms. Kelley eventually found herself working on the staff and was involved with the company and the Walk during its three highest years of fundraising. She also sat on the Walk Committee for the Diabetes Association and was the Chair of its *Kiss a Pig* fundraiser. She also has spent time working for the National Osteoporosis Foundation and in the development field for non-profits. Ms. Kelley has a deep sense of community and strives to see that her community, both locally and globally, will continue to grow. A native of Illinois, Ms. Kelly attended the University of Illinois before moving to D.C. She is the single mother of a two and half year-old daughter and currently works for the American Council of Independent Laboratories.

Kevin Kraham is the father of two young sons and has lived on Capitol Hill for the past seven years. He is an attorney with the DC office of Ford & Harrison LLP, where he represents

management in labor and employment matters, including traditional labor-management relations under the Railway Labor Act, equal employment opportunity counseling, and employment litigation. Prior to joining Ford & Harrison, Kevin was an administrative judge at the U.S. Equal Employment Opportunity Commission, where he adjudicated employment discrimination and retaliation claims brought by federal employees. He also has extensive mediation experience, and serves as a pro bono mediator for the EEOC. Kevin was born and raised in New York, and among other things, attended a 26-day Hurricane Island Outward Bound course in Maine during college. Kevin received his undergraduate degree in international relations and Spanish from Boston University, and earned his law degree from American University's Washington College of Law.

Sarah Richardson (Treasurer) is the mother of three children, ages 2, 2, and 1, and is a resident of the District of Columbia. As a parent, she has served as an officer of the Capitol Hill Cooperative Playschool, a parent-run playschool for two-year olds where parents take turns organizing and supervising activities for the children. Ms. Richardson has also been an active member of the Education Committee of MoTH. From 1998 to 2000, Ms. Richardson was a licensed building contractor and the owner of a small real estate investment company. She has extensive experience in analyzing financial statements for multinational companies as a consultant with the Transfer Pricing Economics group of Price Waterhouse LLP. Also at Price Waterhouse, she had a key role in staff development, including recruiting and training economists. Ms. Richardson has additional international business experience as an analyst with the business information center at the Dow Chemical Company, where she served as a team member on market research and feasibility studies for the company's operations around the world. Education-related experience includes being part of the first staff to work at the University of Michigan's Media Union, a center that brings together information resources, information technology, and production studios. She has extensive experience in working with companies and organizations in the midst of profound and rapid change and the resulting organizational challenges to staff and clients. She holds a Master of Science in Information degree from the University of Michigan's School of Information and a BA in Economics from the University of Michigan.

Rebecca Schou currently is the principal of an independent school in the Annapolis area, and the mother of three children. Prior to accepting her current position, Ms. Schou was the field director of Expeditionary Learning for the Mid-Atlantic region. In this role, she worked with numerous schools, including many charter schools, across the region to implement the Expeditionary Learning model of instruction. She also served as the principal of Annapolis Elementary for three years and led the school through the process of adopting and implementing Expeditionary Learning. After two years of implementation, the school showed substantial increases in test scores, decreases in disciplinary referrals and actions, and increases in parental involvement. In addition to her experience as a principal, Ms. Schou also was an assistant principal for five years in Anne Arundel County and worked as a reading resource teacher for five years in two different schools in the City of Annapolis. Ms. Schou also taught elementary school for nine years, working with students in grades 1, 3, 4, 5, and 6. She holds a B.S. in education from Slippery Rock University and a master's degree in education from Loyola College in Baltimore, Maryland.

Michael Skinner (Secretary) has been a Capitol Hill resident for over 5 years and is a native of the Washington, D.C. area. He has a 2-year old son. Mr. Skinner works as an actor, producer, and teacher. As a professional actor, he has worked at numerous theatres in the D.C. metropolitan area, including The Shakespeare Theatre, Theater J, the Folger Shakespeare Library, Washington Jewish Theatre, Charter Theatre, Rorschach Theatre, Washington Shakespeare Company, Source Theatre Company, Ford's Theatre, and Arena Stage. He has also appeared in numerous independent films, industrial videos, and television commercials and has been featured in voice-

overs for radio, television, Internet sites, and books on tape. As president and owner of Pendragwn Productions, he has worked with corporations, government agencies, and nonprofit organizations to produce videos, short films, and documentaries. Mr. Skinner has also been active in arts education for youth having taught at the Folger Shakespeare Library and numerous Washington area schools, performed in and directed touring shows specifically designed for elementary and middle school students, and directed full-scale productions for local schools and theatre programs. For the past four years, he has directed a summer Shakespeare production for teenagers through Imagination Stage. Mr. Skinner is a graduate of the University of Delaware.

Rebecca Skinner (President) is the mother of a toddler. She has lived in the D.C. metropolitan area for over 20 years, and has lived on Capitol Hill for over five years. She is a member of MoTH and has been particularly active on the education committee. Professionally, Ms. Skinner is an education researcher and policy analyst. She currently works for the Congressional Research Service at the Library of Congress where she focuses on education policy issues. Prior to working at CRS, Ms. Skinner was a Senior Associate at The McKenzie Group, a small minority-owned firm in Washington, D.C., specializing in education consulting. In that capacity, Ms. Skinner served as a project director, member of the firm's executive committee, and proposal writer. At TMG, Ms. Skinner also worked extensively in the area of resource mapping, with an emphasis on helping national, state, and local organizations use resources as effectively as possible to meet the needs of youth. She has also worked at Westat, a survey and statistical research firm in Rockville, MD, where she was as a Research Associate and Survey Manager. Ms. Skinner has taught at The George Washington University and has taught GED courses for Montgomery County. Ms. Skinner is currently pursuing her doctorate in Education Policy Studies at The George Washington University. She has completed her coursework and is working on her dissertation, which focuses on service-learning in public schools. Ms. Skinner holds an MA in economics from Brown University, and a BS in economics and a BA in history from the University of Delaware.

Principal

Jessica Wodatch ended her tenure as the Middle School Director at Kingsbury Day School, a school for students with learning disabilities, in December 2003 to join Two Rivers as a full-time consultant. She previously served as an administrator at St. Coletta School, a school for students with mental retardation and autism. In her administrative positions, Ms. Wodatch has hired staff, supervised and evaluated staff, provided professional development, worked with parents and community members, provided daily behavior management guidance to students, overseen the development and implementation of curriculum, assisted with developing schoolwide teams, worked on Board committees, ensured a safe physical environment, and held students to high academic standards. Ms. Wodatch has extensive experience in special education. Ms. Wodatch spent three years as a researcher for an education evaluation firm, where she gained experience interviewing school leaders, conducting focus groups, observing master teachers, administering surveys, working with education data, and training teachers to administer the Stanford-9. She began her education career as a third grade teacher in the Bronx through Teach for America. She received a Master's degree in education administration from George Washington University and a bachelor's degree from Macalester College. Ms. Wodatch grew up on Capitol Hill, attended D.C. Public Schools from pre-kindergarten through 12th grade and is now a parent on Capitol Hill.

EXHIBIT F

Articles of Incorporation

See attached documents.

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



CERTIFICATE

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

TWO RIVERS PUBLIC CHARTER SCHOOL INC.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the 4th day of April, 2003.

David Clark
DIRECTOR

Elizabeth O. Kim
Administrator
Business Regulation Administration

Maxine M. Hinson
Act. Assistant Superintendent of Corporations
Corporations Division

Anthony A. Williams
Mayor

**ARTICLES OF INCORPORATION
OF
TWO RIVERS PUBLIC CHARTER SCHOOL INC.**

TO: DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION
CORPORATIONS DIVISION
941 NORTH CAPITOL STREET NE
WASHINGTON, DC 20002

We, the undersigned, being natural persons over the age of twenty-one ^{years}, acting as incorporators of a corporation under the District of Columbia Non-Profit Corporation Act (D.C. Code, Title 29, Chapter 3) adopt the following Articles of Incorporation:

FIRST: The name of the corporation is Two Rivers Public Charter School, Inc. (hereinafter referred to as the "Corporation").

SECOND: The period of the Corporation's duration is perpetual.

THIRD: The Corporation is organized and shall operate exclusively for the following lawful purposes: educational, charitable, scientific, literary, musical, social, athletic and promotion of the arts, including the operation of a public charter school, but only to the extent that such purposes are permitted within the meaning of Section 501(c) (3) of the Internal Revenue Code of 1986, as amended (hereinafter referred to as the "Code"). The Corporation shall have all powers granted to it by law to further its above stated purposes, including those expressly stated in its bylaws.

FOURTH: Persons of any race, religion and of either sex shall be entitled to all of the rights, privileges, programs and activities generally made available to participants in the Corporation, its programs and activities. The Corporation shall not discriminate on the basis of race, color, religion, creed, national origin, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, or academic achievement in administering its policies and programs.

FIFTH: The Corporation shall have no members.

FILE

APR 9 2003

SIXTH: No part of the net earnings of the Corporation shall be distributed to or inure to the benefit of its Board of Directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD of the Articles of Incorporation. No member of the Board of Directors shall receive compensation for services rendered in carrying out Board functions, but may be reimbursed for expenses incurred. No substantial part of the Corporation's activities shall consist of carrying on propaganda or otherwise attempting to influence legislation. The Corporation shall not participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not carry on any activities not permitted to be carried on (i) by an organization exempt from Federal income tax under Section 501 (c) (3) of the Code, or (ii) by an organization contributions to which are deductible under Section 170 (c) (2) of the Code, or (iii) by an organization formed pursuant to a charter granted by an eligible chartering authority.

In the event of dissolution of the Corporation, none of its assets shall be distributed except to an organization qualifying as a tax exempt charitable, educational or scientific organization under applicable Federal revenue statutes.

SEVENTH: The Board of Directors of the Corporation is the Board of Trustees described in the Bylaws. A statement as to the manner in which Directors/Trustees shall be elected or selected shall be provided in the bylaws of the Corporation.

There shall be no less than five and no more than fifteen Directors of the Corporation. The number of Directors, their election or selection, and their terms shall be set forth in the bylaws and may be changed by amendment to the bylaws. A majority of the Directors shall be residents of the District of Columbia and at least two of the directors shall be parents or guardians of children attending Two Rivers Public Charter School. The election or selection of parent/guardian Directors shall be conducted on the earliest practicable date after classes at the school have commenced. One-third of the number of directors, as that number may be amended by the bylaws, shall constitute a quorum for conducting business. The Board of Directors may also include any number of ex-officio members who shall serve as elected or selected by the Board of Directors. The initial Board of Directors of the Corporation, who are to serve as directors until the first annual meeting or until their successors are elected and shall qualify, are:

Tracey Braderick-Sokol	707 G Street SE, Washington, DC 20003
Ziad Elias Demian	135-13 th Street NE, Washington, DC 20002
Norman Dong	3624 Van Ness Street NW, Washington, DC 20008
Manda M. Kelley	315 Kentucky Ave. SE, #2, Washington, DC 20003
Sarah Richardson	622 Sixth Street NE, Washington, DC 20002
Michael Skinner	1212 Walter Street SE, Washington, DC 20003
Rebecca Skinner	1212 Walter Street SE, Washington, DC 20003

EIGHTH: The initial registered agent of the Corporation is Sarah Richardson, a resident of the District of Columbia. The initial registered office of the Corporation is c/o Sarah Richardson, 622 Sixth Street NE, Washington, DC 20002.

NINTH: Meetings of the Board of Directors may be held within or without the District of Columbia as the bylaws of the Corporation provide. The books for the Corporation may be kept (subject to any provision contained in the laws of the District of Columbia and the charter granted by the eligible chartering authority) outside the District of Columbia at such place as may be designated from time to time by the Board of Directors or in the bylaws of the Corporation.

TENTH: The Corporation reserves the right to amend, alter, change or repeal any provision contained in these articles of incorporation, in the manner now or hereafter prescribed by statute, and all rights conferred upon the officers, directors and members herein are granted subject to this reservation.

ELEVENTH: The name and address of each incorporator of the Corporation is:

Tracey Broderick Sokol	707 G Street SE, Washington, DC 20003
Sarah Richardson	622 Sixth Street NE, Washington, DC 20002
Rebecca Skinner	1212 Walter Street SE, Washington, DC 20003

IN WITNESS WHEREOF, the undersigned have signed these Articles of Incorporation on the 4th day of April, 2003.



CITY OF WASHINGTON)

DISTRICT OF COLUMBIA)

ss:

I, M.R. Burgess, a Notary Public in and for the District of Columbia, hereby certify that on the 4th day of April, 2003, Tracey Broderick-Sokol, Sarah Richardson, and Rebecca Skinner personally appeared before me and signed the foregoing document as incorporators and have averred that the statements therein contained are true.

WITNESS hand and notarial seal this 4th day of April, 2003.



M.R. Burgess
Notary Public, District of Columbia
My Commission Expires Mar. 14, 2004

My commission expires:

CONSENT TO SERVE AS REGISTERED AGENT
FOR THE
TWO RIVERS PUBLIC CHARTER SCHOOL, INC.

TO:

The Superintendent of Corporations
Department of Consumer and Regulatory Affairs
Business and Professional Licensing Administration, Corporations Division
941 North Capitol Street, NE
Washington, DC 20003

I, Sarah Richardson, a natural person over the age of twenty-one and residing in the District of Columbia, give my consent to serve as the registered agent pursuant to D.C. Code Title 29 and Title 41, of the District of Columbia Non-Profit Corporation to be known as the Two Rivers Public Charter School, Inc.

(SEAL)

Sarah Richardson
622 Sixth Street NE
Washington, DC 20002

CITY OF WASHINGTON)

DISTRICT OF COLUMBIA)

I, M. R. Buiness, a Notary Public in and for the District of Columbia, hereby certify that on the 4th day of April, 2003, Sarah Richardson personally appeared before me and signed the foregoing document as her consent to serve as a registered agent and has averred that the statements therein contained are true.

WITNESS hand and notarial seal this 4th day of April, 2003

Notary Public, District of Columbia
My Commission Expires Mar. 14, 2004

My commission expires

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia NonProfit Corporation Act have been complied with and accordingly, this **CERTIFICATE OF AMENDMENT** is hereby issued to:

TWO RIVERS PUBLIC CHARTER SCHOOL INC.

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of the **9th** day of **December**, **2003**.

David Clark
DIRECTOR

John T. Drann
Acting Administrator
Business Regulation Administration



Patricia E. Grays
Superintendent of Corporations
Corporations Division

Anthony A. Williams
Mayor



**ARTICLES OF AMENDMENT
TO
ARTICLES OF INCORPORATION
OF
TWO RIVERS PUBLIC CHARTER SCHOOL INC.**

TO: DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION
CORPORATIONS DIVISION
941 NORTH CAPITOL STREET, N.E.
WASHINGTON, DC 20002

Pursuant to the provisions of the District of Columbia Non-Profit Corporation Act, the undersigned adopts the following Articles of Amendment to its Articles of Incorporation:

FIRST: The name of the corporation is: Two Rivers Public Charter School Inc.

SECOND: The following amendment of the Articles of Incorporation was adopted by the Corporation in the manner prescribed by the District of Columbia Non-Profit Corporation Act:

SIXTH: No part of the net earnings of the Corporation shall be distributed to or inure to the benefit of its Board of Directors, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article THIRD of the Articles of Incorporation. No member of the Board of Directors shall receive compensation for services rendered in carrying out Board functions, but may be reimbursed for expenses incurred. No substantial part of the Corporation's activities shall consist of carrying on propaganda or otherwise attempting to influence legislation. The Corporation shall not participate or intervene (including the publishing or distributing of statements) in any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles the Corporation shall not carry on any activities not permitted to be carried on (i) by an organization exempt from Federal income tax under Section 501(c)(3) of the Code, or (ii) by an organization, contributions to which are deductible under Section 170(c)(2) of the Code, or (iii) by an organization formed pursuant to a charter granted by an eligible chartering authority.

Upon the dissolution of the Corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or corresponding section of any future

DEC -9 2000

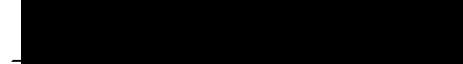
federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

THIRD: The amendment was adopted in the following manner: The amendment was adopted at a meeting of the Board of Directors held on December 1, 2003, and received the vote of a majority of the Directors in office, there being no members having voting rights in respect thereof.

Date: December 8, 2003

TWO RIVERS PUBLIC CHARTER SCHOOL INC.

By:


Rebecca Skinner
President

ATTEST:

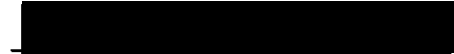

Michael Skinner
Secretary

EXHIBIT G

Bylaws

See attached document.

BYLAWS OF TWO RIVERS PUBLIC CHARTER SCHOOL INC.

A District of Columbia Nonprofit Corporation

ARTICLE I

General Provisions

Section 1.01 Charter: The Corporation shall be operated in a manner consistent with the Charter granted to the Corporation pursuant to D.C. Code § 31-2801.

Section 1.02 Registered Office: The Corporation shall maintain a registered office within the District of Columbia at such place as the Board of Trustees may designate.

Section 1.03 Other Offices: The Corporation may also have offices at such other places, within or without the District of Columbia, as the Board of Trustees may designate.

ARTICLE II

Purposes

Section 2.01 Nonprofit Purposes: The Corporation is organized exclusively for one or more of the purposes specified in Section 501(c)(3) of the Internal Revenue Code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code.

Section 2.02 Educational Purposes: The purposes of the Corporation are described in the Articles of Incorporation.

ARTICLE III

Members

Section 3.01 Members: The Corporation shall have no members. Any action which would otherwise by law require approval by a majority of all members or approval by the members shall require only approval of the Board of Trustees. All rights which would otherwise by law vest in the members shall vest in the Board of Trustees.

ARTICLE IV

Board of Trustees

Section 4.01 General Powers: The Board of Trustees shall manage the affairs of the Corporation in conformance with the law, the Articles of Incorporation, the Charter, and these Bylaws. The Board may delegate the management of the Corporation's activities to any person(s), management company or committees, however composed, provided that the activities and affairs of the Corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board. No assignment, referral, or delegation of authority by the Board or anyone acting under such delegation shall preclude the Board from exercising full authority over the conduct of the Corporation's activities, and the Board may rescind any such assignment, referral, or delegation at any time.

Section 4.02 Specific Powers: Without prejudice to its general powers set forth above, the Board shall have the following powers in addition to any other powers enumerated in these Bylaws and permitted by law:

to select and remove all of the Officers, agents, and employees of the Corporation; to prescribe powers and duties for them which are not inconsistent with law, the Corporation's Articles of Incorporation, or these Bylaws; and to fix their compensation. The power to select and remove Corporation employees may be delegated, and any such delegation shall continue under ordinary operating circumstances.

to conduct, manage, and control the affairs and activities of the Corporation and to make such rules and regulations therefore which are not inconsistent with the law, the Corporation's Articles of Incorporation, the Charter, or these Bylaws, as it deems best;

to adopt, make, and use a corporate seal and to alter the form of the seal from time to time;

to acquire real property for use as the Corporation's facilities, from public or private sources;

to adopt an annual budget, to receive and disburse funds for Corporate purposes, and to maintain books of accounts;

to secure appropriate insurance and to make contracts and leases, including agreements to procure or purchase services, equipment, and supplies;

to incur debt in reasonable anticipation of the receipt of funds from the general fund of the District of Columbia or the receipt of Federal or private funds;

to solicit and accept any grant or gifts for corporate purposes, provided the Corporation does not accept any grants or gifts subject to any condition contrary to law or contrary to its Charter, and provided further the Corporation maintains for financial reporting purposes separate accounts for grants or gifts;

to sue and be sued in the Corporation's own name; and

to carry out such other duties as are described in the Charter granted by the eligible chartering authority, including the submission of an annual report on the extent to which the Corporation is meeting its mission and goals.

Section 4.03 Number and Qualifications of Trustees: The Board of Trustees shall be comprised of at least five members and no more than 15 members, the majority of whom must be residents of the District of Columbia. Upon the Corporation's commencement of operations as a public charter school, the Board of Trustees shall include at least two parent or guardian representatives, who shall be nominated by the President, in consultation with the principal, after consultation with parents and guardians of children properly enrolled in the school on the earliest practicable date after classes at the school have commenced. The Board may modify requirements or qualifications related to the membership of the Board, including setting a fixed number of Trustees, by Board resolution or amendment of the Bylaws.

Section 4.04 Election and Term of Trustees: The first Board of Trustees shall consist of those persons named in the Articles of Incorporation. The Board subsequently may, on a vote of two-thirds of the total number of Trustees, elect as Trustee any person who it believes will serve the interests of the Corporation faithfully and effectively. Each non-parent member of the Board of Trustees will hold office for a term of 18 months and until his or her successor has been elected and qualified. Parent or guardian members of the Board of Trustees will serve from September to August. Trustees may be re-elected to no more than three successive terms. No decrease in the number of Trustees shall have the effect of shortening the term of any incumbent Trustee.

Section 4.05 Vacancies, Resignation, and Removal: Vacancies on the Board of Trustees shall exist (1) on the death, resignation, or removal of any Trustee; and (2) whenever the number of authorized Trustees is increased.

Any Trustee may resign effective upon giving written notice to the President, the Secretary, or the Board of Trustees, unless the notice specifies a later time for the effectiveness of such resignation. A Trustee serving as a parent/guardian representative shall be deemed to have resigned if he or she ceases to have a child

properly enrolled at the public charter school. No Trustee may resign if the Corporation would then be left without a duly elected Trustee or Trustees in charge of its affairs, except upon notice to the appropriate agency of the District of Columbia.

Trustees may be removed from office, on a vote of two-thirds of the total number of Trustees, as permitted by and in accordance with the laws of the District of Columbia.

Unless otherwise prohibited by the Articles of Incorporation, these Bylaws, or provisions of law, vacancies on the Board may be filled by a vote of two-thirds of the total number of Trustees. If the number of Trustees then in office is less than a quorum, a vacancy on the Board may be filled by approval of a majority of the Trustees then in office or by a sole remaining Trustee. A person elected to fill a vacancy on the Board shall hold office for 18 months or until his or her death, resignation, or removal from office.

Section 4.06 Nonliability and Indemnification: The Trustees shall not be personally liable for the debts, liabilities, or other obligations of the Corporation, and shall be indemnified by the Corporation to the fullest extent permissible under law as set forth in Article X.

Section 4.07 Terminology: In these bylaws, as in the Corporation's Articles of Incorporation, the terms "Board of Trustees" and "Board of Directors" are used interchangeably and have the same meaning.

ARTICLE V

Officers

Section 5.01 Designation of Officers: The Officers of the Corporation shall be a President, a Vice President, a Secretary, and a Treasurer. The Corporation may also have a Chairperson of the Board, one or more Vice Presidents, Assistant Secretaries, Assistant Treasurers, and other such Officers with such titles as may be determined from time to time by the Board of Trustees. A Trustee may not hold more than one office of the Corporation at any particular time.

Section 5.02 Election and Term of Office: Officers shall be elected by the Board of Trustees, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected, whichever occurs first.

Section 5.03 Removal and Resignation: The Board may remove any officer from their executive position at any time on two-thirds vote of the Board of Trustees. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any

Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect on receipt of the notice or at a later date specified in the notice.

Section 5.04 Vacancies: Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any Officer shall be filled by the Board of Trustees. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in Officers appointed at the discretion of the Board may or may not be filled as the Board shall determine.

Section 5.05 Duties of President: Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings.

Section 5.06 Duties of Vice President: If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. If the President resigns or is removed, the Vice President shall become the Acting President and the Board of Trustees shall vote to establish a new President. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

Section 5.07 Duties of Secretary: The Secretary shall:

keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, proceedings, and the results of all votes;

to the extent practicable, disseminate information concerning the state of the Corporation and the actions of the Board of Trustees, including by posting the minutes and any other pertinent information on all internet sites used for discussion by the Corporation and in any existing school facility;

keep or cause to be kept a copy of the Corporation's Articles of Incorporation and Bylaws, with amendments;

give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and

have such other powers and perform such other duties as the Board may prescribe.

Section 5.08 Duties of Treasurer: The Treasurer shall:

keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts, and disbursements;

make the books of account available at all times for inspection by any Trustee;

deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates;

disburse or cause to be disbursed the Corporation's funds as the Board directs;

render to the President and the Board, as requested but no less frequently than once every fiscal quarter, an account of the Corporation's financial transactions and financial condition;

prepare any reports on financial issues required by an agreement on loans; and

have such other powers and perform such duties as the Board may prescribe.

ARTICLE VI

Meetings

Section 6.01 Regular Meetings: Regular meetings of the Board of Trustees may be held at such time and place as the Board of Trustees may determine. Notice of regular meetings will be posted to all internet sites used by the Corporation for discussion and in any existing school facility. A standing meeting time and place may be established and a standing notice may be distributed. The Board of Trustees will hold at least one regular quarterly meeting.

Section 6.02 Special Meetings: Any Trustee or the President may call a special meeting of the Board with at least one week prior notice to each Trustee. Such notice may be oral or written, may be given personally or by first class mail, by telephone, e-mail, or by facsimile machine, and shall state the place, date, and time of the meeting and the matters proposed to be acted upon at the meeting.

Section 6.03 Waiver of Notice: Any Trustee may waive notice of a meeting by written waiver. A Trustee's attendance at any meeting shall constitute waiver of notice of such meeting, except attendance for the sole purpose of objecting to the transaction of business because the meeting is not lawfully called or convened.

Section 6.04 Conduct of Meetings: Meetings of the Board of Trustees shall be presided over by the President or, in his or her absence, by the Vice President of the Corporation, or, in the absence of each of these persons, by a Chairperson chosen by a majority of the Trustees present at the meeting. The Secretary shall act as secretary of all meetings of the Board, provided that, in his or her absence, the presiding officer shall appoint another person to act as secretary of the meeting. Any or all Trustees may participate in a meeting of the Board or a Committee of the Board by means of telephone conference or by any means of communication by which all persons participating are able to hear one another, and such participation shall constitute presence in person at the meeting.

Section 6.05 Quorum and Action by the Board: Anything greater than one-half of the number of Trustees in office shall constitute a quorum for the transaction of business. Except as otherwise provided under the Articles of Incorporation, these Bylaws, or provisions of law, the act of a majority of the Trustees present at a meeting at which a quorum is present shall be the act of the Board.

Section 6.06 Open Meetings: Regular meetings of the Board of Trustees shall be open to the public. Special meetings may be open to the public or restricted to the members of the Board of Trustees and any other individuals whose presence is needed for the business of the special meeting, as the person noticing the meeting believes appropriate. On the vote of one-third of the Members of the Board of Trustees present at a closed meeting, the meeting shall be opened to the public.

Section 6.07 Action Without a Meeting: Any action required or permitted to be taken by the Board or any Committee may be taken without a meeting if three-quarters of the Trustees, if the total number of Trustees is 10 or fewer, or two-thirds of the Trustees, if the total number of Trustees is over 10, consent in writing to the adoption of a resolution authorizing the action and such consents are filed with the minutes of the proceedings of the Board or Committee.

ARTICLE VII

Committees

Section 7.01 Board Committees: The Board of Trustees, by resolution adopted by a majority of the Trustees in office, may appoint one or more committees, each of which shall consist of two or more Trustees and which shall have and exercise such authority as specified in the resolution.

Section 7.02 Advisory Committees: The Board of Trustees may also elect or appoint such advisory committees, which may include individuals who are not Trustees, as the Board may deem appropriate.

ARTICLE VIII

Conflict of Interest

Section 8.01 Disclosure of Conflict Required: Any Trustee, officer, key employee, or committee member having an interest in a contract, transaction, or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not (i) vote on, (ii) use his or her personal influence on, (iii) be present during any Board discussion or deliberations with respect to, or (iv) be present during any committee or subcommittee discussion or deliberations with respect to the contract, transaction, or program (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation.

Section 8.02 Definition: For the purpose of this section, a person shall be deemed to have an "interest" in a contract, transaction, or program if he or she, or a family member, is the party (or one of the parties) contracting or dealing with the Corporation, or is a Trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

ARTICLE IX

IRC 501(c)(3) Tax Exemption Provisions

Section 9.01 Limitations on Activities: No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation (except as otherwise provided by Section 501(h) of the Internal Revenue Code), and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office. Notwithstanding any other provisions of these Bylaws, the Corporation shall not carry on any activities not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue code, or (ii) by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

Section 9.02 Prohibition Against Private Inurement: No part of the net earnings of the Corporation shall inure to be the benefit of, or be distributed to, its members, Directors or

Trustees, Officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes of the Corporation, except that Members of the Board of Trustees cannot be compensated for services rendered to the Corporation as Trustees.

Section 9.03 Distribution of Assets: Upon the dissolution of the Corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this Corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of the District of Columbia.

Section 9.04 Private Foundation Requirements and Restrictions: In any taxable year in which this Corporation is a private foundation as described in Section 509(a) of the Internal Revenue code, the Corporation (i) shall distribute its income for said period at such time and manner as not to subject it to tax under Section 4942 of the Internal Revenue Code; (ii) shall not engage in any act of self-dealing as defined in Section 4941(d) of the Internal Revenue code; (iii) shall not retain any excess business holdings as defined in Section 4943(c) of the Internal Revenue Code; (iv) shall not make any investments in such manner as to subject the Corporation to tax under Section 4944 of the Internal Revenue code; and (v) shall not make any taxable expenditures as defined in Section 4945(d) of the Internal Revenue Code.

ARTICLE X

Indemnification

Section 10.01 Indemnification: The Trustees and Officers of the Corporation shall be indemnified by the Corporation to the fullest extent permissible by law.

Section 10.02 Advances: Before the final disposition of any action, suit, or proceeding referred to in this Article, the Corporation shall pay the reasonable expenses incurred by any present or former Trustee or officer seeking indemnification in defending a civil or criminal action, suit, or proceeding, upon receipt by the Corporation of an undertaking by or on behalf of such individual to repay such amount if it shall be ultimately determined that he or she is not entitled to such indemnification. Such expenses incurred by employees and agents of the Corporation may also be paid upon such terms and conditions as the Board deems appropriate.

Section 10.03 Not Exclusive: The indemnification provided by this Article shall not be

deemed exclusive of any other rights to which such Trustee, Officer, or employee may be entitled under any statute, Bylaw, agreement, vote of the Board of Trustees, or otherwise.

Section 10.04 Insurance: Except as may otherwise be provided by law, the Board of Trustee may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Corporation (including a director, officer, employee, or other agent of the Corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Bylaws, or provisions of law.

ARTICLE XI

Other Provisions

Section 11.01 Fiscal Year: The fiscal year of the Corporation shall begin on July 1 of each year and end on June 30 of the following year, unless otherwise determined by the Board of Trustees.

Section 11.02 Checks, Notes, and Contracts: The Board of Trustees shall determine those persons authorized on the Corporation's behalf to sign checks, drafts, or other orders for payment of money; to sign acceptances, notes, or other evidence of indebtedness; to enter into contracts; or to execute and deliver other documents and instruments.

Section 11.03 Deposits: All funds of the Corporation shall be deposited from time to time to the credit of the Corporation in such banks, trust companies, or other depositories as the Board of Trustees may select.

Section 11.04 Books and Records: The Corporation shall keep at its principal office in the District of Columbia : (i) correct and complete books and records of account ; and (ii) minutes of the proceedings of the Board of Trustees and any committee having any of the authority of the Board.

Section 11.05 Inspection Rights: Every Trustee shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents of every kind and to inspect the physical properties of the Corporation and shall have such other rights to inspect the books, records, and properties of the Corporation as may be required under the Articles of Incorporation, other provisions of the Bylaws, and provisions of law.

Section 11.06 Amendment of Articles and Bylaws: The Articles and Bylaws of the Corporation may be amended or repealed by a vote of two-thirds of the Trustees then in office. A reasonable waiting period shall be established before any amendments or repeals.

ADOPTION OF BYLAWS

We, the undersigned, are all of the initial Directors or Incorporators of this Corporation, and we consent to, and hereby do, adopt the foregoing Bylaws, consisting of 10 preceding pages, as the Bylaws of this Corporation.

Dated:

[Redacted Signature]

Tracey Broderick-Sokol

Ziad Demian

[Redacted Signature]

Norman Dong

Manda Kelley

[Redacted Signature]

Sarah Richardson

Michael Skinner

[Redacted Signature]

Rebecca Skinner

MEETING OF THE BOARD OF TRUSTEES
OF
TWO RIVERS PUBLIC CHARTER SCHOOL INC.

A meeting of the Board of Trustees of Two Rivers Public Charter School Inc. ("Two Rivers"), a non-profit corporation domiciled in the District of Columbia, was held pursuant to notice as required by its Bylaws. Rebecca Skinner served as President and Michael Skinner served as Secretary.

There was presented at the meeting a proposal to:

- (1) authorize Two Rivers to enter into the Charter Agreement with the District of Columbia Public Charter School Board ("DCPCSB"); and
- (2) authorize Sarah Richardson, Treasurer of the Board of Trustees of Two Rivers, to enter into said Charter Agreement.

After discussion, and upon motion made and duly carried, it was

RESOLVED that Two Rivers accept and adopt the proposals to authorize Two Rivers to enter into the Charter Agreement with the DCPCSB and to authorize Sarah Richardson, Treasurer of the Board of Trustees of Two Rivers, to enter into said Charter Agreement.

* * *

DATED: 5/10/04



Michael Skinner
Secretary

APPROVED:



Rebecca Skinner
President

CERTIFICATE OF THE SECRETARY

OF

TWO RIVERS

I, Michael Skinner, hereby certify that I am the duly elected, qualified and acting Secretary of Two Rivers, a District of Columbia non-profit corporation (the "**Corporation**"), and do hereby further certify that:

(a) Attached to the Charter School Agreement between the Corporation and the District of Columbia Public Charter School Board (the "**Agreement**") as Exhibit F thereto is a true and complete copy of the Articles of Incorporation of the Corporation, which Articles of Incorporation are in full force and effect as of the date hereof.

(b) Attached to the Agreement as Exhibit G is a true and complete copy of the bylaws of the Corporation, as in full force and effect as of the date hereof.

(c) Attached hereto as Annex A is a true and complete copy of the resolutions duly and validly adopted by the Corporation's Board of Trustees; such resolutions have not been amended, modified or rescinded in any respect and remain in full force and effect as of the date hereof; and such resolutions are the only resolutions adopted by the Corporation's Board of Trustees or by any committee thereof relating to the Agreement.

(d) Each of the persons listed below has been duly elected to and now holds the office of the Corporation below his or her name and is currently serving, and at all times since January 1, 2004, has served, in such capacity, and the signature of each such person set forth opposite his or her name is his or her true and genuine signature:

Name and Office

Signature

President

Vice-President

Treasurer

(e) Each person who, as a trustee or officer of the Corporation, signed the Agreement was, at the time or respective times of such execution and delivery of the Agreement, duly elected, qualified and acting as such trustee or officer, with authority to execute the Agreement, and the signature of each such person appearing on any such documents is his or her respective genuine signature.

July, 2003.
May, 2004. - NSS
NS

15th NSS RS
IN WITNESS WHEREOF, I have hereunto signed my name this 14th day of

Name: Michael Skinner

I, Manda Kelley, Vice President of the Corporation, do hereby certify that Michael Skinner is the duly elected, qualified and acting Secretary of the Corporation, and that the signature of Michael Skinner set forth above is his true and genuine signature.

IN WITNESS WHEREOF, I have hereunto signed my name this 10th day of
May, 2003.
4

Name: Manda M. Kelley

I, Rebecca Skinner, President of the Corporation, do hereby certify that Michael Skinner is the duly elected, qualified and acting Secretary of the Corporation, and that the signature of Michael Skinner set forth above is his true and genuine signature.

IN WITNESS WHEREOF, I have hereunto signed my name this 15th day of May, 2004.

Rebecca Skinner