



“The mission of Washington Leadership Academy is to educate responsible citizen-scholars for success in the college of their choice and a life of public leadership.”

**Application to Establish a Public Charter School
in the District of Columbia**

Submitted to the D.C. Public Charter School Board
March 3, 2014

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Applicant Information Sheet

New Charter School - Request for Approval

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

Name of Proposed Charter School: Washington Leadership Academy

Name of Entity Applying for Charter Status in D.C.: Washington Leadership Academy

Contact Person: Seth Andrew

Address: [REDACTED]

Daytime Telephone: [REDACTED]

Email: [REDACTED]

Name of Person Authorized to Negotiate: Miles Taylor

(Must be member of founding group and not serving as a consultant or affiliated with an educational service provider.)

Authorized Signature: [REDACTED]

Proposed Start Date: July 1, 2015

Proposed Year One Budget: \$4,333,789

Start-up Information:

Year	Starting Age/Grade	Highest Age/Grade	Total Number of Students/Enrollment Ceiling
One	11	11	100
Two	11	12	200
Full Capacity	9	12	400

Proposed Location of School: Lower Academy (grades 9-10): Ward 7 or 8; Upper Academy (grades 11-12): Capitol Hill.

Name of Educational/Charter Management Organization: Revolution Schools (new CMO founded by Seth Andrew, founder of Democracy Prep Public Schools CMO)

Type of Application: New School

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for the purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973? Yes

Executive Summary

The mission of Washington Leadership Academy is to educate responsible citizen-scholars for success in the college of their choice and a life of public leadership.

Washington Leadership Academy (WLA) aspires to educate a diverse new generation providing the essential knowledge, skills, and character to engage in lives of public leadership. Citizen-scholars at WLA will receive hands-on experience in American government as well as rigorous academic preparation for college success. By engaging the first generation of digital-natives in a technology-rich, blended-learning and civic-minded school environment, WLA will equip citizen-scholars to excel in higher education and ultimately to become civic leaders who address our Nation’s toughest challenges.

Washington Leadership Academy will be a lottery-entry, open-enrollment school for residents of the District of Columbia. The school will be divided between a “Lower Academy” day school for 9th and 10th grade students and an “Upper Academy” residential school for 11th and 12th grade students who will be engaged in an immersive service-learning and online experience. WLA will provide a world-class, well-rounded education with a specialization in civics and American government. Students will receive an unparalleled hands-on public service opportunity and participate in a technology intensive service-learning model designed to be replicated nationally. The Academy’s impact will extend far beyond Washington by engaging young people across America to participate in WLA’s virtual civics coursework presented in a [Massive Open Online Course \(MOOC\)](#) format.

WLA will be operated by Revolution Schools, a new organization founded by [Seth Andrew](#). Seth previously launched the highly acclaimed [Democracy Prep Public School \(DPPS\)](#)¹ network, comprised of nine high-performing charter schools in New York and New Jersey, as well as forthcoming schools in Washington, D.C. and beyond. Taking full advantage of that expertise, Seth has brought together a next generation team to launch Revolution Schools. WLA will be the flagship model, designed to incubate and scale cutting-edge innovations in technology-enhanced education. Revolution Schools and WLA will be loosely affiliated with the Democracy Prep network, building on the operational supports and lessons learned from DPPS. WLA is modeled on the best practices developed by DPPS as well as other high-performing public charters.

If the charter is approved, WLA will open its Upper Academy in 2015 as a residential campus on Capitol Hill for 100 high school juniors, growing to include seniors in 2016. Launching the Upper Academy first will allow WLA to immediately establish the Academy’s cornerstone service-learning experience and launch the Civics MOOC. The non-residential Lower Academy campus for 9th and 10th grade students will open in 2017, likely in Congress Heights, to coincide with the first graduating 8th grade class of Democracy Prep Congress Heights. Thus, the innovative WLA model will scale steadily and thoughtfully to be a fully-grown high school

¹ The Democracy Prep Public Schools (DPPS) network was founded by Seth Andrew in 2005. DPPS has founded new schools and successfully turned around failing charter schools such as Harlem Day (now Harlem Prep) and Freedom Academy (now Freedom Prep). In the fall of 2012, [Democracy Prep received a generous grant from the U.S. Department of Education to expand the network to 25 schools throughout the U.S.](#) For more information about DPPS, please see: <http://DemocracyPrep.org/>

program by the 2018 school year. All students will engage in blended-learning programming, with Lower Academy students learning to code and building the academic and professional skills to take full advantage of the unique civic and technological elements of the Upper Academy.

Upper Academy juniors and seniors will live and learn in a boarding school environment centered around civic life, a concept partly inspired by the former [U.S. House of Representatives Page Program](#). While the message-delivery role of a House Page has become anachronistic in an era of smartphones, youth involvement in the democratic process has not. Citizen-scholars in WLA’s Upper Academy will split their time between rigorous college preparatory courses on Capitol Hill and service learning in one of the three branches of government. Citizen-scholars will be placed in work experiences that give them a sense of purpose as young public servants. Morning coursework, from 7:00 a.m. through 12:10 p.m., will include novel approaches to Science, Technology, Engineering, and Math (STEM), American Literature, American History, and AP United States Government and Politics. Following class, from 1:00 p.m. to 6:00 p.m. on Monday through Thursday, students will engage in service-learning experiences personalized for their areas of academic interest, primarily in offices of members of Congress.

In the evenings and weekends, Upper Academy citizen-scholars will return to their Capitol Hill dormitory, equipped with world-class technology, to complete their “flipped” lesson assignment and at least one “independent-study” online course each trimester through an approved MOOC. Dorm-based advisors will monitor scholars’ progress and help guide their course selection and studies. Fridays will include longer labs, in-depth courses focused on synthesis and writing assignments based on the service-learning experience. Thus, each week, junior and senior scholars will participate in approximately 20 hours of service learning, at least 25 hours of in-class learning, afterschool flipped homework assignments and online study. While seemingly a heavy load, the unique residential aspect of WLA allows for all the necessary supports and is based on proven models of extended-time learning such as the [House Page School](#), [Democracy Prep](#), [Cristo Rey](#), and others.

The WLA Lower Academy will have a separate physical campus in which 9th and 10th grade citizen-scholars will engage in similar civic-focused education but without the residential or daily service-learning components. Lower Academy students will take part in the personalized and differentiated blended-learning model with an emphasis on developing the knowledge and skills to succeed in the more autonomous service-learning environment on Capitol Hill. Not only will they engage in a rigorous academic curriculum including English, math, science, history, civics, foreign language and more, but they will also take a mandatory computer science and coding course both years. Lower Academy scholars will be involved in WLA-wide trips, job-shadowing opportunities, and frequent college visits. Promotion from Lower Academy will be [common-core aligned](#) and [mastery-based](#) to ensure academic preparedness for Upper Academy.

WLA will provide hundreds of fortunate Washington, D.C. students with a unique rigorous academic experience, enriched with unparalleled service-learning opportunities and the latest and most effective educational technology. WLA will prepare students for success in the college of their choice and a life public leadership.

Proposed Plans

A. Educational Plan

1. MISSION AND PURPOSE OF PROPOSED PUBLIC CHARTER SCHOOL

a. Mission and Philosophy

Mission statement. The mission of Washington Leadership Academy (WLA) is to educate responsible citizen-scholars for success in the college of their choice and a life of public leadership.

WLA philosophy. WLA’s philosophy includes the following components:

Service learning:

Democracy is, by its very nature, a participatory enterprise. WLA accepts this premise and believes citizens are better prepared for lives of *public leadership* when they get early exposure to *public service*. The Upper Academy’s service-learning experience will stand as a national model by fusing democratic participation with academic work. Students will not simply study how laws are made and differing viewpoints debated in a democratic society, they will witness and participate in that process through meaningful work placements. For Lower Academy students, service learning will be incorporated in different ways--from weekend Academic Adventures and volunteerism to get-out-the-vote drives and opportunities to shadow older citizen-scholars. Lower Academy students will also spend time developing the tools and character needed for their Upper Academy service-learning experiences. All students will have a chance to practice their leadership skills and knowledge in WLA’s year-long “Model Congress” and presidential decision-making “Tabletop Exercises,” described further in this application.

This approach creates a positive feedback loop. Citizen-scholars’ practical work experiences will enhance their grasp of subject material in the classroom, and WLA’s blended instruction (described below) will strengthen each scholar’s real-time ability to contribute to the democratic process. Upper Academy students will primarily be matched with Congressional [offices](#) and [committees](#), though others will have the chance to be placed in Executive and Judicial Branch offices, creating a diverse mixture of experiences to be shared among WLA citizen-scholars. Through meaningful dialogues with speakers and their peers, students will be required each week to think critically about the intersection between their studies and service placements, particularly during Friday school sessions when work experiences will be more actively integrated into writing assignments and projects, culminating in students researching, writing, and presenting their own policy proposals.

Personalized learning:

WLA will tailor campus-based courses, service-learning assignments, and online learning to each scholar’s unique needs, including English-language learners and students with disabilities. “No excuses” schools like Democracy Prep have pioneered data collection during every class period to immediately target students for small-group tutoring and differentiated instructional

strategies. In this model, academic coursework is student-centered and based on thoughtful aggregation of learning data.

WLA will take this micro-targeting to the next level by adding two new settings to grades 11 and 12 service learning and online courses. For example, one scholar may use her STEM block for a lab to supplement an Intro to Chemistry class offered by a Duke Professor on [Coursera](#)² and have her service learning with the House Committee on Science, Space, and Technology. Another scholar may focus on American poetry in Literature class, taking an [EdX](#)³ course on Walt Whitman with a Harvard Professor, and have a service-learning experience with the Library of Congress.

Extremely high expectations:

WLA will strive to have some of the highest expectations of any high school in the nation. In fact, we anticipate that some critics may argue that the WLA standards are *too high*; that the program is *too demanding*. However, it is exactly these high expectations based on proven models that offer the best possible preparation for balancing work and study in college and rigorous workplace environments. For example, at Democracy Prep classes run from 7:45 a.m. to 5:15 p.m., followed by extracurricular activities and sports. At Christo Rey, students have full-time jobs in addition to full time studies. At the House Page School⁴, days began at 6:30 a.m. and work-study engagements often lasted well past 9:00 p.m. Despite these rigors, most participants view these institutions as providing the most profound educational experiences of their lives, combining the right balance of high-expectations, structure, and ownership.

WLA will build upon these existing models with an upper grades residential component, adding even more productive and positive time to a scholar's schedule, while also reducing potentially negative time for students from the most challenging neighborhood or home environments. WLA provides a more thoughtful transition to college via a freshman-sophomore campus designed in every aspect to prepare students for their rigorous and transformative junior and senior year early-college experience.

² Coursera is one of the foremost providers of MOOCs and free online educational materials. They work in partnership with top-ranking universities to offer free courses to anyone interested in continuing his/her education. The courses involve video lectures, interactive assessments, peer-evaluated assignments, and correspondence with teachers in order to closely approximate the experience of taking a class in a university setting. <https://www.coursera.org/>

³ EdX offers interactive online classes and MOOCs from the world's best universities. Online courses from MITx, HarvardX, BerkeleyX, UTx and many other universities. Topics include biology, business, chemistry, computer science, economics, finance, electronics, engineering, food and nutrition, history, humanities, law, literature, math, medicine, music, philosophy, physics, science, statistics and more. EdX is a non-profit online initiative created by founding partners Harvard and MIT. <https://www.edx.org/>

⁴ Until its recent termination in 2011, the House Page Program offered high school juniors the opportunity to learn about the inner workings of the U.S. House of Representatives, while also serving as runners for internal correspondence. Though the program was rendered obsolete due to recent technological advances, and in light of its prohibitive operational costs, it was widely renowned for its success in educating civically engaged, academically driven students, many of whom went on to lead lives of public leadership as senators, congressmen, state and local leaders, presidential advisers, educators, and entrepreneurs (including Microsoft Co-Founder Bill Gates and Facebook COO Sheryl Sandberg).

Self-pacing and mastery-based⁵ credit:

Unlike traditional schools, WLA will make academic mastery the constant, with time becoming the variable. As a new concept in school choice, without the dogma of existing models, WLA has the freedom to hold an incredibly high bar for outcomes. Working with the faculty, dormitory staff, and service-learning supervisors, WLA will use mastery-based language and assessment in every class and experience. In order to be promoted to the 11th grade and move into the Upper Academy residential environment, 10th grade students must demonstrate mastery of all the prerequisite content knowledge.

Earning a WLA diploma will require successful completion of the SAT or ACT and both credit at and acceptance into at least two four-year college programs. WLA will also cater to advanced learners by assisting those who are able to finish high school early with cross-enrollment in college courses during their senior year. Some students may take more time to graduate, depending on circumstances; we see this as a virtue as we would rather trade a lower “on-time” high school graduation rate for a higher long-term college graduation rate.

Blended instruction:

Currently “blended instruction” often means a period a day in a computer lab with [Khan Academy](#)⁶ or [LearnZillion](#),⁷ used as a cost-savings or teacher-time saving tool. At WLA, “blended” means much more; not only teacher-moderated classes, online instruction, and group work, but also experiential service learning. Instead of using valuable in-school time to sit in computer labs, WLA offers all students a one-to-one device, and the WLA Upper Academy residential model will allow for most of the online coursework, both independent and “flipped”⁸ lectures, to take place in the dormitory, so that in-class work can focus on labs, discussions, and higher order [Bloom’s Taxonomy](#) skills. By partnering with [EdX](#), [Coursera](#), [Udacity](#), and other emerging choices in [MOOC](#)⁹ providers and other digital learning tools, WLA will offer a virtually limitless course-catalogue. Residential staff at the dormitory will be available to support this learning and provide accountability.

⁵ Mastery-Based learning is an educational model in which students are expected to demonstrate a high degree of proficiency (mastery) in order to receive credit for any task or project. Mastery learning has proven effective both for its emphasis on academic excellence and also for the implicit expectation that every student is capable of achieving at a high level. Mastery-based instruction focuses on sequentially organized specific learning objectives, and requires a combination of teacher instruction, peer collaboration, and independent work. The ultimate objective of mastery-based learning is to prepare students for the challenge of college-level work, as well as the tools to succeed in the workplace and citizenship.

⁶ Khan Academy is a not-for-profit organization with the stated goal of “changing education for the better by providing a free world-class education for anyone anywhere.” They offer free instructional materials in a variety of subjects, including math, humanities, computer programming, and finance.

⁷ Learnzillion is an online resource for teachers and students that offers free, common-core aligned instructional materials. The website focuses primarily on grade-specific Math and ELA lessons, as well as hosting a community for teachers to ask questions and collaborate on pedagogy and instructional techniques.

⁸ In a flipped model, students receive the majority of direct instruction out of class, frequently through video lecture. Accordingly, in-class time can be used to guide and facilitate application of the material through engaging, hands-on, collaborative activities. Flipped lessons ultimately change the classroom from a teacher-centered environment to a student-centered environment.

⁹ Massive Open Online Courses are online classes meant to promote wide participation and open access on the internet. Coursera, EdX, and Udacity are some of the largest MOOC providers and connect students with courses and seminars from top universities and renowned educators.

In grades 9 and 10, scholars will take at least one elective online course each trimester. In grades 11 and 12, scholars will take at least one online course in addition to their service-learning course. The most exciting blended innovation of WLA is the creation of *our own* online course offerings that will be shared with other Revolution Schools partners around the world. Each Revolution Schools campus will have a specialization in a field of study such as WLA’s focus on civics. Partner schools will then be able to access the online course content from the world’s best civics teachers, and WLA students will have reciprocal access to online instruction and content from other Revolution Schools campuses. Many of these online offerings will, of course, be offered even more broadly in an open-access platform to young people across the country, including interactive special events with high-profile guest speakers in our Nation’s capital.

Finally, Lower Academy students will be required to take a computer science and coding course. Today’s leaders must be fluent in the language of technology, as we increasingly turn to technological solutions for the Nation’s most pressing challenges.

Student ownership:

We do not believe that WLA is right for every student; however, we do believe that every student should have the choice of an opportunity like WLA. Once a citizen-scholar chooses WLA, they will have the support and structure to succeed with full ownership over their education as they receive individualized learning plans for both their academic and service-learning experiences. Residential scholars will be responsible for meeting their objectives and deadlines with the support and encouragement of their instructors and advisors, but without the hand-holding or extrinsic motivation found in most no-excuses schools.

Saturdays at both campuses of WLA are set aside for student-designed and led clubs, sports, and other activities that take advantage of the remarkable cultural richness of Washington, D.C. Perhaps most importantly, students will feel the “earned success” of applying their education in a real-world environment. Whether it is working in a Congressional office to help a constituent solve a dilemma or on a House committee preparing for a hearing on a topic of the citizen-scholar’s interest, the WLA model puts the student into the heart of the civic world which they are studying and provides a practical experience to animate their classroom learning.

Inclusivity:

The WLA philosophy is inclusive of all students, including English language learners and students with disabilities. While our philosophy will not waiver, where necessary, the implementation of our program will be accommodated or modified to support all students, including those with IEP’s. WLA believes that all students deserve the personalization articulated in a well-written individualized education plan, and we will adhere to IEP’s both in letter and spirit. For example, students with visual impairments may be provided software that will read documents aloud to assist them with their online instruction, and a student with a learning disability might receive accommodations such as extra time for assessments and the use of graphic organizers. The WLA founding and advisory boards include a number of special educators who are passionate about our goal to serve all students who want this education. Furthermore, English language learners may work with their advisors to choose MOOC courses that will teach deeper English vocabulary to supplement additional supports in their classroom environment.

School growth plan. WLA will open its Upper Academy in Summer 2015 as a residential campus on Capitol Hill for 100 high school juniors, with seniors joining the campus in 2016. The non-residential Lower Academy campus for 9th and 10th grade students will open in 2017, likely in Congress Heights. Thus, the innovative WLA model will scale steadily and thoughtfully to be a fully-grown high school program by the 2018 school year.

WLA will begin in the junior year for a number of important reasons. First, it will allow WLA to establish early on the Upper Academy service-learning experience, a cornerstone WLA component that will inspire students, attract leading teaching talent, and influence many of the Academy's educational and extracurricular activities. The experience will also help to facilitate stronger relationships with sponsors, such as Congressional offices and committees, enabling them to become familiar more quickly with WLA students and best integrate them into the democratic process. Second, a junior-year launch will allow the Academy to serve more students in D.C. (and nationwide) sooner via the WLA-provided Civics MOOC (a modified and enhanced version of AP United States Government and Politics). By launching at WLA's inception, this one-of-a-kind online experience can be beta-tested and improved to have maximum impact. It will be taught from the heart of Washington, D.C. by some of the best instructors in the Nation, attracted by the ability to teach one of the largest high school civics courses from the very location where the pulse of American politics and government originates. Course units will be paired with unique guest speakers, ranging from Members of Congress to White House officials, whose lectures and Q&A sessions will be accessible (virtually) to students who otherwise would never have such an opportunity to learn from real practitioners in public affairs.

Recruitment for WLA's inaugural group of applicants will necessarily be adjusted, given that incoming students will not have had the Lower Academy preparation which WLA ultimately envisions. To attract citizen-scholars for the junior-year launch, we expect to enroll students who are looking for a greater challenge in high school and students who are attracted to the school because of the unique service-learning opportunity. Initially, we anticipate that these students may trend toward higher levels of academic ability than the more academically diverse group attracted in subsequent years of the program when students will start with WLA in the 9th grade and receive comprehensive preparation for the Upper Academy.

For the first year, we will recruit widely and anticipate that some students will come from a range of D.C. Public, D.C. public charter, private, and even home school environments. Students will see the chance to attend WLA, take primarily AP courses, and work with Congress as an excellent opportunity to build their skills and credentials before applying to college. In 2015, we expect to attract both students who have not been successful in traditional schools because they have not been challenged and high-achieving students who cannot afford private schools but have the academic skills to excel with a heavy AP course load. Because we will only enroll 100 juniors in our first year, we don't anticipate a major enrollment draw from any one specific school. We expect no more than five students coming from any single sending institution.

Once the WLA Lower Academy opens and as we reach steady state, we expect to draw from an extremely diverse pool of D.C. eighth grade students. In 2017, many of our students will apply

to our lottery from schools like [Democracy Prep Congress Heights](#)¹⁰, which will then have graduating 8th graders who need a high school to attend. We expect some students from KIPP schools, Achievement Prep, DC Prep, and other public charter schools that end in 8th grade. For the Lower Academy, we expect to recruit heavily from Southwest and Northeast D.C., as we are strongly and fully committed to serving students who need WLA the most. Those students might come from schools including Johnson Middle School, Kramer Middle School, Jefferson, and Wheatley Education Campus.

At steady state, we hope to have no less than 50% FRPL as an indicator of socioeconomic diversity. Furthermore, we anticipate a number of students may choose WLA over high-performing private schools for the opportunity to engage in the service-learning experience, have a rich AP curriculum, and receive their education in the unique Capitol Hill environment.

Enrollment Planning: Moderate Projection

	9	10	11	12	ELL	SPED (L1)	SPED (L2)	SPED (L3)	SPED (L4)	Total Projected Enrollment
Year 1 (2015-16)			100		5	6	4	2	0	100
Year 2 (2016-17)			100	100	8	12	8	4	1	200
Year 3 (2017-18)	100		100	100	14	18	12	8	2	300
Year 4 (2018-19)	100	100	100	100	20	24	16	12	4	400
Year 5 (2019-20)	100	100	100	100	20	24	16	12	4	400

Historically, Democracy Prep and other similar schools have demonstrated a reduction in ELL and IEP status the longer students remain enrolled because they are declassified from their IEP or ELL status. Thus, while projected to be lower than average for D.C. in order to ensure conservative budgeting principles, we will both welcome and explicitly solicit English Learners and students with disabilities.

b. Educational Needs of Target School Population

Educational needs. Because WLA is a completely new concept in D.C. charter schooling and

¹⁰ In the fall of 2014, Democracy Prep Public Schools will take over the operation of Imagine Southeast, an elementary school in the Congress Heights neighborhood of Washington, D.C., because of our track record of turnaround success. The school is now called Democracy Prep Congress Heights. (more at [The Washington Post](#))

because the [MySchool DC](#) matching process¹¹ is not yet public or predictable, we anticipate a large margin of error in predicting our enrolled student demographics in the first few years.

The Upper Academy of WLA will open in 2015-16 with an initial class of 100 students in 11th grade. The school will then grow by one grade level per year - 12th grade next, then 9th, and then 10th. In its fourth year and thereafter, WLA will educate 400 students per year. We want to begin the school with the 11th grade to be able to quickly establish the Massive Open Online Course in AP U.S. Government and Politics and scale up enrollment in that course with thousands of students from D.C. and beyond.

The anticipated student demographics in the next chart may seem rather unusual. We anticipate that given the potentially prestigious nature of the school and the opportunity to work on Capitol Hill, there may be an initial level interest from students from middle-class backgrounds. Furthermore, there may be a self-selecting nature for the first classes of students due to the rigorous AP-based curriculum of the Upper Academy. Despite the completely random lottery selection process, in the first two years it is possible that the initial WLA classes will have stronger than average academic backgrounds, because they believe they are able to handle the demanding 11th grade academic and service-learning schedule. It will also attract students who are not sufficiently challenged in their current D.C. high school and looking for a change.

However, as soon as WLA starts accepting the first 9th grade class, we anticipate much stronger application interest from low-income neighborhoods in Wards 7 and 8. Lower Academy will use the 9th and 10th grade years to build skills and academic depth for students to be able to excel once they reach the 11th grade service-learning experience. Thus, the school will transition in percentages from middle-income and more academically prepared students entering in the 11th grade to lower income students entering in the 9th grade. Ultimately, the school will boast a unique and diverse mix of students from all different backgrounds across Washington D.C.

As a matter of principle, and if necessary recruitment design, WLA will strive to never have less than 50% FRPL students and 50% students of color. For a deeper demographic analysis and explanation, please see Section H (“Demographic Analysis”).

¹¹ MySchool DC is a common lottery that determines the placement of students at participating lottery-enrollment schools. Student-school matches are based on the number of spaces at each school; sibling, proximity, and other preferences; and each student’s choices. <http://www.myschooldc.org/getting-started/about-my-school-dc/>

	Ethnicity		Race				Students with Disabilities				ELL	Economically Disadvantaged
	Hispanic	Not Hispanic	B	W	A	Other	1	2	3	4		
Year 1	8%	92%	34%	57%	1%	8%	6%	4%	2%	0%	5%	40%
Year 2	11%	89%	34%	54%	1%	11%	6%	4%	2%	.5%	4%	40%
Year 3	15%	85%	42%	42%	1%	15%	6%	4%	3%	.6%	4%	55%
Year 4	20%	80%	50%	29%	1%	20%	6%	4%	3%	1%	5%	65%
Capacity	20%	80%	50%	29%	1%	20%	6%	5%	3%	1%	5%	65%

Impact on neighborhood schools and location rationale. We expect that the Upper Academy will be located in Capitol Hill and that the Lower Academy will be located in Congress Heights. The Upper Academy location in Capitol Hill is necessary to facilitate the service-learning program. The Lower Academy location in Congress Heights will ensure that we are located close to students we want to serve who live in Congress Heights and Anacostia across wards seven and eight.

As explained above, the schools we draw from in the first couple of years may be different than those we draw from once we begin recruiting for the 9th grade. We do not expect WLA to have a noticeable or detrimental effect on any specific D.C. school for several reasons. First, the WLA classes will be relatively small. Second, we expect that students will come from a diverse mix of schools - from private, charter, and traditional D.C. public schools. Thus, in the early years we anticipate no school sending more than five students to WLA. In 2017, when we begin recruiting for the freshman year, we anticipate that students may come from schools including but not limited to the following: Democracy Prep Congress Heights, Johnson Middle School, Kramer Middle School, Jefferson, and Wheatley Education Campus, Achievement Preparatory Academy PCS, DC Prep PCS, Hart Middle School, and KIPP DC PCS: AIM Academy, among others.

c. Educational Focus

The Washington Leadership Academy aims to be the Nation’s leader in civic education for young Americans. Citizen-scholars will continue a more than 200-year American tradition of young people working in the U.S. capital alongside elected leaders. At the same time, WLA plans to provide its students with the very best instruction across *all* core disciplines and through an expanded course catalogue in order to prepare them for college and lives of public leadership. Moreover, their unique educational experience will be shared virtually with eager students nationwide.

The need for new ideas and improvement in civic education is clear. In recent studies, student performance in this vital arena has raised alarm. A 2010 federally-administered nationwide [civics assessment](#) found the scores of high school seniors on the decline, with two-thirds scoring

*below proficiency.*¹² Experts labeled the results a “crisis,” pointing out, for instance, that three-fourths of seniors couldn’t even name a power granted to Congress by the Constitution.¹³ WLA Board Member David Feith further notes in a recent book on the subject that U.S. history (in contrast to math, reading, writing, and science) “is *the only subject* in which more than half of high-school seniors can’t demonstrate even basic knowledge: not about our founding, not about the First Amendment, not about the civil rights movement.” (emphasis added)¹⁴

Civic education is important. It serves as a bedrock of free societies and increases citizen engagement in the democratic process. Indeed, former [Supreme Court Justice Sandra Day O’Connor](#) cites research explaining that a lack of civic education is leading to a lack of engagement:

*There is a direct correlation between civic knowledge and “political participation, expression of democratic values including toleration, stable political attitudes, and adoption of enlightened self-interest.” It is therefore unsurprising that “by almost every measure, Americans’ direct engagement in politics and government has fallen steadily and sharply over the last generation” or that the victims of the civic achievement gap [poor and minority students] show the most troubling lack of democratic participation.*¹⁵

WLA is not exclusively focused on civic education, but its strong specialization in this area will bring much-needed leadership and innovation to the discipline. And the impact will be felt well beyond Washington, D.C.

WLA’s academic program will be rooted in a hybrid of existing research-proven curricula, already shown to accelerate progress to mastery for low income students (including those with disabilities and English-language deficits), and newer, more innovative models pioneered in places like New York City’s [iZone](#) and [“School-of-One.”](#)¹⁶ Because of WLA’s rapid data feedback loop, all subjects will incorporate blended-learning characteristics and will be tailored to the individual teachers’ and students’ needs and adjusted frequently.

WLA reimagines the 11th and 12th grades to include rigorous morning coursework and laboratory work from 7:00 a.m. through 12:10 p.m. in Science, Technology, Engineering, and Math ([STEM](#)), American Literature, and American History. Following class, from 1 to 6 p.m. Monday-Thursday, students will engage in service-learning experiences primarily with the U.S. Congress. On Fridays, students will engage in a full day of academic classes, labs, seminars, and project-based-learning from 8 a.m. to 4 p.m. The Friday course will provide students with the opportunity to synthesize their service-learning experience with AP U.S. Government and Politics in WLA’s revolutionary new service learning and AP Government course. WLA’s

¹² U.S. Department of Education, *The Nation’s Report Card: Civics 2010*, 2011, <http://nces.ed.gov/nationsreportcard/pdf/main2010/2011466.pdf>.

¹³ Sam Dillon, “Failing Grades on Civics Exam Called a ‘Crisis,’” *The New York Times*, March 4, 2011, <http://www.nytimes.com/2011/05/05/education/05civics.html>.

¹⁴ David Feith, *Teaching America: The Case for Civic Education* (Rowman & Littlefield, 2011), xviii.

¹⁵ Sandra Day O’Connor, “The Democratic Purpose of Education,” in *Teaching America*, ed. David Feith, (Rowman & Littlefield, 2011), 7.

¹⁶ “iZone, a product of the New York City Department of Education, works to personalize learning through the incorporation of technology. Its middle school math initiative, School of One, creates unique lesson plans for each student by offering daily assessments online. <http://izonenyc.org/?project=school-of-one>

Service Learning Course curriculum is detailed at the beginning of Section J (“Course Curriculum”).

In the evenings and weekends, residential Upper Academy citizen-scholars will return to their Capitol Hill dormitory, equipped with world-class technology, and complete their “flipped” lesson assignments and at least one “independent-study” online course each trimester via a MOOC provider. Advisors will help scholars select courses and will monitor progress. As mentioned, Fridays will include longer courses and in-depth synthesis and writing assignments based on the service-learning experience. Thus, 11th and 12th grade scholars will participate in approximately 20 hours of service-learning, at least 25 hours of in-class learning, and afterschool flipped homework assignments and online study. While a seemingly heavy load, the unique residential aspect of WLA allows the school to provide its students all the necessary supports and is based on proven models of extended-time learning such as the former House Page School, Democracy Prep, [Noble Street](#), [Cristo Rey](#), and others.

Lower Academy citizen-scholars (9th and 10th grades) will engage in a rigorous academic curriculum and intensive personalized remedial education to the extent necessary. The curriculum will be based on accelerated coverage of the Common Core State Standards¹⁷ as adopted in D.C. and prepare students to take the [Partnership for Assessment of Readiness for College and Careers \(PARCC\)](#) assessment.¹⁸ Students will be challenged to do their best academically regardless of language proficiency, special education status, or the academic level at which they enter the school and will be assessed based on both mastery and growth. Our rigorous academic program for 9th and 10th grades includes the core subjects — Math, Reading, Science, and History — as well as a choice of engaging “Integrals” such as Art, Music, Theater, and Fitness. In addition, the 9th and 10th grade students will take a required introductory coding and computer science course, covering the basics of various code languages, software development, and web design.

The Lower Academy’s school day will run Monday through Thursday from 7:45 a.m. to 4:00 p.m., until at least 1:00 p.m. on Fridays, and on one Saturday each month. The school year includes at least 190 days of instruction, and students in need of additional individual support or required remediation receive after-dismissal tutoring and attend school on additional Saturdays and during some vacations. Students who have not yet mastered the grade’s content expectations by the end of the year will attend a mandatory summer program. Within these programs, WLA

¹⁷ The Common Core State Standards Initiative is a set of clear educational standards for Kindergarten-12th grade in English Language arts and Mathematics. The standards are designed to ensure that students graduating from high school are prepared to enter credit bearing entry courses in two or four year college programs or enter the workforce. The standards are clear and concise to ensure that parents, teachers, and students have a clear understanding of the The Common Core State Standards Initiative is a set of clear educational standards for Kindergarten-12th grade in English Language arts and Mathematics. The standards are designed to ensure that students graduating from high school are prepared to enter credit bearing entry courses in two or four year college programs or enter the workforce. The standards are clear and concise to ensure that parents, teachers, and students have a clear understanding of the expectations in reading, writing, speaking and listening, language and mathematics in school.
<http://www.corestandards.org/resources/frequently-asked-questions>

¹⁸ The PARCC evaluation is the product of a consortium of 17 states and the District of Columbia, who have collectively invested to design a new generation of assessment. PARCC differs from current standardized tests because it is aligned to the Common Core State Standards and uses technology to better assess students’ critical thinking skills. PARCC will be administered across D.C. beginning in the 2014-2015 school year.

students most in need of extra help will benefit from more instructional time each year than they would receive in a typical DCPS school.

All citizen-scholars will participate in extensive and one-of-a-kind programming and extracurricular activities focused on civic life. In addition to volunteerism, site visits, and historical trips in and around the Nation’s capital, students will regularly hear from national leaders in all three branches of government--and have intimate discussions with those leaders. Student projects and independent learning will benefit from these engagements. WLA students will take multiple AP courses focused on history and civics-related topics, with the Service Learning Course serving as the core (a modified and enhanced version of AP Government and Politics). Moreover, and as noted regularly in this application, WLA will broadcast many of these special events and activities for use in classrooms across America and for independent study via our own MOOC offering.

In reading, writing and literature, WLA citizen-scholars must read at or above reading level by the time they finish 10th grade at WLA. Literacy skills are some of the most important for college preparation and a life of public leadership, and will be strongly emphasized in the Lower Academy. In addition to the classics, WLA students will read content that prepares them for their future work-study experience with Congress and/or to supplement their current academic experience.

In math, WLA will use a systematic approach to math facts and computational skills, coupled with the Democracy Prep Common Core aligned teacher-created curriculum that develops higher-level problem-solving skills and has yielded some of the most impressive math growth and performance in the State of New York. The curriculum was built to help students recognize that they need basic factual knowledge and “automaticity” with procedural computation, along with a deep conceptual understanding of mathematics, in order to solve complex mathematical application problems. The math lessons will follow a structured lesson plan designed for maximum success. The beginning of class and homework assignments will include cumulative review for depth and durability of understanding. There will also be a daily section for basic facts review and problem solving. Concepts will be introduced in a set sequence, emphasizing both step-by-step approaches and explanations for all mathematical processes.

In science, music, and art, students will receive a content-rich curriculum of basic subject areas and cultural knowledge based on the Democracy Prep teacher-created materials.

Lower Academy students will also engage in a mandatory computer science and coding course based on the best high school level content available. Future civic leaders must understand and speak the language of technology in order to lead others in the strategic use of technological interventions to solve the Nation’s most pressing challenges.

Low-income students, often not as fully exposed as their more affluent peers to a breadth and depth of topics, can be at a disadvantage: their weak knowledge of the general topics addressed in school leaves them less prepared to assimilate new information. The content-rich curriculum described above provides the knowledge that makes low-income students more effective learners in their last years of K-12 education and in college.

WLA realizes that all students, regardless of whether they are classified as at-risk, learn at varying rates. Schools that expect all students to meet high standards must be prepared to support students — regardless of the pace at or style in which they learn — until they reach mastery. At WLA, this learning support will come through multiple means:

- Clear, engaging, high-quality lessons in the classroom with low student-to-teacher ratios (not including support from the Academic Collaboration Team¹⁹ - ACT);
- Increased learning time relative to other public schools;
- Pull-out and push-in instruction by ACT members and related services such as counseling, speech, and occupational and physical therapy for students who require it; and
- Mandatory after-school and Saturday program tutoring for students who require additional individual and small-group attention, as determined by assessment data regardless of Special Education or English Language Learner classification.

All of these strategies and supports ensure that students with disabilities, students with limited English language proficiency, and students at risk of academic failure who may not have an official classification are given the remediation and intervention they need to meet the high standards that we will set at WLA. The personalized and student-centered approach of our blended model will ensure that every student has a truly individualized experience at WLA.

¹⁹ At WLA, the Academic Collaboration Team will consist of teachers whose sole responsibility is to support students with English Language deficits, special education needs, and/or discipline challenges. These teachers support primary teachers in their classrooms to ensure that the lessons are productive and tailored to the needs of all students.

2. GOALS AND STUDENT ACADEMIC ACHIEVEMENT EXPECTATIONS

a. Student Academic Achievement Expectations

Commitment to overall PMF scores. WLA will adopt the Performance Management Framework to benchmark its student academic achievement expectations. In Year 5, when WLA reaches steady state, it will commit to a specific target of at least 50 Median Growth Percentiles (MGP) in Reading and Math. Median Growth Percentile is the median of individual growth percentile, which measures the amount of student growth compared with students that have similar score histories. This target exceeds the PMF floor of 30 MGP in each subject area.

The School Corporation has selected as its measure of academic achievement expectations the indicators listed in the high school Performance Management Framework developed by PCSB (“PMF”s). Accordingly, changes to any PMF implemented by PCSB after a public hearing and notice period for public comments, including changes in state assessments, performance indicators, floors, targets, and formulas, will automatically become part of the measurement of the School’s academic achievement expectations. However, if material changes are made to any PMF that a School Corporation elects not to accept, the School Corporation shall provide PCSB a petition for a charter revision pursuant to § 38-1802.04(c)(10).

Separate academic achievement expectations.

GOAL I: ENGLISH LANGUAGE ARTS

Goal: WLA students will demonstrate proficiency in English Language Arts.

Absolute Measures

1. Each year, at least 50% of all tested students who are enrolled in at least their second year will perform at or above grade level on the [DC CAS Reading exam](#) or PARCC. This target exceeds the PMF achievement floor of 18%.
2. Each year, the school’s aggregate Performance Index (PI) on the DC CAS Reading exam will meet that year’s Annual Measurable Objective (AMO) set forth in D.C.’s [NCLB](#) accountability system.

Comparative Measures

1. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above grade level on the DC CAS Reading exam or PARCC will be at least 10% greater than that of students in the same tested grades in wards seven and eight (from which we expect many of our students will come).
2. Each year, the school will exceed its predicted level of performance on the DC CAS Reading exam or PARCC by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in Washington, D.C.
3. At least 75% of students in grades 11 and 12 who have attended WLA for two years or more will perform above the 50% [Normal Curve Equivalent](#) (national percentile rank) on

an ELA exam such as the [MAP assessment](#)²⁰.

Growth Measures

1. Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above grade level on the previous year's DC CAS Reading exam or PARCC and 75% at or above grade level on the current year's DC CAS Reading exam or PARCC. If a grade-level cohort exceeds 75% at or above grade level in the previous year, the cohort is expected to show a positive gain in the current year.
2. Each year, on a national norm-referenced reading assessment such as the MAP, all grade level cohorts of students will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade-level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

GOAL II: MATHEMATICS

Goal: WLA students will demonstrate proficiency in Mathematics.

Absolute Measures

1. Each year, at least 50% of all tested students who are enrolled in at least their second year will perform at or above grade level on the DC CAS Mathematics exam or PARCC. This target is far above the PMF achievement floor of 20%.
2. Each year, the school's aggregate Performance Index (PI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in D.C.'s NCLB accountability system.

Comparative Measures

1. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above grade level on the DC CAS Mathematics exam or PARCC will be at least 10% greater than that of students in the same tested grades in wards seven and eight (from which we expect many of our students will come).
2. Each year, the school will exceed its predicted level of performance on the DC CAS Mathematics exam or PARCC by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in Washington, D.C.
3. At least 75% of students in grades 11 and 12 who have attended WLA for two years or more will perform above the 50% Normal Curve Equivalent (national percentile rank) on a nationally normed math exam such as the MAP assessment.

Growth Measures

1. Each year, all grade-level cohorts of students will reduce by one-half the gap between the percent at or above grade level on the previous year's state mathematics exam and 75% at or above grade level on the current year's DC CAS Mathematics exam or PARCC. If a

²⁰ MAP assessments provide detailed, actionable data about where each child is on their unique learning path. The test dynamically responds to a student's responses, offering more challenging questions if the student answers correctly, and offering simpler questions when students answer incorrectly, thereby more accurately targeting a student's learning level and keeping the student engaged with appropriate material.

²⁰<http://www.nwea.org/node/98>

grade-level cohort exceeds 75% at or above grade level in the previous year, the cohort is expected to show a positive gain in the current year.

2. Each year, on a national norm-referenced mathematics assessment such as the MAP, all grade-level cohorts of students will reduce by one-half the gap between their average NCE in the previous year and an NCE of 50 in the current year. If a grade level cohort exceeds an NCE of 50 in the previous year, the cohort is expected to show a positive gain in the current year.

GOAL III: SCIENCE

Goal: WLA students will demonstrate proficiency in Science.

Absolute Measures

1. Each year, at least 50% of all tested students who are enrolled in at least their second year will perform at or above grade level on the DC CAS Science exam.

Comparative Measures

1. Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above grade level on the DC CAS Science exam will be greater than that of students in the same tested grades in wards seven and eight (from which we expect to draw many students in later years).

GOAL IV: SOCIAL STUDIES

Goal: WLA students will demonstrate proficiency in social studies and civics.

1. At least 50% of students in grade 11 who have attended WLA for two years or more will receive a passing grade on the AP U.S. Government and Politics exam and 100% will pass the USCIS Citizenship Civics Exam with a score of 83% or above.

GOAL V: NCLB

Goal: WLA will make Adequate Yearly Progress.

b. Goals

WLA will monitor and evaluate progress by tracking performance against key academic and financial metrics. These metrics fall into three categories: 1) short-term interim metrics, 2) intermediate direct outcome metrics, and 3) long-term indirect impact metrics. Although WLA will adjust these goals periodically, performance below targets on any of these metrics would require revisiting the educational design and/or growth model.

Short-term interim metrics: academics, service learning and MOOCs. These metrics can be measured and evaluated while WLA students are attending school, including both external evaluations and internally tracked metrics. External evaluations will occur at all grade levels and across subjects, including: absolute results, student growth, comparative performance, and achievement gaps on state tests; absolute results and comparative performance on state learning environment surveys; and absolute results, student growth, comparative performance, and achievement gaps on the [MAP](#), SAT, PSAT, [PARCC](#), and [DC CAS](#) assessments. Internally tracked interim metrics include: grade point averages, enrollment targets, student attendance,

staff attendance, negative student attrition, negative staff attrition, and colleges visited.

Additionally, WLA will track performance using a rubric based on the school's reward and discipline policy called GROWTH, an acronym for the school's core values: *Gratitude, Risk, Originality, Wonder, Truth, and Humility*. These values will be displayed in every classroom and serve as the foundation of the WLA school culture. Students whose behavior exemplifies or violates the GROWTH values will be issued merits or demerits respectively, which will be documented in the form of virtual score cards and organized in an internal database. At certain points throughout the year, students will have the opportunity to use their GROWTH points to participate in extracurricular activities, events, and trips.

Students will also be evaluated on their performance in their service-learning work with Congress, as well as their performance on their MOOCs. In addition to more traditional reading, writing, speaking, and research assignments through a corresponding Service Learning Course, teachers will work with students and their supervisors to set individualized performance goals and skill acquisition targets for their internships. Teachers will closely monitor students engaged in their MOOCs and service-learning experiences to ensure maximum knowledge gains. The short term interim metrics will be measured frequently and tracked using software such as [*Kickboard*](#).

Intermediate direct outcome metrics: post-WLA performance. Intermediate outcome metrics include: high school graduation, college matriculation, remedial coursework required in college, college graduation, incarceration rates, voter registration, voter participation, community service, and all leadership roles assumed by alumni. These metrics are longitudinal in nature and will be tracked after a student graduates from the WLA program. As a result, they are more challenging to measure because they depend at least partially on factors outside of WLA's direct control (college quality, the economy, etc.).

Although WLA is not solely responsible for some of these intermediate metrics, part of its strategy of direct impact is to prepare its scholars such that they develop resiliency and intrinsic motivation, resulting in good choices regardless of negative external pressures after they graduate. Intermediate metrics are needed to discern whether or not WLA is making a sustained impact for its students after they graduate. Failure to perform on these metrics would cause WLA to revisit its strategy for direct outcomes.

Long-term indirect impact metrics: civic participation and public leadership. Metrics include: local and state academic performance, high school completion, college matriculation, college completion, incarceration rates, voter registration, voter participation, and community service in surrounding communities; alumni who hold elected office, political appointments, leadership roles in community organizations, work in the education sector, work in the non-profit sector, philanthropic participation in some way within their community, and participation in legislation that improves educational opportunities.

These metrics are those that relate to the effect WLA has on the world through alumni's leadership efforts, status as a proof-point for what is possible in public education, and through collective efforts to succeed in legislative advocacy. Long-term impacts are also derived from efforts to train teachers, leaders, and parents to be effective advocates for social change in their

communities.

GOAL I: WLA MISSION ADVANCEMENT

Goal: WLA will prepare students for success in the college of their choice and a life of public leadership.

1. Students will visit multiple college campuses prior to graduation.
 - a. Target for year 1: 75% of students attending for the full year will have visited at least two college campuses.
 - b. Target for year 2 and beyond: 75% of students completing grade 12 who have attended WLA for at least two years will have visited at least four college campuses.
2. Students will demonstrate proficiency on their service learning performance metrics. Performance metrics will include measures such as timely attendance and display of other professional skills, as well as ability to meet deadlines, follow instructions, and work well with colleagues.
 - a. Target for year 1: 75% of students in grade 11 will demonstrate proficiency in their service-learning performance metrics.
 - b. Target for year 2 and beyond: 75% of students in grade 11 will demonstrate proficiency in their service-learning performance metrics. 90% of students in grade 12 who have attended WLA for grades 11 and 12 will demonstrate proficiency in their service-learning metrics.
3. Students will demonstrate proficiency of the subject matter taught in their enrichment MOOCs. Teachers will work with students at the beginning of the course to set goals for assessment and completion of the MOOC.
 - a. Target for year 1: 75% of students in grade 11 will demonstrate proficiency in their MOOC performance metrics.
 - b. Target for year 2 and beyond: 75% of students in grade 11 will demonstrate proficiency in their MOOC metrics. 90% of students in grade 12 who have attended WLA for grades 11 and 12 will demonstrate proficiency in their MOOC metrics.
4. Students outside of WLA will successfully complete the WLA Civics MOOC.
 - a. Target for year 1: develop the WLA Civic education course and have at least 50 students from the D.C. area successfully complete the WLA Civic education MOOC.
 - b. Target for year 2: at least 250 students from the D.C. area successfully complete the WLA Civic education MOOC.
 - c. Target for year 3: at least 400 students from the D.C. area successfully complete the WLA Civic education MOOC. At least 250 students from outside of D.C. successfully complete the WLA Civic education MOOC.
 - d. Target for year 4: at least 500 students from the D.C. area successfully complete the WLA Civic education MOOC. At least 1,000 students from outside of D.C. successfully complete the MOOC. At least 100 international students successfully complete the MOOC.
 - e. Target for year 5 and beyond: continued rapid growth of students from D.C., the U.S., and around the world successfully completing the WLA Civic education MOOC.

GOAL II: WLA ORGANIZATIONAL STRENGTH

Goal: WLA will demonstrate proficiency in managing public financial resources.

1. Each year, the school will generally and substantially comply with all applicable federal and state laws, rules and regulations, and the provisions of its bylaws, Provisional Charter (certificate of incorporation) and Charter Agreement.
2. Each year, the school will have in place and maintain effective systems, policies, procedures and other controls for ensuring that legal and charter requirements are met.
3. Each year, the school will maintain a relationship with independent legal counsel that reviews relevant policies, documents, and incidents and makes recommendations as needed, and in proportion to the legal expertise on the board of trustees, if any.
4. Each year, the school will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor or the D.C. Public Charter School Board.
5. Each year, the school will operate its core academic program on less funding per-pupil than the average per-pupil funding of the District of Columbia Public Schools.

GOAL III: WLA ADMINISTRATIVE STRENGTH

Goal: WLA will demonstrate proficiency in managing teachers and administrative staff.

1. Starting in year 1 and continuing each year, the school will keep negative staff attrition, defined as staff taking a substantially similar position within the District of Columbia, to 20% or less.
2. Starting in year 1 and continuing each year, the school will hire and oversee a qualified Head of School and charter management organization to oversee the day-to-day operations of the school.
3. Starting in year 1 and continuing each year, the school will maintain daily staff attendance of 95% or better.

GOAL IV: WLA PUBLIC VIABILITY, SUPPORT, AND SATISFACTION

Goal: WLA will demonstrate proficiency in satisfying families, teachers, and community supporters.

1. Starting in year 1 and continuing each year, the school will maintain a parent satisfaction rate of at least 80%. The parent satisfaction rate will be measured by a regular survey sent to parents of WLA students.
2. Starting in year 1 and continuing each year, the school will seek to have at least 25% more families rank WLA 1, 2, or 3 on the MyChoiceDC application than seats available.
3. Starting in year 1 and continuing each year, the school will maintain a negative student attrition rate, defined as students attending non-selective schools in the District of Columbia, of less than 15%. This metric will be measured by conducting exit surveys of students who depart from WLA.

4. Starting in year 1 and continuing each year, the school will maintain an average daily student attendance of 95% or greater.

Data collection, analysis, and communication. WLA will use [Kickboard SIS](#) to manage all attendance and academic data, and all of the aforementioned performance metrics. WLA will use these tools for school culture, classroom management, standards-based grading, and formative and summative assessment data analysis. WLA will follow the example of Democracy Prep Public Schools, which has successfully used these programs to track both behavioral and academic data.

WLA will operate with a comprehensive data-driven approach. Attendance and weekly academic performance will be shared with families via a weekly progress report. All academic data will be accessible to families online and used by teachers to strategically plan in order to ensure students make their individualized growth goals. WLA will also collect and maintain accurate enrollment data. WLA will record this information on a daily basis and provide copies to appropriate authorities upon request. WLA will generate reports from *Kickboard SIS* for the DCPCSB as needed.

Tracking and assessing progress toward goals for students with disabilities. As students enroll in WLA, the school will obtain the student records and other information that will be needed to implement the student's IEP. WLA staff will review information within the District's information systems to make sure that all students with IEPs are accurately identified and that all relevant data within these systems is appropriately updated. Students will be transitioned to WLA and the school's instructional staff will meet with the parents and teachers of any student who has an IEP. The purpose of this meeting will be to welcome all students and to discuss with the parents how services will be provided to the student. Parents will be provided with a copy of IEP page 6 (Goals and Objectives) with the progress section filled in each time a report card is sent home.

If a child fails to make progress toward their goals with the services provided, WLA will reevaluate the student to determine if further services are required. Similarly, if a student has reached his/her goals before the annual review, WLA may conduct a reevaluation to adapt the IEP or declassify the student.

Students who have been identified as ELL will be assessed annually using the [Assessing Comprehension and Communication in English State-to-State for English Language Learners \(ACCESS for ELLs\) Test](#)²¹ as well as nationally-normed standardized tests, teacher-created exams, and informal teacher observation in the classroom to determine improvement in English proficiency. Students who score above the established cutoff point for ELLs will be deemed no longer ELL, while those who score below the cutoff point will continue to be classified as ELL.

²¹ The *Assessing Comprehension and Communication in English State-to-State for English Language Learners* test (ACCESS for ELLs[®]) is a large-scale test that addresses the English language development standards that form the core of the WIDA Consortium's approach to instructing and testing English language learners. These standards incorporate a set of model performance indicators that describe the expectations educators have of ELL students at four different grade level clusters and in five different content areas. For each grade level, the standards specify one or more performance indicators for each content area within each of the four language domains: Listening, Speaking, Reading, and Writing. <http://www.wida.us/assessment/access/background.aspx>

Students no longer deemed ELL, like all students, will still have access to personalized language and academic support and services from ACT members.

3. CHARTER SCHOOL CURRICULUM

a. Student Learning Standards

Standards. The WLA curriculum is aligned to the [Common Core State Standards](#) adopted by the District of Columbia. It will be designed to challenge students to do their best academically regardless of their language proficiency, special education status, or the academic level at which they enter the school. Frequent evaluations will ensure that teachers and families know exactly where each student stands in relation to the rigorous standards and what each student needs to do to make progress. WLA will plan instruction and assessment around academic standards, focusing on what students should be able to do by the end of a lesson or unit. WLA faculty will work to exceed the standards and performance indicators detailed in the Common Core State Standards.

WLA faculty will largely follow successful practices developed by Democracy Prep Public Schools. The WLA faculty will work together for several weeks, prior to the opening of the summer school session, to revise and practice lesson plans, modify curriculum for ELL and Special Education students, and design a fully integrated assessment system. Teachers will analyze interim assessment data every six weeks and structure their instructional plans accordingly. Teachers will create six-week re-teach plans following each assessment that identify successes and address deficiencies in student comprehension. Teachers will utilize data to plan for tutoring outside of class, to develop mini-lessons in class, and to determine which skills require whole-class instruction. Data will be tracked throughout the year to ensure scholars are maintaining growth.

WLA will measure academic progress extensively and precisely using MAP, DC CAS, SAT, PARCC and PSAT assessments. These assessments are criterion referenced, norm referenced, externally validated, and make up a robust assessment sequence for grades 9-12. WLA's interim and summative assessment systems will ensure that standardized assessments are frequent (every six to ten weeks in the form of interim assessments), relevant (directly linked to classroom instruction), and standards based (aligned with the Common Core State Standards).

How the selection of these standards ensure all students will be competitive. In the global economy, Common Core State Standards will become a floor, not a ceiling. Despite the fact that most American children are not yet prepared to master College and Career Ready Standards, the WLA expectations are even higher than the CCSS. From the moment our scholars arrive, they will receive rigorous academic instruction to prepare them for success in college and a life of public leadership. WLA scholars will immediately be taught that they are on a path that leads to and through college. [Research shows that success in college yields in nearly every metric of health, wealth, happiness, and more.](#) We believe graduation from college is the single most likely way for students to be competitive in the new knowledge economy.

Our scholars will begin to learn and experience what it means to be an active citizen, taking part in the democratic process in government and helping to make changes that will improve the world around them. This is one way in which WLA seeks to empower our scholars — by

educating them about the value and importance of their voice and giving them clear avenues and experiences that allow them to exercise their voice in a manner that makes a real difference in their environment and beyond. WLA scholars will not only be prepared for college because of their rigorous academic education, but they will have gained life skills through their service-learning experience that will better prepare them for college than their peers from other schools. Finally, because 11th and 12th grade scholars will be located in a residential boarding school environment, they will be accustomed to the independence and self-starting attitude that college requires.

How WLA will ensure the standards are attainable for ELL and IEP scholars. Special Education and ESL services will be aligned to grade level standards and students' needs. ACT Teachers will work to align their services to lesson plans created in advance by classroom teachers. The goal is for these services to enhance scholars' access to the curriculum and help them to become more confident academically. WLA will seek to replicate the DPPS model, where schools pride themselves on having scholars return to the classroom after pull-out sessions without feeling as though they have missed anything. Classroom teachers will not feel the need to have to re-teach everything for which the child wasn't in the classroom because they will work so closely with the ACT teachers. The parallel instruction scholars receive when they're receiving ACT support is completely aligned to the instruction they would receive in class but with additional supports and resources necessary to differentiate instruction.

The academic program at WLA will avoid remediation "pull-out" from core courses whenever possible, limiting its use to non-core academic courses and extracurricular activities. WLA will use a curriculum that meets each student where he or she is and, using extra time and supports, accelerate students academically to master the Common Core Learning Standards at a faster rate than in traditional schools. If an Upper Academy citizen-scholar is not on track to meet the appropriate academic expectations, he or she will forfeit all or portions of the service-learning experience in exchange for additional remediation and ACT support.

In order to ensure that all students meet academic performance goals as outlined in their IEPs, WLA will make a clear distinction between modifications to curricular content and accommodations available to students that do not lower academic expectations. WLA will seek to *modify* curriculum as *infrequently* as possible, yet faculty will provide *accommodations* as *frequently* as necessary to help students progress as guided by students' IEPs and their individual needs.

Special education students will be expected to master the WLA curriculum to the maximum extent possible with the use of supplementary aides and other services outlined in their IEP. To the maximum extent appropriate, students with disabilities will also be expected to participate in, and where appropriate receive credit for, non-academic, extracurricular and ancillary programs and activities with all other students. Students with disabilities will receive all notices of school-sponsored programs, activities and services.

b. Resources and Instructional Materials

Criteria that will be used to select resources and instructional materials. WLA's instruction will build upon the fundamentals of education outlined by E.D. Hirsch using highly effective,

researched-based curricula.²² WLA Lower Academy teachers will use clear, direct instruction to explicitly teach what scholars are expected to know at all grade levels. In the Upper Academy, we will minimize direct instruction instead opting for more seminar, case method, and inquiry-based instruction with a college format. In turn, scholars will be given opportunities to demonstrate mastery of both content and skills learned as well as college dispositions. The following describes the basis for resource and instructional materials for each core subject.

Geography, Civics, Government, and US History: Civics and government courses will be exceptional classes at WLA. Taught from the seat of U.S. government, classes will incorporate speakers including current lawmakers, and regular field trips, or “academic adventures”, will include opportunities to watch debate on the floor of Congress, oral arguments at the Supreme Court, and senior meetings in the Executive Branch.

Service-learning experiences will also be incorporated into student work, particularly at the Upper Academy level. Students will have the chance to show their skills and knowledge in the year-long “WLA Model Congress,” which allows students to draft mock legislation, debate it, shepherd it through a legislative process, and vote on final bills. Similarly, regular “Tabletop Exercises” will allow students to role play in historic presidential decisionmaking and crisis scenarios by advising a mock president on a course of action. Both the Model Congress and the Tabletop Exercises will take advantage of WLA’s unique partnerships with think tanks, presidential libraries, and government institutions, as well as the school’s advanced technological capabilities, to bring these activities to life.

In history, students will develop and master the ability to critically examine social and historical problems, studying alternatives at key turning points. Students will focus on world and American societies using the lenses of culture and time. Civic and economic simulations and study skills such as note taking, organization, and outlining will be incorporated throughout the courses using texts such as *History of Us*, *History Alive!*, and *We The People*.

Upper Academy students will take AP courses such as AP United States History and AP United States Government and Politics, and will modify curricular materials and standards from the College Board. The latter will be bundled into an online Civics MOOC, which incorporates WLA's speaker series and is available nationwide.

English Literature, Reading, and Writing: Students will develop and master literacy skills including phonemic awareness, decoding, fluency, oral reading, comprehension and vocabulary. Students will take part in thoughtful literary analysis of short stories, poems, and novels expressed through class discussions, standardized tests, and essays. Students will develop and master writing and editing skills including proper spelling, syntax, grammar, punctuation, and style. Students will write prose, poetry, fiction, and non-fiction of varied length using a curriculum based on the successful Democracy Prep Public School curriculum. Upper Academy students will take AP courses such as AP English Language and Composition and AP English

²² The Core Knowledge Sequence, designed by E.D. Hirsch, is a content-rich curriculum, predicated on the idea that what children learn is a function of what they already know. Accordingly, the Sequence provides a coherent, cumulative, and content-specific core curriculum, facilitating strong foundations of knowledge for every grade. Learn more at <http://www.coreknowledge.org/sequence>.

Literature and Composition and will utilize portions of the College Board’s suggested materials and curriculum for those courses.

Mathematical Skills and Problem Solving: Lower Academy students will master Algebra using a curriculum based on the Democracy Prep Public School curriculum that has yielded value added gains in math that were [found by Dr. Roland Fryer](#) of Harvard to be some of the largest he has ever studied. Students will apply mathematical skills in problem solving exercises, investigations, complex word problems, and mathematical experiments. Upper Academy students will take AP courses such as AP Calculus and AP Statistics and will utilize portions of the College Board’s suggested curriculum and materials for those courses.

Science: Students will develop and master scientific knowledge and skills through the study of multiple scientific fields (earth, physical, environmental, biological, and social), apply the scientific method, conduct experiments of their own design, and present their findings professionally. WLA Science will be based on a highly effective Democracy Prep Public School curriculum. Upper Academy students will take AP courses such as AP Biology, AP Chemistry, and/or AP Environmental Science and will use modified curricular materials from the College Board.

How resources and materials will meet the needs of all learners. WLA plans and has budgeted for ACT members to include, at a minimum, one full-time educator certified in special education for students with mild and moderate special needs who will act as a special education and ELL coordinator. The ACT Team member will be the primary agent responsible for ensuring that all services for students with IEPs are being provided and for communicating with state and government agencies with regards to special education students. The ACT Team member will oversee the initial referral, review, modification and re-evaluation processes for students with IEPs to make certain their needs are met appropriately.

The robust evaluation and assessment system at WLA will ensure that all students who enter the school will be routinely monitored to ensure that they are making effective academic progress. Students admitted through the lottery process will be required to take a nationally-normed standardized test such as the MAP as well as a battery of internally designed criterion-referenced comprehensive exams for each of the core subjects. The results of these exams will be used to determine which students are in immediate need of remediation. Students with particularly low scores will be monitored closely by their advisors and be provided with support and accommodations as needed.

All students with IEPs at WLA will take the same state, national, and internal assessments as their non-disabled peers. Students with IEPs or 504 plans will receive the appropriate accommodations or modifications as identified in their plans and parents will receive reports on their student’s progress at least as often as non-disabled students. Parents will receive three IEP progress reports each year in addition to report cards, weekly progress reports, weekly GROWTH score cards and regular personal contact from faculty members who are available by email, phone, and in person to all families. The school will hold meetings with the parents of special education students each trimester to advise parents on any changes to the administration of special education services. During these meetings, parents will be given a forum to voice concerns and give suggestions on any changes they would like to see made to the special

education program.

In the case of students whose IEPs require the provision of related services not available by full time providers on the school staff (such as speech, occupational therapy, physical therapy, vision therapy, or severe needs), the school will contract with the necessary providers. This may be on a per diem, fee for service, basis through a Related Service Agreement (RSA) or by bringing the provider on staff full time if necessary and appropriate. The school will continue to reassess its special education methods and strategies and may, in the future, bring certain services in-house, should it be determined that such a change would be beneficial to our special needs students. WLA is designed to be a full-inclusion school, however we will also perform annual reviews of the special education population to determine whether it will be more effective to add more restrictive environments (e.g. 12:1:1 or 8:1:1 special class) in order better to meet scholars’ needs.

ELL students will engage in a similar process. Pre-testing will be used to determine the level of English language learning required by the student and the ACT member will work to ensure that ELL students are able to succeed in all courses and grow their English speaking and writing skills. The ACT member will supplement the student’s regular instructional materials with additional resources as needed.

How use of these materials will lead to accomplishment of school goals. DPPS has used the aforementioned material selection criteria and materials in all of its schools with great success. WLA will follow that successful model, and supplement it with even stronger civic and social studies materials, including the rich social studies experiences available in Washington D.C. itself.

WLA seeks to produce strong public leaders. Doing so requires rigorous academics, careful use of cutting edge technological tools, and development of strong life and professional skills. WLA expects that near-daily immersion in public service will result in active citizens and strong civic leaders as students attend college and then enter the professional working world.

Timeline for developing a complete curriculum. The Revolution Schools instructional team will support the efforts of WLA leadership to refine these instructional materials for utilization at the Upper and Lower Academies. WLA will spend the 2015-16 year monitoring implementation of its Common Core and AP curriculum and will make modifications in real-time based on feedback from instructional personnel and assessment data that reveals programmatic strengths and weaknesses. Moreover, WLA teachers will have access to a repository of shared unit and lesson plans from the Democracy Prep Public Schools network that have been crafted and fine-tuned by instructional staff at both the campus and network levels.

Table: Planning Year Curriculum Development

	Draft Complete	Teacher Peer Review Complete	School Leadership Review Complete	Teacher Training Complete
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Curriculum Maps	8/1/2014	9/1/2014	10/1/2014	7/1/2015
Unit Plans	11/1/2014	12/1/2014	1/1/2015	7/1/2015
Lesson Plans	3/1/2015	4/1/2015	5/1/2015	7/1/2015

c. Methods of Instruction

Instructional methods. To build a culture and instructional program that rivals the best schools in the country, we believe it is essential to instill rigorous academic expectations and firm behavioral standards. Only the best will be acceptable from our students, teachers, and leaders.²³ We will execute on high standards in the following ways:

Rigorous academics with frequent evaluation. WLA is committed to ensuring that students are learning a rigorous curriculum and preparing for success in college and a life of public leadership. In order to accomplish this goal, we will measure academic progress extensively and precisely using a wide variety of ongoing assessment tools. In addition to District of Columbia and privately developed assessments, we will ensure that pre-test and post-test assessments developed by the school are frequent, relevant, and aligned with D.C. standards.

WLA will use carefully designed lesson plan templates that are customized for each subject taught. All plans will be designed based on measurable objectives, which will be aligned to Common Core State Standards. Additionally, teachers will script out their lessons, planning not only the questions they will ask but also the answers they expect from scholars. Moreover, teachers will thoughtfully consider any content misconceptions scholars may hold in advance, allowing them to plan strategically for how they can break down content and clear up any misconceptions.

WLA will use six-week interim assessment cycles to assess student mastery of standards-based knowledge and skills. Following each assessment, teachers will analyze student performance data, identify which standards are causing the most difficulty, and create six-week “reteach” plans to address these deficiencies in conjunction with the preexisting scope and sequence for that time period. Additionally, teachers will use interim assessment data to create tutoring groups that address student learning deficiencies and to help determine which students receive push-in instruction from instructional support personnel during class periods.

All grades will be based on data at WLA. Scholars will be given scores on a 1-100 scale to determine where on the spectrum of proficiency they sit in terms of performance in any given subject area. Scholars will receive grades for homework, class work, exit tickets, published writing pieces, quizzes, tests, and interim assessments. Scholars’ reading levels will be translated into a proficiency level in order to monitor performance against standard grade level benchmarks. Scholars will also get grades for GROWTH values on their report cards.

²³ WLA will incorporate teaching best practices including those recorded by Doug Lemov in his books [Teach Like a Champion](#) and [Practice Perfect](#).

Homework will be assigned in most subjects on most days. Additionally, homework will be given over the weekend and during breaks from school. Homework will be checked frequently and scholars will receive a grade for their homework on their report cards. All of the assessment data will be scrupulously analyzed using sophisticated statistical methods including multivariate regression analysis, scatter plot analysis, and test item analysis.

Teachers will be trained in these techniques during the August professional development sessions and then will meet weekly to review specific assessment data in faculty working groups. In addition to helping understand the needs of individual students, the results of the internal and external assessments will help us to develop and modify the curriculum and instructional methods. Baseline data prior to students' entrance to WLA will help determine the materials that need to be taught to incoming students.

Upper Academy residential staff will also serve as after-school academic advisors, supporting students not only with residential life issues but also helping to monitor and facilitate their progress on WLA assignments and MOOC courses. Residential staff will be incorporated into Upper Academy instructor meetings to ensure that student needs are tracked across the school-dormitory space.

Exemplary teaching. WLA teachers must do whatever it takes for students to succeed in college and to engage in their communities as active democratic citizens. This ambitious goal can only be attained through exemplary teaching by every member of the faculty. The leadership teams at each of the Upper and Lower Academies will model best practices and stay connected with the classroom through weekly visits to every classroom in the school.

Teachers at WLA will be treated as professionals, provided with all necessary technology (computer, phone, voicemail, email, etc.), appropriate classroom supplies, a personal professional development budget, and essential support at all times. Teachers will receive a minimum of two hours of preparation time daily, Monday through Thursday, dedicated exclusively to grading and lesson planning. Teachers will have a preparation block twice a week at the same time as grade-level colleagues and twice a week with subject-area colleagues to ensure the opportunity to collaborate, discuss pertinent student issues, and do peer observation. Most importantly, WLA teachers will work closely with colleagues who get great results and are committed to the same mission.

One of the most frustrating experiences for a teacher is to work hard to establish norms in a classroom only to have them undermined in a room down the hall. At WLA, there will be consistent instructional practices in every classroom. While there is not one correct way to teach content, Lower Academy students must have consistent routines, blackboard configuration, grading practices, and behavioral expectations in every class. For example, WLA students will enter classrooms and receive a firm handshake from the teacher. Lower Academy Students will enter and begin a silent "Do Now" assignment at their desks. Following the "Do Now," Lower Academy students will look at the common board configuration, review the lesson's aim, agenda, homework, and begin a period of direct instruction of new material before breaking into teacher-designed activities in groups, pairs, or as individual practice. Each Lower Academy class will end with a review of the aim and an "Exit Ticket" that emphasizes comprehension of the class's specific and measurable aims with at least three questions that evaluate student mastery.

Exit Ticket data will be gathered regularly and evaluated by teachers to identify individual and group deficiencies.

Classrooms at WLA will be bright, exciting, lively places that reinforce the mission and values of the school. In each classroom, the mission and motto will be clearly displayed. Around the whiteboard will be the GROWTH values, school mission, and college graduation year. Classrooms will be named after Presidents and decorated in the style and colors of our teachers' alma maters. Thus, Room 101 might be known as Lincoln, decorated in maroon and gray with Morehouse memorabilia, banners, campus maps, pictures of the Maroon Tiger mascot, and photos and quotes from notable Morehouse graduates like Dr. Martin Luther King Jr. and Spike Lee. Room 102 might be Hoover, with a black and gold color scheme, Hawk eyes peering down, and poetry from the Iowa Writers Workshop.

More time to learn and to engage in service learning. Upper Academy WLA students will attend school Monday through Thursday from 7:00 a.m. to 12:10 p.m. and Friday from 8:00 a.m. to 4 p.m., engage in service-learning experiences primarily in Congress from 1:00 p.m. to 6:00 p.m., and participate in physical activities, Academic Adventures, and other WLA programming most Saturdays. Students will also engage in self-directed MOOC courses in the evenings, with appropriate oversight by instructional staff. Lower Academy students will attend school from 7:45 a.m. until 4:15 p.m., followed by enriching after school activities and unique service-learning opportunities designed for 9th and 10th grade students.

The school year will be a minimum of 190 days, and students in need of additional individual support or required remediation will attend school longer on some Saturdays, during the summer, and during some vacations. Students who have not yet mastered the grade's content expectations will attend mandatory summer school for a total of up to thirty-three additional "Opportunity Days" throughout the year.

Respectful school culture with a disciplined environment. WLA is being founded on the belief that a safe, structured, and supportive school community is essential to ensure dramatic academic gains for all students. The Lower Academy will adhere to a "broken windows"²⁴ approach to school discipline and a "tipping point"²⁵ approach to school culture. WLA will focus relentlessly on appropriate consequences for small issues in order to ensure that more significant negative behaviors are unlikely to occur. By demonstrating mastery of behavioral self-regulation by the end of 10th grade, scholars will demonstrate sufficient maturity to be promoted to the Upper Academy.

Hands-on learning. WLA will cultivate students who are prepared for lives of public leadership.

²⁴ The broken windows theory refers to the idea that small-scale disorder necessarily leads to destruction on a larger scale. The theory is based on the widely accepted notion that if one window in a building is broken and left unrepaired, other windows in the building will soon be broken. In other words, some disorder begets greater chaos, while order begets further stability. The metaphor can be applied directly to classroom behavior: If one student is unruly and his/her behavior goes unchecked, other students will follow suit.

²⁵ Coined by Malcolm Gladwell in his bestselling book, "The Tipping Point" refers to the way changes within an organization spread. He argues that once an innovation reaches a critical point (usually determined by support from a certain number and type of people), change will diffuse like an epidemic through the remainder of an organization. This concept applies to the school environment, as culture is entrenched and consistently reinforced through the ongoing process of collective buy-in and deliberate action.

One of the best ways to do that is by *witnessing* and *practicing* leadership through more hands-on learning. This is primarily done through service-learning experiences, described above. But WLA instructors will have other methods of instruction for giving students a hands-on approach to their classroom material. Partnerships with foreign embassies, think tanks, museums, news organizations, archives, presidential libraries, and more will allow instructors to bring classroom subjects to life. Moreover, Academic Adventures around Washington will expose students to the history, institutions, principles, and democratic processes that they are learning about in school. Citizen-scholars will have the opportunity to show their leadership and skills through the WLA Model Congress, a year-long mock legislative process, and unique Tabletop Exercises, simulated presidential decision-making activities guided by experts. All of these elements will help teachers be more effective in achieving high levels of student engagement in course material.

Accommodation of different learning styles. WLA teachers in the Lower Academy will model the type of instruction used by Democracy Prep Public Schools. At DPPS, teachers use multiple methods of instruction to teach lessons in such a way as to accommodate as many learning styles as possible including spatial, auditory, linguistic, kinesthetic (where possible), mathematical/logical, intra- and inter-personal.

Methods of instruction for English Language Learners. WLA will serve any and all students who are English Language Learners through a process of Structured English Immersion (“SEI”). WLA’s academic faculty work to prepare *all* students, including those with limited English proficiency, to graduate with the essential knowledge, skills, and character to succeed in college and a life of public leadership. A prerequisite to achieving this is that every WLA student must become a literate and fluent reader, writer, speaker, and listener of Standard English as quickly as possible. As such, it is one of WLA’s chief aims to work with identified ELL students in an inclusive SEI program that provides them with the challenge and extra supports needed to rapidly achieve proficiency in English. This SEI model will not segregate ELLs from their English speaking peers, and SEI students have consistently scored higher than those enrolled in traditional bilingual programs in large scale studies.

ELL students will receive the same academic content and be held to the same academic standards as native English speaking students. In order to ensure academic success, WLA teachers, who will receive professional development to enhance their skills in working with ELL students from ACT members, will carefully monitor all ELL students and develop interventions designed to support these students where required. Interventions will include modifying the level of the English language that classroom teachers use in their instruction, pull-out intensive tutoring in English during study hall and non-core academic subjects, push in services by a teacher who is fluent in the student’s native language, pairing with another student who speaks the ELL student’s native language, home visits by a staff member who speaks the student’s native language, and other support services.

Through WLA’s extended school day, extended school year, and residential Upper Academy program, ELL students will benefit from dramatically increased exposure to English speaking, listening, reading, and writing. This will speed acquisition of English. To ensure the instruction reaches ELL students, ACT members will be charged with supervising teachers as they diagnose each student’s needs, provide and adjust instruction according to data and feedback, and closely monitor student progress. To complement the SEI program, the ACT members, supervised in this

area by the ELL Coordinator, will provide individualized support to ELL students with push-in and pull-out instruction and targeted tutoring as needed. ELL students will receive individualized support from ACT members in their efforts to reach and surpass these standards, but they will not be promoted to the next grade if they are unable to meet grade level standards. This approach is consistent with the mission to prepare all students for success in college and a life of public leadership.

All students will have equal access to all programs and services including: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including music, art, and technology programs; and all after school programs including athletics. Recognizing that ELL students bring an array of talents and cultural practices and perspectives that can enrich our school and society, students will maintain and enhance their native language skills through cultural enrichment opportunities throughout their time at WLA.

WLA recognizes that many ELL students have first language and literacy knowledge and skills that boost their acquisition of language and literacy in English or another second language. As Democracy Prep has demonstrated in its schools, being identified as ELL or Special Education is not a stigma or item of shame for students; by changing the language to refer to the Academic Collaboration Team, and by providing tutoring, enrichment, small group, pull-out, and push-in, services for all students, students at DPPS do not feel shame about their differences or challenges, but rather pride for the accomplishments they demonstrate over time in partnership with their team of teachers and classmates. Students at schools currently operated by Democracy Prep seek out and request to be supported by ACT members, rather than attempting to hide their ELL or Special Education status. WLA will follow the same successful model as DPPS.

As with all aspects of WLA's operations, staff will collect data on student performance in order to monitor the efficacy of the ELL program. Specifically, WLA will look to assessments of ELL students, including improvements in performance on the ACCESS for ELLs test, nationally-normed tests and teacher-created assessments to determine whether the program is effective in improving ELL students' English proficiency levels and ensuring that they are meeting or exceeding content and skill standards across the curriculum. In order to make these comparisons, WLA will disaggregate assessment results by ELL and non-ELL students at every possible opportunity and use that data to continuously improve instructional strategies.

Specific methods of instruction for students with disabilities. The guiding philosophy at WLA is to minimize the impact of a student's disability while maximizing his or her access to support services and the college-preparatory general curriculum. Special education students at WLA will receive a Free Appropriate Public Education (FAPE). They will be offered appropriate evaluations and assessments. To the maximum extent allowed by each student's circumstances and Individual Education Plan and all applicable federal laws, including the Individuals with Disabilities Act (IDEA), WLA will educate students with disabilities in the least restrictive environment (LRE), with their non-disabled peers. Disabled students, along with their parents, will be involved in the development of and decisions regarding their IEP. Separate classes, or other removal of students with disabilities from the regular educational environment, will occur only if education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Moreover, WLA's core service-learning work experiences and MOOC courses will be tailored to accommodate students with disabilities, as needed.

WLA teaching staff will be supported by the Academic Collaboration Team to support students at academic risk, including but not limited to Special Education students and English Language Learners. ACT members may be assigned to specific grades, subject areas or to a particular caseload of students based on what will be the most educationally-effective model for the needs of students, including those with IEPs, in any given year. ACT members will be responsible for implementing classroom-based IEP services, [Special Education Teacher Support Services](#) (“SETTS”), and ensuring access to the general curriculum for all students on IEPs through differentiation, accommodations, and necessary modifications. The classes will be led by a general education teacher and supported as necessary by an ACT member who will meet regularly with general education teachers to review instructional materials, plan the presentation of content, and ensure lessons contain accommodations that make them accessible to students with IEPs.

Why the chosen methods are well suited for the anticipated student population, goals, student achievement expectations and mission. The anticipated student population will be diverse in socioeconomic status, race and ethnicity, English language skills and lack or level of special needs. Exemplary teaching, combined with high expectations, blended learning, and more time in the classroom, will enable all students to succeed regardless of background. Students with disabilities and English language learners will be greatly served by the flexible push-in methodologies, strong attention to IEPs and 504 plans and high expectations for success.

d. Strategies for Providing Intensive Academic Support

Meeting the needs of students who are substantially below grade level. WLA’s instructional model will incorporate support for all students struggling academically, not just those with diagnosed disabilities. All students languishing substantially below grade level in reading and math — regardless of classification — will receive increased attention through small-group instruction, individual tutoring, and other intensive academic supports designed to accelerate their academic growth. These students will also receive additional instructional time instead of work-study, in the evenings, on weekends, and during the summer, as needed. WLA will also provide appropriate accommodations to all students progressing through the initial evaluation process prior to confirmation that the student is disabled and eligible for Special Education and related services.

As noted earlier, Upper Academy residential staff will also serve as after-school academic advisors, supporting students not only with residential life issues but also helping to monitor and facilitate their progress on WLA assignments and MOOC courses. Residential staff will be incorporated into Upper Academy instructor meetings to ensure that student needs are tracked across the school-dormitory space.

Providing a continuum of services for students with disabilities. In order to provide all IEP and Section 504 (Rehabilitation Act) services, WLA will follow the DPPS model which is flexible and fully compliant with applicable laws. The ACT member will focus on providing classroom-based inclusion services and pull-out services when required by an IEP. The ACT member or school social worker will serve as the Section 504 Officer. If, through the lottery process, a student is admitted who has profound or severe disabilities, WLA will ensure that the student has

the appropriately certified aides and teachers working with him or her to provide necessary services so long as they can function in an inclusive Collaborative Team Teaching (“CTT”) environment, as WLA will not initially offer self-contained programs.

WLA plans to contract with qualified outside service providers to provide on-site pull-out related services including Occupational Therapy (OT), Physical Therapy (PT), Speech Therapy (ST), Counseling, Social Work and any other services specifically indicated in our students’ IEPs. All special education services will be provided by appropriately trained, certified, and licensed providers accountable to the Academy Directors.

Establishment of a system to identify students suspected of having a disability. WLA will comply with all federal Child Find legislation (34 CFR § 300.125), which requires the school to have in place a process for identifying, locating, and evaluating students suspected of having a disability. WLA will model the successful DPPS process. See Appendix 4 for documentation of the DPPS Child Find model.

e. Strategies for Meeting the Needs of Accelerated Learners

Addressing the needs of accelerated learners. The WLA instructional program will provide sufficient differentiation to accommodate the needs of those who enter above grade level (or excel rapidly) in *any* core subject. WLA’s mastery-based curriculum, myriad enrichment opportunities, and Advanced Placement course offerings afford all students — especially accelerated learners — access to a learning experience tailored to their specific needs. Accelerated students will be able to take on more substantive responsibilities in their service-learning experiences, and will be able to engage in more challenging MOOCs for their evening electives. In 12th grade, accelerated student will be encouraged to cross-register for college course credits both online and in-person where appropriate. Moreover, the Upper Academy’s unique location and service-learning experiences will offer perhaps one of the best environments in the Nation for accelerated learners to seize challenging and novel opportunities, which they might otherwise be unable to access.

f. Graduation/Promotion Requirements

WLA Course Scope and Sequence: How WLA Students Will Exceed Graduation Requirements

Subject Required	Required DC Credits	WLA Lower Academy	WLA Upper Academy	Required WLA Credits*
Art	.5	.5	.5	1.0
Integrals (electives + MOOCs)	4.0	2.0	3.0	5.0
English	4.0	2.0	2.0 AP English Language and Composition/AP English Literature and Composition	4.0

Health and Physical Education	1.5	1.0	.5 Weekends, physical fitness during free periods	1.5
Mathematics (incl. Algebra I+II, Geometry, Upper Level Math)	4.0	2.0 Algebra I, Geometry	2.0 Algebra II, AP Calculus/Statistics	4.0
Music	.5	.5	Optional as elective	.5
Science (incl. Biology, 2 labs, and 1 other)	4.0	2.0 Biology and Lab Science	2.0 AP Biology/Chemistry/Environmental Science and Lab Science	4.0
Social Studies (incl. World History I & II, D.C. History, US Government, US History)	4.0	2.0	3.0 AP US History and AP Gov't and Politics/Service Learning Course	5.0
World Languages	2.0	2.0	Optional as elective	2.0
Computer Science/Coding	0	2.0	Optional as elective	2.0
TOTAL	24.5			29+

* Total credits earned by a WLA graduate assuming 9-12 grade enrollment.

Students in D.C. must also meet the following requirements:

- At least 2.0 credits of the 24.0 required credits must be earned through courses that appear on the approved “College Level or Career Prep” list (AP, IB, CTE courses and college-level courses).
 - WLA students will meet this requirement via multiple AP courses taken during the 11th and 12th grades.
- 100 hours of Community Service
 - WLA students will exceed this requirement by hundreds of hours via their service-learning experiences during the 11th and 12th grades.

At WLA we refer to so-called elective or specials as "Integrals." “Integral” courses are named this way because while the same course is not required for every student, they are in fact integral to the educational experience. “Integral” courses help to deepen knowledge in a subject area of passion or explore and take low-stakes risks in new areas of interest. At WLA, on-line courses and music, arts, and theater are not "elective" they are truly integral.

Students who arrive behind or fall behind at WLA will have many opportunities to catch-up or retake courses as needed. If necessary, Upper Academy students' electives or even portions of the service-learning experience may be substituted for remedial education in core subject areas. WLA will provide so much in-school educational time that there is ample ability for students to catch-up whenever necessary in order to graduate with all necessary credits.

4. SUPPORT FOR LEARNING

a. Planning Year

Planning Year Key Tasks and Timeline

<i>Key Task</i>	<i>Initiation Time</i>	<i>Completion Time</i>
Identify and renovate facility (including negotiations on school facility)	July 2014	July 2015
Initiate, negotiate, and finalize placement agreements with service-learning experience sponsors ²⁶	July 2014	July 2015
Solicit applications for and hire for instructional staff, Receptionist, Registrar, and Residential Staff	October 2014	May 2015
Issue RFP for WLA MOOC platform development, select vendor, beta test, and deploy	October 2014	June 2015
Canvass within community and collect lottery applications	October 2014	April 2015
Founding Board transitions to Board of Trustees, holds first meeting, and hires Head of School	October 2014	December 2014
WLA lottery preparation and event	February 2015	April 2015
Finalize curriculum	February 2015	August 2015
Finalize discipline, grading, attendance, and promotional policies	March 2015	June 2015
Collect Enrollment Acceptances and call off waitlist to full enrollment	April 2015	August 2015
Receptionist and Registrar put on payroll	July 2015	August 2015
Purchase classroom technology, furniture, materials, and initial assessments	July 2015	July 2015

²⁶ During the Planning Year, WLA staff will be responsible for negotiating and finalizing service-learning placement slots for citizen-scholars with government offices and institutions. In the summer before each academic year, WLA academic, residential life, and administrative staff will meet regularly as a committee to determine individual service-learning placements for incoming students on the basis of academic interests and specific needs. This group will remain a standing committee throughout the year to handle service-learning logistics and changes.

Set up classrooms	July 2015	August 2015
Instructional staff put on payroll and enroll in benefits	July 2015	July 2015
Summer Professional Development	July 2015	July 2015
GROWTH Academy	August 2015	August 2015

Anticipated challenges of entering a new city. The mission and philosophy of WLA is purposefully aligned with the culture of our capital city: democratic government and civic responsibility. We believe the time is ripe for D.C. to provide a unique and outstanding public school environment for students from the surrounding neighborhoods--who might live just a mile away from the Capitol but have never entered the Smithsonian, let alone buildings associated with Congress. While we anticipate that the community will be receptive to this type of school offering, we will also learn from the experiences of DPPS and will be ready to take on the most common challenges they faced.

(1) Talent. The most significant barrier DPPS found to operating at scale was a dearth of high-caliber teachers and school leaders. Although DPPS receives an average of 100 applications for each open teaching position, candidates often lack the hunger, humility, or competence to thrive in a rigorous culture. In order to avert a talent shortfall, DPPS honed, and WLA will follow, a coherent, multidimensional approach to attracting, developing, and retaining exceptional talent. WLA staff members will undergo extensive performance reviews, receive weekly professional development during the school year, three weeks of intensive professional development in the summer, and will be guided by explicit career ladders.

(2) Family and community engagement. Community engagement is an integral component of WLA’s launch strategy. Already, WLA Co-Founders Seth Andrew and Miles Taylor have met extensively with D.C. civic, business, and education leaders to socialize the WLA model. We are acutely aware that school launch plans unaccompanied by targeted community outreach efforts are unlikely to bear fruit. Without the support of local stakeholders, we will be unable to make a meaningful impact on D.C.’s educational landscape. Community communication and involvement at WLA is incredibly important to building our school culture and achieving our ambitious mission. We plan to engage local community organizations, utilize Seth Andrew’s [Democracy Builders](#) organization, interface with elected officials and their constituents, and make personal connections with local residents of our surrounding school neighborhoods. In order to gain insight from those who work in the educational system every day, we will reach out to teachers working in traditional public schools and to community leaders of local parishes.

b. School Organization and Culture

Methods. The methods for improving student motivation, classroom instruction, and learning for all students will be based on a core values model with the acronym of GROWTH.

The Core Values of WLA: G.R.O.W.T.H.

Gratitude	Scholars must develop an attitude and approach to school and life that includes a persistent and deep sense of gratitude. At WLA, students, instructors, and staff will demonstrate gratitude for the opportunity to participate in a high quality civic educational experience in the heart of American Democracy.
Risk	Scholars must develop the habit of taking calculated risks to further their academic and civic goals. Scholars must prepare themselves for the the inevitable experiences of risk and failure in college and in civic life.
Originality	Scholars must display uniqueness and creativity in their academic work, thought processes, and personalities. Originality is a required trait of WLA scholars as students and then later as civic leaders.
Wonder	Scholars must be constantly curious and ask tough questions about the way the world works and how we fit in it. Scholars must develop and maintain a lifelong hunger for learning.
Truth	Scholars must be honest with themselves and others. Public leaders ought not be liars.
Humility	Scholars must have a sincere awareness of their own fallibility, imperfections, and room for growth as citizen-scholars and as humans.

Building a positive learning environment for all students. All students, including those who are called off the waitlist during the school year and therefore do not have the luxury of attending GROWTH Academy, will become habituated to WLA’s rules, routines, and rituals through daily immersion in a positive learning community that helps prepare all students for success in college and a life of public leadership. Key elements of this positive learning environment include:

Civic Engagement. First and foremost, students will engage in actual civic work as part of their service-learning experiences with Congress and elsewhere. They will also work on get out the vote campaigns, voter registration drives, and will raise awareness about elections. Additionally, scholars will take advantage of D.C.’s ANCs and local Ward Committees to advocate for various educational and social initiatives that directly impact their lives. Frequent engagement via WLA programming between citizen-scholars and the leaders they read about weekly in the news will also provide students with a sense of pride and professionalism that will enhance their self-esteem and motivate them to be active participants in the Academy.

Evening Briefing. Upper Academy scholars will gather in small, facilitated groups in the evenings to reflect share their experiences from their service-learning courses, provide feedback and advice to each other, and apply their academics to their work experiences. Students will have the opportunity to discuss their real-world, working-world experiences as well as debate contemporary political issues. These sessions will include frequent opportunities for scholars to celebrate each other’s achievements in building professional skills. Additionally, students will be assessed during this time on their knowledge of the day’s events through daily news quizzes.

February Freedom Fest. WLA will carry out an adapted version of the DPPS tradition of FUNbruary. DPPS designed FUNbruary to infuse even more joy and excitement into the school at a time in the year when a boost of energy is well-needed. Similarly, special days and activities will be incorporated into the month for WLA’s February Freedom Fest to liven the mood and emphasize elements of free and democratic societies. Students will have the “liberty” on certain days to wear more casual or themed attire, will “vote” on exciting school-wide activities to take place during the month, and will be captivated by “free speech” visits from surprise guest speakers.

Field Day. At the end of every school year in June, WLA will partake in a Field Day. Coordinated by the Physical Education teachers, Field Day is when all scholars and staff will enjoy physical activities and spirit-filled games. Families will also participate in the day, helping to run the games, manage the food distribution, and enjoy in the fun. Scholars will rotate through the different activities, earning points for their team based on their performance at each station. The day will wind down with the entire school eating a picnic lunch together, and the winning team for the day being awarded recognition and a trophy to be housed at the school to commemorate the year.

Stepping Up Ceremonies. As scholars complete each year of their education, the community and their families will celebrate with them at a Stepping Up Ceremony. At the ceremony, teachers will speak about the class as a collective in an opening speech. Scholars will be acknowledged individually with certificates of participation in the grade (even scholars who may be retained), and individual scholars will be honored with content awards based on outstanding achievement.

Academic Adventures. Students at WLA will have access to Washington D.C., the heart of American democracy. Academic Adventures will be frequent and substantive, including visits to all of the famous cultural sites and museums the city has to offer. Moreover, scholars will be given special-access opportunities to visit sites not normally opened to the public. Partnerships with foreign embassies, think tanks, museums, news organizations, historical associations, archives, and presidential libraries will be leveraged to full effect to bring citizen-scholar studies to life. All scholars will also have the opportunity to go on multiple college visits per year. In addition, other trips will be scheduled throughout the year that support the curriculum in various content areas.

Elective MOOCs. All WLA students will select from a wide range of MOOC courses for their evening electives. These students will work with teachers to create milestones and performance measures for successfully engaging in and completing the courses. Students will also have structured opportunities to teach other students about what they are learning in their self-selected courses. This sense of ownership over their own education will be intrinsically positive and motivating for citizen-scholars.

Tabletop Exercises. In partnership with presidential libraries and area think tanks, WLA will host “Tabletop Exercises” for students to understand Executive Branch decisionmaking by role playing as members of a presidential administration during a historic crisis decision. For example, WLA might use its blended-learning technology environment to bring staff at the Harry Truman Presidential Library in Independence, Missouri into the classroom to guide students through a virtual simulation of its [White House Decision Center](#). Students would play key roles

in the President’s cabinet during the simulation, such as advising a mock President Truman on how to end World War II, with each student having the relevant arguments and historical documents that were used by their character during the time period. Such hands-on activities give citizen-scholars an exciting and memorable way to process academic content, rather than rote memorization of dates and events. Tabletop Exercises will also reinforce teamwork and communication skills developed by WLA students.

WLA Model Congress. Citizen-scholars will participate in a “Model Congress” throughout the year (adjusted for experience level in the Upper and Lower Academies, respectively) in which students draft mock legislation in a manner similar to that of the U.S. Congress, hold “hearings” with experts in order to refine policy proposals, shepherd bills through a mock legislative process, write speeches to debate proposed bills, and ultimately vote on final legislation. The experience will be a fun and refreshing way for students to exercise their civic knowledge and to build confidence in their command of course materials. For many students, their legislation and speeches will also serve as the basis for their assessed White Paper Policy Proposal for the Service Learning Course, described further in the sample curriculum.

Building a positive learning environment for ELL students and students with disabilities. As discussed throughout this application, ELL and special needs students will be fully integrated members of the school classrooms and school community. As such, all of the above efforts to create a positive school environment will pertain to ELL students and students with disabilities as much as they will apply to any student.

Acculturating new students. WLA believes that like academic skills, proper school behavior is not innate, but must be taught clearly and explicitly. Because students will come from diverse schools and backgrounds, all entering students — including those with disabilities and limited English language proficiency — begin their experience with GROWTH Academy, a session in August at which students will be taught the behaviors, routines, rituals, and rules of WLA.

In GROWTH Academy, WLA will administer assessments to establish baseline scores in each subject. GROWTH Academy will include direct instruction in academic and organizational skills including how to organize binders, come to class prepared with necessary materials, take notes, put a proper heading on papers, raise hands in class, submit homework assignments, study for a test, ask respectful questions, and more.

GROWTH Academy will also include social lessons as basic as how to walk in the halls, hold the door for a classmate, say please and thank you, give a firm handshake, make eye contact, apologize for mistakes, make proper introductions, correctly wear the school uniform, properly use meal manners, and leave a place cleaner than one found it. The GROWTH Academy for Upper Academy students will include basic professional etiquette and skills training as well as basic dormitory behaviors.

Complaint resolution policy for students and parents. WLA is committed to maintaining a strong partnership and ongoing dialogue between its teachers, staff, scholars, and families. WLA will welcome input and encourage contact in the event of a concern about a school policy, academic grade, discipline decision, or anything else. WLA will be committed to addressing the concerns of students and families and seeking resolutions that first and foremost benefit the academic

development of the students. The complaint policy is modeled from the DPPS policy and is outlined below.

Informal Complaint Process. If a parent or guardian has a concern or disagreement about a classroom event, curricular or disciplinary decision, or other academic issue, he or she should first contact the teacher to attempt to resolve the disagreement through *informal* discussion. If the concern is not adequately resolved, the parent or guardian should request a further meeting. The teacher will contact the school leader and schedule the follow-up conversation. All WLA staff members are expected to respond to a parent/guardian complaint. Every effort will be made to respond to a parent/guardian complaint as quickly as possible.

Formal Complaint Process. If the informal complaint process fails to produce a satisfactory resolution, a parent or guardian may initiate a *formal* complaint by submitting a letter in writing to the school leader outlining, in detail, the events, policies, or decisions at issue. The school leader will promptly conduct a thorough investigation into the matter and issue a response in writing detailing his or her findings and recommendations. If the parent or guardian is still not satisfied, he or she may appeal the school leader's determination to Revolution Schools leadership.

Board of Trustees. If the matter still remains unresolved, the parent or guardian may write to the Board of Trustees to request a review. An item will be placed on the Board's agenda during its next regularly scheduled meeting, and the parent or guardian will have an opportunity to address his or her concerns with the Board at that time. The parent or guardian will be asked to limit his or her comments to 3 minutes. If additional time is necessary for public participation and comments, extra time will be allotted at the end of the Board meeting. A parent or guardian may address the Board at any meeting without going through the informal and formal complaint processes outlined above, but the Board encourages these constructive conversations with the relevant parties prior to direct outreach to the Board. The Board has the power and duty to take action as appropriate.

Authorizer. If, after presentation of the complaint to the Board of Trustees, the parent or guardian believes that the Board has not adequately addressed the complaint, the parent or guardian may present the complaint to the school's authorizer, which may investigate and respond. The authorizer has the power and duty to take remedial action as appropriate.

c. Safety, Order and Student Discipline

Providing a safe and orderly environment. In order to foster a school culture conducive to scholarship and citizenship, WLA will strive to maintain a safe and orderly environment for students, teachers, and staff. WLA will develop a Code of Conduct that clearly defines what constitutes reasonable and acceptable behavior on the part of students and other community members. WLA will not allow students who engage in disruptive behavior to interfere with the education of their peers. Each instance of misbehavior will result in the imposition of an appropriate consequence. Consequences may vary based on the age and grade level of the student, the severity of the incident, and the frequency with which the incident takes place. Such consequences may include:

- Scholar reflection on community violation (may be written, private or public);
- Removal of school privileges (including service-learning experience, certain MOOC electives, school trips, in-school privileges, etc.);
- Lunch or after-school detention;
- School/community service;
- In-school suspension;
- Short-term out-of-school suspension; and
- Long-term out-of-school suspension.

WLA is steadfastly committed to serving all scholars — especially those who need us the most — while simultaneously protecting the strong and supportive culture that makes instructional gains possible. WLA will maintain high expectations for adult and student behavior. WLA will utilize a comprehensive system established by DPPS for ensuring positive behavioral support that features both incentives (e.g. college trips, civic expeditions, dress-down days, lunch privileges) for maintaining positive behavior and negative consequences (e.g. send-outs, detentions, suspensions) for violating the Code of Conduct disseminated at the outset of the year to each scholar and family. The equitable implementation of this system will be critical to the success of our scholars. It is the school’s job to connect the dots for scholars and families on exactly why we will work so hard and why we will be so strict. Those concepts must come through the following avenues:

- New scholar enrollment;
- Family Orientations;
- GROWTH Academy;
- Coffee and Conversations with the Family Leadership Council;
- Official school notifications; and
- Ongoing informal communication and meetings with staff, scholars, and families.

The Upper Academy will have residential staff on site during all non-school hours (nights and weekends). The residential staff will follow the same code of discipline enforced during the day as applied to an evening and weekend schedule. The residential staff will ensure that the dormitory has a safe and comfortable residential environment for students that is conducive to learning and growing but that does not provide space or tolerance for undesirable behavior. Residential staff will have experience in roles such as Resident Assistant on a college campus as well as educator / mentor experience and apply high standards of both care and behavioral norms for WLA scholars.

Site security will be the highest priority at the WLA Upper Academy. Building monitoring, perimeter security, and state-of-the-art access control will all factor into early facility planning and will be key elements of residential staff training. Students will have unique access identifiers, and security staff will have audit controls to determine time of entry / exit for students. As we socialize WLA with the surrounding community, it will also be a priority to work closely with local authorities to establish an ongoing dialogue about student safety. The security environment on Capitol Hill makes it a safe place for students to work and study; nevertheless, WLA leaders will develop clear emergency protocols, including for instances when there are threats to government sites sponsoring citizen-scholars. Moreover, the dormitory will have a strict no-visitors policy, unless a scholar has received prior approval from residential staff

to bring friends or family to visit the facility.

Daily citizen-scholar travel to / from the school, dormitory, and service-learning placements will be closely monitored. Students will travel together in the morning to school, in the afternoon to work placements, and in the evenings back to the dormitory, with check-in procedures to be followed at each location. WLA will strictly enforce a “buddy system,” described further in the WLA Discipline Policy and Code of Conduct, which requires any student leaving the dormitory outside of school and service-learning hours to sign out in front of residential staff (including departure, destination, and anticipated return before curfew) and be accompanied by at least one fellow citizen-scholar. Students will not be allowed to leave unless each has a mobile phone on which to be contacted; moreover, all students will have 24/7 emergency and non-emergency WLA points of contact for any contingency. “Buddy system” rules will only be relaxed in unique circumstances, such as attendance at religious services or approved personal and family matters. These policies will be a central and recurring theme in student orientation and regular housekeeping announcements.

For the sake of student safety and to ensure citizen-scholars are prepared and focused for school and service-learning engagements, WLA will enforce a strict curfew policy. On weeknights, students will be required to be in-dorm by 9 p.m., in-room by 10 p.m., and lights-out by 11 p.m. These policies will be overseen and enforced by residential staff. Any exceptions to dorm curfew check-in must be cleared by a staff member and the front desk. Uncleared violations of the curfew policy, specifically failure to return to the dormitory before curfew, will be treated as a serious matter with which WLA will have a zero-tolerance policy. Such violations will trigger an automatic discipline proceeding. On weekends, curfew times will be adjusted appropriately and posted for students, depending on official WLA weekend activities.

Other residential life policies inside the dormitory will likewise be geared toward ensuring a safe and orderly environment. Student roommate assignments will be made by residential staff and re-assessed on an as-need basis, and students will not be allowed in each other’s rooms without the occupant’s permission. Room inspections will be conducted regularly for cleanliness and to ensure that students do not have hazardous items (e.g. cooking materials, candles, etc.) where they are disallowed.

Residential staff will also be prepared to respond to emergencies, will be acutely aware of specific student health needs, and have a list of doctor-approved medications which students may possess in their rooms. WLA will provide required and appropriate health and safety training to its staff, such as annual CPR and First Aid trainings. The school and residential facilities will be equipped with appropriate first aid kits, and WLA will consider the applicable requirements for obtaining nursing services from the District of Columbia. WLA will also require evidence of students’ required immunizations and provide information to parents on such requirements in a timely manner.

Behavior and discipline philosophy. WLA’s approach to student behavior will be overwhelmingly positive. Although there will be clear, strict consequences for poor behavior, we believe that positive recognition of good behavior is essential in order to fundamentally improve student behavior. WLA teachers will work to recognize all students for their accomplishments, even if they are small or based on consistent growth. Achievement of high standards and

improvement will be celebrated with both students and families. Students will regularly receive positive recognition on particular areas of success. Families will regularly receive positive phone calls from teachers, who will be expected to call all students’ homes at least once every two weeks.

WLA will strive to keep scholars in school and in classrooms. When a scholar’s actions are detracting from the ability of others to learn in a safe, value-added environment, it may be necessary to remove the scholar temporarily from the classroom and — if negative behaviors persist — from the school. Before scholars are removed from the learning environment, however, teachers and leaders will undertake preventative measures. Teachers will be expected to consistently enact preventative discipline strategies, enforce consequences evenly and fairly, and communicate regularly with scholars and their families to keep them apprised of a scholar’s progress. The leadership team will analyze data regarding behavior incidents and determine the appropriate courses of action needed to ensure fair and equitable application of the disciplinary system. Additionally, the Academy Directors will be charged with discerning trends from disciplinary data and implementing proactive measures to prevent behaviors that lead to increasingly severe consequences.

WLA teachers will be expected to proactively handle potential disciplinary matters using least invasive forms of correction and other techniques. The following techniques have been tested and proven by DPSS and will be replicated by WLA:

- **Proximity** – Teachers will actively “break the plane” while teaching. As opposed to standing in one place (particularly at the front of the board), teachers will actively circulate the classroom as they are teaching. While circulating, teachers will stay in closest proximity to the scholars who typically struggle academically and/or behaviorally. Teachers will also use appropriate proximity when making a verbal correction to a scholar. Corrections given in close proximity prevent the interruption of instruction and mitigate potential confrontations between a scholar and teacher.
- **Silent Corrections** – Teachers will give silent corrections for smaller peccadilloes (i.e. not sitting up straight, not tracking the speaker) that can potentially impede instruction if left unchecked. Teachers will give silent corrections (i.e. hand motion pushing upward along with eye contact) to alert scholars that smaller behaviors need to be fixed before they become a “gateway” to larger offenses.
- **Positive Group Corrections** – Teachers will utilize positive corrections in order to cajole their peers to follow the behavior displayed by their peers. For example a teacher could state, “I love the fact that Jonathan, Halima, and Jose are showing great urgency and getting to work.” This, as opposed to publicly chastising the scholars who did not get to work, will likely have the same effect on the scholars while injecting a sense of positivity into the room.
- **Anonymous Individual Corrections** – Teachers will use this technique to correct the behavior of a scholar without referring to them directly by name. As opposed to saying “Leroy and Tasha, sit up properly in your chairs,” a teacher can say, “There are two scholars who need to sit up properly in their chairs.” Combining the Anonymous Individual Correction with an acknowledgement after the correction is made allows teachers to correct behaviors without alienating scholars or sparking a confrontation that could lead to larger consequences.

The residential staff will be highly trained in the discipline model for the school, and how to apply the discipline model consistently to residential life during the nights and weekends. As with the school, student expectations and guidelines in the residential life environment will be clear.

Proposed discipline policy. WLA will model its discipline policy off of the successful program established at DPPS, with some innovative tweaks, as well as specific relevant residential life policies. WLA will use a system called GROWTH. This will be a merit-based system in which scholars are rewarded via a GROWTH scorecard each week according to how much they demonstrate GROWTH values. When scholars violate the expectations established through the Code of Conduct, they will receive deductions from their GROWTH score cards as a consequence.

The GROWTH system is adapted appropriately based on the emotional and intellectual development of the student. The expectation is that scholars are participating appropriately in the community and contributing to an efficient, orderly, warm, and productive environment. Below is a list of specific behaviors that may be expected from WLA scholars. Scholars in grades 9-12 will all be expected to learn, display, and practice these values.

The Core Values of WLA: G.R.O.W.T.H.

Gratitude	Scholars must develop an attitude and approach to school and life that includes a persistent and deep sense of gratitude. At WLA, students, instructors, and staff will demonstrate gratitude for the opportunity to participate in a high quality civic educational experience in the heart of American Democracy.
Risk	Scholars must develop the habit of taking calculated risks to further their academic and civic goals. Scholars must prepare themselves for the the inevitable experiences of risk and failure in college and in civic life.
Originality	Scholars must display uniqueness and creativity in their academic work, thought processes, and personalities. Originality is a required trait of WLA scholars as students and then later as civic leaders.
Wonder	Scholars must be constantly curious and ask tough questions about the way the world works and how we fit in it. Scholars must develop and maintain a lifelong hunger for learning.
Truth	Scholars must be honest with themselves and others. Public leaders ought not be liars.
Humility	Scholars must have a sincere awareness of their own fallibility, imperfections, and room for growth as citizen-scholars and as humans.

While WLA aims to remain consistent in the way it will execute the behavior policy, WLA will customize behavior plans in an attempt to help scholars succeed, should they need that

flexibility. Consequences will be tailored to the severity and frequency of the unacceptable behavior. Both the severity of consequences and the scope and depth of structured, proactive support provided by WLA staff to troubled scholars will increase, commensurate with the severity and frequency of the violations. As the consequences become more severe, WLA will notify and seek the involvement of families to help design and implement response plans.

At no point will WLA's expectations be lowered. Scholars on behavioral IEPs will need accommodations, especially if the scholar's behavior is a manifestation of his/her disability. These accommodations must directly address the specific challenge area of the scholar, while also balancing the school's need for a fair and effective learning environment.

Scholars with disabilities have the same rights and responsibilities as other scholars, and they may be disciplined for committing any of the behavioral offenses listed in the Code of Conduct. If a scholar with disabilities has an IEP that includes disciplinary guidelines, then, as required by the Individuals with Disabilities Education Act, that scholar must be disciplined according to those guidelines. Scholars for whom an IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy. If a scholar with an IEP accumulates ten (10) cumulative days of suspensions over the course of the school year due to disciplinary infractions, the scholar must either be reinstated or assigned to an appropriate setting until a Manifestation Determination Review (MDR)²⁷ takes place.

WLA will provide scholars removed from the school learning environment with alternative instruction. Alternative instruction will include, but is not limited to, classwork and homework assignments and occasionally personalized tutoring. Additionally, scholars will be permitted to take any citywide or state examinations that are administered during the suspension period for which no make-up examination is permitted by the testing authority, as well as to make up school examinations that may affect their academic records. Arrangements will be made between the school and each individual family for the delivery of services, pick up/delivery of work, and the making-up of any missed assignments and classroom instructional support. All alternative instructional materials will permit the scholar to make adequate academic progress and must be completed satisfactorily for the scholar to return to school. Nonetheless, alternative instruction cannot replicate all the benefits of full classroom instruction and participation by the scholar. In determining the alternate instruction for a scholar with a disability and for a scholar who has a 504 Accommodation Plan, consideration will be given to the scholar's IEP and behavioral intervention plan, or 504 Accommodation Plan.

Discipline policy for each grade span. At full capacity, WLA will serve 9th through 12th graders. All students will be subject to the same discipline policy as explained above. Discipline policies are described further in Section I - Required Documents.

²⁷ Manifestation Determination Review: When a child with a disability engages in behavior or breaks a code of conduct and the school proposes to remove the child, the school must hold a hearing to determine if the child's behavior was caused by his disability. This hearing, a Manifestation Determination Review (MDR), is a process to review all relevant information and the relationship between the child's disability and the behavior. Consequences for problem behaviors should not discriminate against a child based on his disability. Yet, schools continue to suspend and expel students with disabilities for behavior caused by their disabilities.

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

WLA will utilize the proven approach developed by DPPS for teacher, administrator, residential, and staff recruitment and development. Since its inception in 2006, Democracy Prep has exhibited a unique ability to drive student outcomes for high-needs populations in Harlem, one of New York City's most traditionally educationally underserved neighborhoods. The cornerstone of this success has been a relentless commitment to attracting, developing, and retaining exceptional adults to work in its schools.

WLA will follow the DPPS model in that staff members will undergo extensive performance reviews, receive weekly professional development during the school year with three weeks of intensive professional development in the summer, and will be guided by explicit career ladders. Relying heavily on assessment data to inform decision-making about educator practice and student learning, DPPS has honed, and WLA will implement, a coherent, multidimensional approach to enhancing teacher and leader effectiveness.

Preparation. Every summer, prior to the first day of school, teachers and residential staff will receive three weeks of uninterrupted professional development. In addition, during GROWTH Academy, administrators will inculcate newly arriving teachers and scholars in the GROWTH values that will animate WLA's educational philosophy. With days devoted to reifying each of the the GROWTH core concepts within the framework of daily practice, teachers and residential staff will quickly become primed to enforce WLA's rigorous academic, behavioral, and cultural expectations. Additionally, because many teacher training programs are insufficient or low quality, WLA will welcome teachers trained through alternative certification models and subsidize participation in programs such as [Math For America](#) and [Teach For America](#) (TFA).

WLA may contract with DPPS to utilize their [Leader U](#) program for school leader training. *Leader U* is Democracy Prep's rigorous and integrated school leadership development program that aims to attract, prepare, and empower education entrepreneurs to lead new high-performing schools in high-needs areas. *Leader U* candidates first apply to [Building Excellent Schools](#) (BES), a rigorous, year-long training program in charter school leadership. While attending BES, *Leader U* fellows complete a year-long residency at Democracy Prep Public Schools (DPPS) (or potentially at WLA and its sister schools in the future). The residency provides a setting for *Leader U* Fellows to apply the theories and principles learned in their coursework while planning to open their own schools the following August. The residency is spent working with the senior management team at DPPS as well as with current DPPS school leaders — rotating through the executive and key services teams and through various teams within DPPS schools. Additionally, the *Leader U* Fellow serves as a member of the academic team at the CMO, providing a practical laboratory for applications of newly acquired skills and theories.

Recruitment and placement. As a wealth of research has found that teacher quality is the best and most reliable indicator of student academic performance, WLA will maintain an extremely selective staff application process. WLA will recruit from a national pool of educational talent and cast a wide net for outstanding teachers through traditional and non-traditional recruiting channels, which include graduate schools, career fairs, periodical advertisements, private recruiting firms, online job databases, Teach for America alumni, and word-of-mouth.

Democracy Prep’s Talent team, using the methods pioneered by Seth Andrew, now yield over 10,000 applicants for approximately 100 roles each year. With just a dozen initial hires, WLA anticipates literally thousands of applicants just in the first year of operation. WLA’s co-founders have relationships with many productive pipelines for staff recruitment including [TFA](#), [New Leaders for New Schools](#), [Black Ivy Alumni League](#), [Young Education Professionals](#), the [Truman Scholars Association](#), the [Association of Marshall Scholars](#), the [Association of American Rhodes Scholars](#), [Brown University](#), [Columbia University](#), [Harvard University](#), and [Oxford University](#) among others. These networks will also be utilized to recruit residential staff who have experience as educators and mentors.

Induction and Mentoring. New and early-career WLA teachers and leaders will receive calibrated coaching and mentoring based on qualitative and quantitative data collected at the school and network levels. WLA will use [Kickboard](#) to track teacher mastery and growth across all measures embedded in its evaluation plan. With access to precise, disaggregated, and clearly presented teacher observation data, leaders will be positioned to stage earlier interventions, offer more frequent feedback, and engage in more personalized coaching.

Evaluation. WLA is committed to demonstrating objectively that students are learning a rigorous curriculum and preparing for success in college. In order to accomplish this goal, WLA will measure academic progress extensively and precisely using a wide variety of ongoing assessment tools, and both teachers and leaders will be assessed in large measure on their ability to drive student outcomes. Because a reliance on data will pervade all aspects of WLA’s culture, these diagnostic tools will inform decisions at each step of the continuum.

Ongoing Professional Development/Professional Growth. Professional development (PD) will be an essential part of WLA, designed explicitly for the purpose of advancing the three paramount goals it will pursue over the life of its charter: academic excellence, mission advancement, and organizational strength. PD will be delivered throughout the year via at least 14 pre-service (summer) days, 9 school-year full days, 29 half days, outside programs and courses chosen by individual teachers, and planning and collaboration periods scheduled for every teacher every day. Every summer, prior to the first day of school, teachers will receive three weeks of uninterrupted PD. Teachers will receive a minimum of three hours of preparation time daily, Monday through Thursday, dedicated exclusively to grading and lesson planning. As WLA grows, teachers will have a preparation block twice a week at the same time as grade-level colleagues and twice a week with subject-area colleagues to ensure the opportunity to collaborate, to discuss pertinent student issues, and to observe their peers. Residential life professional development will also be provided for residential staff to ensure they have the tools and skills to oversee citizen-scholars in the dormitory environment and provide meaningful academic assistance.

School Year Professional Development. School year PD will begin during the summer in the afternoons following GROWTH Academy. Once students have left for the day at 12:30 p.m., teachers will gather to reflect on the successes and challenges of the day and plan improvements for the next day. Residential staff will be included. While GROWTH Academy is designed to focus primarily on assessment and acculturation of students, the process of culture-building does not end there. PD sessions throughout the year will ensure an unremitting focus on a rigorous

academic culture with tight discipline systems, common language, and consistent expectations. Biweekly Friday PD sessions will be used regularly for Inquiry Groups with a focus on samples of student work. Some sessions will be devoted to grading student exams and ensuring that evaluation practices are consistent across the school. Two PD days each year will be dedicated to visiting four successful schools and discussing the practices teachers witnessed and hope to incorporate.

WLA's PD program will aim to prepare teachers to hold all students to high academic standards through instruction in classroom management and instructional interaction. It will reinforce the charge to do whatever is necessary to help students meet these standards. The PD program is designed to support teachers taking full responsibility for the success and failure of each of their students. To this end, WLA's PD program will aim to prepare teachers to be strategic, deliberate, and purposeful in instruction. The PD program will be aligned with, and integral to the implementation of WLA's school-wide systems, strategies, and tools. The PD program will include training sessions as well as daily observations of each classroom conducted by School Leaders. The design of the PD program will be particularly geared towards ensuring school-wide consistency of culture and rigor, consistent and appropriate use of ongoing assessments, and efficient use of instructional time — each of which are crucial components of the positive impact excellent teachers have on student learning. The PD program will be designed to ensure that WLA teachers perfect a research-based instructional approach and do so consistently throughout the school; consequently, the PD program ensures that all students achieve at the highest levels.

The Head of School will serve as the primary in-house professional developer for pre-service and school year programs. He or she will focus on coaching faculty and providing the support necessary to improve academic outcomes while involving teachers in the planning of essential PD to ensure it meets their needs. Occasionally, faculty members will be selected to present their most effective practices in PD sessions. Expert consultants will be brought in to support the entire staff as appropriate. PD days will include regular observations of other exemplary schools, teachers, and curricula.

WLA will build PD into its schedule each week so that every teacher is able to collaborate with other faculty as well as department chairs and other colleagues. Time will also be reserved for service on school committees and for teacher observations. Professional Development will be part of the weekly schedule to ensure that teachers have time together to analyze and review data, examine student work, realign curriculum as needed, discuss pertinent issues of school culture and consistency across classrooms, and reflect on successes and challenges with specific students. Staff meetings on Fridays will focus on PD topics, school-wide goals, and other matters that need to be discussed as a whole faculty.

Summer Professional Development. All WLA faculty will participate in a three-week PD summer staff development program that will begin in early August. During the summer, the Head of School will work with staff to finalize the curriculum and the schedule. The Head of School will then lead the sessions, develop action plans based on key ideas taught during sessions for teachers, and review teacher work developed during the summer.

To ensure teachers are fully prepared to teach rigorous academics, the sessions at the summer training will be focused on creating a strong and disciplined culture in the school and in the

classroom, and on specific content areas. In addition, the PD sessions will be targeted and differentiated according to teacher need. For example, newer teachers may focus on classroom management strategy sessions, which returning staff may not need to attend.

Outside PD Opportunities. While consistent faculty-wide PD is the most important element of building the WLA school culture, individual teachers will also be given the opportunity for outside PD opportunities. Each faculty member will receive funds each year to use towards approved PD programs. These may include courses, retreats, conferences, visits to additional schools, and other opportunities deemed necessary by the faculty member in conjunction with the Academy Directors.

Performance Management. Teachers will be formally evaluated three times throughout the year, and those who are underperforming relative to WLA's demanding expectations will meet with their Academy Director weekly to discuss how to improve their weaknesses. Teachers who are struggling will take part in weekly meetings to discuss their improvements, while also being given the tools necessary to be successful (if applicable). Additionally, teacher performance directly and materially impacts employment decisions vis-à-vis teachers and leaders. Significantly, evaluations — and, more directly, students' growth on a wide variety of internal and external exams — play a central role in dictating teacher salary raises.

Career Ladder. WLA teachers and leaders will be guided by explicit, well-defined career paths. In order to add a more local level of instructional leadership at WLA, WLA will appoint one teacher in each grade level to be the Grade Team Chair. The Grade Team Chairs will be key leaders in the curriculum development, assessment analysis, and professional development processes for their grade. They will play a central role in driving the school towards excellence by ensuring that there are frequent, positive, data-driven, action-oriented discussions among teachers about what is working instructionally, what is not, and what can be done about it so that students can progress more quickly to mastery and beyond. With guidance from the Head of School and Upper and Lower Academy Directors, the Grade Team Chairs will manage their grade team in processes designed to maximize student achievement for that grade level and the school as a whole, including assisting in planning and carrying out regular professional development. Grade Team Chairs will receive a bonus stipend for their work.

Professional development plans for teaching English language learners and students with disabilities. During pre-service, a professional development session will be given to all staff explaining the referral process, the development and implementation of the IEP, evaluation and reporting of the student's progress toward meeting their individual goals and objectives, confidentiality of student records, and discipline of students with disabilities. In addition, each teacher will receive access to their student's IEP at the beginning of the school year. At this time, the ACT members will discuss the IEP with the teacher and answer any questions. As the year progresses, the meetings will continue among teachers and the ACT members so that teachers understand the objectives outlined in the IEP and learn strategies and modifications that best serve the individual student (based on the information in the IEP) within the general education classroom.

e. Structure of the School Day and Year

Structure of the school day and year. WLA’s 2014-15 calendar will include at least 190 days of instruction and three weeks of dedicated professional development for staff in the summer. Students in need of tutoring, individual support, or remediation will attend school on additional Saturdays and during summer vacations for a total of more than 33 additional “Opportunity Days” throughout the year. D.C. requires that students be in school for 180 days. The minimum 190 days of instruction provide a 10 day buffer in case of emergencies or weather-related closings. The Lower Academy will be open to students from 7:00 a.m. to 8:00 p.m. The Upper Academy, due to its residential nature, will effectively be open to students 24-hours a day when in session, whether via the school facility or dormitory academic support and resources, depending on the time of day.

School Year Schedule

Activity	Dates (approximate)
Instructor and Staff Training	7/6/2015-7/31/2015
GROWTH Academy (including pre-school-year testing and MAP assessment)	8/3/2015-8/28/2015
Regular School Year Begins	8/31/2015
Mastery-Based Assessments	Each Trimester
PSAT, SAT (required for all students at least once per year)	February 2016
DC CAS Testing	Late April-Early May 2016
AP Testing	May 2016

The school day for 9th and 10th grade students will begin at 7:45 a.m. and end at 4:15 p.m., followed by after-school activities available to all students. Students will also attend frequent Saturday school. 11th and 12th graders will participate in academics from 7:00 a.m. to 12:10 p.m. and then participate in their service-learning experiences until approximately 5:00 p.m. In the evenings, students will gather to discuss and assess their professional experiences during the day in facilitated small groups and will engage in their selected elective MOOCs.

Passing Time- Because WLA is a fully digitally integrated and nearly paper-free environment, we will be able to dramatically reduce “passing time” between classes. Except for science labs, in many cases teachers will transition instead of students from room to room. In the cases where scholars do need to transition, we will make the necessary adjustments, however the big paradigm shift for a high school environment is elimination of “locker time” between classes to switch heavy text books out for others. With 90% or more of texts delivered via device, students will not need 5 minutes between classes, thus adding 20-40 minutes of “found” additional instructional time each day.

Sample 9-10 Grade Schedule

Time	Subject
7:15-7:45 a.m.	Arrival, Breakfast, & Reading
7:45-7:55 a.m.	Morning Advisory
7:55-9:30 a.m.	Reading, Literature and Writing Block
9:30-11:15 a.m.	History Block: World History
11:15-12:00 p.m.	Computer Science Block: Introduction to Code Languages, Programming, and Systems Engineering
12:00-12:30 p.m.	Lunch
12:30-1:20 p.m.	“Integrals” Block: Foreign Language, Music, Art or Theater with Additional Personalized On-Line Choices
1:20-2:15 p.m.	Social Studies Block: D.C. Government & Civics
2:15-3:30 p.m.	Math Block: Algebra I/Geometry
3:30-4:15 p.m.	Science Block: Biology, Chemistry, & Lab
4:15-4:20 p.m.	Dismissal

Sample 11-12 Grade Schedule

Time	Subject
6:45-7:00 a.m.	Breakfast
7:00-7:50 a.m.	AP English Language and Composition/AP English Literature and Composition
7:50-8:40 a.m.	AP US History/AP Microeconomics
8:40-9:30 a.m.	AP Biology/AP Chemistry/Environmental Science
9:30-9:40 a.m.	Guided Stretch Break

9:40-10:30 a.m.	AP Calculus/AP Statistics
10:30-11:20 p.m.	AP Psychology/AP Human Geography/Foreign Language
11:20-12:10 p.m.	Tutoring or “Integral” Elective
12:10-12:30 p.m.	Lunch/Prep for Service Learning
1:00-5:00 p.m.	Service Learning Course (AP US Government and Politics)
6:00-7:00 p.m.	Dinner and Guest Lecturers
7:00-10:00 p.m.	Elective MOOCs and “Flipped” Lessons

Fridays at WLA will have a slightly alternative schedule, as students will not be participating in their service-learning placements. Students will have the opportunity for longer courses and project-based learning, integrating and applying what they have learned over the course of the previous week through activities, labs, and discussions. Citizen-scholars will be encouraged to use this time to seek help and guidance from their instructors, taking ownership over their education. Additionally, Fridays will be used for the core instructional portion of the civics curriculum, consisting of a rigorous seminar and eminent speaker series, which will be open-sourced and available to students across the District and Nation in the form of a MOOC.

Scope and sequence of high school courses.

WLA Course Scope and Sequence: How WLA Students Will Exceed Graduation Requirements

Subject Required	<i>Required DC Credits</i>	WLA Lower Academy	WLA Upper Academy	<i>Required WLA Credits*</i>
Art	.5	.5	.5	1.0
“Integrals” (electives + MOOCs)	4.0	2.0	3.0	5.0
English	4.0	2.0	2.0 AP English Language and Composition/AP English Literature and Composition	4.0
Health and Physical Education	1.5	1.0	.5 Weekends & elective physical fitness classes	1.5

Mathematics (incl. Algebra I+II, Geometry, Upper Level Math)	4.0	2.0 Algebra I, Geometry	2.0 Algebra II, AP Calculus/Statistics	4.0
Music	.5	.5	Optional as elective	.5
Science (incl. Biology, 2 labs, and 1 other)	4.0	2.0 Biology and Lab Science	2.0 AP Biology/Chemistry/Environmental Science and Lab Science	4.0
Social Studies (incl. World History I & II, D.C. History, US Government, US History)	4.0	2.0	3.0 AP US History and AP Gov't and Politics/Service Learning Course	5.0
World Languages	2.0	2.0	Optional as elective	2.0
Computer Science/Coding	0	2.0	Optional as elective	2.0
TOTAL	24.5			29+

* Total credits earned by a WLA graduate assuming 9-12 grade enrollment.

Students who fall behind or are unable to complete course credits for any reason will be able to make up the courses during the time set aside for “Integrals”, on weekends, and during the summer if necessary. Students who are very far behind may engage in fewer hours of the service-learning experience in order to make up their academic credits. Successful completion of the rigorous academic schedule will always be the highest priority.

f. Family Involvement

Philosophy around parent engagement. WLA is a community and partnership made up of the school leadership, teachers, scholars, and families. Although the job of making decisions about school policy belongs to the school leaders, family involvement is not only welcome but also absolutely necessary for the success of the school. WLA is committed to having families contribute to the academic success of their scholars. As such, we will use a variety of methods of communication including but not limited to:

- Regular Progress Reports: A weekly progress report that includes academic and behavioral updates as well as a brief overview of important school events.
- Automated Phone & Text Systems: Parents may receive a pre-recorded message to:
 - issue school-wide reminders and updates to alert families to school closings, early

- releases, and late starts due to inclement weather or emergencies,
- remind families of important documents requiring signatures, or to inform families of meetings for parents or scholars.
- Team Accessibility: Every member of the WLA team publishes his or her cell phone number and email at the beginning of the year. Scholars and parents are encouraged to call teachers. WLA staff members are available in person during regular school hours and via email and cell phone up until 9 p.m. each evening to answer homework questions.
- Family Outreach: Teachers may request mandatory family conferences with families of scholars who are in need of academic and behavioral support or acceleration and enrichment. Families are invited to schedule appointments to connect with their scholars' teachers or stop in to observe class.

Lower Academy WLA families are supported and strongly encouraged to:

- reinforce WLA academic and GROWTH standards at home;
- check homework nightly for completion;
- help with homework whenever possible;
- call teachers with concerns;
- read and sign all notices sent home by the school;
- read and respond to family communications when necessary;
- respond promptly to disciplinary calls;
- attend school-wide events; and
- pick up report cards and attend trimester conferences in person.

Upper Academy WLA families will play a different role, as 11th and 12th grade citizen-scholars will have close academic and residential life support on a 24/7 basis. Parents will be notified about about disciplinary issues and scholastic performance problems, but students will have more academic autonomy, as they will be starting to prepare for college life outside of the supervision of parents. Instead, teachers and residential staff will closely monitor daily progress. WLA will discourage excessive family visitation so as to help citizen-scholars build the responsibility and independence needed to be successful in their service-learning placements and later in college. Scholars will be expected to live full-time in the dormitory, returning to home during breaks and for pre-approved personal and family engagements with signed parental acknowledgement. However, parents of Upper Academy students will be strongly encouraged to attend special WLA academic and extracurricular events and have complete access to Academy staff when needed.

Parent engagement and advocacy training. To spearhead its family and community engagement efforts in Washington, D.C., WLA will likely retain Democracy Builders (DB), a 501(c)(4) parent advocacy organization whose mission is to increase parent voice and choice for excellent public schools. The Democracy Builders training model prepares parents for civic engagement and uses a “train-the-trainer” approach to dramatically impact communities through grassroots advocacy. Parents have used these skills to help secure facilities for their schools, increase state charter caps, eliminate funding freezes on public charter schools, and pass school reform measures needed to help win federal competitive grants. Parents have made hundreds of thousands of phone calls, mailed tens of thousands of postcards, connected with thousands of other parents in person and on the phone, conducted hundreds of legislative office visits, and

offered testimony at dozens of public hearings.

DB's professional community-organizing trainers lead mission-aligned partners to develop the knowledge, skills, and dispositions necessary to effectively mobilize local grassroots communities for educational change and reform. Training sessions include best practices in teaching and learning, and DB tailors its unique advocacy curriculum to each school's needs. DB's skilled trainers ensure that each partner organization emerges from its training sessions with motivated leaders ready hit the ground running with practical and actionable next steps.

Parent communication about school performance. WLA will regularly present accountability data in an easily accessible, widely disseminated, and jargon free manner. The Board of Trustees, families, community members, students, and the authorizer will receive regular updates on the most current data available. The annual report will be published shortly after the end of the fiscal year, once state test data from the previous year has been reported and analyzed. All relevant data — including minutes from meetings of the Board of Trustees, the school's most recent audited financial statement, and information concerning the school's performance on the PCSB's Performance Management Framework and the District of Columbia Office of the State Superintendent of Education's accountability index — will be posted on the school's website.

Communicating with non-native English speakers. Oral and written communication to families of students identified as ELL students will be translated into the family's native language to the extent possible to ensure clear and rich communication and coordination between home and school. Students with limited proficiency in English will have access to all curricular and extracurricular activities available to all other students. Further, current demographics indicate that the largest population of ELL students will be native Spanish speakers. WLA will make efforts to recruit staff members who are proficient in Spanish. It is a priority for WLA to hire a receptionist who is fluent in Spanish to provide translation services for family communication. If a language is spoken that no WLA staff members can write or speak, WLA will work with the District of Columbia Public Charter School Board or an external party to supply translation services for both written and verbal communication with families.

Informing parents about their rights associated with IDEA and Section 504. All parents of students referred for evaluation will receive a Procedural Safeguards Notice that delineates their rights associated with IDEA. During each subsequent IEP review, parents will receive comparable written notice outlining their rights as parents of students with disabilities. During regular informal conversations, ACT members will ensure that parents understand that the referral/evaluation process is for information-gathering purposes only and that no Special Education services can be provided without initial and ongoing parental consent.

Similarly, notice of procedural safeguards will be provided to parents when the school's 504 Team makes a Section 504 accommodations decision. In addition, parents may examine records relevant to their child's 504 Plan. The following describes the successful DPPS process that WLA will follow for parents to engage with the school regarding 504 accommodations discrepancies.

First Level of Review

If a parent does not agree with the 504 Team's accommodations decision, the first step is to

submit a written request for review to the social worker. The social worker will notify ACT members, who will review the 504 Team’s decision and may request that the parent attend a meeting to discuss his or her concerns. The parent may also request a meeting at any point. After the review, ACT members will provide a response to the parent.

Second Level of Review

If the parent does not agree with the response from the first level of review, he or she may submit a written request for an impartial hearing to the social worker. Subsequently, the social worker will arrange for an impartial hearing at which the parent will have an opportunity to participate and, if he or she so chooses, to be represented by counsel. The school will appoint an impartial hearing officer to conduct the hearing and to issue a written decision to both the school and to the parent.

Third Level of Review

If the parent does not agree with the impartial hearing decision, the third step is to submit a written request for review, along with any supplementary documentation, to the school’s Board of Trustees. The Board will review the request, the impartial hearing decision, and any supplementary documentation. The Chair of the Board will provide a written decision affirming or denying the request.

Notification during inclement weather or emergencies. WLA will maintain updated contact information for all families or guardians of scholars and will text and provide an auto-voicemail message in the case of inclement weather or emergency as soon as possible. WLA will ask parents for cell phone numbers, home phone numbers, work numbers, and both personal and work email addresses of parents or guardians to provide the maximum potential for reaching parents during inclement weather or an emergency affecting the school schedule. In general, WLA will follow the federal government rules for closure and delayed opening.

g. Community Participation

How the D.C. community will be involved in the planning and implementation of the school. Community communication and involvement is incredibly important to building our school culture and achieving our ambitious mission. We plan to engage local community organizations, elected officials and their constituent bases, and hit the pavement to make personal connections with local residents of our surrounding school neighborhood. The team has reached out to teachers working in D.C. Public Schools and to community leaders of local parishes. These conversations have allowed us to acquire insight from those who work within the educational systems and with the communities and families they affect every day to better understand the strengths and changes occurring in D.C. schools, both district and charter.

From our work with Democracy Builders and connections with community leaders, we have gained a better understanding of the perceptions of schools in Congress Heights and Capitol Hill and how families with students enrolled in the local or traditional schools feel. Moreover, residential staff of the Upper Academy dormitory, once established, will be responsible for neighborhood engagement to ensure residents know who to contact with issues or with concerns about student safety. They will also organize a periodic neighborhood potluck to foster stronger community engagement. WLA leaders will continue to reach out on the ground to D.C.

community leaders, teachers, and education reform organizations as the planning process progresses.

The co-founders have also engaged extensively with government offices, particularly Member offices in the House of Representatives, which would host WLA Upper Academy students for service-learning placements. Engagement with these offices will be deep and ongoing to ensure that citizen-scholars and their service-learning sponsors have a mutually beneficial relationship. Early engagements have already produced dozens of avenues for potential collaboration to integrate WLA students into D.C. community life and the democratic process. Moreover, the WLA team will forge a strong connection with [D.C. Police](#) and [Capitol Police](#) to ensure that there is near-real-time collaboration on security and safety in and around the Capitol complex.

Importantly, most members of the founding team and Advisory Group are D.C.-based. The Board of Trustees will grow to include additional established members of the D.C. community with networks in education and the general non-profit and government spheres. Democracy Builders will immediately engage the community in recruitment efforts, and teachers will be recruited from the local D.C. area to the extent possible. WLA will maintain open channels of communication to prospective students, parents, and any and all interested community members.

WLA will value immensely the contributions of students, families, faculty, staff, and community groups toward the success of WLA. However, we believe that the Board of Trustees must remain independent and must represent the interests of the school as a whole rather than individuals who represent specific constituencies. To ensure appropriate input from these groups, we will replicate DPPS's innovation of the Family Leadership Council, charged with advising the school leaders on issues of importance to the school community. Students will have an organized voice through the Student Leadership Council. Teachers and other staff will have opportunities for essential decision making over the course of the year through the Faculty Leadership Council; however, the board and leadership team will maintain the ultimate right to make policies that are in the best interest of the school as a whole.

Partnerships in the community. WLA's most significant partnership will likely be with the U.S. House of Representatives. Dozens of Members of the House of Representatives are already interested and engaged in WLA discussions and eager to host WLA citizen-scholars for service learning. Because of the long-standing experience with the [House Page Program](#), many members are ready, willing, and able to support high school students in meaningful service-learning opportunities. Furthermore, we are in active discussions with key Congressional leadership staff about broader collaboration and also the prospect of securing no- or low-cost space to use as WLA facilities. More formal relationships with the House and other government bodies, via Memoranda of Understanding or other agreements, would allow for longer range planning for WLA service-learning placements and other collaborative efforts.

This partnership will be leveraged for greater impact via the WLA MOOC, which will give Members and Officers of the House the ability to communicate in real-time with civically engaged classrooms and students across the country. Members continue to express that, at a time when public opinion of Congress is at historic lows, such a capability would be enormously positive for the Congress and the country. Moreover, a partnership with the House would enhance student extracurricular experiences, including the planned "WLA Model Congress," an

activity throughout the year in which citizen-scholars write their own mock legislation, shepherd it through a legislative process, engage in policy debates, and ultimately vote on final bills. Conducting some of these activities during Saturday sessions in actual Congressional hearing rooms and other facilities will enrich the student experience.

WLA’s co-founders, Board, and extended network of advisors are also planning unique partnerships through their networks to enhance the student academic and civic experience. Foreign embassies, think tanks, news organizations, museums, historical associations, and nearby archives and presidential libraries will partner with WLA to bring course content to life and provide opportunities for citizen-scholars to apply their knowledge. For instance, the UK Embassy might welcome students for a tour but also co-host a workshop on alliances and the “Special Relationship” to enhance student understanding of world history and international relations in ways relevant to the curriculum. Washington-based think tanks will also partner with WLA to bring realism to student “Tabletop Exercises,” where citizen-scholars role play as government leaders in historical crisis scenarios. These partnerships will range from formal to informal, but WLA anticipates most assistance to be provided on an in-kind basis.

As described above, WLA will retain Democracy Builders as a fee-based partner. Democracy Builders (DB) is a 501(c)(4) parent advocacy organization whose mission is to increase parent voice and choice for excellent public schools. WLA will retain DB in order to recruit students to enter the lottery and pick WLA as their chosen school on the MySchool D.C. application. Democracy Builders will also provide training and community organizing and activism education to WLA parents.

WLA also plans to engage other D.C. area schools so that its novel approach to civic education and service learning is shared throughout the community. D.C. schools will be given the opportunity to assist with beta testing of new features in the WLA online platform and MOOC offerings so that WLA’s citizen-scholars are not the only ones who get to hear from national figures and civic leaders who contribute to WLA academic life. These partnerships will help ensure that an even wider audience--interested students and teachers across America--are also able to connect with the WLA experience in the heart of the Nation’s capital.

Finally, partnerships with local elected and administrative officials will be essential for WLA to support its civic mission. WLA students and staff will need to interact with community members on a regular basis to ensure they stay abreast of local political issues and advocate on issues that affect their families, friends, and neighbors. As we move forward in strengthening and building D.C. community ties, we will make grassroots connections with families, community organizations, and elected officials to spread the word on the presence of WLA, and share our fervent dedication to provide a D.C. school that families and neighborhoods can count on to serve their students and develop them into active citizens ready for success in college and a life of public leadership.

h. Extracurricular Activities

WLA is committed to providing a college-prep education to its students. To that end, WLA may offer activities that foster team building, leadership, athletics, and skills in the fine and performing arts. WLA will engage teachers, parents, and volunteers from the community to offer

these enriching experiences. The following extracurricular activities may be offered:

<u>Physical Activities</u>	<u>Fine Arts</u>	<u>Leadership</u>	<u>Supplementary Academics</u>	<u>Other Enrichment</u>
African Dance and Hip Hop	A Cappella	Debate / WLA Model Congress	Poetry Club	Chess
Basketball	Art	Latino Caucus	Book Club	Community Service
Cheerleading	Choir	Tabletop Exercises	Independent Study	Gardening Club
Choreography	Community Theater	Women’s / Men’s Group	Math Club	Knitting
Fencing	Film to Print	Student Leadership Council	Storytelling	Strategic Gaming
Dance	Literary Magazine	Student Activities Committee	Programming/ Robotics	Trivia
Step Team	Music Composition	Speech	Science Club	Computer Science Club

The final menu of options will be determined by both student demand and faculty expertise. If robust demand exists for an activity that falls beyond the ken of WLA’s full-time staff, the school will consider collaborating with an appropriate community organization in order to afford students access to suitable programming. Some activities will be required, such as the WLA Model Congress, a year-long mock legislative and debating activity, and Tabletop Exercises, mock presidential decisionmaking activities involving WLA partners and experts.

WLA leaders will seek to offer students the opportunity to engage in intramural or other athletic leagues whenever possible.

Availability of programs to all students. Because participation in extracurricular activities is a vital component of a student’s development, access to these programs will in no way be restricted by a student’s financial circumstances. WLA will provide supplies for offered extracurricular activities to students who cannot afford to purchase them.

i. Technology Plan

Overview. Currently quality “blended instruction” often means a period a day in a computer lab with programs such as [Khan Academy](#) or [LearnZillion](#), used primarily as cost-savings or a teacher-time saving tool. At WLA, “blended” means much more; not only teacher-moderated classes, online instruction, and group work, but service learning as well. Instead of using valuable in-school time to sit in computer labs, WLA will offer all students a one-to-one device

to create a digitally integrated school, work, and home/dorm experience.

In the Upper Academy, the WLA residential model will allow for most of the online coursework, both independent and “flipped” lectures, to take place in the dormitory, so that classwork can focus on labs, discussions, and higher order [Bloom’s Taxonomy](#) skills. By partnering with [EdX](#), [Coursera](#), [Udacity](#), and other emerging choices in Massive Open Online Course providers (MOOCs) and other digital learning tools, WLA will offer a virtually limitless course-catalogue. In grades 9 and 10, scholars will take at least one elective online course each trimester. In grades 11 and 12, scholars will take at least one online course in addition to their service-learning experiences.

The most exciting blended innovation of WLA is the creation of *our own* online course offerings that will be shared with other Revolution Schools partners around the world. Each Revolution Schools campus will have a specialization in a field of study such as WLA’s focus on civics. Partner schools will then be able to access the online course content from the world’s best civics teachers, and WLA students will have reciprocal access to online instruction and content from other Revolution Schools campuses. Many of these online offerings will, of course, be offered even more broadly in an open-access platform to young people across the country, including interactive special events with high-profile guest speakers in our Nation’s capital.

Technological equipment and services that will be required and their provision. WLA will provide all students with laptops and/or convertible tablets. Classrooms will be equipped with overhead projectors that allow teachers to connect their laptops and project the screen in real time. Students will also be provided with devices that allow them to answer questions during class in real time and display the results to the teacher, allowing for immediate course correction and improvement. Media storage will be accomplished via “software as a service” purchases of storage space in the cloud. Both WLA campuses will be equipped with the latest in high speed wireless internet connectivity. Students will not need to bring or purchase any of the required technology.

WLA will also be equipped to deliver its own state-of-the-art MOOC. In other words, WLA’s innovative civics coursework will be available online for use in classrooms and the living rooms of home-schooled students and independent learners around the country. Special events and Q&A sessions with national and world leaders will also be broadcast onto the platform to finally bring civic participation into the 21st Century. To achieve these goals, WLA will (1) work closely with contractors to develop a bleeding-edge online platform for delivery of this content and (2) equip the Upper Academy with appropriate lighting, filming, audio, and other broadcast equipment. The budget includes funding for technology staff to coordinate and operate these capabilities once installed.

Access to technology for all students; support staff. All students will have access to and use of all technology. A technology support staff member will be available to students and teachers in-person from 8:00 a.m. - 6:00 p.m. during the school days and by phone during the evening and on the weekends. The technology support staff will train teachers and students in the use of all technologies, and work with ELL students and students with disabilities to ensure that they have appropriate assistive technology tools.

Technological support for which students and families will be responsible. Students and families will not be responsible for providing any tech support.

Procedures to provide instruction when equipment is impaired. WLA teachers will be prepared with backup equipment and backup lesson plans in the event that there is any technical interruption. Students experiencing an interruption in their MOOC courses can complete the coursework at the next available opportunity during an evening or weekend. An intermittent technical disruption will not substantially detract from the student's supervised but self-paced elective study.

Acceptable Use policy. The Acceptable Use policy will incorporate widely adopted language used in schools to control internet and technology use. The Acceptable Use policy draft is available in Appendix 1. The policy will require any users of technology at WLA to sign an Acceptable Use Agreement. By signing the agreement, users of WLA technology will agree to use the technology in a way that is professional and work-related. The Parent Agreement will inform parents that WLA will take steps to ensure that students are only accessing information relevant to their studies, but that fully controlling access to material on the internet is impossible.

Data protection and recovery procedures. Students will use cloud-based software and save their work to the cloud. Any interruption will be the responsibility of the cloud service provider and will be dealt with accordingly. Such services have exceptional up-time records and redundancy mechanisms exceeding what a charter school would be able to achieve independently with native capabilities.

B. Business Plan

1. PLANNING AND ESTABLISHMENT

a. Profile of Founding Group

Key members of the founding group. Washington Leadership Academy is a concept developed by the team that created Democracy Prep Public Schools and will be governed and operated by a diverse group of education, civic, community, and business leaders. While WLA will not be a DPPS school, it will be governed by a Board of Trustees and operated by Revolution Schools--combining a team of highly experienced and dynamic civic innovators with educational specialists who have extensive experience in organization building, strategic planning, and instructional leadership. This group will come together under the shared belief that all students are entitled to their choice of a high-quality public school capable of preparing them for a life of public leadership. The WLA model and charter application were developed by a team of staff led by the following key founding group members:

WLA Founder Seth Andrew has vast experience building and scaling non-profit enterprises. Most notably, Seth built the Democracy Prep Public School network from one school with 100 students in 2006 to a nationally renowned network on track to serve 10,000 scholars by 2018. In addition to DPPS, Seth has helped found and scale [Polaris Project](#)²⁸, [Democracy Builders](#), [Alumni Revolution](#), and [CitizenshipFirst](#). Collectively, these enterprises have an annual operating budget of more than \$50 million. Seth earned his A.B. in Education and Public Policy from Brown University, his Ed. M. in School Leadership from the [Harvard Graduate School of Education](#), and was a special education teacher and administrator. Seth currently serves as Senior Advisor for Education Technology and Superintendent in Residence in the [Office of the Secretary at the U.S. Department of Education](#).

WLA Co-Founder Miles Taylor is a [Marshall Scholar](#) at Oxford University and worked previously on the [U.S. House of Representatives Appropriations Committee](#), helping to oversee billions of dollars in complex federal programs and new initiatives. Before that, he served as a presidential appointee in the George W. Bush Administration and focused on national security and foreign policy at the White House, Pentagon, Department of Homeland Security, and several think tanks. He has made civic leadership and engagement a lifelong passion and is producing a television documentary on the history of Pages on Capitol Hill. Miles graduated from Indiana University as a [Harry S. Truman Scholar](#) and [Herman B. Wells Scholar](#) and has also helped drive the expansion of start-up companies in Washington, D.C. and Silicon Valley.

Stacy Kane is a Co-Founder of Revolution Schools and has been a driving force behind the development of WLA. She has worked as a Program Founder and Manager at the [Consumer](#)

²⁸ Polaris Project is an organization that works to combat human trafficking and modern-day slavery. Polaris Project operates the 24-hour National Human Trafficking Resource Center hotline, advocates for strong laws to help victims and prosecute traffickers, provides lifesaving services to survivors, and is a respected source for training and information. Learn more at: <http://www.polarisproject.org/about-us/successes>

[Financial Protection Bureau](#), where she led the creation and implementation of the innovative and lauded [Design and Technology Fellows](#) program. Stacy previously served as Special Assistant in the Office of the Secretary at the Department of Homeland Security, where she managed the Secretary’s initiative to [combat human trafficking](#). She is a former [Presidential Management Fellow](#) and graduate of Emory University Law School. Stacy earned a Master’s of Public Policy degree, with a focus on Education Policy, from Vanderbilt University and graduated with a bachelor’s degree in Human and Organizational Development and Sociology.

WLA was initially devised with the help of an Advisory Group, including members supportive of high-quality charter schools and who have decades of experience in positions of public leadership and civic responsibility. The Advisory Group will be formally replaced by the founding Board. The group included The Honorable Dan Boren (former Member of Congress), The Honorable Jim Kolbe (former Member of Congress), David Feith (editorial board, Wall Street Journal), Jerry Papazian (Managing Director, Fountainhead Associates), Dr. Duane Taylor (renowned surgeon, practicing doctor), Jonathan Turley (law professor; national legal commentator), and others who provided insights and assistance to build out the concept.

The WLA founding team has also regularly engaged a wider group of stakeholders in Congress, the education policy community, private industry, and beyond to help craft this proposal and ensure that the right mix of individuals are involved to make WLA a success.

[Founding Board of Trustees](#). The founding Board are core members of the WLA team and have provided strategic guidance in crafting and helping to bring the unique WLA concept to life. Each will play a pivotal role in the further development of the Academy and will, over time, be joined by additional Board Members who will bring even more diverse experiences and expertise to the work of fulfilling WLA’s mission. More information about the founding members of the Board of Trustees can be read in Section F.

Seth Andrew, founder of WLA, will also serve on the Board of Trustees. See biography, above.

Marielys Divanne currently serves as Director of Advocacy for [Alumni Revolution](#), a college success and advocacy organization that offers high-quality advising to alumni of high-performing public schools. Divanne came to Alumni Revolution after serving as the lead organizer for the [Industrial Areas Foundation](#), planning and spearheading strategic campaigns which led to the construction of a prominent New York charter school campus, Manhattan community safety improvements, and improved living conditions for thousands of families in private and public housing. Prior to that, she was a program associate at the Schools Choice Scholarships Foundation and a high school humanities teacher in Boston. Divanne received her BA in Secondary Education and English at Boston College and MA in Fine Arts at Columbia University.

David Feith is an author and editorial page writer for [The Wall Street Journal](#), currently based in Hong Kong. He was previously an assistant editorial features editor and a [Robert L. Bartley Fellow](#) at *The Journal* in New York and has also been an assistant editor at [Foreign Affairs](#) magazine. Feith is co-founder of [CitizenshipFirst](#), a national organization dedicated to restoring the civic mission of education in America, and previously co-founded and chaired the Civic Education Initiative. He is the editor and contributing author of [Teaching America: The Case for](#)

Civic Education. Feith is a graduate of Columbia University.

Robert Pondiscio is the Executive Director of [CitizenshipFirst](#), and is based in New York City. He is the former Vice President of the [Core Knowledge Foundation](#), helping to lead nationwide efforts to strengthen curricula across disciplines. He spent five years as an inner-city school teacher in NYC, where he was inspired to focus on education policy. Pondiscio worked previously as Communications Director for [Businessweek](#) and Public Affairs Director for [TIME Magazine](#). He is the author of four books, and has served as a consultant to the College Board and other educational institutions. Pondiscio has a BA in English from State University of New York, Empire State College and an MS in Elementary Education from Mercy College.

Duane J. Taylor M.D. is the Medical Director of [Le Visage ENT & Facial Plastic Surgery, LLC](#) in Bethesda, Maryland. Dr. Taylor is board certified in Otolaryngology-Head and Neck Surgery. Dr. Taylor has over 21 years of experience in clinical practice in the metropolitan Washington area and has an extensive record of community service. He is a previous member of the [Montgomery County Health Commission](#) and currently serves as President of the Board of Directors of the [Montgomery County Medical Society](#) and as a member of the Board of Directors for the [American Academy of Otolaryngology-Head and Neck Surgery](#) (representing more than 12,000 ear, nose and throat physicians). Dr. Taylor is the contributing editor and author of two books, has taught university medical students, has led international humanitarian medical missions, and commits himself to mentoring disadvantaged youth among other volunteer activities. He was inspired by public service as a young aide on Capitol Hill.

Miles Taylor, co-founder of WLA, will also serve on the Board of Trustees. See biography, above.

Bari Weiss is the associate editorial features editor at [The Wall Street Journal](#). Before joining the Journal in April 2013, Bari was a senior editor at [Tablet](#), the daily online magazine of Jewish news, politics, and culture, where she edited the site's political and news coverage. Prior to joining Tablet, Bari was an assistant editorial features editor at the Journal and a Robert Bartley fellow. Bari has also written for Haaretz, the Forward, and the New York Sun. In 2012, she edited “Born Tories,” a book by Deborah Kenny, the founder of the Harlem Village Academies, which was published by Harper Collins. A native of Pittsburgh, Bari is a graduate of Columbia University and served as a [Dorot Fellow](#) in Jerusalem.

b. Planning Process

How and why the founding group decided to form a school in Washington, D.C. Seth and Miles began developing the concept for WLA in 2012. Both had been Congressional Pages in the House of Representative and after hearing of the Program’s cancellation in 2011, started discussing innovative ways to keep young people involved in the democratic process. The result was the concept for Washington Leadership Academy, a service learning and blended academic program partially inspired by the 200-year-old Page tradition--but with innovations designed to bring a 21st Century approach to youth involvement in American civic life.

As part of a rigorous review process, founder Seth Andrew applied his core criteria for pursuing new charter opportunities:

- Community Need (concentration of high needs students; demonstrated student and family demand for seats)
- Finances (charter school funding parity; additional state/local funding for SPED; free/low-cost facilities options, capital improvements, and utilities and facilities maintenance allocations; waivers from certification regulations)
- Operational Autonomy (school leader authority to make all decisions regarding campus-based staffing; ability to select, train, and fire school leaders; ability to independently establish business and growth plan; clearly defined accountability outcome measures)
- Talent (steady supply of high-quality teachers, leaders, CMO staff, and trustees; presence of high-quality alternative certification providers)
- Political Environment (current charter law balances both autonomy & accountability and process & product; community support for school choice policies; long-term horizon of local and state legislative and executive branch support for public charter schools)
- Innovation Incubator (district must seek and welcome innovative approaches)

D.C. has a high community need, provides ample per-pupil-funding allocation for quality charter school development, allows for operational autonomy in charters, holds a substantial supply of potential teachers, and has a promising political environment for charter development. As the capital of our Nation, the heart of American government, and a city pulsing with vibrant civic institutions, Washington, D.C. provides an ideal backdrop for students at the Washington Leadership Academy to engage in service learning on Capitol Hill and beyond to prepare for lives of public leadership.

Seth applied an additional lens to his decision to open WLA - opportunity for potentially transformative innovation. By founding Revolution Schools, Seth seeks to bring to life schools that lean into the future rather than building upgraded versions of the old, tired ways of “doing school.” Seth chose the WLA concept to be his first Revolution Schools venture because it is the perfect opportunity to blend multiple future oriented innovations in school design and development, including a model service-learning concept, a residential setting, flipped lessons, and the opportunity for a civic education MOOC to be offered for free to the entire world. WLA will be the first in what is envisioned to become a global network of technologically innovative schools.

Plans for further recruitment for the Board of Trustees and school leadership. The founding team is committed to expanding further to become a diverse engaged board committed to advancing the mission of WLA. New members will be added carefully and thoughtfully through a multiple-stage process to ensure that new board members understand the difference between governance and management and a willingness to put the institutional interests of WLA and its citizen-scholars above all else. Already, our Board and Advisory Group consists of current and former elected officials, education policy innovators, local D.C. leaders, entrepreneurs, health professionals, and other civic-minded team members. The board will continue to recruit strong

members from the D.C. community and will incorporate parents. New members will be selected on the basis of their willingness and ability to commit to the success of WLA and its citizen-scholars, as well as their ability to enhance academic, service-learning, and supplemental WLA experiences through their own expertise, networks, background, and innovative ideas.

Seth and Democracy Prep have a proven track record of recruiting top talent in charter school operations, and the WLA team will be able to use that record and network in its search for a WLA school leadership team. The WLA Board will be ultimately responsible for the selection of the Head of School, the search for whom will be publicly initiated upon notification of charter approval.

c. Corporate Structure and Nonprofit Status of the School

Washington Leadership Academy is incorporated as a nonprofit entity in the District of Columbia. Copies of the by-laws and articles of incorporation are available in Section I of this application. Upon conditional approval of its charter application, the school will also apply for tax exempt status with the District of Columbia and under Section 501(c)(3) of the Internal Revenue Code.

2. GOVERNANCE AND MANAGEMENT

a. Board of Trustees

Creation of Founding Board and selection of trustees. A diverse group of education, civic, business, and community leaders have come together to found WLA. Additional D.C. civic and educational leaders will be recruited, as well as parents. The Board will be committed to the mission of preparing responsible citizen-scholars for success in the college of their choice and a life of public leadership. Specifically, members must strongly believe all students deserve: (1) The rigorous academic standards and frequent assessment found in excellent charter schools; (2) an engaging curriculum, taught by excellent teachers, focused on preparation for college; (3) civic, character, and leadership education as an essential part of public schooling; (4) service learning and blended, technologically enhanced academics as integral parts of a quality high school education; and (5) a highly structured, disciplined, and supportive academic environment. When fully formed, the board will be an independent and autonomous local Board of Trustees that will include at least two parents, consist of a majority of D.C. residents, and be composed of an odd number of people, not to exceed 15.

Board member selection. In order to recruit and select additional Board members, we will use a rigorous process to include engaging diverse professional and personal networks and utilizing online resources such as BoardNet and board training programs. Upon receiving a charter, the founders and the current board members are prepared to pivot toward constituting a Board of Trustees that will hire the Head of School, set policy, govern, and ensure that the school meets or exceeds the terms of the charter. Because WLA aims to be the Nation’s best civic education program for high school students, WLA board members will be chosen for their unique capacity to facilitate that mission through past demonstrated civic leadership.

Strategic direction through oversight. The WLA Board of Trustees shall serve as the governing authority of the charter school, ultimately accountable to the authorizer for meeting the terms it sets forth. The primary responsibility of the Board of Trustees will be to govern WLA so that it meets its three paramount goals of academic excellence, mission advancement, and organizational strength. The Board will be hands-off with regards to the day-to-day management and operations of the School. Specifically, the Board shall delegate to the appointed Head of School and management organization the authority and decision-making responsibility for day-to-day operations of the school. In sum, the role of the WLA Board of Trustees is threefold: oversight, policy, and accountability for results. Thus, the Board will not manage the school, but will ensure academic, mission, and financial accountability as well as plan for strategic growth. The Trustees’ first task will be to hire and evaluate the Head of School.

Relationship with Revolution Schools. Revolution Schools is a non-profit education management organization committed to ensuring that students of WLA receive a world-class educational program based on the requirements set forth in the school’s charter and in accordance with all applicable laws and regulations. Under the supervision of and subject to the authority of the school’s Board of Trustees, Revolution Schools will assume responsibility for the school’s educational process and operational requirements. Revolution Schools will initially have no other

clients than WLA, and is committed to providing the necessary time and effort to meet and exceed the school’s educational, operational, and mission-related goals. Revolution Schools will provide back-office services that fall within the following general, overarching categories: Advocacy, Compliance, Curricular Systems, Data & Technology, External Relations, Fund Development, Finance and Budgeting, School Leader Recruitment, Operations, Human Capital, Alumni Support, and Professional Development.

<u>Responsibility</u>	<u>Board</u>	<u>Revolution Schools</u>	<u>Head of School</u>
Selection of School Leader	Final Approval	Sourced and Recommended	N/A
Annual Performance Goals	Final Approval	Recommended	Implementation
Curriculum	Policy Only	Final Approval	Implementation
Professional Development	Policy Only	Final Approval	Implementation
Data Management	Policy Only	Final Approval	Implementation
Promotional Criteria	Final Approval	Recommended	Implementation
School Culture	Policy Only	Final Approval	Implementation
Student Recruitment	Policy Only	Contracted	Recommended
Human Resources	Policy Only	Final Approval	Implementation
Annual Budget	Final Approval	Recommended	Implementation
Hiring	Policy Only	Final Approval	Implementation
Facilities Management	Policy Only	Final Approval	Implementation
Community Relations	Policy Only	Contracted	Implementation

Succession planning. The term of office of each Trustee will be a period of two calendar years commencing with the regular meeting following his or her election and continuing until a successor has been identified. No trustee will serve more than three consecutive, two-year terms, unless the Board of Trustees designates otherwise. The Trustees will be divided into two classes, known as Class One and Class Two, for the purpose of staggering their terms of office. This will help to balance continuity with new perspective. The terms of Trustees will be fixed so that the

terms of one-half of the trustees (as nearly as possible) expire at the close of each Annual Meeting.

If any of the Trustees resign, refuse to act or are removed from the Board of Trustees, or if a Trustee's term of office expires, the vacancy or vacancies created will be filled by the vote of a majority of the Board of Trustees acting upon recommendation of the Governance Committee.

Relationship of Board to administrators, staff, parents and students. The Head of School and school staff will bear primary responsibility for engagement with students and parents. Board members will focus on ensuring that the school meets its three paramount goals of academic excellence, mission advancement, and organizational strength via financial sustainability and strong strategic direction.

b. Rules and Policies

Powers and duties of Board of Trustees. The Board of Trustees for WLA shall serve as the governing authority of the charter school and is therefore the body ultimately responsible to the authorizer for meeting the agreed upon goals for academic achievement and organizational viability set forth in the charter. As the governing authority, the Board will take on the general oversight, policy-making, and fiduciary obligations associated with operating WLA in an efficient and ethical manner. The Board will also be accountable for ensuring compliance with the D.C. Public Charter School Board.

The Board of Trustees will be responsible for setting organizational priorities and for providing strategic and financial oversight of the school's operations. The Board of Trustees shall be responsible for:

- understanding the WLA mission, vision, goals, and commitment to the Revolution Schools model;
- attending and preparing for regular Board Meetings;
- approving and promulgating school policies;
- ensuring legal compliance;
- maintaining the school's tax-exempt status;
- establishing appropriate financial controls over the accounts in which school funds are housed;
- overseeing the school's budget, maintaining fiscally-sound budget practices;
- supporting mobilization of parents and guardians for political advocacy purposes and providing opportunities for parents and guardians to engage with the community and its leaders in furtherance of the school's goals, subject to all limitations imposed by law on entities exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time;
- setting policies and procedures consistent with the law and WLA by-laws;
- employing personnel (including the Head of School);
- maintaining custody of student records;
- providing all custodial and maintenance services (to the extent not provided by the Department of Education or other governmental body);
- engaging, compensating and removing any attorney, auditor or accountant who performs

- services for the school; and
- evaluating the performance of the charter management organization.

Conflicts of interest. The Board of Trustees, officers and staff members of WLA owe a duty of loyalty and trust to WLA, which requires that in their positions, they act in the interest of WLA and not in their personal interests. Trustees, Officers, and staff members may not use their positions or information they have about WLA or WLA's property or information obtained through their positions in a manner that allows them to secure an economic benefit, either directly or indirectly, for themselves or their relatives or associates.

Trustees and officers of WLA are fiduciaries to the institution as a whole, collectively responsible for overseeing the welfare of the school and the pursuit of its mission. Although Trustees and Officers may have other relationships with WLA, Trustees and Officers must put aside these personal relationships and concern themselves solely with what is the best current and long-term interest of the institution as a whole. Fiduciary responsibilities require each of them to approach every decision from the perspective of WLA's overall best interest, putting aside consideration of how specific decisions may affect, favorably or unfavorably, themselves and family or friends.

The fiduciary duty also requires that Trustees and Officers avoid conflicts of interest and even the appearance of such conflicts, by refraining from participation in any deliberation or decision by the Board of Trustees that might affect them uniquely as an individual. In sum, it is the policy of WLA that no transaction between it and its Trustees, Officers, or staff members be tainted with an actual or perceived conflict of interest.

Prior to election to the Board of Trustees or appointment as a Trustee or an Officer, and annually thereafter, all Trustees and Officers shall disclose in writing, to the best of their knowledge, any Interest (as defined below) in any corporation or other organization which provides goods or professional or other services to WLA for a fee or other compensation. Under no circumstances shall any trustee, officer, individual, or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with WLA involving the provision of educational management services to WLA for a fee or other compensation serve as a voting member of the Board of Trustees. A copy of each disclosure statement shall be available to any Trustee of WLA on request.

If at any time during his or her term of service, a Trustee or an Officer has any Interest which may pose a conflict of interest at any time during that Trustee's or Officer's service, he or she shall promptly disclose the material facts of that Interest in writing to the Chair of the Board of Trustees and the Chair of the Governance committee of the Board of Trustees. When any matter in which a Trustee or an Officer has an Interest comes before the Board of Trustees or any committee of the Board of Trustees for decision or approval, that Interest shall be immediately disclosed to the Board of Trustees or the committee by that Trustee or Officer, and the Trustee or Officer shall recuse himself/herself from any discussion and/or vote relating thereto.

Whether a Trustee or an Officer has an Interest in a matter shall be determined by whether that Trustee or Officer or a relative (or a company with which such persons are associated) would have an economic interest, either directly or indirectly, in a decision on the matter by the Board

of Trustees or committee. A “relative” is an immediate family member, which is a mother, father, brother, sister, spouse, child, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law, grandfather, grandmother, grandson, granddaughter, legal dependent or other relative(s) (including step relatives) who resides in the home. A person is associated with a company if he or she has a 5% or greater ownership interest in the company or is a director, officer, employee or partner of the company. An Interest is not intended to include fundraising and advocacy efforts.

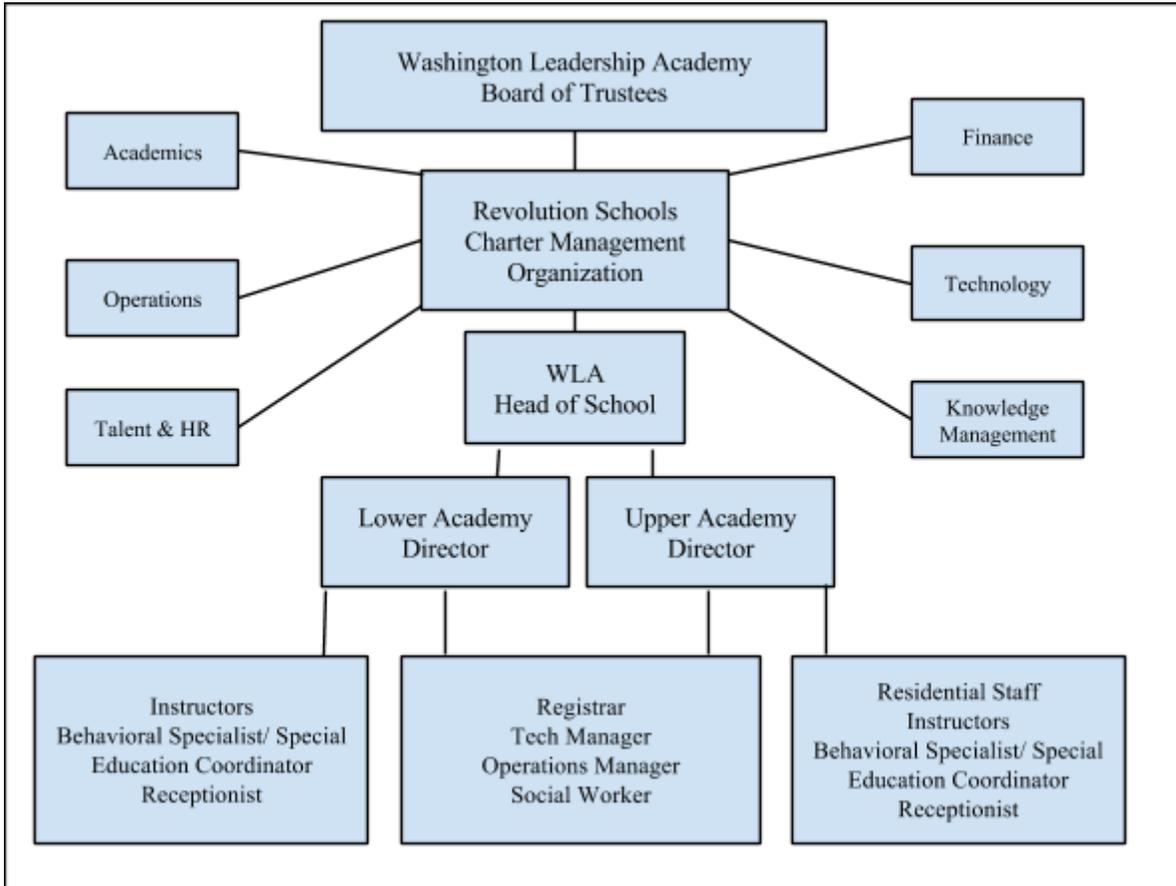
The Head of School is directed to apply to the faculty and staff of WLA rules and procedures consistent with the rules and procedures outlined above for Trustees and Officers. For purposes of this Policy, the term Officer shall include the Head of School, the Upper and Lower Academy Directors, heads of academic and administrative departments, and certain other designated personnel.

Existing relationships that could pose a conflict. Seth Andrew is a member of the Board of WLA and is the CEO of Revolution Schools. Seth will recuse himself from contract negotiations between any of the aforementioned organizations. Seth has served on multiple Boards in the past and has successfully navigated his responsibilities while preventing any conflicts of interest.

Code of ethics statement. Please see Section I for the Code of Ethics.

c. Administrative Structure

WLA Administrative Structure



Administrative structure. In order to maximize school impact and quality, Revolution Schools will adopt the successful hybrid network configuration refined by DPPS that permits the most effective elements of centralized control at the CMO level and school leader autonomy at the individual school. Revolution Schools will support Washington Leadership Academy operationally and academically in order to free school leaders to serve as true instructional leaders who can focus the entirety of their energies on leveraging teachers to maximize student achievement. Revolution Schools will maintain uniform academic, behavioral, and cultural standards; WLA will implement these standards to ensure the school is performing at a suitably high level, is running smoothly, and is fulfilling its obligations to scholars, families, community members, the network, the school’s Board of Trustees, and its authorizing entity.

The **Head of School** will be the instructional and cultural leader for WLA as a whole, appointed by and directly accountable to the Board of Trustees. He/she will be responsible for the management of the schools to ensure that the performance targets outlined in the charter are met. The Head of School will be responsible for all hiring, with guidance from his/her team and with the support of Revolution Schools.

The **Lower Academy Director** and **Upper Academy Director** will serve as the leaders of each

school site and will maintain oversight responsibility over instruction and school culture.

The **core instructors/academic faculty** will be responsible for teaching math, science, English, social studies, technology, and “Integral” courses. The core academic faculty will report to the Lower and Upper Academy Directors and be held accountable for the academic improvement of their students.

The **behavioral specialist/special education coordinators**, also called the Academic Collaboration Team (ACT), include special education teachers and ELL teachers and will assist lead classroom teachers and provide small group, one on one, targeted instruction for special needs students.

The **operations manager** will serve as an administrative officer, appointed by and directly accountable to the school leaders. This person shall be responsible for accomplishing the organizational strength goals as established by the charter, the accountability plan, and the Head of School. The operations manager’s portfolio will include reporting, school-level human resources, technology, facilities, transportation, finance, purchasing, food provision, and enrollment. The operations manager will have significant support from the operations team at Revolution Schools in all areas of the portfolio.

The **technology manager** will be responsible for ensuring that technology (copiers, computers, projectors, smart phones, wireless internet services, etc.) is in proper working order and for the implementation of all educational technologies and blended-learning programs. WLA’s innovative online platform and MOOC will be overseen by this staff member in coordination with the appropriate vendor(s). The technology manager will also ensure that ELL students and students with disabilities have any needed assistive technologies at their disposal.

The **registrar** will serve as the primary contact for families. The registrar will be a full-time employee charged with capture and maintenance of records for all scholars. The registrar will ensure that student information systems are accurate and that students receive all eligible services.

The **receptionists** will be hourly employees (~25 hours per week) with staggered schedules that are determined by the Lower and Upper Academy Directors.

The **social worker** will be responsible for the social-emotional health of students at WLA.

The **residential staff** will provide 24-hour support to ensure that the students in the Upper Academy are safe and supported during the evenings, nights, and weekends, in which they are not engaged in instructional activity. The residential staff will be trained in the GROWTH discipline model and will maintain those high standards for students around the clock. These staff members will be integrated into key meetings with other members of the academic staff to ensure that student success is supported in a tailored fashion across the school and dormitory spaces. Residential staff members will assist with both student residential-life issues *and* academic support, such as evening assignments and MOOC courses which students will work on while in the WLA dormitory.

Role of the operator. Revolution Schools will follow the model proven by the Democracy Prep Public Schools CMO. Working closely with the Head of School and Lower and Upper Academy Directors, Revolution Schools will provide comprehensive back office support, particularly in the areas of accountability, fundraising, operations management, technology planning, strategic planning, community outreach, and all other administrative tasks needed to ensure the success of the school. Revolution Schools’ academic team will eventually also oversee administration of the Revolution Schools academic model at WLA, and will provide consistent advice and counsel to the school leaders and staff. The WLA Board of Trustees will contract with Revolution Schools to provide these services.

d. Performance History of CMO/EMO

The founder of Revolution Schools, Seth Andrew, also successfully founded another CMO, Democracy Prep Public Schools, with an outstanding record of achievement. The WLA model is distinct from that of DPPS schools in several ways, especially the technological, service-learning, and residential elements. However, the DPPS legacy of strong performance still informs the likelihood of Revolution Schools’ academic success. Thus, we have included some limited information about the DPPS record in this section as representative of the success we expect in WLA and Revolution Schools generally, as they are being constituted by the same team with the same principles and high standards.

Schools currently managed by Democracy Prep Public Schools

Name:	Year operated by DPPS:	Address:	Phone:	2013-2014 School Leader:	Gr. 2013-14
Democracy Prep Charter Middle School (DPCMS)	2006	2230 5th Avenue New York, NY 10037	212-281-8247	Tanya Nunez & Ajaka Roth	6-8
Democracy Prep Charter High School (DPCHS)	2009	222 West 134th St. New York, NY 10030	212-281-3061	Natasha Trivers	9-12
Democracy Prep Harlem Middle Charter School (DPHM)	2010	207 West 133rd St. New York, NY 10030	212-281-1248	Anwar Abdul-Rahman	6-8
Harlem Prep Elementary Charter School (HPE)	2011	240 East 123rd St. New York, NY 10035	212-876-9953	Tameka Royal	K-5
Harlem Prep Middle Charter School (HPM)	2012	410 East 100th St. New York, NY 10029	212-831-5394	Kim Dacres	6-7
Democracy Prep	2012	250 West 127th St.	212-316-7602	Margaret Marrer	6-7

Endurance Charter School (DPE)		New York, NY 10027			
Democracy Prep Harlem Elementary Charter School (DPHE)	2013	2005 Madison Ave. New York, NY 10035	N/A	Natalie Aronson	Ke
Democracy Prep Harlem High Charter School (DPHH)	2013	212 West 120 St. New York, NY 10027	N/A	Steve Popper	9
Freedom Prep Charter School (FPCS)	2013	1400 Collings Rd. Camden, NJ 08104	856-962-0766	Bridgit Cusato-Rosa	6-8

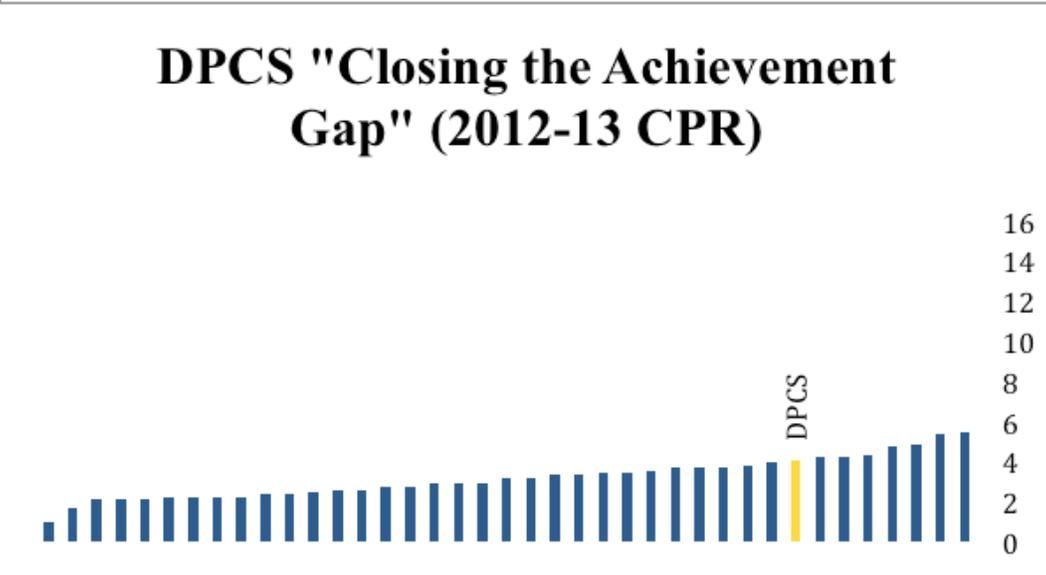
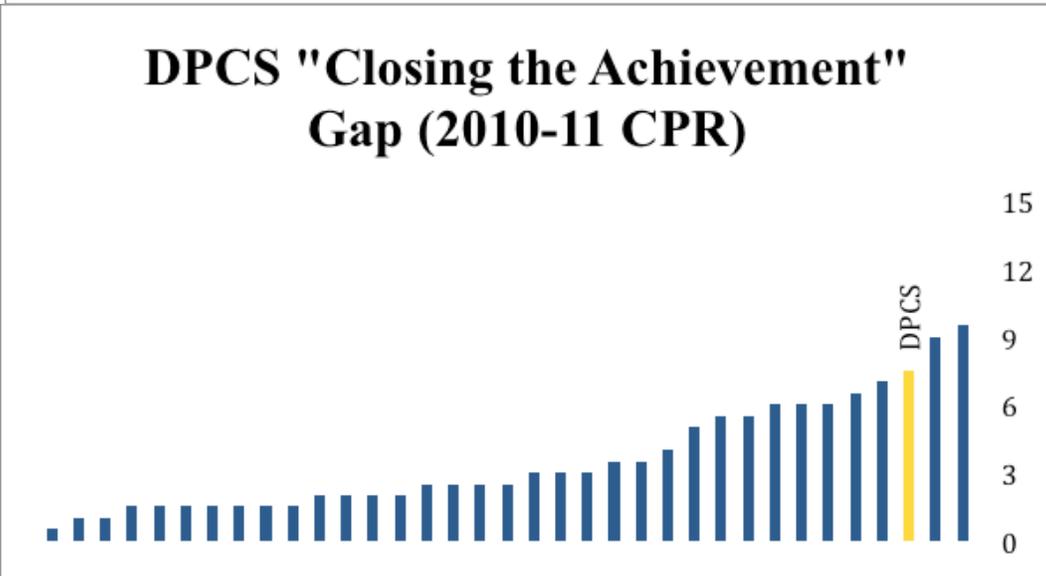
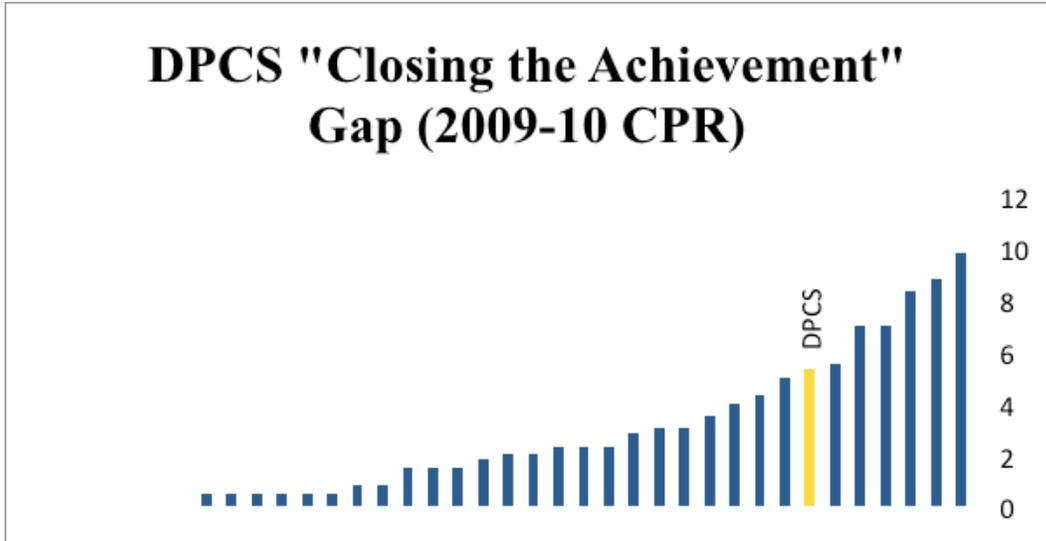
Average Demographic data for students in DPPS managed schools

	Black	Latino	Asian	White
DPPS	69%	30%	1%	>1%

Closing the achievement gap. In New York, schools receive additional “Closing the Achievement Gap” credit for exceptional graduation and college/career readiness outcomes of students with disabilities, English Language Learners, and students who enter high school at a low performance level. A school earns additional credit when each high-need student meets the success criteria for an eligible metric. The number of points depends on the percentage of the school's population that is in the high-need group, the percentage of that group that is successful, and a “fixed point value” based on how difficult it is to achieve the success criteria.²⁹

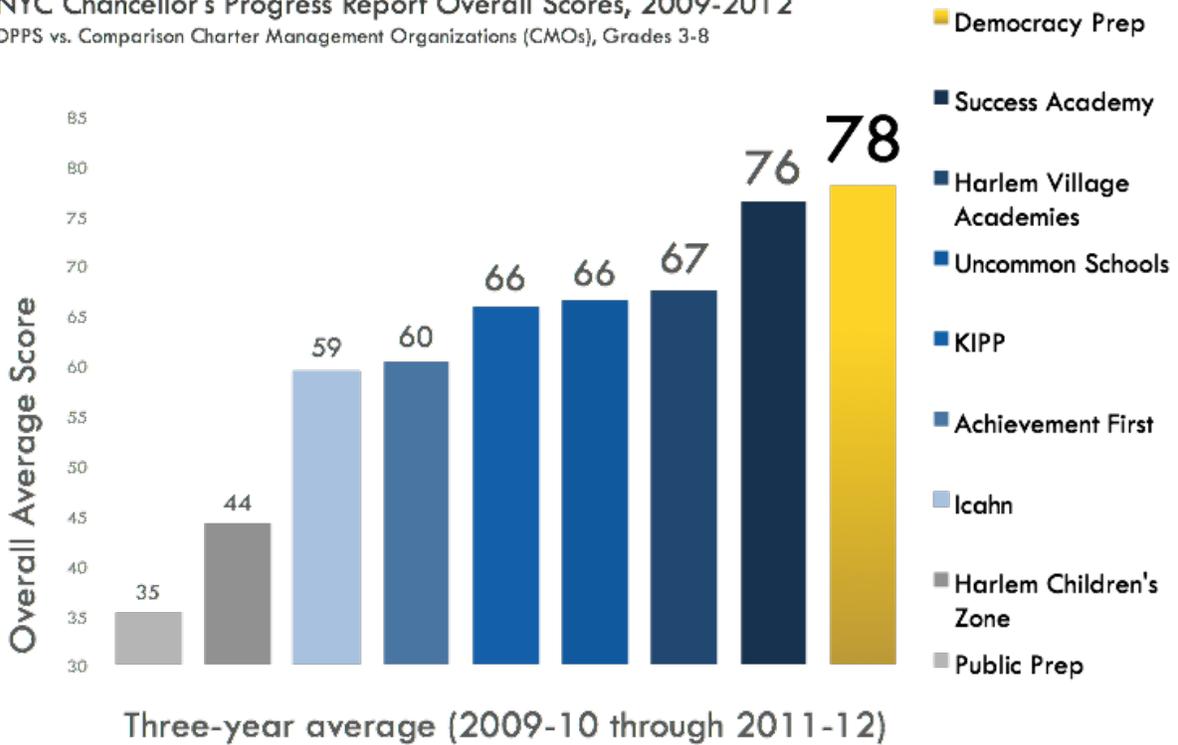
Under Seth’s leadership, Democracy Prep schools consistently lead the city on the NYC Chancellor’s Progress Reports because of the extra credit for closing the achievement gap and the growth scores attained by the schools. While DPPS never had the highest absolute scores, due to admitting students who enter far below grade level and turning around low-performing schools, it demonstrated remarkable growth for all students, especially those who entered with the most significant academic deficits including ELL students and students with disabilities.

²⁹ See, e.g., http://schools.nyc.gov/OA/SchoolReports/2011-12/Progress_Report_2012_EMS_M350.pdf and http://schools.nyc.gov/NR/rdonlyres/99B4C4A8-D8EE-482D-BDEA-72B2BB001518/0/EducatorGuide_EMS_2013_01_04.pdf.

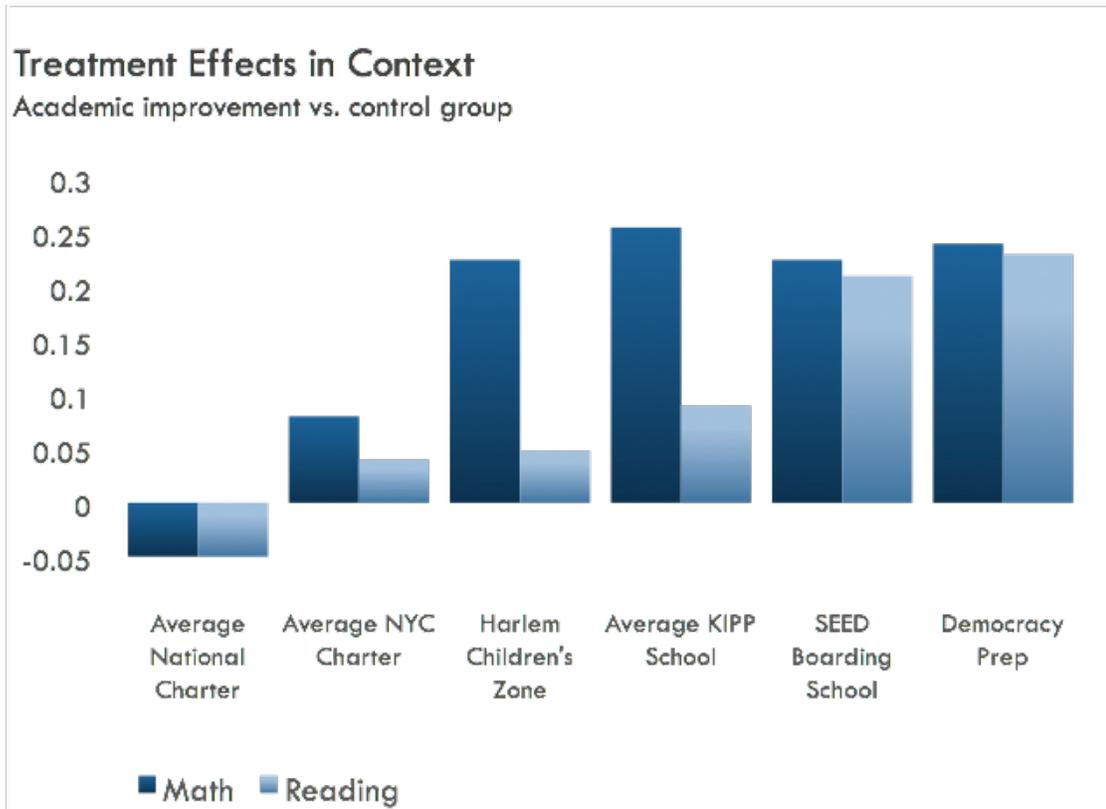


NYC Chancellor's Progress Report Overall Scores, 2009-2012

DPPS vs. Comparison Charter Management Organizations (CMOs), Grades 3-8



This chart shows the NYC Chancellor's Progress Report of overall scores from 2009-2012, and clearly demonstrates DPPS's superior performance in comparison with the scores coming from other Charter Management Organizations.



Roland Fryer, a Harvard economist, conducted [independent research](#) that found that Democracy Prep had the highest return on financial investment of any school model studied.³⁰ This chart shows the results of the study - the effects of Democracy Prep's instructional methods in Math and Reading in comparison to a number of similar organizations, as well as the National and New York City averages for charters.

³⁰ Fryer R, Dobbie W. Getting Beneath the Veil of Effective Schools: Evidence from New York City. American Economic Journal: Applied Economics. 2013;5(4):28-60. Available at: <http://scholar.harvard.edu/fryer/publications/getting-beneath-veil-effective-schools-evidence-new-york-city>.

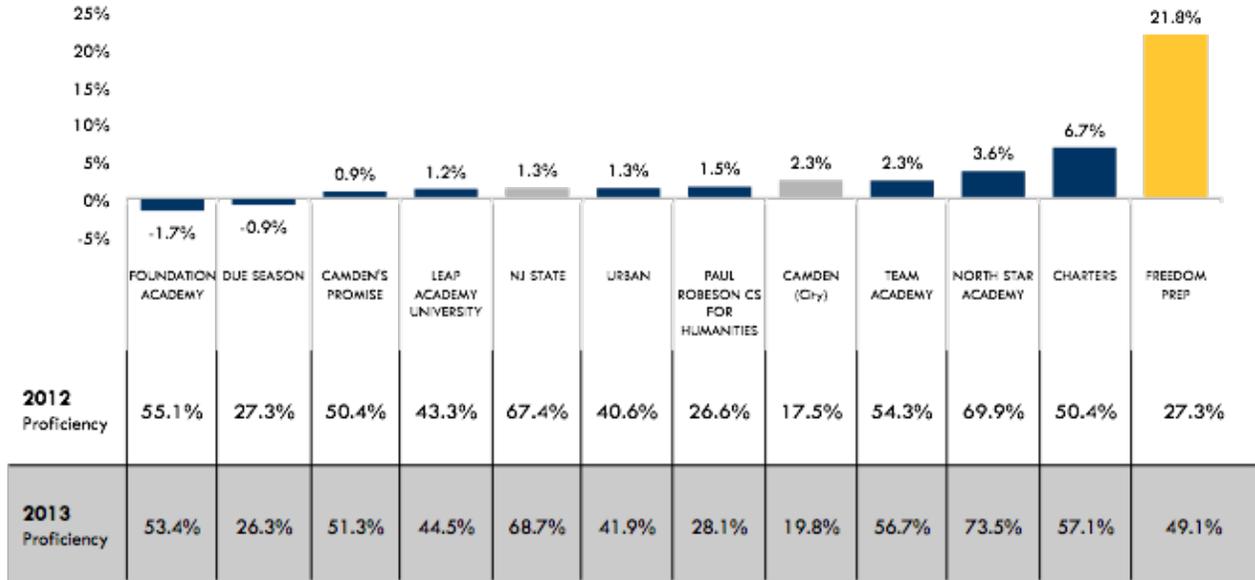
FREEDOM PREP MIDDLE SCHOOL

DPPS took over the failing school in Sept 2012

% Growth in Proficiency & Adv. Proficiency

Grades 5-8 Overall

From 2012 - 2013



Literacy

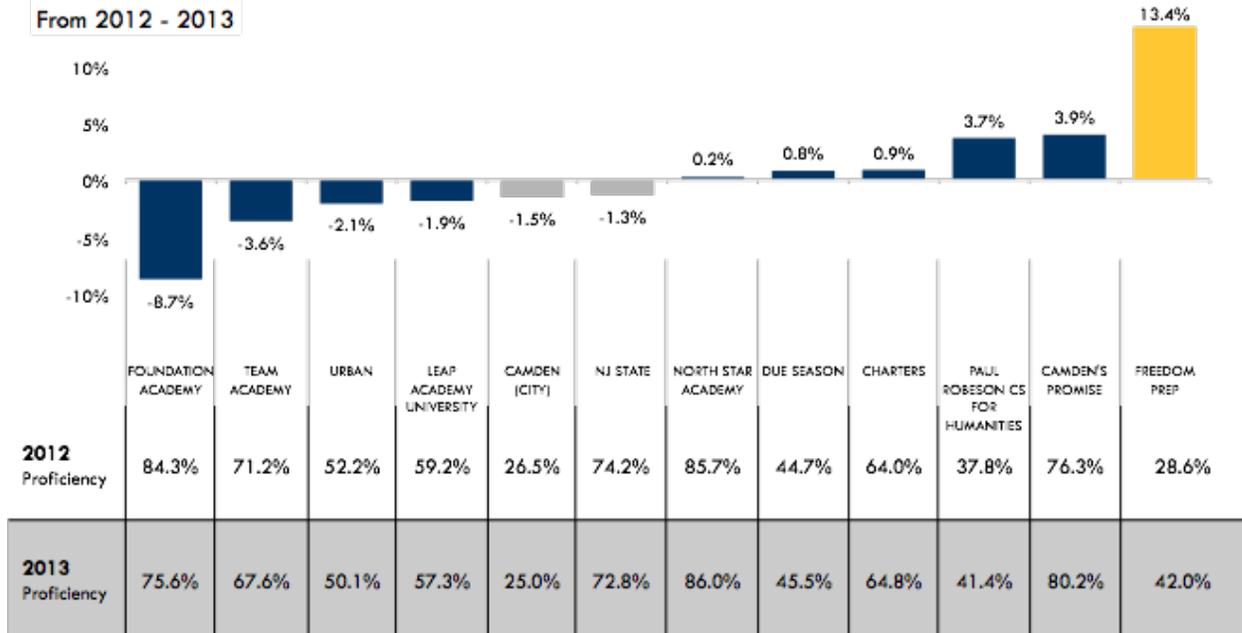
The above and below charts refer to DPPS's success in the turnaround of Freedom Prep Middle School, a previously failing school that, after the DPPS intervention, increased the number of students performing at or above the "proficient" level on state tests by over 13% in Math and over 21% in Literacy. Results were similarly impressive in the first year of Harlem Prep.

FREEDOM PREP MIDDLE SCHOOL

DPPS took over the failing school in Sept 2012

% Growth in Proficiency & Adv. Proficiency
Grades 5-8 Overall

From 2012 - 2013



Math

Audits. For access to audited financial statements and management letters issued during the previous three years by independent auditors of DPPS, please go to <https://democracyprep.box.com/s/74wp4kz5scflr9m1yna>.

Annual Reports. For the most recent Annual Reports of the schools in the DPPS network, please go to <https://democracyprep.box.com/s/yjq6vn1p5eymtvo8el42>.

Litigation. There is no past or pending litigation related to WLA or Revolution Schools.

Past Consulting Experience. Revolution Schools has not had any past consulting experience.

Negative publicity. None.

Draft Management Agreement. A comprehensive Management Agreement will be entered into between WLA and Revolution Schools. The agreement will outline the scope of the arrangement between the parties, detail the breadth of the services and support functions provided by Revolution Schools, and contemplate the relationship between the Board and the CMO as it pertains to termination, contingencies, materials, evaluation, and oversight. The Board will evaluate the Head of School and Revolution Schools management team annually based on a comprehensive set of guidelines that incorporates both quantitative and qualitative indicators. Please see Section I for a draft of this Management Agreement.

3. FINANCE

a. Anticipated Sources of Funds

Amount of funding expected. In its first year of operation, WLA expects to receive \$1,290,744 in per pupil funding for 100 students in grade 11, including allocations for ELL students and students with disabilities. WLA expects to receive \$2,390,600 in per pupil facilities allowance. Full budget plans and justifications are available in Section E (“Budget”).

To cover initial planning and startup expenses, WLA first hopes to utilize funds from the [CityBridge Foundation Next Generation Learning Challenges](#) grant that WLA applied for in January. The grant is worth \$100,000, and a follow-on grant of \$400,000 will be available for WLA to apply for should the initial grant be awarded. WLA founders also plan to apply for launch grants from the [Walton Family Foundation Public Charter School Grant Program](#) and the [New Schools Venture Fund](#). All of these grant-making organizations have previously funded Seth Andrew’s work. The team will also apply for funding from the [D.C. Office of Charter School Funding and Support](#), as resources become available.

Other startup resources. Efforts are underway to explore utilization of the former school and dormitory space once occupied by the now-defunct House Page Program. The school space is located on the top floor of the [Thomas Jefferson Building of the Library of Congress](#) with a sweeping view of the U.S. Capitol and the National Mall, a location which would position WLA scholars at the heart of America’s democracy, offering ease of access to Congressional resources and an atmosphere which will inspire and motivate our citizen-scholars. The dormitory was renovated in recent years and is located only blocks from the Cannon House Office Building. Both facilities are presently unoccupied, and we are hopeful about continuing ongoing, productive discussions with the House about how WLA might be able to utilize those locations.

Contingencies. If funds for per pupil spending are not available at the expected time, we will supplement costs with the grants listed above and a line of credit if necessary; we intend to apply to all of them and are confident we can secure significant funding if needed given Seth’s previous success with fundraising from these same sources. We have already applied for the first grant from the CityBridge Foundation. Upon availability of per pupil funds the school will reimburse any funds used to cover initial campus costs to preserve the soundness of the original budget plan. Democracy Prep Public Schools has also offered to consider providing financing during the initial stage of development if necessary.

Specific financial goals and objectives for five year budget. As explained in further detail below, a core element of founder Seth Andrew’s approach is to operate and manage schools using public funds. Accordingly, WLA’s five-year budget does not contemplate significant philanthropic dollars for operating expenses after the launch costs for the purpose of supplementing per-pupil facilities revenues. The five year budget provides for increased staffing costs, new technology equipment purchases every year, and steady facilities improvement costs and yet still maintains a net positive balance.

b. Planned Fundraising Efforts

Planned fundraising efforts. Seth Andrew is a pioneer in the area of charter school financial sustainability. The CMO he founded prior to this venture, Democracy Prep Public Schools, operates both its schools and its CMO solely on public dollars. DPPS does not rely on any philanthropy to achieve their “A” results. [Independent research](#) by Roland Fryer, a Harvard economist, found that Democracy Prep had the highest return on financial investment of any school model studied.³¹

WLA will build on these lessons learned to build a sustainable and scalable model. The Washington, D.C. charter law allows for ample base per-pupil funding and supplements for high-needs students. It also provides additional funding for residential expenses and student room and board. WLA does not anticipate needing to do any additional fundraising once the school is up and running in order to support its effective operation.

Planned fundraising efforts to cover expenses prior to opening the school. Revolution Schools plans to utilize funds from the CityBridge Foundation Next Generation Learning Challenges for which we applied in January. WLA founders also plan to apply for launch grants from the Walton Family Foundation Public Charter School Grant Program, New Schools Venture Fund, and the CityBridge Foundation Breakthrough Schools grant program. The team will also apply for funding from the D.C. Office of Charter School Funding and Support, as resources become available.

c. Financial Management and Accounting

Financial management and internal accounting procedures. WLA board members are committed to developing and maintaining fiscal policies and procedures that ensure sound internal controls and accountability in accordance with Generally Accepted Accounting Principles (GAAP) and Financial Accounting Standards Board (FASB) rules and regulations.

As a nonprofit organization, WLA is entrusted with funds granted by government agencies, private foundations, and individual contributors, by which the integrity of the financial data/records and a strict adherence to the highest standards of accounting are imperative.

The “Fiscal Control Structure” is defined by the fiscal policies adopted at the Board level that are then implemented through an explicit set of procedures or practices. This combination of policies and procedures ensures efficient use of resources and helps to safeguard each entity’s assets by reducing the potential unauthorized use of assets or misstatement of account balances. On a day-to-day basis the control structure serves to facilitate the school’s ability to process, record, summarize, and report financial information, as per the requirements of internal and external monitors.

Cash flow management. In early February, five months prior to the first fiscal year, Revolution Schools and WLA will initiate the annual budgeting process for the school. The process will

³¹ Fryer R, Dobbie W. Getting Beneath the Veil of Effective Schools: Evidence from New York City. American Economic Journal: Applied Economics. 2013;5(4):28-60. Available at: <http://scholar.harvard.edu/fryer/publications/getting-beneath-veil-effective-schools-evidence-new-york-city>.

begin with an analysis of the school’s critical cost assumptions and drivers. Revolution Schools staff will meet with the Head of School to discuss any proposed modifications to the assumptions/drivers and to clarify the programmatic objectives and plans for the school year.

By approximately March 15, leadership will settle on a budget draft. Any additional modifications and adjustments will be made by April 1, at which time Revolution Schools and the Head of School will present the budget to the WLA Board Finance Committee. The Finance Committee will review and offer comments and request additional modifications. A final budget will be presented at the next meeting of the School’s Board of Trustees during the month of April and approved in time for the start of the new fiscal year on July 1.

On an annual basis, as part of the budget process, Revolution Schools will work in partnership with the Head of School to prepare an annual cash flow worksheet where the expenditures and revenues for the School are plotted on a monthly basis, flowing into an eighteen-month model, as needed. Once the expenditures are plotted on the timeline, the projected revenue flows will also be plotted on a timeline. The cash flow model indicates, at an early point, the months during which WLA may face difficult cash flow issues.

On a monthly basis, Revolution Schools and the Head of School will update the cash flow model, integrating new data drawn from the accounting system. In the event of a critical situation, the Board Treasurer will be contacted so that appropriate actions may be taken.

Segregation of school resources. Revolution Schools and the educational corporations to which it will provide management services are wholly independent entities. Both the CMO and WLA will be governed by autonomous nonprofit boards of trustees. No more than two officers of the CMO will serve in an official or *ex officio* capacity on any school board, and all trustees adhere to best practices regarding grounds for recusal during conversations and votes that could conceivably give rise to the appearance of a conflict. Each entity will have its own books and bank accounts, receive an independent annual audit of its financial position, and maintain exemption from federal income taxation under section 501(c)(3) of the Internal Revenue Code.

d. Civil Liability and Insurance

Please see preliminary proposal for insurance coverage in Appendix 2.

e. Provision for Audit

Provisions that will be made for conducting annual audits. The WLA Board will be steadfastly committed to prudent fiscal management of both our public and private resources. The Board will hire a Certified Public Accounting Firm to conduct annual reviews of cash flow, retrospective budget, and financial controls. The audit will be conducted according to Government Auditing Standards in the District of Columbia and included in the Approved Auditor List for charter schools. WLA will provide the necessary financial records, documentation, and data required to complete the financial audit. Upon completion, the audit will be submitted to the D.C. Public Charter School Board and other appropriate authorities as required by law.

4. FACILITIES

a. Identification of a Site

Identification of a site. Washington Leadership Academy will require the use of two to three different sites. First, the 11th and 12th grade Upper Academy program will be residential, and thus require a boarding space as well as room for instruction (either in separate or co-located facilities). The 9th and 10th grade campus, the Lower Academy, will be added in WLA’s third year of operation and require a separate day-school facility.

For the Upper Academy, efforts are underway to utilize the former school and dormitory space formerly occupied by the House Page Program. The school space is located on the top floor of the [Thomas Jefferson Building of the Library of Congress](#).³² The dormitory was renovated in recent years and is located only blocks from the [Cannon House Office Building](#). Both facilities are presently unoccupied, and we understand that there are no public development plans for either. We have been meeting with House leadership and administrative officials to work on a pathway to utilize these spaces, with the hope that we may be able to do so on an in-kind or reduced-cost basis. The space could house approximately 200 students through creative scheduling, in keeping with WLA’s plan for Upper Academy enrollment.



Front facade of the Thomas Jefferson Building

³² The Thomas Jefferson Building was constructed in the 1890s in order to house the growing collection of the Library of Congress. The building has historically been home to the Senate, House, and Supreme Court Page schools, as well as offering a venue for classical concerts, performances, and presentations.



The Main Reading Room of the Thomas Jefferson Building



Classroom on the 3rd Floor of the Jefferson Building

As a contingency for the Upper Academy dormitory and school space, we have identified a location on Stanton Park in Capitol Hill at [609 Maryland Ave, NE](#). This site is a former church space with more than 15,000 sq. ft. of appropriate space and already includes a residential element to the purchase. We are currently in negotiations with the owner of the property to finalize a purchase price or a lease-to-own opportunity until WLA has sufficient credit and / or reserves to purchase the site outright.



Stanton Park Site

For the Lower Academy site, the team is exploring several opportunities, including potential use of an unused D.C. school space. We plan to review the [Request for Offers](#) whenever the Deputy Mayor for Education posts them, and find a space accordingly. As an operation modeled off of DPPS, which has a track record of providing high quality public school seats to students eligible for both Free or Reduced Price Lunch and Special Education services, we believe we will be a competitive candidate to be selected as the applicant most suitably qualified to reuse former DCPS assets in a manner that best addresses the needs of the local community.

Should we receive conditional approval, identifying and acquiring suitable facilities would be our top organizational priority.

Site renovation. The site previously used by the House Page Program would not need any renovation, as it was recently updated. If the site is ultimately unavailable, WLA will attempt to identify a school and residential site on or near Capitol Hill that does not require extensive renovation so that resources can be focused on activities that directly impact instruction and student achievement. If it becomes necessary for WLA to acquire Upper Academy space in a facility requiring renovation, we will establish a line of credit with a third party to finance the additional costs. Democracy Prep has offered to consider such a line of credit.

Accessibility of the facility. WLA will work to identify and secure a facility that is programmatically accessible to all students who wish to attend. The mission of WLA — to educate responsible citizen-scholars for success in the college of their choice and a life of public leadership — does not exempt students with special needs. WLA will be deeply committed to serving all students in our community and firmly believes that all students should have access to a high-quality education. As such, WLA is intent on ensuring that, regardless of mobility limitations, students have access to the entirety of its programmatic offerings in a safe space that promotes a high achievement.

Timetable for acquisition of a site. Should the Library of Congress and dormitory facilities under consideration be unavailable, there are a number of other facilities we are exploring including 609 Maryland Ave, NE. The following table provides a planned timeline for acquiring a site for the Upper Academy.

Task	Due Date	Responsible Party
Hire Head of School	July 2014	WLA Board
Thorough review and exploration of sites available	October 2014	Head of School
Signed lease or purchase agreement	November 2014	Head of School
Renovation begins (if needed)	December 2014	Head of School
Renovation ends (if applicable)	May 2015	Head of School
Furniture and equipment moved, leased or purchased	June 2015	Head of School

b. Financing Plans

Financing plans for acquisition and renovation. The Board will actively collaborate with the PCSB and all interested parties from the communities we hope to serve to obtain a Lower Academy school site in excess DCPS space. We will work in genuine partnership with school administrators, city officials, and stakeholders from the neighborhoods in which we are situated to locate space. We will make a strong attempt to use provided per pupil funding to find and

finance adequate space.

If it becomes necessary for WLA to acquire Upper Academy space in a private facility, we will establish a line of credit with a third party to finance the additional costs. Democracy Prep has offered to consider such a line of credit. For the Upper Academy, based on our conversations with local landlords as well as numerous real estate agents and charter school facility experts, we have budgeted for \$27 per square foot. In our facilities scenarios, we have planned for approximately 225 square feet per student including ancillary, office, and hallway spaces as well as dormitory space. At this rate, we have budgeted approximately 15% of our total expenses for private market space. This figure is based on best practices across the country but may have to be reduced given the space constraints in Washington, D.C., which would further improve our financial projections.

c. Building Maintenance

Plans for building maintenance. WLA will comply with applicable laws, resolutions, codes, requirements, decisions, statutes, ordinances, rules and regulations of any governmental or quasi-governmental authority, department, bureau, agency, body or official having jurisdictions over the operation, occupancy, maintenance, alteration and use of school and dormitory facilities.

WLA will submit an annual report to the District of Columbia Public Charter School Board that documents how WLA facilities comply with the applicable health and safety laws and regulations of the federal government and the District of Columbia. WLA will also submit to all applicable health and safety inspections by government officials, and take all appropriate steps to ensure appropriate air quality/ventilation, building condition, cleanliness, temperature control, and absence of pests/infestation in compliance with applicable health and safety and building regulations.

WLA will provide required and appropriate health and safety training to its staff, such as annual CPR and First Aid trainings. The school and residential facilities will be equipped with appropriate first aid kits, and WLA will consider the applicable requirements for obtaining nursing services from the District of Columbia. WLA will also require evidence of students' required immunizations and provide information to parents on such requirements in a timely manner.

For safety and security, WLA has budgeted for residential staff to ensure that the students studying and living in the WLA dormitory are in a safe, orderly environment. Site security will be the highest priority at the WLA Upper Academy dormitory. Building monitoring, perimeter security, and state-of-the-art access control will all factor into early facility planning and will be key elements of residential staff training. Students will have unique access identifiers, and security staff will have audit controls to determine time of entry / exit for students. As we socialize WLA with the surrounding community, it will also be a priority to work closely with local authorities to establish an ongoing dialogue about student safety and building security. The security environment on Capitol Hill makes it a safe place for students to work and study; nevertheless, WLA leaders will develop clear emergency protocols. Visitor access to the school and dormitory facilities will be strictly limited to prevent theft and other risks from unauthorized access.

WLA will comply with the Americans with Disabilities Act, ensuring that children with disabilities have access to school facilities as required by law. WLA will carefully consider such requirements in the selection, configuration or alteration of any existing facility. WLA will comply with all regulations for fire safety under the District of Columbia Fire Prevention Code. WLA will provide training to staff and students, develop fire evacuation and safety plans, and conduct fire and emergency drills in accordance with all such requirements. Emergency routes will be mapped and posted in each room and fire drills will be performed regularly.

Nightly school maintenance will include the following:

- Emptying all baskets and other receptacles & removing to disposal area;
- Cleaning all hallways;
- Cleaning all students' desks, chairs and counter tops;
- Cleaning all furniture, window sills & all other surfaces in classroom & main offices;
- Sweeping & mopping stairways, tile floors, and bathroom floors;
- Sanitizing & polishing bright work on all drinking fountains;
- Removing finger marks from doors and walls;
- Cleaning all restrooms (including emptying and cleaning wastebaskets; cleaning and disinfecting sinks, toilets, and urinals; washing all shelves, metal and porcelain work;
- Cleaning all mirrors; polishing bright work on sink and toilets; cleaning and
- Replenishing lavatory dispensers from school stock; spot cleaning walls & stall
- partitions);
- Turning off designated lights and securing all doors;
- Maintaining all janitors' closet in orderly and clean conditions; and
- Vacuuming all carpet areas and all floor mats.

Upper Academy students will be expected to demonstrate their independence by serving as the primary caretakers of their living space in the WLA dormitory. The dormitory will undergo quarterly specialized cleaning, as needed; however, citizen-scholars will be responsible throughout the week on a rotating basis for cleaning common areas, including hallways, entertainment, exercise, study, and/or kitchen facilities. Weekly room inspections will require that students have followed a detailed checklist for cleaning of their bedrooms and bathrooms. All checklists and procedures for dormitory cleaning will be consistent with local codes and regulations.

5. RECRUITING AND MARKETING

a. Recruitment of Students

Outreach plan. WLA will undertake the measures below, among others, to recruit student applicants and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation. WLA will contract with [Democracy Builders](#), as described in detail in Section A(4)g (“Community Participation”) and C(1)b (“Policies and Procedures for Open Enrollment”), to provide many of these services.

- ‘Door Knock’: Canvass neighborhoods door-to-door to further reach interested families and leave materials. Start a face-to-face connection with members of the community.
- Visit, with permission, local middle school programs, afterschool programs, and youth centers;
- Organize numerous open houses;
- Attend all school enrollment fairs;
- Visit local organizations to speak with staff and students;
- Mail applications to households with middle school-aged students in local D.C. neighborhoods;
- Post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes; and
- Conduct extensive outreach to middle school leaders.

Timeline for student recruitment. Formal recruitment of incoming students for the opening year will begin after WLA is authorized. Before and during January of 2015, WLA will advertise open registration to families. If they choose to attend, families will meet with staff and review the expectations of the school. Interested families will submit applications between January and March of 2015. Once the application window has closed, a formal lottery will be conducted and observed by a third party by mid-April. Students will not be admitted prior to the lottery.

Recruitment strategy. Our DB canvassing team will canvass door-to-door in Washington, D.C., speaking with individual families about the work we will do to ensure our scholars are prepared to get to and through college. We will canvass until we have a healthy waiting list to ensure that we have enough scholars to open a school. We will also have someone on the ground in Washington, D.C. beginning in mid-October to begin grassroots community work in order to ensure that D.C. residents are familiar with our school and the transformative work WLA will do with our scholars on a daily basis. Founder Seth Andrew has a great deal of experience with student recruitment in areas saturated with available schools and will apply the successful techniques he has used in the past to ensure that WLA meets its full enrollment plans.

Contingency plan. If enrollment is significantly less than expected, we will assemble resources from our sister non-profit organizations, DPPS, Democracy Builders, and [Alumni Revolution](#), to engage in an all-hands-on-deck recruitment drive. Because of the reasonable number of students we anticipate the school will serve, the extensive experience our team has in successfully coordinating school recruitment, and the exciting nature of the service-learning component with

Congress that the school will offer, we do not anticipate problems with recruiting enough students for the school to operate.

Process for ensuring fair and equitable enrollment process. WLA will use various outreach efforts to attract and retain students from diverse backgrounds and will continue to adopt and implement new measures designed to sustain its makeup of such students. Specifically, we will conduct extensive outreach to middle school guidance counselors and PTAs, and will contact Special Education instructors, ELL instructors, and guidance counselors in D.C. middle schools in order to identify students that could naturally feed into WLA.

With permission, we will visit local middle schools, afterschool programs, and youth centers. We will organize numerous open houses, visit local organizations to speak with staff and students, and post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes. Additionally, WLA will directly mail applications to students in D.C. and will canvass housing developments in order to drop off enrollment applications at each door irrespective of whether a school-aged student resides in that apartment. Native Spanish speakers will accompany each canvasser to ensure that Spanish-speaking families are not precluded from applying. We predict that WLA will be diverse in many ways, and will do everything we can to solicit and encourage that healthy diversity.

C. Operations Plan

1. STUDENT POLICIES AND PROCEDURES

a. Timetable for Registering and Enrolling

Common application. WLA will adopt the D.C. common application date and will support efforts to join a common lottery with other charter schools in the D.C. area.

Waitlist procedures and sibling preference. WLA shall be open to any child who is eligible under the laws of the District of Columbia for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including SRA §§ 38-1802.02(10); 38-1802.06 of the District of Columbia School Reform Act of 1995. New students will be admitted each year to WLA through a lottery system, without regard to prior measures of achievement or aptitude, disability, ethnicity, race, gender, national origin, religion or athletic ability. Admissions will be determined by a random lottery open to residents of the District of Columbia.

If demand for seats exceeds available supply at any grade level, WLA will establish a wait list. WLA will maintain accurate records concerning its wait list and will retain the names, home addresses, and telephone numbers of students who entered the lottery but did not gain admission.

In the event that a vacancy arises during a school year, students will be admitted from the waitlist in the order that they are listed. The wait list shall expire annually at the lottery drawing following the next year's enrollment period. An applicant whose sibling gains admission to WLA through the randomized lottery process will be guaranteed admission to the school. For the purpose of this policy, a "sibling" is a child to whom the applicant is related either (1) by birth (by means of the same father or mother) or, (2) by legal adoption or legal guardian.

b. Policies and Procedures for Open Enrollment, Including Waitlist of and Withdrawal of Students

Enrollment and withdrawal. The student recruitment and onboarding process will take place in three phases: Pre-Lottery, Post-Lottery, and Enrollment.

Phase 1: Pre-Lottery. The Pre-Lottery Phase includes preparation of applications, canvassing for students, open houses and other events for parents and students, and conducting the actual lottery. WLA will contract with Democracy Builders (DB) to canvass in person and send mailings that target all eligible students residing in the community in which WLA is located. All recruitment materials will be translated into Spanish. Open House events will be held at the campus starting in January and going through the end of March. At these events, prospective parents and students will be provided informational literature, watch a WLA slide presentation, speak with campus-based leadership teams individually and in small groups, and tour the campus.

DB will also call local schools with 10th grade programs to request meetings with the school leaders, parent coordinators, and/or special education instructors. The purpose of these meeting will be to ensure that school officials advising families of their options for the next academic year encourage parents to apply to WLA.

To ensure that no parents are precluded from applying to WLA simply because they are unaware that the option exists, DB will engage in extensive neighborhood canvassing efforts. These canvassing efforts will start before January and run through the application deadline. Time permitting, DB will also canvass at events with large crowds across D.C. and at subway stations that traditionally generate significant foot traffic. Spanish-speaking canvassers will accompany DB representatives on all appropriate occasions.

Phase 2: Post Lottery. DB will arrange for the mailing of acceptance and waitlist letters promptly after the lottery. After these letters are sent, DB will follow up with calls and subsequent mailings to accepted students and those chosen off the waitlist to assist these students in deciding which school they want to attend.

Phase 3: Enrollment. At the WLA Enrollment Meeting, the Head of School will provide an overview of the school and convey the school's expectations for students and families. At this meeting, families will have the opportunity to ask the Head of School questions and to fill out the requisite paperwork to register their students for the new academic year. DB will assist the Head of School by soliciting new families to attend these meetings, maintaining attendance lists, and assisting parents with enrollment paperwork.

Because WLA is a school of choice, WLA parents may withdraw their students at any point. WLA will provide an Intent to Withdraw letter to parents who seek to un-enroll their students. This letter will ask for the address of the student's new school and new home address, if applicable. This enables WLA to provide the student with records that the new school will require.

Accepting students mid-year if space becomes available. Revolution Schools is committed to providing high quality public school seats to as many students as possible. Accordingly, our mission and philosophy dictate that we both replace students who withdraw from the school community and enroll students at grade levels aside from the school's natural entry point. If any parent chooses to withdraw a student prior to the next school year, that seat will be backfilled according to the waitlist established after the annual lottery. If a student withdraws after October 1, however, WLA will be unlikely to backfill the vacant seat until the following school year.

Enrollment by grade level. In its first year, WLA will enroll only rising 11th graders. WLA will add one grade level each year until it reaches scale as a fully grown 9-12 high school. This phase-in model ensures responsible growth and will allow WLA to improve each year in order to better prepare its students for success in college and a life of public leadership. For more information about the school's growth plan, please see Section A(1)a ("Mission and Philosophy").

c. **Students with Disabilities**

Identifying students with disabilities. The robust evaluation and assessment system at WLA will ensure that all students who enter the school will be routinely monitored to ensure that they are making effective academic progress. This tracking of student performance will begin prior to the first day of the summer preparation program before the first day of school. Students admitted through the lottery process will be required to take a nationally-normed standardized test as well as a battery of internally designed criterion referenced comprehensive exams for each of the core subjects. The results of these exams will be used to determine which students are in immediate need of remediation. Students with particularly low scores will be monitored closely by their advisors and be provided with support and accommodations as needed.

WLA will comply with all federal Child Find legislation (34 CFR § 300.125), which requires the school to have in place a process for identifying, locating, and evaluating students suspected of having a disability. For the DPPS policy, which WLA will replicate, please see Appendix 4.

Free and Appropriate Education for students with disabilities. WLA is committed to providing a free and appropriate education (FAPE) to all students in the least restrictive environment (LRE) such that they can access the general curriculum. In so doing, WLA will comply with federal laws and regulations pertaining to students who have been identified as having a disability as well as those suspected of having a disability. This includes, but is not limited to:

- Section 504 of the Vocational Rehabilitation Act of 1973, 29 U.S. Code §794
- The Education for All Handicapped Children Act of 1975, PL 92-142
- The Americans with Disabilities Act of 1990 (ADA), 42 U.S. Code §12101. et seq.
- The Family Educational Rights Privacy Act (FERPA)
- Individuals with Disabilities Education Act (IDEA) 20 US Code., §1400, et seq. and the 1997 IDEA Amendments (§614(d)(3)) PL 105-17 including:
 - Child Find Provision - CFR 34 § 300.220
 - Referral & Prior notice - 34 CFR § 300.504
 - Informed Consent - 34 CFR § 300.500
 - Evaluation - 34 CFR § 300.532
 - Least Restrictive Environment PL 94-142

WLA believes that a universally designed curriculum is the most efficient and effective way to provide access for a broad range of diverse student disabilities and needs. This approach guides the full inclusion of students with disabilities, from the facilities to the differentiated curriculum to the routines and rituals of daily life. This approach is proven to help students with disabilities and their non-disabled peers to achieve greater academic success. Specifically, this approach will include a design of materials and activities that are attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand, organize, engage, and remember. We will implement the three universal design principles for learning as formulated by the [Center for Applied Special Technology](#)³³:

- The curriculum provides multiple means of representation. Subject matter can be presented in alternate modes for students who learn best from visual or auditory

³³ The Center for Applied Special Technology is a nonprofit research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning. www.cast.org.

information, or for those who need differing levels of complexity.

- The curriculum provides multiple means of expression to allow students to respond with their preferred means of control. This accommodates the differing cognitive strategies and motor-system controls of students.
- The curriculum provides multiple means of engagement. Students' interests in learning are matched with the mode of presentation and their preferred means of expression. Students are more motivated when they are engaged with what they are learning.

An essential aspect of universal design at WLA is the creation of a structured, disciplined, and predictable school culture. Chaotic environments are especially detrimental to those students with disabilities including autism, Asperger's Syndrome, ADD/ADHD, Down Syndrome, and others. The creation of uniform behavioral expectations across the entire school, in every classroom, hallway, and office means that students will know exactly what to expect and what is expected of them at all times.

Furthermore, WLA will utilize cutting edge technology to ensure that students with disabilities along the full spectrum not only have the assistive technology tools they need, but also have access to supplemental software programs that accommodate their needs and enable them to be successful in the general education curriculum alongside their peers.

Continuum of services. When a student arrives at WLA with either an IEP or a 504 plan, the ACT teacher will be immediately responsible for ensuring that the services indicated in the plan will be available. All of the student's general education teachers will be provided with the relevant sections of the IEP (accommodations, modifications, goals, etc.) and they will work with the ACT teacher to ensure appropriate compliance with the plan. The ACT teacher will provide training and professional development when necessary to support full implementation of the IEP or 504 and to help ensure the academic success, college preparation and civic engagement of all students.

Identification and service of students requiring 504 plans. [Section 504 of the Rehabilitation Act](#) of 1973 ("Section 504") prohibits discrimination against students with disabilities and guarantees them a free and appropriate public education. Section 504 defines a person with disabilities as any person who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such impairment, or is regarded as having an impairment.

WLA will replicate the successful model of DPPS with regard to identification and service of students requiring 504 plans. The Section 504 referral process may therefore proceed in one of three ways.

First, a parent may bring a signed letter from a physician stating that a student has a physical or mental impairment that substantially limits his or her ability to learn. When a physician has initiated the request for accommodations under Section 504, the school social worker — who is responsible for managing the administrative and appropriate direct-service elements of the Section 504 referral process — will draft the 504 Accommodations Plan (the "504 Plan") based on input from the student's parent and teachers. If a physician is responsible for the original diagnosis, or the student's disability requires regular medical intervention, WLA must receive a signed note annually from the physician verifying the student's need for accommodations.

Second, a parent may — at any time — request that school staff evaluate his or her student to determine whether the student qualifies for accommodations under Section 504. If a parent refers a student for accommodations under Section 504, he or she must present a signed 504 Request Form to the school social worker, who will subsequently follow the procedures outlined below. Third, general education teachers may collectively identify a student they believe might qualify for accommodations under Section 504. After the grade-level team has referred a student for accommodations, the social worker will follow the procedures outlined below.

504 Plan Procedures

1. The school social worker will schedule a 504 Determination Meeting (the “Determination Meeting”) within 30 days of the initial referral. In addition to the parent, Determination Meeting participants should include general education teachers familiar with the student, the social worker, and the school’s Academic Collaboration Team (ACT) Coordinator (collectively, the “504 Team”). Parents should be notified in writing at least five days prior to the Determination Meeting of its purpose, date, time, and place. The social worker must maintain a record of the notice sent to the parent and the attempts to arrange for the parent’s participation at a mutually agreeable time and place. At least two such attempts should be documented before a Determination Meeting is held without the parent. Should the parent decline to attend the Determination Meeting following the provision of adequate notice, the school-based 504 Team may decide issues relating to the referral, evaluation, and identification of accommodations without parental participation.
2. If the 504 Team determines that accommodations are required, the social worker will draft a 504 Plan for the student. The plan will specify the names and titles of the participants, the materials considered in reaching the decisions, and the accommodations that will be offered to the student.
3. The social worker will notify the parent in writing of the result of the Determination Meeting. Such notice will include a description of the parent’s right to challenge any decision regarding the student’s eligibility for accommodations made by the 504 Team. [See below for further information on these procedural safeguards for parents].
4. Should the Determination Meeting result in the drafting of a 504 Plan, the social worker will provide a copy of the Plan to the parent for approval. No 504 Plan may be implemented without written parental consent. Consent will be considered valid until the end of the school year unless the parent informs the social worker in writing that she or she no longer agrees with the accommodations.
5. The social worker will review each 504 Plan annually and will send a 504 Request Form for the upcoming school year to all parents whose students had 504 Plans during the preceding school year. If no changes to the student’s 504 Plan are needed, the parent must sign the Form and return it to the social worker, who will ensure that the 504 Plan is disseminated to all parties responsible for implementing it. If the parent indicates that changes need to be made to the 504 Plan, or if personnel responsible for implementing the 504 Plan either indicate that there is a problem with implementation or request that the Plan be modified, a full 504 Team must convene to modify the 504 Plan.

Data used to determine least restrictive environment for students with disabilities. To the maximum extent allowed by each student’s circumstances, IEP, and all applicable federal laws,

including the [Individuals with Disabilities Act](#) (IDEA), WLA will educate students with disabilities in the [least restrictive environment](#) (LRE), with their non-disabled peers. As it becomes clear that a student requires additional support, WLA will implement in-class interventions targeted to the student’s needs. When in-class interventions prove effective (as evidenced by improvements on assessment data), the student will not receive a referral for IEP services. When, however, such interventions do not engender the desired improvements, WLA will provide intervention-level services until it finds a setting that provides enough support for the student to show academic growth. Subsequently, WLA will push to secure that setting during the student’s initial IEP review.

d. English Language Learners

Identification of English Language Learners. WLA will require the families of enrolled students to complete a Home Language Survey. This questionnaire will enable us to identify students who may have limited English proficiency. If a returned questionnaire indicates that the student is of foreign birth or comes from a home where a language other than English is spoken, WLA will arrange for an informal interview with the student, conducted both in English and the student’s native language. If the interviewer determines that the student speaks no English, the student will be classified as an ELL. If the interview indicates potentially limited proficiency in English, WLA will administer the [WIDA-ACCESS Placement Test \(W-APT\)](#)³⁴. If the student’s score is below the established cutoff point, the student will be classified as ELL. This careful, structured screening process will ensure that WLA does not inappropriately place ELL students in special education or remedial classes. The Head of School and his or her designee(s) will oversee this process with the help of the ACT members.

Questions on the Home Language Survey will include:

- What language(s) is/are spoken in the student’s home or residence?
- What language(s) is/are spoken most of the time to the student, in the home or residence?
- What language(s) does the student understand?
- What language(s) does the student speak?
- What language(s) does the student read?
- What language(s) does the student write?
- In your opinion, how well does the student understand, speak, read, and write English?

Effective communication with families who are not English speakers. As explained in Section A(4)f (“Family Involvement”), oral and written communication to families of students identified as ELL students will be translated into the family’s native language to the extent possible to ensure clear and rich communication and coordination between home and school. Students with limited proficiency in English will have access to all curricular and extracurricular activities available to all other students. Current demographics indicate that the largest population of ELL students will be native Spanish speakers. As such, WLA will make efforts to recruit staff members who are proficient in Spanish. It is a priority for WLA to hire an office manager or receptionist who is fluent in Spanish to provide translation services for family communication. If

³⁴ WIDA ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) is a secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as English language learners (ELLs). <http://www.wida.us/assessment/access/>

a language is spoken that no WLA staff members can write or speak, WLA will work with the District of Columbia Public Charter School Board or an external party to supply translation services for both written and verbal communication with families.

2. HUMAN RESOURCE INFORMATION

a. Key Leadership Roles

Names and qualifications of persons who will hold critical positions at WLA. WLA has not yet filled key leadership roles for the school. The recruitment and hiring process for these positions will begin once the charter is granted and may be contracted to Democracy Prep’s Senior Director of Talent, Jonathan Howard. By virtue of Revolution Schools’ unflagging institutional focus on cultivating a robust internal leadership pipeline, WLA will have access to a talent pool that will be ready from Day One to spearhead a team that will hold students to the highest academic, behavioral, and cultural expectations. In order to maximize its endogenous leadership potential, WLA will employ a comprehensive evaluation system, proven by DPPS, to identify educators who have demonstrated a unique ability to drive outcomes for high-needs students and to introduce those educators into the leadership pipeline.

The WLA Lower Academy Director and Upper Academy Director are likely to be graduates of *Leader U*³⁵, a unique school leadership training program that combines the expertise of Democracy Prep Public Schools and Building Excellent Schools (BES), two organizations with a successful track record of developing high-level school leaders. *Leader U* aims to attract, prepare, and empower education entrepreneurs to lead new high-performing schools as campus directors or in other leadership positions. The integrated, residency-based training program offers its fellows access to a network of the highest performing public charter schools across the country to learn best practices in school leadership and provides the skills and expertise necessary to ensure that effective leaders are at the helm of excellent schools throughout the country.

Names and qualifications of key individuals who will provide organizational leadership. WLA will be the first Revolution Schools campus. However, Seth Andrew, the founder, is an experienced operator from his time founding DPPS. As WLA’s regional footprint expands, we intend to open a regional CMO hub to oversee the day-to-day operations of our campuses. In the interim, numerous highly qualified staff members at Democracy Prep Public Schools will provide start-up and ongoing support to WLA. Biographical information on key members of the CMO is included above in Section B(1)a (“Profile of Founding Group”).

During the planning period, Seth Andrew is completing functions normally reserved for the Head of School, and will work to recruit a Head of School as soon as the charter is granted. Seth is also acting as the leader of curriculum development, and led the creation the 11th grade curriculum included in this application. Miles Taylor, an experienced civic leader, is providing leadership in the development of the operations and business plan for the school until candidates are hired to fulfill those functions permanently. Schulte Roth & Zabel LLP is currently and will continue to provide legal counsel on a pro bono basis. WLA’s founding Board of Trustees will be actively engaged in

³⁵ Leader U is Democracy Prep’s school leader training program. In partnership with Building Excellent Schools (BES), Leader U offers one and two-year Leader U programs to cultivate talent from multiple points of entry in order to develop the best leaders for current, new, and turnaround Democracy Prep schools. <http://leader-u.org/>

helping the founding team quickly transition planning and operations to the core WLA operating staff and management of Revolution Schools. Resumes for all participants engaged in the planning and development of the school are available in Section F with the Board Member information.

b. Qualifications of School Staff

Criteria used in hiring teachers, administrators, and other school staff. As a wealth of research has found that teacher quality is the best and most reliable indicator of student academic performance, WLA will adopt the same selective staff application process used at DPPS. At DPPS, fewer than the top 1% of applicants is hired.

Hiring criteria for instructors will include:

- Results-driven educator with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions
- Experienced, outstanding classroom teacher who has demonstrated quantifiable and objective student performance gains that surpass local averages
- Manager of an urban classroom who has used discipline, structure, appropriate incentives, and high expectations to achieve measurable academic and civic success
- Demonstrated ability to work with students of a variety of abilities, including those with special needs and low skill levels in a heterogeneously grouped classroom setting
- Demonstrated ability to work well with parents and community members
- Desire to be held accountable for student academic growth and academic results
- Motivational teacher who has driven individuals and organizations to succeed
- Proven ability to work collaboratively and flexibly with a diverse team of teachers
- Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult challenges
- Exceptional and experienced public speaker, writer, and editor, especially of lesson plans, unit plans, and other curricular materials
- Technological proficiency with a basic understanding of data analysis
- Incredibly high amount of energy and the entrepreneurial spirit necessary for a start-up school
- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Ambitious nature, interested in growing as an educator and reaching high standards professionally
- Committed to getting the job done well, no matter what the obstacles or how long it takes
- Passionately dedicated to WLA's mission and a steadfast belief that all students deserve preparation for the college of their choice and a life of public leadership
- At least two years of teaching experience preferred
- Advanced degree or college major in field other than, or in addition to, education preferred
- Certification in subject area to be taught preferred

The WLA Head of School will have the experience and capacity to ensure the effectiveness of basic, internal management processes and systems so that Board members and staff members understand their roles and responsibilities. The Head of School will also ensure all members of

the school community are aligned, moving the organization and its mission forward. The Head of School will work in collaboration with the Revolution Schools central office to manage WLA’s operations, including compliance management, data analysis and data-driven instruction, financial management, governance and legal considerations, personnel and certification, school transportation and food services, health and safety, systems thinking, and technology management. The goal is to use the financial and human resources of the school to maximum advantage. The Head of School will ultimately be responsible for the school, overseeing the more administrative and operational functions with an emphasis on finance, operations, capacity development, and general management. Beyond this broad purview, the Head of School is responsible for:

- Overseeing the WLA Upper Academy and Lower Academy;
- Establishing and promoting high standards and expectations for all students and staff for academic performance and responsible behavior;
- Ensuring a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students;
- Managing, evaluating, and supervising effective and clear procedures for the operation and functioning of the school consistent with the WLA philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, and discipline systems;
- Ensuring that all school programs, policies, systems and services are in alignment;
- Supervising in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school;
- Establishing the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school’s philosophy, mission statement and instructional goals;
- Supporting teachers in the analysis and use of data to drive instruction;
- Implementing the school’s accountability plan, educational program, and annual plans;
- Collaborating with the CMO Finance Team to create and monitor an annual organization budget;
- Overseeing all financial and accounting activities, including working with the CMO to prepare periodic reports to the Board on the financial status of the school, and including charter, legal and regulatory compliance;
- Collaborating with the Board Audit Committee and independent auditor to develop accurate and timely public audits for the organization;
- Developing WLA academic programs based on successful models and examining opportunities for continuous improvement;
- Collaborating with the CMO to engage and oversee contracted agents for the organization including lawyers, recruiters, bankers, real estate brokers, marketing consultants, public relations professionals, et al;
- Developing strategic partnerships with allies;
- Advising the Board on improvements for efficient internal operations;
- Implementing special projects as assigned by the Board;
- Hiring, retaining, and dismissing teachers for Reading, Writing, Math, Science, Social Science, and “Integral” courses;
- Keeping the staff informed and seeking ideas for the improvement of the school;
- Conducting meetings, as necessary, for the proper functioning of the school, such as

weekly meetings for full-time staff and monthly staff meetings.

WLA will use the Leadership Competency Framework created by DPPS that reflects the experience of the [BES Fellowship](#) and of running high performing, “no excuses” charter schools. The Leader Competency Framework also benefits from the collective insights of the [KIPP Leadership Competency Model](#), the [New Leaders framework](#), and the recruitment approaches of other [BES Schools](#).

The factors below will be screened for and refined during the WLA leadership team recruitment and training process. The below framework represents the set of skills, knowledge, and orientations that effective school leaders must have in order to thrive, drive student results, and provide first-in-class instructional leadership. This framework, along with the job descriptions above, will inform the selection of the WLA leadership team.

The list represents the Revolution Schools understanding of what administrators must know and be able to do. Said another way, this competency framework defines the set of knowledge, skills, and attitudes that Revolution Schools believes are correlated with job performance that candidates can be screened against, and that will be improved through training and development.

The leadership team configuration at WLA will mean that this framework both describes the collective attributes of the team and provides a screening tool for considering each individual candidate. WLA will take responsibility for finding candidates who can master these competencies. Once the Board has selected the Head of School, and the leadership team is in place, Revolution Schools will work with those leaders to prepare them to be an effective leadership team within the following framework:

Achievement Orientation and Mission Alignment

- Demonstrates the belief that every student, regardless of background, can work hard, excel academically, and graduate from college.
- Demonstrates a sense of urgency to achieve dramatic gains in student learning and close the achievement gap.
- Holds self and other adults accountable for ensuring high academic achievement for every student.
- Demonstrates high expectations by setting challenging goals for him or herself and others.
- Demonstrates relentless drive and determination to achieve outcomes and results.
- Exhibits willingness to engage in difficult conversations and make hard decisions.
- Takes initiative, going above and beyond typical expectations and making necessary sacrifices to achieve exceptional results.
- Follows through on commitments and promises with an appropriate sense of urgency.
- Exhibits resilience to overcome setbacks and remain constructive despite resistance or failure, demonstrates tenacity, and supports perseverance in others.
- Demonstrates flexibility when plans or situations change unexpectedly; effectively adjusts plans to achieve intended outcomes.
- Focuses upon results and how they are achieved, and does not confuse effort with results.
- Leads in a way that reflects stated values and beliefs.
- Demonstrates a commitment to urban school leadership and management.

Instructional Leadership

- Mobilizes adults to take action toward common goals; develops clear direction and shared purpose that guides and unifies the team.
- Demonstrates the ability to distinguish among poor, mediocre, solid and outstanding teaching.
- Aligns objectives and instructional activities to students' academic goals.
- Articulates clear and compelling instructional expectations for classroom settings.
- Engages and empowers others to take responsibility to achieve results.
- Builds effective teams to meet the needs of the task.
- Makes clear decisions while considering diverse perspectives to reach the best solutions.
- Demonstrates the ability to teach other adults and commit to adults' growth and development.
- Assesses student learning and uses data to guide and modify instruction.

Problem Solving and Decision-Making

- Identifies, analyzes, and prioritizes complex problems and key issues.
- Gathers information from multiple relevant sources and stakeholders when problem-solving.
- Identifies useful relationships among complex data from unrelated areas.
- Anticipates and identifies problems in a timely manner.
- Breaks complex information and problems into parts.
- Analyzes, reflects upon, synthesizes, and contextualizes information.
- Establishes decision-making processes, communicating about how decisions will be made and who has input, and ensuring that decisions are made by individuals best suited to make them.
- Demonstrates ability to evaluate results and use data to drive decision-making. Considers both the long-term and unintended consequences of potential decisions.
- Makes timely decisions, using intuition as well as data in the face of ambiguity.
- Conveys decisions to relevant stakeholders in a timely fashion and takes follow-up actions to support decisions.
- Makes and stands by controversial decisions that benefit the school; shares the rationale for decisions, particularly when consensus cannot be reached.

Management

- Manages time effectively, prioritizes, and organizes strategies to reach goals.
- Plans backwards to achieve short-and long-term goals.
- Accurately sizes projects and secures resources needed to accomplish them.
- Regularly compares actual progress to planned milestones and adjusts plans accordingly, holding him or herself and others accountable for achieving intended outcomes.
- Proactively develops contingency plans in advance of potential or unforeseen circumstances.
- Delegates decision-making and authority in an effective manner.
- Monitors a project by assessing milestones and modify plans based on data.
- Multi-tasks and balances detailed steps with the big picture to ensure successful project completion.

Agility and Continuous Learning

- Takes responsibility for behavior, mistakes, and results, learns from successes and failures, and teaches others to do the same.
- Uses data to accurately assess areas for improvement and teaches others to do the same.
- Continuously and humbly seeks opportunities for personal and organizational improvement; proactively solicits and willingly accepts assistance.
- Uses research to inform practices.
- Takes calculated risks and teaches others to do the same.
- Values and encourages creative and innovative ideas.
- Promotes and contributes to a culture of sharing effective practices.

Communication Skills

- Clearly articulates point of view, ideas, and rationale.
- Possesses written and verbal skills to communicate in a clear and concise manner.
- Demonstrates poise, confidence and professionalism in diverse situations.
- Actively listens to and engages with others.
- Possesses a leadership voice; inspires and leads through communication and presence.
- Successfully builds relationships.
- Accurately reads group dynamics to maximize individual strengths.
- Promotes diversity in communication, understanding and engagement.
- Treats every adult and student with respect, dignity and understanding.
- Diffuses anger and finds common ground to move people toward solutions.
- Exhibits confidence, competence and a sense of possibility, including when under pressure.

Recruitment strategies for building a pipeline of quality teachers and leaders. WLA will recruit from a national pool of educational talent discovered through traditional and non-traditional recruiting channels, which include graduate schools, career fairs, periodical advertisements, [Carney Sandoe](#)³⁶ recruiting, online job databases, [Teach For America](#)³⁷ alumni, [Craigslis](#), [Idealist](#), and word-of-mouth. Based on DPPS experience and the professional networks of WLA's founders, we anticipate promising routes of personnel recruitment to include strong relationships with [TFA](#), [New Leaders for New Schools](#)³⁸, [Black Ivy League Alumni](#), [Young Education Professionals of New York](#)³⁹, the [Truman Scholars Association](#), the [Association of Marshall Scholars](#), the [Association of American Rhodes Scholars](#), [Brown University](#), [Columbia](#)

³⁶ CS&A provides Faculty Placement Services, Leadership Search Services, and Consulting Services for independent and like-kind schools around the globe. In 2013, CS&A placed more teachers in K-12 schools and facilitated more Head of School appointments than any other organization. <http://www.carneysandoe.com/>

³⁷ Teach for America recruits and trains a diverse group of leaders with a record of achievement to work to expand educational opportunity, starting by teaching for two years in a low-income community. <http://www.teachforamerica.org/>

³⁸ New Leaders for New Schools is an organization that trains young professionals from diverse backgrounds to become effective school leaders. In their first decade, New Leaders for New Schools trained almost 800 leaders, impacting nearly a quarter million students in high-need schools across the country. Students in New Leader schools consistently achieve at higher levels than their peers, have higher high school graduation rates and are making progress in closing the achievement gap. <http://www.newleaders.org/>

³⁹ YEP-NYC is the New York City chapter of Young Education Professionals, a volunteer-run membership organization interested in connecting young professionals across the public, private, and non profit education sectors throughout the greater New York City area. <http://www.youngedprofessionals.org/yep-nyc.html>

[University](#), [Harvard University](#), [Vanderbilt University](#) and [Oxford University](#).

The human capital pipeline is a chronic problem for “*no excuses*” charters in America; indeed, the country’s pipeline does not include a sufficient number of rigorously trained, emerging leaders to build and lead a growing portfolio of highly successful new schools. Democracy Prep has honed a coherent, multidimensional approach to attracting, developing, and retaining exceptional adults to work in its schools with more than 10,000 applicants each year. Revolution Schools will replicate that successful model. WLA staff members will undergo extensive performance reviews, receive weekly professional development during the school year and three weeks of intensive professional development in the summer, and will be guided by explicit career ladders.

The application process will include multiple methods to assess each candidate’s capacities to succeed as a WLA staff member. After completing the online application, the interview process may include but is not exclusive to the following:

- Phone interview
- Provide classroom data and lesson materials
- Teach a demo lesson
- Complete an interview task
- Visit a Democracy Prep school (even though WLA will be substantially different, many of the teaching methods and some curriculum will be replicated)

Sample interview tasks include:

- Teaching Video: While great teaching is not necessarily a prerequisite to being a great school leader, teaching is at the core of WLA. WLA school leaders must be able to model excellent teaching practices. Deliverable:
 - Please provide a video of a recent lesson you have executed. *If you are not currently teaching, please submit a video from your prior teaching experience.* Along with the video please provide the lesson plan that corresponds to the video and includes:
 - all class materials/packets
 - student class work (if applicable)
 - graded student homework (if applicable)
 - grading rubrics (if applicable)
 - Please also include a one to two page write-up of your rationale for choosing the above lesson. Include analysis on your strengths, weaknesses, and what you would change if given the opportunity to teach the lesson again.
- Classroom Observation: Observing and coaching teachers is an essential responsibility of school leaders. A school leader’s ability to coach and develop teachers will play a huge part in determining the success of the school and ultimately the success of the citizen-scholars. Deliverable:
 - Please observe an entire lesson of another teacher and provide a one to two page write-up of your feedback on the lesson in the format of your choosing. Please be sure to include the lesson objective and any other materials you think will be helpful to us in evaluating your work.

- Academic Performance Data: Deliverable:
 - Please provide us with a student academic performance data set that you are primarily responsible for producing. We'd like to see this data in a format that most closely resembles the system you currently use, so feel free to submit this in any format. Please do your best to ensure that we are able to view the data and any trends in that data over time.
 - Please also include a write-up of no more than one page explaining the methodology behind the data.

c. Staffing Plan

Positions, pupil-teacher ratio, and ACT team members. WLA's staffing model will include one outstanding teacher per classroom, supplemented by an ACT member who coordinates implementation of IEPs and 504 Accommodations Plans. The school will also include non-instructional personnel including the overall WLA Head of School, the Lower Academy Director/Upper Academy Director, Registrar, Receptionist, Operations, Residential Staff, Technology Associate, and a Social Worker. For detailed information about the positions for which WLA will hire, please see Section B(2)c ("Administrative Structure"). The student teacher ratio will be above 12 in the first year and above 11 in the following years.

When planning for staffing needs for ELL students and students with disabilities, we will include at least one ACT member to serve up to 10-15% of students. If the percentage of special education students exceeds 15%, we will consider hiring an additional teacher to serve these students. Before making that decision, we will review the special education designations of our student population and consider any additional funding that may become available with the influx of students with special needs.

Organization of staff to accomplish school's mission and goals. About one month before each school year, all staff will report for professional development. During this time, they will receive an orientation on WLA's mission, core values, and organizational philosophy. They will also spend extensive time developing curriculum and generally preparing for the school year in all facets related to the running of the school. Such facets include things like scheduling, student transitions, unit and lesson planning, and development of the GROWTH Academy, an orientation for students to get acclimated to the high expectations model.

Plans for teacher retention and professional growth. As the Revolution Schools CMO grows, success is largely dependent on the retention and growth of talent. Teachers at WLA will be treated as professionals, provided with all necessary technology (computer, phone, voicemail, email, etc.), appropriate classroom supplies, a personal professional development budget, and essential support at all times. In order to incentivize longevity and reduce turnover, teachers will receive a competitive benefits package that improves over time and will be eligible for merit raises based on the results of their formal year-end evaluations. WLA teachers and leaders will be guided by explicit, well-defined career paths and will be afforded ample opportunities for growth.

d. Employment Policies

Policies regarding salaries, contracts, hiring, evaluation, benefits, dismissal and dispute resolution.

Hiring

WLA will select applicants for employment on the basis of experience, character, alignment with the school's mission and philosophy, necessary credentials, ability to perform required duties, and other legitimate business considerations. WLA will be committed to evaluating each applicant and employee on the basis of personal skill and merit. WLA will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships.

WLA will take appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentations, falsifications or omissions of any information or date on an employment application may result in exclusion from further consideration for employment and/or termination of employment.

Charter school staff members are employees of the charter school, not the school district in which it is located. Except as set forth below, charter school staff members are public employees and must be certified in accordance with requirements applicable to other public schools.

Once an employee has been informed by the Head of School or Lower/Upper Academy Director that it is the intention of WLA to hire him/her, the following documents/procedures must be completed/followed. Employment is contingent on providing truthful and complete documentation including the following:

1. Application and resume
2. W-4
3. Fingerprinting as required by District of Columbia law
4. Health Questionnaire, Vaccination Record and TB Clearance
5. Child Abuse Clearance
6. Criminal Background Authorization
7. Confidentiality Agreement
8. Academic transcripts and a copy of the diploma from all institutions of higher education
9. All certification and credentialing documentation from any governmental entity
10. Computer Policy Agreement Form
11. Cell Phone Policy Agreement
12. Staff Information Form
13. Intellectual Property Agreement

Federal law requires all employers to verify each new employee's identity and legal authority to work in the United States via the INS I-9 Form. All offers of employment are conditional upon the receipt of satisfactory evidence of an applicant's authorization to work in the United States. This evidence of the right to work must be provided within three days of the hire date. Failure to provide the appropriate documentation will be grounds for termination, consistent with federal

law.

WLA will require all employees to be fingerprinted for the purpose of a criminal history background check, including child abuse. Each employee will be categorized as full-time or part-time and as exempt or non-exempt. Upon hire, Revolution Schools will notify each employee of his or her employment classification.

Employment Categories:

- Full-time employees are those who are scheduled to work 40 or more hours each week.
- Part-time employees are those who are scheduled to work fewer than 35 hours each week. Part-time employees are not eligible for benefits unless their school work schedule has been reduced for educational commitments agreed upon by the administration and approved by school leadership.
- Exempt employees are classified as such if their job duties are exempt from the overtime provisions of the Federal and State Wage and Hour Laws, and they are paid on a salary basis. Exempt employees are not eligible for overtime pay. At WLA all administrators, leaders, instructional staff, executives, and professionals are deemed exempt employees.
- Non-exempt employees are eligible to receive overtime pay or compensatory time off at the rate of 1.5 hours for time worked over 40 hours in one pay week. Non-exempt employees are expected not to work overtime unless requested in advance by their supervisor to work additional hours. A non-exempt employee who works a spread of hours that exceeds 10 hours in a day will be paid a premium of an extra \$7.25 for that day or one extra hour at the then-current minimum wage, whichever is higher. The salaries of non-exempt employees are calculated on an hourly basis.
- Temporary employees are hired for a specified project or for a limited time-frame, generally no more than six months in duration. A temporary employee, in a non-exempt position, is paid by the hour. A temporary employee in an exempt position is paid according to the terms of hire for that individual. Temporary employees do not receive any additional compensation or benefits provided by WLA unless there is a specific agreement made as part of the terms of agreement.
- Consultants are independent contractors who work under a consultancy agreement, have no employee status, and are not eligible for benefits.

Professional Categories:

- Direct Instructional includes classroom teachers and assistant teachers based on the Teacher salary scale.
- Administrative/Leadership (non-instructional) includes Heads of School, Upper and Lower Academy Directors, and other Senior Director and Director level positions.
- Educational Support (non-instructional) includes Social Worker, Registrar, Special Projects, Technology, Librarian, Residential Staff, interns, and other school-based and Charter Management Organization coordinator level positions.

An employee's professional relationship with WLA is an employment "at will," unless otherwise stated in a written employment agreement signed by the Head of School. The employee handbook does not constitute a contract for employment between WLA and its employees. The employee or the school may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy, the employment relationship may be

terminated at any time with or without cause or notice.

Unless otherwise provided by contract, a newly hired employee or an employee promoted to assume new job responsibilities will work on an introductory basis for the first ninety days of employment (exclusive of any vacations) after the date of hire or promotion. The introductory period is intended to provide an opportunity for employees to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the position meets their expectations.

WLA will use this period to evaluate an employee's capabilities, work habits, interaction with employees, students and families, and overall performance. When employees complete the introductory period, their performance may be evaluated. WLA may end the employment relationship at any time during or after the introductory period with or without cause and with or without advance notice, and successful completion of the introductory period does not guarantee continued employment or alter an employee's "at will" status.

During the introductory period, newly hired employees will receive only those benefits required by law, and promoted employees will receive those benefits applicable to their prior employment category. Upon successful completion of the introductory period, new hires and promoted employees will continue employment as at-will employees and will be entitled to participate in the benefits applicable to their current employment category.

Evaluation

The WLA school year will begin on July 1 and end on June 30 of the following year. For instructional staff, the employment year will begin in July and end a full year from the starting date. For pay purposes, instructional staff members will be paid salary for the 10.5 month school year and will be paid a salary-continuation benefit that covers summer break (the remainder of the 12-month period), provided that they are either offered employment for the following school year or meet the requirements for a professional departure.

New employees may have their job performance reviewed by their supervisors at the end of their introductory periods. Thereafter, direct instructional staff will receive a performance evaluation every trimester from their supervisors. Twelve-month employees will receive performance evaluations twice a year. Professional evaluations of faculty will take place throughout the year. The evaluation process will lead to specific performance objectives and actions. Thus the evaluation process should be viewed as a cyclical rather than a seasonal process. Evaluations are meant to encourage reflection and lead to improvements in and out of the classroom.

Evaluations will provide both an employee and his or her supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals. Evaluations will usually be in writing. After a supervisor discusses the evaluation, the employee will be asked to sign the evaluation form to acknowledge having received and reviewed it. Employees should feel free to comment on any statement that they do not understand or with which they disagree. In addition to any discussion they wish to have, they may put such comments in writing and submit them to their supervisor. An evaluation, together with written comments, will become part of an employee's personnel file

and may have a bearing on any future personnel decisions.

WLA will not recognize the concepts of tenured appointments. Rather, it will view each teacher as a professional and will accept the obligation of assisting each faculty member in maximizing her/his professional potential. To that end, observations, reviews and evaluations will be made with the objective of enhancing the experience and ability of the teacher.

Observations and formal evaluations may be provided by the administration at least once each school year. More frequent observations may occur with less experienced or new pedagogical staff. Observations will be both formal and informal. Informal observations may be unannounced or casually mentioned ahead of time; these may be for any duration. This observation will assist the individual teacher in her/his development.

WLA will make a sincere effort to inform a teacher whether she/he could anticipate receiving an employment letter for the subsequent school year as early as possible. The Board of Trustees of WLA, its administrators and faculty will understand and appreciate that employment is directly associated with the budget process and enrollment. Therefore, while there is no expectation of employment from one school year to the next, employment advisements should be provided to current faculty members no later than May 30 of the current school year.

From time to time it may be necessary to phase-out or eliminate certain job classifications or reduce the number of positions in a particular employment category. An orderly process will be established by WLA to guide such phase-out or reductions-in-force. Anyone whose employment with the School is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused vacation leave as eligible and described in the chapter of this manual entitled “Time and Attendance.” Instructional staff whose employment with the school is terminated because the position is eliminated or phased-out will not receive the salary continuation benefit during the summer break following the academic year in which the staff member was employed.

In the absence of a policy or contract to the contrary, WLA reserves unto itself the right to reduce the number of employees in any job classification. A determination will be made based upon the needs of the school, the titles and individuals to be terminated.

Resignation

When an employee decides to leave for any reason, the Head of School, or Revolution Schools leadership team member, whoever is applicable, will request the opportunity to discuss the resignation before final action is taken. DPPS has often found during this conversation that another alternative may be better, and WLA seeks to replicate that effective method of retention. If, however, after full consideration the employee decides to leave, it is requested that the employee provide WLA with advance written notice and not depart until the end of the school trimester.

WLA employees will be asked to file a written notice with the school at least four weeks prior to the date of resignation. WLA believes that four weeks written notice is desirable in order to achieve appropriate educational transition. Should an employee terminate his or her appointment

at the school by voluntarily discontinuing work during the academic year, the school will cease salary and benefit payments as of the date work was discontinued.

Teachers who are not offered a position to return for the following year upon the completion of the current school year and/or who resign or depart under good terms as defined by the school's professional departure terms will receive the salary continuation benefit during the summer break following the academic year in which the teacher was employed, contingent on the completion of their responsibilities. However, the school reserves the right to discontinue payment for failing to adhere to the professional departure expectations, and the resignation/non-renewal will be changed to an involuntary termination. Employees who are involuntarily terminated will not receive any compensation or benefits for the period after their final day of work.

Discipline

If an employee does not meet performance standards, WLA may, under appropriate circumstances, take corrective action, other than immediate dismissal. The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The process is designed to encourage development by providing employees with guidance in areas that need improvement, such as poor work performance, attendance problems, personal conduct, general compliance with WLA's policies and procedures and/or other disciplinary problems.

Where appropriate, WLA will follow a progressive discipline policy modeled off of the DPPS policy. The DPPS progressive discipline policy and procedure is designed to provide a structured corrective action process to improve and prevent a recurrence of undesirable behavior and/or performance issues. It was designed with HR best practices and employment laws in mind. This policy is not intended to constitute a contract, and all employees are considered employees-at-will. The progressive discipline policy includes verbal and written warnings, unpaid suspensions and terminations. WLA may, at its sole option, use all, some, or none of these steps prior to a termination decision, consistent with the at-will status of employees.

The supervisor will discuss the problem and present a written warning to the employee in the presence of an administrative representative. This should clearly identify the problem and outline a course of corrective action within a specific time frame. The employee should clearly understand both the corrective action and the consequence (i.e. termination) if the problem is not corrected or reoccurs. The employee should acknowledge receipt of the warning and include any additional comments of their own before signing it. A record of the discussion and the employee's comments should be placed in the employee's personnel file.

Employees who have had formal written warnings will not be eligible for salary increases, bonus awards, promotions or transfers during the warning period.

Employees of WLA are employees at will and therefore may be terminated at any time with or without cause. This means that no one has a contractual right, express or implied, to remain in WLA's employ, unless otherwise stated in a written employment agreement signed by the Head of School. WLA may exercise this prerogative in the event that there has been a breach of any of the policies, laws, regulations or standards for which WLA is held accountable.

Instances that may require immediate termination include, but are not limited to:

1. Corporal punishment or verbal abuse of students (including physical abuse and any use of physical action in disciplining a student as well as verbal abuse and the use of profanity or other language that is intended to belittle or degrade a student)
2. Failure to report child abuse
3. Breach of trust or dishonesty
4. Conviction of a felony
5. Willful violation of an established policy or rule
6. Gross negligence
7. Insubordination
8. Violation of the Anti-Harassment and/or Equal Employment Opportunity Policies
9. Time card or sign-in book violations
10. Undue and unauthorized absence from duty during regularly scheduled work hours
11. Deliberate non-performance of work
12. Larceny or unauthorized possession of, or the use of, property belonging to any co-worker or visitor of WLA
13. Unauthorized posting or removal of notices from bulletin boards
14. Excessive absenteeism or lateness
15. Marring, defacing or other willful destruction of any supplies, equipment or property of WLA
16. Failure to call or directly contact a supervisor when an employee will be late or absent from work, in the absence of extenuating circumstances
17. Fighting or serious breach of acceptable behavior
18. Violation of the Alcohol or Drug Policy
19. Theft
20. Violation of WLA's Conflict of Interest/Outside Employment Policy and/or Confidentiality Policy
21. Gambling, conducting games of chance or possession of such devices on the premises during work hours
22. Leaving the work premises without authorization during work hours
23. Sleeping on duty
24. Any other conduct deemed inappropriate by the Head of School
25. Any conduct that may bring disrepute to WLA or Revolution Schools or that may subject the named entities to undue legal exposure

This list is intended to be representative of the types of activities that may result in disciplinary action or immediate dismissal. It is not exhaustive, not intended to be comprehensive, and does not change the employment-at-will relationship between the employee and WLA. This list is not all-inclusive and termination may result for "common sense" violations of WLA's policies and procedures not enumerated above or for other reasons.

No supervisor or other representative of WLA (except the Head of School) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above.

In addition, employees are expected to meet WLA's standards of work performance. Work

performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with WLA’s policies and procedures. If an employee does not meet these standards, WLA may take corrective action up to and including termination.

Benefits

WLA’s generous benefits package will mirror that of DPPS. WLA intends to offer its full-time regular employees coverage under a medical insurance plan, which may include more than one option of provider or provider network. Employee premium contributions and other costs (such as deductibles and copayments) for health care coverage will be required and will vary depending upon the level of coverage selected by the employee (e.g., individual, individual plus spouse, family, etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by WLA.

Medical insurance coverage for full-time regular employees begins on the first day of the next month following the date of hire if all hiring requirements are met unless the rules of the health care provider provide for other requirements or waiting periods. If an employee’s spouse or parent has health insurance that provides the employee with coverage, WLA will allow him or her to participate in a Medical Buy-Out program, under which one can waive participation in the WLA medical insurance plan and receive 30% of the amount it would have cost the school to pay for the least expensive coverage available. Any employee who wishes to not accept the medical insurance benefits offered by WLA will be required to submit such a request in writing to the plan administrator and must provide proof of alternate insurance. WLA may offer a dental insurance plan to eligible employees.

WLA may offer life insurance benefits to eligible employees in an amount and of a type determined in accordance with applicable law. It is contemplated that employees may elect coverage under such a plan for coverage from a minimum of \$50,000 up to one year’s base salary (up to a maximum of \$100,000.00).

WLA, in accordance with applicable laws, will maintain workers’ compensation insurance on behalf of its employees. WLA will provide short-term disability plan benefits to eligible employees in accordance with applicable laws. Such insurance will allow payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, as well as in the event of pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms in accordance with plan procedures. The employee will also be responsible for filing any other necessary forms, applications, or other information as required by the plan administrator. WLA will contribute to the unemployment compensation program administered by the District of Columbia.

All eligible employees will have an opportunity to participate in the [403\(b\) plan](#) at WLA upon completion of the introductory period. The 403(b) plan will offer a tax efficient way to save for retirement. WLA will match the employee’s contribution up to certain limits that change based on longevity of service. The match amount and vesting schedule is currently as follows:

403(b) Benefits Program

Years of Service	Match of Employee Contribution	Amount Vested with Employee
1	Up to 5% of base salary	0% at end of year 1
2	Up to 5% of base salary	40% at end of year 2
3	Up to 5% of base salary	60% at end of year 3
4	Up to 5% of base salary	80% at end of year 4
5	Up to 5% of base salary	100% at end of year 5
6	Up to 6% of base salary	100%
7	Up to 7% of base salary	100%
8	Up to 8% of base salary	100%
9	Up to 9% of base salary	100%
10	Up to 10% of base salary	100%
11	Up to 11% of base salary	100%
12	Up to 12% of base salary	100%
13	Up to 13% of base salary	100%
14	Up to 14% of base salary	100%
15 and greater	Up to 15% of base salary	100%

Dispute Resolution

WLA will strongly urge the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender’s identity or position. Individuals who believe they have experienced discrimination, harassment, or retaliation should file their complaints with the Head of School or Revolution Schools before the conduct becomes severe or pervasive. Employees who believe that they have witnessed unlawful discrimination, harassment, or retaliation should report the incident and the names of the persons involved to the Head of School or Revolution Schools. Complaints and reports may be submitted anonymously if the individual feels uncomfortable using his or her name. Supervisory employees who fail to report to the Head of School or Revolution Schools any incidents or complaints of discrimination, harassment, or retaliation of which they are aware will be subject to disciplinary action.

Early reporting and intervention were proven by DPPS to be the most effective methods of resolving actual or perceived incidents of harassment. Therefore, while no fixed reporting period

has been established, WLA will strongly urge the prompt reporting of complaints or concerns so that rapid and constructive action can be taken. WLA will make every effort to stop alleged harassment before it becomes severe or pervasive, but can only do so with the cooperation of its employees. The availability of this complaint procedure does not preclude individuals who believe they are being subjected to discriminating or harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly, thoroughly and impartially. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge. Employees must cooperate with any investigation by providing full and truthful information relevant to the investigation.

Confidentiality will be maintained throughout the investigatory process to the extent practicable.

Misconduct constituting harassment, discrimination or retaliation will be dealt with promptly and appropriately. Dishonesty during an investigation or making a false complaint, in bad faith, also constitute actionable misconduct. Responsive actions for misconduct may include, for example, training, referral to counseling, monitoring of the offender and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, prospective reduction of wages, demotion, reassignment, temporary suspension without pay, or termination, as WLA believes appropriate under the circumstances.

If an employee making a complaint does not agree with its resolution, the employee may appeal to the Board of Trustees who will delegate the complaint to the appropriate committee or full board to resolve. The committee or full Board must render a decision within 10 working days of receipt of the appeal of the decision made by the Head of School.

In the event of a problem or dispute with other personnel not covered under other complaint policies, an employee may submit a complaint in writing following the process described below. Careful documentation is the key to a successful process. All documentation is to be included in the personnel file. The following process will be used for resolving issues:

1. The employee will make a good faith effort to work with the immediate person at issue to resolve any conflict. This effort will consist of problem identification, possible solutions, selection of resolution, process for implementation of resolution, and scheduling a follow-up. Upon a determination by the employee that the conflict has not been resolved, the employee must submit a written complaint to the Head of School within 5 working days.
2. The Head of School will attempt to mediate the issue with the parties involved within 5 working days. Should the Head of School be unable to resolve the issue, he/she will write a report of his/her findings and submit that to Revolution Schools along with the original written grievance.
3. If the issue is not resolved by the Revolution Schools, the employee may submit his/her grievance to the school's Board of Trustees in writing. The Board or a committee thereof must respond in writing to the complaint within 15 working days of receipt.

Ensuring competitiveness with the surrounding market. WLA starting salaries for teachers with

at least two years of experience will start around \$20,000 higher than [D.C. Public School teachers who enter with Ph.D.’s](#) and two years of teaching experience. Teachers will have the opportunity to receive raises year over year based on their performance on a comprehensive teacher evaluation rubric, which includes both qualitative and quantitative performance metrics. WLA will build in a decreasing employee contribution to the benefits package that rewards longevity. During an employee's fifth year with WLA, we will cover the entire cost of the low plan benefits. WLA will also offer up to a 5% pre-tax match on our 403(b) plan, limited tuition reimbursement, and life insurance and disability coverage at no cost to the employee.

Policies on equal employment and maintenance of a drug-free workplace. Equal Employment Opportunity will be a fundamental principle at WLA, where employment will be based upon personal capabilities and qualifications without discrimination on the basis of race, color, ethnicity, national origin, religion, sex, age, physical or mental disability, citizenship status, marital status, creed, sexual orientation, military status, genetic information or any other characteristic protected by law.

Equal Employment applies to all policies and procedures relating to recruitment and hiring, training, promotion, compensation, benefits, disciplinary measures, termination and all other terms and conditions of employment.

The Head of School will have overall responsibility for the implementation of this policy and maintenance of reporting and monitoring procedures. Employees’ questions or concerns should be referred to the Head of School. Disciplinary action, up to and including termination, may be taken against any employee engaging in any type of unlawful discrimination.

WLA is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment. Therefore, WLA expects that all relationships among persons in the workplace will be professional and free of bias, prejudice and unlawful harassment.

WLA will support the policies of the Americans with Disabilities Act, as amended (“ADA”) and is completely committed to treating all applicants and employees with disabilities in accordance with the requirements of that statute. WLA will judge individuals by their abilities, not their disabilities, and seek to give full and equal employment opportunities to all persons capable of performing successfully in WLA’s positions. WLA will provide reasonable accommodations to any qualified persons with disabilities who require them, and will urge employees and applicants who may be disabled and require accommodation to advise WLA of their particular needs. Information concerning individuals’ disabilities and requests for accommodation of course will be handled with the utmost discretion. WLA will encourage employees to advise their supervisor or other management personnel when they become aware that persons with disabilities have special needs in the workplace.

Alcohol and illegal drugs in the workplace impair safety and health, promote crime, lower productivity, undermine public confidence in the WLA’s work, and set a bad example for our students. Alcohol and illegal drugs in the workplace will not be tolerated.

It will be the policy of WLA to create a drug-free workplace in keeping with the spirit and intent of the Drug Free Workplace Act of 1988. The unlawful manufacture, distribution, dispensation, possession, sale or use of a controlled substance (other than in accordance with a prescription) in the workplace or while engaged in business off premises, such as at a parent's home, will be strictly prohibited.

To maintain a safe, efficient, and alcohol/drug-free work environment, drug and/or alcohol testing may be required if the school has a reasonable suspicion that a staff member is under the influence of alcohol or a controlled substance in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner.

To educate employees on the dangers of drug abuse, employees may be periodically required to attend information and training sessions in the area of alcohol and illegal drug dangers, treatment resources and workplace policy. Employees convicted of controlled-substance-related violations, including pleas of nolo contendere (i.e. no contest), must inform WLA leadership within five days of such conviction or plea at which time appropriate action will be taken. Employees who violate any aspect of this policy may be subject to disciplinary action up to and including dismissal. At its discretion, the school may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

If an employee or student is suspected of using a banned or illegal substance other than that prescribed by a healthcare provider, the student/employee may be requested to provide a urine sample without prior notice. Such urine sample will be sent to a lab for analysis, and should it be determined that the employee is using a banned substance, the employee will be terminated immediately. Employees who admit to prohibited drug or alcohol use and seek to enter a drug- or alcohol-treatment center will be placed on unpaid leave until successful completion of the program at which time the employee may reapply for his/her job should such a position be available. WLA will comply with all applicable laws in such circumstances.

Protecting rights and benefits of current WLA employees. WLA will honor the request of any former WLA employee who elects to remain enrolled in the District of Columbia Teachers' Retirement Plan upon commencing work at WLA and who continues to make mandatory contributions to the Plan while under the employ of WLA. In order to ensure employees receive credit for their service, WLA will make the contributions the District government would have made on the teacher's behalf. Moreover, WLA employees granted a leave of absence without pay to accept a position at WLA will receive credit for that service so long as they instruct WLA to process their mandatory contributions and forward them to the [D.C. Office of Finance and Treasury](#), which will in turn transmit the funds to the [District of Columbia Retirement Board](#).

3. IMPLEMENTATION OF THE CHARTER

a. Maintenance and Reporting of Academic and Non-Academic Performance Data

How technology will enhance the educational environment and communication with students, parents, and the PCSB. Scholars in appropriate grades will receive email addresses through WLA, creating a safe platform through which they can interact with teachers and each other. Our student information systems, including [Kickboard](#), will allow access to grades and information about progress to students and parents, through a web portal. The system will also allow for constant data updates and exports, ensuring consistent and accurate reports to external sources such as the PCSB. For more information about how the school’s technology plan will enhance the educational environment, please see Section A(4)i (“Technology Plan”).

How technology will support the maintenance and transmittal of performance data. WLA will use [Kickboard SIS](#) to manage performance-related data. WLA will follow the example of Democracy Prep Public Schools, which has successfully used this program to track both behavioral and academic data. Any holes in the capacity of the system will be covered with a variety of in-house, systematized, and scalable processes involving Microsoft Excel, Access, Google Documents and Sheets, and/or other third-party solutions.

WLA will operate with a comprehensive data-driven approach. Attendance and weekly academic performance will be shared with families via a weekly progress report. All academic data will be accessible to families online and used by teachers to strategically plan in order to ensure students make their individualized growth goals. WLA will also collect and maintain accurate enrollment data. WLA will record this information on a daily basis and provide copies to appropriate authorities upon request. WLA will generate reports from *Kickboard SIS* for the DCPCSB as needed.

Responsibility for collecting, maintaining, and reporting data. WLA’s Registrar will be responsible for maintaining data and working with the Head of School and Revolution Schools to report the data to relevant stakeholders. Revolution Schools will provide training and support to the Registrar and all school-based personnel on reporting and compliance matters.

b. Major Contracts Planned

Major contracts planned. WLA expects to pursue contracts exceeding \$25,000 for items such as classroom technology, furniture, food services, and curricular materials. While the following list may change prior to the opening of the school, prospective contractors / needs may include:

- [Apple](#) (computers)
- [Achievement Network](#) (interim assessments and data analysis)
- [Austin & Co.](#) (property and liability insurance)
- [Democracy Builders](#) (recruitment and enrollment services)
- Development of MOOC platform, TBD contractor

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- Furniture for the dormitory and residential facility (if/as needed), TBD contractor(s)
- G (IT services)
- [Imani Temple](#) (potential school space)
- Miscellaneous building maintenance and repairs (if/as needed), TBD contractor(s)
- Revolution Schools (school management services)
- [Revolution Foods](#) (food services for residential facility)
- Security and custodial services for school and residential facilities, TBD contractor

The potential costs associated with each of these items are detailed in Section E (“Budget”).

Tasks Associated with Securing School Facilities	Due Date
Hire Head of School (Board is responsible; all other tasks completed by Head of School)	July 2014
Thorough review and exploration of sites available	October 2014
Signed lease or purchase agreement	November 2014
Renovation begins (if needed)	December 2014
Renovation ends (if applicable)	May 2015
Furniture and equipment moved, leased or purchased	June 2015

Tasks Associated with Developing MOOC Platform	Due Date
Establish and convene interim tech team to develop capability and other requirements for WLA’s unique MOOC platform	August - September 2014
Issue RFP for platform development	October 2014
Review RFP submissions	November - December 2014
Select vendor and initiative development	January 2015
Development and beta testing period with vendor	January - May 2015
Deployment of MOOC platform	June 2015

Tasks Associated with Securing a Food Provider	Due Date
Research available vendors	March 2015

Interview top choices of vendors	April 2015
Negotiate and sign agreement	May 2015

Tasks Associated with Purchase of Technology	Due Date
Research available hardware tools and vendors	February 2015
Research available software tools and vendors (including e-textbooks)	April 2015
Negotiate for purchase, lease or software/systems as a service and sign agreements	May 2015
Technology tools arrive at facility and are formatted/installed	June 2015

c. Services Sought from the District of Columbia Public Schools

WLA will consider partnering with the District of Columbia Public Schools in order to provide a variety of potential services which may include food services, services for students with disabilities (including occupational, physical, and speech therapy), translation services, nursing, facilities, and transportation. WLA will apply the same contractor lens to DCPS as we would to any vendor, “Is this the best service at the best price for our students?” Moreover, DCPS services may become more relevant as WLA expands from the Upper Academy work-study residential campus to the Lower Academy day-school campus, whose operations may more readily benefit from DCPS resources.

Forms and Required Documents

D. Certifications (Assurances Form)

Assurances Form

As the authorized representative of the applicant, I acknowledge the obligation of the proposed public charter school to comply with the following:

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (School Reform Act (SRA) §38-1802.04(c)(16))
2. 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. (SRA §38-1802.02(16))
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (SRA §38-1802.04 (c)(15))
4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools
5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (SRA §38-1802.06 (a), (b), (c), and (d))
6. Provide PCSB with 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. (SRA §38-1802.04 (c)(12))
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB.
8. Collect and report academic and non-academic performance using technology prescribed by PCSB
9. 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. (SRA §38-1802.04 (c)(2))
10. Establish an informal complaint resolution process no later than two months prior to the first date on which instruction commences. (SRA §38-1802.04 (c)(13))
11. Provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by PCSB.
12. Provide PCSB 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. (SRA §38-1802.11(a)(2))13.
13. Comply with the following federal and local laws:

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- a. Health and Safety: See SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse
- b. Building Safety: D.C Building and Fire Codes (D.C. Code § 5-501 et seq.)
- c. Maintenance and Dissemination of Student Records: Family Educational Rights and Privacy Act
- d. Certain Requirements of Educational Institutions: Compulsory School Attendance (D.C.Code § 38-201 et seq.); Immunization of School Students (D.C. Code § 38-501 et seq.); Tuition of Nonresidents (D.C. Code § 31-301 et seq.); Non-Profit Corporations (D.C. Code § 29-401 et seq.)
- e. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411, et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities
- f. English Language Learners: all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners
- g. Title I of the Elementary and Secondary Education Act
- h. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia: The Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.); title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.); and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.)
- i. Background Checks of Employees and Volunteers: Perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment; consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, conduct random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every two (2) years. (D.C. Code §4-1501 et seq.; District of Columbia Municipal Regulations 6B-412-427).
- j. Other: All other laws deemed applicable by PCSB (SRA §38-1802.11(a)(1)(B)).

Signature of Authorized Certifying Official

Title



Chief Executive Officer, Revolution Schools

Applicant Organization

Date Submitted

Revolution Schools

March 3, 2014

E. Budget

1. Budget Narrative

Revenue Assumptions

For the planning year, WLA plans to utilize funds from the CityBridge Foundation Next Generation Learning Challenges grant that WLA applied for in January. The grant is worth \$100K, and a follow-on grant of \$400K is available for WLA to apply for as the opening date of the school gets closer. WLA founders also plan to apply for launch grants from the Walton Family Foundation Public Charter School Grant Program and the New Schools Venture Fund. All of these grant-making organizations have previously funded Seth Andrew’s work. The team will also apply for funding from the D.C. Office of Charter School Funding and Support, as available.

For the first year and beyond, the team relied upon the per pupil funding calculations listed on the D.C. Public Charter School web site, as shown in the following charts:

2012-2013 Uniform Per Student Funding Formula/Non-Resident Tuition Rates

Foundation Level Per Pupil	\$9,124
Non-Resident Facilities Allotment	\$2,800
Residential Facilities Allotment	\$8,395

Rates by Grade Level or Applicable Grade Range

Grade Levels	Weighting	Allocation
Grades 9-12	1.16	\$10,584

Rates for Special Needs Students Enrolled in a Residential School

Level/Program	Weighting	Allocation
Level 1: Special Education-Residential	0.374	\$3,412
Level 2: Special Education-Residential	1.360	\$12,409
Level 3: Special Education-Residential	2.941	\$26,833
Level 4: Special Education-Residential	2.924	\$26,678

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LEP/NEP-Residential	0.68	\$6,204
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Rates for Room and Board for students Enrolled in a Residential School

Program	Weighting	Allocation
Residential	1.70	\$15,511

Rates for students Enrolled in Summer School

Program	Weighting	Allocation
Summer School	0.17	\$1,551

We combined the information from the above charts with our enrollment projection below to generate our annual per pupil funding amounts.

Enrollment Planning: Moderate Projection

	9	10	11	12	ELL	SPED (L1)	SPED (L2)	SPED (L3)	SPED (L4)	Total Projected Enrollment
Year 1 (2015-16)			100		5	6	4	2	0	100
Year 2 (2016-17)			100	100	8	12	8	4	1	200
Year 3 (2017-18)	100		100	100	14	18	12	8	2	300
Year 4 (2018-19)	100	100	100	100	20	24	16	12	4	400
Year 5 (2019-20)	100	100	100	100	20	24	16	12	4	400

All budgeted costs have been developed with the explicit goal of ensuring the highest level of achievement at WLA while also ensuring the school is sustainable using public dollars, without requiring substantial fundraising. The budget assumes that WLA will meet targeted enrollments and is based on the already successful school financial model used by Democracy Prep Public Schools. The teacher to student ratio and class size ratio are also based on existing successful school models.

As a contingency, if funds for per pupil spending are not available at the expected time, we will supplement costs with the grants listed above including the grant Revolution Schools already applied for from the CityBridge Foundation. Upon availability of per pupil funds the school would then reimburse funds used to cover initial costs to preserve the soundness of the original budget plan.

Expenses

The expenses outlined in the budget are based on historical data of the costs associated with opening schools of similar size in the Democracy Prep Public Schools network with customized tweaks specific to the WLA model. The numbers used to project expenses are conservative. The number of staff, students, and/or classrooms are the drivers of all equipment expenses.

Five-Year Budget Assumptions

The five-year plan builds on the projections outlined in the start-up and first year budget by assuming flat per-pupil funding. The budget expects that in year five of the school’s existence, the school will serve 400 students, in grades 9-12.

The expenses outlined in the five-year budget are based on projections assuming similar costs for growth as between the first and second years in each succeeding year until the school reaches capacity in year 4. The number of staff, students, or classrooms is the driver of all equipment expenses. The budget includes capital expenditures based on past experience.

Year One Line Item Assumptions

The ingoing assumptions are: 100 students, 10 teachers, and a 22,500 square foot facility. Each year the number of students would grow by 100, the teachers by 8, and the square footage by approximately 225 per student.

1	Based on per pupil allocations and enrollment projections outlined above: (100 students x \$10584) + (5 ELL x \$6204) + (6 SPED 1 x \$3412) + (4 SPED 2 x \$12409) + 2 SPED 3 x \$26833) + (1 SPED 4 x \$26678) + (50 students for summer school x \$1551)
2	100 students @ \$15511+\$8395 per student
3	Estimated @ 6% of per pupil allocation
4	D.C. Charter School Startup funding, if available; if not, would supplement with funds from line 6
6	Potentially from a combination of the following: CityBridge (\$100K + \$40K), New Schools Venture Fund (\$250K), Page Alumni Association (Unknown), Walton School Startup Funds (\$250K)
11	Estimated @ 15% of public funding

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15	Head of School salary
16	10 teachers @ \$82500
18	1 Social Worker @ \$65000; 1 Registrar @ \$45000; 1 ACT @ \$70000; 1 Tech Ops @ \$55000
19	1 Ops manager salary
20	1 Receptionist salary
22	4 FTE Residential staff: \$75000 for lead, \$65000 for deputy + 2 grad students @ \$25000 each
23	Estimated @ 23% of lines 15-22/staff salaries
24	Consultants
25	Estimated @ 3% of lines 15-22/staff salaries
30	\$125/student; low due to high use of technology
31	\$75/student
32	Low due to high use of technology
33	\$1200/student; high due to high use of technology
34	\$2500 x 6 classrooms
35	\$220/student
36	\$14/student
38	\$210/student
43	Dormitory Facility @ \$27/sqft; school space donated
46	\$2.75/sqft x 22,500 sqft
47	\$11/sqft x 22,500 sqft
48	\$2.25/sqft x 22,500 sqft
49	Will be contracted; see line 51
50	\$1/sqft x 22,500 sqft
51	\$2.50/sqft x 22,500 sqft

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56	\$15/student
57	\$50/student
59	\$40/student; assumes erate reimbursement
60	\$15/teacher; the rest provided pro bono by SRZ LLP
61	\$60/teacher; minimal due to technology
68	Estimated around \$15K based on costs for schools of similar size
70	\$300/student; through Academic Adventures
71	From Revolution Foods; 100 students for 225 days per year; 3 meals per day at \$4.50 per meal
72	.5% of the school's public funding

2. Pre-Opening/Planning Year Budget

Pre-opening (Planning Year) Budget Worksheet						
DESCRIPTION		BUDGETED AMOUNTS				
		Column A	Column B	Column C	Column D	
REVENUES		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding	Notes
1	Per Pupil Charter Payments	\$0		\$0		
2	Per Pupil Facilities Allowance	\$0		\$0		
3	Federal Entitlements	\$0		\$0		
4	Other Government Funding/Grants	\$50,000	\$0	\$50,000		NYS Funding for WLA Civics MOOC Curricular Project
5	Total Public Funding	\$50,000		\$50,000		
6	Private Grants and Donations	\$0	\$250,000	\$250,000		Likely Walton Family Foundation Grant or other sources
7	Activity Fees	\$0	\$0	\$0		
8	Loans	\$0	\$0	\$0		
9	Other Income (please describe in footnote)	\$0	\$0	\$0		
10	Total Non-Public Funding	\$0	\$250,000	\$250,000		
11	EMO Management Fee (= line 73, col. G)		\$0	\$0		
12						
13						
14	TOTAL REVENUES	\$50,000	\$250,000			
EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding	
<i>Personnel Salaries and Benefits</i>						
15	Principal/Executive Salary	\$35,000	\$125,000	\$160,000		Head of School .5 year; EMO staff
16	Teachers Salaries	\$0	\$0	\$0		
17	Teacher Aides/Assistance Salaries	\$0	\$0	\$0		
18	Other Education Professionals Salaries	\$10,000	\$25,000	\$35,000		Tech & Ops - 1/3 year each
19	Business/Operations Salaries	\$0	\$0	\$0		
20	Clerical Salaries	\$0	\$0	\$0		
21	Custodial Salaries	\$0	\$0	\$0		
22	Other Staff Salaries	\$0	\$0	\$0		
23	Employee Benefits	\$0	\$0	\$0		Contractors until 7/1/15
24	Contracted Staff	\$0	\$75,000	\$75,000		Democracy Builders Inc.
25	Staff Development Costs	\$0	\$0	\$0		Community Engagement
26						Assumes DPPS Talent / Finance / HR not billed here
27	Subtotal: Personnel Costs	\$45,000	\$225,000	\$270,000		
28						

29	<i>Direct Student Costs</i>						
30		Textbooks	\$0	\$0	\$0		
31		Student Supplies and Materials	\$0	\$0	\$0		
32		Library and Media Center Materials	\$0	\$0	\$0		
33		Computers and Materials	\$0	\$0	\$0		
34		Other Instructional Equipment	\$0	\$0	\$0		
35		Classroom Furnishings and Supplies	\$0	\$0	\$0		
36		Student Assessment Materials	\$0	\$0	\$0		
37		Contracted Student Services	\$0	\$0	\$0		
38		Miscellaneous Student Costs	\$0	\$0	\$0		
39							
40		Subtotal: Direct Student Costs	\$0	\$0	\$0		
41							
42	<i>Occupancy Expenses</i>						Assumes school occupancy 7/1/15
43		Rent	\$0	\$0	\$0		
44		Mortgage Principal Payments	\$0	\$0	\$0		
45		Mortgage Interest Payments	\$0	\$0	\$0		
46		Building Maintenance and Repairs	\$0	\$0	\$0		
47		Renovation/Leasehold Improvements	\$0	\$0	\$0		
48		Utilities	\$0	\$0	\$0		
49		Janitorial Supplies	\$0	\$0	\$0		
50		Equipment Rental and Maintenance	\$0	\$0	\$0		
51		Contracted Building Services	\$0	\$0	\$0		
52							
53		Subtotal: Occupancy Expenses	\$0	\$0	\$0		
54							
55	<i>Office Expenses</i>						Donated Incubation space provided by Democracy Builders
56		Office Supplies and Materials	\$0	\$3,800	\$3,800		
57		Office Furnishings and Equipment	\$0	\$0	\$0		
58		Office Equipment Rental and Maintenance	\$0	\$0	\$0		
59		Telephone/Telecommunications	\$0	\$3,200	\$3,200		
60		Legal, Accounting and Payroll Services	\$0	\$0	\$0		Offered Pro Bono by Shulte Roth & Zabel LLP
61		Printing and Copying	\$500	\$500	\$1,000		
62		Postage and Shipping	\$0	\$0	\$0		
63		Other					
64							
65		Subtotal: Office Expenses	\$500	\$7,500	\$8,000		
66							
67	<i>General Expenses</i>						
68		Insurance	\$300	\$500	\$800		
69		Interest Expense	\$0	\$0	\$0		
70		Transportation	\$1,800	\$2,500	\$4,300		
71		Food Service	\$0	\$0	\$0		
72		Administration Fee (to PCSB)	\$0	\$0	\$0		
73		EMO Management Fee	\$0	\$0	\$0		Waived during pre-opening expenses

74	Other General Expense	\$0		\$0	
75					
76	Subtotal: General Expenses	\$2,100	\$3,000	\$5,100	
77					
78	TOTAL EXPENSES	\$47,600	\$235,500	\$283,100	
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$2,400			
82	Excess (or deficit) retained by EMO		\$14,500		
				\$16,900	

3. Public Charter School Two-Year Operating Budget Worksheet

Two-Year Operating Budget: Year One							
		BUDGETED AMOUNTS					
DESCRIPTION		Column A	Column B	Column C	Column D		
REVENUES		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding		
1	Per Pupil Charter Payments	1,290,744		1,290,744			
2	Per Pupil Facilities Allowance	2,390,600		2,390,600			
3	Federal Entitlements	77,445		77,445			
4	Other Government Funding/Grants	250,000	0	250,000	PCSB Start-up Funding		
5	Total Public Funding	4,008,789	0	4,008,789			
6	Private Grants and Donations	325,000	0	325,000	Citybridge, NSVF, & Page Alumni		
7	Activity Fees	0	0	0			
8	Loans	0	0	0			
9	Other Income (please describe in footnote)	0	0	0			
10	Total Non-Public Funding	325,000	0	325,000			
11	EMO Management Fee (= line 73, col. G)		601,318				
12							
13							
14	TOTAL REVENUES	4,333,789	601,318				
EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding		
<i>Personnel Salaries and Benefits</i>							
15	Principal/Executive Salary	160,000	0	160,000	4%	Head of School	
16	Teachers Salaries	825,000	0	825,000	21%		
17	Teacher Aides/Assistance Salaries	0	0	0	0%		
18	Other Education Professionals Salaries	235,000	0	235,000	6%	SW, Registrar, ACT, Tech	
19	Business/Operations Salaries	55,000	0	55,000	1%	Ops Manager	
20	Clerical Salaries	35,000	0	35,000	1%	Receptionist	
21	Custodial Salaries	0	0	0	0%	Contracted Out	
22	Other Staff Salaries	190,000	0	190,000	5%	4 FTE Residential staff	
23	Employee Benefits	345,000	0	345,000	9%	23% of Staff salaries	
24	Contracted Staff	25,000	0	25,000	1%	Consultants	
25	Staff Development Costs	45,000	0	45,000	1%	3% of Staff salaries	
26							
27	Subtotal: Personnel Costs	1,915,000	0	1,915,000	48%	Low % because of Tech & Residential costs	
28							
29	<i>Direct Student Costs</i>						

30		Textbooks	12,500	0	12,500	0%	Minimal due to technology
31		Student Supplies and Materials	7,500	0	7,500	0%	
32		Library and Media Center Materials	0	0	0	0%	One-to-one computing
33		Computers and Materials	120,000	0	120,000	3%	High due to technology integration
34		Other Instructional Equipment	15,000	0	15,000	0%	Doc cam, LCD, & board
35		Classroom Furnishings and Supplies	22,000	0	22,000	1%	
36		Student Assessment Materials	1,400	0	1,400	0%	
37		Contracted Student Services	0	0	0	0%	
38		Miscellaneous Student Costs	21,000	0	21,000	1%	On line Course registration fees
39							
40		Subtotal: Direct Student Costs	199,400		199,400	5%	
41							
42		Occupancy Expenses					
43		Rent	607,500	0	607,500	15%	Dormitory Facility @ \$27/sqft; school space donated
44		Mortgage Principal Payments	0	0	0	0%	
45		Mortgage Interest Payments	0	0	0	0%	
46		Building Maintenance and Repairs	61,875	0	61,875	2%	\$2.75/sqft
47		Renovation/Leasehold Improvements	247,500	0	247,500	6%	\$11/sqft include dorm FF&E
48		Utilities	50,625	0	50,625	1%	\$2.25/sqft
49		Janitorial Supplies	0	0	0	0%	Contracted
50		Equipment Rental and Maintenance	22,500	0	22,500	1%	\$1/sqft
51		Contracted Building Services	56,250	0	56,250	1%	\$2.50/sqft
52							
53		Subtotal: Occupancy Expenses	1,046,250		1,046,250	26%	
54							
55		Office Expenses					
56		Office Supplies and Materials	1,500	0	1,500	0%	
57		Office Furnishings and Equipment	5,000	0	5,000	0%	
58		Office Equipment Rental and Maintenance	0	0	0	0%	
59		Telephone/Telecommunications	4,000	0	4,000	0%	Assumes erate reimbursement
60		Legal, Accounting and Payroll Services	150	0	150	0%	Provided pro-bono by SRZ LLP
61		Printing and Copying	6,000	0	6,000	0%	Minimal due to digital texts
62		Postage and Shipping	0	0	0	0%	
63		Other	0	0	0	0%	
64							
65		Subtotal: Office Expenses	16,650	0	16,650	0%	
66							
67		General Expenses					
68		Insurance	15,668	0	15,668	0%	
69		Interest Expense	0	0	0		
70		Transportation	30,000	0	30,000	1%	Academic Adventures
71		Food Service	303,750	0	303,750	8%	Revolution Foods FRPL overage
72		Administration Fee (to PCSB)	20,044	0	20,044		
73		EMO Management Fee	601,318	0	601,318	15%	Revolution Schools CMO, same as DPPS
74		Other General Expense	0		0	0%	

75							
76	Subtotal: General Expenses	970,780	0	970,780	24%		
77							
78	TOTAL EXPENSES	4,148,080	0	4,148,080	103%	Only 3% philanthropic lift w surplus projected	
79							
80	EXCESS (OR DEFICIENCY)						
81	Excess (or deficit) retained by school	185,708		185,708	5%		
82	Excess (or deficit) retained by EMO		601,318	601,318			
	ASSUMPTIONS						
	Student Enrollment	100					
	Facility Size (square footage)	22,500				Dormitory Facility	
	Average Teacher Salary	82,500				Will range from \$65-\$125k	
	Student/Teacher Ratio	10					
	Number of Teachers	10				School Space Donated	

Two-Year Operating Budget: Year Two						
DESCRIPTION		BUDGETED AMOUNTS				
		Column A	Column B	Column C	Column D	
REVENUES		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding	
1	Per Pupil Charter Payments	2,546,122		2,546,122		
2	Per Pupil Facilities Allowance	4,781,200		4,781,200		
3	Federal Entitlements	152,767		152,767		
4	Other Government Funding/Grants	0	0	0		
5	Total Public Funding	7,480,089	0	7,480,089		
6	Private Grants and Donations	100,000	0	100,000		Launch grant
7	Activity Fees	0	0	0		
8	Loans	0	0	0		
9	Other Income (please describe in footnote)	0	0	0		
10	Total Non-Public Funding	100,000	0	100,000		
11	EMO Management Fee (= line 73, col. G)		1,122,013			
12						
13						
14	TOTAL REVENUES	7,580,089	1,122,013			
EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding	
<i>Personnel Salaries and Benefits</i>						
15	Principal/Executive Salary	275,000	0	275,000	4%	Head of School and Upper Academy Director
16	Teachers Salaries	1,521,000	0	1,521,000	20%	
17	Teacher Aides/Assistance Salaries	0	0	0	0%	
18	Other Education Professionals Salaries	350,000	0	350,000	5%	One more tech person + ACT
19	Business/Operations Salaries	55,000	0	55,000	1%	
20	Clerical Salaries	35,000	0	35,000	0%	
21	Custodial Salaries	0	0	0	0%	
22	Other Staff Salaries	230,000	0	230,000	3%	Additional residential staff
23	Employee Benefits	567,180	0	567,180	8%	
24	Contracted Staff	25,000	0	25,000	0%	
25	Staff Development Costs	73,980	0	73,980	1%	
26						
27	Subtotal: Personnel Costs	3,132,160	0	3,132,160	42%	

28							
29	Direct Student Costs						
30	Textbooks	12,500	0	12,500	0%	Senior year textbooks	
31	Student Supplies and Materials	15,000	0	15,000	0%		
32	Library and Media Center Materials	0	0	0	0%		
33	Computers and Materials	120,000	0	120,000	2%	New students' technology	
34	Other Instructional Equipment	15,000	0	15,000	0%		
35	Classroom Furnishings and Supplies	24,200	0	24,200	0%	Furniture for new students + some replacements	
36	Student Assessment Materials	2,800	0	2,800	0%		
37	Contracted Student Services	0	0	0	0%		
38	Miscellaneous Student Costs	38,000	0	38,000	1%		
39							
40	Subtotal: Direct Student Costs	227,500		227,500	3%		
41							
42	Occupancy Expenses						
43	Rent	1,395,000	0	1,395,000	19%	Cost increase to \$31/sq ft	
44	Mortgage Principal Payments	0	0	0	0%		
45	Mortgage Interest Payments	0	0	0	0%		
46	Building Maintenance and Repairs	123,750	0	123,750	2%		
47	Renovation/Leasehold Improvements	450,000	0	450,000	6%	\$10/sq ft	
48	Utilities	101,250	0	101,250	1%		
49	Janitorial Supplies	0	0	0	0%		
50	Equipment Rental and Maintenance	45,000	0	45,000	1%		
51	Contracted Building Services	112,500	0	112,500	2%		
52							
53	Subtotal: Occupancy Expenses	2,227,500		2,227,500	30%		
54							
55	Office Expenses						
56	Office Supplies and Materials	3,000	0	3,000	0%		
57	Office Furnishings and Equipment	5,000	0	5,000	0%	For new students	
58	Office Equipment Rental and Maintenance	0	0	0	0%		
59	Telephone/Telecommunications	8,000	0	8,000	0%		
60	Legal, Accounting and Payroll Services	270	0	270	0%		
61	Printing and Copying	12,000	0	12,000	0%		
62	Postage and Shipping	0	0	0	0%		
63	Other	0	0	0	0%		
64							
65	Subtotal: Office Expenses	28,270	0	28,270	0%		
66							
67	General Expenses						
68	Insurance	31,336	0	31,336	0%		
69	Interest Expense	0	0	0			
70	Transportation	60,000	0	60,000	1%		
71	Food Service	607,500	0	607,500	8%		

72	Administration Fee (to PCSB)	37,400	0	37,400		
73	EMO Management Fee	1,122,013	0	1,122,013	15%	
74	Other General Expense	0		0	0%	
75						
76	Subtotal: General Expenses	1,858,250	0	1,858,250	25%	
77						
78	TOTAL EXPENSES	7,473,680	0	7,473,680	100%	
79						
80	EXCESS (OR DEFICIENCY)					
81	Excess (or deficit) retained by school	106,409		106,409	1%	
82	Excess (or deficit) retained by EMO		1,122,013	1,122,013		
	ASSUMPTIONS					
	Student Enrollment	200				
	Facility Size (square footage)	45,000				
	Average Teacher Salary	84,500				Increased by 2K; new teachers receive same, second year teachers receive bump
	Student/Teacher Ratio	11				
	Number of Teachers	18				

4. Public Charter School Five-Year Estimated Budget Worksheet

Estimated Five Year Budget Projections						
DESCRIPTION		Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES						
	Per Pupil Charter Payments	1,290,744	2,546,122	3,973,050	5,031,450	5,031,450
	Per Pupil Facilities Allowance	2,390,600	4,781,200	7,171,800	9,562,400	9,562,400
	Federal Entitlements	77,445	152,767	238,383	301,887	301,887
	Income from Grants and Donations	575,000	100,000	0	0	0
	Activity Fees	0	0	0	0	0
	Other Income	0	929	532	2,561	3,718
	TOTAL REVENUES	\$4,333,789	\$7,581,018	\$11,383,765	\$14,898,298	\$14,899,455
EXPENSES						
	Personnel Salaries and Benefits	1,915,000	3,132,160	4,285,690	5,294,320	5,294,320
	Direct Student Costs	199,400	227,500	255,400	283,300	258,300
	Occupancy	1,046,250	2,227,500	3,476,250	4,815,000	4,815,000
	Office Expenses	16,650	28,270	40,985	52,980	50,980
	General Expenses	970,780	1,858,250	2,812,655	3,706,511	3,706,511
	TOTAL EXPENSES	\$4,148,080	\$7,473,680	\$10,870,980	\$14,152,111	\$14,125,111
CAPITAL						
	Technology, Furniture	120000	150000	180000	225000	250000
	Leasehold Improvements and FF&E	247500	247500	450000	450000	450000
	Fixed Assets	0	0	0	0	0

5. Capital Budget

Estimated Five Year Budget Projections						
DESCRIPTION		Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES						
	Per Pupil Charter Payments	1,290,744	2,546,122	3,973,050	5,031,450	5,031,450
	Per Pupil Facilities Allowance	2,390,600	4,781,200	7,171,800	9,562,400	9,562,400
	Federal Entitlements	77,445	152,767	238,383	301,887	301,887
	Income from Grants and Donations	575,000	100,000	0	0	0
	Activity Fees	0	0	0	0	0
	Other Income	0	929	532	2,561	3,718
	TOTAL REVENUES	\$4,333,789	\$7,581,018	\$11,383,765	\$14,898,298	\$14,899,455
EXPENSES						
	Personnel Salaries and Benefits	1,915,000	3,132,160	4,285,690	5,294,320	5,294,320
	Direct Student Costs	199,400	227,500	255,400	283,300	258,300
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	General Expenses	970,780	1,858,250	2,812,655	3,706,511	3,706,511
	TOTAL EXPENSES	\$4,148,080	\$7,473,680	\$10,870,980	\$14,152,111	\$14,125,111
CAPITAL						
	Technology, Furniture	120000	150000	180000	225000	250000
	Leasehold Improvements and FF&E	247500	247500	450000	450000	450000
	Fixed Assets	0	0	0	0	0

6. Cash Flow Projection for Year One

Contracted Building Services	\$0	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$4,688	\$56,250
General Expenses														
Insurance	\$800	\$15,668	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$15,668
Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transportation	\$4,300	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$30,000
Food Service	\$0	\$0	\$30,375	\$30,375	\$30,375	\$30,375	\$30,375	\$30,375	\$30,375	\$30,375	\$30,375	\$30,375	\$30,375	\$303,750
Administration Fee	\$0	\$0	\$0	\$0	\$0	\$20,044	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$20,044
Other General Expense/EMO Management Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$300,659	\$0	\$0	\$0	\$0	\$0	\$300,659
6. Total Expenses	\$283,100	\$329,906	\$275,896	\$290,896	\$275,896	\$295,940	\$315,896	\$588,055	\$275,896	\$290,896	\$275,896	\$275,896	\$275,896	\$682,013
7. Fund Balance (end of month)	\$16,900	\$286,217	\$10,321	\$639,761	\$363,865	\$988,262	\$711,088	\$1,043,369	\$767,473	\$1,396,913	\$1,121,018	\$845,122	\$163,108	\$185,708

F. Resumes, Board Agreements, and Statements of Interest and Qualifications

Seth Andrew

Public sector senior executive and social entrepreneur committed to ensuring that every American is educated to lead a life of active citizenship in a robust democracy.

EDUCATION:

Harvard Graduate School of Education- Ed.M in School Leadership & School Development
Harvard Business School- Coursework in Entrepreneurship & Effective Leadership of Social Enterprise
Brown University- B.A. in Education Studies and Public Policy & American Institutions
The Bronx High School of Science- Regents Diploma with Honors
United States House of Representatives Page School- Junior Diploma, National Honor Society

EDUCATIONAL LEADERSHIP & TEACHING EXPERIENCE:

US Department of Education, Washington, DC

Sept. 2013 - Present

Senior Advisor, Office of the Secretary: Work with the Office of Education Technology to advance President Obama & Secretary Duncan's education agenda through innovative strategies that leverage national best practices.

Superintendent in Residence: Work across federal agencies to apply practical lessons from district leadership.

Democracy Prep Public Schools, Harlem, NY

Sept. 2004 - On-Leave

More than 90% of scholars enter below grade level, 85% are low-income, 20% have special needs, 12% are incoming English Language Learners, 5% are homeless, and yet 100% of Democracy Prep alumni have enrolled in 4-year universities. Our citizen-scholars debate competitively, participate in civic activities, engage in art, music, theater, technology, and competitive sports and they will continue to "Work Hard, Go to College, and Change the World!"

Teacher: Taught courses including the Senior Seminar, "Applied Civics & College Leadership."

Superintendent: Responsible for all aspects of school excellence and innovation serving students in grades K-12 with a rigorous college-prep academic program. Manage a \$50 million annual budget with 350+ staff at New York City's highest performing Charter Management Organization. Turned around Harlem's lowest performing elementary school. Expanding at 50% enrollment growth each year across nine campuses while operating exclusively on public funding. Leverage innovation and data in thoughtful ways to ensure that the financial, technological, and talent model can scale.

Founder & Head of School: Built the founding team and led the innovative flagship middle school as principal. In 2010, Democracy Prep became the #1 middle school and #1 charter school in New York City.

Building Excellent Schools Fellow: Prestigious year-long fellowship to develop 1,500-page charter application

Harvard Graduate School of Education, Cambridge, MA

Sept. 2010 - On-Leave

Adjunct Lecturer: Designed A-310, "Leadership in High Performing Public Charter Schools." Taught school leadership to students from HGSE, Harvard Kennedy School and Harvard Business School.

Cambridge Rindge & Latin, Coelho Middle, & Fenway High, Massachusetts

Sept. 2001 - Aug. 2004

Special Education Teacher & Inclusion Specialist: Taught seventh, ninth, & tenth grade inclusion English, history and math, resulting in 90% of special needs students passing the high-stakes MCAS exam. Designed and implemented curriculum and support for students with special needs and lead faculty inclusion workshops. Led special education teams and ensured compliance with special education law.

Dong-Seung Middle School, Chonan, South Korea

Jan. 2001 - Aug. 2001

English Teacher: Taught English grammar, pronunciation, vocabulary and civics to 350 Korean students with class sizes of 45. Coached the English speech team, overhauled the English curriculum and introduced a hybrid pedagogy.

TEACHING CERTIFICATIONS:

Social Studies & Moderate Disabilities in New York, Rhode Island, & Massachusetts

Seth Andrew

OTHER PROFESSIONAL EXPERIENCE:

Democracy Builders, New York, NY

Oct. 2005 - Present

Founder & Executive Chairman: Created non-profit 501(c)4 advocacy organization to engage parents to organize for civic action. Serving 80+ member schools to fight for RTTT, equal funding, public facilities & quality school choice.

SAGA Consulting, USA & International

Nov. 1998 - Present

Education, Political & Non-Profit Consultant: Clients have included government agencies, NGO's, the University of Pretoria, & the South Korean Ministry of Education. Managed & advised campaigns for Mayor, Congress, State Representative, City Council, State Committee, District Leader and others in New York, Illinois and Rhode Island.

Polaris Project, Washington, DC

July 2002 – Dec. 2007

Founding Board Chairman: Worked with founders to establish Polaris Project, one of the leading anti human trafficking organizations in the world. Polaris has helped change laws, enforce policy, and serve thousands of victims.

U.S. Department of Education, Office of the Deputy Secretary, Washington, DC

May 2000 – Sep. 2000

Policy and Management Fellow: Drafted "Key Indicators for Hispanic Student Achievement." Helped implement \$20 million dual language grant while editing or evaluating reports on charter schools, teacher training, and merit pay.

Mayor's Council on Drug and Alcohol Abuse, Providence, RI

Mar. 1998 - May 2000

Chief Grant Writer: Applied for grants, oversaw implementation and led prevention programs totaling \$1.6 million.

Rhode Island Secretary of State James Langevin, Providence, RI

June 1997 - Feb. 1998

Policy Analyst: Formulated, researched and co-authored a major study entitled "ACCESS DENIED: Chaos, Confusion and Closed Doors," which detailed the RI General Assembly's abuse of the Open Meetings Law.

SELECTED LEADERSHIP, AWARDS, & ACHIEVEMENTS:

- New York Daily News, 2013 Hometown Hero Award
- Korean American Association, 2012 Person of the Year Award
- Harry S. Truman Foundation, Scholarship for Public Service
- Common Cause, Good Government Award
- Society of Professional Journalists, Public Service Award

SELECTED SPEECHES, ESSAYS, & PUBLIC TESTIMONY:

- Author, "Revolution Schools" Jossey-Bass, *Forthcoming*.
- Author, "Civic Malpractice" essay in *Teaching America*, David Feith, Ed.
- U.S. House of Representatives Testimony, "Transforming Teacher Certification & Opening Floodgates of Talent"
- World Economic Forum Global Agenda Council, "Democracy For All: Educating Responsible Citizen-Scholars"
- Hamilton Project at The Brookings Institution, "Learning from Successes & Failures of Public Charter Schools"
- US Department of State, Armenia & Uruguay, "School Leadership in Post-Soviet Education Systems"
- EBS Conference on Smart Schools, Seoul, "The Korean & American Educational Hybrid"
- New York State Senate & Assembly and New York City Council, "College and Citizenship for All"
- Rhode Island State Senate & Rhode Island State Assembly, "The Need for Modern Civic Education"
- National Public Charter School Conference, "Choice and Voice: Student Advocacy & Civic Engagement"
- Harvard Graduate School of Education Dean's Leadership Conference, "Charter School Leadership"
- American Enterprise Institute, K-12 Working Group, Civics 2.0, Civic Education Working Group
- Manhattan Institute, The Future of Teacher Certification, *Teaching Matters* & NYC Teacher Evaluation Reform
- University Presentations at Harvard, Yale, Brown, Columbia, Penn Law, "Innovation in No Excuses Education"
- National Media Features & Appearances: NPR, ABC, NBC, CBS, FOX, CNN, MSNBC, BBC, NYT, WSJ, USA Today, The Economist, Time, The New Yorker, EdWeek, Huffington Post, Chosun Ilbo, MBC, KBS, UN.org, etc.

INTERESTS & SKILLS:

Travel- Visited 61 countries on all 7 continents and throughout 36 US states

Arts & Athletics- Small craft sailor, recreational cyclist, theater patron, jazz enthusiast, & adventurer

References and portfolios available upon request

WASHINGTON

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LEADERSHIP ACADEMY

Founding and Board Member Agreement, Statement of Interest, & Qualifications Washington Leadership Academy

BOARD MEMBER AGREEMENT—

As a member of the Founding Group / Board of Trustees of Washington Leadership Academy (“WLA”), consistent with my fiduciary duties, I shall continuously strive to promote the best interests of WLA as a whole and to that end, shall adhere to the following ethical standards:

- I. Unyielding focus on WLA’s Mission
 - In the course of my duties, I will be guided by WLA’s mission—to *educate responsible citizen-scholars for success in the college of their choice and a life of public leadership.*
- II. Fairness
 - I will encourage debate, expressions of different opinions, and listen with an open mind to others’ ideas.
 - I will be fair, just, and impartial in all of my decisions and actions.
- III. Trustworthiness
 - I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - I will work to ensure accountable and prudent use of WLA resources.
 - I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board, unless specifically authorized to do so.
- IV. Honor
 - I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - I will not release confidential information.
- V. Integrity
 - I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - I will not disclose information that is confidential by law or that will needlessly harm WLA if disclosed.
 - I refuse to surrender judgment to any individual interest group at the expense of WLA as a whole.
- VI. Service
 - I will diligently prepare for and attend WLA Board meetings.
 - I will avoid personal involvement in activities the Board has delegated to designees unless directed or as part of predetermined responsibilities.
 - I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.

WASHINGTON

LEADERSHIP ACADEMY

STATEMENT OF INTEREST & QUALIFICATIONS—

Describe your interest in the Washington Leadership Academy, your role in the development of the application, your role should a charter be granted, and the expertise and resources that you will bring in establishing the proposed school.

My commitment to civic education was solidified when I lost a race for State Representative by just 79 votes. Had 80 more supporters showed up to the polls, I would have become an elected official, a dream that was sparked while I was serving as a Congressional Page in 1994. Upon reflecting on the underlying causes of my loss, it became clear that the disenfranchisement of young people and general civic disengagement were the most significant barriers to fundamental social change in our democracy. Inspired by the Henry David Thoreau quotation, "There are a thousand hacking at the branches of evil, for every one who is striking at the root," I set out to strike at the root of our world's challenges, not through elected office ever again, but by working to reform our public schools from the ground up.

I began my career as a teacher in South Africa and South Korea before becoming a public school special education teacher and administrator in Massachusetts. While deeply inspired by my students' growth and passionate about my work in the classroom, I felt trapped on an island of excellence in a sea of low expectations and I longed for an innovative environment where everyone shared the same belief that every single one of our students would be successful in college and citizenship if given the necessary academic tools.

Determined to leverage my work to affect the greatest number of students, I set out to build a college-prep school focused on civic education that served all students, including those with special needs. My goal was to have the school become a proof-point for what was possible for urban students and serve as a counter-factual example that would stand in stark opposition to both the doubts about my students' capacity and the critiques of public charter schools in general. In 2004, I joined the Building Excellent Schools Fellowship, where I studied and learned from best practices used by the highest-performing schools and school leaders in the nation.

In 2005, Democracy Prep Public Schools was born with the goal of ensuring that every single student would Work Hard, Go to College, and Change the World! In 2010, as principal, Democracy Prep became the number one middle school in the City of New York. Now, DPPS serves more than 3,000 students on ten campuses across NY, NJ, & DC in grades K-12.

In addition to DPPS, I founded Alumni Revolution (AR) and Democracy Builders (DB) to help extend and increase the impact of Democracy Prep. AR is an organization built to equip first generation college goers with the civic tools needed to succeed in college. AR will work with primarily low-income college students around the nation to build campus chapters to advocate for education revolution to not just beat the odds, but to change the odds for everyone. DB is a family empowerment organization built to expand demand for more excellent schools. We have worked with more than 50 different school clients around the nation to enhance their families' choice and voice.

WASHINGTON

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LEADERSHIP ACADEMY

After receiving a \$9.2 million federal grant to replicate DPPS to serve 10,000 students by 2020, this past summer, I handed off the day-to-day management of Democracy Prep to my long-time COO, now CEO, Katie Duffy. This transition allowed me to think about how to scale and impact even more students. In September, I took on a one-year role in the Obama administration as Senior Advisor for Educational Technology & Superintendent in Residence in the Office of the Secretary. As Senior Advisor, I am working on national policy issues to help scale-up best practices in educational technology to serve more students. Next October, I intend to begin working full time for Revolution Schools.

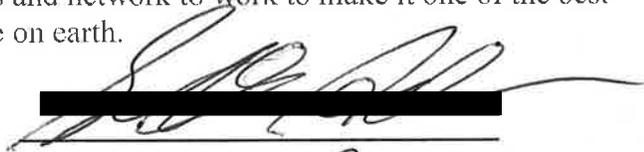
Revolution Schools will take my goal of scaling best practices from Democracy Prep and other high performing schools to a whole new level. Washington Leadership Academy, under the governance of CitizenshipFirst, will help to distribute high-quality academic content to tens of thousands of students around the nation and world. I am passionate about working on WLA and Revolution Schools because together they will help prove what is possible with technology and serve 400 incredibly lucky students in Washington, DC in one of the most historic facilities on Earth.

Democracy Prep represents what an outstanding no excuses public school looks like. With Revolution Schools we hope to build education 2.0 that bends and stretches the traditional parameters of "school" using work-study experiences and blended learning in ways that have not yet been fully developed or explored.

I'm determined to make Revolution Schools the new frontier in education, and am excited to start with the Washington Leadership Academy. However, WLA is also personal for me as it builds on the best pieces of the House Page Program, which first inspired me to care about civic education back in my own junior year of high school. If WLA can produce alumni like many of my page classmates who went on to succeed in the college of their choice and lives of public leadership, we will have started something truly revolutionary right here in Washington, DC.

I am 100% committed to the successful development and growth of Washington Leadership Academy and will put my experience, skills and network to work to make it one of the best educational experiences available anywhere on earth.

Founding / Board Member Signature:



Printed Name:

Seth Andrew

Date:

2/25/14

Marielys J. Divanne

SUMMARY OF SKILLS AND EXPERIENCE

- Planned and led strategic campaigns and public events that resulted in successful outcomes, such as the construction of the Mott Haven Schools Campus (2004-2010), safety improvements at hundreds of intersections in both Manhattan and the South Bronx (20010-2012), improvements in living conditions for thousands of families in private and public housing (2002-2012), among many others.
- Planned and led leadership development workshops on Community Organizing, Leadership, Power, Relational Cultures in Institutions, Relational Meetings Campaigns, Congregational Development, Power Analysis, among others.
- Identified, coordinated and managed volunteer action teams in dozens of member institutions.
- Experienced in facilitation and practice of cross-cultural and religious communication and processes.
- Fluent in English and Spanish.
- Leadership, writing and communication skills.

WORK EXPERIENCE

Industrial Areas Foundation (community organizing network)

Lead Organizer (Executive Director),

July 2006 - current

Manhattan Together (*Grassroots Community Organization*)

- Led a community-based membership organization with a \$250,000 budget. Activities included fundraising, member recruitment and training, strategic planning, board development and communications.
- Recruited, trained, and mentored more than 300 volunteer leaders. Organized targeted issue campaigns, including successfully negotiating with local, city and state officials, as well as federal agencies.
- Strengthened the executive committee of a network of 28 congregations, schools, social service agencies, housing organizations and other nonprofits seeking to be identified and work.
- Developed action teams of volunteer leaders in 28 member institutions.
- Developed and maintained relationships with foundations and corporate donors, resulting in donations that covered over 50% of the yearly budget.
- Identified and developed emerging leaders who took principal roles in the organizing strategies.
- Led hundreds of individual meetings with members, allies and supporters.

Industrial Areas Foundation (community organizing network)

Lead Organizer (Executive Director)

February 2002 - June 2006 & 2010-2012

South Bronx Churches (*Grassroots Community Organization*)

- Led grassroots re-organizing effort that re-energized a decade old organization into once again a powerhouse of leaders and actions.
- Led a six year campaign that resulted in the construction of the largest public school campus in New York City's History, the Motta Haven Schools Campus which cost \$250 Million, situated on seven acres of formerly abandoned city-owned land in the Mott Haven section of the South Bronx.
- Coordinated fundraising, grant writing and reports for the organization.
- Developed action teams of volunteer leaders in 22 member institutions.
- Led Fundraising efforts for the organization that resulted in the development of new relationships and funding.
- Developed and maintained relationships with foundations and corporate donors.
- Identified and developed emerging leaders who took principal roles in the organizing strategies.
- Led hundreds of individual meetings with members, allies and supporters.

Associate Organizer, Upper Manhattan Together

January 2000 - January 2002

- Organized volunteer action teams in seven congregations and two schools.

- Led campaigns to improve privately owned buildings by organizing tenant associations and negotiating with the owners and management.
- Identified a team of parents of bilingual education students and designed a twelve-point recommendation document that was presented to then NYC Public Schools Chancellor Levy and NYC Mayor Rudy Giuliani.

Program Associate, The School Choice Scholarships Foundation

May 1998 - January 2000

- Performed general office administrative duties and conducted site visits to participating schools, related to parents and school staff and administrators.

Student Teacher, Multicultural High School, Boston MA

September 1997- May 1998

- Extended a required teaching practicum to a two semester full time experience. Taught Humanities to 9th and 10th graders in a new alternative school in the Brookline neighborhood, Boston.

LEADERSHIP AND ADVOCACY

- **Chair Person**, Pi Alpha Chapter of Latinas Promoviendo Comunidad/ Lambda Pi Chi Sorority, Inc. Professional Graduate NYC Chapter **September 2000 - 2002**
- **President**, Organization of Latin American Affairs (OLAA) **September 1997- May 1998**
Campus organization dedicated to raising awareness among Boston College students of Latino Cultures and to bringing Latino Students together to embrace and share culture and heritage with the BC campus.

EDUCATION

Columbia University

May 2002

Graduate School of the Arts
Masters in Fine Arts (MFA)
Concentration: Nonfiction Writing

Boston College (BC), Boston, MA

May 1998

Double Major: Secondary Education & English

Honor Roll

St. Pius V High School, Bronx NY

1990-1994

Received four year scholarship from Student Sponsor Partners Program;
Graduated 6th in a class of 37 and received Religion Department Award and Bronx District Attorney's Award for Outstanding Community Service.

WRITINGS AND ORATORY

- Author: **Marielys Divanne** and The Reverend David Haberer ... "Broken NYCHA Can Be Repaired," M Divanne & D Haberer, **NY Daily News** (Aug 6, 2012).
- Guest Speaker, Columbia University Graduate School of Social Work (April 2011 & 2012).

AWARDS

- Recipient, Excelsior Alumnae Award, from St. Pius V HS **June 2005**
- Recipient, Professional Achievement Award, from Latinas Promoviendo Comunidad/ Lambda Pi Chi Sorority, Inc. **April 2004**
- Recipient, Archbishop Oscar A. Romero Scholarship Award, Boston College **March 1997**
The Archbishop Oscar A. Romero Scholarship recognizes a Boston College junior who has demonstrated superior academic achievement, extracurricular leadership, community service, and involvement with the Hispanic/Latino community and Hispanic/Latino issues both on and off campus.

INTERNATIONAL BACKGROUND

- Lived in the Dominican Republic (1977-1988, citizen), United States (1988-to present, citizen), Jamaica (1996, 2000).

WASHINGTON

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LEADERSHIP ACADEMY

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 - I will work to ensure accountable and prudent use of WLA resources.
 - I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board, unless specifically authorized to do so.
- IV. Honor
 - I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - I will not release confidential information.
- V. Integrity
 - I will consistently uphold all applicable laws, rules, policies, and governance procedures.
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WASHINGTON

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LEADERSHIP ACADEMY

STATEMENT OF INTEREST & QUALIFICATIONS—

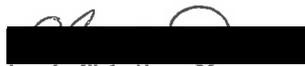
Describe your interest in the Washington Leadership Academy, your role in the development of the application, your role should a charter be granted, and the expertise and resources that you will bring in establishing the proposed school.

I have been involved in promoting civic engagement and education for over 15 years, and am eager to bring the Washington Leadership Academy to life to provide a model for what 21st century civic education should look like nationwide.

I have been involved in reviewing and shaping the application and, if the charter is approved, will serve as a member of the Board of Trustees of WLA.

I bring extensive experience in government and education to this endeavor, as well as the time and commitment to seeing the school open, scale, and succeed.

Founding / Board Member Signature:




Printed Name:

Marielys Divanne

Date:

2/19/2014

DAVID J. FEITH

PROFESSIONAL EXPERIENCE

THE WALL STREET JOURNAL, Editorial Page Writer Hong Kong
Write editorials and op-eds on politics, economics, international relations and human rights. Including recent reporting in South Korea, Taiwan, the Philippines and Japan. 2013-present.

THE WALL STREET JOURNAL, Assistant Op-Ed Editor New York City
Commissioned and edited op-eds on all political, economic and cultural subjects. Wrote op-eds and editorials, mainly on education reform and U.S. foreign policy. 2010-2013.

FOREIGN AFFAIRS, COUNCIL ON FOREIGN RELATIONS, Assistant Editor New York City
Helped produce bimonthly policy magazine with responsibility for editing ~3 essays per issue, evaluating manuscripts, and supporting production work. 2009-2010.

THE WALL STREET JOURNAL, Robert L. Bartley Fellow New York City
Wrote op-eds and editorials on subjects including developments in Iraq, Iranian student activism, education reform and trade policy. Summers 2008 and 2009.

EDUCATION

COLUMBIA UNIVERSITY (2005-2009) New York City
B.A., *magna cum laude*, with Honors in History. Phi Beta Kappa. Allen J. Willen Memorial Prize for senior thesis in U.S. politics. Academic Dean's List, all semesters. Rhodes Scholarship finalist, 2011.

LEADERSHIP

CITIZENSHIPFIRST, Co-Founder and Chairman New York City
In 2011, published *Teaching America: The Case for Civic Education*, a book of original essays by 25 public officials, scholars and educators, including former Supreme Court Justice Sandra Day O'Connor, former Senators Bob Graham and Jon Kyl, and former Education Secretary Rod Paige. After publication, co-founded CitizenshipFirst with contributing author Seth Andrew, founder of Democracy Prep Public Schools. Today the Harlem-based organization seeks to serve as America's most effective driver of civic-education innovation. 2011-present.

WASHINGTON

LEADERSHIP ACADEMY

Founding and Board Member Agreement, Statement of Interest, & Qualifications Washington Leadership Academy

BOARD MEMBER AGREEMENT—

As a member of the Founding Group / Board of Trustees of Washington Leadership Academy (“WLA”), consistent with my fiduciary duties, I shall continuously strive to promote the best interests of WLA as a whole and to that end, shall adhere to the following ethical standards:

- I. Unyielding focus on WLA’s Mission
 - In the course of my duties, I will be guided by WLA’s mission—*to educate responsible citizen-scholars for success in the college of their choice and a life of public leadership.*
- II. Fairness
 - I will encourage debate, expressions of different opinions, and listen with an open mind to others’ ideas.
 - I will be fair, just, and impartial in all of my decisions and actions.
- III. Trustworthiness
 - I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - I will work to ensure accountable and prudent use of WLA resources.
 - I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board, unless specifically authorized to do so.
- IV. Honor
 - I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - I will not release confidential information.
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 - I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - I will not disclose information that is confidential by law or that will needlessly harm WLA if disclosed.
 - I refuse to surrender judgment to any individual interest group at the expense of WLA as a whole.
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 - I will diligently prepare for and attend WLA Board meetings.
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WASHINGTON

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LEADERSHIP ACADEMY

STATEMENT OF INTEREST & QUALIFICATIONS—

Describe your interest in the Washington Leadership Academy, your role in the development of the application, your role should a charter be granted, and the expertise and resources that you will bring in establishing the proposed school.

I am co-founder and chairman of CitizenshipFirst, the civic-education advocacy organization seeking a charter for the Washington Leadership Academy. I am an editorial-page writer for *The Wall Street Journal* and in 2011 published *Teaching America: The Case for Civic Education*, a book of original essays by former Supreme Court Justice Sandra Day O'Connor, former Senators Bob Graham and Jon Kyl, former Education Secretary Rod Paige and some 20 other policymakers, scholars and educators. Among the contributing authors was Seth Andrew, founder of Democracy Prep Public Schools and later co-founder with me of CitizenshipFirst.

I have reviewed the Washington Leadership Academy application and, if our charter is approved, look forward to helping oversee this innovative effort at 21st-century civic education.

Founding / Board Member Signature:



Printed Name:

David Feith

Date:

2-24-14

Robert A. Pondiscio



PROFESSIONAL EXPERIENCE

CITIZENSHIP FIRST

Executive Director, January 2013 – present

- Founding executive director of a civic education advocacy effort, based at Democracy Prep Public Schools.
- Published original research on history, civics and education published by the Thomas B. Fordham Institute, the Pioneer Institute, and others.
- Wrote opinion pieces and columns on civics and education topics appearing in *The Wall Street Journal*, *The Atlantic*, *CNN*, *Education Week* and elsewhere.
- Provided professional development and curriculum development on civic education to Democracy Prep and other organizations.
- Responsible for fundraising and donor development.

CORE KNOWLEDGE FOUNDATION

Vice President, December 2007 – December 2012

- Led, developed and implemented strategic communications for the Core Knowledge Foundation, including fundraising and marketing materials, website, newsletters, and social media.
- Creator, writer and editor of the *Core Knowledge Blog*, covering curriculum, education policy, teaching and research.
- Wrote and edited articles and essays under my own byline, foundation leaders or board members in the *New York Times*, *Education Week*, *Education Next*, *Business Week* and many other publications.
- Recognized expert on curriculum and elementary education; principal spokesman for Core Knowledge in the media and at events.
- Coordinated outreach to major donors, foundations, education opinion leaders and other influencers in media, education and philanthropy.

NEW YORK CITY DEPARTMENT OF EDUCATION

Teacher, June 2002 – June 2007

- Accepted into the New York City Teaching Fellows program in Spring 2002. Began teaching 5th grade at P.S. 277 in the South Bronx in September 2002.
- Consistently outperformed all school averages on New York State Math and English Language Arts tests.
- Named to Fellows Advisory Board in November 2002.

BUSINESSWEEK/THE MCGRAW-HILL COMPANIES

Communications Director, September 1997 – May 2002

- Responsible for all public relations activities in the U.S., Europe and Asia, including editorial publicity and media relations for Business Week Executive Programs, BW Online, advertising sales and marketing.
- Pioneered the use of industry-specific weekly e-mail newsletters and alerts aimed at key advertisers, categories and outside media.
- Forged strategic relationships with television partners, including Court TV, WETA-TV/Washington (PBS) WTTW-TV/Chicago (PBS) *Business Now* (ABC), and *Money Talks* (ABC).

HILL & KNOWLTON

January 1997-September 1997

- Director of Media for New York office of major public relations firm, overseeing media relations for a diverse range of clients with a staff of over 20 professionals.

TIME MAGAZINE/TIME INC.

Public Affairs Director, March 1989 – December 1996

- Responsible for all consumer and trade media relations; principal spokesman; crisis communications; advertising sales and editorial events; speech writing.
- Worked with corporate communications, marketing, editorial, circulation, advertising sales, legal, and other departments to develop and implement communications initiatives in support of strategic goals and franchise development.
- Developed and implemented advanced external communications infrastructure utilizing computer databases, fax-on-demand, broadcast publicity and online communications to raise and maintain the profile of TIME, its editors, executives and clients.

NBC RADIO NETWORK

May 1988 - March 1989

- Producer and Assignment Coordinator with responsibility for directing news anchors, reporters, editors, foreign and domestic news bureaus in coverage of national and world events. Produced hourly newscasts and audio feeds for over 500 network affiliates. Reported New York City news and substituted as a news anchor for WYNY-FM/New York.

EDUCATION

- B.A., English, State University of New York, Empire State College.
- M.S., Elementary Education, Mercy College.

RELATED EXPERIENCE

- Extensive consulting for nonprofits including the College Board, Prep for Prep, Greatschools.org and others.
- Author of a series of books for young readers, including *Kids On-line* (Avon Books, 1995) and *The Ultimate On-line Homework Helper* (Avon, 1996), *Get on the Net* (Avon, 1999) and *The Future: An Owner's Manual*. (April 2000) with sales of over 250,000 copies.
- Adjunct Professor, Pace University School of Education (September 2005 – 2007), instructing Teach for America masters degree candidates.
- East Side House Settlement, South Bronx, Board of Directors.
- Edmund Niles Huyck Nature Preserve, Rensselaerville, New York; Secretary, Board of Directors.

WASHINGTON

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LEADERSHIP ACADEMY

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I have been in education for over 12 years, first as a classroom teacher, currently as a nationally recognized authority on curriculum, instruction and civic education. I am currently the executive director of CitizenshipFirst, a civic education advocacy and curriculum development project housed at Democracy Prep Public Schools in Harlem, New York. We seek to be a driver of civic education innovation. Washington Leadership Academy will serve as a demonstration site and flagship, placing civic education and public service at the heart of the student experience. If the charter is approved, I will serve as a member of the Board of Trustees of WLA, and look forward to bringing my time, expertise and network to this important task.

Founding / Board Member Signature:



Printed Name:

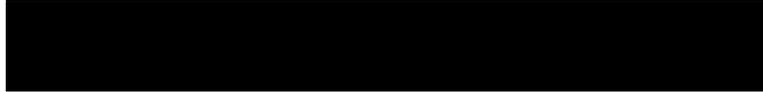
ROBERT RONDISCO

Date:

FEB. 24, 2014



Duane Jon Taylor M.D.



OCCUPATION

Physician

Specialty:

Otolaryngology-Head and Neck Surgery, Facial Plastic and Reconstructive Surgery

Hospital Affiliations: Holy Cross Hospital, Silver Spring, Maryland; Washington Hospital Center, MedStar Washington, D.C.; Johns Hopkins Suburban Outpatient Surgery Center .

EDUCATION

Bachelor of Sciences, University of Akron, 1983 (B.S./M.D. Program).
M.D., Northeastern Ohio Universities College of Medicine, 1985.

**Postgraduate
Education**

Internship, Surgery, St. Josephs Hospital, U. of Texas Affiliated, Houston, Texas, 7/85-6/86

Residency, Otolaryngology-Head and Neck Surgery, King-Drew Medical Center, U.C.L.A. Affiliated, Los Angeles, California, 7/86-6/90
Chief Resident, 1989-90. Included Rotations at:
Children's Hospital of Los Angeles, Los Angeles , CA
San Bernardino County Medical Center, San Bernardino , CA
Walter Reed Armed Forces Institute of Pathology, Washington D.C.

Fellowship, Facial Plastic and Reconstructive Surgery, American Academy of Facial Plastic and Reconstructive Surgery, Preceptor, Clyde Litton M.D., Washington D.C., 1990-91, Sibley Memorial Hospital, Providence Hospital .

Board Certification: American Board of Otolaryngology, 1991

**Work
Experience**

Le Visage ENT & Facial Plastic Surgery LLC, Medical Director, CEO 10/05-current

District Medical Advisor for the U.S. Department of Labor Office of Workers Compensation 2003-current

Consultant, Entellus Medical, 2011-current.

**Mid Atlantic Permanente Medical Group, MAPMG,
Kaiser Permanente** 1991-9/30/2005

- **Lead Otolaryngologist** for Prince Georges County ,1993-1/2005
- Co-Chair, Labor Management Physician Partnership Team, Largo Center 2002-9/2005
- Facilitator, Internal Medicine Focus Group, Largo Center, 2002-9/2005
- District of Columbia Physician Liaison, 1996-2002
- **Board of Directors for MAPMG**, elected, 1996-1999
- **Treasurer, Board of Directors**, MAPMG, 1997-1999
- Personnel Committee, MAPMG
- Y2K Business Advisory Council, MAPMG, 1999
- Medical Directors Evaluation Committee, Chair, 1998, member, 1997

- Continuing Medical Education, Director for the Landover Center, 1994-1996
- Member, Regional Continuing Medical Education Committee, 1994-96
- Pharmacy and Therapeutics Committee Member for Kaiser Permanente, 1994-95
- Program Coordinator of the first Alternative Medicine Regional Continuing Medical Education Program for MAPMG, 1995

Previous Employment

Extern, Robinson Memorial Hospital, Ravenna, Ohio, 1984-85.

Summer Research Program Coordinator, Northeastern Ohio Universities College of Medicine, 1984.

Congressional Page U.S. House of Representatives, 1977-78.

Languages

French, Spanish

Medical Teaching and Educational Activities

Multiple Continuing Medical Education presentations at Kaiser Permanente given to physicians and staff, 1991-2005

Member of the Review Board for National Publication, **The Permanente Medical Journal**, 2004-2005.

Surgical Teaching to George Washington University and Georgetown Medical Students, Otolaryngology Residents and General Surgery Residents, at Holy Cross Hospital and Washington Hospital Center Medstar, 2000-current.

Multiple Continuing Medical Education presentations given at Holy Cross Hospital to physicians and Staff-1995-2014

Professional Memberships and Offices Held (Past and Present)

Alpha Omega Alpha, Medical Honor Society, Zeta Chapter
Northeastern Ohio Universities College of Medicine

American Academy of Facial Plastic and Reconstructive Surgery. 1991.

American Academy of Otolaryngology-Head and Neck Surgery, Fellow

Board of Directors, Voting Member 2012-current

Board of Directors, Guest 2008-2012

Diversity Committee, Inaugural Chair, 2008-2011, current Consultant Member

Board of Governors, 1991-2012

Media and Public Relations Committee, 2010-current

Socioeconomic Committee, 2002-2004

Public Relations Committee, 2002-2004

Appointed by President of AAO-HNS to the following committees:

Membership and Credentials Committee, 1994-2000

Rules and Regulations Committee, 1998

Professional Relations and Public Education Committee, 1991-1994

Board of Governors Nominating Platform Committee 2004-2008

Yearly participation in Washington Advocacy Day meeting with Congressman and Senators regarding health care issues in Washington D.C. since 1991.

American Medical Association

Member, 1981-current

Elected as Alternate Delegate to AMA for 2002, Medical Society of DC
Young Physicians Section, Alternate Delegate and Delegate, **1992-1999**
Attended conference in Chicago every June, as well as interim meetings.
AMA-YPS, Chair of Late Resolutions Committee, 1997
AMA-YPS, Member of Reference Committee, 1996
Appointed by AMA Board of Trustees to **Advisory Committee on Minority Physicians**, 1995-96
AMA Doctors Back to School Program

National Medical Association

Chair Region 2, 10/2013- current

Member, 1987-current

Medical Legislation Committee, 2002-present

Regional Officer, Secretary of Region 2 (Va., West Va., D.C., Delaware, Pennsylvania, Maryland)
2003-2006; Vice Chair of Region 2 2006- Current

Chairman of the Otolaryngology-Head and Neck Surgery Section and Coordinator of Section
Scientific Program, 1996-1998

Harry Barnes Society, President, 1996-1998

Montgomery County Medical Society

Member 2005-current

Board of Directors , 2006-current

President , 4/12-4/2013

Medical Society of the District of Columbia

Member, 1991-2005

Board of Trustees, 2001-2003

Strategic Planning Committee, 2003

Chair of the Young Physicians Section, 1995-1996

Chair. Vice-Chair. Employed Physicians Section, 1996-1997.

Alternate Delegate to AMA, 2002

Membership Committee, 1996, 1997

Washington Academy of Sciences

Board of Managers, 1994-2003

Medico Chirurgical Society of the District of Columbia

Member, 1991-current

Board of Governors, 2000-2006

Recording Secretary, 2004-

Liaison to the Executive committee of Region 2 of the National Medical Association, 2000-2003

Med Chi Maryland State Medical Society

2006-current

Membership Committee 2012-current

Yearly participant in Annapolis ,State House visits,for Legislative Briefings

Metropolitan DC ENT Society

1991-2005

Montgomery County Health Commission , Montgomery County , Maryland 2008-2012

Montgomery Cares Advisory Board 2008-2012

Professional Courses and Conferences Attended

- American Academy of Otolaryngology- Head and Neck Surgery Annual meeting Annual meeting and Scientific Courses 1987-2013
- National Medical Association Annual meeting and Scientific Conference 1991-2005
- Medicine and Management Program, Permanente Medical Group 5/2000
- Paul H. Streit Memorial Seminar, 2000, 2001, 2003, WRAMC, Uniformed Services University for the Health Sciences, Bethesda, Maryland
- National Leadership Conference, American Medical Association, 3/7-3/10, 1998,
- National Quality and Learning Conference, Kaiser Permanente, San Diego, California, 11/15-17, 1997
- Combined Otolaryngology Spring Meeting, 1997, Scottsdale, Arizona.
- Temporal Bone Course, House Ear Institute, Los Angeles California, 1989
- Laser Surgery Course, Uniformed Services Health Sciences University, 1989
- Endoscopic Sinus Surgery Course U.S.C., 1989
- Endoscopic Sinus Surgery Course, Philadelphia, Pa., 1992
- Contour Threadlift Course ,Fort Myers, Florida 12/9/2005
- Lumenis Laser Course ,Washington, D.C. , 10/20/2005

Scientific Publications, Research, and Presentations

Contributing Author to **A Provider's Handbook on Culturally Competent Care for the Hard of Hearing and Deaf**, Kaiser Permanente, to be published 2005

Contributing Physician to the Book: **Health and Healing for African Americans**, by Sheree Crute, 1997, Rodale Press Inc.

Co-Editor and Contributing Author of the Book: **Vital Signs: Working Doctors Tell the Real Story Behind Medical School and Practice, Deborah L. Bernal M.D., 1994, Petersons Publishing Co., Princeton, N.J.**

Holy Cross Hospital, Grand Rounds, 5/2005, **Laryngeal Carcinoma**, Case Presentation

Suction Assisted Lipectomy for the Removal of Facial Lipomas, Washington D.C., August 15, 2000, NMA, Scientific Assembly, Otolaryngology Section

Facial Reconstruction using Local Flaps, August 1998, New Orleans, Louisiana, NMA Scientific Assembly, Otolaryngology Section

Sarcoidosis of the Paranasal Sinuses, August 1997, Honolulu, Hawaii, National Medical Association Scientific Assembly, Otolaryngology Section

Crack Cocaine and its effect of the Larynx, First Place Award for Resident Presentation, April 18, 1988, Los Angeles Society of Otolaryngology-Head and Neck Surgery, Los Angeles, California

Auricular AV fistula secondary to Ear Piercing its Management and Reconstruction Presentation at International Facial Plastic Surgery Symposium, Toronto, Canada, 1988.

Natural Killer Cell Activity in Head and Neck Cancer, Research conducted at Charles R. Drew School Of Postgraduate Medicine, Los Angeles, California, 1987, with Mamdooh Ghoneum PhD, U. of California Los Angeles. Poster presentation American Academy of Otolaryngology –Head and Neck Surgery, San Diego, California.

The Effects of Intraluminal Antibiotics on Capsule Formation in Saline Implants. Akron City Hospital, Akron, Ohio, 1983.

Biomedical Engineering research as a part of the Minority Engineers Industrial Opportunity Program for High School Students Case Western Reserve University. **The Effects of Curare on Muscle Fatigue Testing** and Cleveland Clinic Foundation, **The Artificial Heart Program**,1977

Summer Medical Student Research Fellowship, Plastic Surgery , Northeastern Ohio Universities College of Medicine, 1983-1984.

Other presentations and publications upon Request

Honors and Awards

- **Maryland General Assembly Citation for Community Service Award, April 2013**
- **Medical Pillars of the Community Award, Medico-Chirurgical Society of the DC 2012**
- **American Academy of Otolaryngology-Head and Neck Surgery Presidential Citation 2010, Chair, Diversity Committee, Model Society Award, 2011 Honor Award, 2007,**
- **Alpha Omega Alpha, Medical Honor Society, Zeta Chapter**
- **Mid Atlantic Permanente Medical Group Art of Medicine Distinguished Physician Award. 2005.**
- Medical Society of the District of Columbia, Commendation for Service on Board of Directors, November, 2003
- Inducted into **Shaker Heights Alumnae Hall of Fame, Shaker Hts. Ohio, 2001**
- **Real Heroes Award** ,Prince Georges County Chapter of the American Red Cross, for community service and Volunteerism, 2001
- **National Role Model Mentor Award**, Minority Access, Inc., Annual Awards Banquet, Washington ,D.C., September 17, 2000
- Martin Luther King Jr.-Charles R. Drew Medical Center, **Resident of the Year Award**, Otolaryngology, 1987,1988; **Chief Resident**, 1989
- Carolyn Woods Russell Medical Student Scholarship Award, Links, Inc., Akron, Ohio, 1985
- Annie Spencer Cutter Medical Missions Scholarship, 1984
- American Diabetes Association Community Service Award, 1984
- American Society of Anesthesiology, Summer Preceptorship, 1983
- Plastic Surgery Summer Research Fellowship 1982-83, Northeastern Ohio Universities COM
- Bausch and Lomb Honorary Science Award, Capitol Page School, 1978
- Eagle Scout
- 3 year Letterman in High School, Shaker Heights HS Track and Field, Capitol Page School, Basketball

Volunteer and Community Service

Director of Le Visage Beauty in Giving Campaign to the Children's Inn of the National Institute of Health ,2006-current

Participant in Teddy Bear collection for The Treehouse in Rockville , Maryland , 2006-2012

- Member of the Lutheran Church of St. Andrew, Silver Spring, Maryland Stewardship Board, 2002-2003 and Young Adult Board, 1995-1996, Board of Elders ,2012-current, Health Ministry 2000-current .

Local, National and International Outreach

- Volunteer Physician for the annual Community Health Fair Sponsored by WATTCH (Washington Association to tend to the Concerns of Haitians), 1993-2000; Advisory Board for WATTCH, 1993-2000.

- Advisory Board for Medical Care for Children's Project (access for uninsured children in Washington D.C.), Washington D.C. 1992-1993.
- Participant in Medical Mission to South American with Christian Medical Society .
- Set up and participated in a diabetic screening program for Churches in Akron, Ohio, 1983-84
- Registered with National Marrow Donor Data Bank
- Platelet donor to National Institute of Health Blood Bank, 2009-current
- Health Care Talks given to area churches in Metro Washington Area since 1992.

Mentoring/Youth

Mentor to premedical students, medical students and surgery residents .

- Concerned Black Men, Washington, D.C., Inc., (CBM) Member, 1992-1998
 - Mentoring , Tutoring homeless children project Northstar, International
 - School Visits to Stanton elementary School, and Bell Multicultural School
 Mentor, Shock Mentor Program sponsored by CBM of Washington D.C. Inc. and Prince George's Hospital, Cheverly Maryland.

Participant in National African American Youth Initiative in Health Policy Development Program

- Prince George's County Youth Conference, Facilitator for Youth Workshop, Prince George's County Hospital, May 26,1996
- Science Fair Judge, Prince George's County Science Fair, 2003; District of Columbia Public Schools, 1992-93.
- Participated in **Boys to Men: A Roundtable on Improving Access to Health Care for Adolescents**, 10/19/99,Washington,D.C. (Roundtable which examined the challenges urban adolescent boys face in obtaining health care).
- Served as a mentor and speaker for the Summer Health Sciences program at the University of Southern California for area high school students interested in the sciences and medicine as a career, 1987.
- Served as a mentor and speaker for the Minority and Rural students program, at the Northeastern Ohio Universities College of Medicine, focused on exposing elementary school children to careers in medicine, 1982-1985.
- Set up workshops with speakers at the University of Akron, for students interested in pursuing careers in medicine or medical research,1980.

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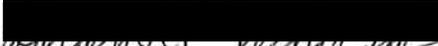
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Founding / Board Member Signature:


Duane J. Taylor MP

Printed Name:

Duane J. Taylor MP

Date:

2/19/14

As a former Congressional Page, I have a strong interest in seeing young Americans remain as witnesses and participants in the democratic process. I have provided strategic guidance in the development of this proposal and, should the charter be granted, I will serve as a member of the Board of Trustees. I bring to this effort decades of experience in public service, public health, the management of organizations, and the provision of strategic guidance to boards, commissions, and other initiatives.

MILES E. TAYLOR

EDUCATION

- Oxford University** (United Kingdom), *MPhil in International Relations*.....Graduation: 2014
- Marshall Scholar (graduate scholarship awarded to 40 Americans annually for academic merit and demonstrated leadership)
 - Writing book on U.S. democracy promotion policies post-9/11; independent study in finance, accounting, economics
- Indiana University** (Bloomington, Indiana), *BA Int'l Security, Political Science, GPA 4.0 / 4.0*.....Graduation: 2012
- Published articles on public policy in *World Politics Review*, *Chicago Tribune*, *Daily Caller*, *Arms Control Today*, and more
 - Harry S. Truman Scholar (national graduate scholarship awarded for public service and leadership); Herman B Wells Scholar (full-ride scholarship for academic merit); Stahr Award (awarded to top five graduating seniors for academic merit)
 - Conducted research at think tanks, including American Enterprise Institute, Legatum Institute, and Arms Control Association

PROFESSIONAL EXPERIENCE

- Taggart Transcontinental Films, Inc.** (Los Angeles, CA) *Co-Founder, Documentary Producer*.....May 2012 – Present
- Conceived of and co-producing television documentary *Democracy's Messengers: The Never-Before-Told Story of Young Americans on Capitol Hill*, narrated by Cokie Roberts and featuring interviews with current and former senators, congressmen, presidential advisers, civic leaders, and successful entrepreneurs, including Microsoft Founder Bill Gates
- Policy Networks, Inc.** (Berkeley, CA) *Co-Founder, Board Member*.....Jan. 2011 – Present
- Co-founded startup consulting and software development company; part-equity owner and member of board of directors
 - Provide services to “top 10” global bank; oversaw strategy for online policy publication with contributors around the globe
- LOYAL3.com** (San Francisco, CA) *Independent Contractor*.....June 2013 – Aug. 2013
- Provided research and analysis to drive international expansion of groundbreaking LOYAL3 investing platform
 - Devised solutions to legal, regulatory, and operational challenges to launch first-ever Social IPO™, opening to the investing public the ability to buy stock in IPOs online at the same time and same price as major investors and large institutions
- Committee on Appropriations, U.S. House of Representatives** (Washington, D.C.)
Majority Staff (Security Clearance: Top Secret).....Jan. 2011 – Sept. 2012
- Part of five-member subcommittee team responsible for oversight of \$40+ billion in U.S. Government spending; co-wrote and edited two homeland security appropriations bills and Committee reports; contributed to historic spending reductions
 - Authored legislative measure aimed at improving U.S. defenses against weapons of mass destruction
- The Chertoff Group** (Washington, D.C.) *Special Assistant*.....Aug. 2010 – Jan. 2011
- Worked with former top CIA, DOD, DHS, and NSA officials providing strategic consulting services to clients; served on team dedicated to capturing multi-billion-dollar U.S. Government contract; improved firm’s business operations
 - Provided research and briefing support to senior executives; produced analytical products for major U.S. companies
- Office of the Secretary, U.S. Department of Homeland Security** (Washington, D.C.)
Presidential Appointee; Briefing Staff (Security Clearance: Top Secret).....Jan. 2008 – Aug. 2008
- Coordinated and drafted materials to brief Secretary and Deputy Secretary of Homeland Security before all official meetings and events; at time of appointment, served as youngest presidential appointee in George W. Bush Administration
 - Facilitated communication between senior leadership and individual agencies on emergency situations and major natural disasters, counterterrorism, aviation/border security, cybersecurity, and government continuity in crisis situations
- Office of the Vice President, The White House** (Washington, D.C.) *Intern*.....Sept. 2007 – Dec. 2007
- Responsible for policy coordination of executive orders, memos, and official statements with Vice President’s senior staff
 - Fact-checked Vice Presidential speeches; made material contributions to Presidential speech on missile defense
- Office of the Secretary, U.S. Department of Defense** (Washington, D.C.)
European/NATO Policy Intern (Security Clearance: Secret).....June 2007 – Aug. 2007
- Drafted memoranda for top officials regarding operations in Afghanistan, missile defense, and international engagements
 - Participated in meetings and negotiations with European allies on bilateral and multilateral defense issues
- WCOE/WLOI Radio** (La Porte, Indiana) *Government Reporter, News Anchor*.....2003 – 2006
- Researched and wrote news stories and anchored station news broadcasts
 - Conducted news interviews with public officials, including senators, congressmen, local leaders, and two Indiana governors

WASHINGTON

LEADERSHIP ACADEMY

Founding and Board Member Agreement, Statement of Interest, & Qualifications Washington Leadership Academy

BOARD MEMBER AGREEMENT—

As a member of the Founding Group / Board of Trustees of Washington Leadership Academy (“WLA”), consistent with my fiduciary duties, I shall continuously strive to promote the best interests of WLA as a whole and to that end, shall adhere to the following ethical standards:

- I. Unyielding focus on WLA’s Mission
 - In the course of my duties, I will be guided by WLA’s mission—to *educate responsible citizen-scholars for success in the college of their choice and a life of public leadership.*
- II. Fairness
 - I will encourage debate, expressions of different opinions, and listen with an open mind to others’ ideas.
 - I will be fair, just, and impartial in all of my decisions and actions.
- III. Trustworthiness
 - I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - I will work to ensure accountable and prudent use of WLA resources.
 - I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board, unless specifically authorized to do so.
- IV. Honor
 - I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - I will not release confidential information.
- V. Integrity
 - I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - I will not disclose information that is confidential by law or that will needlessly harm WLA if disclosed.
 - I refuse to surrender judgment to any individual interest group at the expense of WLA as a whole.
- VI. Service
 - I will diligently prepare for and attend WLA Board meetings.
 - I will avoid personal involvement in activities the Board has delegated to designees unless directed or as part of predetermined responsibilities.
 - I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.

WASHINGTON

★
LEADERSHIP ACADEMY

STATEMENT OF INTEREST & QUALIFICATIONS—

Describe your interest in the Washington Leadership Academy, your role in the development of the application, your role should a charter be granted, and the expertise and resources that you will bring in establishing the proposed school.

As we've developed the concept of the Washington Leadership Academy, one goal has remained firm my mind: to change civic education as we know it. The Founding Fathers envisioned that for their experiment to survive, succeeding generations would need to be apprentices of democracy, handing down the civic virtues that gave birth to the Nation. WLA aims to cultivate those apprentices and to share the experience with students across the country.

Inspired by the tradition of Congressional Pages, I have worked closely with Seth to design a program that will be academically rigorous and will inspire a new generation of Americans to engage in lives of public leadership. If that charter is granted, I will serve on the Board of Trustees helping to shape the school's strategic direction and ensure its successful operation.

I bring to this effort first-hand civic leadership—from the Executive Branch to the Legislative Branch, a history of helping to scale start-up enterprises and programs, and demonstrated success in overseeing complex projects with ambitious objectives. My close collaboration with leaders on Capitol Hill will also ensure that we are able to arrange work-study experiences for our citizen-scholars that will allow them to apply what they've learned in the classroom and also gain new knowledge in the way our Founder's envisioned: through direct engagement with the democratic process.

Founding / Board Member Signature:



Printed Name:

MILES TAYLOR

Date:

2/20/2014

BARI WEISS

Education

Columbia College, Columbia University, New York, NY Fall 2003- Spring 2007

- Bachelor of Arts in History; Concentration in U.S. Intellectual History
- Graduated with honors, Columbia University Dean's List (GPA 3.8)
-

Experience

The Wall Street Journal, New York, NY Spring 2013 - Present

Associate Editorial Features Editor

- Write op-eds, profiles, book reviews and institutional editorials
- Commission and edit op-eds on politics, economics and culture; participate in editorial board meetings with visiting officials, scholars and business executives.

Tablet Magazine, New York, NY Summer 2011 – Spring 2013

Senior Editor of News and Politics

- Run the news and politics section of the web magazine. Edit and commission all pieces, manage a budget, work with illustrators and photographers, and promote stories on social media.
- Doubled the readership of the website during my tenure.

The Wall Street Journal Winter 2009 - Summer 2011

Assistant Editorial Features Editor

- Write op-eds and institutional editorials, mainly on education policy and international human rights.
- Commission and edit op-eds

The New York Sun, New York, NY Fall 2008

Reporter

- Published byline articles on higher education and metro politics, including page one stories

Ha'aretz, Jerusalem, Israel Summer 2007-Spring 2008

Contributor

- Wrote op-eds and book reviews, including cover book magazine story

The Doro Fellowship in Israel, Jerusalem, Israel Summer 2007-Spring 2008

Fellow

- Planned weekly seminars on Israeli politics and culture
- Taught English to refugees (African Refugees Development Center, Tel Aviv)
-

The Wall Street Journal, New York, NY Summer 2007

Bartley Fellow

- Published byline articles in the arts, culture, and books sections
- Conducted research for columnists including Bret Stephens

WASHINGTON

LEADERSHIP ACADEMY

Founding and Board Member Agreement, Statement of Interest, & Qualifications Washington Leadership Academy

BOARD MEMBER AGREEMENT—

As a member of the Founding Group / Board of Trustees of Washington Leadership Academy (“WLA”), consistent with my fiduciary duties, I shall continuously strive to promote the best interests of WLA as a whole and to that end, shall adhere to the following ethical standards:

- I. Unyielding focus on WLA’s Mission
 - In the course of my duties, I will be guided by WLA’s mission—*to educate responsible citizen-scholars for success in the college of their choice and a life of public leadership.*
- II. Fairness
 - I will encourage debate, expressions of different opinions, and listen with an open mind to others’ ideas.
 - I will be fair, just, and impartial in all of my decisions and actions.
- III. Trustworthiness
 - I will make no personal promise or take private action that may compromise my performance or responsibilities.
 - I will work to ensure accountable and prudent use of WLA resources.
 - I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board, unless specifically authorized to do so.
- IV. Honor
 - I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
 - I will not release confidential information.
- V. Integrity
 - I will consistently uphold all applicable laws, rules, policies, and governance procedures.
 - I will not disclose information that is confidential by law or that will needlessly harm WLA if disclosed.
 - I refuse to surrender judgment to any individual interest group at the expense of WLA as a whole.
- VI. Service
 - I will diligently prepare for and attend WLA Board meetings.
 - I will avoid personal involvement in activities the Board has delegated to designees unless directed or as part of predetermined responsibilities.
 - I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.

WASHINGTON

LEADERSHIP ACADEMY

STATEMENT OF INTEREST & QUALIFICATIONS—

Describe your interest in the Washington Leadership Academy, your role in the development of the application, your role should a charter be granted, and the expertise and resources that you will bring in establishing the proposed school.

I have long been an admirer of Seth Andrew and the work he's done with his Democracy Prep public charter school network in New York. I know many charter school leaders from my work at the Wall Street Journal, and all are impressive. But Seth stands out--and not just because of his yellow baseball cap. He is relentlessly positive, enthusiastic, and committed to the civic education of his students (and not just their test scores and his school's ranking).

That's why I am thrilled to play a supporting role in his new endeavor, the Washington Leadership Academy. With Seth leading the charge, I know it will fulfill its mission to take public education experiences for students of all backgrounds to the next level of innovation and excellence.

I have participated in the concept development and application creation for the Washington Leadership Academy, and will engage as an active member on its Board of Trustees. I am fully committed to the success of the Washington Leadership Academy and look forward to continuing to help turn it from an idea into a reality.

Founding / Board Member Signature:



Printed Name:

BAKI WEISS

Date:

Feb 21, 2014

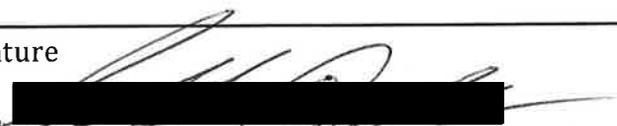
G. Conflict of Interest

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	Title FOUNDER
Applicant Organization WASHINGTON LEADERSHIP ACADEMY	Date Submitted 2-29-14

Conflict Of Interest Form
Supplemental Answers
Seth Andrew

1) Yes, I intend to become a compensated employee of Revolution Schools Inc., the proposed non-profit 501(c)3 CMO/ESP for the Washington Leadership Academy and eventually other similar schools. If the Management agreement is approved by the DCPCSB, Revolution Schools will manage all back-office functions of WLA while also working to distribute the WLA educational content online.

6) Yes, I intend to become a compensated employee of Revolution Schools Inc., the proposed non-profit 501(c)3 CMO/ESP for the Washington Leadership Academy.

12) Yes, I have applied to establish and participated in the establishment of multiple charter schools in the past. As founder and former Superintendent of Democracy Prep Public Schools, a non-profit 501(c)3 CMO, I served on the boards of most of our charter schools.

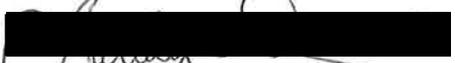
13) Yes, I also serve as founder and chair of the board of Alumni Revolution and Democracy Builders, two non-profit organizations that we anticipate will serve the alumni and families of Washington Leadership Academy. These contracts will not likely be directly with WLA, but included in the CMO Management Agreement with Revolution Schools. The Management Agreement contract will be negotiated and signed between the board of Revolution Schools and the independent board of WLA. I intend to recuse myself from any and all debates and votes regarding Revolution Schools or these entities because they may appear to be a conflict of interest.

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	Title Board Member
Applicant Organization WLA - Citizens First	Date Submitted

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	Title Board chairman
Applicant Organization CitizenshipFirst	Date Submitted 2-24-14

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	Title EXECUTIVE DIRECTOR
Applicant Organization CITIZENSHIP FIRST	Date Submitted FEB. 24, 2014

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	Title Trustee
Applicant Organization Washington Leadership Academy	Date Submitted 7

Conflict of Interest Form
*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	Title Founding Member; Board of Trustees
Applicant Organization Washington Leadership Academy	Date Submitted

*At this time, I do not intend to be employed by Washington Leadership Academy, only to oversee it via the Board of Trustees; however, as a Founding Member with a direct interest in its success, it is possible that in the school's early stages I may consider some form of temporary employment, if needed, to ensure the school's success.

Conflict of Interest Form

(This form must be included in the application and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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9	Does any other board, group or corporation believe it has a right to control or have input on votes you will cast as a founding member or member of the Board of Trustees?		✓
10	Do you currently serve as a member of the board of any public charter school?		✓
11	Do you currently serve as a public official?		✓
12	Have you, your spouse, or any member of your immediate family applied to establish or participated in the establishment of a charter school?		✓
13	To the best of your knowledge, are there situations not described above that may give the appearance of a conflict of interest between you and the proposed charter school, or which would make it difficult for your to discharge your duties or exercise your judgment independently on behalf of the proposed charter school?		✓

Signature 	Title <i>Board Member</i>
Applicant Organization	Date Submitted <i>Feb. 21, 2014</i>

H. Demographic Analysis

Demographic Analysis

Name of Proposed School: Washington Leadership Academy

Proposed Location:

The Upper Academy will ideally be located in Capitol Hill near the US Capitol. The location of the Lower Academy is yet to be determined, but we will focus on Wards 7 and 8, specifically on the following clusters: Congress Heights (39), Deanwood (31), Douglas (38), Capitol View (33), Twining (34), and Woodland (36).

Projected Age Range and Number of Students Expected to Enroll:

	9	10	11	12	Total Projected Enrollment
Year 1 (2015-16)			100		100
Year 2 (2016-17)			100	100	200
Year 3 (2017-18)	100		100	100	300
Year 4 (2018-19)	100	100	100	100	400
Capacity	100	100	100	100	400

The Upper Academy of WLA will open in 2015-16 with an initial class of 100 students in 11th grade. The school will then grow by one grade level per year - 12th grade next, then 9th, and then 10th. In its four year and thereafter, WLA will educate 400 students per year. We want to begin the school with the 11th grade to be able to quickly establish the Massive Open Online Course in AP U.S. Government and Politics and scale up enrollment in that course with students from D.C. and beyond.

The anticipated student demographics in the next chart may seem rather unusual. We anticipate that given the prestigious nature of the program and the opportunity to work on Capitol Hill, there will be an initial wave of interest from students from middle class backgrounds. Furthermore, because the program is based on an AP model, students may self-select to enter the lottery with stronger academic backgrounds to be able to handle the demanding 11th grade academic and service-learning schedule.

When WLA starts accepting the first 9th grade class, we will further recruit from low-income neighborhoods in Wards 7 and 8 and then use the 9th and 10th grade years to build skills and academic depth for all students to be able to excel once they reach the 11th grade service-learning experience. Thus, the school will transition in percentages from higher income and more academically prepared students entering in the 11th grade to lower income students entering in the 9th grade. Ultimately, the school will boast a unique and diverse mix of students from all different backgrounds from across Washington D.C.

Anticipated Student Demographics:

	Ethnicity		Race				Students with Disabilities				ELL	Economically Disadvantaged
	Hispanic	Not Hispanic	B	W	A	Other	1	2	3	4		
Year 1	8%	92%	34%	57%	1%	8%	6%	4%	2%	0%	5%	40%
Year 2	11%	89%	34%	54%	1%	11%	6%	4%	2%	.5%	4%	40%
Year 3	15%	85%	42%	42%	1%	15%	6%	4%	3%	.6%	4%	55%
Year 4	20%	80%	50%	29%	1%	20%	6%	4%	3%	1%	5%	65%
Capacity	20%	80%	50%	29%	1%	20%	6%	5%	3%	1%	5%	65%

Similar Schools Profile

Please provide the following information for schools that serve the same age/grades as you propose and are located in the same location where you propose to establish your charter school, target the same students you choose to target, and/or offer a similar mission or educational program:

SCHOOL NAME	ENROLLMENT	TYPE	PERCENT FREE & REDUCED LUNCH	DCCAS 12-13 READING	DCCAS 12-13 MATH	LOW GRADE (SCHOOL)	HIGH GRADE (SCHOOL)
SCHOOL WITHOUT WALLS	548	DCPS	17%	99%	97%	9	12
BENJAMIN BANNEKER	394	DCPS	60%	94%	98%	9	12
SEED	355	Public Charter	73%	52%	67%	6	12
WASHINGTON LATIN	650	Public Charter	39%	71%	62%	9	12

School Without Walls, Benjamin Banneker, SEED, and Washington Latin are some high quality D.C. schools that we want to learn from.

As explained above, the schools we draw from in the first couple of years may be different than those we draw from once we begin recruiting for the 9th grade. We do not expect WLA to have a noticeable or detrimental effect on any specific D.C. school for several reasons. First, the WLA cohorts will be relatively small. Second, we expect that students will come from a diverse mix of

WASHINGTON LEADERSHIP ACADEMY – PUBLIC CHARTER SCHOOL APPLICATION

schools - from private, charter, and traditional D.C. public schools. Thus, in the early years we anticipate no school sending more than five students to WLA. In 2017, when we begin recruiting for the 9th grade, we anticipate that students may come from schools including but not limited to the following: Democracy Prep Congress Heights, Johnson Middle School, Kramer Middle School, Jefferson, and Wheatley Education Campus, Achievement Preparatory Academy PCS, DC Prep PCS, Hart Middle School, and KIPP DC PCS: AIM Academy among others.

I. Required Documents

1. Articles of Incorporation



DEPARTMENT OF CONSUMER & REGULATORY AFFAIRS
District of Columbia Government
Corporations Division

Articles of Incorporation of Domestic Nonprofit Corporation

One or more persons acting as the incorporator or incorporators under the provisions of the Title 29 of D.C. Code (Business Organizations Act) adopt the following Articles of Incorporation:

First: Corporation Name:
Washington Leadership Academy

Second: The corporation will have members: No

Third: Registered Agent's name and address in the District Columbia:
Anastasia Kane

Fourth: The corporation is incorporated as a nonprofit corporation under D.C. Code Title 29 Chapter 4.

Fifth: Miscellaneous Provisions (may attach the statement):
CitizenshipFirst's Federal Employer Identification Number is 80-0955268.

Sixth: Directors Name & Address:
No directors.

Seventh: Incorporators Name & Address:

Name	Address
Kane	[REDACTED]
CitizenshipFirst	[REDACTED]

Eighth: Incorporators executing this form:
No information provided.

If you sign this form you agree that anyone who makes a false statement can be punished by criminal penalties of a fine up to \$1000, imprisonment up to 180 days, or both, under DCOC § 22-2405;

Amount Paid: \$80.00
Date: 2/20/2014 5:18 PM
E-Signed

GOVERNMENT OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
CORPORATIONS DIVISION



C E R T I F I C A T E

THIS IS TO CERTIFY that all applicable provisions of the District of Columbia Business Organizations Code have been complied with and accordingly, this **CERTIFICATE OF INCORPORATION** is hereby issued to:

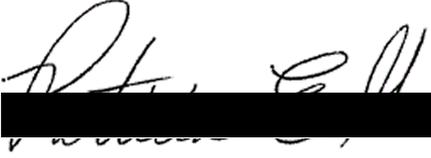
Washington Leadership Academy

Effective Date: 2/13/2014

IN WITNESS WHEREOF I have hereunto set my hand and caused the seal of this office to be affixed as of 2/20/2014 5:18 PM

Business and Professional Licensing Administration






PATRICIA E. GRAYS
Superintendent of Corporations
Corporations Division

Vincent C. Gray
Mayor

Tracking #: T4j4gsKp



**DEPARTMENT OF CONSUMER AND REGULATORY AFFAIRS
BUSINESS AND PROFESSIONAL LICENSING ADMINISTRATION
CORPORATIONS DIVISION**

Invoice Date: 02/13/2014

**Government of the District of Columbia
DCRA Corporations Division
P.O. Box 92300
Washington, D.C. 20090**

Invoice Number: VSYAB5F93D62

UserID: 4301630

Billing Information



Product Description	File Number	Order Date	Item Cost	Expedited	Total
DNP-1 NonProfit Articles of Incorporation Web Washington Leadership Academy	N00004873245	02/20/2014	\$80.00	\$0.00	\$80.00

Payment Details:
Web Payment for \$80.00 with CreditCard

Invoice Total: \$80.00



2. By-Laws

BY-LAWS OF WASHINGTON LEADERSHIP ACADEMY CHARTER SCHOOL (an Education Corporation)

ARTICLE I Name, Office and Purpose

Section 1.01. Name. The name of the education corporation is Washington Leadership Academy Charter School.

Section 1.02. Office. The principal office of Washington Leadership Academy shall be located at [TBD].

Section 1.03. Purpose. Washington Leadership Academy's purpose is to educate students by providing them with a demanding academic program that prepares them for success in college and a life of public leadership.

Section 1.04. Non-Discriminatory Policy. Washington Leadership Academy seeks diversity in its student/parent body, faculty, staff and administration. Washington Leadership Academy does not discriminate on the basis of race, color, religion, national or ethnic origin, sex, age, disability, marital status, sexual orientation or affectional preference, or any other category protected by law, in its educational policies, employment practices and all other school administered procedures and programs.

ARTICLE II Board of Trustees

Section 2.01. General Powers and Duties. The Board of Trustees shall govern the operations and affairs of Washington Leadership Academy, and it shall have all the powers customarily held by a Board of Trustees of a corporation organized under the Education Law of the District of Columbia. In exercising its powers and duties, the Board of Trustees shall establish and maintain policies and procedures for the operation of Washington Leadership Academy and shall oversee that such policies and procedures are carried out by the School Leader and such other staff of Washington Leadership Academy as the Board of Trustees may employ or authorize the School Leader to employ from time to time. The Board of Trustees shall have primary responsibility for seeing that Washington Leadership Academy is provided with the financial and other resources, which the Board of Trustees deems appropriate for its proper operation.

Section 2.02. Number of Trustees. The Board of Trustees shall fix the number of trustees of Washington Leadership Academy, which shall not be less than five (5) or more than fifteen (15). The balance of the trustees shall be elected ("Elected Trustees") pursuant to the provisions of Section 2.04 of these Bylaws. Section 2.03. Term of Office. Unless otherwise provided by the Board of Trustees at the time a trustee is chosen, the term of office of each Elected Trustee shall be a period of two (2) calendar years commencing with the Regular Meeting following his or her election and continuing until a successor shall have been elected. No Elected Trustee shall serve more than three (3) consecutive, two--_year terms, unless the Board of Trustees designates otherwise. The Elected Trustees shall be divided into two (2) classes, known as Class One and Class Two, for the purpose of staggering their terms of office. This will help to balance

continuity with new perspective. The terms of Elected Trustees shall be fixed so that the terms of one-half (1/2) of such trustees (as nearly as possible) expire at the close of each Annual Meeting.

Section 2.04. Election of Trustees. Elected Trustees shall be chosen by the Board of Trustees as provided in subsections (b) and (c). (a) Nomination. Prior to June 1 in each academic year and at such other times as there may be vacancies among the Elected Trustees, whether by expiration of the term of office, death, resignation, removal or an increase in the number of Elected Trustees, the Governance Committee shall nominate candidates for the vacancies which it recommends be filled and shall specify the number of such vacancies which are to be filled by the Annual Election of Trustees pursuant to subsection (b) and the number which are to be filled by the Board of Trustees pursuant to subsection (c) at an Annual or Regular Meeting or at such other time as may be appropriate. No employee of Washington Leadership Academy Charter School shall be eligible to be nominated or serve as an Elected Trustee.

(b) Annual Election of Trustees. At an Annual Meeting, or any subsequent Regular or Special Meeting, the Annual Election of Trustees shall take place. The Board of Trustees shall Vote on the candidates nominated by the Governance Committee pursuant to subsection (a) to fill vacancies in the Elected Trustees, and each candidate shall be elected by the vote of a majority of the whole Board of Trustees. Voting shall be done by confidential ballot and the ballots shall be counted by the Clerk and confirmed by the Chair or any Vice Chair of the Board of Trustees. (c) Board Election of Trustees. If any of the Elected Trustees shall die, resign, refuse to act or be removed from the Board of Trustees, or if an Elected Trustee's term of office shall expire, the vacancy or vacancies created thereby shall be filled by the vote of a majority of the whole Board of Trustees acting upon recommendation of the Governance Committee. Any trustee so chosen shall have all of the rights and powers of an Elected Trustee and shall serve for the balance of the unexpired term of the trustee whom he or she replaces. Upon recommendation by the Governance Committee, the Board of Trustees may create positions for additional Elected Trustees for such term, not exceeding two (2) years, as the Board of Trustees shall determine. Any vacancy among the Elected Trustees created by increasing the number thereof shall be filled by vote of a majority of the whole Board of Trustees. Upon a two-thirds (2/3) vote, the Board of Trustees acting upon the recommendation of the Governance Committee may abolish a vacant Elected Trustee seat; provided that the total number of trustees may not be less than that required by law or by these Bylaws; and further provided that the Board of Trustees files a certified copy of such action with the District of Columbia Board of Education.

(d) A trustee may vote in person or by proxy for any election of trustees at the Annual Election of Trustees under subsection (b) and for any other election of trustees under subsection (c). Each proxy shall be executed in writing by the trustee and delivered to the Chair or any Vice Chair of the Board of Trustees in advance of the meeting to elect trustees.

Section 2.05. Meetings of the Board of Trustees. The Board of Trustees may transact any business permitted by these Bylaws at an Annual, Regular or Special Meeting as provided below. Notice of all Board meetings, including annual, regular and special meetings, shall be given to the public in a manner consistent with the Open Meeting Law.

(a) Annual Meeting. Unless otherwise provided by the Board of Trustees, the "Annual Meeting" of the Board of Trustees shall be held in June of each year.

(b) Regular Meeting. The Board of Trustees may provide for the holding of "Regular Meetings"

and may fix the time and place of such meetings. Regular Meetings shall be held at least nine (9) times per year.

(c) Special Meetings. "Special Meetings" of the Board of Trustees shall be called by the Chair or a Vice Chair of the Board of Trustees, at such time and place as may be specified in the respective notice or waivers of notice thereof. A Special Meeting shall be called by the Chair or a Vice Chair promptly upon receipt of a written or electronic request to do so from a majority of the Board of Trustees. There shall be two classes of Special Meetings of the Board of Trustees:

(1) Special Meetings, to be held in executive session, to consider matters with respect to employees (e.g., to evaluate the performance or to set the salary of the School Leader) which shall not be attended by the School Leader as a trustee unless requested to attend by a majority of the whole Board of Trustees.

(2) Special Meetings to consider any other matter.

(d) Notice. Notice of the time and place of an Annual or Regular Meeting shall be given to each trustee either by messenger, regular mail, email or facsimile at least fifteen (15) days before the meeting. Notice of the time and place of a Special Meeting shall be given to each trustee either by messenger, regular mail, email or facsimile not less than five (5) days before the meeting. Notices by messenger, regular mail, e-mail or facsimile shall be sent to each trustee at the number and/or address designated by him or her for that purpose. Oral or telephonic notices of meetings shall not be permitted. Neither the business to be transacted nor the purpose of any Regular or Special Meeting need be specified in the notice or waiver of notice of the meeting, unless otherwise specified in the Bylaws or required by law. Unless otherwise required by statute, notice of any meeting need not be given to any trustee who executes (either before or after the holding of such meeting) a waiver of notice of such meeting. Any such waiver shall be filed with the minutes of the meeting. Unless otherwise required by statute, notice of any adjourned meeting need not be given.

Section 2.06. Conflicts of Interest. The Board of Trustees affirms that the trustees, officers, administrators, faculty and other employees of Washington Leadership Academy Charter School has an obligation to exercise their authority and to carry out the duties of their respective positions for the sole benefit of Washington Leadership Academy Charter School. They should avoid placing themselves in positions in which their personal interests are, or may be, in conflict with the interests of Washington Leadership Academy Charter School. Where a potential conflict of interest exists, it shall be the responsibility of the person involved or any other person with knowledge to notify the Board of Trustees of the circumstances resulting in the potential conflict so that the Board of Trustees can provide such guidance and take such action as it deems appropriate. Areas of potential conflict of interest include financial interests, inside information, conflicting interests other than financial ones, and gifts and favors. The Board of Trustees shall, in its discretion, adopt a policy on conflicts of interest to address these areas of potential conflict.

Section 2.07. Quorum and Manner of Acting. At all meetings of the Board of Trustees, a majority of the whole Board of Trustees shall constitute a quorum for the transaction of business. Except as otherwise provided by statute or by these Bylaws, the act of a majority of the trustees present at any meeting at which a quorum is present shall be the act of the Board of Trustees. In the absence of a quorum, a majority of the trustees present at the time and place of meeting (or one trustee, if less than three (3) are present) may adjourn the meeting from time to time until a quorum shall be present.

Section 2.08. Action by Consent. Any action required or permitted to be taken at any meeting of the Board of Trustees, or of any committee as provided in Article III, may be taken without a meeting, if written consents are signed by each trustee of the Board of Trustees or each member of such committee, as the case may be. Action taken by the Board, or any committee thereof, without a meeting will be done so to the extent permitted by the Open Meetings Law. Action without a meeting will rarely be permitted by the Open Meetings Law. Such written consents shall be filed with the minutes of the proceedings of the Board of Trustees or a committee, as the case may be.

Section 2.09. Meetings Held Other Than in Person. Trustees of the Board of Trustees or members of any committee may participate in a meeting of the Board of Trustees or committee, as the case may be, by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other. Such participation shall, however, not constitute presence in person at the meeting. Trustees who participate in a meeting of the Board of Trustees in such manner may not be counted for purposes of having a quorum and may not vote.

Section 2.10. Resignations. Any trustee may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof. If any trustee shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Chair of the Board of Trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled as provided in Section 2.04.

Section 2.11. Removal or Suspension. Any trustee may be removed or suspended from office by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No trustee shall be removed without being provided with at least seven (7) days notice of the proposed removal and a copy of the complaint. If in the opinion of a majority of the whole Board of Trustees such complaint shall have been sustained, the accused trustee may be removed or suspended from office, provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee.

Section 2.12. Compensation of Trustees and Officers. Trustees, as such, shall not receive any salary for their services as trustees. Nothing in these Bylaws shall be construed to preclude any trustee or officer from serving Washington Leadership Academy in any other capacity and receiving reimbursement of a Trustee's actual and necessary expenses while conducting corporation business, as approved by the Board of Trustees.

Section 2.13. Evaluations. Evaluations of the School Leader shall be conducted by the Governance Committee on an annual basis. Evaluations of the Board of Trustees shall be coordinated by the Governance Committee on at least a bi-annual basis. Results of both evaluations, which may be in summary form, will be distributed to the Board of Trustees, preferably in the middle of the school year. On-going informal assessments of the School leader and the Board of Trustees shall be conducted on an as-needed basis as determined by the Governance Committee.

ARTICLE III Committees

Section 3.01. Standing Committees. The Board of Trustees shall establish and maintain the following "Standing Committees": Executive Committee, Governance Committee, Finance Committee, Development Committee, Community and Family Communications Committee and Academic Accountability Committee.

Section 3.02. Ad Hoc Committees. The Board of Trustees may from time to time establish one or more "Ad Hoc Committees" with such names, powers and functions as may be determined from time to time by the Board of Trustees.

Section 3.03. Committee Members; Chair. Members of committees shall be appointed annually by the Chair of the Board of Trustees, subject to ratification by the Board of Trustees at the first Regular Meeting of the Board of Trustees held after the appointment. Vacancies in the membership of any committee shall be filled by appointment by the Chair of the Board of Trustees after consulting with the Chair, if any, of such committee. Unless otherwise provided in these Bylaws, the membership of committees shall not be restricted to trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate, with a minimum of three trustees for each committee. Except as otherwise provided in these Bylaws or by the Board of Trustees, the Chair of each committee shall be chosen by the Chair of the Board of Trustees from among the trustee members of the committee.

Section 3.04. General Powers and Responsibilities of Committees. All matters to come before the Board of Trustees shall be considered first by the appropriate committee. Any problem, concern, grievance or other matter referred to a committee shall be considered by such committee which shall consult with such interested parties as the committee deems appropriate. A committee to which any matter has been referred shall report on such matter to the Board of Trustees and, to the extent appropriate, make recommendations with respect thereto. Except as specifically provided by the Board of Trustees, each committee's powers are advisory to the Board of Trustees.

Section 3.05. Committee Reports and Agenda. Each Standing Committee shall make periodic reports to the Board of Trustees. Whenever possible, a written report of any committee meeting or a summary thereof shall be made available in advance of the Board of Trustees' meeting at which the report is to be presented. Whenever possible, each committee shall submit to each trustee a copy of the agenda for future meetings of the committee.

Section 3.06. Executive Committee. The Executive Committee shall consist of no less than five (5) members, including the Chair and the Vice Chair of the Board of Trustees and such other trustees as may be designated by the Board of Trustees. The Chair of the Board of Trustees shall be the Chair of the Executive Committee. The Executive Committee shall set the policy agenda, coordinate committee agendas, and set the agenda for the full Board of Trustees. The Executive Committee shall operate in place of the Board of Trustees during those times when the Board of Trustees does not or cannot meet. Between meetings of the Board of Trustees, the Executive Committee may take any action on behalf of the Board of Trustees that could be authorized by a vote of a majority of the trustees in attendance at a meeting at which a quorum was present. The Executive Committee shall not have the power to take any action that requires at least a vote of

the majority of the whole Board of Trustees or is limited to the Board of Trustees by law. Any action taken by the Executive Committee may be subject to ratification by the Board of Trustees. A member of the Executive Committee shall record the minutes of each meeting and include a report on any actions taken. Such member shall forward the minutes to the Clerk and the Clerk shall distribute the minutes of such meetings to the full Board of Trustees.

Section 3.07. Governance Committee. The Governance Committee shall be composed of at least three (3) persons recommended by the Chair of the Board of Trustees and elected by a majority of the Board of Trustees. The Governance Committee shall be responsible for evaluating and making recommendations about the role, responsibilities and expectations of the present and future Heads of School; developing, as necessary, a process for leadership succession; evaluating and making recommendations about the role and responsibilities of the Board of Trustees; reviewing governance policy and practice; and evaluating and making recommendations about the Board of Trustees' composition, organization and committee structure. The Governance Committee shall evaluate the ability of the Board of Trustees and its members in terms of specific skills, interests, and diversity. The Committee shall also canvass the community at large for potential candidates for vacancies on the Board of Trustees. It shall interview potential candidates, guide them through the application process, and make recommendations to the Board of Trustees with respect to various candidates and, in appropriate circumstances, the creation of additional positions for Elected Trustees. The Governance Committee shall be responsible for presenting a slate of candidates for election as officers of the Board of Trustees and the orientation of newly chosen trustees.

Section 3.08. Finance Committee. The Treasurer shall be the Chair of the Finance Committee. The Finance Committee shall be responsible for overseeing the preparation of budgets, financial reports and for supervising the management of Washington Leadership Academy's finances, including notifying the Board of Trustees of significant deviations from the approved budget. The Finance Committee shall review, analyze and recommend for approval the annual audit. On a periodic basis, the Finance Committee shall review investment policies, objectives, and performance.

Section 3.09. Development Committee. The Development Committee shall be responsible for the development and implementation of fundraising goals and programs. Its responsibilities may include setting annual fundraising goals, developing periodic capital campaigns and providing for appropriate parent and alumni communications and developing programs to facilitate continuing cultivation of support for Washington Leadership Academy. The Development Committee shall also be responsible for strengthening communication and outreach programs for parents and developing programs to better communicate with and maintain the support of Washington Leadership Academy's broader community of alumni, neighborhood residents, education and business communities and others.

Section 3.10. Academic Accountability Committee. The Academic Accountability Committee shall be responsible for evaluating whether Washington Leadership Academy is adhering to its Charter and achieving its goals of attaining high student academic achievement and preparing its students for success in college and active citizenship. It will examine the results from city, state, national and internally developed assessments which are both criterion and norm--_referenced. In addition, the Academic Accountability Committee will meet will meet with staff to analyze

assessment data.

Section 3.11. Community and Family Communications Committee. The Community and Family Communications Committee shall be responsible for ensuring the community and families are satisfied with the school, as well as to serve the committee to ensure that staff are satisfied with school through semi-annual surveys. The Community and Family Communications Committee shall serve as the primary contact for parents and community members.

ARTICLE IV Officers

Section 4.01. Titles. The officers of the Board of Trustees shall be a Chair, one or more Vice Chairs, a Clerk, a Treasurer and such other officers as may be appointed in accordance with these Bylaws.

Section 4.02. Election, Term of Office and Qualifications. The Board of Trustees shall elect the Chair, one or more Vice Chairs, a Clerk, a Treasurer and any other officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or a Special Meeting called for that purpose, except that officers appointed to fill vacancies shall be elected as vacancies occur. A trustee may hold any number of offices, except that neither the Clerk nor the Treasurer may serve concurrently as the Chair. Each officer serves at the pleasure of the Board of Trustees, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section 4.03. Subordinate Officers and Agents. The Board of Trustees from time to time may appoint subordinate officers or agents (including one or more Assistant Secretaries and one or more Assistant Treasurers), to hold office for such period, have such authority, and perform such duties as may be provided in the resolutions appointing them. The Board of Trustees may delegate to any officer or agent the power to appoint any such subordinate officers or agents and to prescribe their respective terms of office, authorities and duties.

Section 4.04. Resignations. Any officer may resign at any time by giving written notice of such resignation to the Board of Trustees or the Chair of the Board of Trustees. Unless otherwise specified in such written notice, such resignation shall take effect upon receipt thereof.

Section 4.05. Removal or Suspension. Any officer elected or appointed by the Board of Trustees or by any officer of Washington Leadership Academy may be removed or suspended by the Board of Trustees at any time by a majority of the whole Board of Trustees. Such action shall be taken only upon written complaint of misconduct, incapacity or neglect of duty submitted to the Board of Trustees. No officer shall be removed without being provided with at least seven (7) days notice of the proposed removal and a copy of the complaint.

Section 4.06. Vacancies. A vacancy in an office by reason of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in section 4.02.

Section 4.07. The Chair. The Chair shall be the chief presiding officer of the Board of Trustees and shall perform such other duties as may be assigned to him or her from time to time by the Board of Trustees. The Chair shall preside at all meetings of the Board of Trustees and the

Executive Committee, if he or she is present. The Chair shall, when directed by the Board of Trustees, sign on behalf of Washington Leadership Academy all contracts, securities and other obligations of Washington Leadership Academy, the authority to sign which is not otherwise delegated by the Board of Trustees or by these Bylaws.

Section 4.08. Vice Chairs. The Vice Chair shall have such power and perform such duties as may be assigned by the Chair or the Board of Trustees. The Vice Chair (or if there shall be more than one, the Vice Chair designated by the Chair or the Board of Trustees) shall in the absence or disability of the Chair or at the Chair's request, perform the duties and exercise the powers of the Chair.

Section 4.09. The Clerk. The Clerk shall keep the minute books of Washington Leadership Academy, be responsible for the minutes of the meetings of the Board of Trustees and in general perform all duties incident to the office of Clerk and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair.

Section 4.10. The Treasurer. The Treasurer shall have general custody of all money and securities of Washington Leadership Academy and from time to time shall render to the Board of Trustees, and to the Chair upon request, a statement of the financial condition of Washington Leadership Academy and of all of his or her transactions as Treasurer. In general, the Treasurer should perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him or her by the Board of Trustees or the Chair.

Section 4.11. Salaries. The School Leader shall be paid such salary as shall be fixed on an annual basis time to time by the Board of Trustees.

Section 4.12. Agreements, Contracts, Checks Requiring Signatures of Officers. All singular agreements, contracts, checks, and other instruments of Washington Leadership Academy requiring an expenditure or imposing an obligation of more than \$50,000 shall be executed by any two officers of Washington Leadership Academy or by one officer and such other person or persons as may be designated by the Board of Trustees. All singular agreements, contracts, checks and other instruments of Washington Leadership Academy requiring an expenditure or imposing an obligation of less than \$50,000 may be executed by any one officer or by such other person or persons as may be designated by the Board of Trustees.

ARTICLE V Miscellaneous Matters

Section 5.01 Corporate Seal. The corporate seal of Washington Leadership Academy shall be circular in form and shall bear the name of Washington Leadership Academy and the words and figures denoting its organization under the laws of the District of Columbia and otherwise shall be in such form as shall be approved by the Board of Trustees.

Section 5.02. Fiscal Year. The fiscal year of Washington Leadership Academy shall begin on the first day of July in each year and shall end on the thirtieth day of the following June.

Section 5.03. Conflict with Bylaws. To the extent a conflict exists between any provision in these Bylaws and the Open Meetings Law, the Open Meetings Law shall control. Moreover, to the

WASHINGTON LEADERSHIP ACADEMY – PUBLIC CHARTER SCHOOL APPLICATION

extent a conflict exists between any provision in these Bylaws and a provision in Washington Leadership Academy's Charter, the Charter shall control.

Section 5.04. Indemnification. (a) To the maximum extent permitted by applicable law, as is in effect at the time of the adoption of these Bylaws or as amended from time to time, Washington Leadership Academy shall indemnify any.

Section 5.05. Dissolution. Pursuant to SRA § 38-1802.13a, should the school's charter be revoked, non-renewed, or voluntarily relinquished, the distribution of its assets shall be conducted in accordance with §§ 38-1802.13a and 29-301.48.

3. Charter School Board Member Agreements

Please see Section F for signed Board Member Agreements and Section G for signed Conflict of Interest Forms.

4. Charter School Board of Trustees Job Description

Washington Leadership Academy Board of Trustees Member Job Description

We are very happy you have chosen Washington Leadership Academy to become involved as a board member. Being a board member is a very rewarding experience. Your hard work and dedication will help change the lives of many young adults.

WLA has assembled a board of dynamic leaders with the expertise and motivation to support the school's mission and vision. The board is comprised of individuals from diverse backgrounds and is representative of a unique mix of personal histories, professional talents, genders and ethnicities.

The board's governing philosophy is to provide guidance, leadership and direction through the development of innovative policies and take on the general oversight, policy-making, and fiduciary obligations associated with operating the school in an efficient and ethical manner. These policies provide a framework within which the school leader and the CMO will be empowered to work to educate children and make WLA a national model of public education.

The board will also be accountable for ensuring compliance with the Public Charter Schools Act of 1996 and other applicable state and federal laws and obligations. In summary, the board will be accountable for the performance of the school and hold the CMO accountable for the delivery of the highest quality of services.

The board will be hands-off with regards to the day-to-day management and operations of the School. Specifically, the board shall delegate to the management organization and to the appointed school leader the authority and decision-making responsibility for day-to-day operations of the School.

Responsibilities of a board member:

- Understand the WLA mission, vision, and goals
- Regularly attend and participate at board meetings
- Serve on a board committee
- Make a personal financial contribution to WLA
- Serve in leadership and advocacy positions as appropriate
- Participate in Board workshops and retreats
- Serve as an active ambassador of WLA values, mission, goals and programs
- Introduce donors to provide support to WLA

Responsibilities of the Board:

- Establish and maintain fiscally-sound budget practices
- Set policies and procedures consistent with the law, and WLA bylaws
- Evaluate the performance of WLA on an annual basis

5. Charter School Individual Director Performance Expectations

Washington Leadership Academy Individual Director Performance Expectations

Washington Leadership Academy Individual Directors will sign off on and adhere to the following performance expectations:

I. Unyielding focus on WLA’s Mission

- In the course of my duties, I will be guided by WLA’s mission—to *educate responsible citizen-scholars for success in the college of their choice and a life of public leadership.*

II. Fairness

- I will encourage debate, expressions of different opinions, and listen with an open mind to others’ ideas.
- I will be fair, just, and impartial in all of my decisions and actions.

III. Trustworthiness

- I will make no personal promise or take private action that may compromise my performance or responsibilities.
- I will work to ensure accountable and prudent use of WLA resources.
- I will keep in mind that, alone, I am not the Board and as such I will not act on behalf of the Board, nor make representations on behalf of the Board, unless specifically authorized to do so.

IV. Honor

- I will tell the truth, will share my views while working for consensus, and respect the majority decisions of the Board.
- I will not release confidential information.

V. Integrity

- I will consistently uphold all applicable laws, rules, policies, and governance procedures.
- I will not disclose information that is confidential by law or that will needlessly harm WLA if disclosed.
- I refuse to surrender judgment to any individual interest group at the expense of WLA as a whole.

VI. Service

- I will diligently prepare for and attend WLA Board meetings.
- I will avoid personal involvement in activities the Board has delegated to designees unless directed or as part of predetermined responsibilities.
- I will focus my attention on fulfilling the Board’s responsibilities of goal setting, policymaking, and evaluation.

6. Code of Ethics

WASHINGTON LEADERSHIP ACADEMY CODE OF ETHICS & POLICY ON CONFLICTS OF INTEREST FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES

I. CODE OF ETHICS

The Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the District of Columbia Municipal Regulations to adopt a code of ethics consistent with the provisions of the Washington D.C. School Reform Act of 1995 (amended, 1996) , setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. *Gifts:* An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information:* An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. *Representation before the Board:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. *Representation before the Board for a contingent fee:* An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon Washington D.C. School Reform Act of 1995 (amended 1996 any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. *Disclosure of interest in matters before the Board:* A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term “interest” means a pecuniary or material benefit accruing to an officer or employee.

6. *Investments in conflict with official duties:* An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. *Private employment:* An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. *Future employment:* An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The chief administrator shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board’s code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

II. POLICY ON CONFLICTS OF INTEREST

The Washington D.C. School Reform Act of 1995 (amended 1996), defines prohibited conflicts of interest for school trustees, officers and employees.

Under the Washington D.C. School Reform Act of 1995 (amended 1996), no school officer or employee may have an interest, direct or indirect, in any contract with the School, when such trustee, officer or employee, individually or as a member of the Board, has the power or duty to

(a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. No Treasurer may have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of his/her school. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

Exceptions to Law

The Washington D.C. School Reform Act of 1995 (amended 1996) enumerates a number of exceptions to its general rule prohibiting conflicts. Specifically, the statute provides that its prohibitions on conflict of interest do NOT apply to:

- a) The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of a municipality except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
- b) A contract with a person, firm, corporation or association in which a municipal officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
- c) The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;
- d) The purchase by a municipality of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;
- e) The acquisition of real property or an interest therein, through condemnation proceedings according to law;
- f) A contract with a membership corporation or other voluntary non-profit corporation or association;
- g) The sale of lands and notes pursuant to Section 60.10 of the local finance law;
- h) A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;
- i) Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;
- j) A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
- k) A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
- l) A contract for the payment of a reasonable rental of a room or rooms owned or leased by

an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;

m) A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;

n) A contract in which a school officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;

o) A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

Express Prohibitions

In addition, the law clearly states that a trustee, officer or employee may not:

a) Directly or indirectly, solicit any gift, or accept or receive any gift having a value of \$75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;

b) Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;

c) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or

d) Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Penalties

Any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.

It should be noted that competitive bidding does not cure the prohibition against having any interest in a contract when the trustee, officer or the employee has the power to approve the contract.

The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Disclosure of Interests

The Legislature has also enacted various disclosure requirements, in an effort to protect the

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public and to publicize conflicts of interest, so that both the public and the governing body might take appropriate account of any personal interests in assessing the public benefit of a personal transaction.

Any trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel should be sought concerning any question regarding disclosure of specific items.

The law requires that written disclosure be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

7. Discipline Policy

Washington Leadership Academy Discipline Policy and Code of Conduct¹

Washington Leadership Academy (WLA) is unequivocally committed to providing a safe and orderly environment in which students can improve their academic achievement. Students whose behavior does not meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others.

Without a firm and consistent discipline policy, WLA would be unable to accomplish its mission. Therefore, it is extremely important to provide a firm and consistent discipline policy. Students and families have a right to attend a safe and orderly school. *For every infraction, there will be a consequence.* This is the basis of our student code of conduct.

RESPECTFUL AND COURTEOUS ENVIRONMENT

WLA is committed to maintaining a respectful and courteous environment in which students are expected to demonstrate the daily behaviors that are part of any respectful community. Students should politely greet staff each morning, as well as welcome any guests who are visiting the building with a handshake, a pleasant greeting, and an introduction.

Students will practice these skills as part of the Advisory Program, and be expected to demonstrate them each day. These social skills are an important factor in creating a professional and academically driven school environment, and are an essential part of every youth's development into adulthood.

MERIT SYSTEM

As WLA aims to provide a productive learning environment, it is equally important to acknowledge and reward desirable behavior in students. WLA accomplishes this primarily through the Merit System and Score Card.

Merits acknowledge individual acts that promote a positive community or support academic achievement. Students can earn merits from a staff member for a variety of reasons, including, but not limited to:

- volunteering to help a student or teacher
- volunteering service to the school
- taking initiative
- showing courteous behavior
- performing an act of kindness
- demonstrating outstanding effort or improvement

¹ This Code of Conduct is modeled after the successful policy developed by Democracy Prep Public Schools. It is subject to change as school leaders are hired and integrate their expertise. Moreover, some elements of the Code of Conduct may be further adjusted to reflect unique expectations for Upper and Lower Academy citizen-scholars.

- doing what's expected when others are not.

Students accumulate merits over time and can use them for special privileges.

FIVE-FOR-FIVE REWARDS

During every period of the school day, classes receive a rubric score from one to five that assesses their performance as a group. The rubric encourages students to work together in their efforts to improve academic achievement. The rubric score is based on the following observable criteria:

- having necessary materials for class and maintaining a clean space
- work ethic in class
- degree of respect and cooperation in class
- degree of participation and alertness
- quality of questions and comments

Teachers record five-for-five rubric scores at the end of every class and advisors tally scores at the end of every week. Classes receive rewards for consistently high rubric scores, such as ordering lunch from a restaurant, watching a movie after school, or taking a field trip.

SCHOOL-RELATED DISCIPLINARY OFFENSES

Below is a description of school-related disciplinary offenses for which a student may be subject to detention, in-school suspension, out-of-school suspension, or expulsion. A school-related disciplinary offense refers to the violation of this code occurring:

- while the student is on school grounds or school-related transportation;
- during a school-sponsored activity; or
- during events sufficiently linked to school.

The list of offenses below is not meant to be comprehensive and there may be other circumstances that warrant disciplinary measures. In addition to the list of consequences that result from each offense, students may also face other disciplinary measures or lose certain privileges, which include but are not limited to:

- remaining in their seat during breaks;
- eating lunch in the office and/or in lunch detention;
- missing school events, trips, or activities (including dances and assemblies);
- remaining in school for the entire day during ½ days;
- serving Saturday detention;
- losing bus privileges;
- reflecting on their behavior orally and/or in writing;
- apologizing to their peers in an advisory group or at a school assembly; and
- performing extra service for the school.

Demerits and Detentions

If a student commits any of the following infractions, the student may receive a demerit, may receive detention, may lose some or all school privileges, including bus privileges, may be removed from class, and/or may be sent home for the rest of the day. Infractions include, but are not limited to:

- Disrespecting a fellow student
- Disrespecting faculty, staff, or other member of school community
- Disrespecting school property
- Dressing out of uniform
- Arriving late to school or class
- Chewing gum
- Disrupting class
- Being unprepared for class
- Horse playing in class, school, on school-related transportation, or during a school-sponsored activity
- Physical contact that causes a disruption, or makes other students feel uncomfortable or excluded
- Failing to produce a signed progress report or report card the day after distribution
- Other behaviors deemed inappropriate by school staff

Students are expected to always respond respectfully to the authority and direction of school staff, and residential staff for Upper Academy citizen-scholars. Behaviors that are considered disrespectful include, but are not limited to: rolling of the eyes, making inappropriate remarks or sounds in response to a request, or questioning a staff person's action or authority. Such disrespect will not be tolerated, and demerits, detentions, and other consequences will be issued accordingly.

If a student is required to leave a classroom due to their behavior, the student must meet with the teacher to resolve the problem prior to the student returning to the classroom.

A meeting between the student and his or her parent or guardian, and the student's Advisor, classroom teacher, or Head of School may be required in order to address the student's behavior and plan for improvement.

In-School/Out-of-School Suspension

If a student commits one of the infractions listed below, the student may receive an in- or out-of-school suspension. Before the student's return to class, the student, his or her parent or guardian, and the student's classroom teacher, Advisor, or Head of School, must meet in order to address the student's behavior and develop a plan for improvement. Infractions include:

- Gross disrespect of a fellow student
- Gross disrespect of faculty, staff, or school transportation provider
- Gross disrespect of school property
- Using or possessing over-the-counter medication inappropriately
- Using or possessing tobacco products

- Damaging, destroying, or stealing personal or school property or attempting to do so
- Committing sexual, racial, or any other form of harassment or intimidation
- Cutting school or class, including Homework Club or detention
- Excessive demerits and/or repeated afterschool detentions
- Using abusive, vulgar, or profane language or treatment
- Making verbal or physical threats, empty or otherwise
- Fighting, pushing, shoving, or other unwanted physical contact
- Setting off false alarms or calling in groundless threats
- Gambling
- Departing, without permission, from class, floor, building, or school-sponsored activity
- Unauthorized use of a cell phone, pager, or other electronic device during school or during a school-sponsored activity
- Unauthorized use of the building facilities
- Forgery of any sort, including parental signatures
- Cheating or plagiarism, or copying anyone else's work (including the use of language translation sites and term paper sites on the Internet)
- Repeated and fundamental disregard of school policies and procedures

Expulsion

Under certain circumstances, students may be subject to suspension and /or expulsion by the Head of School as explained below.

- a) Any student who is found on school premises or at school-sponsored or school-related events, including athletic games, in possession of a dangerous weapon, including, but not limited to, a gun or a knife; or a controlled substance, including, but not limited to, illegal narcotics of any kind, may be subject to expulsion from the school by the Head of School.
- b) Any student who assaults any educational staff on school premises or at school-sponsored or school-related events, including athletic games, may be subject to expulsion from the school by the Head of School.

Students and families should note that the definition of “assault” includes not only harmful or offensive contact, but also threatening such contact.

- c) In addition to those categories provided by statute, students may face expulsion as a result of the following infractions:
 - Repeated or excessive out-of-school suspensions
 - Repeated and fundamental disregard of school policies and procedures
 - Assault against fellow students or other members of the school community who are not considered educational personnel
 - Destruction or attempted destruction of school property including arson
 - Possession of alcohol on school premises or at a school-sponsored or school-related event

The Head of School has the authority to suspend or expel a student who has been charged with a

felony if the Head of School determines that the student's continued presence would have a detrimental effect on the general welfare of the school.

In addition to any of the preceding infractions, any breaches of Federal law or D.C. law may be handled in cooperation with the D.C. Police Department and may result in expulsion.

d) Any student who is charged with a violation of either paragraph a), b), or c) shall be notified in writing of an opportunity for a hearing; the student may have representation, along with the opportunity to present evidence and witnesses at said hearing before the Head of School.

After said hearing, the Head of School may, in his or her discretion, decide to suspend rather than expel a student who has violated either paragraph a), b) or c).

e) Any student who has been expelled from a school or school district pursuant to these provisions shall have the right to appeal to the Head of School. The expelled student shall have ten days from the date of the expulsion in which to notify the Head of School of his or her appeal. The student has the right to counsel at a hearing before the Head of School. The subject matter of the appeal shall not be limited solely to a factual determination of whether the student has violated any provisions of this section.

e) If said student applies for admission to another school or school district, the superintendent of the school district to which the application is made may request and shall receive from the Head of School a written statement of the reasons for said expulsion.

Students and families should also note that given the organizational structure of charter schools, WLA should be considered both the school and the school district.

PROCEDURES FOR DISCIPLINARY ACTION

Detention

Students may be required to serve one or more hours of afterschool detention if they fail to meet school expectations. Students will be notified of their detention for that afternoon. No exceptions will be made. Students who receive a second detention in a single day will receive a second hour of detention for that week. Students who cannot stay for an afternoon detention will receive double detention and will stay the subsequent detention day until 6:30 p.m. Students who do not stay for double detention on the subsequent day may face suspension.

The first time a student fails to attend the designated detention session, he or she will receive two hours of detention. If a student fails to attend a designated detention session a second, third, or other future time, he or she may face suspension. If a student earns three detentions in a single week, he or she will be suspended.

Suspensions and Expulsions

The student will be removed from class or school, and will be sent to the Main Office or another

designated school location, following which the student's parent or guardian will be notified of the incident by the Dean or another representative of the school.

I. *Short-Term Suspension*

Unless a student presents a danger or risk of substantial disruption to the educational process, the student shall receive the following prior to suspension of one to ten days:

- a. oral or written notice of the charges;
- b. if the student denies the charges, an oral or written explanation of the evidence against him/her; and
- c. an opportunity to present his/her version of the relevant facts.

In the case of danger or a risk of substantial disruption, this process will occur immediately after rather than before the suspension.

II. *Expulsion or Long-Term Suspension*

For expulsion or suspension longer than ten days, the student shall receive:

- a. written notice of the charges;
- b. the right to be represented by a lawyer or advocate (at the student's expense);
- c. adequate time to prepare for the hearing;
- d. the right to present witnesses and to cross examine witnesses presented by the school; and
- e. a reasonably prompt, written decision including specific grounds for the decision.

The school will record (by tape or other appropriate means) the hearing and a copy of such will be made available to the student upon request.

Notices and proceedings will be translated into the student's/parent's primary language if necessary for their understanding of the proceedings.

A. *The role of the Deans and Board of Trustees in Suspension and/or Expulsion*

The Deans are vested with the authority to suspend and/or expel students in the following four circumstances:

1. Student possession of dangerous weapon;
2. Student possession of controlled substance;
3. Student assault of educational personnel; or
4. Student charged with or convicted of a felony.

All decisions by a Dean regarding suspension or expulsion of a student for any of the above-cited reason(s) are subject to review by the Head of School.

Expulsion for all offenses except for the four listed above, must involve the Board of Trustees. Expulsion shall be defined as permanent exclusion from Washington Leadership Academy Charter School. Upon receipt of the expulsion decision from the Head of School, the Board of Trustees will consider the expulsion of a student. In addition to any other procedures approved by the Trustees, the following procedures will apply:

1. The Head of School may commence an expulsion proceeding before the Trustees by providing the Board with notice of the reasons for the expulsion.
2. Prior to any decision by the Trustees to uphold the expulsion of the student, the student will be provided with written notice of the following:
 - a. Charges and a statement of the evidence;
 - b. Date, time, and place of a hearing;
 - c. Notice of the right at the hearing to:
 - i. be represented by legal counsel (at the student's/parent's own expense)
 - ii. present additional or new evidence not already presented or reflected in the record
 - iii. confront and cross-examine witnesses
3. Hearings to consider the expulsion of a student will be held in executive session unless the student or parent requests an open hearing.
4. A student and/or parent, upon request, will have the right to review the student's records in accordance with the D.C. Student Records Regulations or other applicable law.
5. The decision by the Trustees will be in writing and the controlling facts upon which the decision is made will be stated in sufficient detail to inform the parties of the reasons for the decision.

The purpose of the Board's consideration of the expulsion is to ensure that the school followed the proper procedures and legal requirements in making its decision, not to retry the facts of the case.

Student Restraint

Washington Leadership Academy maintains a strict Code of Conduct and clear disciplinary procedures. These procedures do not allow for corporal punishment but rather include a clear set of consequences including demerits, detentions, loss of privileges, suspensions, and expulsions.

Corporal punishment of students is prohibited. School personnel can use reasonable force as is necessary to protect students, other persons, and themselves from an assault by a student. When such an assault has occurred, a Head of School shall file a detailed report of such with the school board. All personnel authorized to administer any forms of restraint shall be trained annually in accordance with Department of Education guidelines.

With Respect to Special Needs Students

Federal and state law provide certain procedural rights and protections relating to discipline of students who have been identified under such laws as having special needs based upon a disability. A copy of these rights may be obtained from the Head of School.

COMPLAINT PROCESS

Both the school and the Board work in conjunction with one another to hear and resolve any complaints. If a problem arises, both the school and the Board encourage the complainant to address the problem directly with the staff member(s). If the complainant is dissatisfied with the proposed resolution by the appropriate faculty or staff member, a meeting should be scheduled with the Head of School. If no resolution has been reached, the Board encourages attendance at the next regularly scheduled meeting of the Board of Trustees to try and resolve the situation.

If an individual believes that the school has violated any provision of the charter school law or regulations, he or she may file a formal complaint with the Board of Trustees. After receiving the complaint, the Board must send a written response to the individual within 30 days. If the Board does not address the complaint to the individual's satisfaction, the individual may submit the complaint to the D.C. Public Charter School Board, who may route it elsewhere in the D.C. government. A parent/guardian may file a complaint with DCPCSB at any time if he or she believes that the school has violated any federal or state law or regulation.

MISCELLANEOUS GUIDELINES

Respecting the Community

The schools and dormitory may be located in a residential neighborhood. All members of the school community need to be highly respectful of those who live nearby.

- Students traveling to and from school on foot or via the subway need to conduct themselves as if they were in the school hallways: travel on the sidewalk in a safe and orderly fashion; dispose of waste appropriately; do not loiter outside or near the school building; and do not touch anything that may be residents' personal property.
- Families who drive their children to or from school must not block access to the street or cause other disruptions to traffic patterns.
- In general, all members of the school community need to be sensitive to how their actions affect the neighbors.

Public Transportation and Ambassadorial Behavior

Students who take public transportation to school are expected to behave responsibly and respectfully at all times because they are ambassadors for Washington Leadership Academy. The school takes a number of measures to facilitate responsible and respectful behavior, including, but not limited to:

- A Head of School or his/her designee reviews expectations for appropriate behavior at all Family Orientations;
- Advisors review expectations for appropriate behavior in all Advisory Groups;
- The Lower/Upper Academy Director or his/her designee meets students each morning to ensure appropriate student behaviors; and
- The Lower/Upper Academy Director contacts any parent whose child has failed to act responsibly and respectfully on public transportation and imposes the appropriate consequences

for the misbehavior, following those guidelines set out in the Student Code of Conduct.

If the Lower/Upper Academy Director determines that the student has behaved inappropriately on the bus, the Dean may impose any of the following consequences:

- First offense: Automatic detention, possible suspension, and loss of privileges for one week.
- Second offense: Automatic detention, possible suspension, and loss of privileges for one month.
- Third offense: Automatic detention, possible suspension, and loss of privileges for the remainder of the school year.

If the student's behavior is so egregious that it warrants an out-of-school suspension, that student risks losing privileges for the entire year, even if it is the first offense.

Civic and College Expeditions, Field Trips and End-of-Year Field Lessons

Washington Leadership Academy requires outside learning experiences and special school events. During these activities, it is important for all students to be responsible for their behavior since the site of the activity or event is a temporary extension of the school grounds. A permission slip that allows students to attend each school field trip or event will be sent home prior to the trip/event, and should be signed by a parent or guardian. Students who fail to return the signed slip – or who are not permitted to attend as a result of an earlier incident – will not be eligible to participate, and will be required to attend school that day. If parents or other volunteers assist with such trips or events, students must afford these chaperones the same respect they would provide to teachers. Appropriate behavior must be maintained when attending school-sponsored events, and riding on school-provided transportation. The use of portable electronic devices is prohibited on field trips unless the trip leader specifically indicates otherwise. Past or recent inappropriate behavior, or excessive demerits and/or suspensions, may result in detention, suspension, or loss of privileges in attending or participating in class trips and events, end-of-year or otherwise.

Forgery

Shared information and constant communication among teachers, students, and parents are crucial to the success of the school. Progress regarding academic and behavioral performance will be conveyed through a variety of means, including, but not limited to, weekly and quarterly progress reports and report cards, to be brought home by students, signed by parents, and returned by students the next school day. Any student who forges their parent or guardian's signature, or forges parental or guardian approval on any official or unofficial school communication, will face an in-school or out-of-school suspension.

Cheating, Plagiarism, and Copying Other's Work

Cheating on homework or exams, using resources inappropriately, and copying other people's work – students' or otherwise – is not only unfair, but in the case of plagiarism, illegal. There should never be a time when students should feel the need to look at someone else's exam, use a

resource such as the Web inappropriately (i.e., term paper sites, translation sites), or copy someone else's homework, project, or paper. If students are unsure about an assignment or unsure about a test question or testing procedure, they should go to their teacher and ask for direction. Specific guidelines regarding plagiarism will be reviewed with students. The school will determine appropriate consequences but cheating, plagiarism, and copying other's work may result in an out-of-school suspension, additional work to be completed, and a significant loss of academic credit.

Lying

Lying to a staff member for any reason is grounds for an immediate suspension.

ATTENDANCE POLICY

Excessive absences will not be tolerated. If a student is absent, with or without excuse, for more than 15 days of the school year, or more than 10 days without medical permission, that student will fail all of his or her classes for the year and will need to repeat his or her current grade.

Parents and guardians are expected to call the school as early as possible but no later than 7:00 a.m. if their child will not be attending school for any reason. For Upper Academy students, absences must be cleared by a residential staff member. Written permission prior to the absence is both welcome and appreciated. Calls should be made as far in advance as possible and can be left on the school's main voicemail if necessary. If a student is not in homeroom and the school has not been notified that he or she will be absent, his or her parent or guardian will be called at home and/or work. In phone calls, voicemails, and notes, parent an leave or list your child's name, your relationship to the child, and the reason for and date(s) of the child's absence.

All questions regarding student attendance and attendance records should be directed to the school's Office Manager.

A student is considered absent with a legitimate excuse when the student's family has contacted the school regarding student illness, family emergency, or religious observance at least one half hour ahead of the absence and follow up with a written note from a doctor or appropriate official when the student returns to school. All other absences will be considered unexcused, including, but not limited to, family vacation, participation at sports tournaments, attendance at entertainment events, or when the family has not contacted the school with a satisfactory reason. Standards will be higher for Upper Academy students, who are expected to remain on the residential campus with the exception of holidays, WLA functions, or and other pre-arranged absences cleared by residential staff.

Work will not be provided in advance of unexcused absences or during out-of-school suspensions. Any class work, homework, projects, quizzes, or exams – including midterms and finals – missed during unexcused absences will be counted as a zero and cannot be made up.

During in-school suspensions, completed homework will receive credit, and all missed quizzes and tests may be completed at the discretion of the individual teacher. All class work missed during in-school suspensions, however, will earn a zero and cannot be made up.

If prior notification had not already been provided, upon the student's return to school from an absence, whether it is the next day or on some day after, the student is required to bring a signed note from his or her parent or guardian explaining in detail the reason for the absence. If a student made a medical visit, a note from his or her doctor is required in lieu of the parent note.

Excessive absences will result in lower class grades since part of a student's grade is based on his or her performance in class, and missing class often affects academic achievement. Therefore, it is imperative that students are at school, on time, every day.

If a student is absent for the first five days of school, or at least 10 consecutive days during the school without successful contact between the family and the school to explain his or her absences, that student will be considered to have withdrawn from Washington Leadership Academy and will be considered un-enrolled from the school.

Students who are absent from school cannot attend or participate in school sporting events, dances, or any other school-sponsored activities occurring on the day of the absence, unless the school has given advance permission.

Weather Related Closings

In the event of poor weather conditions such as heavy snow, please listen to your local television or radio stations for relevant information regarding school cancellation. Washington Leadership Academy follows the same cancellation policies as D.C. Public Schools. If D.C. Public Schools are closed, so is Washington Leadership Academy.

LATENESS

Students are late to school if they arrive after 7:45 a.m. sharp for the Lower Academy and 7:00 a.m. for the Upper Academy. This may mean that students are marked late if arriving at 7:46 and 2 seconds. Late students should first go to the Main Office to sign in. Students who arrive in the middle of a class period may need to wait in the Main Office for the next period to begin.

Excessive lateness will not be tolerated. Students who are late will be issued a demerit and have a score card deduction upon arrival for each of the first 3 incidents. After the 3rd incident, the Lower/Upper Academy Director will contact and inform the family. After the 4th incident, a student must immediately report to the Lower/Upper Academy Director, who will call the family to schedule a mandatory family meeting before the student is allowed to return to classes. After the 5th incident, a student will be counted as absent for every three late arrivals.

EARLY DISMISSAL POLICY

Unless a parent or guardian has contacted the school in advance and provided a signed note to the school explaining the situation, and the school has granted permission, no student will be dismissed from school early. In addition, a parent or guardian must sign the student out in the Main Office before removing the student from school grounds. Students will not be dismissed unless a parent or guardian has physically come to the Main Office. Procedures for absences

from the Upper Academy are different and require pre-approval by the residential staff.

In order to minimize disruptions to class, notification of early dismissal should be made as far in advance as possible, but no later than 8:00 a.m. on the day of the early dismissal. Doctor and dentist appointments should be limited to non-school hours to avoid students missing class time. Families are encouraged to consider the class period start and ending times when determining early dismissal requests.

The school will record students who are dismissed from school for more than two full class periods as absent for the entire day. The school will record students who are dismissed from school for up to two full class periods as present but late.

Students who repeatedly miss the same classes as a result of early dismissals may be required to make up missed class time and may earn full-day absences as a result.

HOMEWORK AND EXAMS

Homework Club

Each student is expected to complete all of his or her assigned homework on time every day.

All homework for Lower Academy students is collected during Advisory Group at 7:45 a.m. each day. If a student does not satisfactorily complete his or her assigned homework, he or she will be required to spend at least one hour in Homework Club that day making up the missed work, beginning the next night's work, or completing any other work assigned by the Homework Club supervisor. Students stay for Homework Club either because the assignment was not completed or because the homework was completed poorly and not up to classroom standards.

At the beginning of each school year, the school will send home a letter asking the parents or guardians of students in grades 9-10 to indicate their preference for contact when their child is in Homework Club. Depending their preference, parents or guardians of 9-10 grade students may be contacted differently. Students who do not return their preference sheets will be assumed to be able to stay afterschool for Homework Club without the need for a phone call.

Students in grade 9 will automatically stay afterschool for Homework Club if they do not satisfactorily complete their assignment(s). In these situations, whenever possible, the school will leave a message for the student's parents or guardians either at work or at home indicating that their child will be staying late to complete his or her work. Students in grade 10 will be eligible to earn their way out of Homework Club for the year if they achieve a grade of at least 80% in all classes on the first report card. If a student is ineligible after the first quarter, he or she will have this same opportunity upon receiving the next two report cards. The school reserves the right to reverse this decision if deemed necessary.

The school will make its best effort to contact parents or guardians at home or at work to notify them of their children's obligation to stay after school. If late transportation is unavailable, parents or guardians will need to arrange alternative transportation. Other than family or medical emergencies, there are no exceptions since Homework Club is a crucial part of the school.

If a student is absent with excuse, the student will need to complete homework no later than one day after his or her return (unless the teacher has approved an extension). If the student is absent without excuse, the homework assignment will be considered missing and cannot be made up. All absent students should call the Homework Hotline or a classmate for the day's assignments to make up missed assignments as quickly as possibly.

Parents cannot exempt students from the Homework Club requirement. Failing to attend or leaving school before completion of Homework Club for any reason is cause for suspension. If the school is notified of a legitimate reason for a student's inability to stay for Homework Club that day, he or she must serve Homework Club the next day. If the student does not serve on that subsequent day, he or she may face suspension.

Homework Hotline

If a Lower Academy student would like to check his or her homework assignments, he or she can call the school after 5:30 p.m. to listen to the current day's homework assignments on the school's voice-mail system. Parents or guardians are also encouraged to call the Homework Hotline in order to check the day's assignments. Homework may not always be recorded since students in the high school are expected to take responsibility for ensuring that they have all the assignments they need each day (including calling classmates when they are absent). The school expects each student to write down his or her homework in each class, each day, in his or her organizer. Without any guarantees, the school will do its best to ensure that the voice mail is continuously accessible and reflects the most current list of assignments.

Exams and Quizzes

If a student is absent with excuse for a test, he or she should be prepared to make it up on the day he or she returns, unless the teacher has made alternative arrangements. If a student is absent without excuse, he or she cannot make up the test, including midterm and final exams, and zeroes will be factored into the student's grade.

STUDENT SUPPLIES

While this is not a complete list of everything students need to be successful at Washington Leadership Academy, the following is a list of supplies all students are expected to have by the first day of school:

- 2 ballpoint pens, blue or black ink
- 2 pencils, yellow or mechanical
- 1 yellow highlighter pen, any size tip
- 2 packs of wide-ruled, loose-leaf paper, at least 100 sheets in each pack
- 1 pack of lined, 3"x 5" index cards, at least 50 cards in the pack
- 1 composition notebook, black or green marbled
- silent reading book (to be kept with students at all times for Silent Sustained Reading, in case the student finishes an exam early, etc.)

The school will also ask each student to purchase a specific calendar/organizer that will help students keep track of assignments. Students will be able to purchase the calendar/organizer through the school.

There may be additional items students will need to bring to school as the year progresses, but please make sure that at the very minimum, the above items are purchased by the first day of class.

We encourage all students to not bring non-essential items of value to school – monetary or otherwise. Students who bring inappropriate items to school, including, but not limited to, toys, hats, walkmen, MP3 players, CD players, laser pointers, beepers, pagers, and cell phones, will have such items confiscated. A parent or guardian must come to the school to retrieve the confiscated items though the school will hold onto any such items for at least one week or longer after it has been taken away.

STUDENT DRESS POLICY

In order to improve the school’s educational environment, promote a more effective climate for learning, foster school unity and pride, and allow students to focus solely on learning and not on attire, the school has a dress policy for students that applies to all school days and school-sponsored events.

Students who do not follow the guidelines appropriately will not be permitted to attend class, and will need to wait for the appropriate dress to be brought in by their parent or guardian.

Washington Leadership Academy Daily Dress

Boys

- Solid blue or white Oxford-style dress shirt, short- or long-sleeved with Washington Leadership Academy logo (with plain, white T-shirt underneath)*
- Navy blue crew or V-neck sweater or sweatshirt with Washington Leadership Academy logo
- Khaki-colored dress pants, straight leg or regular fit only**
- Brown or black shoes, loafer or lace-up style only***

Girls

- Solid blue or white Oxford-style dress shirt, short- or long-sleeved with Washington Leadership Academy logo*
- Navy blue crew or V-neck sweater or sweatshirt with Washington Leadership Academy logo
- Khaki-colored dress pants, straight leg or regular fit only**
- Khaki-colored or navy skirt, knee-length, worn with white or navy tights or knee socks (no skorts)
- Brown or black shoes, loafer or lace-up style only***

- Brown or black belt (required)
- Khaki-colored shorts in warmer weather****
- Brown or black belt (required)
- Khaki-colored shorts or skorts in warmer weather****

*Students may wear a plain, long-sleeved white or navy shirt under a short-sleeved Oxford shirt. However, no patterned or other colored shirt will be permitted. Blue denim or jean shirts are also not permitted. Students may wear plain white or navy T-shirts underneath their Oxford-style dress shirts.

**No low-rise, flare, bell-bottom, cargo, wide-legged, or overly tight pants are permitted. Khaki-colored dress pants should be straight leg or regular fit, and not made of denim or jean material. They should not be ripped or frayed at the bottom.

***Only traditional loafer or lace-up style shoes are permitted. Work boots and platform shoes are not permitted; heels should be no higher than one inch. Open-toe shoes and sandals are not permitted at any point during the year, nor are shoes that look like sneakers.

****In August and September, students should feel free to wear khaki-colored shorts (no cargo shorts), belts, white or black sneakers, and white or black socks. From October through May, students must adhere to the regular student dress policy. In June, students should feel free once again to wear khaki-colored shorts (no cargo shorts), belts, white or black sneakers, and white or black socks. If pants are worn during August, September, and June, only shoes may be worn; sneakers may never be worn with pants.

When students enter the school building, they must be in the proper uniform; they cannot change into the school uniform upon arrival. Students also may not change out of their uniform before dismissal. Doing so will result in detention.

At all times during the school day – including after school – shirts must be tucked in. Students who do not have their shirts tucked in will be given a demerit.

Students whose uniform does not adhere to any of the above guidelines will not be permitted to attend class and may need to wait for appropriate dress to be brought in by their parent or guardian. Repeated disregard of the dress policy will involve the Lower/Upper Academy Director and the parent or guardian.

Hats, Hair, and Jewelry

Once students enter the school building, the wearing of hats, headwraps, bandanas, or kerchiefs is not permitted unless it is in accordance with religious observation. Hats worn in the school building will be confiscated. Hair colors or shades of hair other than black, brown, blond, or red are also not permitted. Dyed hair or a hairstyle that serves as a distraction – at the determination of the school – will not be permitted.

Jewelry should be appropriate for a professional, school setting and may not serve as a distraction to others or it will be confiscated. Medium- or large-sized chains must stay inside a

student's shirt and any face or tongue piercing must be removed before entering school. Students who do not adhere to these guidelines will not be permitted to attend class.

Physical Education Attire

In order to participate in physical education activities at the school, students must wear the appropriate PE attire. For PE class in the morning, students should wear their gym uniform to school and change into their uniform at lunch. For PE in the afternoon, students will change into their PE attire at lunch and should expect to wear it the rest of the day. Students who are not in their PE uniform will not be allowed to attend class, and will need to wait for the appropriate dress to be brought in by their parent or guardian.

Guidelines for students include:

- *Required.* Plain white or plain black sneakers and white or black athletic socks.
- *Required.* White T-shirts with the school's logo.
- *Required.* Navy blue athletic shorts, with the school's logo (shorts can only be worn in August, September, and June, though students can wear sweatpants during these three months as well)
- *Required.* Navy blue sweatpants, with the school's logo
- *Optional.* Navy blue, long-sleeved sweatshirts with the school's logo

The school's physical education attire should never be worn on non-PE days. There are no appropriate replacements for the gym uniform; all students must wear the school PE uniform. Students who wear track, wind, or nylon pants, any athletic clothing with any non-school logo (large or small), a shirt worn inside out, or sweatpants that are ripped or frayed at the bottom, will be considered out-of-uniform.

CLASSROOM BEHAVIOR AND EXPECTATIONS

Upon entrance into the classroom, students in all grades should take their seats quietly and without interference and take out the books and supplies they will need for the class. Students should place all book bags neatly on the floor when not in use, as these items are not allowed to remain on the student's lap or back during class. Students are also not allowed to have any food or drink in class. No student is allowed to have his or her head on the desk at any point during class. Students should remain in their seats at all times unless given permission to move about by the teacher (including throwing trash away, getting a tissue, and sharpening a pencil). Every student is expected to actively participate in class work through participating in the discussion or activity, taking notes, and following the lesson. At all times, students are expected to have with them an outside reading book, which they can take out if they have completed the work assigned by the teacher. Students failing to follow these expectations, including being late to class or not in their seats, may receive a demerit or detention as a result.

Once students are settled into class, three items will always be on the board:

1. **Do Now.** In each class, the teacher will place on the board a brief "Do Now" problem or activity that students should begin completing silently as soon as they take their seats.

2. Aim and Agenda. After completing the “Do Now” activity, students should be prepared to write down the day’s Aim and/or lesson objectives and read through the Agenda.
3. Homework. After copying the lesson objectives, students should be sure to write down the next day’s homework.

Upper Academy students will be greeted with a different format depending on the course or seminar, which will begin to increasingly reflect college courses as the student progresses as part of a processes of preparing students for the autonomy and responsibility of higher education.

During class, students should understand that there are certain necessary procedures that must be in place in order for effective learning to take place. These include:

1. Raising Hands. Students should know that if they would like to participate in class discussions, they should silently raise their hands to offer a question or comment. Students are never expected to call out of turn in any of their classes and are never expected to leave their seats without the teacher’s express permission to do so.
2. Eating. Students should know that there is no eating during classes. In an effort to promote nutritional awareness, soda is not permitted in the school, including before and after school. Confiscated soda or other food items will not be returned. We encourage all students to practice healthy eating habits for breakfast, lunch, and snacks.
3. Gum Chewing. Students should know that there is no gum chewing in the building at any time. Students chewing gum will be issued demerits. Students who repeatedly disregard this rule face more serious consequences or loss of privileges.
4. Bathroom Procedures. Students should know that the bathroom may not be used during class periods, or during post-lunch or afternoon advisory clean-up. Students will have sufficient time during the morning breaks and afternoon breaks to use the bathroom.
5. Silent Reading Book. Students are required to have with them, at all times during the day, a silent reading book.

Students are dismissed at the discretion of their teacher. No student should leave his or her seat or class until instructed by their teacher. Finally, since teachers’ classes are sometimes videotaped for internal instructional development, students may be occasionally videotaped during the normal course of a lesson.

ASSESSMENT

In addition to traditional classroom assessment measures, including science projects and other performance evaluations, Washington Leadership Academy uses several other assessment tools to evaluate the progress of students:

1. DC CAS exams. So that students are held to the same standards as other students in D.C., Washington Leadership Academy administers all D.C. tests consistent with the rest of the

D.C. student population.

2. PSAT and SAT. To demonstrate the academic progress of our high school students, grades 10 and 11 will take the PSAT in the fall. Grade 11 will take the SAT in the spring of their junior year, and then again in grade 12 in the fall of their senior year. In this way, students will have extensive practice in taking college-entrance exams, and will have ample time to improve their performance. During grades 11 and 12, students will have the support of an in-house SAT prep class, a college counselor, and an afterschool college essay-writing center.

3. Six Week Assessments. To demonstrate regular student progress throughout the year, and to address students' on-going academic needs, Washington Leadership Academy administers Six-week assessments in all classes. These assessments are developed by Washington Leadership Academy faculty based on the school's expectations for what each student should know and be able to do at the end of each grade level. Testing schedules are discussed with students and their parent or guardian during the school year.

4. Progress Reports, Report Cards, and School-Parent Meetings. Teachers and staff use progress reports and three report cards to communicate students' academic and behavioral performance. Progress reports are sent home with students to be signed by their parent or guardian and brought back to school the next school day. Report cards must be picked up in school by a family member from the student's advisor. Additionally, all students receive weekly score card reports that a parent or guardian must sign. Parents or guardians will be expected to meet with their children's teachers during the three Family-Teacher Conferences held each year. If a student or parent or guardian owes any school materials or funds at the end of the school year, the final report card will be withheld until those materials are returned or paid for, and all accounts are clear.

SUMMER ACADEMY

Summer remediation is required if a student fails one core academic course for the year with a grade below 70. (Please note, a student must earn at least 70 in each of their classes. Any grades below 70 will not be rounded up.) Summer remediation allows the opportunity for students to develop and demonstrate that mastery and thus the potential of being promoted into the next grade. Given that Washington Leadership Academy has provided three tiers of student support throughout the school year – Homework Club, Afterschool Tutoring, and Saturday School – summer remediation is the responsibility of the parent or guardian.

A comprehensive exam will be provided for the test the student is required to pass in order to demonstrate mastery of grade-level material and earn promotion to the next grade. Students who need summer remediation and do not fulfill all requirements will automatically be retained.

DOUBLE RETENTION

In the rare case in which a student is facing double retention into the same grade, the parent or guardian may request an alternative way to secure promotion into the next grade. Although each case is unique and based on the individual needs of the student, requirements may include, but are not limited to:

- completion of 40 hours of summer school;
- passing the Minimum Competency Exams in ALL subjects
- strict academic probation during the first quarter of the following year
- mandatory attendance and punctuality during the first quarter of the following year
- mandatory two-hour study hall afterschool during the first quarter of the following year
- mandatory weekly “check-ins” with a staff member during the first quarter of the following
- year

If the student and parent or guardian agree to the conditions as set forth by the Head of School, they must sign a contract which acknowledges that if the student is in violation of any of the terms, he/she will automatically be retained into the previous grade (either before the school year begins or during or after the first quarter of the following year).

BUILDING SAFETY AND SECURITY

There are a number of basic procedures the school has in order to ensure the safety and security of its students and staff. Cooperation on everyone’s part will go a long way in guaranteeing that the business of the school – teaching and learning – can take place. Policies for the Upper Academy dormitory are discussed at the end of the Code of Conduct.

CLOSED CAMPUS

Under no circumstances are students to leave the school building or use any exit other than the main one without permission. A student with permission to leave may only leave under the escort and supervision of an authorized adult – who has physically come to the Main Office to sign a student out – unless the school has been given prior written permission authorizing unaccompanied departure. All doors to enter from the outside will be locked at all times, including the building’s main entrance. Students should be aware that since the school is located in a residential neighborhood, there are private homes and neighbors to whom they should be respectful and courteous at all times. Once students have entered school in the morning, they may not leave the building – including for food after school – unless a staff member escorts them.

VISITOR POLICY

Washington Leadership Academy always welcomes and encourages visitors, both from within and outside of our school community, into our school. However, in order to assure the safety and well-being of all students and staff, all visitors – including parents and guardians – are required to report directly to the Main Office. All visitors will be required to have a visitors’ pass once they have checked into the Main Office. Any visitor who does not report to the office, or is found in the building without authorization and a visitors’ pass, will be asked to leave immediately and the authorities called if the request is not adhered to. Policies for dormitory visitors are different and discussed elsewhere in the Code of Conduct.

In case of an emergency, parents or guardians should contact the Main Office either by phone or in person. Under no circumstances should parents or guardians contact students in their classrooms, including Homework Club and detention, or attempt to withdraw students from the building without notifying and receiving permission from staff members in the Main Office.

FIRE SAFETY AND EVACUATION PROCEDURES

Please note, some procedures may change once the school year has officially begun. Students will be notified of and trained in any significant changes.

In case of an emergency – if a student or staff member sees fire or smells smoke—he or she should close the door – and pull the fire alarm located at either end of the corridor. Upon hearing the alarm, school staff will assemble students in their rooms and proceed out of the building according to the fire evacuation plan posted in each room. Students should follow the direction of staff members who will verify the safety of the stairwells and lead students outside the building to the designated locations, where school staff will line up students by class and take attendance.

During the first week of school, and frequently throughout the school year, students and staff will participate in fire drills to ensure that the entire school community is familiar with the appropriate response in the event of an emergency.

In the event of a more serious emergency, should it be necessary to evacuate our school before, during, or after the school day—and it appears that we will be unable to return to the school for an extended period of time or for the rest of the day—school staff and students will evacuate from the school’s building. Staff will line up students in a safe and orderly fashion on the sidewalks outside of the evacuation site.

The school will conduct two evacuation drills per year. Drills entail staff and students following the procedures outlined in our Evacuation Plans, with staff lining up students in a quiet and coherent manner on the sidewalks. After staff takes attendance, all staff and students will promptly return to school.

A copy of each Evacuation Plan is available from the Head of School upon a parent or guardian’s written request.

TRANSPORTATION AND SAFETY

Arrival and Dismissal

Students should not arrive at school earlier than 7:15 a.m.. Students who arrive earlier will be required to report to a designated before-school location. At dismissal, students should either leave the school building, or attend the school-sponsored activity of their choice. Students need to wait in the Main Office or in another designated after-school location, under the supervision of a staff member.

We ask for parents or guardians to please cooperate with this policy to guarantee a safe, timely,

and orderly environment for all students and families as we begin school.

Public Transportation Behavior on the Bus or Metro

It should be clear to all students and their parent or guardian that the Bus or Metro is a form of school-sponsored transportation. Therefore, appropriate behavior as laid out in the Student Code of Conduct is expected at all times. After the first incident of inappropriate behavior, a student may receive a detention, a suspension, and/or the loss of privileges for one week. If a second incident occurs, a student may receive a detention, a suspension, and/or the loss of privileges for one month. Should a third incident occur, or if the first or second incident was sufficiently egregious, the student may lose privileges for the entire school year.

Students Who Walk

For students who have elected to walk to and from school, and for students who may be walking from subway or bus stops, a number of streets must be crossed. Parents or guardians should instruct students to use all of the appropriate crossing lights at each intersection, and to cross each intersection only when it is safe to do so within the designated crosswalks. Parents or guardians are urged to call the local Police Department for questions or concerns.

STUDENT SEARCHES

In order to maintain the security of all its students, Washington Leadership Academy reserves the right to conduct searches of its students and their property. If searches are conducted, the school will ensure that the privacy of the students is respected to the greatest possible extent, and that students and their parent or guardian are informed of the circumstances surrounding and results of the search.

School cubbies, lockers and desks, which are assigned to students for their use, remain the property of the school and students should, therefore, have no expectation of privacy in these areas. Such areas are subject to canine searches and to random searches by school officials at any time.

UPPER ACADEMY RESIDENTIAL LIFE

Buddy System and Daily Travel

All Upper Academy citizen-scholars are strictly required to follow the “buddy system.” Accordingly, any student leaving the dormitory (outside of school and service-learning hours) must sign out in front of residential staff and be accompanied by at least one fellow citizen-scholar. Departing students must remain together during their absence, or split up into groups of no fewer than two, and during sign-out list their departure time, destination, and anticipated return-before-curfew. Sign-in is required upon return. Students will not be allowed to leave unless each has a mobile phone on which to be contacted; moreover, all students must have 24/7 emergency and non-emergency WLA points of contact for any contingency. Buddy system rules will only be relaxed in unique circumstances, such as attendance at religious services or approved personal and family matters. Exceptions must be approved by residential staff and

indicated at the time of sign-out. Failure to abide by the buddy system will be considered a serious behavioral offense and dealt with accordingly.

Students are required to travel to school in the morning in similar fashion. Late arrival by a student will be treated as a double offense for tardiness and traveling alone. Following school dismissal, citizen-scholars must follow buddy system rules on the way to service-learning placements as well as on the way home in the evening. Students with a service-learning placement at a site not shared by other citizen-scholars will have special requirements for accountability.

Building Access

All students are required to carry their IDs and unique access cards for the dormitory at all times and forbidden from lending them to others. Citizen-scholars must not permit entrance to any unauthorized individuals, and doing so will be treated as a serious offense. Unless otherwise directed or except in the case of emergencies, the dormitory may only be accessed via the main entrance. Students are required to report any unauthorized access or suspicious activity in and around the dormitory immediately to residential staff.

Building Maintenance and Respect for Property

Upper Academy students are expected to demonstrate their independence by serving as the primary caretakers of their living space in the WLA dormitory. Citizen-scholars are responsible throughout the week on a rotating basis for cleaning common areas, including hallways, entertainment, exercise, study, and/or kitchen facilities. They are also required to do the same for their rooms. Weekly room inspections require students to follow a detailed checklist for cleaning bedrooms and bathrooms. Inspections may be conducted at any time and are also done to ensure rooms do not contain hazardous items (e.g. cooking materials, candles, etc.) that are prohibited. A list of prohibited items will be displayed in the dormitory.

Students are forbidden from entering the rooms of other citizen-scholars without the occupant's permission, and respect for each other's property and that of the dormitory is to be treated the same as in the school environment.

Curfew

A strict curfew policy is enforced at all times at the WLA dormitory. On weeknights, students are required to be in-dorm by 9 p.m., in-room by 10 p.m., and lights-out by 11 p.m. These policies will be overseen and enforced by residential staff. Any exceptions to dorm curfew check-in must be cleared by a staff member and the front desk. Uncleared violations of the curfew policy, specifically failure to return to the dormitory before curfew, are treated as a serious matter with which WLA will have a zero-tolerance policy. Such violations will trigger an automatic discipline proceeding. On weekends, curfew times will be adjusted appropriately and posted for students, depending on official WLA weekend activities.

Demerits

As with school, violation of relevant Code of Conduct policies in residential life are subject to disciplinary action, including demerits. Residential staff will give demerits for failure to comply with these policies but are also authorized to take other disciplinary actions. Additional rules and procedures may be announced and posted by the residential staff and are required to be followed by students.

Health and Welfare

Students are required to inform residential staff of specific health needs, including conditions which may cause harm to others, illness, injury, or death. All medications must be reported to residential staff with a signed doctor's note. Any non-approved medications or substances found in student possession are forbidden, may be confiscated, and will be strictly subject to disciplinary review.

Visitor Policy

The dormitory has a strict no-visitors policy, unless a scholar has received prior approval from residential staff to bring friends or family to visit the facility. In such cases, visitors are still prohibited from visiting student living spaces, unless for move-in, move-out, or other pre-approved reasons.

8. Management Agreement

MANAGEMENT AGREEMENT

This Management Agreement dated as of July 1, 2015 (the “Effective Date”), by and between Revolution Schools and Washington Leadership Academy Charter School, an independent public school established under the Public Charter Schools Act of 1996 (the “Charter School”).

WHEREAS, the Charter School is authorized by the D.C. Public Charter School Board to operate a charter school;

WHEREAS, Revolution Schools is in the business of offering educational management and support services to charter schools by using proprietary techniques, methods and management expertise; and

WHEREAS, the Charter School desires that Revolution Schools undertake responsibility for the management and operation of the Charter School as set forth herein, subject to the supervision of the Board of Trustees of the Charter School (the “Board”), with the goal of enabling the Charter School to fulfill its mission of preparing students for success in college and a life of public leadership.

NOW, THEREFORE, in consideration of the foregoing, the mutual promises herein contained and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto, agree as follows:

1. General Requirements. For and during the term of this Agreement, Revolution Schools shall manage and operate the Charter School consistent with the charter of the Charter School, and in accordance with applicable state and federal laws, on the terms and conditions hereinafter set forth.
 - a. Role of Revolution Schools. Revolution Schools is committed to ensuring that students of the Charter School receive a complete educational program based on the requirements of the Charter School’s charter and the charter public schools law of the jurisdiction where the Charter School is organized. The role of Revolution Schools is to assume responsibility for the Charter School’s educational process, and the management and operation of the Charter School, all under the supervision and subject to the authority of the Board and as more fully set forth in Section 2. Revolution Schools will devote the necessary time and efforts, and will retain and allocate sufficient personnel, to meet the educational goals of the Charter School.
 - b. Role of the Charter School. The role of the Charter School, acting through its Board and the school leader, is (i) to oversee and monitor Revolution Schools’s management of the operations and educational process at the Charter School, in

accordance with the Charter School’s charter and this Agreement, (ii) to promulgate policies in furtherance thereof, and (iii) to assume responsibility for the Reserved Functions (as defined below), all as more fully set forth in Section 3.

2. Functions of Revolution Schools.

- a. Advocacy. Revolution Schools will provide policy and political advocacy and engagement with the community and its leaders, subject to all limitations imposed by law on all entities exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986, as amended from time to time, on behalf of the Charter School. Furthermore, the Charter School agrees to employ a Revolution Schools-approved 501(c)(4) organization to provide school-based parent mobilization and engagement.
- b. Compliance. Revolution Schools will provide support and coordination of the Charter School’s charter application and all future applications under the Charter School Program Act, including renewal of the Charter School’s charter. Revolution Schools will inspect the Charter School from time to time, but at least annually, using formal and informal inspections, announced and unannounced as appropriate, and will arrange for third-party evaluation and feedback as it deems appropriate regarding (i) the instructional program of the Charter School and (ii) Revolution Schools’s impact on student achievement towards the Charter School’s goals as stated in its charter, all as may be necessary in order to ensure progress towards the Charter School’s goals and compliance with all regulatory requirements. Revolution Schools shall report to the Board at each meeting of the Board, and as requested by the Board, as to the effectiveness of its instructional programs, progress of its students and compliance with regulatory requirements. Revolution Schools shall assist the Board in complying at all times with applicable legal requirements and requirements of the Charter School’s authorizers and all such conditions as may have been imposed by the authorizer granting its charter. Without limiting the generality of the foregoing, Revolution Schools, with support from the Charter School, will help prepare reports and documentation required by the Charter School's authorizers in a timely and thorough manner, including schools’ accountability plans and annual reports. Revolution Schools shall also help provide required foundation and government reports as needed. Revolution Schools shall advise and assist the Board in establishing and maintaining the Charter School’s status as a tax-exempt organization under federal and, if applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes. References to “authorizers” herein shall mean the D.C. Public Charter School Board or similar supervisory or regulatory bodies in other jurisdictions.
- c. Curricular Systems. Revolution Schools, with the cooperation of the Charter School and its faculty, will provide and support the Charter School with

comprehensive program design, including curriculum development and implementation, curriculum scope and sequence, instructional oversight, common standards, the development, administration and analysis of diagnostic assessments, and the oversight, measurement, and management of comprehensive school quality.

- d. **Data and Technology.** Revolution Schools will provide support for the identification, procurement, installation and operation of technology systems for the Charter School. Revolution Schools will assist with the purchase and procurement of information technology equipment and services, including student information systems and computer and information technology support for the Charter School, it being understood that the actual purchases will be for the account and at the expense of the Charter School. Revolution Schools will also provide support for data collection and analysis as required to meet regulatory requirements and program monitoring.
- e. **Fund Development.** As part of overall program evaluation and budgeting, the Board will, in consultation with Revolution Schools, set specific targets for fund development at the beginning of each fiscal year, and Revolution Schools will then design and implement programs to meet those targets. Revolution Schools will work to secure and provide philanthropic commitments to support school start up and school scale up, including planning and running of events. Additionally, Revolution Schools will work to secure and provide program grants and other project-based resources for the Charter School.
- f. **External Relations.** Revolution Schools will provide the Charter School with support regarding all press inquiries, school tour requests, marketing materials, web marketing, branding and all other external relations, including corporate and institutional partnerships, community engagement and civic initiatives, which support will include acting as or providing spokesman for the Charter School before the media. No member of the staff of the Charter School shall communicate directly with the press, be it on or off the record, without the authorization of Revolution Schools which shall not be unreasonably withheld or delayed; it being understood that this restriction does not apply to any member of the Board. It is understood and agreed that Revolution Schools will request all staff and all parents of students to sign a media release form annually adhering to this expectation; those who do not sign the agreement will not have their or their child's images or information used in media releases. Revolution Schools will recruit prospective Board members and will coordinate and run Board meetings in accordance with all applicable laws and regulations. Revolution Schools shall be designated as the agent of the Charter School for purposes of compliance with FERPA (the Family Educational Rights and Privacy Act), so as to have access to student information.

- g. Finance. In addition to assistance with budgeting, Revolution Schools will help establish accounting policies and procedures, manage accounts payable and accounts receivable and program analysis.
- i. Annual Budget. Revolution Schools will propose and assist in the implementation of an annual budget for the Charter School’s operations. Not less than sixty (60) days prior to the beginning of each fiscal year, Revolution Schools shall prepare and submit to the Board for its review a proposed annual budget for such fiscal year. Not more than thirty (30) days after its receipt of the proposed annual budget, the Board shall notify Revolution Schools in writing of any proposed amendments or revisions to the proposed budget. If no proposed amendments or revisions are received within such thirty (30) day period, the budget proposed by Revolution Schools shall be deemed approved by the Charter School, subject to any necessary ratification at the next duly constituted meeting of the Board. If the Board proposes amendments or revisions to the proposed budget, Revolution Schools shall either incorporate such proposed amendments or revisions or shall discuss with the Board or its designee any amendments or revisions proposed that Revolution Schools does not consider it appropriate to incorporate. Revolution Schools and the Board or its designee shall endeavor to come to agreement on the resolution of any such proposed amendments or revisions prior to offering a final budget to the Board for its approval, *provided* that in the absence of agreement the determination of the Board as to the amount and terms of the budget shall be binding and final.
 - ii. Contingency Budget. If Revolution Schools reasonably determines that a previously approved budget will be deficient for any reason, Revolution Schools will give notice to the Board within ten (10) days and prepare a contingency budget to be submitted to the Board within thirty (30) days of such notice. The procedure for review, modification, reconciliation and adoption of any contingency budget shall be the same as for the annual budget, *provided* that the Board and Revolution Schools shall endeavor to complete such process within twenty (20) days after the Board has received such a contingency budget. In the absence of agreement between Revolution Schools and Charter School, the determination of the Board as to the amount and terms of any contingency budget shall be binding and final.
 - iii. Budget Objection. In the event the Board adopts an annual or contingency budget over the objections of Revolution Schools, Revolution Schools will give the Board written notice of such objections (an “Objection Notice”) within thirty (30) days of the Board adopting such budget. Each Objection

Notice will state in reasonable detail the basis of Revolution Schools's objections to such budget, including to what extent Revolution Schools believes the Charter School's performance will be adversely impacted by specified budgetary restrictions. Revolution Schools will, notwithstanding such objections, endeavor to carry out its responsibilities and to modify, to the extent required due to constraints in such budget, programs and operations to conform to that budget while at the same time seeking to maintain the integrity of the academic program and the mission of the Charter School; it being understood that Revolution Schools can provide no assurances that academic and operational performance will not be adversely impacted by the budgetary restrictions and the resulting modifications to school programs. In the event any modification of programs or operations would be inconsistent with the Charter, the Board with the assistance of Revolution Schools will seek from the Charter School's authorizers any necessary revisions to the Charter and, to the extent possible, will not implement any such modifications prior to approval of such Charter revisions.

- iv. Accounting Support. Revolution Schools will assist the Charter School in establishing accounting policies and procedures. Revolution Schools shall have responsibility for managing the Charter School's accounts payable and accounts receivable and in program analysis at the school level.
- v. Fiscal Year. References to "fiscal year" in this Agreement mean the annual period beginning July 1 and ending June 30.
- h. School Leader Recruitment. The school leader shall be an employee of the Charter School, and the selection and retention of the school leader shall be at the discretion of the Board. Revolution Schools shall assist the Board in defining the qualifications of the school leader and in identifying, selecting and recruiting appropriate candidates. Revolution Schools reserves the right to recommend to the Board that the school leader be replaced if the school leader's actions or leadership adversely affects the ability of Revolution Schools to deliver its services and achieve its objectives and those of the Charter School. If Revolution Schools determines that the school leader should be replaced, Revolution Schools will notify the Board by written notice, including the reason for the decision, along with a proposed interim plan (containing an interim operating structure and criteria for a replacement school leader) and a recruitment strategy for a new leader. Once the Charter School is in receipt of this notice, the Board will convene to determine the merits of Revolution Schools's reasoning. The Charter School shall either agree to remove the leader, or in the event of a disagreement which ultimately cannot be resolved after good faith negotiation between the parties, allow Revolution Schools to give written notice of its intent to terminate this

Agreement pursuant to Section 7(e)(ii). If the Charter School agrees to remove the leader, Revolution Schools will be responsible for implementing Revolution Schools's interim plan and recruitment strategy to fill the vacant leader position, with such modifications as the Board may require, as soon as reasonably practicable. References to "school leader" or "leader" herein shall mean the individual responsible for the day-to-day activities and operations of the Charter School, which individual may (but need not) be a principal, head of school, director or person holding a similar position.

- i. **Human Capital.** Revolution Schools will provide support and assistance to the school leader with respect to the Charter School's recruitment efforts and design and implementation of effective processes to ensure selection and retention of high quality teaching and administrative staff by the Charter School. Revolution Schools will provide support for recruitment and initial vetting of prospective staff, including network-wide advertising and affiliations, first interviews, scheduling of demonstration lessons, and background/reference checks. Upon completion of the initial vetting process, the school leader will be responsible for arranging any follow up interview requirements and will have final authority to hire teachers and administrators who shall report directly to the school leader or his or her designee. However, Revolution Schools will assist with onboarding and termination (including conducting exit interviews of each department instructional staff member), HR compliance, and compensation and benefits administration. Revolution Schools will also assist the Charter School by maintaining a full list of employees of the Charter School, showing work location, position(s) held, start and termination dates for their employment and salaries.
- j. **Professional Development.** Revolution Schools will provide network-wide professional development and training sessions, both formal and informal, as needed to meet the goals of the program and student outcomes. Development and training programs will include best practice sharing, leadership training, special education support and development/maintenance of performance evaluation systems.
- k. **Operations.** Revolution Schools will provide support and consultation on payroll services, bulk purchasing, auditing and legal services coordination, benefit purchasing and administration, facilities acquisition (including in dealing with the D.C. Public Charter School Board, other governmental entities and private landlords in securing and/or extending the Charter School's siting in the D.C. Public Charter School Board or such other facilities), and all human resources policies and procedures for the Charter School, following approval of those policies by the Board at a duly constituted meeting of the Board. Revolution Schools will also assist Charter School staff in areas of compliance and

management, such as personnel files, purchasing systems, facilities maintenance plans and school safety plans.

The list of services and support functions provided by Revolution Schools in Section 2 may be changed at any time during the course of this Agreement upon written consent of both parties. Without the prior written consent of the Charter School, Revolution Schools may not provide any services or support functions pursuant to this Agreement through a contractor or other third party.

Notwithstanding any contrary provision herein, (i) all services and support functions provided by Revolution Schools pursuant to this Agreement will be subject to the overall supervision of the Board and (ii) Revolution Schools will consult with and report to the Board on all aspects of its services and support functions and will adhere to the expressed needs and requirements of the Board.

1. Rights and Obligations of the Charter School; Reserved Functions. The Board shall be ultimately responsible for the Charter School, in accordance with its charter and all applicable laws and regulations. In connection therewith, the Board shall have the right and the obligation to perform or cause the Charter School to perform the following duties (the “Reserved Functions”):
 - a. Supervision of Revolution Schools. The Board shall monitor Revolution Schools’s performance in the education of children at the Charter School, and Revolution Schools’s compliance with the terms and provisions of this Agreement.
 - b. Promulgation of Charter School Policies. The Board shall have ultimate approval authority over board-level policies of the Charter School, in accordance with its charter and applicable law.
 - c. Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may have been imposed by the authority granting its charter, are fully complied with at all times. If the Charter School or Revolution Schools shall at any time receive notice from any public authority or other person that the Charter School is or may be in violation of the charter, or any provision of any applicable law or regulation, the party receiving such notice shall in writing notify the other party of the asserted violation and shall thereafter work diligently with the other party to determine whether such asserted violation in fact exists, to correct any violation found to exist, and vigorously contest the asserted violation if the same is found not to exist.
 - d. Tax Status. The Board shall take all reasonable steps to establish and maintain the Charter School’s status as a tax-exempt organization under federal and, if

applicable, state law, such that contributions to the Charter School are tax deductible to the donor for federal income tax purposes.

- e. Control of Funds; Payment of Expenses. Pending their disbursement, all funds of the Charter School shall be maintained in an account or accounts belonging to the Charter School. The Board shall establish appropriate financial controls over its accounts and may, in its discretion and in accordance with sound financial management, provide limited disbursement authority, to one or more of its accounts, to one or more Revolution Schools employees for ongoing budgeted expenses.
 - f. Employment of Supervisory Personnel. The Charter School shall employ the school leader and office manager of the school.
 - g. Employment of Teaching Staff. The Charter School shall employ all teaching staff of the school, including both teachers and teaching assistants. As between Revolution Schools and the Charter School, responsibility for supervision of the teaching staff will lie exclusively with the school leader.
 - h. Student Records. The Charter School shall be responsible for maintenance and custody of student records, with support from Revolution Schools in the design and administration of the record maintenance system.
 - i. Facility Maintenance. The Charter School shall be responsible for all custodial and maintenance services for the Charter School's facilities, to the extent not provided by the Board of Education, The D.C. Public Charter School Board or other governmental body.
 - j. Nothing in this Agreement is intended to impair or be inconsistent with the obligations of the Trustees under the Open Meetings Act of 2010 (*B18-716*) D.C. Official Code §2-576(5) (2011 Repl., 2011 Supp.), to the extent applicable. All determinations of the Board, including the adoption of budgets and policies, which are required to be taken in open meetings upon notice to the public in accordance with the applicable requirements of the Open Meetings Act will be taken in compliance with that law, irrespective of any prior agreements having been made or deemed to have been made between the Charter School and Revolution Schools.
1. Representations; Warranties and Covenants. Each of the parties represents, warrants and covenants to the other party as follows:
 - a. Organization. It is currently, or has timely submitted the requisite applications to become, a section 501(c)(3) non-profit corporation duly organized, validly existing, and in good standing under the laws of its respective jurisdiction of organization;
 - b. Authority. Subject to Section 4(d), it has all the requisite power and authority necessary to execute and deliver this Agreement and to perform its respective obligations hereunder;

- c. Compliance. It agrees to conduct its business in compliance with all applicable local, state, federal laws and regulations, and this Agreement;
 - d. Regulatory Approval. It agrees to submit this Agreement, individually or jointly with the other party, for approval to all authorizers required in connection with the Charter School's charter renewal application. If any amendments are required by the authorizers for final approval of this Agreement, the parties shall work together in good faith to effectuate such amendments. In the event of a disagreement that cannot be resolved between the Charter School and Revolution Schools after good faith negotiation, or if the authorizers fail to approve this Agreement, this Agreement will terminate automatically as if it was terminated pursuant to Section 7(c); and
 - e. Evaluation Criteria. The performance of Revolution Schools in providing services and support functions to the Charter School pursuant to this Agreement will be evaluated by the Board or its designee(s) on an annual basis using evaluation criteria reasonably determined by the Charter School. Revolution Schools will, and will procure that its officers and employees, fully cooperate with and facilitate such evaluation, and work with the Board or its designee(s) in good faith to try to resolve or improve any areas in which the Board or its designee(s) believes Revolution Schools's performance could be improved. The parties acknowledge that the primary purpose of this evaluation is designed to maximize the Charter School's performance within any budgetary constraints.
2. Trademarks; School Materials; Ownership and Use; New Intellectual Property.
- a. Trademarks. During the term of this Agreement, Revolution Schools grants to the Charter School a non-exclusive license to use the trademarks, service marks, slogans and logos set forth on Schedule A to this Agreement, together with such other trademarks, service marks, slogans and logos as Revolution Schools may in its sole discretion authorize, in writing, the Charter School to use (such trademarks, service marks, slogans and logos, collectively, the "Licensed Trademarks") in connection with the School Services (the "Licensed Services"), including use on school-related clothing and materials. For the purposes of this Agreement, "School Services" means: educational and related services, namely, providing classroom instruction to students and operating a public charter school.
 - b. School Materials. During the term of this Agreement, Revolution Schools grants to the Charter School a non-exclusive license to use the curriculum materials, including, scope, sequence, standards, do-nows, worksheets, exit tickets, exams, assessments, progress reports and other materials that are part of its curriculum set forth on Schedule B to this Agreement (collectively, the "Licensed Curriculum Materials") in connection with the School Services.
 - c. Quality Control.

- i. To protect and preserve the strength of the Licensed Trademarks, the associated goodwill, the nature and quality of the Licensed Services provided by the Charter School under the Licensed Trademarks, and all related advertising, promotional, and other related uses of the Licensed Trademarks by the Charter School, the Charter Schools' use of the Licensed Trademarks shall conform to the standards of quality maintained by other charter schools operating under the "Revolution Schools" name and utilizing the Licensed Trademarks. Without limiting the foregoing, the Charter School shall use the Licensed Trademarks only in the form and manner and with appropriate legends as prescribed from time to time by Revolution Schools and will not use any other trademark or service mark in combination with the Licensed Trademarks without prior written approval of Revolution Schools. So that Revolution Schools may monitor the nature and quality of the Licensed Services and the Charter School's use of the Licensed Trademarks, the Charter School shall, upon request: (A) permit Revolution Schools to reasonably inspect the Charter School's operations relating to the Licensed Services; and (B) supply Revolution Schools with specimens of all uses of the Licensed Trademarks in connection with the Licensed Services.
- ii. The Charter School shall use the Licensed Curriculum Materials in connection with curricular systems and educational programs provided and supported by Revolution Schools that shall equal or exceed the standard of quality of those utilized by other charter schools operating under the "Revolution Schools" name and utilizing the Licensed Trademarks.

Revolution Schools shall assist the Charter School, if necessary and as reasonably requested, in maintaining the quality standards set out in clauses (i) and (ii) above.

- d. Intellectual Property Ownership. The Charter School acknowledges that it will not obtain any ownership interest in the Licensed Trademarks or Licensed Curriculum Materials, regardless of how long this Agreement remains in effect and regardless of any reason or lack of reason for the termination thereof. The Charter School shall not knowingly dilute or disparage the Licensed Trademarks.

The Charter School agrees that any and all goodwill associated with the use by the Charter School of the Licensed Trademarks shall inure to the sole benefit of Revolution Schools. The Charter School further agrees that any and all intellectual property rights in any improvements or modifications to the Licensed Curriculum Materials or in any new curriculum materials and related materials or content created, or provided to the Charter School, by or on behalf of Revolution

Schools during the term of this Agreement (collectively, “New Curriculum Materials”) will also be owned by Revolution Schools, but Revolution Schools hereby grants to the Charter School a non-exclusive license to use the New Curriculum Materials in connection with the School Services during the term of this Agreement. Any and all intellectual property rights in any improvements or modifications to the Licensed Curriculum Materials or New Curriculum Materials or in any new curriculum materials and related materials or content created by the Charter School (including, as between Revolution Schools and the Charter School, the teaching staff, supervisory and other personnel employed by the Charter School) during the term of this Agreement (collectively, “Charter School Intellectual Property”) will be owned by the Charter School, but the Charter School hereby grants to Revolution Schools a non-exclusive, perpetual, royalty-free license to use the Charter School Intellectual Property in connection with School Services provided by Revolution Schools, whether during or after the term of this Agreement.

- e. Use of Intellectual Property Following Termination. Upon the expiration or earlier termination of this Agreement, the Charter School shall cease any further use of the Licensed Trademarks, Licensed Curriculum Materials and New Curriculum Materials.
3. Management Fee.
- a. Management Fee. As compensation for its services hereunder, Revolution Schools shall be entitled to receive a management fee (the “Management Fee”) from the Charter School in an amount equal to 15% of the Non-Competitive Public Revenue of the Charter School in the Initial Term (as defined below), which percentage will decrease by one-half percent (0.5%) in each Renewal Term (as defined below) until it reaches a minimum of 12% of the Non-Competitive Public Revenue of the Charter School, which percentage will remain in effect for all subsequent Renewal Terms. The Management Fee shall be paid to Revolution Schools as and when the corresponding funds are actually received by the Charter School, within thirty (30) days following its receipt thereof. For the purposes of this Agreement, “Non-Competitive Public Revenue” means revenue derived from federal and state funds provided for a charter school, on a per pupil, titled funding, and special education funding basis, including, but not limited to, Start-up Grants, State Per Pupil Funding, Federal Title funding, Federal Individuals with Disabilities Education Act funding and Federal and State American Recovery and Reinvestment Act Funding, provided that doing so would not violate the contract terms of that grant.

If the Charter School is unable to pay any portion of the Management Fee when it is due (*i.e.* within 30 days following receipt of funds by the Charter School), it

will contact Revolution Schools in writing and attempt to work out an arrangement with Revolution Schools. If by the 60th day after such payment is due a material portion thereof remains unpaid and no such arrangement has been made, Revolution Schools will have the right to terminate this Agreement under its right in Section 7(e)(i).

- b. Management Fee Adjustment. Notwithstanding the provisions of Section 6(a), in the event that the Charter School does not in any fiscal year receive Available Philanthropic Contributions in an amount at least equal to the amount of Philanthropic Contributions anticipated in that fiscal year's budget, the Management Fee will be reduced by an amount equal to 50% of the shortfall, subject to any adjustment to such reduction as Revolution Schools and the Board may consider equitable due to special circumstances. The reduction in Management Fee will be made immediately following receipt by the Board of the audited financial statements for the fiscal year of the shortfall, through repayment of the excess Management Fee or reduction of the Management Fee installments first due in the following fiscal year, as agreed between Revolution Schools and the Board.

If the Management Fee for any fiscal year is reduced and in any of the next three fiscal years Available Philanthropic Contributions received exceed the budgeted amount of Philanthropic Contributions, the Management Fee will be increased by 50% of the excess, up to the amount of the unrecovered prior reduction. Any increase in the Management Fee will be paid to Revolution Schools within thirty (30) days following receipt by the Board of the audited financial statements for the year in which the excess appears.

As used herein, the term "Philanthropic Contributions" means grants from charitable foundations and contributions from private sources, including without limitation individuals; and "Available Philanthropic Contributions" means Philanthropic Contributions which are received in cash and are unrestricted or the restrictions on which do not prevent their current expenditure.

- c. Financial Reporting/Audits.
 - i. Within 30 days after the close of each fiscal quarter, Revolution Schools shall provide the Charter School with unaudited financial statement of the Charter School for the fiscal quarter most recently ended. Revolution Schools shall also cooperate with the auditors retained by the Board to prepare annual audited financial statements of the Charter School, so as to allow for the delivery of such audited statements within 90 days after the close of each fiscal year. Revolution Schools and the Charter School will

each submit annual audited financial statements to account for the Management Fee and annual revenues, as an addendum to the school operating budget each year. The Charter School and Revolution Schools will reconcile any amount of the Management Fee owed based on the audited revenue of the Charter School for each fiscal year. The Charter School will be responsible for selecting its own independent auditor and shall cover all costs and expenses related to such audit.

- ii. Revolution Schools will furnish the Board with written notice promptly (but in any event within seven (7) business days) after the discovery or receipt of notice of (A) any default under any material contract to which the Charter School is a party, which default would, individually or in the aggregate, reasonably be expected to have a material adverse effect on the Charter School, or (B) any other event which would, individually or in the aggregate, reasonably be expected have a material adverse effect on the Charter School (including the filing of any actions, suits, notices, hearings, proceedings, investigations, inquiries or audits (“Litigation”) against the Charter School or Revolution Schools or the existence of any dispute with any person which involves a reasonable likelihood of such Litigation being commenced), in each case, as determined in good faith by Revolution Schools’s board of directors, such notice will specify the nature and period of existence thereof and what actions Revolution Schools and/or Charter School has taken and propose to take with respect thereto, if any.
- iii. Revolution Schools will furnish the Board with such other information and financial data concerning the Charter School as the Board may request from time to time.

d. Access to Records. Revolution Schools shall afford the Charter School and its employees, counsel and other authorized representatives full access, during normal business hours (and, if the assistance of Revolution Schools’s staff is required, upon reasonable advance notice), to all of the Charter School’s books, records and properties (including all work papers of Revolution Schools’s or Charter School’s accountants directly related to the Charter School’s budget and finances) for any and all lawful purposes.

4. Term & Termination.

- a. Initial Term. This Agreement shall be effective for one year, beginning July 1, 2014 and ending June 30, 2015 (the “Initial Term”), unless terminated pursuant to Section 7(c), 7(d) or 7(e).
- b. Renewal Terms. Following the Current Renewal Term, the term of this Agreement may be extended by agreement of the parties (as reflected in each case

in a written renewal agreement) for successive one-year periods (each a “Subsequent Renewal Term”). At least 90 days prior to the expiration of the then-current Renewal Term, the CMO shall notify the Board of its intention to renew (a “Notice of Proposed Renewal”) or not to renew (a “Notice of Non-Renewal”) this Agreement and provide the terms of any proposed renewal. If the CMO delivers a Notice of Proposed Renewal, the Board shall respond within 60 days of receipt of the Notice of Proposed Renewal, accepting the CMO’s proposed terms, proposing modified terms, or declaring its intent not to renew. If the CMO and the Board differ as to the proposed terms of renewal, they shall promptly meet to negotiate in good faith mutually acceptable terms of renewal. If both parties wish to renew this Agreement and are in agreement upon the renewal terms, they shall endeavor to execute a renewal of this Agreement prior to the expiration of the then-current Renewal Term. Should the parties reach an impasse, wherein they remain unable to agree upon the terms of a renewal following good faith negotiations during the 90-day window provided for above, this Agreement shall remain in full force and effect for a period of 30 additional days following the close of the then-current Renewal Term in order to accommodate continued dialogue between the parties. If, however, the CMO delivers a Notice of Non-Renewal or the Board responds to a Notice of Proposed Renewal by indicating that it does not intend to renew, then this Agreement will automatically expire at the end of the then-current Renewal Term.

- c. Mutual Termination. This Agreement may be terminated at any time prior to its expiration date by the parties, with or without cause, upon mutual written consent.
- d. Termination by the Charter School. This Agreement may be terminated prior to its expiration date by the Charter School if the Charter School delivers a written notice of termination (including the reasons therefor) to Revolution Schools, in the event that (i) Revolution Schools commences any case or proceeding, or files any petition in bankruptcy, or for reorganization, liquidation or dissolution, or has been adjudicated insolvent or bankrupt, or applies to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property, (ii) an administrative or judicial body has suspended or revoked any license which may be required for Revolution Schools to carry on its business and perform its obligations under this Agreement, (iii) Revolution Schools violates any material provision of law with respect to the Charter School from which the Charter School was not specifically exempted and which results in material adverse consequences to it, (iv) Revolution Schools is found by a court of competent jurisdiction to have made fraudulent use of Charter School funds, or (v) Revolution Schools breaches any of the material terms and conditions of this Agreement, *provided* Revolution Schools has not cured the breach within thirty (30) days from receipt of a notice of breach from the Charter School. In the case

of a termination pursuant to clause (iii) or (v), the notice of termination shall be delivered at least 60 days prior to the date of termination.

- e. Termination by Revolution Schools. This Agreement may be terminated prior to its expiration date by Revolution Schools if Revolution Schools delivers a written notice of termination (including the reasons therefor) to the Charter School, at least 90 days prior to the intended Termination Date, in the event that (i) a material portion of a Management Fee installment remains unpaid for 60 days after such payment is due without an arrangement having been made with Revolution Schools, as contemplated in the second paragraph of Section 6(a), (ii) Revolution Schools invokes its right to terminate this Agreement upon the occurrence of a disagreement with the Charter School over the removal of the school leader, as contemplated under Section 2(h), (iii) the Charter School materially breaches any of the material terms and conditions of this Agreement, *provided* the Charter School has not cured the breach within thirty (30) days from receipt of a notice of breach from Revolution Schools, (iv) the Charter School's charter is revoked or not renewed, or (v) the Charter School takes any action which materially interferes with the ability of Revolution Schools to provide services under this Agreement, *provided* that in the case of each of clause (i) through to (v) the Charter School has not cured the problem within thirty (30) days from receipt of a notice from Revolution Schools. The Charter School will have thirty (30) days from receipt of the notice to cure the breach of any of these events and avoid termination of this Agreement. Any termination by Revolution Schools pursuant to this Section 7(e) shall be effective as of the end of the then-current school year, *provided* that Revolution Schools and the Charter School shall endeavor to establish a transition plan for withdrawal of Revolution Schools and its replacement by another management company or internal Charter School personnel, as determined by the Charter School, within a shorter period of time to the extent practicable and in the best interests of the Charter School's students.
- f. Effect of Termination. Upon termination of this Agreement, whether with or without cause, Revolution Schools shall be entitled to a prorated Management Fee for the portion of the fiscal year up to the date of termination, computed based upon the number of days in the fiscal year up to the date of termination divided by the total number of days in the fiscal year. To the extent Revolution Schools has received payments of the Management Fee in excess of the amount so due to it (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), it shall promptly refund the excess to the Charter School. To the extent Revolution Schools has received less than the amount so due (including as a result of any adjustment pursuant to Section 6(b)(i) following completion of an audit), the Charter School shall pay the shortfall to Revolution Schools out of revenues as and when received by it. If this Agreement is

terminated as permitted, then except as otherwise provided in this Section 7(f), such termination shall be without liability to any party or to any affiliate, shareholder, trustee, director, officer or representative of such party, and following such termination no party shall have any liability under this Agreement or relating to the transactions contemplated by this Agreement; *provided* that no such termination shall relieve any party from liability in respect of breaches by such party prior to such termination.

- g. Assistance with Dissolution and Closure. In the event the Charter School’s charter is revoked or not renewed, then, notwithstanding that Revolution Schools may invoke its right under Section 7(e) to terminate this Agreement, Revolution Schools shall assist the Charter School in its winding-up and dissolution and in the execution of a closure plan for the Charter School, which assistance shall include, without limitation, making available and assisting in the transfer of student and teacher records.
1. Indemnification; Insurance.
 - a. Revolution Schools shall indemnify and hold harmless the Charter School, its trustees, directors, officers, agents, servants, and employees (each, an “Indemnatee”), from and against any and all damages, claims, liability, losses and expenses incurred by any Indemnatee in respect of, arising out of, or involving, a claim made by any third-party against any Indemnatee resulting from or arising in connection with any advice, guidance, act or omission on the part of Revolution Schools, its trustees, directors, officers, directors, agents, servants or employees, whether in connection with the services or support functions to be provided under this Agreement or activities undertaken by Revolution Schools on behalf of other charter schools, *excluding, however,* any liability resulting from or arising in connection with (i) actions taken by Revolution Schools at the express request or direction of the Board, (ii) any actions taken by the Charter School other than with the guidance, direction or advice of Revolution Schools or (iii) any liability to the extent arising as a result of negligence, intentional tort, fraud or criminal conduct on the part of the Charter School or any of its trustees, officers, agents, or employees.
 - b. If a third party claim is made against an Indemnatee, and if such Indemnatee reasonably believes that such claim would give rise to a right of indemnification pursuant to this Section 8, then such Indemnatee shall give written notice to Revolution Schools of such claim as soon as reasonably practicable after such Indemnatee has received notice thereof (provided that failure to give timely notice shall not limit the indemnification obligations of Revolution Schools hereunder except to the extent that the delay in giving, or failure to give, such notice has materially prejudiced the ability of Revolution Schools to defend the claim). Revolution Schools shall defend such claim, at Revolution Schools’s own

expense and with counsel selected by Revolution Schools and reasonably satisfactory to such Indemnitee, provided that an Indemnitee shall at all times also have the right to fully participate in the defense at its own expense (and may retain its own counsel at the expense of Revolution Schools if it shall reasonably determine that representation of it and Revolution Schools by the same counsel would materially prejudice the interest of such Indemnitee; provided that Revolution Schools will only be responsible under such circumstances for the expenses of a single additional counsel for all Indemnitees). If Revolution Schools shall fail to commence a defense against such claim within 30 days after notice thereof shall have been given by an Indemnitee to Revolution Schools or if Revolution Schools shall not diligently pursue such defense, such Indemnitee shall have the right, but not the obligation, to undertake the defense of, and to compromise or settle (exercising reasonable business judgment), the claim on behalf, for the account, and at the risk and expense (including the payment of reasonable attorneys' fees of such Indemnitee regardless of whether the Indemnitee prevails against the third party claim) of Revolution Schools. If Revolution Schools assume the defense of such claim, the obligation of Revolution Schools hereunder as to such claim shall include taking all reasonably necessary steps in the defense of such claim.

- c. Revolution Schools shall not consent to the entry of any judgment or settle or compromise any third party demands, claims, actions, suits or proceedings for which an Indemnitee has sought indemnification from Revolution Schools unless it shall have given such Indemnitee not less than 15 days prior written notice of the proposed consent, settlement or compromise, and afforded such Indemnitee an opportunity to consult with Revolution Schools regarding the proposed consent, settlement or compromise, and shall not consent to the entry of any judgment or enter into any settlement or compromise without the approval of such Indemnitee. An Indemnitee shall not unreasonably withhold or delay its approval of a proposed consent, settlement or compromise. In determining whether to give its approval, an Indemnitee may consider whether the proposed consent, settlement or compromise includes as an unconditional term thereof the giving by the claimant to such Indemnitee of a release from all liabilities and obligations of whatever kind or nature in respect of such claim except the liabilities and obligations satisfied by Revolution Schools.
- d. The rights to indemnification and reimbursement provided by, or granted pursuant to, this Section 8 shall continue as to an Indemnitee who has ceased to be a trustee, director, officer, agent, servant or employee of the Charter School (or other person indemnified hereunder). The provisions of this Section 8 shall be a contract between Revolution Schools, on the one hand, and each Indemnitee who served at any time while this Section 8 is in effect in any capacity entitling such

Indemnitee to indemnification hereunder, on the other hand, pursuant to which Revolution Schools and each such Indemnitee intend to be legally bound. No repeal or modification of this Section 8 shall affect any rights or obligations with respect to any state of facts then or theretofore existing or thereafter arising or any action, suit or proceeding theretofore or thereafter brought or threatened based in whole or in part upon such state of facts.

- e. During the term of this Agreement Revolution Schools shall at all times at its own expense maintain comprehensive general public liability insurance from an insurance carrier licensed in the District of Columbia and having a Best's rating of not less than A-VIII, covering acts and omissions of Revolution Schools and its employees, consultants and contractors and naming the Charter School as an additional insured. Such insurance shall have liability limits of not less than \$1,000,000 per occurrence and \$ 2,000,000 in the aggregate. Revolution Schools also maintains an umbrella liability policy of \$5,000,000 per occurrence. Such policy of insurance shall contain a clause that the same shall not be cancelled except on thirty (30) days' written notice to the Charter School.
1. To the extent permitted by law, the Charter School agrees that from and after the date hereof until twelve (12) months after the end of the fiscal year in which this Agreement is validly terminated or expires at the end of the then-current term, in each case, pursuant to Section 7 (the "Restricted Period"), it shall not solicit to hire, or hire, or cause or permit any of its Affiliates (as defined below), agents, or independent contractors to employ, directly or indirectly, in any capacity, any director, officer or employee of Revolution Schools who is, or has been during the term of this Agreement, engaged by Revolution Schools or any Affiliate of Revolution Schools to render services as an employee or independent contractor, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that the Charter School gives Revolution Schools prompt written notice of the name of each such individual and the Charter School's reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such officer, director or employee. Revolution Schools agrees that during the Restricted Period, it shall not solicit to hire, or hire, or cause or permit any of its Affiliates, agents, or independent contractors to employ, directly or indirectly, in any capacity, any person who is, or has been during the term of this Agreement, engaged by the Charter School as a school leader, teacher or administrator, except (i) for up to four (4) individuals in aggregate during the Restricted Period; provided, that Revolution Schools gives the Charter School prompt written notice of the name of each such individual and Revolution Schools' reliance on this exception or (ii) for general solicitations of employment, but not hiring or employing (other than expressly permitted herein); provided, that such solicitations are not specifically directed to any such school leader, teacher or administrator.

For the purposes of this Agreement, “Affiliate” of any Person means (i) any other Person which, directly or indirectly, controls or is controlled by that Person, or is under common control with that Person and (ii) in the case of Revolution Schools, all other charter schools (x) with which Revolution Schools or its Affiliates has management or operational agreements or management or operational arrangements or (y) which are otherwise part of the Democracy Builders’ network. For the purposes of this definition, (a) “control” (including, with correlative meaning, the terms “controlled by” and “under common control with”), as used with respect to any Person, shall mean the possession, directly or indirectly, of the power to direct or cause the direction of the operations, activities, management or policies of such Person, whether through the ownership of voting securities, by agreement or otherwise and (b) “Person” means any individual, partnership, corporation, limited liability company, trust, estate, association, unincorporated organization or other entity or association.

1. Miscellaneous.

- a. Severability. In the event that any provision of this Agreement or the application hereof to either party or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Agreement and the application of such provisions to either party or circumstances other than those as to which it is determined to be invalid, unlawful, or unenforceable, shall not be affected thereby, and each remaining provision of this Agreement shall continue to be valid and may be enforced to the fullest extent permitted by law.
- b. Waiver. The failure by either party hereto to insist upon or to enforce any of its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such party’s right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power or remedy by any such party preclude any other or further exercise thereof or the exercise of any other right, power or remedy. No waiver by any party hereto to any breach of or default in any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.
- c. Amendment. This Agreement shall not be changed, modified or amended nor shall a waiver of its terms or conditions be deemed effective except by a writing signed by the parties hereto.
- d. Cooperation. The parties hereto acknowledge that the management of public charter schools by third parties is an area presenting numerous legal uncertainties and ambiguities, and that the arrangements contemplated by this Agreement are new and unique and in light of these factors agree to work together in good faith to resolve in manner consistent with the spirit and intent of the relationship

created hereby, any new or unforeseen issues which arise in carrying out the terms of this Agreement.

- e. Assignment. This Agreement may not be assigned (whether by operation of law, merger, or otherwise) by either party without the prior written consent of the other party. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors and permitted assigns of the respective parties hereto.
- f. Governing Law. This Agreement shall be governed by, and construed and enforced in accordance with, the laws of the District of Columbia, without regard to the conflicts of law rules thereof.
- g. Counterparts. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original copy of this Agreement and all of which, when taken together, will be deemed to constitute one and the same agreement.
- h. Expenses. Except as expressly provided in this Agreement, each of the parties hereto shall bear its own costs and expenses incurred in connection with the negotiation, execution and delivery of this Agreement.
- i. No Third-Party Beneficiaries. This Agreement does not confer any rights or remedies upon any person or entity, other than the parties hereto and their respective successors and permitted assigns.
- j. Construction. Whenever the context requires, the gender of all words used in this Agreement includes the masculine, feminine, and neuter. The words “hereof”, “herein” and “hereunder” and words of similar import when used in this Agreement will refer to this Agreement as a whole and not to any particular provision of this Agreement, and all references to Articles and Sections refer to articles and sections of this Agreement, all references to “including” or any variation thereof will be construed as meaning “including without limitation” and all references to Exhibits, Schedules or Appendices are to Exhibits, Schedules or Appendices attached to this Agreement, as amended pursuant to this Agreement from time to time, each of which is made a part of this Agreement for all purposes. All headings and captions contained in this Agreement and the table of contents hereto are inserted for convenience only and shall not be deemed a part of this Agreement. The Annexes are considered a part of this Agreement. The word “extent” in the phrase “to the extent” means the degree to which a subject or other thing extends, and such phrase does not mean simply “if”. The sign “\$” when used in this Agreement means the lawful money of the United States of America.
- k. Directly or Indirectly. Where any provision in this Agreement refers to action to be taken by any person or entity, or which such person or entity is prohibited from

- l. taking, such provision will be applicable whether such action is taken directly or indirectly by such person or entity.
- m. Entire Agreement. This Agreement constitutes the entire agreement and understanding between the parties with respect to the subject matter hereof and supersedes all prior agreements, understandings, negotiations, representations and statements, whether oral, written, implied or expressed, relating to such subject matter. IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed by their respective officers thereunto duly authorized, as of the date first written above.

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

Charter Management Organization: Revolution Schools

By:

Name: _____

Title: _____

Charter School: Washington Leadership Academy

By:

Name: _____

Title: _____

J. Course Curriculum

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Section J. - Curriculum Sample

Introduction

The foundation for the Washington Leadership Academy’s curriculum comes from two places: a decade of research and practice in urban education and the rich tradition since America’s founding of young people serving on Capitol Hill. High-performing, “no excuses” schools such as the flagship Democracy Prep, Frederick Douglass Academy, KIPP, Uncommon Schools, and Achievement First have demonstrated that high expectations for character and academic achievement can yield tremendous results. Urban students *do* succeed on standardized tests and *are* prepared for college if provided with rigorous academics, discipline, enrichment, and support. Washington D.C. urgently needs more schools that build on the academic success of this group while adding a robust component of civic education, character building, democratic responsibility, and civic leadership. Moreover, the Washington Leadership Academy will offer students a world-class well-rounded education, rooted in a strong civics program, that blends adherence to the Common Core Standards, rigorous AP courses and service learning. The current Senate Page Program and former House Page Program are proof-of-concept examples of how impactful a civic-education-heavy curriculum on Capitol Hill can be.²

Building off of the successful self-designed curriculum implemented by Democracy Prep High Schools, the Washington Leadership Academy will benefit from a tested curriculum that has yielded some of the best results on the New York State Regents Exams in the entire state. The Washington Leadership Academy will also support its students in accessing this rigorous curriculum through the use of technology. Most of the curriculum will be delivered digitally, with one device per student, or 1:1 classes. This reliance on technology will provide ample opportunities to differentiate the curriculum to meet the needs of a diverse set of learners. In addition, Washington Leadership Academy students will not only use technology in their courses, but will learn how to craft technological solutions to the problems of the future. Through intensive instruction in computer coding during the freshman and sophomore years, students will gain the skills necessary to be leaders and innovators of the future - a future in which a deep understanding of technology will empower them to approach public policy making in new and novel ways.

The greatest resource at the Washington Leadership Academy’s disposal will be its location in Washington, D.C. Through partnerships with local think tanks, government agencies and elected officials, the Washington Leadership Academy will be able to offer its students an unparalleled civic education because of its proximity to the institutions of American government. Because of the unique advantages of its D.C. location and its rigorous civics curriculum, the Washington Leadership Academy will have much to offer social studies teachers across the country. Eventually, the Washington Leadership Academy plans to make its curriculum truly democratic, by presenting its courses - including the classroom component of the cornerstone AP Government and Politics course - online as a Massive Open Online Courses (MOOC). By doing so, teachers and schools outside of the Washington D.C. area will be able to benefit from the Washington Leadership Academy’s vast resources and expertise.

² The cancellation of the House Page Program was related to a constrained fiscal environment and changes in technology, not the academic experience of students.

Washington Leadership Academy Curriculum

The Washington Leadership Academy curriculum is based on an accelerated introduction to the Common Core State Standards. It is designed to challenge students to do their best academically regardless of their language proficiency, special education status, or the academic level at which they enter the school.

This academic rigor expects all students to complete at least six AP-level courses in social studies, English, science, and math. Washington Leadership Academy leadership and the Revolution Schools academic team will provide ongoing support to teachers in refining and aligning the curriculum to the Common Core Standards.

The curriculum is divided into three sections: 1) Core Courses, 2) “Integral” Courses, and 3) Enrichment Courses.

1) Core Courses:

English literature and composition (~7-10 hrs per week, Lower Academy)

Students will take part in thoughtful literary analysis of short stories, poems, and novels expressed through class discussions, standardized tests, and essays based on a Democracy Prep Public School curriculum that has yielded tremendous results, as well as rigorous AP course syllabuses in the Upper Academy. All students will complete both available AP English classes during their time at the Washington Leadership Academy.

Mathematics (~5-6 hrs per week, Lower Academy)

Students will develop and master numeracy in algebra, geometry, and trigonometry leading to AP Calculus or AP Statistics for all twelfth grade students based on the Democracy Prep Public School curriculum that has yielded outstanding results.

Government, World & US History (~4-5 hrs per week)

Students will develop and master the ability to critically examine social and historical problems, studying alternatives at key turning points. Students will focus on world and American societies using the lenses of culture and time. Civic and economic simulations and study skills such as note taking, organization, and outlining are incorporated throughout the course drawing from many texts such as *History of Us*, *History Alive!*, and *We The People*, and other Open Educational Resources, but sequenced electronically in the WLA Course platform. All students are expected to complete satisfactorily at least two AP courses (AP US History and AP US Politics and Government) by graduation. The required Service Learning Course junior year will also be considered a core social studies course.

Science (~4-6 hrs per week)

Students will develop and master scientific knowledge and skills through the study of multiple scientific fields (earth, physical, environmental, biological, and social), apply the scientific method, conduct experiments of their own design, and present their findings professionally. The curriculum will draw heavily from the Democracy Prep Public School curriculum that has yielded excellent results. All students will take at least one upper-level AP science course of their choice.

Coding/Computer Science (~4 hrs per week)

Lower Academy students will take an introductory course in computer science and coding. The curriculum will be developed using the latest and best in computer science and coding education for high school aged students. In today’s world, it is imperative that leaders know how to speak the language of technology and be able to utilize it to maximum public advantage. This course is required for all 9th and 10th graders, and interested students may take advanced coding courses during their junior and senior years during their “Integral” block.

2) “Integral” Courses:

At WLA we refer to so-called elective or specials as "Integrals." “Integral” courses are named this way because while the same course is not required for every student like the core, they are in fact integral to the educational experience. “Integral” courses help to deepen knowledge in a subject area of passion or explore and take low-stakes risks in new areas of interest. At WLA, on-line courses and music, arts, and theater are not "elective" they are truly integral.

Two required courses before graduation (~4hrs per week)

- *Spanish*
- *French*
- *Fine Art*
- *Music*
- *Band*
- *Health & Physical Education (mandatory for 1.5 credits)*
- *Advanced coding (grades 11/12)*

3) Sample Enrichment Courses:

These courses will be provided through Massive Open Online Courses (MOOCS). They may include options such as the following (~4hrs per week)

- *Art History*
- *Communications*
- *Psychology*

Washington Leadership Academy students will spend out-of-school time developing academic and civic skills. Approximately two hours of quality homework and/or “flipped” lesson lectures every night will be linked to classroom instruction and checked by teachers the following morning.

A half-hour of independent reading each night of the week is expected of all students and monitored in an independent reading log.

Scope and sequence of high school courses.

During their time at the Washington Leadership Academy, students will take a rigorous course-load designed to prepare them for success at a four-year college or university of their choice.

Scope and sequence of high school courses.

WLA Course Scope and Sequence: How WLA Students Will Exceed Graduation Requirements

Subject Required	Required	WLA Lower	WLA Upper	Required
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WASHINGTON LEADERSHIP ACADEMY – PUBLIC CHARTER SCHOOL APPLICATION

	<i>DC Credits</i>	Academy	Academy	<i>WLA Credits*</i>
Art	.5	.5	.5	1.0
“Integrals” (electives + MOOCs)	4.0	2.0	3.0	5.0
English	4.0	2.0	2.0 AP English Language and Composition/AP English Literature and Composition	4.0
Health and Physical Education	1.5	1.0	.5 Weekends, physical fitness during free periods	1.5
Mathematics (incl. Algebra I+II, Geometry, Upper Level Math)	4.0	2.0 Algebra I, Geometry	2.0 Algebra II, AP Calculus/Statistics	4.0
Music	.5	.5	Optional as elective	.5
Science (incl. Biology, 2 labs, and 1 other)	4.0	2.0 Biology and Lab Science	2.0 AP Biology/Chemistry/Environmental Science and Lab Science	4.0
Social Studies (incl. World History I & II, DC History, US Government, US History)	4.0	2.0	3.0 AP US History and AP Gov’t and Politics/Service Learning Course	5.0
World Languages	2.0	2.0	Optional as elective	2.0
Computer Science/Coding	0	2.0	Optional as elective	2.0
TOTAL	24.5			29+

* Total credits earned by a WLA graduate assuming 9-12 grade enrollment.

Students who fall behind or are unable to complete course credits for any reason, will be able to make up the courses during the time set aside for electives, during weekends, and during the

summer if necessary. Students who are very far behind may engage in fewer hours of the service-learning experience in order to make up their academic credits. When necessary, students may be required to repeat an entire course or grade level in order to achieve mastery. Successful completion of the rigorous academic material will always be the highest priority, and thus some students may accelerate faster than typical as well in certain subject areas.

Sample course offerings.

<p>English--Four years Types of classes:</p> <ul style="list-style-type: none"> ● Reading and Literature 9 ● Writing 9 ● Reading and Literature 10 ● Writing 10 ● AP Language and Composition (11) ● AP Literature and Composition (12) <p>Mathematics--Three to four years Types of classes:</p> <ul style="list-style-type: none"> ● Algebra I (9) ● Geometry (9) ● Algebra II (10) ● Pre-Calculus (11) ● AP Calculus BC (12) ● AP Statistics (11/12) <p>History & Geography—Four years Types of classes:</p> <ul style="list-style-type: none"> ● World History I (9) ● World History II (10) ● AP U.S. History (11) ● Service Learning Course (AP U.S. Government and Politics) (11) ● DC History (9/10) ● AP Microeconomics (11/12) ● AP Psychology (11/12) ● AP Human Geography (11/12) 	<p>Laboratory Science--Two to four years Types of classes:</p> <ul style="list-style-type: none"> ● Biology (9) ● Lab Science (Physics or Chemistry) (10) ● AP Chemistry (11/12) ● AP Biology (11/12) ● AP Environmental Science (11/12) <p>Foreign Language--Two to four years</p> <ul style="list-style-type: none"> ● Spanish I-IV ● French I-IV ● Students will be able to use online courses (MOOCs) and resources to take other languages potentially including Korean, Mandarin Chinese, Russian and Arabic. <p>Computer Science and Coding - Two years</p> <ul style="list-style-type: none"> ● Introduction to Computer Science and Coding <p>Visual & Performing Arts--One to three years Types of classes:</p> <ul style="list-style-type: none"> ● Art ● Drama ● Music <p>Enrichment Courses--One to three years (offered through MOOCs) Types of classes:</p> <ul style="list-style-type: none"> ● Communications ● Psychology ● Art History
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WASHINGTON LEADERSHIP ACADEMY – PUBLIC CHARTER SCHOOL APPLICATION

Time	Subject
7:15-7:45 a.m.	Arrival, Breakfast, & Reading
7:45-7:55 a.m.	Morning Advisory
7:55-9:30 a.m.	Reading, Literature and Writing Block
9:30-11:15 a.m.	History Block: World History
11:15-12:00 p.m.	Computer Science Block: Introduction to Code Languages, Programming, and Systems Engineering
12:00-12:30 p.m.	Lunch
12:30-1:20 p.m.	“Integrals” Block: Foreign Language, Music, Art or Theater with Additional Personalized On-Line Choices
1:20-2:15 p.m.	Social Studies Block: D.C. Government & Civics
2:15-3:30 p.m.	Math Block: Algebra I/Geometry
3:30-4:15 p.m.	Science Block: Biology, Chemistry, & Lab
4:15-4:20 p.m.	Dismissal

Sample 11-12 Grade Schedule

Time	Subject
6:45-7:00 a.m.	Breakfast
7:00-7:50 a.m.	AP English Language and Composition/AP English Literature and Composition
7:50-8:40 a.m.	AP US History/AP Microeconomics
8:40-9:30 a.m.	AP Biology/AP Chemistry/Environmental Science
9:30-9:40 a.m.	Guided Stretch Break

9:40-10:30 a.m.	AP Calculus/AP Statistics
10:30-11:20 p.m.	AP Psychology/AP Human Geography/Foreign Language
11:20-12:10 p.m.	Tutoring or “Integral” Elective
12:10-12:30 p.m.	Lunch/Prep for Service Learning
1:00-5:00 p.m.	Service Learning Course (AP US Government and Politics)
6:00-7:00 p.m.	Dinner and Guest Lecturers
7:00-10:00 p.m.	Elective MOOCs and “Flipped” Lessons

Fridays at WLA will have a slightly alternative schedule, as students will not be participating in their service-learning placements. Students will have the opportunity for longer courses and project-based learning, integrating and applying what they have learned over the course of the previous week through activities, labs, and discussions. Citizen-scholars will be encouraged to use this time to seek help and guidance from their instructors, taking ownership over their education. Additionally, Fridays will be used for the core instructional portion of the civics curriculum, consisting of a rigorous seminar and eminent speaker series, which will be open-sourced and available to students across the District and Nation in the form of a MOOC.

Sample curriculum: 11th Grade at WLA³

WLA Service Learning Course (Eligible for AP U.S. Government and Politics)

Overview

The Service Learning course is the cornerstone of the Washington Leadership Academy model. The course combines the service-learning placement--a unique government work experience--with daily classroom integration and a weekly seminar. The course covers all core content for AP U.S. Government and Politics such that all students will be able to successfully take the AP exam upon course completion. WLA students in residence will engage in an experiential service-learning experience within one of the three branches of government at the Federal level, while students across D.C. and the Nation will be able to engage in the course via our Massive Open Online Course offering and some may engage in linked local or state based service-learning opportunities.

WLA residential Upper Academy students will spend at least five hours a day, four days a week, working in the U.S. Congress (or in some cases the Executive and Judicial Branches), gaining

³ These course overviews draw heavily from existing AP course syllabuses that are available on the College Board website. These are meant to serve as suggestions and can be altered by future WLA faculty members given their backgrounds and individual strengths as educators.

firsthand exposure to the Nation’s system of government. Monday through Thursday, students will have time to reflect on their experiences, learn from top leaders, and contemplate the current political environment. Additionally, students will have a three-hour seminar on Fridays to be used for a more traditional classroom experience and synthesize their field experiences in intentional ways. Furthermore, students will be expected to keep up with daily events in the Nation and world and will have ample time to discuss them.

The goals of the Service Learning course are two-fold:

- First, students will develop a comparatively advanced understanding of U.S. government and the American political system through immersion. WLA knows that the best way for students to develop mastery is through hands-on experience and engagement. Accordingly, by combining rigorous academic instruction with an intensive service-learning placement, citizen-scholars will receive the best civics education in country and will be more than prepared to excel at the AP U.S. Government and Politics exam at the end of the year. MOOC students, although unable to engage in the service-learning component in D.C., will be equally prepared to take and excel at the AP exam.
- Second, through the opportunity to work in the federal government, on-site WLA students will have unique access to the political process and will be able to demonstrate knowledge of contemporary political issues. Furthermore, they will use the office environment to develop important professional skills, such as proper dress, speech, communication styles, punctuality, and the like.

Components of the Course

- **Service Learning Placement**
 - Juniors and seniors in WLA will be placed in a position in the U.S. Congress, with some students possibly receiving placements in the Executive and Judicial Branches, depending on their areas of focus and interest. Their roles will be inspired by the U.S. Capitol Page Programs, yet will be updated to reflect modern needs. This could include administrative duties, basic research, constituent services, and the like.
 - Students will have one placement for the duration of the academic year.
 - Students will work Monday through Thursday, 1:00 p.m. to 6:00 p.m.
- **Evening Briefings and Speaker Series**
 - Monday through Thursday, students will have time devoted to the academic context of their experiential learning.
 - This will include:
 - Daily News Quizzes
 - Quizzes will take the form of simple assessments to determine whether students know and understand important headline stories for that day
 - Speaker Series
 - WLA will leverage its partnerships, both within and beyond the greater Washington D.C. community, to bring in top leaders to speak to citizen-scholars. Students will have the opportunity to hear how various offices and positions *really* function, providing a more nuanced context for the content they are learning in their

weekly seminar. They will also be given key insight into the issues of the day in public affairs.

- Students will be expected to prepare for speakers by reading assigned articles, preparing questions in advance, as well as write follow-up thank you emails.
- Given that many events will be broadcast via the WLA MOOC, citizen-scholars will have opportunities to be young leaders to peers across the country through guest introductions and thoughtful Q&A.
- Dinner Table Debates
 - On days without a speaker, students will participate in Dinner Table Debates, meant to spark meaningful discussion around contemporary political issues.
 - Topics will be determined in advance, and students will at times be required to prepare for the debate by writing a one-page policy memo, concisely articulating their positions and a few pieces of well-researched evidence, including pertinent facts, statistics, and case studies.
- **Weekly Seminar**
 - The purpose of the weekly seminar is provide a more traditional academic grounding for the service-learning placement. The seminar will consist of an intensive study of the formal and informal structures of government and processes of the American political system.
 - The seminar course will be structured somewhat like a college seminar class, meeting once a week with considerable amounts of reading to complete in between sessions.
 - For 11th graders, the seminar course will focus on the public policy process, preparing students to take the AP U.S. Government and Politics exam. For students in 12th grade, the seminar will provide for additional time for college preparation, as well as have an explicit focus on opportunities for young people to become involved in public leadership on college campuses and the greater community. Both 11th and 12th graders will participate in the Dinner Table Debates and Speaker Series. The following curriculum is designed for WLA's 11th grade class, as that is the first grade that will enter the school.
- **Supplemental Activities**
 - WLA will run a year-long “Model Congress” for students, in which citizen-scholars write mock legislation, shepherd it through a faux legislative process, hold hearings with “experts,” write speeches, debate pending bills, and vote on final legislation. This required WLA extracurricular activity will in many ways supplement what students are learning their government and politics coursework by giving them an opportunity to test their skills and knowledge in a student Model Congress more realistic than any in the country. “Model Congress” will occur on a series of Saturdays when Academic Adventures are not planned and be spread out through the year to provide students ample time to balance it with their other activities.
 - WLA will also require students to participate in regular “Tabletop Exercises,” in

partnership with think tanks and presidential libraries, which allow students to role play as key figures in historic presidential decisionmaking and crisis scenarios. These activities will fuse elements of history, the policymaking process, and debate/communications skills, providing for an ideal synthesis of what is taught in the Service Learning Course. Tabletop Exercises will occur during select Fridays or on Saturdays, depending on selected scenarios.

Course Objectives

Upon completing the Service Learning course, students will be able to:

- Demonstrate comparatively advanced knowledge of the functions and workings of the American government;
- Demonstrate knowledge of the contemporary political climate by reading the news daily;
- Demonstrate knowledge of professional skills and protocols, including proper dress, speech, responsiveness, punctuality, communication, etc.;
- Use appropriate sources to research policy positions and proposals;
- Demonstrate familiarity with legislative language;
- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole;
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas;
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem;
- Evaluate an author, journalist, or speaker's premises, claims, and evidence by corroborating or challenging them with other information; and
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- Analyze and interpret data, particularly information relevant to US government and politics;
- Answer analytical and interpretive free response questions effectively as preparation for the AP exam.

Key Assessments

- Class Blog
 - Students will be charged with the task of keeping a running blog of their experiences working and learning in the Capitol. Students will be assigned a theme or response question to answer in the form of a published online piece. This will be accessible via the WLA MOOC.
 - Inherent in the creation of a published piece is the discussion of professionalism and confidentiality when working in a high-stakes environment.
- One-Pagers
 - In preparation for their Dinner Debates, students will create one-page memos about contemporary political topics, such as important pieces of legislation that are coming to a vote. These writing assignments will require them to take a position and support it by providing appropriate evidence.
- News Quizzes

- Students will be expected to read the Washington Post or other assigned news source every day (subscriptions will be provided by the school). Keeping up with the news is a critical part of being an informed citizen and is necessary to understand the complexity of the fast-moving political landscape.
- Every day, students will be evaluated on knowing the major stories of that day.
- **Summative Assessment: White Paper Policy Proposal**
 - At the end of the year, students will have the opportunity to apply their knowledge of the political system to a policy issue of their choosing in the form of a research-based term paper. Students may want to consider using a One-Pager as a starting point for their research.
 - Students will be asked to explicate the history of this policy issue as well as what legislation is currently in the hopper. Students will then propose a policy solution of their own, defended with convincing evidence and research. Finally, students will use their paper to discuss the viability of their proposal, including a description of what would have to happen in order for their policy solution to become law.
 - Many students will find it appropriate to use the mock legislation they have drafted for the WLA Model Congress as the basis for their white paper, as many will have also drafted speeches and debate talking points in support of their legislative policy positions.
 - As a way to share their proposals with the greater WLA and D.C. community at large, WLA will host a Policy Conference to showcase the work of the junior class. Each student will create a prezzi or presentation for their policy solution and gather in a conference room of the Capitol Building to share their work with WLA students, teachers, parents, as well as Congressional staffers and legislators.

Potential Instructional Materials/Textbooks

Burns, James M., J. W. Peltason, David B. Magleby, and Thomas E. Cronin. *Government by the People*, 18th ed. Upper Saddle River, NJ: Prentice Hall, 2000.

Woll, Peter. *American Government: Readings and Cases*, 19th ed. Upper Saddle River, NJ: Pearson, 2011.

Sample unit objectives and sequence:

Unit	Content Covered	Unit Objective(s)	Aligned Standard(s)
1	Foundations of the American Government	<p>SWBAT use primary and secondary sources to describe the key principles that framed the creation of the U.S. Constitution</p> <p>SWBAT make a persuasive argument regarding the purpose of government</p>	CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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		SWBAT evaluate the strengths and weaknesses of a system of governance with checks and balances and federalism	
2	Political Parties and the Public	<p>SWBAT describe the mechanisms of transmitting interests to government action, including interest groups, political action committees, and mass media, evaluating the strategy for using any one mechanism.</p> <p>SWBAT identify the role of media coverage and the press on elections and government actions</p> <p>SWBAT differentiate historical and ideological beliefs of political parties</p> <p>SWBAT use data to analyze demographic groups in the U.S. and their political beliefs</p>	CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
3	Campaigns, Elections, and the Media	<p>SWBAT demonstrate familiarity with the workings of the electoral process</p> <p>SWBAT evaluate the role of money and interest groups on campaigns</p> <p>SWBAT identify the laws governing elections and make an argument about the way individual campaigns operate on the local, state, and national level.</p>	CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
4	Institutions of the National Government: Congress,	SWBAT articulate workings of the legislative process and the functions and powers of Congress	CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent

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	<p>Presidency, Judiciary, Bureaucracy</p>	<p>SWBAT explain the relationship between all three branches of government under the Constitution</p> <p>SWBAT explain the multifaceted role of the President, including the office’s formal and informal powers</p> <p>SWBAT evaluate the efficacy of Office of the President as a maker and influencer of public policy</p> <p>SWBAT describe the workings of the judicial process and the functions and powers of the federal court system</p> <p>SWBAT use primary and secondary sources to evaluate the change and evolution of congressional powers, the judiciary, and the executive branch as a result of specific events in American history</p> <p>SWBAT describe the functions and powers of the executive branch</p> <p>SWBAT analyze the relationship between the national government and state and local government bureaucracies</p> <p>SWBAT identify the role of the bureaucracy in formulating the federal budget</p>	<p>understanding of an idea or event, noting discrepancies among sources.</p>
5	Case Studies in	SWBAT describe the major	CCSS.ELA-Literacy.RH.11-12.7

	Public Policy	arguments for a variety of policy areas and debates in American government today SWBAT evaluate their own positions on public policy issues by synthesizing evidence from multiple sources	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
6	Civil Rights and Civil Liberties	SWBAT explain the institutional guarantees to political and civil rights granted under the Constitution SWBAT to identify and evaluate key Supreme Court cases and arguments regarding constitutional protections SWBAT use primary and secondary sources to assess the impact of the Fourteenth Amendment on civil rights at the state level SWBAT to make an argument about the impact of judicial decisions on American society	CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

*Potential Unit Objectives and Sequence*⁴

Unit 1: Foundations of the American Government

- Main Topics
 - Students should understand the doctrines and historical background to the Constitution; key principles, such as federalism and separation of powers; the ideological and philosophical underpinnings of American government; and theories informing interpretations of the Constitution, including democratic theory, republicanism, pluralism, and elitism.
- Students will be assessed through in an end-of-unit exam

Topic A: The Basics

- Essential Questions
 - What is the purpose of government? What was the founders’ view of the purpose

⁴ This syllabus was modified from example AP US Government and Politics syllabi available at http://media.collegeboard.com/digitalServices/pdf/ap/ap-us-gopo_sample2_1058814v1.pdf and http://media.collegeboard.com/digitalServices/pdf/ap/ap-us-gopo_sample4_1058848v1.pdf

of government and the role of the citizen in the American Republic? Are these views still relevant today? In what ways does the Constitution underpin U.S. government? The concept of checks and balances was a novel idea in the 18th century. Why? How does Madison’s concept of checks and balances challenge popular understanding of Montesquieu’s theory of separation of powers?

- Topic Activities
 - Potential Debate Topics
 - Should the Constitution be seen as a living document?
 - Potential Speakers
 - Someone from the National Archives or Library of Congress to discuss competing interpretations of the Constitution
- Assignments and Assessments
 - Burns, Chapters 1 and 2
 - Woll, Chapter 1: “Second Treatise on Civil Government,” “Founding Fathers: Reform Caucus in Action,” pp. 3–30
 - Woll, Chapter 1: “Federalist Papers,” “How Not to Read the Constitution,” pp. 41–49
 - Woll, Chapter 3: “Antifederalists,” pp. 95–98
 - Topic Quiz

Topic B: Federalism

- Essential Questions
 - Why did the Anti-Federalists fear this new system? Referring back to the questions from the last unit, does this new system strengthen or weaken the concept of separation of powers? Why or why not? What are the powers of state and local governments in an era of “new federalism” and devolution? What influence should the federal government have over state and local issues such as education, affirmative action, abortion, and the environment?
- Topic Activities
 - Potential Debate Topics
 - Should marriage be defined by states or the federal government (or both or neither)?
 - Should city, state, or national legislators determine the majority of education policies?
 - Potential Speakers
 - Someone from the D.C. Mayor’s office to discuss the District’s unique system of governance and representation on the national level
- Assignments and Assessments
 - Burns, Chapter 3
 - Woll, Chapter 2: “Federalist 39,” “Merits of the Federal System,”
 - “McCulloch v. Maryland,” “The Federal System,” pp. 60–78
 - Topic Quiz

Unit 2: Political Parties and the Public

- Main Topics
 - Students should understand the mechanisms of transmitting interests to government action, including interest groups, political action committees, and

mass media; the role of media coverage and the press on elections and government actions; the different historical and ideological beliefs of political parties; demographic groups in the U.S. and their political beliefs; and ways of understanding political beliefs and behavior.

- Students will be assessed through in an end-of-unit exam

Topic A: Political Socialization and Identity

- Essential Questions
 - How do we come by our political beliefs? What are the sources of public opinion? What is “political culture,” and is there a unique American political culture? What is the “political spectrum”? How do these political beliefs define who we are as citizens? What does it mean to be a citizen? What is the role of the citizen in a civil society? Which citizens vote and why? What is the relationship between individual rights and the needs of the larger community? Is democracy in America healthy and viable today?
- Topic Activities
 - Potential Debate Topics
 - What role should states have in determining election policy? Was *Shelby County v. Holder*, the Supreme Court case that limited the scope of the Voting Rights Act, correctly decided?
 - Potential Speakers
 - An election statistician to discuss voter turnout rates and trends over time.
 - For example, Michael McDonald of the United States Election Project
- Assignments and Assessments
 - Burns, Chapters 4 and 5
 - Woll, Chapter 4: “Theory of Critical Elections,” pp. 189–199
 - Woll, Chapter 4: “Voting Behavior Democratic Practice and Democratic Theory,” pp. 206–214
 - Putnam, Robert. “Bowling Alone: America’s Declining Social Capital,” *Journal of Democracy* Volume 6, no. 1 (1995): pp. 65–78.
 - Topic Quiz

Topic B: Mass Movement Politics: Political Parties, Interest Groups, and Mass Movement

- Essential Questions
 - What is the difference between a Democrat and a Republican? Are there other options beyond these two choices? Political parties and interest groups are not mentioned in the Constitution, yet they play a critical role. How? Why? Do they serve our democracy or are they an obstacle? How do interest groups influence government decisions and policy making?
- Topic Activities
 - Potential Debate Topics
 - Would reform of political parties reduce gridlock in Congress?
 - Should there be more than two major political parties?
 - Potential Speakers
 - Someone from the DNC and the RNC to discuss the role of parties.
 - A lobbyist from a top firm to discuss the role of interest groups on

legislation.

- Assignments and Assessments
 - Burns, Chapters 6 and 7
 - Woll, Chapter 4: “Federalist 10,” pp. 163–169
 - Woll, Chapter 4: “Perspectives on American Political Parties,” “Divided We Govern,” pp. 179–189
 - Woll, Chapter 4: “Politics by Other Means,” pp. 200–206
 - Topic Quiz

Unit 3: Elections, Campaigns, and the Media

- Main Topics
 - Students should become familiar with the workings of the electoral process; the role of money and interest groups on campaigns; the laws governing elections; and the way individual campaigns operate on the local, state, and national level.
- Essential Questions
 - Is this the best system to develop and select leaders? Are citizens well served by the current process? How are candidates selected to run for office? What role is played by party organizations, PACs, and money generally in campaigns? What roles do these groups play in the electoral process? What role should they play? Should the present campaign system be overhauled and reformed?
 - What role do the media play in elections and shaping public opinion? Is the media an impartial observer or an active participant in political elections and in the formation of public policy?
- Unit Activities
 - Potential Debate Topics
 - How should (if at all) election procedures be reformed to facilitate better governance?
 - Should corporations be allowed to participate in political spending through SuperPACs? Was Citizens United correctly decided?
 - Potential Speakers
 - A person who works at the Federal Election Commission (FEC)
 - An election lawyer to explain the impact of Citizens United.
 - For example, former Chairman of the FEC and election lawyer, Trevor Potter
 - A creator of political advertisements to discuss the role of media in the political process.
 - For example, Tad Devine, president of a large media communications firm
- Assignments and Assessments
 - Burns, Chapter 8, 9, 10
 - Woll, Chapter 4: “Myths and Realities about the Bipartisan Campaign Reform Act of 2002,” pp. 232–238
 - Woll, Chapter 5: “Madison’s Dilemma,” pp. 239–246
 - Woll, Chapter 5: “Interest Groups and the American Political System,” “The Misplaced Obsession with PACs,” pp. 256–267
 - Woll, Chapter 6: “American Presidential Elections,” pp. 323–327
 - Woll, Chapter 3: “New York Times v. Sullivan,” pp. 119–125

- Woll, Chapter 8: “Media Power and Congressional Power,” pp. 372–379
- Students will be assessed through in an end-of-unit exam

Unit 4: Institutions and the Federal Government

Topic A: Public Policy and the Institutions of National Governance: Congress

- Main Topics:
 - Students should understand the workings of the legislative process; the functions and powers of Congress; the relationship to other branches of government under the Constitution; and the change and evolution of congressional powers as a result of specific events in American history.
- Essential Questions
 - How is public policy made? Does the system work as intended? Does the system work for citizens today? How does Congress represent and reflect the interest and desires of the nation? Is Congress representative of the nation as a whole? Is this the most efficient and effective way to make policy? Compare and contrast the makeup and operations of the House and Senate. How has Congress’s role in policy formulation changed over time in relation to the other branches?
- Topic Activities
 - Potential Debate Topics
 - Should the Senate have voted to amend congressional proceedings to eliminate the filibuster?
 - Potential Speakers
 - High-level congressional staffers, preferably from both a committee as well as an individual office.
- Assignments and Assessments
 - Burns, Chapter 11
 - Woll, Chapter 8: All
 - Topic Quiz

Topic B: Public Policy and the Institutions of National Governance: Presidency

- Major Topics
 - Students will understand the multifaceted role of the President, including the office’s formal and informal powers as well as how those powers are leveraged to influence policy.
- Essential Questions
 - How is public policy made? Does the system work as intended? Does the system work for citizens today? What are the formal and informal powers of the presidency? How does the president use these powers to influence policy? Is the president too powerful or not powerful enough vis-à-vis the legislative and judicial branches?
- Topic Activities
 - Potential Debate Topics
 - Was President Obama correct to use the War Powers Act to intervene in Libya? Was this different than President Bush using the same legislation to intervene in Iraq?
 - Potential Speakers
 - Someone from the White House to discuss the administration’s agenda

- A presidential scholar from a nearby college or university
- D.C. Field Trip: Tour of the White House
- Assignments and Assessments
 - Burns, Chapters 12 and 13
 - Woll, Chapter 6: “Federalist 70,” pp. 269–274
 - Woll, Chapter 6: “Presidential Power,” “Presidential Paradoxes,” “Presidential Character,” pp. 280–298
 - Topic Quiz

Topic C: Public Policy and the Institutions of National Governance: Judiciary

- Major Topics
 - Students should understand the workings of the judicial process; the functions and powers of the federal court system; the relationship of the Supreme Court to other branches of government under the Constitution; and the change and evolution of the judiciary as a result of specific events in American history.
- Essential Questions
 - How is public policy made? Does the system work as intended? Does the system work for citizens today? What role do the courts play in interpreting the Constitution and implementing public policy? Are the courts “guilty,” as some critics charge, of supplanting the legislative and executive branches by legislating from the bench? What is the proper role for the judicial branch in the public policy process? What is the evolving relationship between the courts and civil rights?
- Topic Activities
 - Potential Debate Topics
 - Should judicial activism be encouraged?
 - What factors should President Obama consider when appointing a judge to the federal circuit?
 - Potential Speaker
 - Ideally someone from the Department of Justice, specifically the Office of the Attorney General
 - D.C. Field Trip: Tour of the Supreme Court
- Assignments and Assessments
 - Burns, Chapter 14
 - Woll, Chapter 9: All
 - Topic Quiz

Topic D: Public Policy and the Institutions of National Governance: Bureaucracy

- Major Topics
 - Students should understand the functions and powers of the executive branch; its relationship to other branches of government under the Constitution; the change and evolution of the executive branch and the bureaucracy as a result of specific events in American history; the relationship between the national government and state and local government bureaucracies; and the role of the bureaucracy in formulating the federal budget.
- Essential Questions
 - How is public policy made? Does the system work as intended? Does the system

work for citizens today? What are the specific issues addressed in public policy making? Define an iron triangle. Does it exist, and if so, how does it influence policy implementation? Who controls the bureaucracy: The president? Congress? The people?

- Topic Activities
 - Potential Debate Topics
 - Does a largely permanent professional bureaucracy serve democracy?
 - Should President Obama have altered the EPA’s regulations on smog in 2011?
 - Potential Speakers
 - Someone from an executive agency to discuss the how their administrative agenda is determined
- Assignments and Assessments
 - Burns, Chapter 15
 - Woll, Chapter 7: All
 - Topic Quiz

Unit 5: Case Studies in Public Policy - The Economy, Social Policy, and U.S. Foreign Policy

- Major Topics
 - Students should understand the major policy areas and debates in American government today.
 - Students will be assessed through in an end-of-unit exam
- Essential Questions
 - How is the federal budget made? How is monetary policy different from fiscal policy? What is the “global economy”? How does the global economy influence U.S. policy generally and you specifically? What are subsidies and entitlements? What is the proper role for government in social issues such as education, welfare, and crime? What role should the United States play in the world? What is, and what should be, our relationship with the United Nations?
- Unit Activities
 - Potential Debate Topics
 - Should income tax levels be raised on top-earners to address the income gap between rich and poor?
 - What is the U.S.’s role in a popular uprising such as Kiev, Ukraine or Caracas, Venezuela?
 - Should the U.S. have boycotted the Sochi Olympics?
 - Potential Speakers
 - A high-level congressional staffer
 - A lobbyist
 - A Washington Post political correspondent
- Assignments and Assessments
 - Burns, Chapters 19, 20, and 21
 - Students begin work on the White Paper proposal

Unit 6: Civil Liberties and Civil Rights

- Major Topics
 - Students should understand the institutional guarantees to political and civil rights

granted under the Constitution; the rights conferred by the American government system; key Supreme Court cases and arguments regarding constitutional protections; the impact of the Fourteenth Amendment on civil rights at the state level; and the impact of judicial decisions on American society.

- Students will be assessed through in an end-of-unit exam
- Essential Questions
 - What constitutes free speech? How does the national Bill of Rights apply to states? Do the courts “legislate from the bench”? What forms of speech are protected? How is the First Amendment affected in times of crisis? What constitutes “establishment”? What are the limits of “free exercise”?
 - What is “equal protection” under the law? How does the national Bill of Rights apply to states? Do the courts “legislate from the bench”? What is procedural due process? Is there a right to privacy? What do property rights mean in relation to community interests? How has the interpretation of the equal protection clause changed over time? How have laws like the Civil Rights Act of 1964, the Voting Rights Act of 1965, and affirmative action influenced our understanding of the clause?
- Unit Activities
 - Potential Debate Topics
 - Is there a constitutional right to privacy?
 - Should there be national legislation to limit gun ownership and sales?
 - Does the government have the right to collect meta-data?
 - Are stop-and-frisk policies constitutional?
 - Potential Speakers
 - A lawyer that has argued a First Amendment case in front of the Supreme Court
 - D.C. Field Trip: Students will visit the Newseum to learn about First Amendment rights.
- Assignments and Assessments
 - Burns, Chapter 16
 - Woll, Chapter 3: “The Need to Maintain a Free Marketplace of Ideas,” pp. 113–119
 - Woll, Chapter 3: “Engle v. Vitale,” “Zelman v. Simmons-Harris,” pp. 134–145
 - Burns, Chapters 17 and 18
 - Woll, Chapter 3: “Gideon v. Wainwright,” pp. 105–113
 - Woll, Chapter 3: “Plessy v. Ferguson,” “Brown v. Board of Education I & II,” pp. 125–134
 - Woll, Chapter 3: “Roe v. Wade,” “Adarand Constructors, Inc. v. Pena,” pp. 145–160

Summative Assessment:

The Washington Leadership Academy will use the White Paper Policy Proposal will serve as the summative assessment as it is aligned to course objectives and rigorous standards set by the Common Core State Standards.

AP Statistics⁵

Overview:

AP Statistics involves the study of four main areas: exploratory analysis, planning a study, probability, and statistical inference. According to the College Board, upon entering this course students are expected to have mathematical maturity and quantitative reasoning ability. Mathematical maturity could be defined as a complete working knowledge of the graphical and algebraic concepts through Math Analysis, including linear, quadratic, exponential, and logarithmic functions. In contrast to many math classes, this course will require reading of the text. This AP Statistics course is taught as an activity-based course in which students actively construct their own understanding of the concepts and techniques of statistics.

Course objectives:

Upon completing the AP Statistics course:

- Students should be able to explore data using statistical methods, sample data accurately, conduct statistical experiments, anticipate and identify statistical patterns and develop statistical inferences
- Students should be able to communicate methods, results and interpretations using the vocabulary of statistics.
- Students should be able to use graphing calculators to enhance the development of statistical understanding through exploring data, assessing models, and/or analyzing data.
- Students should be able to use graphing calculators, tables, or computer software to enhance the development of statistical understanding through performing simulations.
- Students should be able to use computers and/or computer output to enhance the development of statistical understanding through exploring data, analyzing data, and/or assessing models.

Potential Instructional Materials:

Yates, Dan, David S. Moore, and Daren S. Starnes. *The Practice of Statistics: TI-83/89 Graphing Calculator Enhanced*, 2nd ed. New York: W. H. Freeman & Co., 2002. Including Student CD-ROM and Prep for the AP Exam Guide supplements.

This AP course relies heavily on students' active engagement in doing statistics with appropriate technological tools throughout the course, including:

Statistical software, including Microsoft Excel, and the TI-83+ and TI-84 family of graphing calculators. The statistical functions of the graphing calculator will be used daily and extensively for each unit of the course.

Potential Instructional Methods:

The primary text provides the general layout of the course. Students are required to read the chapters in the textbook before the topics are discussed in class so that class time can be devoted to more discussion, investigation, and activities, with less time spent lecturing.

Students will gain proficiency on accuracy and communication of statistical concepts throughout the course, to include effectively communicating how methods, results, and interpretations of

⁵ This syllabus is adapted from the ones available at the AP Course website:
http://media.collegeboard.com/digitalServices/pdf/ap/ap-statistics-sample_3_1058827v1.pdf

data for any given experiment are valid. They learn that writing complete responses using appropriate justifications is a critical aspect of gaining statistical proficiency.

This is emphasized on all homework assignments; write-ups from activities, investigations, and experiments; and especially on student assessments. One method that has been successful in enhancing these skills is having students review each other's responses on AP Statistics released free-response questions. Working in groups of three, they use rubrics to score responses. Some class time is spent discussing any differences in their scores, helping students learn what constitutes an effective response.

On most assignments, quizzes, and exams, students are expected to use an appropriate graphing calculator. I use a graphing calculator with an overhead display as well as a projection unit for class demonstrations. Each chapter in the main text has a section on calculator use to give students instruction and practice using the statistical capabilities of their calculators. On some assignments and activities, students use Minitab to analyze data. Every networked computer throughout our building (in the IMC, computer labs, and classrooms) has access to Minitab. [SC8 & SC10] It is important to note that approximately two weeks (10 to 14 days) of every trimester is spent in the computer lab.

Course Assignments:

Course projects are in the form of extended formal writing assignments. As a consequence, form and technical adequacy are enforced. These assignments are given throughout the year. The main purpose of these course projects is for students to gain strong experiences in developing statistical studies and making sound judgments and connections between the design and the results of an experiment. Two examples are given below.

Example 1:

Chapter 2 (data collection and experimental design): In small groups, students write up the helicopter experiment in the second chapter. The point of the experiment is that students are clearly able to describe their experimental-design process from design to collection of data to descriptive report of their results.

Students design, execute, and write a group project. Exemplary reports are discussed in class.

Example 2:

Chapter 3 (graphical methods of describing data): Students produce graphical displays using data that they have collected or existing data they have located. This activity usually produces interesting examples that can be referenced throughout the chapter. These data are used to introduce Minitab's data entry and graphing capability.

Later in the year, as we progress through inference, students are responsible for increasingly longer (individual) projects involving data collection and analysis. Their writing is evaluated with increasing rigor as their skills are honed, and more attention is given to the necessity of putting their project in a larger scientific context. As a culminating project, students will design an experiment or survey, plan a sampling procedure, gather data, use descriptive and inferential statistics, interpret their results in context, and present their results. This project requires that students engage in all stages of the research process.

*Sample unit objectives and sequence:*⁶

Unit	Content Covered	Unit Objective(s)	Aligned Standard(s)
1	Exploration of Data: Graphing and Numerical Distributions	<p>SWBAT Identify the individuals and variables in a set of data.</p> <p>SWBAT make and interpret bar graphs, pie charts, dot plots, stemplots, and histograms of distributions of a categorical variable.</p> <p>SWBAT compare distributions using graphical methods.</p>	<p>Common Core State Standards: CCSS.Math.Content.HSS-ID.A.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.</p> <p>AP Course Objectives: Students should be able to explore data using statistical methods, sample data accurately, conduct statistical experiments, anticipate and identify statistical patterns and develop statistical inferences</p>
2	The Normal Distribution: Density Curves and the Normal Distribution; Standard Normal Calculations	<p>SWBAT approximate median and mean on a density curve.</p> <p>SWBAT determine whether a distribution approaches normality.</p> <p>SWBAT find proportions above or below a stated measurement given relevant measures of central tendency and dispersion or between two measures.</p>	<p>Common Core State Standards: CCSS.Math.Content.HSS-ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.</p> <p>AP Course Objectives: Students should be able to communicate methods, results and interpretations using the vocabulary of statistics.</p>

⁶ This syllabus is modified from the example AP Calculus syllabus from the College Board:
http://media.collegeboard.com/digitalServices/pdf/ap/ap-calculus-ab-sample_2_1058798v1.pdf

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3	Examining Relationships: Scatter Plots, Correlation; Least-Squares Regression	<p>SWBAT make and analyze scatter plots to assess a relationship between two variables.</p> <p>SWBAT use regression lines to predict values and assess the validity of these predictions.</p> <p>SWBAT calculate residuals and use their plots to recognize unusual patterns.</p>	<p>Common Core State Standards: CCSS.Math.Content.HSS-ID.B.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.</p> <p>AP Course Objectives: Students should be able to use graphing calculators to enhance the development of statistical understanding through exploring data, assessing models, and/or analyzing data.</p>
4	Two-Variable Data: Transformation of Relationships; Cautions About Correlation and Regression; Relations in Categorical Data	<p>SWBAT use logarithmic transformations to model a linear pattern, use linear regression to find a prediction equation for the linear data, and transform back to a nonlinear model of the original data.</p> <p>SWBAT explain the difference between correlation and causality.</p> <p>SWBAT recognize and explain Simpson’s paradox.</p>	<p>Common Core State Standards: CCSS.Math.Content.HSS-ID.C.8 Compute (using technology) and interpret the correlation coefficient of a linear fit</p> <p>AP Course Objectives: Students should be able to communicate methods, results and interpretations using the vocabulary of statistics.</p>
5	Production of Data: Designing Samples; Designing Experiments; Simulating Experiments	<p>SWBAT identify different methods of sampling, strengths and weaknesses of each, and possible bias that might result from sampling issues.</p> <p>SWBAT recognize the difference between an observational</p>	<p>Common Core State Standards: CCSS.Math.Content.HSS-IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each</p> <p>AP Course Objectives: Students should be able to use</p>

		<p>study and an experiment.</p> <p>SWBAT design randomized experiments.</p>	<p>graphing calculators, tables, or computer software to enhance the development of statistical understanding through performing simulations.</p>
6	<p>Probability: Idea of Probability; Probability Models; General Probability Rules</p>	<p>SWBAT describe and generate sample spaces for random events.</p> <p>SWBAT identify disjointed, complementary, and independent events.</p> <p>SWBAT Use tree diagrams, Venn diagrams, and counting techniques in solving probability problems.</p>	<p>Common Core State Standards: CCSS.Math.Content.HSS-CP.A.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).</p> <p>AP Course Objectives: Students should be able to use computers and/or computer output to enhance the development of statistical understanding through exploring data, analyzing data, and/or assessing models.</p>
7	<p>Random Variables: Discrete and Continuous Random Variables, Means, and Variances of Random Variables</p>	<p>SWBAT calculate mean and variance of discrete random variable.</p> <p>SWBAT use simulation methods using the graphing calculator and the law of large numbers to approximate the mean of a distribution.</p> <p>SWBAT use rules for means and rules for variances to solve problems involving sums, differences, and linear combinations of random variables.</p>	<p>Common Core State Standards: CCSS.Math.Content.HSS-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>AP Course Objectives: Students should be able to explore data using statistical methods, sample data accurately, conduct statistical experiments, anticipate and identify statistical patterns and develop statistical inferences</p>

8	Binomial and Geometric Distributions; Binomial Distributions; Geometric Distributions	<p>SWBAT verify four conditions of a binomial distribution: two outcomes, fixed number of trials, independent trials, and the same probability of success for each trial.</p> <p>SWBAT calculate cumulative distribution functions, cumulative distribution tables and histograms, and means and standard deviations of binomial random variables.</p> <p>SWBAT use a normal approximation to the binomial distribution to compute probabilities.</p>	<p>Common Core State Standards: CCSS.Math.Content.HSS-MD.A.4 (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically;</p> <p>AP Course Objectives: Students should be able to use graphing calculators to enhance the development of statistical understanding through exploring data, assessing models, and/or analyzing data.</p>
9	Sampling Distributions; Sampling Distributions; Sample Proportions; Sample Means	<p>SWBAT identify parameters and statistics in a sample.</p> <p>SWBAT interpret a sampling distribution, including bias and variability and how to influence each.</p> <p>SWBAT analyze problems involving sample means and understand how to use the central limit theorem to approximate a normal distribution.</p>	<p>Common Core State Standards: CCSS.Math.Content.HSS-IC.B.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.</p> <p>AP Course Objectives: Students should be able to use graphing calculators, tables, or computer software to enhance the development of statistical understanding through performing simulations.</p>
10	Introduction to Inference: Estimating with Confidence, Tests	SWBAT describe confidence intervals and use them to determine sample size.	Common Core State Standards: CCSS.Math.Content.HSS-IC.B.4 Use data from a sample survey to estimate a population mean or

	of Significance, Interpreting Statistical Significance; Inference as Decision	<p>SWBAT calculate the one-sample z statistics and p-value for both one-sided and two-sided tests about the mean μ using the graphing calculator.</p> <p>SWBAT explain Type I error, Type II error, and power in significance testing.</p>	<p>proportion; develop a margin of error through the use of simulation models for random sampling.</p> <p>AP Course Objectives: Students should be able to communicate methods, results and interpretations using the vocabulary of statistics.</p>
11	Inference for Distributions: Inference for the Mean of a Population; Comparing Two Means	<p>SWBAT recognize when inference about a mean or comparison of two means is necessary.</p> <p>SWBAT perform and analyze a one-sample t test to hypothesize a population mean and discuss the possible problems inherent in the test.</p> <p>SWBAT use the graphing calculator to obtain confidence intervals and test hypotheses.</p>	<p>Common Core State Standards: CCSS.Math.Content.HSS-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p> <p>AP Course Objectives: Students should be able to use graphing calculators, tables, or computer software to enhance the development of statistical understanding through performing simulations.</p>
12	Inference for Proportions: Inference for a Population Proportion; Comparing Two Proportions	<p>SWBAT recognize whether one-sample, matched pairs, or two-sample procedures are needed.</p> <p>SWBAT use the two-sample z procedure to test the hypothesis regarding equality of proportions in two distinct populations.</p> <p>SWBAT Use the graphing calculator to obtain confidence intervals and</p>	<p>Common Core State Standards:</p> <p>AP Course Objectives: Students should be able to use graphing calculators to enhance the development of statistical understanding through exploring data, assessing models, and/or analyzing data.</p>

		test hypotheses.	
13	Inference for Tables: Test for Goodness of Fit; Inference for Two-Way Tables	<p>SWBAT: Choose the appropriate chi-square procedure for a given situation.</p> <p>SWBAT: Perform chi-square tests and calculate the various relevant components.</p> <p>SWBAT: Interpret chi-square test results obtained from computer output.</p>	<p>AP Course Objectives:</p> <p>Students should be able to communicate methods, results and interpretations using the vocabulary of statistics.</p>
14	Inference for Regression Inference About the Model, Predictions, and Conditions	<p>SWBAT: recognize when linear regression inference is appropriate for a set of data.</p> <p>SWBAT: interpret the meaning of a regression for a given set of data.</p> <p>SWBAT interpret the results of computer output for regression.</p>	<p>Common Core State Standards:</p> <p>CCSS.Math.Content.HSS-ID.B.6c Fit a linear function for a scatter plot that suggests a linear association.</p> <p>AP Course Objectives:</p> <p>Students should be able to explore data using statistical methods, sample data accurately, conduct statistical experiments, anticipate and identify statistical patterns and develop statistical inferences</p>

Unit 1: Exploration of Data: Graphing and Numerical Distributions

The student will:

- Identify the individuals and variables in a set of data.
- Identify each variable as categorical or quantitative.
- Make and interpret bar graphs, pie charts, dot plots, stemplots, and histograms of distributions of a categorical variable.
- Look for overall patterns and skewness in a distribution given in any of the above forms.
- Give appropriate numerical measures of center-tendency and dispersion
- Recognize outliers.
- Compare distributions using graphical methods.
- Graphing calculator is used to obtain summary statistics and to include the 5-number summary. [SC8]
- Spreadsheet software is used to create pie charts and histograms. [SC10]

Chapter Correlation: 1

Unit 2: The Normal Distribution: Density Curves and the Normal Distribution; Standard Normal Calculations

The student will:

- Know that areas under a density curve represent proportions.
- Approximate median and mean on a density curve.
- Recognize the shape and significant characteristics of a normal distribution, including the 68-95-99.7 rule.
- Find and interpret the standardized value (z-score) of an observation. • Find proportions above or below a stated measurement given relevant measures of central tendency and dispersion or between two measures.
- Determine whether a distribution approaches normality.

Chapter Correlation: 2

Unit 3: Examining Relationships: Scatter Plots, Correlation; Least-Squares Regression

The student will:

- Identify variables as quantitative or categorical.
- Identify explanatory and response variables.
- Make and analyze scatter plots to assess a relationship between two variables.
- Find and interpret the correlation r between two quantitative variables.
- Find and analyze regression lines.
- Use regression lines to predict values and assess the validity of these predictions.
- Calculate residuals and use their plots to recognize unusual patterns.

Chapter Correlation: 3

Unit 4: Two-Variable Data: Transformation of Relationships; Cautions About Correlation and Regression; Relations in Categorical Data

The student will:

- Recognize exponential growth and decay.
- Use logarithmic transformations to model a linear pattern, use linear regression to find a prediction equation for the linear data, and transform back to a nonlinear model of the original data.
- Recognize limitations in both r and least-squares regression lines due to extreme values.
- Recognize lurking variables.
- Explain the difference between correlation and causality.
- Find marginal distributions from a two-way table.
- Describe the relationship between two categorical variables using percents.
- Recognize and explain Simpson's paradox.

Chapter Correlation: 4

Unit 5: Production of Data: Designing Samples; Designing Experiments; Simulating Experiments

The student will:

- Identify populations in sampling situations.
- Identify different methods of sampling, strengths and weaknesses of each, and possible bias that might result from sampling issues.
- Recognize the difference between an observational study and an experiment.
- Design randomized experiments.
- Recognize confounding of variables and the placebo effect, explaining when double-blind and block design would be appropriate.
- Explain how to design an experiment to support cause-and-effect relationships.

Chapter Correlation: 5

Unit 6: Probability: Idea of Probability; Probability Models; General Probability Rules

The student will:

- Describe and generate sample spaces for random events.
- Apply the basic rules of probability.
- Use multiplication and addition rules of probability appropriately.
- Identify disjointed, complementary, and independent events.
- Use tree diagrams, Venn diagrams, and counting techniques in solving probability problems.

Chapter Correlation: 6

Unit 7: Random Variables: Discrete and Continuous Random Variables, Means, and Variances of Random Variables

The student will:

- Recognize and define discrete and continuous variables.
- Find probabilities related to normal random variables.
- Calculate mean and variance of discrete random variable.
- Use simulation methods using the graphing calculator and the law of large numbers to approximate the mean of a distribution.
- Use rules for means and rules for variances to solve problems involving sums, differences, and linear combinations of random variables.

Chapter Correlation: 7

Unit 8: Binomial and Geometric Distributions: Binomial Distributions; Geometric Distributions

The student will:

- Verify four conditions of a binomial distribution: two outcomes, fixed number of trials, independent trials, and the same probability of success for each trial.
- Calculate cumulative distribution functions, cumulative distribution tables and histograms, and means and standard deviations of binomial random variables.
- Use a normal approximation to the binomial distribution to compute probabilities.
- Verify four conditions of a geometric distribution: two outcomes, the same probability of success for each trial, independent trials, and the count of interest must be the number of trials required to get the first success.
- Calculate cumulative distribution functions, cumulative distribution tables and

histograms, and means and standard deviations of geometric random variables.

Chapter Correlation: 8

Unit 9: Sampling Distributions: Sampling Distributions; Sample Proportions; Sample Means

The student will:

- Identify parameters and statistics in a sample.
- Interpret a sampling distribution, including bias and variability and how to influence each.
- Recognize when a problem involves a sample proportion.
- Analyze problems involving sample proportions, including using the normal approximation to calculate probabilities.
- Recognize when a problem involves sample means.
- Analyze problems involving sample means and understand how to use the central limit theorem to approximate a normal distribution.

Chapter Correlation: 9

Unit 10: Introduction to Inference: Estimating with Confidence, Tests of Significance, Interpreting Statistical Significance; Inference as Decision

The student will:

- Describe confidence intervals and use them to determine sample size.
- State null and alternative hypotheses in a testing situation involving a population mean.
- Calculate the one-sample z statistics and p-value for both one-sided and two-sided tests about the mean μ using the graphing calculator. [SC8]
- Assess statistical significance by comparing values. • Analyze the results of significance tests.
- Explain Type I error, Type II error, and power in significance testing.

Chapter Correlation: 10

Unit 11: Inference for Distributions: Inference for the Mean of a Population; Comparing Two Means

The student will:

- Recognize when inference about a mean or comparison of two means is necessary.
- Perform and analyze a one-sample t test to hypothesize a population mean and discuss the possible problems inherent in the test.
- Perform and analyze a two-sample t test to compare the difference between two means and discuss the possible problems inherent in the test.
- Use the graphing calculator to obtain confidence intervals and test hypotheses.

Chapter Correlation: 11

Unit 12: Inference for Proportions: Inference for a Population Proportion; Comparing Two Proportions

The student will:

- Recognize whether one-sample, matched pairs, or two-sample procedures are needed.

- Use the z procedure to test significance of a hypothesis about a population proportion.
- Use the two-sample z procedure to test the hypothesis regarding equality of proportions in two distinct populations.
- Use the graphing calculator to obtain confidence intervals and test hypotheses.

Chapter Correlation: 12

Unit 13: Inference for Tables: Test for Goodness of Fit; Inference for Two-Way Tables

The student will:

- Choose the appropriate chi-square procedure for a given situation.
- Perform chi-square tests and calculate the various relevant components.
- Interpret chi-square test results obtained from computer output.

Chapter Correlation: 13

Unit 14: Inference for Regression: Inference About the Model, Predictions, and Conditions

The student will:

- Recognize when linear regression inference is appropriate for a set of data.
- Interpret the meaning of a regression for a given set of data.
- Interpret the results of computer output for regression.

Chapter Correlation: 14

Summative Assessment:

The Washington Leadership Academy will rely on the the rigorous end-of-year AP exams, as well as periodic internal assessments to measure standard attainment by unit and for the course.

AP US History

Overview:

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP U.S. History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format

Course objectives:

Upon completing the AP US History course students should be able to:

- Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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- Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Potential Instructional materials:

Textbook:

Carnes, Mark C. and Garraty, John. The American Nation, 13th edition.

Supplemental Texts:

Heffner, Richard D. A Documentary History of the United States, 8th ed.

Morgan, Edmund. The Birth of the Republic, 1763-89. Chicago, Illinois: U. of Chicago Press, 2013.

Foner, Eric. Reconstruction: America’s Unfinished Revolution, 1863-1877. New York, New York: Harper Collins, 1988.

Zinn, Howard. A People’s History of the United States (2010 ed.) New York, New York: Harper Collins.

Schulman, Bruce. Lyndon B. Johnson and American Liberalism, 2nd ed. New York, New York: Bedford St. Martin’s.

Sample unit objectives and sequence:

Unit	Content Covered	Unit Objective(s)	Aligned Standard(s)
1	Settlement and Expansion of Colonial America	SWBAT describe the early contacts among various groups in North America (including the North American societies, European explorers and English settlers) SWBAT make an argument	CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. AP Course Objectives: Students

		<p>about what caused the rise of the English nation-state between 1492 and 1607</p> <p>SWBAT evaluate the extent to which there was religious freedom in the colonies</p>	<p>work with diverse primary sources consisting of written documents, maps, images, quantitative data, and works of art.</p>
2	<p>Birth of the New Nation (1759-1789)</p>	<p>SWBAT explain the political and social causes of the French and Indian War and the Revolutionary War</p> <p>SWBAT determine whether the American Revolution was inevitable and to what extent either side could have contributed to a peaceful resolution of their differences</p> <p>SWBAT evaluate the strengths and weaknesses of the Articles of Confederation</p>	<p>CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>AP course objectives: The course provides opportunities for students to connect historical developments to specific circumstances of time and place, and to broader regional, national, or global processes. — Contextualization</p>
3	<p>The Early National Period (1789-1812)</p>	<p>SWBAT identify and describe key events from the period (including the Pinckney Treaty, the XYZ Affair, the Napoleonic Wars, Marbury v. Madison and Jeffersonian Republicanism)</p> <p>SWBAT use primary and secondary sources to make an argument about the extent to which the Anti-Federalists prevailed in the fight over ratification</p> <p>SWBAT evaluate the effectiveness of the United States in responding to geopolitical challenges it</p>	<p>CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>AP Course Objectives: The course provides opportunities for students to apply detailed and specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.</p>

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		faced during this period	
4	The War of 1812 and its Aftermath (1812-1828)	<p>SWBAT explain the causes, course and effects of the War of 1812</p> <p>SWBAT determine whether the policies of the United States government during this period were new or a continuation of policies already in place</p> <p>SWBAT critique the assertion that this period was the “golden age for American transportation”</p>	<p>CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>AP Course Objectives: Students work with diverse primary sources consisting of written documents, maps, images, quantitative data, and works of art.</p>
5	Jacksonian Democracy (1828-1840)	<p>SWBAT identify and describe key events from the period (including the Second Bank of the United States, the Panic of 1837 and the nullification crisis)</p> <p>SWBAT use primary and secondary sources to evaluate the extent to which the Jacksonian Democrats were truly the guardians of the Constitution, political democracy, individual liberty, and equality of economic opportunity</p>	<p>CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text</p> <p>AP Course Objectives: Students work with diverse primary sources consisting of written documents, maps, images, quantitative data, and works of art.</p>
6	Reform Era Policies and Practices (1800-1850)	<p>SWBAT explain trends in immigration, urbanization, industrialization during this time</p> <p>SWBAT make an argument about the extent to which the reform and utopian movements a reflection of Jacksonian ideals, and to what extent were they a reaction to those ideals</p>	<p>CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>AP Course Objectives: The course provides opportunities for students to apply detailed and</p>

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		<p>SWBAT describe the ways in which the philosophers, reformers, artists, and authors of this time period contribute to the development of a uniquely American identity</p>	<p>specific knowledge (such as names, chronology, facts, and events) to broader historical understandings.</p>
7	<p>Westward Expansion (1819-1850)</p>	<p>SWBAT identify and describe key events from the period (including the Oregon Trail, and the Mexican War, the negotiation of the Treaty of Guadalupe-Hidalgo)</p> <p>SWBAT evaluate the effect that John Tyler’s presidency had on the sectional tension of the era</p>	<p>CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>AP Course Objectives: The course provides opportunities for students to combine disparate, sometimes contradictory evidence from primary sources and secondary works in order to create a persuasive understanding of the past.</p>
8	<p>Coming of the Civil War (1830-1860)</p>	<p>SWBAT identify and describe key events from the period (including The Four Horsemen of the American Apocalypse, Uncle Tom's Cabin, the Kansas-Nebraska Act, the Dred Scott Decision, and John Brown's Raid and the Secession Crisis)</p> <p>SWBAT decide in what ways the debates over immigration and expansion merely masked the conflict over slavery</p> <p>SWBAT determine at what point secession became inevitable</p>	<p>CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>AP Course Objectives: The course provides opportunities for students to develop coherent written arguments that have a thesis supported by relevant historical evidence. — Historical argumentation</p>

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9	Era of the Civil War (1858-1865)	<p>SWBAT describe the outbreak of the military conflict between the north and south, the course of the war and political, diplomatic, social and economic consequences of the war on the north and south</p> <p>SWBAT evaluate the extent to which the military fortunes of the north and south shaped by their generals and the political fortunes shaped by the leaders</p>	<p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>AP Course Objectives: The course provides opportunities for students to apply insights about the past to other historical contexts or circumstances, including the present.</p>
10	Reconstruction (1865-1877)	<p>SWBAT assess the implications of the assassination of the President Lincoln and its effect on Reconstruction</p> <p>SWBAT evaluate the extent to which Reconstruction was a success</p>	<p>CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>AP Course Objectives: The course provides opportunities for students to examine relationships between causes and consequences of events or processes -- Historical causation.</p>
11	Westward Expansion and Industrialization (1880-1900)	<p>SWBAT describe the emergence of business tycoons by using the case studies of Rockefeller, Carnegie, Morgan, and Vanderbilt</p> <p>SWBAT assess the extent to which “The Gilded Age” is an apt description of the time period</p> <p>SWBAT make an argument</p>	<p>CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>AP Course Objectives: The course provides opportunities for students to develop coherent written arguments that have a thesis supported</p>

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		about the extent to which the policy of the United States toward Native Americans was a continuation of an early policy and to what extent it was something new	by relevant historical evidence. — Historical argumentation
12	The Gilded Age (1880-1900)	<p>SWBAT describe the rise of agrarian discontent and the Populist response</p> <p>SWBAT use evidence from primary and secondary sources to explain the ways in which reform movements and organizations attempted to solve the social problems facing US society</p>	<p>CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>AP Course Objectives: The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.</p>
13	The Progressive Era (1890-1920)	<p>SWBAT identify and define key people, events and ideas from the era (including Progressivism, the Socialist Party, Roosevelt, Taft, Wilson)</p> <p>SWBAT determine what the roots of the Progressive Movement were</p> <p>SWBAT use primary source documents to make an argument about whether the conditions of farmers, the poor, women, and African-Americans improved by progressive reforms from the Election of 1896 to the outbreak of World War I</p>	<p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>AP Course Objectives: The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.</p>
14	From Isolation to	SWBAT identify and define	CCSS.ELA-Literacy.RH.11-12.8

	<p>Imperialism (1890-1914)</p>	<p>key people, events and ideas from the era (including industrialization, urbanization, Spanish-American War, the Filipino Insurrection, the Panamanian Crisis, the Tampico Incident)</p> <p>SWBAT make an argument about the extent to which the he domestic and international policies of Theodore Roosevelt reflected the values of his era</p> <p>SWBAT debate the extent to which the Spanish-American War was a turning point in the history of U.S. foreign relations</p>	<p>Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>AP Course Objectives: The course provides opportunities for students to investigate and construct different models of historical periodization. — Periodization</p>
15	<p>World War I and its Aftermath (1914-1932)</p>	<p>SWBAT describe the events that led to, the course of and the repercussions of WWI</p> <p>SWBAT assess Woodrow Wilson in terms of this wartime leadership and his vision for a post-war world</p>	<p>CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>AP Course Objectives: The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of historical evidence</p>
16	<p>The Great Depression and the New Deal (1929-1941)</p>	<p>SWBAT explain the underlying causes of the Great Depression</p> <p>SWBAT use primary and</p>	<p>CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as</p>

		<p>secondary sources to evaluate the extent to which the reforms of the New Deal truly transform the role of government, and to what extent did they merely build upon an earlier foundation</p>	<p>well as in words) in order to address a question or solve a problem.</p> <p>AP Course Objectives: The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP U.S. History curriculum framework.</p>
17	<p>America and the Second World War (1935-1945)</p>	<p>SWBAT use primary and secondary sources to identify key events, places and ideas of the era (including Pearl Harbor, Japanese internment, the Atlantic Charter, the atomic bomb and the Potsdam Conference)</p> <p>SWBAT compare and contrast WWI and WWII in terms of (a) treatment of minorities, (b) opportunities for women, (c) civil liberties, and (d) plans for the post-war order</p>	<p>CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>AP Course Objectives: The course includes diverse primary sources consisting of written documents, maps, images, quantitative data (charts, graphs, tables), and works of art.</p>
18	<p>Origins of the Cold War (1945-1968)</p>	<p>SWBAT identify key events, places and ideas of the era (including the Marshall Plan, NSC-68, Cold War, Truman Doctrine, Korean Conflict, the Bay of Pigs and the Space Race)</p> <p>SWBAT explain why relations broke down between the United States and the Soviet Union in the wake of WWII</p>	<p>CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>AP Course Objectives: The course provides students with opportunities for instruction in the learning objectives in each of the seven themes throughout the course, as described in the AP</p>

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			U.S. History curriculum framework.
19	Cold War Culture and Society (1950-1970)	<p>SWBAT assess the extent to which the sexual revolution was revolutionary</p> <p>SWBAT describe how the role of students evolved during this period</p> <p>SWBAT use primary sources to compare NAACP materials from the 1920s and 1930s on lynching and civil rights with 1950s civil rights materials</p>	<p>CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>AP Course Objectives: The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of change and continuity over time</p>
20	The Vietnam War and its Aftermath (1961-1975)	<p>SWBAT identify key events, places and ideas of the era (including Dien Bien Phu, Ho Chi Minh, the Gulf of Tonkin incident, the Tet Offensive, the Paris Peace Accords and the Fall of Saigon)</p> <p>SWBAT evaluate how effective the tactics were that were used by opponents of the Vietnam War</p> <p>SWBAT assess the extent to which the counterculture movement was driven by opposition to the war, and to what extent were other contributing factors at work</p>	<p>CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>AP Course Objectives: The course provides opportunities for students to analyze evidence about the past from diverse sources, such as written documents, maps, images, quantitative data (charts, graphs, tables), and works of art. — Appropriate use of historical evidence</p>
21	Sound Bite Society (1970- Today)	SWBAT identify key events, places and ideas of the era (including the Environmental	CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine

		<p>Protection Agency, Watergate, Nixon, Reaganism, the Iran-contra scandal, the Republican Revolution, the wars in Afghanistan and Iraq)</p> <p>SWBAT make an argument about the extent to which the Reagan/ Bush presidencies successful in rolling back reforms of the New Deal and Great Society and in reshaping the role of government</p> <p>SWBAT assess the ways in which the role of the President changed in the years from the Watergate scandal through the terrorist attacks of September 11th</p>	<p>which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>AP Course Objectives: The course provides opportunities for students to identify and analyze patterns of continuity and change over time and connect them to larger historical processes or themes. — Patterns of change and continuity over time</p> <p>The course provides opportunities for students to compare historical developments across or within societies in various chronological and geographical contexts. — Comparison</p>
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*Sample unit objectives and sequence:*⁷

Unit 1: Settlement and Expansion of Early America

- Major Topics
 - Early contacts among groups in North America, and North American societies in the context of the Atlantic World; Spanish exploration and the development of colonies in the Americas; the rise of the English as an imperial power, including the conflict with the Spanish; initial English colonial settlements, including successes and failures, and the unique attributes of each of the colonies; the evolution of relations between the colonies and England, including the debate over citizenship and representation; and the military conflicts with the French, culminating in the French and Indian War.
- Essential Questions
 - Trace the rise of the English nation-state between 1492 and 1607. What important factors influenced this rise? In what ways did later colonization efforts attempt to

⁷ This syllabus was modified from the example AP US History syllabus available at <http://media.collegeboard.com/digitalServices/pdf/ap/ap-course-audit/ap-us-history-sample-syllabus-1-id-1071805v1.pdf>.

learn from earlier experiences? To what extent was there religious freedom in the colonies? Explain the causes the conflict between the British and the Native Americans and French in 1754. How did the war change the geopolitical standing of each group by the end of the war?

- Unit Activities
 - Class discussions on the rise of the English state, the Glorious Revolution, and the French and Indian War. Debate on Separatists, Puritans, Quakers, and the Crown. Document analysis activity: the Mayflower Compact. Historical interpretations lesson: Adam Smith and the Market System.
 - By drawing on selections from A People’s History of the United States and The American Nation, students write an essay that explores the evolution of identity based on race, ethnicity, and nationality. (ID-4) [CR4]
 - Students write an essay in which they evaluate the impact of the Columbian Exchange on Native Americans in North America during the 16th century. [CR12]
- Assignments and Assessments
 - Homework assignment on topics listed above. Multiple choice test on topics above, and several maps from the colonial period. Take home essay on the question, “To what extent was there true religious freedom in the colonies?”

Unit 2: Birth of the New Nation (1759-1789)

- Major Topics
 - Political and social causes of the French and Indian War; military engagements and consequences of the French and Indian War; growing tensions between the colonies and Parliament over taxation and representation; diplomatic relations between the colonies, the British Parliament, and the French strategies of both sides in the Revolutionary war, and the course of the battles; origins and structure of the Articles of Confederation; political, social and economic challenges of the Critical Period; circumstances surrounding the Constitutional Convention and the structure of the Constitution; and argument over ratification and the development of the Bill of Rights.
- Essential Questions
 - Was the American Revolution inevitable? To what extent could either side have contributed to a peaceful resolution to their differences? Analyze the ways in which the colonists used both legal and extra-legal means of protesting. Which tactic proved more successful and why? Who were the greatest generals of the war and why? In what ways was the Articles of Confederation designed to correct the perceived injustices of the colonial era? What were the resulting strengths and weaknesses of the document?
- Unit Activities
 - Class discussions on taxation without representation and colonial leadership. In-class debate between Federalists and Anti-Federalists. Document analysis: excerpt from Common Sense. Historical interpretations lesson building on summer reading: Edmund Morgan, Charles Beard, Forrest McDonald, and Bernard Bailyn’s competing interpretations of the American Revolution. [CR6]
 - Students give an oral presentation explaining how the actions of specific colonial leaders did or did not influence the outcome of the American Revolution. [CR3]

- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. The Birth of the Republic Test: multiple choice, matching, and maps of the revolutionary period. Take-home essay where students must argue for and defend one historian's interpretation of the American Revolution.

Unit 3: The Early National Period (1789-1812)

- Major Topics
 - Birth of a new nation and struggle for identity; growing pains of the New Republic; George Washington and the development of the role of the President; the debate over the Bank of the United States, and the emergence of political parties; foreign relations, including the Jay Treaty, the Pinckney Treaty, the XYZ Affair, the conflict with the Barbary Pirates, and the growing tensions with Europe during the Napoleonic Wars; *Marbury v. Madison* and the development of the role of the Supreme Court; Jeffersonian Republicanism, including policies regarding the Bank, Louisiana, Aaron Burr, and foreign relations; and elections from 1789 to 1812.
- Essential Questions
 - To what extent could it be said that the Anti-Federalists prevailed in the fight over ratification? In what ways did the United States government work to achieve stability, both domestically and internationally during the 1790s? Should the Alien and Sedition Acts be viewed as unconstitutional, or were they just an early example of hardball politics? Is it accurate to say that the Supreme Court did not become a co- equal branch of the government until after the appointment of John Marshall? How effective was the United States in responding to the geopolitical challenges it faced during this period?
- Unit Activities
 - Class discussions on U.S. Bank and the Louisiana Purchase and how both reflected arguments for a strict or loose construction of the Constitution. In-class debate on the Alien and Sedition Acts. In-class document analysis activity: excerpt from *Marbury v. Madison* decision.
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. In-class essay on Federalists and Republicans. Chapter multiple choice test. Take- home DBQ on the Alien and Sedition Acts.

Unit 4: The War of 1812 and its Aftermath (1812-1828)

- Major Topics
 - Growing pains of the New Republic; foreign relations between the United States and France and Britain; causes and course of the War of 1812; political, social, and economic aftermath of the War of 1812, including the death of the Federalist Party, the emergence of the Second Bank of the United States, and the conflict over internal improvements; the contested election of 1824 and the end of the Era of Good Feeling; tariffs and the specter of nullification; major decisions of the Marshall Court; the Monroe Doctrine and the growth of the United States in regional politics; and the rise of immigration and nativism.
- Essential Questions

- Were the policies of the United States government new or merely a continuation of policies already in place? How did the addition, and settlement, of southern and western lands contribute to the political struggle that resulted in the Civil War? To what extent did the cotton boom fundamentally transform southern society, economically and culturally? In what ways was the emergence of the factory economy of the north beneficial to the region and the nation? What were the negative aspects of the new economy? Why is this period often considered the golden age for American transportation?
- Unit Activities:
 - Class discussions on the two-party political system and the American System. Map skills activity: battles of the War of 1812. Debate on the contested election of 1824. Court Case Mania activity—each student will research one landmark court case and present a brief to the class. [CR1b]
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. In-class free response essay on one of the essential questions listed above. Multiple choice test covering the material in the textbook and class discussions and activities.

Unit 5: Jacksonian Democracy (1828-1840)

- Major Topics
 - Circumstances surrounding the elections of 1824 and 1828; rise of the Jacksonian Democratic party, including its beliefs, policies, and important members; and the Four Main Crises of the Age of Jackson: the expanding view of democracy (spoils system, rotation in office), the Native American question (court cases and Indian removal), the nullification crisis, and economic issues of the period (Second Bank of the United States and the Panic of 1837).
- Essential Questions
 - To what extent were the Jacksonian Democrats truly the guardians of the Constitution, political democracy, individual liberty, and equality of economic opportunity? In what ways did Andrew Jackson differ from his predecessors and in what ways did he continue the traditions, or reflect the traditional values of the early national period? To what extent did The Jacksonian Period live up to its characterization as the era of the "common man" in terms of economic development, politics, and expansion. In what ways did the conflicts over nullification and the bank point to the larger sectional, economic, and political tensions in the Jacksonian age?
- Unit Activities
 - The Jackson Game—simulation activity requiring students to research positions, write speeches, ask/answer questions from the point of view of their characters, and complete a formal reflective essay. In-class document analysis activity: excerpt from Daniel Webster's debate with Robert Hayne, and Andrew Jackson's bank veto.
- Assignments and Assessments
 - Homework assignment vocabulary terms listed above. In-class DBQ essay on Jacksonian Democracy—measuring the mastery of material, use of documents in supporting thesis statement, sophistication of argument in response to the prompt, and quality of formal writing. Multiple choice test covering the material in the

textbook and from class discussions and activities. [CR13a]

Unit 6: Reform Era Policies and Practices (1800-1850)

- Major Topics
 - Trends in immigration, urbanization, industrialization; social and cultural reactions to the industrial age, including the Second Great Awakening, utopian movements, and reformers; reform movements involving treatment of the poor, the blind, the deaf, the insane, and criminals; the temperance movement; reform movements involving civil rights, including the status of slaves and women; and artistic and philosophical movements of the age, including the Hudson River School, romantic authors, and transcendentalists.
- Essential Questions
 - To what extent were the reform and utopian movements a reflection of Jacksonian ideals, and to what extent were they a reaction to those ideals? In what ways did the philosophers, reformers, artists, and authors of this time period contribute to the development of a uniquely American identity? What were the larger social goals of the reformers, and to what extent were they successful in achieving these? In what ways were strides made by advocates for abolitionism, temperance, and women’s rights? Which group made the most progress?
- Unit Activities
 - Class discussions on the Second Great Awakening and utopian societies. Reformers Checklist Group Activity. In-class document analysis activity: “Declaration of Sentiments” Seneca Falls Convention of 1848. Historical interpretations lesson: Walt W. Rostow’s stages of economic growth.
 - Using the textbook and Zinn’s A People’s History of the United States, students write a DBQ essay on the ways reform movements reflected mainstream political and cultural values in the pre-Civil War era.
 - After reading the work of historians Richard Hofstadter and Ronald G. Walters, students are asked to write an essay agreeing or disagreeing with Hofstadter’s arguments by referencing one reform movement from the antebellum or progressive eras. (POL-3) [CR4] [CR5]
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. Take-home essay on the transcendentalist movement. Message board posting on The Narrative of the Life of Frederick Douglass. Multiple choice test—multiple choice with a cumulative essay question drawn from one of the essential questions listed above.

Unit 7: Westward Expansion (1819-1850)

- Major Topics
 - Trends in westward expansion, specifically independence in Texas and statehood issues involving slavery; life on the trail; Oregon and California; border crisis involving Mexico and the Mexican War; and negotiation of the Treaty of Guadalupe- Hidalgo and shifting power structure in North America.
- Essential Questions
 - What effect did John Tyler’s presidency have upon the sectional tensions of the era? What motivated settlers to come to Texas in the 1820s and 1830s? How did these motives contribute to the conflict that led to Texan independence? What

were the issues in the debate over the admission of Texas to the Union? How did the gold rush and the establishment of the Oregon Trail contribute to manifest destiny and the growing sectional crisis?

- Unit Activities
 - Class discussions on Texas independence, the Wilmot Proviso, and the Compromise of 1850. After looking at A People’s History of the United States, the textbook, Reginald Horseman’s Race and Manifest Destiny, and speeches/proclamations of leaders (Herrera, Polk, Sloat) at the time, students have a classroom debate on the question, "Was the Mexican War a justified act of self defense or an unjustified act of imperialism, and are there comparisons to the present wars in Iraq and Afghanistan?" [CR13b]
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. Multiple choice test, including maps of the Mexican War. In-class DBQ on Manifest Destiny. Students write essay on the Compromise of 1850.

Unit 8: Coming of the Civil War (1830-1860)

- Major Topics
 - Effects of the Mexican War in terms of land acquisition, slavery, economics, and politics; The Four Horsemen of the American Apocalypse, including Uncle Tom's Cabin, the Kansas-Nebraska Act, the Dred Scott Decision, and John Brown's Raid; and the Secession Crisis.
- Essential Questions
 - In what ways did the debates over immigration and expansion merely mask the conflict over slavery? At what point did secession become inevitable? Provide supporting evidence for why you believe the Civil War could have been avoided before that point—or not. To what extent did the “Four Horsemen of the American Apocalypse” that we discussed in class contribute to the growing division in the country?
- Unit Activities
 - Class discussions on the effect of Uncle Tom’s Cabin and John Brown’s raid at Harpers Ferry. Document analysis of the Dred Scott Decision. Simulation of the Lincoln- Douglas debates.
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. In-class essay on the Four Horsemen of the American Apocalypse. Multiple choice test and take-home essay on the constitutionality of secession.

Unit 9: Era of the Civil War (1858-1865)

- Major Topics
 - Outbreak of the military conflict between north and south, and the course of the war; political, diplomatic, social and economic consequences of the war, north and south; religion and the abolitionist cause; the Emancipation Proclamation and its effects on the war effort and the slave population; and generals and leadership during the crisis, north and south.
- Essential Questions
 - To what extent were the military fortunes of the north and south shaped by their

generals and the political fortunes shaped by the leaders? In what ways and to what extent did the nature of warfare change as a result of the Civil War? Who are the heroes of this time period and what makes them so? Was it inevitable that the South would lose the Civil War? Why or why not?

- Unit Activities
 - Class discussions on Union and Confederate generals, wartime diplomacy, and turning points in the war. Student led simulation of a joint press conference with Presidents Lincoln and Davis, June 30, 1863. Debate on civil liberties during wartime. Document analysis activity: the Gettysburg Address and Lincoln's Second Inaugural Address. Historical interpretations lesson: economic, political, and ideological interpretations of the causes and effects of the Civil War.
 - Students analyze the factors that led to Abraham Lincoln's issuance of the Emancipation Proclamation and its resulting impacts on the Union's war effort. [CR8]
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. Take-home essay: newspaper article covering the press conference. In-class free response question on historical interpretations: students choose and defend one interpretation of the Civil War.
 - Multiple choice test with an essay question drawn from the list of essential questions and maps of the Civil War.

Unit 10: Reconstruction (1865-1877)

- Major Topics
 - Competing models for Reconstruction: Presidential, Congressional, and White Southern; the assassination of President Lincoln and its implications for Reconstruction and the policies of Andrew Johnson; military occupation of the south, the emergence of black republican governments; impeachment of Andrew Johnson; Radicalization of Reconstruction; 13th, 14th and 15th Amendments, white resistance, the KKK and the spiral of violence; and readmitting southern states, the Grant scandals, the restoration of conservative white governments, and the gradual denial of black rights in the South.
- Essential Questions
 - To what extent did the assassination of Abraham Lincoln contribute to more harsh Reconstruction policies? Trace the ways in which Congress attempted to secure rights for freed slaves and the steps southern states took to obstruct Congressional actions. In what ways did the impeachment of Andrew Johnson reveal the fault lines of American politics in the years following the Civil War? How did the scandals of the Grant Administration undermine the goals of Reconstruction? To what extent was Congressional Reconstruction a success?
- Unit Activities
 - Class discussions of the Reconstruction Acts, and on Arthur Schlesinger's scale of presidential greatness as it applies to Johnson and Grant. Simulation of the Impeachment of Andrew Johnson. Document analysis activity: Amendment XIV.
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. Online message board posting on goals and accomplishments of Reconstruction. Reading quiz on major

topics in the chapter and a multiple choice test on the 1870s.

Unit 11: Westward Expansion and Industrialization (1880-1900)

- Major Topics
 - Social and economic effects of post-bellum industrialization in the North and the South; the expanding economic power of the United States in the world economy; impact of an unregulated economy on the development of heavy industry and the emergence of business tycoons; case studies on Rockefeller, Carnegie, Morgan, and Vanderbilt; early attempts to rein in big business by the government at the state and federal levels; westward expansion as seen in the context of the railroad industry and emerging economic interests; conflicts between Native Americans and settlers, ranchers, miners; and military conflicts with Native Americans.
- Essential Questions
 - To what extent is “The Gilded Age” an apt description of the time period? In what ways did the courts undermine Reconstruction efforts to bring about racial equality? Trace the rise of American industrialization. What factors contributed to American industrialization in the late 19th Century?
 - FRQ: To what extent was the policy of the United States toward Native Americans a continuation of an early policy, and to what extent was it new? [CR5]
- Unit Activities
 - Class discussions on Materialism, Marxism, and the Indian Wars. Map skills exercise: Native Americans of the Great Plains. Student-led roundtable debate on the social effects of westward expansion and industrialization. Document analysis activity, “Wealth” by Andrew Carnegie.
- Assignments and Assessments
 - Homework assignment on topics listed above and message board posting on the good and negative sides of Rockefeller, Carnegie and Morgan. Multiple choice test, including a take-home free response essay on "Rockefeller, Carnegie and Morgan: Robber Barons or Industrial Statesmen.”

Unit 12: The Gilded Age (1880-1900)

- Major Topics
 - Industrialization, urbanization, and cultural transformations; domestic and global challenges and the creation of mass culture; cultural effects of deregulation, industrialization, and westward expansion; urbanization and the competing ideals of city and rural life in America; immigration, minority rights, and a rigid class system; corruption and machine politics in state and local governments; the rise of agrarian discontent and the Populist response; and competing arguments about the proper role of government in this era, leading to an introduction of Progressive ideals.
- Essential Questions
 - To what extent did state/federal governments attempt to regulate big business during the last quarter of the nineteenth century? In what ways did reform movements and organizations attempt to solve the social problems facing U.S. society? To what extent was society “reformed” by these efforts?

- Unit Activities
 - Class discussions on trends in immigration, industrialization and the Social Gospel. In-class debate on the proper role of government during this era. In-class document analysis activity: Bryan’s “Cross of Gold” speech. Historical interpretations lesson: Walt W. Rostow’s stages of economic development.
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. Document based question on the costs and benefits of industrialization during the Gilded Age. Multiple choice test, including an essay drawn from one of the essential questions listed above.

Unit 13: The Progressive Era (1890-1920)

- Major Topics
 - Progressivism defined, goals of Progressivism, and types of Progressives; muckrakers, social reform, and the use of the media to achieve social, economic, and political goals; radical movements, the IWW and Socialist Party, the changing role in government (including state and local); role of Presidents Roosevelt, Taft, and Wilson in promoting Progressive agendas at the federal level; and successes and failures of the Progressive Era.
- Essential Questions
 - What were the root causes of the progressive movement? Why did the movement flourish in the north and west, but lack support in the south? To what extent did state and local governments influence the movement at the national level? Is it accurate to describe Roosevelt, Taft, and Wilson as progressives? Who was the most progressive and why? The least? Were the conditions of farmers, the poor, women, and African-Americans improved by progressive reforms from the Election of 1896 to the outbreak of World War I?
- Unit Activities
 - Students use documents made by the Socialist Labor Party, Emma Goldman, and the IWW and make an argument for the validity of the radical ideas and movements that came out of the industrial age. (WXT-6) [CR4]
 - Students use material from census data about immigration to make presentations on different ethnic and national groups and the creation of the Immigration Act 1924. (PEO-7) [CR4]
 - Class discussions on the role of muckrakers and on third party candidacies in the Progressive Era. In-class debate focusing on the strengths and weaknesses of the Progressive mind set, as well as the successes and failures of Progressive programs. In-class document analysis: excerpts from *The Jungle* by Upton Sinclair and *The History of the Standard Oil Company* by Ida Tarbell.
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. Formal essay on the content discussed in the debates. Multiple choice test, including a free response essay question on industrialization.

Unit 14: From Isolation to Imperialism (1890-1914)

- Major Topics

- Industrialization, urbanization, and cultural transformation; domestic and global challenges and the creation of mass culture; early expansionism, from Young America to the Chilean and Venezuelan conflicts; Mahan, Coaling Stations, the building of the United States navy, and initial imperialistic efforts, including Hawaii; American involvement and influence in the Spanish-American War, the Filipino Insurrection, and the Panamanian Crisis; Mexico, American involvement, the Tampico Incident, and Pancho Villa; and non-intervention in European affairs at the outbreak of the first World War.
- Essential Questions
 - To what extent did the domestic and international policies of Theodore Roosevelt reflect the values of his era? What were the causes, course, and effects of the Spanish-American War? What were the chief arguments of the imperialists and anti-imperialists; what was the particular significance of the Roosevelt corollary? How did the American interest in the development of a canal in Panama evolve?
- Unit Activities
 - Students engage in class debate analyzing the extent to which the Spanish-American War was a turning point in the history of U.S. foreign relations. [CR10] Class discussion on the diplomacy surrounding status of the Canal Zone, the building of the Canal, and on the Philippine Insurrection. Simulation on the Open Door Policy. Debate on the causes, effects, and relative merits of imperialism. Document analysis: the Roosevelt Corollary.
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. Take-home document based question on American imperialism. Multiple choice test with short answer responses. Map skills take-home assignment: the American sphere of influence after 1898.

Unit 15: World War I and its Aftermath (1914-1932)

- Major Topics
 - Domestic and global challenges and the creation of mass culture; initial opposition to American involvement in the First World War; the Lusitania, the Sussex Pledge, the Zimmerman Telegram, and unrestricted submarine warfare; the course of the war, before and after American involvement; Civil Rights for Americans during and after the war; the Treaty of Versailles and the Senate fight over ratification and the League of Nations; Warren G. Harding, Normalcy, and the end of the Progressive Era; and social, political, economic, and cultural trends during the 1920s.
- Essential Questions
 - In what ways were American relations with Mexico a demonstration of the United States as the dominant power in the hemisphere? How did regional relations evolve during this period? What were the events and policies that culminated in the decision to go to war in 1917? Assess Woodrow Wilson in terms of his wartime leadership and his vision for a post war world. In what ways were the League fight and the Red Scare emblematic of the shift in America's worldview in the years following the Great War? Were the major social issues and conflicts of the Twenties uniquely modern, or were they merely continuations of earlier issues and conflicts? To what extent is the following statement valid: "The

Twenties were the new Gilded Age.” To what extent did the writers and artists of the Twenties reflect and challenge traditional American values?

- Unit Activities
 - Class discussions on American diplomacy before, during, and after World War I, the role of the national government during the 1920s, and the Schenck v. U.S. decision. Simulation activity on the ratification of the Treaty of Versailles. Document analysis activity: Woodrow Wilson’s Fourteen Points.
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. Take-home essay: position paper ruling on the Schenck case. Online message board posting on Normalcy, drawn from one of the essential questions listed above. Multiple choice test with several short answer questions.

Unit 16: The Great Depression and the New Deal (1929-1941)

- Major Topics
 - Economic trends in the wake of the First World War, and the collapse of the world economy; the Stock Market Crash, crop failures, and the collapse of the banking industry by 1932; the Bonus Army, Hoovervilles, and the social crisis surrounding the election of 1932; FDR, Hundred Days, the First and Second New Deals, and the recasting of the role of government; court challenges to the New Deal programs, and other dissenting voices, including economic and religious critics; the overall effects of the New Deal programs on the economy, politics, and the popular understanding of the role of government in American society.
- Essential Questions
 - What were the underlying causes of the Great Depression and the initial attempts by the Hoover administration to mitigate its effects? To what extent did the reforms of the New Deal truly transform the role of government, and to what extent did they merely build upon an earlier foundation? What was the evolution of the conflict between FDR and the Supreme Court from the beginning of his first term to the beginning of the Second World War? What were the major arguments made by New Deal critics? To what extent did Americans accept and approve of the changes wrought by New Deal policies and legislation? How did FDR reconcile his own beliefs about intervention with the isolationist mood of the country at the time?
- Unit Activities
 - Class discussions on the origins of the Great Depression, on the Hundred Days, and on New Deal critics. Student-directed role-playing activity about the Court Packing Plan. Document analysis activity: Images of the Great Depression and the New Deal.
 - Using the SOAPStone handout, students analyze and contrast oral histories from the Great Depression, such as Studs Terkel’s *Hard Times* and the WPA slave narratives. [CR7]
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. In-class document based question on the New Deal. Multiple choice test, with an essay question drawn from the essential questions listed above.

Unit 17: America and the Second World War (1935-1945)

- Major Topics
 - American isolationism in the 1930s, the Neutrality Acts, and the slow drift toward intervention by 1941; Pearl Harbor, involvement in the War, mobilization, and its effects on American economy, society, and politics; civil liberties during the war, especially the status of Japanese Americans; the course of the war in the Pacific and in Europe, including the dropping of the atomic bomb and the end of the war; and diplomacy during the war, from the Atlantic Charter to the Potsdam Conference.
- Essential Questions
 - Citing leaders, battles, and other events, what were the high points, low points, and turning points of the war in Europe? Citing leaders, battles, and events, what were the high points, low points, and turning points of the war in the Pacific? To what extent can the two wars be compared in terms of (a) treatment of minorities, (b) opportunities for women, (c) civil liberties, and (d) plans for the post-war order? Trace the course of diplomatic relations between allies from the beginning of the war to the end. How did the goals and strategies change over time? What were the arguments for and against dropping the atomic bomb in 1945?
- Unit Activities
 - Class discussions on Pearl Harbor, the two fronts of the war, and wartime diplomacy. Debate on the decision to drop the atomic bomb. Document analysis activity: Four Freedoms. Map skills lesson: European and Pacific Theaters of War. Historical perspectives lesson: Japanese Internment.
 - D.C. Field Trip: Students will visit the [World War II Memorial](#)
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. Take-home essay on U.S. strategy and diplomacy during WW II. Multiple choice test on WW II.

Unit 18: Origins of the Cold War (1945-1968)

- Major Topics
 - The emergence of two opposing superpowers; containment, the Marshall Plan, NSC-68, and the growing military and economic burden of the Cold War; initial conflicts in Greece and Turkey produce the Truman Doctrine as a cornerstone of U.S. foreign policy; division of Korea, the invasion of the south in 1950 and the course of the Korean Conflict; the role of the United States in Cold War conflicts in Egypt, Hungary, French Indochina, and Cuba; and Kennedy and the Cold War: Bay of Pigs, Berlin, and the Space Race.
- Essential Questions
 - In what ways was the Marshall Plan an attempt to avoid the mistakes that had been made after the Treaty of Versailles? To what extent did relations break down between the United States and the Soviet Union in the wake of the Second World War? In what ways did the containment policy and the fallout from the Chinese Revolution contribute to the culture of fear and conservatism during the 1950s? In what ways were the Bay of Pigs, the Space Race, and the Cuban Missile Crisis related?
- Unit Activities
 - Class discussions on the war in Korea and the Cuban Missile Crisis. The

McCarthy Project: student-directed simulation activity examining the fear and suspicion during the Red Scare. In-class document analysis: excerpt from “The Sources of Soviet Conduct,” by George Kennan.

- Students working in small groups compare the underlying causes of WWI, WWII, and the Cold War and make an argument that U.S. foreign policy in the 20th century did or did not promote democratic governments around the world. (WOR-7) [CR4]
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. McCarthy Project formal essay.

Unit 19: Cold War Culture and Society (1950-1970)

- Major Topics
 - Trends in popular media and culture during the 1950s and 1960s; the Red Scare and its impact on cultural conformity, and the backlash against that conformity during the 1960s; the modern civil rights movement, including Brown v. Board, the Montgomery Bus Boycott, Sit- Ins, the Civil Rights Act and Voting Rights Act, Dr. Martin Luther King, Malcolm X, Huey Newton, the Black Panthers; civil rights movements by other groups, including women, Native Americans, and gays; post-war religious trends; youth and farm workers; and baby-boomers and the emergence of anti-institutionalism.
- Essential Questions
 - Who were the great figures in post-war art and literature? Specifically, what did their work say about the post-war society and values? To what extent was the sexual revolution revolutionary? To what extent was it a continuation of past movements? What were the high and low points of the Civil Rights Movement, from 1954 to 1968, and to what extent were the civil rights of African Americans extended? How did the role of students evolve during this period?
- Unit Activities
 - Student-directed roundtable debate on the subject of the modern civil rights movement. In-class document analysis: “Letter from Birmingham Jail.”
 - Students compare NAACP materials from the 1920s and 1930s on lynching and civil rights with 1950s civil rights materials. Students must make a presentation on why there were differences and similarities to the class. [CR9]
 - Students write an essay that compares the women’s movement of the 1960s with the women’s movement at the turn of the 20th century. Students must make an argument about the nature of the ideas, strategies, and accomplishments of women from both eras. Were they similar or different? [CR11]
 - D.C. Field Trip: Students will retrace the March on Washington
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. Message board posting on the culture of the 1960s. Multiple choice test, including several short answer questions about the social movements of the 1960s.

Unit 20: The Vietnam War and its Aftermath (1961-1975)

- Major Topics
 - Dien Bien Phu, Ho Chi Minh, the assassination of Diem, and the growth of

American involvement in French Indochina; the Gulf of Tonkin incident and the expansion of American involvement in the war; the course of the war from 1964 to 1975, including bombing campaigns of the North, the Tet Offensive, the incursion into Cambodia, the Paris Peace Accords, and the Fall of Saigon; and American support for and opposition to the war in Vietnam, and its effects on the political, economic, and social situation in the United States during this time.

- Essential Questions
 - In what ways did the war in Vietnam reflect the geopolitical struggles of the Cold War? To what extent did growing discontent with the war influence changes in American policy between 1968 and 1975? How effective were the tactics used by opponents of the war? To what extent was the counterculture movement driven by opposition to the war, and to what extent were other contributing factors at work?
- Unit Activities
 - D.C. Field Trip: Students will visit the [Vietnam Veterans Memorial](#)
 - Class discussion on the counterculture movement, the Cambodian Incursion and Kent State killings. Debate on the Gulf of Tonkin Resolution. Map skills lesson: the Tet Offensive.
 - In an eight-page essay, students compare the interpretations of Vietnam in Lyndon B. Johnson and American Liberalism and A People's History of the United States What made these historians see the same event so differently? [CR6]
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. Take-home document based question on the post-WWII period. Multiple choice test, including in-class essay drawn from the essential questions listed above.

Unit 21: The Sound Bite Society (1970-Present)

- Major Topics
 - Increasing prosperity and global responsibilities after WWII; globalization and redefining national identity; creation of the Environmental Protection Agency; Watergate, the resignation of President Nixon, and the emerging distrust of government; expanding role of the popular media; modern religion and political activism; Reaganism: deregulation, increase in military spending, and the Iran-contra scandal; liberalism on the wane: the Republican Revolution of 1994, the Impeachment of President Clinton; Rodney King and Anita Hill; Welfare Reform Act of 1996; the election of 2000, terrorism and the wars in Afghanistan and Iraq, and emerging questions about civil liberties and the role of the federal government during a time of war; trends in immigration; and the election of 2008.
- Essential Questions
 - What ways did the various Middle Eastern conflicts first symbolize and later replace the major conflicts of the Cold War? To what extent were the Reagan/Bush presidencies successful in rolling back reforms of the New Deal and Great Society and in reshaping the role of government? To what extent was America transformed by societal changes—from television to race relations to AIDS and crack cocaine? How did the role of the President change in the years from the Watergate scandal through the terrorist attacks of September 11th?
- Unit Activities

- Class discussions on the Reagan Revolution, the collapse of communism, and modern immigration. Debate on Ford’s pardon of Nixon, and the rise of the New Right. Document analysis activity: Contract with America.
- Using Lisa McGirr’s *Suburban Warriors*, students map the ideas and strategies of the New Right and compare this movement to earlier moments (1880s, 1920s, 1950s) of conservative activism. What values remained constant over this long period of time? (CUL-7) [CR4]
- Students write a six to eight–page essay that examines the evolution of ideas and policies related to the environment from 1900 to 1975. The essay must use at least six secondary sources and make an argument about why the environment became worthy of regulation by 1970. (ENV-5) [CR4]
- Assignments and Assessments
 - Homework assignment on vocabulary terms listed above. In-class essay on the cultural malaise of the 1970s and 1980s. Multiple choice test, including take-home essay from essential questions listed above.

Summative Assessment:

The Washington Leadership Academy will rely on the the rigorous end-of-year AP exams, as well as periodic internal assessments to measure standard attainment by unit and for the course.

AP Biology⁸

Overview:

The AP Biology course focuses on the structure and function of living things. The course focuses on four key themes: how the process of evolution drives the diversity and unity of life; how biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis; how living systems store, retrieve, transmit, and respond to information essential to life processes; how biological systems interact, and these systems and their interactions possess complex properties. Students who take an AP Biology course will also develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains.

Course objectives:

Upon completing the AP Biology course students should be able to:

- Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on

⁸ Content of course modeled from the Advanced Placement Biology course content from the College Board.

http://media.collegeboard.com/digitalServices/pdf/ap/10b_2727_AP_Biology_CF_WEB_110128.pdf

explanations in the text.

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Instructional materials may include:

Campbell, Neil and Reece, Jane B. 2008. AP Edition Biology, Eighth Edition, San Francisco, CA: Pearson Benjamin Cummings. [CR1]

Campbell, Neil. Student AP Edition Biology Student Study Guide, Eighth Edition (ISBN 0-8053-7155-9)

Biology Laboratory Manual, 8/e by Vodopich and Moore, 2008

AP Biology Investigative Labs: An Inquiry-Based Approach, The College Board, 2012

Sample unit objectives and sequence:

Unit	Content Covered	Unit Objective(s)	Aligned Standard(s)
1	Molecules, Cells & Energy Materials: Chemistry of Life Chapters 2-5 from textbook	SWBAT demonstrate understanding of the polarity of water and its importance to biological systems SWBAT understand carbon’s role in the molecular diversity of life SWBAT differentiate between monomers, polymers & the reactions	Next Generation Science Objectives: HS-LS1-6. Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. AP Course Objectives: The student-directed laboratory investigations used throughout the course allow

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		<p>involved in building & breaking them down</p> <p>SWBAT demonstrate understanding of enzyme structures</p> <p>SWBAT demonstrate an understanding of cohesion, adhesion, specific heat of water & its importance to biological systems</p> <p>SWBAT differentiate between acids, bases and buffers</p>	<p>students to apply the seven science practices defined in the AP Biology Curriculum Framework and include at least two lab experiences in each of the four big ideas</p>
2	<p>The History of Life</p> <p>Materials: Chapter 25</p>	<p>SWBAT explain how macromolecules joined to support the origin of life</p> <p>SWBAT analyze a scientific text in order to make an argument about how RNA polymerization supports existing theories about the origin of life</p> <p>SWBAT describe the process of redeveloping and reformulating scientific theories (example: theories of the origin of life)</p>	<p>Next Generation Science Objectives: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.</p> <p>AP Course Objectives: Students come to enduring understandings about the ways in which biological systems interact</p>
3	<p>Cells</p> <p>Materials: Chapter 25 Journal articles on organelle based health issues</p>	<p>SWBAT explain similarities, differences & evolutionary relationships between prokaryotic & eukaryotic cells</p> <p>SWBAT compare and contrast methods of transport across cell membranes</p> <p>SWBAT describe different types of cell</p>	<p>Next Generation Science Objectives: HS-LS1-2. Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.</p> <p>AP Course Objectives: Students demonstrate proficiency in the development and recording of scientific evidence, written and verbal communication skills, ability</p>

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		communication (signals, receptors, response hormones, etc.)	to conduct scientific investigations, and ability to communicate the results through written report, verbal summary, and visual representation.
4	Immunity Materials: Background information on immunoassays from the company	SWBAT differentiate between innate and acquired responses SWBAT contrast humoral responses in B cells and T cells	Next Generation Science Objectives: HS-LS1-3. Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. AP Course Objectives: Students come to enduring understandings about the ways in which biological systems interact
5	Cell Energy Materials: Text chpts 8, 9, 10	SWBAT explain how ATP's structure dictates its function SWBAT compare and contrast photosynthesis mechanisms with respiration	Next Generation Science Objectives: HS-LS1-5. Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy. AP Course Objectives: Students apply the seven science practices defined in the AP Biology Curriculum Framework and participate in at least two lab experiences Students connect their biological and scientific knowledge to major social issues (e.g., concerns, technological advances, innovations) to help them become scientifically literate citizens.
6	Molecular Basis of Inheritance Materials: Text chapters 16, 17 Journal Article Reading Watson and Crick's original Nature paper from 1953	SWBAT describe several biological structures and processes (DNA, RNA, protein synthesis transcription and translation and mutations) SWBAT debate the evolutionary implications of mutations	Next Generation Science Objectives: HS-LS1-1. Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells. AP Course Objectives: Students demonstrate proficiency in the development and recording of scientific evidence, written and

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			verbal communication skills, ability to conduct scientific investigations, and ability to communicate the results through written report, verbal summary, and visual representation.
7	<p>Mitosis and Meiosis</p> <p>Materials: Text chapters 12, 13</p>	<p>SWBAT analyze the evolutionary advantages of sexual vs. asexual reproduction</p> <p>SWBAT describe the impact of genetic variation in offspring on evolution</p> <p>SWBAT evaluate arguments for and against the genetic and/or environmental basis for obesity and alcoholism</p>	<p>Next Generation Science Objectives: HS-LS1-4. Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.</p> <p>AP Course Objectives: Students come to enduring understandings about the ways in which biological systems interact</p>
8	<p>Mendelian Genetics</p> <p>Materials: Text chapters 14, 15 Scientific American Article Reading</p>	<p>SWBAT make predictions about the outcomes of genetic counseling</p> <p>SWBAT describe patterns of inheritance</p>	<p>Next Generation Science Objectives: HS-LS4-3. Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.</p> <p>AP Course Objectives: Students connect their enduring understandings with new ideas about transmission of information between and among biological processes.</p> <p>Students participate in at least two laboratory investigations to meet the learning objectives.</p>
9	<p>Molecular Genetics</p> <p>Materials: Text chapters 18- 21</p>	<p>SWBAT make an argument about how genomic sequencing relates to the process of evolution</p> <p>SWBAT describe the</p>	<p>Next Generation Science Objectives: HS-LS4-1. Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.</p>

	<p>Journal Article Reading Article by Kary Mullis on PCR</p>	<p>process of gene expression in bacteria</p>	<p>AP Course Objectives: Students apply the seven science practices defined in the AP Biology Curriculum Framework and participate in at least two lab experiences</p> <p>Students connect their biological and scientific knowledge to major social issues (e.g., concerns, technological advances, innovations) to help them become scientifically literate citizens.</p>
10	<p>Evolutionary Biology</p> <p>Materials: Text chapters 22–25 Journal Article Reading Beak of the Finch by Jonathan Weiner</p>	<p>SWBAT assess the persuasiveness of the body of scientific evidence in support of Darwin’s theory of descent with modification and natural selection</p> <p>SWBAT describe how molecular and morphological analyses support evolution</p>	<p>Next Generation Science Objectives: HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.</p> <p>AP Course Objectives: Students participate in at least two laboratory investigations to meet the learning objectives.</p>
11	<p>Biological Diversity and Microbiology</p> <p>Materials: Text chapters 25, 26, 27 Text 29, 30</p>	<p>SWBAT differentiate between genetic recombination using eukaryotes and prokaryotes</p> <p>SWBAT explain how prokaryotes and eukaryotes evolved</p>	<p>Next Generation Science Objectives: HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> <p>AP Course Objectives: Students demonstrate understanding of the process of evolution and the ways in which it drives the diversity and unity of life.</p>

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			Students participate in at least two laboratory investigations to meet the learning objectives.
12	<p>Plants and Their Diversity</p> <p>Materials: Text 35, 36 Text 37, 38, 39</p>	<p>SWBAT contrast how plants respond to internal vs. external stimuli</p> <p>SWBAT describe several biological processes (how plants colonized land, evolution of seed plants, plant nutrition and Angiosperm reproduction)</p>	<p>Next Generation Science Objectives: HS-LS4-4. Construct an explanation based on evidence for how natural selection leads to adaptation of populations.</p> <p>AP Course Objectives: Students demonstrate understanding of the process of evolution and the ways in which it drives the diversity and unity of life.</p> <p>Students participate in at least two laboratory investigations to meet the learning objectives.</p>
13	<p>Animal Diversity</p> <p>Materials: Text chapters 32–34 and 40–49</p>	<p>SWBAT describe the structure and function of various biological systems including the Digestive, Circulatory, Respiratory, Excretory, Endocrine, Nervous, Muscular Systems</p> <p>SWBAT predict how characteristics (body plans & systems) of invertebrates change as you go up the phylogenetic tree</p>	<p>Next Generation Science Objectives: HS-LS2-3. Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.</p> <p>AP Course Objectives: Students come to enduring understandings about the ways in which biological systems interact</p> <p>Students demonstrate understanding of the process of evolution and the ways in which it drives the diversity and unity of life.</p>
14	<p>Ecology</p> <p>Materials: Text chapters 50–55</p>	<p>SWBAT evaluate the positive and negative effects of human influences on ecosystems</p> <p>SWBAT differentiate between biotic and abiotic ecological interactions</p>	<p>Next Generation Science Objectives: HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p> <p>AP Course Objectives: Students demonstrate proficiency in the development and recording of</p>

		SWBAT describe the effect of communities and ecosystems, energy levels and flows and symbiosis on evolution	scientific evidence, written and verbal communication skills, ability to conduct scientific investigations, and ability to communicate the results through written report, verbal summary, and visual representation.
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*Sample curriculum and instructional techniques:*⁹

Unit 1: Molecules, Cells, and Energy

- Topics
 - Polarity of water and its importance to biological systems; Carbon’s role in the molecular diversity of life; Monomers, polymers and reactions involved in building and breaking them down considering polar/ nonpolar interactions; Various levels of structures in protein and carbohydrates; Enzyme structure as a special protein; Cohesion, adhesion, specific heat of water and its importance to biological systems; Acids, bases, and buffers; Identifying macromolecules in our foods
- Readings
 - Chemistry of Life
 - Chapters 2-5 from textbook
 - Portion of Chapter 55
- Activities and labs
 - Using kits to build macro–molecule models [CR4a] (SP 1)
 - Exercises: protein folding software [CR4b]
 - Labs
 - Acid/base/buffer activity [CR6] (SP 2)
 - Adhesion/ cohesion
 - Students do variations by adding different macromolecules to solution to see effects adhesion etc. (EU4.A connects to BI 1) [CR3d] (SP 4)
 - Given specific heat equation, in groups students try to come up with a way to determine specific heat of water (EU 4.C connects to BI 1) [CR3d], [CR4a] & [CR4b] (SP 3)
- Assessment
 - Student generated concept maps
 - Unit test with free response practice
 - Students compose chart comparing structural differences and how indicators physically work, which they will then use to predict contents of unknown samples

Unit 2: The History of Life

⁹ This curriculum is modified from the suggested AP Biology course syllabus:
<http://www.collegeboard.com/html/apcourseaudit/courses/pdfs/ap-biology-sample-syllabus-4-id876032v1.pdf>

- Topics
 - Theories of how macromolecules joined to support origin of life; Was RNA 1st genetic material?; Age of earth
- Readings
 - Text chapter 25
 - Outline notes
- Activities and labs
 - Lab:
 - Clay catalyzed RNA polymerization activity with role playing focus on theories, redevelopment of theories over time (EU 1.B connects to BI 3) [CR3a] & [CR4c] (SP 6, 7)
- Assessment
 - Concept maps
 - Reflection on the development and reformulation of scientific theories
 - Model or cartoon explaining the theories of origin of life [CR4a]

Unit 3: Cells

- Topics
 - Explain similarities, differences and evolutionary relationships between prokaryotic and eukaryotic cells; Cell membrane structure and function; Cell communication (signals, receptors, responses hormones); Methods of transport across membranes
- Readings
 - Text chapters 6,7,11
 - Journal articles on organelle based health issues [CR5]
- Activities and labs
 - Mini poster/ models comparing structures of cells from 3 different cell types from 3 different kingdoms (EU 1.A connects to BI 3) [CR3a], [CR4a], [CR4c] & [CR8]
 - Labs:
 - Normal vs Plasmolyzed Cells using Plant cells [CR6]
 - Cell size lab
 - Microscope techniques for observing & measuring different types of cells.
 - Diffusion and Osmosis [CR6] (SP 3, 4)
 - Eduweblabs: [Osmosis & diffusion prelabs](#) 1 & 2 [CR4b], [CR4c] & [CR6]
 - Mini Poster Presentations comparing 3 feedback mechanisms [CR8]
- Assessment
 - Student generated concept maps
 - Unit test with Free Response practice
 - Mini poster comparing structures of cells from 3 different kingdoms
 - Written lab reports [CR8]
 - Eduweblabs graph and calculations
 - Cell Size lab calculations
 - Formal Lab Write-up for Inquiry lab Diffusion and Osmosis [CR8]
 - Microscope drawings and calculation
 - Analyze and discuss chart comparing different types of cells and their functions in the human body
 - Discussion of the endosymbiont hypothesis of the evolution of eukaryotic cells

[CR3b]

Unit 4: Immunity

- Topics
 - Innate vs. Acquired Response; Humoral responses of B cells vs. T cells; Self vs. nonself
 - D.C. Field Trip: Students will visit the [Center for Drug Evaluation and Research](#) of the Food and Drug Administration (FDA) in Silver Spring to talk about pharmaceutical drugs that are developed using immunoassays
- Readings
 - Background information on immunoassays from the FDA
- Activities and labs
 - Lab:
 - Immunoassays: Antibody purification
- Assessment
 - Student generated concept maps
 - Flow chart for immunoassay labs
 - Short paper on field trip experience

Unit 5: Cell Energy

- Topics
 - ATP structure and function; Redox reactions in relation to cellular respiration; Enzyme catalysis; Activation energy and specificity; Cellular respiration glycolysis, citric acid cycle, electron transport chain and chemiosmosis; Mitochondria form and function; Photosynthesis mechanisms of light/ dark; Compare/contrast to respiration and alternative mechanisms; Understanding light energy and the nano scale (the size of small things inside cells)
- Readings
 - Text chpts 8, 9, 10
 - Outline notes
- Activities and labs
 - Lab:
 - Enzyme Activity (EU 4.A connects to BI 2) [CR3d] & [CR6]
 - Enzymes: Factors affecting the rate of activity [CR6] (SP 2, 5)
 - Cellular Respiration [CR6] (SP 2)
 - Fermentation in Yeast Lab (Flynn kit) student generated variations required
 - Photosynthesis [CR6]
 - Eduweblabs
 - Prelab [“Enzyme Catalysis”](#)
 - [Respiration](#) [CR4b]
 - Pre-lab [Plant pigments](#) [CR4b]
 - Pre-lab [Photosynthesis](#) [CR4b]
 - Internet activity comparing different wavelengths of light in relation to photosynthesis (teacher generated)
 - Discussion on nanotechnology and implications of our smaller world [CR5]
- Assessment

- Student generated concept maps
- Unit test with free response practice
- Eduweblab graphs and calculations
- Presentation of students group lab results to class [CR8]
- Graphs and discussion on Yeast Lab with variations [CR8]
- Lab write-ups
- Students make a chart comparing sizes of cellular parts & larger items to evaluate range of metric distance measurements down to the nano-scale [CR4b]

Unit 6: Molecular Basis of Inheritance

- Topics
 - DNA structure and replication; RNA structure; Protein Synthesis transcription and translation; Mutations - basis for natural selection
- Readings
 - Text chapters 16, 17
 - Journal Article Reading
 - Watson and Crick's original Nature paper from 1953
- Activities and labs
 - DNA extraction
 - Comparing DNA and protein sequences from an internet based computer database in discussing evolutionary implications of mutations (SP 7)
- Assessment
 - Reading quizzes
 - Journal article discussions
 - Unit test with Free Response practice
 - Bioinformatics results

Unit 7: Mitosis and Meiosis

- Topics
 - Cell Cycle mechanism and control; Chromosomes; Sexual vs. asexual reproduction and evolutionary advantages; Stages of meiosis; Genetic variation in offspring, mechanisms and impact on evolution; Investigating genetics: environmental influences
- Readings
 - Text chapters 12, 13
- Activities and labs
 - Eduweblabs: Prelab [Crossing Over Lab](#)
 - Lab:
 - Mitosis and Meiosis (EU 3.A connects to BI 1) [CR3c] & [CR6]
 - Karyotyping exercise [CR4c]
- Assessment
 - Student generated concept maps
 - Unit test with Free Response practice
 - Eduweblabs results
 - Lab Analyses
 - Karyotyping results
 - Students choose & research controversial topics and the arguments supporting

their genetic and/or environmental basis. Ex. Obesity, alcoholism, etc. [CR5]

Unit 8: Mendelian Genetics

- Topics
 - Patterns of inheritance; Predicting genetic outcomes genetic counseling; Gene linkage and mapping; Mutations revisited
- Readings
 - Text chapters 14, 15
 - Scientific American Article Reading
- Activities and labs
 - Pre-lab activity: Looking at corn crosses & analyzing results
 - Eduweblabs:
 - Prelab [Population Genetics](#)
 - Prelab [Fruit fly genetics](#)
- Assessment
 - Student generated concept maps
 - Journal article discussions
 - Unit test with free response practice
 - Eduweblabs pre-lab report

Unit 9: Molecular Genetics

- Topics
 - Regulation of gene expression; Viruses; Gene expression in bacteria; Biotechnology DNA Technology, Recombinant DNA, PCR, Gel electrophoresis; Applications of DNA technology; Use of bioinformatics to analyze genomes; Comparing and discussing genomic sequences in relation to evolution
- Readings
 - Text chapters 18- 21
 - Journal Article Reading
 - Article by Kary Mullis on PCR.
- Activities and labs
 - Eduweblabs:
 - Prelab [Bacterial transformation](#)
 - Prelab [DNA Electrophoresis](#)
 - Lab:
 - Bio-Technology I and Biotechnology II. Bacterial Transformation and Restriction Enzyme Analysis of DNA [CR6]
- Assessment
 - Student generated concept maps
 - Journal article discussions
 - Unit test with free response practice
 - Eduweblabs results for both transformation and electrophoresis labs
 - Analysis and group presentation of lab

Unit 10: Evolutionary Biology

- Topics
 - Darwin's explorations and theory of descent with modification and natural selection; Galapagos Islands Overview; Evidence for evolution (molecular

analyses and morphological analyses); Phylogeny and systematics; Evolution of populations; Hardy-Weinberg Law

- Readings
 - Text chapters 22–25
 - Journal Article Reading
 - Beak of the Finch by Jonathan Weiner
- Activities and labs
 - Activities:
 - Genetics Survey Project analyzing traits of those around us
 - Students create Geologic timeline
 - Lab:
 - “2 Mathematical Modeling: Hardy-Weinberg” [CR6] (SP2, 4, 5, 7)
- Assessment
 - Student generated concept maps
 - Book discussions
 - Unit test with Free Response practice

Unit 11: Biological Diversity and Microbiology

- Topics
 - Early life on earth; Evolution of prokaryotes and eukaryotes
- Readings
 - Text chapters 25, 26, 27
 - Text 29, 30
- Activities and labs
 - Students are to find an article involving genetic recombination using prokaryotes and present to class [CR5]
 - Lab:
 - Analyzing Genes with BLAST (EU 1.B connects to BI 4) [CR3a] & [CR6]
- Assessment
 - Article presentation to class
 - Student generated concept map
 - Section test

Unit 12: Plants and Their Diversity

- Topics
 - How plants colonized land; Evolution of seed plants; Structure, growth and development; Plants responses to internal and external stimuli; Plant nutrition; Angiosperm Reproduction
- Readings
 - Text 35-39
- Activities and labs
 - Eduweblabs: Prelab [Transpiration](#)
 - Labs
 - Transpiration (EU 1.B connects to BI 4) [CR3a] & [CR6] (SP 2, 3, 5)
 - Flower dissection
 - Students conduct a long term lab investigation plant growth from seeds

under various conditions in greenhouse conditions. [CR6] (SP 3.5, 6, 7)

- Assessment
 - Practical Test specimen identification and placing on phylogenetic tree
 - Student generated concept map
 - Section test
 - Eduweblab transpiration results
 - Investigative labs analysis
 - Flower dissection practical
 - Formal write-up for students' own plant lab [CR8]

Unit 13: Animal Diversity

- Topics
 - Characteristics (body plans and systems) of invertebrates as you go up the phylogenetic tree; Basic anatomy principles; Analysis of structure & function of body systems; Digestive, Circulatory, Respiratory, Excretory, Endocrine, Nervous, Muscular Systems
- Readings
 - Text chapters 32–34 and 40–49
- Activities and labs
 - Survey of animal phyla in concept map/chart form generated by students (Practical with actual animal specimens)
 - Eduweblabs
 - [Daphnea heart rate](#)
 - [Cardiac Physiology](#)
 - Lab:
 - Examining circulation of the goldfish [CR6] (SP 7)
 - Dissection - either fetal pig or cat
- Assessment
 - Student generated concept maps (one for each system & animal diversity examination)
 - Unit test with Free Response practice
 - Eduweblab reports
 - Practical quiz: observing various specimens and classifying them using students' own made chart of animal phyla

Unit 14: Ecology

- Topics
 - Ecological interactions - biotic vs. abiotic; Behavioral ecology- natural selection involvement; Population dynamics- growth and its regulations; Communities and Ecosystems energy levels and flows, cycles, symbiosis and impact on evolution; Human influences positive and negative
- Readings
 - Text chapters 50–55
- Activities and labs
 - Eduweblabs:
 - Pre-lab [Animal Behavior](#)
 - [Primary Productivity](#)

- Labs
 - Fruit fly behavior [CR6] (SP 3, 4)
 - Termite Behavior (WARD’S) Wolbachia Project- PCR
 - Dissolved Oxygen & Aquatic Primary Productivity (EU 4.A connects to BI 1) [CR3d], [CR5] & [CR6] (SP 2, 3, 4, 5, 6, 7)
- Animal Behavior: Taxis, Kinesis, and Agonistic Behavior [CR6] (SP 3, 4, 6)
- In conjunction with the Marine Biology Institute in Boston, students will conduct research looking at the presence of symbiotic relationship in insects with Wolbachia (EU 4.A connects to BI 1) [CR3d] & [CR4d] (SP 3, 4, 5)
- Activity – “My footprint” (EU 4.A connects to BI 1) [CR3d] & [CR4d]
- Assessment
 - Student generated concept maps
 - Unit test with Free Response practice
 - Eduweblab reports
 - Lab write-ups
 - Personal Project: Students complete “My Footprint” on- line and write a paper discussing their individual impact on Earth [CR5]

Summative Assessment:

The Washington Leadership Academy will rely on the the rigorous end-of-year AP exams, as well as periodic internal assessments to measure standard attainment by unit and for the course.

AP English Language and Composition¹⁰

Overview:

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing. Students in this course will submit a biweekly reading-journal, in which they will record impressions, insights, and initial ideas for arguments, an exercise that will culminate in an independently designed in-depth thesis on a faculty-approved novel of the student’s choosing. The course is designed both to strengthen students’ independent reading and writing abilities, and to encourage students to collaborate with one another in discussion and instructor-supervised peer-review to deepen and strengthen their analytical abilities.

Course objectives:

Upon completing the AP English Language and Composition course, students will be able to:

- Analyze and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques;
- Apply effective strategies and techniques in their own writing;
- Create and sustain arguments based on readings, research and/or personal experience;

¹⁰ Course content modeled from Advanced Placement course curriculum developed by the College Board.

http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2123.html

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- Write for a variety of purposes;
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions;
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings;
- Demonstrate understanding of the conventions of citing primary and secondary sources;
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review;
- Write thoughtfully about their own process of composition;
- Revise a work to make it suitable for a different audience;
- Analyze image as text; and
- Evaluate and incorporate reference documents into researched papers

Sample Unit Objectives and Sequence:

Unit	Content Covered	Unit Objective(s)	Aligned Standard(s)
1	<p>Summer Reading Review: Independent Reading Applied</p> <p>Materials: <i>Heart of Darkness</i> Joseph Conrad</p> <p><i>Drown</i> Junot Diaz</p> <p>“Is Google Making Us Stupid?” Nicholas Carr</p> <p>“Foreign Affairs; My Favorite Teacher” Thomas Friedman</p> <p>“This is Water” - David Foster Wallace</p> <p>“Why I Write” Joan Didion</p>	<p>SWBAT discuss and craft argumentative essays about independently-read novels.</p> <p>SWBAT compare and contrast the two texts, both with regards to larger themes and stylistic/formal choices.</p> <p>SWBAT recall specific details from the texts in order to answer questions about the authors’ larger purposes.</p> <p>SWBAT understand the importance of reading and writing in the context of their education more broadly.</p> <p>SWBAT create and share daily reading journal entries using google drive.</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>AP Course Standards: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Determine two or more themes or central ideas of a text and analyze their development over the course</p>

			<p>of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>
2	<p>Rhetoric and Argument: Writing to Persuade</p> <p>Materials: <i>The Elements of Style</i> Strunk & White</p> <p><i>They Say, I Say</i> Gerald Graff Cathy Berkenstein & Russel Durst</p> <p><i>On Writing Well</i> William Zinnser</p> <p>“How to Give Orders Like a Man” Deborah Tannen</p> <p>“Consider the Lobster”- David Foster Wallace</p> <p>“Letter From a Birmingham Jail” Martin Luther King</p> <p>“The Truth About Torture” - Charles Krauthammer</p>	<p>SWBAT identify the components of a strong argument.</p> <p>SWBAT understand the rhetorical moves involved in crafting a persuasive essay.</p> <p>SWBAT identify and correct grammatical and stylistic errors in their own writing as well as in the writing of peers.</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>AP Course Standards: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that</p>

	<p>“It’s a Flat World After All” - Thomas Friedman</p>		<p>anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>
3	<p>Poetry as a Way In: The Fundamentals of Close Reading and its Use in Expository Writing</p> <p>Mending Wall - Robert Frost</p> <p>One Art - Elizabeth Bishop</p> <p>Dover Beach - Matthew Arnold</p> <p>Sonnet 3 - Shakespeare</p> <p>We Real Cool - Gwendolyn Brooks</p> <p>My Papa’s Waltz - Theodore Roethke</p> <p>Tulips - Sylvia Plath</p> <p>God’s Grandeur - Gerard Manley Hopkins</p> <p>On Turning Ten - Billy Collins</p> <p>The Thought Fox - Ted Hughes</p> <p>The Negro Speaks of Rivers - Langston</p>	<p>SWBAT demonstrate thorough and active reading skills, including annotation, summary, and glossing.</p> <p>SWBAT differentiate between levels of meaning, attending both to the explicit and the implicit.</p> <p>SWBAT complete an in-class timed writing assignment, in which they analyze a poem with which they are unfamiliar in a clear, well-organized analytical essay.</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>AP Course Standards: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word</p>

	<p>Hughes</p> <p>“The Purpose of Poetry” John F. Kennedy</p>		<p>meanings.</p>
<p>4</p>	<p>Narration: Understanding Perspective, Narrative credibility, and Voice</p> <p>Materials <i>The Things They Carried</i> - Tim O’Brien</p> <p>The Harvest - Amy Hempel Emergency - Denis Johnson</p> <p>Off - Amiee Bender</p> <p>Interpreter of Maladies - Jhumpa Lahiri</p>	<p>SWBAT read and understand texts that present events in a non-linear progression.</p> <p>SWBAT complete a timed open-response essay on a question related to the themes and topics addressed in class discussion.</p> <p>SWBAT recognize and understand the presence of an unreliable, manipulative, or compromised narrator, and write articulately on how these shifts in perspective operate within the story.</p> <p>SWBAT craft, through a process of revisions and peer review, a short personal narrative, essay, or memoir, using what they have learned about first-person narration.</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>AP Course Standards: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>

			<p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
5	<p>The Literary Statement: Understanding an Author’s Purpose</p> <p>Materials <i>Native Son</i> - Richard Wright <i>Antigone</i> - Sophocles</p> <p>“Fortunate Son”- Creedance Clearwater Revival</p> <p>“Coming to An Awareness of Language” - Malcolm X</p> <p>“Notes of a Native Son” - James Baldwin</p> <p>“Black Boys and Native Sons” - Irving Howe</p>	<p>SWBAT read and understand complex texts designed to raise public awareness about a specific socio-political issue, and understand the ways in which the author deploys literary devices, themes, symbols, language, character, and form to communicate his/her message.</p> <p>SWBAT draw comparisons between works of literature and comment on the similarities and differences between the authors’ methods of protest.</p> <p>SWBAT engage with the existing critical discourse surrounding a work of literature and craft a well-researched argumentative essay in response to a critical piece.</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>AP Course Standards: Analyze multiple interpretations of a story, drama, or poem</p> <p>Read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>Work with peers to promote civil, democratic discussions and</p>

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			decision-making, set clear goals and deadlines, and establish individual roles as needed.
6	<p>Satire and Romanticism: The importance of Tone</p> <p>“Me Talk Pretty One Day” - David Sedaris</p> <p>“The School” - Donald Barthelme</p> <p>“The Raven” - Edgar Allen Poe</p> <p>“Tinturn Abbey” - William Wordsworth</p> <p>“The Two Trees” - William Butler Yeats</p>	<p>SWBAT understand the utility of humor, irony and contradiction as modes of communicating complex and layered meaning.</p> <p>SWBAT write a comparative essay, commenting on the extent to which an author’s tone affects his/her ability to reach the audience.</p> <p>SWBAT answer complex multiple choice questions with regards to theme, tone, the meaning of words in context, and narrative style.</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>AP Course Standards: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly engaging, or beautiful.</p> <p>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>
7	<p>Thesis Project</p> <p>Texts from which students may choose: (At least two students must choose each</p>	<p>SWBAT read a work of literature independently, using the instructor as a resource, but generating insights and impressions</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>

	<p>book)</p> <p><i>The Great Gatsby</i> - F. Scott Fitzgerald <i>One Flew Over the Cuckoo’s Nest</i> - Ken Kesey <i>The Book of Daniel</i> - E. L. Doctorow <i>Wuthering Heights</i> - Emily Brönte <i>All the Pretty Horses</i> - Cormac McCarthy <i>Emma</i> - Jane Austen <i>The Sun Also Rises</i> - Ernest Hemingway <i>Beloved</i> - Toni Morrison</p>	<p>on his/her own.</p> <p>SWBAT write a 10-15 page critical essay about the novel of their choosing, containing an original thesis, supporting claims, well-selected evidence, references to secondary critical sources, thorough analysis of both primary and secondary literature, and an insightful and expansive conclusion.</p> <p>SWBAT revise their own work with the guidance of the instructor, producing several drafts to be submitted in a timely manner, demonstrating effective time-management throughout the process.</p>	<p>relevant and sufficient evidence.</p> <p>AP Course Objectives: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>
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Unit 1: Summer Reading Review

- Unit Materials may include
 - *Heart of Darkness* - Joseph Conrad
 - *Drown* - Junot Diaz
 - “Is Google Making Us Stupid?”- Nicholas Carr
 - “Foreign Affairs; My Favorite Teacher” - Thomas Friedman
 - “Why I Write” - Joan Didion
 - “This Is Water” - David Foster Wallace
- Major Topics

- Alienation, solitude, and cultural collision in literature; How style, narrative voice, and literary techniques contribute to a work’s larger purpose; The function of literature as an art form; The challenge and the joy of reading; The purpose of an education that includes reading and writing.
- Unit Goals
 - Students will be tested on how well they assimilate information from these two independently read novels. They will be assessed both on their ability to understand the authors’ broad concerns and objectives, as well as their ability to recall specific details. This unit will give the instructor a sense for the students’ starting abilities, and will allow him/her to adjust the syllabus accordingly.
- Essential Questions
 - How do writers use style and voice to make sense of the world around them? What is a writer’s job? What is a reader’s job? Why do we read? How can literature change the way you see the world? What do you, as a reader, need to do in order to access the full scope of a work of literature? How well do you do that independently? Where do you need to go from here?
- Unit Activities
 - Reading strategies exercise: students will learn strategies to read quickly with strong comprehension in order to maximize out-of-class productivity.
 - Reading journal: students will create an online reading log on google docs that they will share with their instructor. The journal will include reflections both on assigned reading and independent, non-required reading.
 - Vocabulary: each unit, students will receive a list of vocabulary words that corresponds to the readings involved in that unit.
- Assignments and Assessments
 - Post-summer diagnostic exam will assess how well students read and understood summer reading materials.
 - Initial self-assessment and statement of purpose: students will write a 2-3 page self-assessment and statement of purpose in which they will identify strengths and growth areas, and devise an action-plan for the year.
 - Comparative Analysis essay of 3-5 pages in which students will discuss the themes of alienation, isolation, moral corruption and cultural collapse in *Heart of Darkness* and *Drown*.
 - Applied Vocabulary: students will be asked to define and use vocabulary words from the lists distributed each unit.

Unit 2: Rhetoric and Argument - Writing to Convince

- Materials may include
 - *The Elements of Style* - Strunk & White
 - *They Say, I Say* - Gerald Graff, Cathy Berkenstein & Russel Durst
 - *On Writing Well* - William Zinnser
 - “How to Give Orders Like a Man” - Deborah Tannen
 - “Consider the Lobster”- David Foster Wallace
 - “Letter From a Birmingham Jail”- Martin Luther King
 - “The Truth About Torture” - Charles Krauthammer
 - “It’s a Flat World After All” - Thomas Friedman
- Major Topics

- Persuasive Writing; Argument and Rhetoric; Rhetorical Analysis; Editing and Proofreading; Critical Engagement with Non-Fiction Texts.
- Unit Goals
 - Students will learn the argumentative techniques necessary to crafting a stylistically and conceptually sophisticated essay. Using excerpts from the Zinnser and the Graff, they will practice writing according to suggested rhetorical “moves” until they have demonstrated enough fluency to generate scaffolding for their own arguments. They will be assessed both on their ability to write and revise their own work as well as on comments they provide on the work of their peers. This unit will emphasize collaborative thinking and open dialogue as tools for complicating, expanding upon, and retexturing one’s own arguments. Independent work will focus on each student’s cultivation of a unique, clear, and strong voice, an attention to style and grammar, and an ability to generate and support creative, thoughtful, and unconventional insights.
- Essential Questions
 - What does a persuasive essay look like? What are the components of a compelling argument? What is the difference between a diatribe and an argument? How can anticipating objections to your argument help your writing? How do a writer’s voice and style contribute to the success of his/her essay? How can engaging with someone who disagrees with you help you develop even stronger convictions? What makes a great argument?
- Unit Activities
 - Debate: students will engage in formal debates using articles read in class. They will be assigned to either defend or disagree with the argument, and will be assessed on how well they prepare and execute their remarks.
 - Open discussion: in the class periods following each assigned article, the students will engage in open, instructor mediated dialogue about the issue being debated, the efficacy of the argument, and their own opinions on the matter.
 - Peer-Review: students will assess and critique each other’s essays, and meet with the instructor for a mediated dialogue, in which students will present their own arguments as well as critiques of one another’s work.
 - Vocabulary
 - Reading Journal
- Assignments and Assessments
 - Editorial assessments: students will be given examples of poor writing and will be asked to correct and edit that writing according to the standards laid out in *The Elements of Style*. Assessments will increase in difficulty throughout the unit.
 - Daily reading checks: quizzes will test for comprehension of the articles students are responsible for.
 - Argumentative Essay: a 3-5 page paper on one of the articles read in class that employs the rhetorical strategies suggested by Graff and Zinnser.
 - Letters to the editor: Students will be responsible for reading and responding to, in the form of a letter to the editor, at least three un-assigned opinion pieces in the newspaper of their choice.
 - Applied Vocabulary: Every two weeks, students will be asked to define and use vocabulary words from the lists distributed each unit.

Unit 3: Poetry as a Way In - The Fundamentals of Close Reading and Its Use in Expository Writing

- Materials may include
 - Mending Wall - Robert Frost
 - One Art - Elizabeth Bishop
 - Sonnet 3 - Shakespeare
 - Dover Beach - Matthew Arnold
 - We Real Cool - Gwendolyn Brooks
 - My Papa's Waltz - Theodore Roethke
 - Tulips - Sylvia Plath
 - God's Grandeur - Gerard Manley Hopkins
 - The Thought Fox - Ted Hughes
 - On Turning Ten - Billy Collins
 - The Negro Speaks of Rivers - Langston Hughes
 - "The Purpose of Poetry" - John F. Kennedy
- Major Topics
 - Rhyme, Rhythm, and Meter; Sound, Word choice, Language, and Linguistics; Literary devices; Differentiating between the speaker and the poet; Voice and Style; Subject and Character in Poetry; Form; Allusion; Metaphor and Simile; Poetic Modes; Poetic Tradition; Glossing and Annotations; Analysis and Close Reading; Expository Writing.
- Unit Goals
 - Students will, through the exploration of poetry, come to understand the fundamentals of close reading and analysis, including literary devices, language, form, and larger themes.
 - They will learn how to draw text-to-text, text-to-self, and text-to-life comparisons between poems hailing from different formal and cultural traditions, and ultimately write an expository essay, demonstrating their ability to draw creative, well-supported conclusions about the meanings of challenging texts.
- Essential Questions
 - What does it mean to understand a poem? How do language, form, subject, literary devices, voice, meter, and style work in service of a poem's larger purpose? How can reading and understanding poetry help us become better readers of literature more broadly? What is the effect of the condensed, short-form of most poems? What can poems do that prose cannot do? What is close reading? How can close reading and analysis help us understand a poet's broader aims? Why do people write poetry? How can we, as contemporary readers, access and appreciate poetry that may seem to us antiquated or strange? How can poetry from another time, culture, or tradition change the way we see the world?
- Unit Activities
 - Annotations: students will be responsible for reading and thoroughly annotating poems in preparation for class discussion. Annotations will be collected and graded.
 - In-class collaborative readings: instructor will conduct guided, scaffolded readings of poems, though students will have read them independently already. This will help students understand what they missed on their own, so that they

will be able to adjust and improve their independent reading and analysis abilities over time.

- Vocabulary
- Reading Journal
- Assignments and Assessments
 - Daily reading checks: annotated poems will be collected and graded.
 - In class essays: students will be asked to complete two in-class timed writing assignments in which they will be required to read, analyze, and write about a poem they have never seen before.
 - Expository essay: Students will write a 3-5 page essay on one of the poems covered in class. They will be assessed on how well they demonstrate mastery of close-reading and analysis techniques, as well as the clarity, sophistication, and quality of their writing.
 - Applied Vocabulary: every two weeks, students will be asked to define and use vocabulary words from the lists distributed each unit.

Unit 4: Narration - Understanding Perspective, Narrative Credibility, and Voice

- Materials may include
 - *The Things They Carried* - Tim O'Brien
 - *The Harvest* - Amy Hempel
 - *Emergency* - Denis Johnson
 - *Off* - Amiee Bender
 - *Interpreter of Maladies* - Jhumpa Lahiri
- Major Topics
 - Narrative voice and storytelling; First-Person perspective and unreliable narration; non-linear storytelling; The challenges of truth-telling in the first-person; Understanding the narrator's agenda; Understanding the author's agenda; Differentiating between the narrator and the author; Different uses of the First-Person perspective; notions of the self in first-person narrations; Notion's of the socio-historical context in first-person narrations
- Unit Goals
 - This unit is designed to help students navigate the challenges introduced by first-person, non-linear narration, particularly as it relates to what they have learned about argument and rhetoric up to this point. Students will be assessed on their ability to understand the multiple layers of meaning contained within O'Brien's novel, as well as their ability to understand the larger statements he makes about the nature and function of war in human society. Students will also be held responsible for short stories that showcase the range of authors' uses of first-person narration. The unit will culminate in a creative writing project, a task that will help them understand the first-person narrator's self-protective impulse, as well as the power of confessional prose. Ultimately, the creative writing exercise will help students to further develop their individual stylistic and editorial impulses, which will help them to become more sensitive readers, as well as better writers of analytical and argumentative prose.
- Essential Questions
 - How are stories told in the first-person different from other stories? How does the first-person perspective affect our ability as readers to clearly understand the

story? What are the advantages to first-person narration? The disadvantages? In Tim O’Brien’s novel, what is the effect of the autobiographical details? How do they affect our ability to understand *The Things They Carried* as a historical account, as a work of literature, as a memoir, or as a novel? What does Tim O’Brien wish to communicate about how war affects human consciousness? How does his choice of narrative perspective support or complicate these ideas?

- Unit Activities
 - Guided reading: some readings, particularly towards the beginning of the unit, will be conducted in class and accompanied by scaffolded lines of questioning to ensure full comprehension.
 - Registers of Meaning activity: at the beginning of class students will be asked to review the previous night’s assignment and prepare “registers of meaning” summaries for the assignment, in which they identify the narrator’s explicit meaning, the narrator’s implicit meaning, the author’s explicit meaning, and the author’s implicit meaning.
 - Vocabulary
 - Reading Journal
- Assignments and Assessments
 - Daily Reading checks: multiple choice questions will assess students’ comprehension of out-of-class reading assignments.
 - *The Things They Carried* Exam: Students will complete an in-class assessment that includes detailed multiple choice questions about the text, short answer questions about short passages from the text, and an open response.
 - Creative Writing Exercise: Students will write a personal essay, memoir, or autobiographical story of 6-8 pages, using what they have learned about first-person narration to inform their formal, stylistic and thematic decisions.
 - Applied Vocabulary: every two weeks, students will be asked to define and use vocabulary words from the lists distributed each unit.

Unit 5: Literature as Protest - Understanding an Author’s Purpose

- Materials may include
 - *Native Son* - Richard Wright
 - *Antigone* - Sophocles
 - “Fortunate Son”- Creedance Clearwater Revival
 - “Coming to An Awareness of Language” - Malcolm X
 - “Notes of a Native Son” - James Baldwin
 - “Black Boys and Native Sons” - Irving Howe
- Major Topics
 - Politically charged literature; the line between art and politics; human rights literature; the difference between a hero and a protagonist; perverted morality as an expressive tool; criticism and argument in conversation with literature; the difference between protest and propaganda
- Unit Goals
 - This unit is designed to expose students to the idea of art as protest, and to challenge them to think about how various aspects of literature--such as symbols, form, character archetypes, language, voice, and subject--can be used to promote

the author’s greater socio-political agenda. The unit will ask students to consider where art and social change collide, and to discuss the strengths and weaknesses of blending these two modes of expression. Students will also be asked to engage with the critical discourse surrounding Wright’s novel, *Native Son*, and to craft a critical essay of their own. In this critical essay, they will be assessed on how well they comprehend and assimilate both the primary text and the secondary arguments with which they will be asked to engage.

- Essential Questions
 - Can a novel change the world? Should it? Does art have a place in the landscape of social change? Why or why not? Does a political agenda diminish or enhance the artistic value of a novel? What is the difference between a protagonist and a hero? How well do you think Richard Wright accomplishes his purpose in *Native Son*? What is the value of criticism in terms of understanding a work of literature’s role in the landscape of social change? What is the effect of reading a protest novel/politically charged work of literature outside of its immediate historical moment?
- Unit Activities
 - Trial of Antigone: students will read Antigone and be assigned either to the defense or to the prosecution. They will complete a short in-class writing assignment that will ask them to reflect on the ways in which Sophocles stages his “protest”
 - Song project: students will read the lyrics to “Fortunate Son” in class, and then they will find a “protest” song of their choosing to present to the class in a 5-10 minute oral report.
 - Writing Conferences: students will meet one-on-one with the instructor for individualized writing conferences.
 - Critical Engagement: students will read the Baldwin piece in class with the help of scaffolded comprehension questions from the instructor.
 - Vocabulary
 - Reading Journal
- Assignments and Assessments
 - Reading Checks: Daily reading quizzes will require students to answer multiple choice and short-answer questions about the previous night’s reading.
 - Graded Discussion: Students will be graded on their active participation in weekly discussions. The instructor will function merely as a passive observer, as students will have been assigned questions to prepare in advance of discussion.
 - In-class essay: Students will complete a timed in-class essay in which they respond, in a well-organized five-paragraph essay, a prompt about literary devices in *Native Son*.
 - Critical essay: Students will be asked to engage with the critical discourse surrounding *Native Son*, and produce a well-researched critical essay in which they express their own opinions about the extent to which *Native Son* succeeds as a protest novel. Students will be required to submit at least one rough draft for instructor review, which they will discuss in depth in a one-on-one writing conference.
 - Applied Vocabulary: every two weeks, students will be asked to define and use

vocabulary words from the lists distributed each unit.

Unit 6: Satire and Romanticism - The Importance of Tone

- Materials may include
 - “A Modest Proposal” - Jonathan Swift
 - “Me Talk Pretty One Day” - David Sedaris
 - “The School” - Donald Barthelme
 - “The Raven” - Edgar Allen Poe
 - “Tinturn Abbey” - William Wordsworth
 - “The Two Trees” - William Butler Yeats
- Major Concepts
 - The origins of Satire; Irony and Understatement; Contemporary Satire; The romantic mode as a response to the Satirical; The Origin of the Romantic Poem and the Lyric Mode
- Unit Goals
 - The unit on tone is designed to expose students to the range of voices and modes available to them, both as writers and as consumers of literature. This will ultimately help them to more quickly discern the tone of reading comprehension exercises on the AP exam, many of which are taken out of context, and therefore require a student to be able to recognize and understand when he/she is in the presence of an unusual tone. Exposure to contrasting tones will also enrich students’ understanding of what it means to write with style, demonstrating to them the advantages of both satire and romanticism when communicating high-stakes opinions or emotions.
- Essential Questions
 - How does tone affect a reader’s ability to access and understand a text? What is satire and how does it operate? What are some advantages and disadvantages to using a satirical tone? What is romanticism? In what ways do Romantic poets seem to be in conversation with satirical writers? What are the advantages and disadvantages to choosing the romantic mode? What kinds of subjects are most often addressed in Romantic literature? Satirical literature? Why might a writer choose to write in the satiric mode versus the romantic mode?
- Unit Activities
 - Dramatic in-class readings: students will be asked to do expressive readings of both the satirical pieces and the romantic ones;
 - Satirical explorations: students will be asked to write short exploratory pieces emulating the satirical pieces they read.
 - Romantic explorations: students will be asked to write short exploratory pieces emulating the romantic poets they read.
 - Vocabulary
 - Reading Journal
- Assignments and Assessments
 - Unit exam: Students will complete an in-class exam composed of reading comprehension passages, multiple choice questions, short answer questions, and an open response question, drawn from examples of satire they have seen before, as well as a few passages from similar pieces that they are unfamiliar with.
 - Applied Vocabulary: every two weeks, students will be asked to define and use

vocabulary words from the lists distributed each unit.

Unit 7: Thesis Project

- Materials may include
 - Texts from which students may choose: (At least two students must choose each book)
 - *The Great Gatsby* - F. Scott Fitzgerald
 - *One Flew Over the Cuckoo's Nest* - Ken Kesey
 - *The Book of Daniel* - E. L. Doctorow
 - *Wuthering Heights* - Emily Brönte
 - *All the Pretty Horses* - Cormac McCarthy
 - *Emma* - Jane Austen
 - *The Sun Also Rises* - Ernest Hemingway
 - *Beloved* - Toni Morrison
- Major Concepts
 - Independent reading strategies; The importance of re-reading; Actively engaging with secondary sources; Crafting an original claim; finding and cultivating a unique style, voice, and focus; effectively utilizing the argumentative strategies taught earlier in the course; writing multiple drafts; using resources effectively; managing the writing process; accurate assimilation and citation of secondary sources; revision and peer review; defending ideas and using criticism to one's advantage; offering constructive feedback to a peer.
- Unit Goals
 - The thesis project is designed to promote independent work, while still offering the guidance and scaffolding necessary to the process of analytical writing. Each novel will be assigned to two or more students (with students' preferences taken into careful consideration) and the students will work independently to read, understand, and produce an original critical argument about the work. Each student will be required to submit at least two drafts, as well as samples of his/her work throughout the process. Once the students have produced their final drafts, they will be asked to read and assess the essay(s) of the other student(s) who wrote on the same novel. The thesis project will culminate in a group oral defense, in which each student will meet with the instructor and the other student(s) whose work he/she has assessed. Both students will present their own work, as well as responses to one another's work, and will engage in an instructor-mediated dialogue about the text. Students will be assessed both on the quality of their written work, their attention to the process of reading and writing, and their composure and enthusiasm during the oral defense.
- Essential Questions
 - What is the work of literature you have chosen/been assigned to write about? What are the author's major concerns? What do you notice about his/her decisions in terms of style, perspective, narrative voice, theme, setting, historical context, etc . .? Is there anything particularly unusual about the author's approach to writing this particular work? Does it remind you of anything else you have read? How important do you think the audience's reaction is to the purpose of this work of literature? Explain. Drawing on what we have learned about tone, narrator, authorial intent, language, style, and rhetoric, what kinds of conclusions can you

draw about where this novel fits into the literary world more broadly? Is it a coming of age novel? Is it a political protest novel? Is it more aligned with a certain genre? Is it autobiographical? Is it historically accurate? How removed are we from the novel's original context? Does it deal with issues that are relevant today? How successfully do you think the author of this novel achieved his/her purpose? What does the critical discourse surrounding this novel say about its success? Do you agree? Do you disagree? Some of both?

- Unit Activities
 - In-class silent reading time: students will be given several class periods in which to conduct silent reading. The instructor will be available to students who choose to seek help.
 - Thesis workshop: students will be shown examples of a weak thesis, a fine thesis, a strong thesis, and a great thesis. They will draft sample thesis statements and submit them for instructor review.
 - Outline workshop: students will draft preliminary outlines of their essays
 - Research workshop: Students will be given a tour of various online resources-- Proquest, JStor, Google Scholar, etc -- they will find helpful in their research. They will also be shown how to use worldcat in the event that they should need hard copies of books/articles. Students will present a preliminary list of secondary criticism with which they intend to engage
 - Citation workshop: students will learn how to properly cite sources in the MLA format, both by hand and using online citation machines.
 - Draft Review: students will submit an early draft to instructor for edits, guidance and, if necessary, intervention.
 - Peer Review: students will exchange and prepare notes on the work of another student who wrote on the same novel. Students will then prepare formal responses to one another's work, as well as assessments of their own work.
 - Oral Defense: students will meet with their peer review partner and the instructor for a mediated discussion of the text and one another's work.
- Assignments and Assessments
 - Process: students will be graded on how thoroughly they complete the various components of the research project, including outlining, research, drafting, revision, citations, and proofreading.
 - Written essay: students will submit a 10-15 page critical essay, demonstrating mastery of argumentative techniques, careful close-reading, clear and sophisticated style, and an original, well-supported claim.
 - Oral defense: students will be graded on how thoroughly they prepare for the oral presentation, as well as how receptive they are to peer feedback. Ultimately the oral defense should turn unto an unscripted discussion of the text, and the students who demonstrate the greatest willingness to engage creatively in such a discussion will receive the highest scores.

Summative Assessment:

The Washington Leadership Academy will rely on the the rigorous end-of-year AP exams, as well as periodic internal assessments to measure standard attainment by unit and for the course.

Sample curriculum: 11th Grade Accelerated Electives (Normally for 12th Grade Students)¹¹

AP Human Geography:

Overview:

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

Course objectives:

Upon completing the AP Human Geography course, students will be able to:

- Interpret maps and analyze geospatial data
- Understand and explain the implications of associations and networks among phenomena in places.
- Recognize and interpret the relationships among patterns and processes at different scales of analysis.
- Define regions and evaluate the regionalization process.
- Characterize and analyze changing interconnections among places.

Potential Instructional Materials:

Fellmann, Jerome Donald. Human Geography: Landscapes of Human Activities. New York: McGraw-Hill.

Sample Unit Objectives and Progression:

Unit	Content Covered	Unit Objective(s)	Aligned Standard(s)
1	Introduction - Geography: Its Nature and Perspectives	<p>SWBAT demonstrate familiarity with geographic methods</p> <p>SWBAT define geography, human geography; explain the</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>AP Course Objectives:</p>

¹¹ These course overviews draw heavily from existing AP course syllabuses that are available on the College Board website. These are meant to serve as suggestions and can be altered by future WLA faculty members given their backgrounds and individual strengths as educators.

		<p>meaning of the spatial perspective</p> <p>SWBAT identify types of scale and projections used in mapmaking; identify advantages and disadvantages of different projections.</p> <p>SWBAT list different types (models) of diffusion and provide examples/illustrations of each in the real world.</p> <p>SWBAT distinguish between different types of maps and mapped information</p>	<p>The course teaches students how to use and interpret geographical models.</p>
2	<p>Population Materials may include: Rubenstein, Chapter 2: “Population” Kuby, Harner,</p>	<p>SWBAT map major and emerging population concentrations and describe demographic</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still</p>

	<p>and Gober, Chapter 7: “The Hidden Momentum of Population Growth”</p>	<p>characteristics of each.</p> <p>SWBAT explain the elements of a population pyramid and distinguish between characteristic shapes.</p> <p>SWBAT define key demographic terms and identify regions in which high and low extreme examples of each can be found.</p>	<p>accurate terms.</p> <p>AP Course Objectives: The course teaches students how to use and interpret maps and spatial data.</p>
3	<p>Movement</p> <p>Materials may include: Rubenstein, Chapter 3: “Migration” Kuby, Harner, and Gober, Chapter 4: “Newton’s First Law of Migration”</p>	<p>SWBAT discuss the contributions of Ravenstein to the study of human movement and migration.</p> <p>SWBAT use the gravity model to predict migration and evaluate its efficiency and usefulness.</p> <p>SWBAT discuss the migration history of the United States</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p>AP Course Objectives: The course teaches students how to use and interpret geographical models.</p> <p>The course provides a systematic study of population geography</p>

		<p>through the following:</p> <ul style="list-style-type: none"> a) immigration history b) immigration policy c) historic and contemporary streams of migration d) internal migration patterns <p>SWBAT correlate migration patterns to the demographic transition model.</p>	
4	<p>Culture Materials may include:</p> <p>Rubenstein, Chapter 4: “Folk and Popular Culture”</p> <p>Kuby, Harner, and Gober, Chapter 2: “Cactus, Cowboys, and Coyotes: The Southwest Culture Region”</p>	<p>SWBAT define culture and cultural geography.</p> <p>SWBAT compare and contrast the following aspects of folk and popular culture:</p> <ul style="list-style-type: none"> a) origins b) methods of diffusion c) culture regions <p>SWBAT discuss ways in which cultural traits are affected by and affect the natural environment.</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RST.11-12.4</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p> <p>AP Course Objectives:</p> <p>The course provides a systematic study of cultural patterns and processes.</p> <p>The course teaches the use of landscape analysis to examine human organization of space</p>

		<p>SWBAT discuss the role of racism and ethnocentrism in the understanding of the cultural landscape.</p>	
5	<p>Language Materials may include: Rubenstein, Chapter 5: “Language”</p> <p>FILM: The Power of Place, Program 10-1, “Quebec: An Island of French”</p>	<p>SWBAT explain how languages are classified and related.</p> <p>SWBAT map the distribution of major language families worldwide.</p> <p>SWBAT show the division of Europe into the following language groups and give specific examples from major groups: a) Germanic b) Slavic c) Romance</p> <p>SWBAT explain the how, why, and where of language change.</p> <p>SWBAT explain how toponyms are derived and classified and give various examples.</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>AP Course Objectives: The course teaches students how to use and interpret maps and spatial data.</p>

6	<p>Religion Materials may include: Rubenstein, Chapter 6: “Religion”</p>	<p>SWBAT identify the following characteristics of all major religions: a) point of origin b) method of diffusion c) current distribution d) landscape expression</p> <p>SWBAT discuss the major branches, their origins, and their current distributions for the following religions: a) Christianity b) Islam c) Buddhism</p> <p>SWBAT describe ways in which the environment influences religion and ways in which religions affect the natural environment.</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>AP Course Objectives: The course teaches students how to use and interpret maps and spatial data.</p>
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7	<p>Ethnicity, Gender, and Geography</p> <p>Materials may include:</p>	<p>SWBAT describe the distribution of major ethnicities within the United States: a) identify states/regions in which they are clustered</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p>
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	<p>Rubenstein, Chapter 7: “Ethnicity</p>	<p>b) identify regions in which they are mostly absent c) provide reasons for the present distribution</p> <p>SWBAT consider ways in which gender-related issues are expressed spatially, particularly in regards to:</p> <p>a) economic roles and activity b) health and reproduction c) level of education</p>	<p>AP Course Objectives: The course provides a systematic study of cultural patterns and processes.</p>
<p>8</p>	<p>Political Geography</p> <p>Materials may include: Rubenstein, Chapter 8: “Political Geography”</p>	<p>SWBAT explain the concept of state by:</p> <p>a) identifying necessary qualifications and characteristics b) listing examples of states in various regions c) describing quasi-states</p> <p>SWBAT list advantages and disadvantages of different types of boundaries and provide real-world examples of:</p> <p>a) natural/physical boundaries b) cultural boundaries c) geometric boundaries</p> <p>SWBAT discuss the concepts of imperialism and colonialism and</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text</p> <p>AP Course Objectives: The course provides a systematic study of political organization of space.</p>

		<p>illustrate some of their consequences on the contemporary political map.</p> <p>SWBAT summarize the history of the United Nations and identify issues of current importance regarding it.</p>	
<p>9</p>	<p>Agriculture Materials may include: Rubenstein, Chapter 10: “Agriculture” Rubenstein, Chapter 14: “Key Issue 3”</p>	<p>SWBAT calculate arithmetic, agricultural, and physiological densities and describe the strengths and weaknesses of each for demographic analysis.</p> <p>SWBAT explain how agriculture originated and identify its various hearths.</p> <p>SWBAT describe the evolution of agricultural practices from their first use until today.</p> <p>a) Neolithic Revolution b) Second Agricultural Revolution c) Green Revolution and biotechnology</p> <p>SWBAT consider how each of the following correlates with specific agricultural regions:</p> <p>a) climate b) terrain</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>AP Course Objectives: The course provides a systematic study of agriculture and rural land use.</p> <p>The course teaches spatial relationships at different scales ranging from the local to the global.</p> <p>The course teaches students how to use and interpret geographical models.</p> <p>The course teaches the use of landscape analysis to examine human</p>

		<p>c) culture d) situation with regard to world markets</p> <p>SWBAT use agricultural practice to differentiate between less developed and relatively developed countries.</p>	<p>organization of space.</p>
10	<p>Industrialization on Materials may include:</p> <p>Rubenstein, Chapter 11 : “Industry” Rubenstein, Chapter 14: “Key Issue 1” Rubenstein, Chapter 14: “Key Issue 2” Kuby, Harner, and Gober, Chapter 6: “Help Wanted”</p>	<p>SWBAT explain the Industrial Revolution by:</p> <p>a) describing its origin b) describing its diffusion and current pattern of industrial regions</p> <p>SWBAT map regional manufacturing zones in each continent and identify the following for each:</p> <p>a) origin and resources b) current strengths and/or problems</p> <p>SWBAT compare and contrast pre-industrial, industrial, and postindustrial life and landscape.</p> <p>SWBAT make graphic models that describe the inputs and connections of various industries.</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>AP Course Objectives: The course teaches students how to use and interpret geographical models.</p> <p>The course teaches the use of landscape analysis to examine human organization of space.</p> <p>The course provides a systematic study of agriculture and rural land use</p>

11	<p>Urbanization Runstein, Chapter 12: “Services” Rubenstein, Chapter 13: “Urban Patterns”</p>	<p>SWBAT compare and contrast elements of the following urban models: a) concentric zone b) sector c) multiple-nuclei d) galactic city/edge cities</p> <p>SWBAT differentiate between three models of North American cities.</p> <p>SWBAT compare and contrast spatial characteristics of cities in the following regions: a) Latin America b) Africa c) Southeast Asia</p> <p>SWBAT list and evaluate the problems of the inner city.</p> <p>SWBAT explain and illustrate important models dealing with the urban hierarchy for: a) central-place theory b) rank-size rule and primate cities</p>	<p>Common Core State Standards: CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>AP Course Objectives: The course provides a systematic study of industrialization and economic development.</p> <p>The course teaches students how to use and interpret maps and spatial data.</p> <p>The course teaches students how to use and interpret geographical models.</p> <p>The course teaches the use of landscape analysis to examine human organization of space.</p> <p>The course provides a systematic study of cities and urban land use.</p>
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Unit 1: Introduction - Geography and Its Nature and Perspectives

- Overview
 - The AP Human Geography course emphasizes the importance of geography as a field of inquiry. The course introduces students to the importance of spatial organization - the location of places, people, and events; environmental relationships; and interconnections between places and across landscapes - in the understanding of human life on Earth.
- Major concepts
 - Location; Space, place, and pattern; regionalization; globalization; population growth; population movement; social issues; settlement patterns; urbanization; map interpretation; mathematical modeling; geographical data analysis
- Unit Goals
 - To familiarize students with geographic methods and the relevance of geospatial technologies to everyday life, planning and public policy, professional decision making, and problem solving at scales from local to global. This combination of the conceptual and the applied helps give students a sophisticated view of the world and an appreciation of the practical applications they have learned in the course.
- Materials
 - Rubenstein, James M. *The Cultural Landscape: An Introduction to Human Geography*. 7th ed. Upper Saddle River, NJ: Prentice Hall, 2003.
 - Kuby, Harner, and Gober, Chapter 1: “True Maps, False Impressions Rubenstein, Appendix, pp. 488-93
- Unit Activities
 - Cornell Note-taking workshop: Students will learn how to take effective and useful Cornell notes in order to synthesize and distill information from the course readings.
 - Identify types of scale and projections used in mapmaking; identify advantages and disadvantages of different projections
 - List different types (models) of diffusion and provide examples/illustrations of each in the real world.
- Assignments and Assessments
 - Cornell Notes on all out-of-class reading assignments will be collected for a grade
 - Article of the week: Students will be required to turn in one annotated article from the newspaper or periodical of their choice that relates to the course material.
 - Unit exam: students will be required to take an in-class exam in which they will be held responsible for all concepts covered in class and assigned readings. The exam will consist of multiple choice questions, short answer and identification questions, and an open response.

Unit 2: Population

- Major Concepts
 - Location, distribution, density, patterns, structure, cycles of change, birth/death rates,
- Unit Goals
 - This unit helps students come to an understanding of the ways in which the

human population is organized geographically, and provides AP students with the tools they need to make sense of cultural, political, economic, and urban systems. Thus many of the concepts and theories encountered in this part of the course connect with other course units. In addition the course themes of scale, pattern, place, and interdependence can all be illustrated with population topics. For example, students may analyze the distribution of the human population at different scales: global, regional, national, state or provincial, and local.

- Unit Activities
 - Introduce students to population maps.
 - Explain the elements of a population pyramid and distinguish between characteristic shapes.
- Assignments and Assessments
 - Cornell notes will be collected daily
 - Weekly annotated article will be collected each Thursday
 - Unit exam: students will be assessed, in an in-class exam, on their ability to answer complicated multiple choice questions about material covered in class and in assigned readings, as well as a series of short answer questions, identification & significance questions, and a longer open response.
 - A 5-8 page essay in which, using both assigned readings and supplementary materials, students evaluate the role, strengths, and weaknesses of major population policies, which attempt to either promote or restrict population growth.

Unit 3: Movement

- Major Concepts
 - Migration, refugees, and government policies; Malthusian theory, the demographic transition, and the epidemiological (mortality) transition model; the gravity model; population distribution; immigration
- Unit Goals
 - Students learn the patterns behind human migration, and the forces that drive populations to move. This unit traces human migration through history, beginning with early migration patterns, and culminating in an examination of contemporary immigration trends and policy.
- Unit Activities
 - Ravenstein's contributions to the study of movement and migration
 - The gravity model
 - Immigration policy and reform
- Assignments and Assessments
 - Cornell notes
 - Article of the week--must be immigration-specific throughout this unit
 - Each student will write a 2-3 page Op-ed piece about how immigration affects contemporary American society.

Unit 4: Culture

- Major Concepts
 - aspects of folk and popular culture; culture and cultural geography; racism and ethnocentrism
- Unit Goals
 - To define and understand notions of culture and cultural geography. To

differentiate between different cultures, examining aspects of folk and popular culture. To discuss and explore the ways in which geography and natural environments influence culture

- Unit Activities
 - Independent research on a folk culture of the student's choice culminating in an oral presentation
 - Cultural comparisons
- Assignments and Assessments
 - Cornell notes
 - Article of the week--must relate to cultural geography throughout this unit
 - Unit exam: multiple choice, short answer, ID and significance, and open response

Unit 5: Language

- Major Concepts
 - sources of language, its diffusion, roots, Language Families & dialects and place-names.
- Unit Goals
 - Students learn to distinguish between languages and dialects, and to understand why each has a different geographic pattern. Another important emphasis of the course is the way culture shapes relationships between humans and the environment.
- Unit Activities
 - Basic linguistics: Germanic, Slavic, Romance
 - Etymology exercise
- Assignments and Assessments
 - Daily Cornell notes
 - Article of the week
 - 3-5 page essay tracing the etymology of a word and exploring its evolution in the context of culture, history, and usage.

Unit 6: Religion

- Major Concepts
 - origins & distributions of world religions, diffusion patterns & influences, cultural landscapes, culture and conflict.
- Unit Goals
 - Students learn to distinguish between ethnic and universalizing religions, ethnic political movements, and popular and folk cultures. Students learn how culture is expressed in landscapes, and how land use in turn represents cultural identity. Built environments enable the geographer to interpret cultural values, tastes, symbolism, and sets of beliefs. For example, both folk and contemporary architecture are rich and readily available means of comprehending the cultural landscape and how different cultures view it in separate ways.
- Unit Activities
 - Guided research: note-taking, outlining, citations, research strategies, bibliography, time management, independent work
- Assignments and Assessments
 - Daily Cornell notes
 - Article of the week

- 8-10 page research paper on the religion of the student's choices

Unit 7: Ethnicity, Gender, and Geography

- Major Concepts
 - Ethnicities within the United States; gender-related issues
- Unit Goals
 - To understand the distribution of different ethnicities throughout the United States and to identify regional differences. To consider the ways in which gender-related issues are expressed spatially.
- Unit Activities
 - Conceptual gender mapping: students will craft a gender map of their own lives, exploring the distribution of male and female influences in the different spheres of their lives
 - Data collection on the basis of gender and ethnicity and its use in college admissions
- Assignments and Assessments
 - Cornell Notes
 - Article of the week
 - Gender map
 - Unit exam

Unit 8: Political Geography

- Major Concepts
 - evolving nations and states, state organization, national power, boundary types, functions, and disputes, federal and unitary governments, EU, UN, and Maritime boundaries.
- Unit Goals
 - This section of the course introduces students to the nature and significance of the political organization of territory at different scales. Students learn that political patterns reflect ideas of territoriality — how Earth's surface should be organized — which in turn affect a wide range of exercises of power over space and boundaries. Two major themes are the political geography of the modern state and relationships between countries. Students are introduced to the different forces that shaped the evolution of the contemporary world political map. These forces include the rise of nation-states in Europe, the influence of colonialism, the rise of supranational organizations, and devolution of states.
- Unit Activities
 - Identifying necessary qualifications and characteristics of a state
 - Discuss the concepts of imperialism and colonialism
- Assignments and Assessments
 - Cornell Notes
 - Article of the week
 - Campaign map
 - Unit exam
 - Colonialism essay: students may write a 3-5 page paper on the effects of colonialism on the state/nation of their choosing.

Unit 9: Agriculture

- Major Concepts
 - transformation from ancient to modern agric. and early dwellings, plant & animal domestication, farming types, 2nd & 3rd Agricultural Rev., development of villages, cash & luxury crops, commercial agric., and organics.
- Unit Goals
 - This section of the course explores four themes: the origin and diffusion of agriculture; the characteristics and processes of the world's agricultural production systems and land use; the impact of agricultural change on quality of life and the environment; and issues in contemporary agriculture. Students examine centers where domestication originated and study the processes by which domesticated crops and animals spread. This diffusion process makes clear why distinct regional patterns emerge in terms of diet, energy use, and the adaptation of biotechnology. Students learn about land survey systems, environmental conditions, sustainability, global food supply problems, and the cultural values that shape agricultural patterns. In addition this section presents the roles of women in agricultural production, particularly in subsistence farming and market economies in the developing world.
- Unit Activities
 - Calculate arithmetic, agricultural, and physiological densities and describe the strengths and weaknesses of each for demographic analysis
 - Describe the evolution of agricultural practices from their first use until today.
 - Neolithic Revolution
 - Second Agricultural Revolution
 - Green Revolution and biotechnology
 - Use agricultural practice to differentiate between less developed and relatively developed countries.
- Assignments and Assessments
 - Cornell Notes
 - Article of the Week
 - 3-5 page essay tracing the cross-cultural/trans-geographical development of a particular agricultural product that impacts the contemporary world.
 - Unit exam

Unit 10: Industrialization

- Major Concepts
 - Industrial activity and geographic location, resources, regions, globalization, distribution, NAFTA, Maquiladoras, and models of development.
- Unit Goals
 - This section of the course presents the geographic elements of industrialization and economic development, including past and present patterns of industrialization, types of economic sectors, and how places acquire comparative advantage and complementarity. Students also learn how models of economic development, such as Rostow's stages of economic growth and Wallerstein's World Systems Theory, and programs like the Millennium Development Goals help to understand why the world is divided into a more-developed economic core and a less-developed periphery.

- Unit Activities
 - Map regional manufacturing zones in each continent and identify the following for each: a) origin and resources b) current strengths and/or problems
 - Outsourcing v. early industrialism: comparing and contrasting the industrial revolution with today's manufacturing practices.
- Assignments and Assessments
 - Cornell Notes
 - Article of the Week
 - Unit exam
 - Industry mapping: students will create a map that shows where different goods are produced and how manufacturing has changed over time.

Unit 11: Urbanization

- Major Concepts
 - ancient to modern civilization, locations, patterns and structure of cities, megalopolises, mega cities, CBD and suburbs; Theories of settlement geography, such as Christaller's central place theory, the rank-size rule, and the gravity model; as population growth, migration, zones of influence, and employment; analysis of patterns of urban land use, ethnic segregation, types of intracity transportation, architectural traditions (e.g., neoclassical, modern, postmodern), cycles of uneven development, and environmental justice (e.g., the disproportionate location of polluting industries in low-income or minority residential areas). Students' understanding of cities as places is enhanced by both quantitative data from the census and qualitative information from narrative accounts and field studies
- Unit Goals
 - This unit involves an examination of such topics as the current and historical distribution of cities; the political, economic, and cultural functions of cities; reasons for differential growth among cities; and types of transportation and communication linkages among cities. Quantitative information on such topics is used to analyze changes in the urban hierarchy. Students also study models of internal city structure and development in the United States and Canada (e.g., the Burgess concentric zone model, the Hoyt sector model, the Harris-Ullman multiple nuclei model, and the galactic city model) and discuss the strengths and weaknesses of these theories. Although much of the literature in urban geography focuses on the cities of North America, comparative urbanization is an increasingly important topic. The study of European, North African and Middle Eastern, East and South Asian, Latin American, and sub-Saharan African cities serves to illustrate how differing economic systems and cultural values can lead to variations in the spatial structures and urban landscapes. Students also examine current trends in urban development that are affecting urban places, such as the emergence of edge cities, new urbanism, smart growth, and the gentrification of neighborhoods. In addition, students evaluate sustainable urban- planning design initiatives and community actions, such as the bikeways and walkable mixed-use commercial and residential developments that reduce energy use and protect the environments of future cities.

Summative Assessment:

The Washington Leadership Academy will rely on the the rigorous end-of-year AP exams, as well as periodic internal assessments to measure standard attainment by unit and for the course. f/ap/ap-calculus-ab-sample_2_1058798v1.pdf

AP Calculus BC

Overview:

Calculus BC is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important.

Course objectives:

Upon completing the AP Calculus course:

- Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations.
- Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation, and should be able to use derivatives to solve a variety of problems.
- Students should understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change, and should be able to use integrals to solve a variety of problems.
- Students should understand the relationship between the derivative and the definite integral as expressed in both parts of the Fundamental Theorem of Calculus.
- Students should be able to communicate mathematics and explain solutions to problems both verbally and in written sentences.
- Students should be able to model a written description of a physical situation with a function, a differential equation, or an integral.
- Students should be able to use technology to help solve problems, experiment, interpret results, and support conclusions.
- Students should be able to determine the reasonableness of solutions, including sign, size, relative accuracy, and units of measurement.
- Students should develop an appreciation of calculus as a coherent body of knowledge and as a human accomplishment.

Potential Instructional Materials:

Calculus Student Edition 2007 - Graphical, Numerical, Algebraic, AP Edition
by Finney/Demana/Waits/Kennedy

Sample unit objectives and sequence:

Unit	Content Covered	Unit Objective(s)	Aligned Standard(s)
------	-----------------	-------------------	---------------------

1	Limits and Continuity	<p>SWBAT calculate rates of change and identify limits</p> <p>SWBAT describe the difference between limits that involve infinity and limits at a point</p> <p>SWBAT explain the relationship between tangent lines to a curve and rates of change</p>	<p>AP Course Objectives: Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation, and should be able to use derivatives to solve a variety of problems.</p> <p>Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation, and should be able to use derivatives to solve a variety of problems.</p>
2	The Derivative	<p>SWBAT find a derivative at a point</p> <p>SWBAT describe the relationship between graphs of f and $f'(x)$</p> <p>SWBAT predict situations in which $f'(x)$ might fail to exist</p>	<p>AP Course Objectives: Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation, and should be able to use derivatives to solve a variety of problems</p> <p>Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation, and should be able to use derivatives to solve a variety of problems</p>
3	Applications of the Derivative	<p>SWBAT explain the implications of the derivative</p> <p>SWBAT explain the relationship between a graph of a function, a graph of the derivative of the function, a written description of the function and a written description of the derivative of the function</p>	<p>AP Course Objectives: Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation, and should be able to use derivatives to solve a variety of problems</p> <p>Students should understand the meaning of the derivative in terms of a rate of change and local linear approximation, and should be able to use derivatives</p>

			to solve a variety of problems
4	The Definite Integral	<p>SWBAT approximate areas using multiple techniques (including left sums, right sums, midpoint sums, trapezoidal sums)</p> <p>SWBAT describe the properties of definite integrals</p>	<p>AP Course Objectives: Students should understand the meaning of the definite integral both as a limit of Riemann sums and as the net accumulation of change, and should be able to use integrals to solve a variety of problems</p> <p>Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations.</p>
5	Differential Equations and Mathematical Modeling	<p>SWBAT use separable differential equations to describe various natural phenomena (including growth and decay and Newton’s law of cooling)</p> <p>SWBAT explain the concept of antiderivatives</p>	<p>AP Course Objectives: Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations.</p>
6	Applications of Definite Integrals	<p>SWBAT compare and contrast the benefits of calculating volume in various ways (including using cross sections, the disc method and the shell method)</p> <p>SWBAT calculate area between curves through several different processes (including integrating with respect to x and y)</p>	<p>AP Course Objectives: Students should be able to work with functions represented in a variety of ways: graphical, numerical, analytical, or verbal. They should understand the connections among these representations.</p>

Unit 1: Limits and Continuity

- Rates of change
 - Average speed
 - Instantaneous speed
- Limits at a point
 - 1-sided limits
 - 2-sided limits
 - Sandwich theorem
 - **A graphical exploration is used to investigate the sandwich theorem. Students graph $y_1 = x^2$, $y_2 = -x^2$, $y_3 = \sin(1/x)$ in radian mode on graphing calculators. The limit as x approaches 0 of each function is explored in an attempt to “see” the limit as x approaches 0 of $x^2 \cdot \sin(1/x)$. This helps tie the graphical implications of the sandwich theorem to the analytical applications of it. [SC4 & SC11]
- Limits involving infinity
 - Asymptotic behavior (horizontal and vertical)
 - End behavior models
 - Properties of limits (algebraic analysis)
 - Visualizing limits (graphic analysis)
- Continuity
 - Continuity at a point
 - Continuous functions
 - Discontinuous functions
 - Removable discontinuity (0/0 form)
 - **A tabular investigation of the limit as x approaches 1 of $f(x) = (x^2 - 7x - 6)/(x - 1)$ is conducted in table groups (we have round tables with 3 or 4 students per table). Next, an analytic investigation of the same function is conducted at table groups. Students discuss with their tablemates any conclusions they can draw. Finally, a graphical investigation (using the graphing calculators) is conducted in table groups, and then we discuss, as a class, whether the table-group conclusions are verified or contradicted. [SC4, SC5, SC6, SC8 & SC11]
 - Jump discontinuity (We look at $y = \text{int}(x)$.)
 - Infinite discontinuity
- Rates of change and tangent lines
 - Average rate of change
 - Tangent line to a curve
 - Slope of a curve (algebraically and graphically)
 - Normal line to a curve (algebraically and graphically)
 - Instantaneous rate of change

Unit 2: The Derivative

- Derivative of a function
 - Definition of the derivative (difference quotient)
 - Derivative at a point
 - Relationships between the graphs of f and f'
 - Graphing a derivative from data
 - **A CBL experiment is conducted with students tossing a large ball into the air. Students graph the height of the ball versus the time the ball is in the air. The calculator is used to find a quadratic equation to model the motion of the ball over

time. Average velocities are calculated over different time intervals and students are asked to approximate instantaneous velocity. The tabular data and the regression equation are both used in these calculations. These velocities are graphed versus time on the same graph as the height-versus-time graph. [SC4, SC5, SC6 & SC10]

- One-sided derivatives
- Differentiability
 - Cases where $f'(x)$ might fail to exist
 - Local linearity
 - **An exploration is conducted with the calculator in table groups. Students graph $y_1 = \text{absolute value of } (x) + 1$ and $y_2 = \sqrt{x^2 + 0.0001} + 0.99$. They investigate the graphs near $x = 0$ by zooming in repeatedly. The students discuss the local linearity of each graph and whether each function appears to be differentiable at $x = 0$. [SC5, SC8 & SC11]
 - Derivatives on the calculator (numerical derivatives using NDERIV)
 - Symmetric difference quotient
 - Relationship between differentiability and continuity
 - Intermediate value theorem for derivatives
- Rules for Differentiation
 - Constant, power, sum, difference, product, quotient rules
 - Higher-order derivatives
- Applications of the Derivative
 - Position, velocity, acceleration, and jerk
 - Particle motion
 - L'Hospital's Rule
- Economics
 - Marginal cost Marginal revenue Marginal profit
 - Derivatives of trigonometric functions
- Chain rule
- Implicit differentiation
 - Differential method
 - y' method
- Derivatives of inverse trigonometric functions
- Derivatives of exponential and logarithmic functions

Unit 3: Application of the Derivative

- Extreme values
 - Relative extrema
 - Absolute extrema
 - Extreme value theorem
 - Definition of a critical point
- Implications of the derivative
 - Rolle's theorem
 - Mean value theorem
 - Increasing and decreasing functions
- Connecting f' and f'' with the graph of $f(x)$
 - First derivative test for relative max/min

- Second derivative
 - Concavity
 - Inflection points
 - Second derivative test for relative max/min
 - *A matching game is played with laminated cards that represent functions in four ways: a graph of the function; a graph of the derivative of the function; a written description of the function; and a written description of the derivative of the function. [SC4]
- Optimization problems
- Linearization models
 - Local linearization
 - **An exploration using the graphing calculator is conducted in table groups where students graph $f(x) = (x^2 + 0.0001)^{0.25} + 0.9$ around $x = 0$. Students algebraically find the equation of the line tangent to $f(x)$ at $x = 0$. Students then repeatedly zoom in on the graph of $f(x)$ at $x = 0$. Students are then asked to approximate $f(0.1)$ using the tangent line and then calculate $f(0.1)$ using the calculator. This is repeated for the same function, but with different x values further and further away from $x = 0$. Students then individually write about and then discuss with their tablemates the use of the tangent line in approximating the value of the function near (and not so near) $x = 0$. [SC6, SC8 & SC11]
 - Tangent line approximation
 - Differentials
- Related rates

Unit 4: The Definite Integral

- Approximating areas
 - Riemann sums
 - Left sums
 - Right sums
 - Midpoint sums
 - Trapezoidal sums
 - **Here students are asked to input a program that will calculate trapezoidal sums for trapezoids of equal width. They are given this program. They are encouraged to think about altering it to be able to calculate rectangular sums as well. [SC10]
 - Definite integrals
 - **Students are asked to graph, by hand, a constant function of their choosing. Then they are asked to calculate a definite integral from $x = -3$ to $x = 5$ using known geometric methods. Students then share their work with their tablemates and are asked to come up with a table observation. Those observations are shared with other tables and a formula is discovered. [SC8]
- Properties of definite integrals
 - Power rule
 - Mean value theorem for definite integrals
 - **An exploration is conducted to show students the geometry of the mean value theorem for definite integrals and how it is connected to the algebra of the theorem.

- The fundamental theorem of calculus
 - Part 1
 - Part 2

Unit 5: Differential Equations and Mathematical Modeling

- Slope fields
- Antiderivatives
 - Indefinite integrals
 - Power formulas
 - Trigonometric formulas
 - Exponential and logarithmic formulas
- Separable differential equations
 - Growth and decay
 - Slope fields (Resources from the AP Calculus website are liberally used.)
 - General differential equations
 - Newton's law of cooling
- Logistic growth

Unit 6: Applications of Definite Integrals

- Integral as net change
 - Calculating distance traveled (particle motion)
 - Consumption over time
 - Net change from data
- Area between curves
 - Area between a curve and an axis
 - Integrating with respect to x
 - Integrating with respect to y
 - Area between intersecting curves
 - Integrating with respect to x
 - Integrating with respect to y
- Calculating volume
 - Cross sections
 - Disc method
 - Shell method

Summative Assessment:

The Washington Leadership Academy will rely on the rigorous end-of-year AP exams, as well as periodic internal assessments to measure standard attainment by unit and for the course.

K. Appendix

Appendix 1: Acceptable Use Agreement

Acceptable Use Agreement for Internet and Other Electronic Resources at the Washington Leadership Academy¹²

The Washington Leadership Academy (WLA) recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, the WLA Board of Trustees, and the Revolution Schools staff, encourage the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of the WLA and its schools.

Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to fully control. Therefore, the WLA adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on WLA-owned equipment or through WLA-affiliated organizations.

WLA Rights and Responsibilities

It is the policy of the WLA to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, the WLA recognizes its legal and ethical obligation to protect the well-being of students in its charge. To this end, the WLA retains the following rights and recognizes the following obligations:

1. To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to WLA-owned equipment and, specifically, to exclude those who do not abide by the WLA's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. WLA reserves the right to restrict online destinations through software or other means.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

Staff Responsibilities

¹² This is a *draft* agreement until the WLA Head of School finalizes. The Head of School has the right to modify as appropriate before finalizing. The draft language was pulled in part from The National Center for Education Statistics, "Sample Acceptable Use Agreement and Policy". Retrieved 2/11/2014 from: http://nces.ed.gov/pubs2005/tech_suite/app_a.asp.

1. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this equipment to ensure that it conforms to the mission and goals of the WLA.
2. Staff should make reasonable efforts to become familiar with the Internet and its use to achieve effective monitoring, instruction, and assistance.

User Responsibilities

1. Use of the electronic media provided by the WLA is a privilege that offers a wealth of information and resources for research. Often, this resource is offered to staff and students at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

Acceptable Use

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of the WLA.
2. User must adhere to proper codes of conduct in electronic communication.
3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
4. All communications and information accessible via the network should be assumed to be private property.
5. Subscriptions to mailing lists and bulletin boards must be reported to the system administrator. Prior approval for such subscriptions is required for students and staff.
6. Mailing list subscriptions will be monitored and maintained, and files will be deleted from the personal mail directories to avoid excessive use of file server hard-disk space.
7. Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
8. From time to time, the WLA will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

Unacceptable Use

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
2. Any use of the network for commercial or for-profit purposes is prohibited.
3. Excessive use of the network for personal business shall be cause for disciplinary action.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
6. Use of the network to disrupt the use of the network by others is prohibited.
7. Hardware and/or software shall not be destroyed, modified, or abused in any way.
8. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
9. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
10. The unauthorized installation of any software, including shareware and freeware, for use

on WLA computers is prohibited.

11. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
12. The WLA network may not be used for downloading entertainment software or other files not related to the mission and objectives of the WLA for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the WLA.
13. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
14. Use of the network for any unlawful purpose is prohibited.
15. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
16. Playing games is prohibited unless specifically authorized for instructional purposes.
17. Establishing network or Internet connections to live communications, including voice and/or video (relay chat), is prohibited unless specifically authorized by the system administrator.

Disclaimer

1. The WLA cannot be held accountable for the information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. The WLA will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.
4. The WLA makes no warranties (expressed or implied) with respect to:
 - o the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and
 - o any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
5. The WLA reserves the right to change its policies and rules at any time.

User Agreement

(to be signed by all WLA technology users)

I have read, understand, and will abide by the above Acceptable Use Policy when using computer and other electronic resources owned, leased, or operated by the WLA. I further

understand that any violation of the regulations above is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

User Name (please print)

User Signature Date

Parent Agreement

(to be signed by parents of all student users under the age of eighteen)

As parent or guardian of [please print name of student] _____, I have read the Acceptable Use Policy. I understand that this access is designed for educational purposes. WLA has taken reasonable steps to control access to the Internet, but cannot guarantee that all controversial information will be inaccessible to student users. I agree that I will not hold the WLA responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to use network resources, including the Internet, that are available through WLA.

Parent Name (please print)

Parent Signature Date

Appendix 2: Insurance Summary



Insurance Summary - Year 1

(Washington Leadership Academy is working with Austin & Co., Inc. to seek insurance coverage. The coverages below are comprehensive and typical of a charter school. Premium is subject to applications and underwriting review.)

For: Washington Leadership Academy		Date Prepared: 2/14/14	
Coverage's		Limits	Estimated Premium
1	Property - Choice Form		
	Building	TBD	TBD
	Business Personal Property (BPP) Replacement Cost & Agreed Value	TBD	
	Equipment Breakdown		
	Property Deductible: Wind Deductible:	2,500 N/A	
2	Business Interruption		
	Business Income with Extra Expense	500,000	Incl. in 1
3	Inland Marine		
	Computerized Business Equipment Hardware/Software	Included in BPP Definition	Incl. in 1
4	Crime		
	Employee Dishonesty	250,000	Incl. in 1
	Forgery Computer Fraud	250,000 250,000	
5	Automobile Liability		
	Hired & Non-Owned Liability	1,000,000	Incl. in 1
6	General Liability		
	Any One Occurrence	1,000,000	TBD
	Annual Aggregate Limit	3,000,000	
	Abuse & Molestation Coverage	Included	
	Employee Benefits Liability		
	Each Claim	1,000,000	
	Aggregate	1,000,000	
	Student Enrollment	TBD	
7	Directors & Officers		
	Including Educational Practices Wrongful Acts	1,000,000	TBD
	Employment Practices Liability	1,000,000	
	Fiduciary Liability	1,000,000	
	Retention	15,000	
8	Umbrella Liability & Excess Educators Legal Liab		
	Each Occurrence	5,000,000 or 10,000,000	TBD
	General Aggregate	5,000,000 or 10,000,000	
	Attach to Directors & Officers	Yes	
	Attach to Abuse & Molestation Coverage	Yes	
	Fiduciary Liability	2,000,000	
	Retention	10,000	

WASHINGTON LEADERSHIP ACADEMY – PUBLIC CHARTER SCHOOL APPLICATION

9	Workers' Compensation & Employers' Liability		
	Experience Modification		Statutory Limits
	Estimated Payroll - Code 8868: School/Prof & Clerical		N/A
	Code 9101: School All other		TBD
10	Student Accident		
	Accident Medical Expense		50,000
	Accident Dental Expense		Included
	Deductible		0
	Type of Coverage		Excess
11	Catastrophic Student Accident		
	Accident Medical Expense		1,000,000
	Accident Dental Expense		Included
	Deductible		50,000
	Type of Coverage		Excess
Student Enrollment			TBD
Total Annual Estimated Premium			TBD

Appendix 3: Facility Under Consideration

**609-611 Maryland Avenue, NE
Washington, DC 20002
Asking Price: \$5,800,000**

Guy d'Amecourt
202.682.6261 Office
202.415.7800 Cell
gdamecourt@summitcre.com

Gordon Nielsen
202.682.6264 Office
202.412.4544 Cell
gnielsen@summitcre.com



1990 M St., NW
Suite 600
Washington, DC 20036
Tel: (202) 289-5400
Fax: (202) 682-9117



609-611 Maryland Ave, NE



Property Description

GENERAL PROPERTY DATA

Address:	609-611 Maryland Avenue, NE Washington, DC 20002
Legal Address:	Square 0864 Lot 0820
Location:	The property is located at the intersection of 6 th and Maryland Avenue, NE on Stanton Square 4 blocks from the Capitol and 4 blocks from Union Station.
Year Built:	Late 1800's

SITE SPECIFIC / ZONING

Gross Building Area:	Approximately 15,000 sf
Land Area:	6,757 sf
Improvements:	<u>Church</u> with 2 full levels plus large balcony including commercial kitchen. <u>Townhouse</u> attached and connected with three stories above grade plus English basement.
Seating Capacity:	Main auditorium 350+ Balcony 100+ Lower Level 300+
Zoning:	<u>R-4</u> : The property is located in the Capital Hill Historic District. The zoning permits residential, church, schools and non-profit office (subject to approval of the Board of Zoning Adjustment (BZA)).
Parking:	Plenty of street parking around Stanton Square.

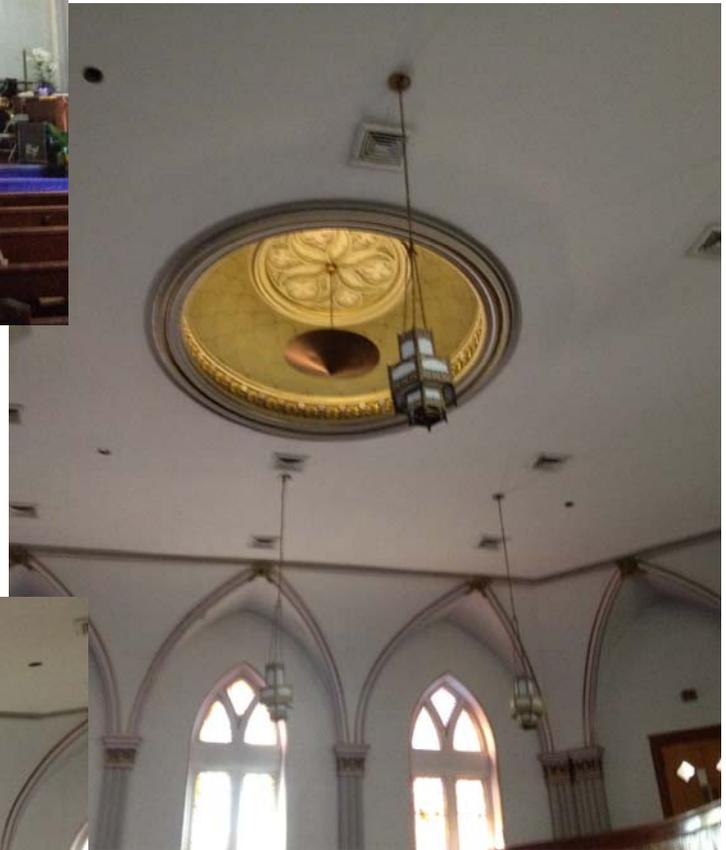
TRANSPORTATION

Public Transportation:	Four blocks to Union Station Metro
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609-611 Maryland Ave, NE



609-611 Maryland Ave, NE



Appendix 4: Referral Process



**DEMOCRACY PREP
PUBLIC SCHOOLS**
Work Hard. Go to College. Change the World!

ACT Guide

Special Education Services Referral

2013-14

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Special Education Services Referral Guide

Overview:

The special education services referral process is approximately twelve weeks long. The process begins in the grade level teams where the general education teachers identify a scholar. Next, the Response to Intervention (RTI) process begins and continues for up to two separate rounds of interventions, lasting four to six weeks per round, during which time teachers implement the planned interventions and collect progress data. Based on the results of the tiered interventions, the team decides whether or not to proceed with the referral. Once it is determined that a scholar would benefit from special education services, the teacher submits the referral to the grade level ACT teacher. The ACT teacher arranges an IEP recommendation meeting with the parent and teachers and if the parent agrees, the scholar is referred to the CSE for an initial evaluation.

Special Education Services Referral Steps:

1. During a grade level meeting, teacher(s) alert(s) the team and ACT teacher that a particular scholar is struggling in class. Teacher(s) provides a description of the scholar's struggles and the classroom level interventions tried by him/her in response to them. The team shares their thoughts on this student to determine whether s/he is just struggling in one class or in multiple classes. During this meeting teachers should:
 - a. Initiate RTI (set intervention goals, determine concrete team-wide actions to take over a set period of time to help the scholar – example, use of a research-based practice across all contents)
 - b. Track scholar response to the interventions (anecdotal records are fine)
 - c. Set a follow-up GL meeting within the next four to six weeks to go over RTI results.
2. When teachers meet again, they should determine if team should proceed with the intervention, or modify it. GL team should set a final decision meeting in another four to six weeks.
3. At the twelve week point (the third GL meeting), if the IEP evaluation seems to be the appropriate next step, then the referring teacher should submit a Special Education Services Referral Form to the grade level ACT teacher, indicating the specific concerns the team has of the scholar. All RTI data and results should be included in this form. The ACT teacher will share this information with the ACT coordinator.
4. ACT Teacher will review the form and take the appropriate next steps including: behavioral observations, working with the Social Worker to provide at-risk counseling services if necessary, and arranging a meeting with: the parent or guardian of the scholar, ACT coordinator or manager, Social Worker, and a grade team representative familiar with the scholar in order to obtain written consent of an IEP evaluation.
5. As soon as the parent provides written consent to an IEP evaluation, the ACT coordinator submits it to the CSE where ACT Manager of Compliance monitors referral progress.

Managing Referrals:

School-based ACT Coordinators have to keep track of referrals. The following actions are recommended to establish a system for monitoring referrals and tracking their progress:

1. Use Google Drive to create a form/survey that teachers can use to refer a scholar
2. Share the form with the entire staff
3. Use the spreadsheet generated by the form to track the progress on referral requests
4. The spreadsheet should be shared among ACT teachers, ACT Coordinator, Social Workers, D.R.E.A.M. Coaches, Campus Leaders, Grade-level Chairs, and ACT Manager of Compliance.
5. View a sample ACT data tracker here: <http://bit.ly/17q0TEB>

Referral Process Cheat Sheet

Identification	<ul style="list-style-type: none"> • A scholar is identified at grade level team meeting by a teacher, where initial discussion takes place with regards to scholar’s academic progress and behavior. • Teachers identify the “effort-achievement” gap. That is, the extent to which scholar is not achieving results appropriate to his/her level of effort (in terms of processing speed, reading ability, retention rates, or performance on independent assessments). • With the assistance of the grade level ACT teacher, interventions are determined and RTI is initiated (tutoring, reading groups, a seating change, or one-on-one meetings with the scholar to discuss organization, etc.) • The grade level ACT teacher notifies the ACT coordinator and Social Worker about the initial discussion and RTI interventions for the scholar.
RTI Round #1	<ul style="list-style-type: none"> • RTI continues for 4-6 weeks • Teachers monitor and document progress and collect data.
Reconvene	<ul style="list-style-type: none"> • Data is reviewed and based on the results, the grade level team may choose to: <ul style="list-style-type: none"> ▪ End interventions ▪ Continue interventions as is, or modify intensity, duration, frequency – special education services are not needed ▪ Continue or increase intervention (intensity, duration, frequency) for another 4-6 week round ▪ ACT coordinator and social worker are notified
RTI Round #2	<ul style="list-style-type: none"> • RTI continues for another round of 4-6 weeks • Teachers monitor and document progress and collect data.
Decision	<ul style="list-style-type: none"> • Based on the results, the grade level team may choose to: <ul style="list-style-type: none"> ▪ End interventions ▪ Continue interventions as is, or modify intensity, duration, frequency – special education services are not needed ▪ Continue or increase intervention (intensity, duration, frequency) while beginning the referral process • If the referral process is to be initiated, the recommending teacher submits the referral forms to the ACT Teacher with all necessary data and documentation. The ACT teacher meets with the ACT coordinator to review all data.
SpEd. Services	<ul style="list-style-type: none"> • If all data is complete, ACT teacher will arrange a SpEd services recommendation meeting with the parent, the teachers, Social Worker, and ACT coordinator • Using the data, teacher will explain to the parent their reasoning behind the referral

Referral Submission	<ul style="list-style-type: none"> • ACT Coordinator will move forward with the referral process through the Committee on Special Education (CSE) and submit the parent’s request to the CSE liaison • Teachers will determine internal accommodations to be put in place as the referral process continues • Campus Leader has to approve “Principal Accommodations.”
Monitor CSE	<ul style="list-style-type: none"> • ACT coordinator tracks the referral timelines and shares updates with the ACT Specialist of Compliance, who ensures CSE compliance with deadlines, and the ACT teacher • ACT teacher communicates with grade level team regarding the status of the referral and updates. • ACT coordinator provides any information requested by the CSE within twenty-four hours of the request. If this is not possible, ACT coordinator contacts ACT Specialist of Compliance for assistance and questions

Sample First Pre-Referral Grade Level Meeting Protocol

Roles: Facilitator, minute-taker, time-keeper, presenter¹

Before the meeting: Any member of the team who wishes to nominate a scholar to be entered into the referral process should be prepared to speak to the team about the scholar's struggles, strengths, preferences, and actions taken by the teacher to address the scholar's needs. In addition, the referring member should bring student work samples, anecdotal records, and assessment results that may help the team better understand the needs of the scholar. This is especially helpful for teachers who may not know the scholar.

Step 1: Facilitator reminds the group that during the first 5 minutes of the meeting the team will make a list of scholars who are potential candidates to be referred for special education services. Each member identifies a scholar (teachers who do not have a scholar to nominate should "pass") and the minute-taker records the names. If at the end of this step there are more than two scholars on the list then the team should discuss the first two and table the rest for another meeting because each scholar will likely take approximately 25 minutes to discuss. 2 mins.

Step 2: The teacher recommending the first scholar gives an overview of the child's performance in class, as well as his/her strengths and struggles in the areas of paRTIcipation, homework, classwork, group work, tests/quizzes, and exams. Student work samples or data may be passed out. 5 mins.

Step 3: The facilitator asks the recommending teacher "What is the reason for nominating this scholar? What is your primary concern for this scholar?" The nominating teacher briefly explains her concern(s) and why she thinks special education services could be helpful. 1 min.

Step 4: The facilitator asks "What actions have you taken to meet the needs of this scholar and what were the results?" The nominating teacher explains what he has done in and out of the classroom to address the needs demonstrated by the scholar. 2-3 mins.

Step 5: The facilitator then asks the team "How is the scholar doing in other classes?" Each teacher takes about 30 seconds to answer this question. If there are struggles that are consistent with what the nominating teacher described then the other teachers should point these out. 5 mins.

Step 6: The facilitator asks the team "What can we all do (intervention strategy) to address the scholar's struggle(s)?" Teachers should share-out and choose from intervention strategies they are familiar with or refer to and choose from the Pre-Referral Intervention Manual by McCarney and Wunderlich. 5 mins.

Step 7: The facilitator asks the team "How are we going to track the scholar's progress (in the area(s) specified) in response to the intervention?" Team discusses and agrees on a tracking method. 5 mins.

Step 8: Team sets a date for the next meeting. All teachers should bring intervention results for the next meeting. 1 min.

Repeat steps 1-8 for the next scholar

¹ Presenter is the teacher who nominates a scholar for the referral process.

Sample Second Pre-Referral Grade Level Meeting Protocol

Roles: Facilitator, minute-taker, time-keeper,

Before the meeting: This meeting takes place at the 4-6-week point from the initial pre-referral meeting when an intervention was chosen. All team members who teach the scholar should prepare to share intervention data and results with the team.

Step 1: Facilitator recaps from initial meeting why the scholar is being considered for a referral and which intervention was agreed upon. The facilitator then asks “what were the results of the intervention in your classroom?” The nominating teacher shares first, followed by each of the other members who implemented the intervention. Possible responses: *Intervention seems/ does not seem to have a positive effect ... as evidenced by...* Record keeper records the responses that will be referred to in the next step to determine if the intervention is working or not. 5 mins.

Step 2: If the intervention is working the facilitator asks the team to continue it. The remainder of the time can be used to discuss previously “tabled” nominations. On the other hand, if the current intervention is not working, the facilitator asks the team to discuss revision of the intervention or a new intervention. Team members share their thoughts and determine next steps. Team can refer to Pre-Referral Intervention Manual by McCarney and Wunderlich for more intervention strategies. 5-10 mins.

Step 3: Team agrees on data collection and tracking method.

Step 4: Facilitator sets a date for the next meeting. All teachers should bring intervention results for the next meeting. 5 min

Sample Third Pre-Referral Grade Level Meeting Protocol

Roles: Facilitator, minute-taker, time-keeper

Before the meeting: This meeting takes place at the 12-week point from the initial pre-referral meeting when an intervention was chosen (and possibly modified at the 4-6-week check-in). All team members who teach the scholar should prepare to share intervention data and results with the team.

Step 1: Facilitator recaps previous meeting. The facilitator then asks “what were the results of the modified/new intervention in your classroom?” The nominating teacher shares first, followed by each of the other members who implemented the intervention. Possible responses: *Intervention seems/ does not seem to have a positive effect ... as evidenced by...* Record keeper records the responses that will be referred to in the next step to determine if the intervention is working or not. 5 mins.

Step 2: If the intervention is working the facilitator asks the team to continue it. Otherwise, Facilitator asks the team members to share their thoughts. 5 mins.

Step 3: Facilitator asks the team to send all data from the last six weeks to the nominating teacher who will then submit the referral via the SpEd Services Referral Form. 5 mins.

Step 4: Team records the date of referral for later tracking and a member sends an e-mail alert to the ACT coordinator, social work, and ACT manager.

Response to Intervention

Response to Intervention (RTI) is the practice of providing high-quality instruction/intervention matched to scholar needs and using scholar performance levels and growth rate to make important educational decisions. An RTI model has the following elements:

- Screening of scholars at risk for poor learning outcomes or challenging behavior
- Use of research-based curricula and evidence-based interventions
- Monitoring scholar progress
- Adjust the intensity and nature of tiered interventions depending on a scholar’s responsiveness
- Identify scholars with learning disabilities or other disabilities
- Use data to inform decisions at the school, grade, or classroom level

RTI Models:

Schools can choose to implement one or both of the RTI models defined below:

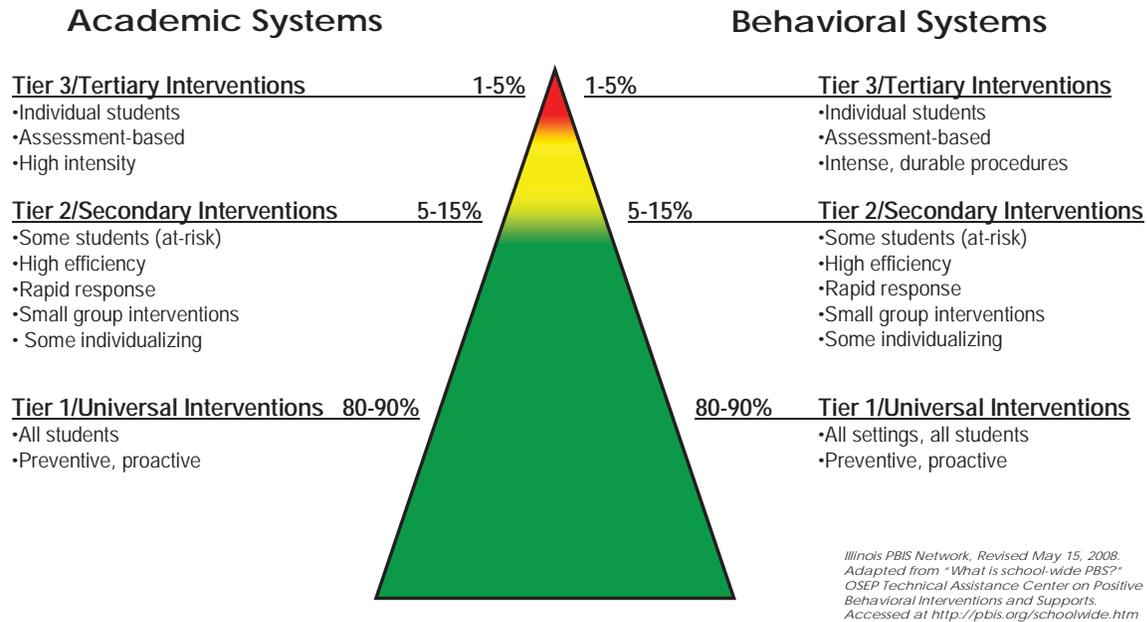
Problem Solving Model	Standard Treatment Protocol
The problem solving approach uses interventions, selected by a team, that target each scholar’s individual needs. This approach has been used in schools for more than two decades.	The standard treatment protocol approach uses one consistent intervention, selected by the school, which can address multiple students’ needs. A strong research base supports this approach.

	Problem Solving	Standard Treatment
Universal Screening	Class-wide assessment or universal screening is administered to identify students who are potentially struggling.	
Tier 1	All students receive high-quality instruction. Frequent progress monitoring (CfU) is conducted to assess struggling students’ performance levels and rates of improvement.	
Tier 2	<p>Students whose progress in Tier 1 is not adequate receive additional support.</p> <ul style="list-style-type: none"> • A team makes instructional decisions based on an individual scholar’s performance. The team identifies the academic problem; determines its cause; and then develops, implements, and evaluates a plan to address the problem. • Students are presented with a variety of interventions, based on their unique needs and performance data. • Interventions are flexible and individualized to meet a scholar’s needs. 	<p>Students whose progress in Tier 1 is not adequate receive additional support.</p> <ul style="list-style-type: none"> • The person delivering the intervention makes instructional decisions following a standard protocol. • Students with similar needs are presented with one standard, research-validated intervention. • The intervention is delivered in a predetermined format that may address multiple skill sets. This allows for greater quality control (i.e., treatment fidelity is easier to monitor given the ease of implementing a single intervention).
Tier 3	Students whose progress is still insufficient in Tier 2 may receive even more intensive intervention. At the unsuccessful conclusion of Tier 3 interventions, scholar may qualify for special education services based on his/her progress monitoring data. In that case, a recommendation should be made to the parent for an initial evaluation request to be signed and submitted to the CSE.	

RTI Tier Pyramid

Most teachers think of “tiers” when they hear about RTI. There are three tiers or levels of interventions in the RTI model (Tier 1, 2, and 3 respectively). As you move up the “Tier Pyramid” the interventions become more and more high-intensity and individualized (see the pyramid below):

A Response to Intervention (RTI) Model



Test Case: Scholar pays attention in class but does not demonstrate comprehension of the grade-level reading material presented to the whole class. Specifically, the scholar struggles in synthesizing the information that was read into a coherent written summary. Below are possible interventions the teacher may implement for each tier:

Tier 1 in-class interventions	Tier 2 in-class interventions	Tier 3 out-of-class intervention
<p>Retelling: Teacher models good retelling to the whole class using a rubric. Then, she has scholars write down their retell and work in pairs to identify strengths and growth areas of each other’s retells.</p> <p>Graphic Organizers: Teacher gives out graphic organizers that aid summarizing such as sequencing and/or cause and effect organizers.</p>	<p>During independent practice the teacher pulls a group of three scholars for small group instruction and reteaches how to write good summaries using the 4W+H strategy, text reformulations, and word splash summaries, using a variety of short texts for four weeks.</p>	<p>The teacher signs the scholar up for mandated tutoring, four times a week for thirty minutes each. During this time, the teacher reteaches how to write good summaries using the 4W+H strategy, text reformulations, and word splash summaries, using a variety of short texts for four weeks.</p>

RTI Tiers Cheat Sheet

The following table outlines the essential features of a three-tier model of RTI including suggested ranges of frequency and duration of screening, interventions and progress monitoring:

Elements	Tier 1 Core Curriculum Instruction	Tier 2 Supplemental Instruction	Tier 3 Increased Levels of Supplemental Instruction
Size of instructional group	Whole class grouping	Small group instruction (3 – 5) students	Individualized or small group instruction (1 – 2) students
Mastery requirements of content	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the cut points identified on criterion screening measures and continued growth as demonstrated by progress monitoring	Relative to the scholar’s level of performance and continued growth as demonstrated by progress monitoring
Frequency of progress monitoring	Screening measures 3 times per year	Varies, but no less than every two weeks	Varies, but continuous and no less than once a week
Frequency of intervention provided	Per school schedule	Varies, but no less than three times per week for a minimum of 20-30 minutes per session*	Varies, but more frequently than Tier 2 for a minimum of 30 minutes per session*
Duration of intervention	School year	9-30 weeks*	A minimum of 15-20 weeks*

* It is difficult to implement Tier 2 and Tier 3 interventions with the recommended frequency and duration in a core curriculum classroom unless it is

Tier 2 Screening and Intervention Record Form

Students Identified for Tier 2

Student Name	Assessment Measure	Score	Assessment Measure	Score	Assessment Measure	Score

Goal for Next Quarter (Tier 2)

Strategies Selected for Implementation This Quarter (Tier 2)

Logistics for Implementation of Strategies Selected (“To-do’s”)

Measurement Assessment Plan

Student Name	Measure	Person Responsible	Frequency

Tier 3 Screening and Intervention Record Form

Students Identified for Tier 3

Student Name	Assessment Measure	Score	Assessment Measure	Score	Assessment Measure	Score

Goal for Next Quarter (Tier 3)

Strategies Selected for Implementation This Quarter (Tier 3)

Student Name	Strategies	Person Responsible	Frequency

Measurement Assessment Plan

Student Name	Measure	Person Responsible	Frequency

NEXT MEETING Date: _____ Location: _____ Time: _____

INTERVENTION PLAN - ACADEMIC **Date:**

Student	Grade	Teacher	Case Coordinator
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Problem Identification:	Hypothesis:
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Goal:

Intervention(s):	Measure Used	Start Date	End Date	How Often	Who

EVALUATION OF INTERVENTION

Results of Data Collection (Include progress monitoring information)	Results: <u>Pre-Test</u> Date:	Results: <u>Post-Test</u> Date:
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DECISION MAKING CONCLUSION

<u>Acceptable Progress:</u>	Monitor (see below)	Modify Plan	Dismiss
<u>Slow Progress:</u>	*Modify Plan	*Change Intervention	
<u>No Progress:</u>	*Modify Plan	*Change Intervention	Seek Entitlement

*If plan is modified, see additional sheet

Monitor Only **Start Date:** **End Date:**

Results of Data Collection

Next Meeting Date:

Sample Intervention Tracker

Week of: _____

Teacher: _____

Student	Monday				Tuesday				Wednesday				Thursday				Friday				Total # of Weekly Minutes
	T	P	F	#	T	P	F	#	T	P	F	#	T	P	F	#	T	P	F	#	

Legend

<p>T = Time (Minutes Per session) P = Program (Name of Intervention) F = Focus # = Lesson or Activity #</p>	<p>Focus</p> <p>PA = Phonemic Awareness P = Phonics F = Fluency V = Vocabulary C = Comprehension MC = Math Computation MA = Math Applications W = Writing SS = Social Skills</p>	<p>Programming</p> <p>Create your own legend for Program Name</p> <p>_____ = _____</p>
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Sample Initial Referral Letter from Parent 2

Shelby Fields
[REDACTED]

Mr. Mark Jacoby
[REDACTED]

I am the parent of STUDENT NAME, OSIS No. 555-555-555 and a date of birth of 3/3/2003. STUDENT is a SIXTH grade student who attends Democracy Prep Charter Middle School located at 2230 5th Avenue, 2nd Floor, New York, NY 10037.

STUDENT has been retained in the sixth grade once already while attending Democracy Prep Charter Middle School. He has not been doing well in school during this academic year. STUDENT has been struggling through all of his classes especially Mathematics and English Language Arts; he may be retained again this year. I am extremely concerned. Therefore, I'm requesting a comprehensive evaluation conducted immediately to determine whether my child would benefit from additional special education services and/or a different setting.

The school contact for this evaluation is coordinator JOHN SMITH who can be reached at 955-555-5555 or via email at jsmith@democracyprep.org. I'd also like to know when the testing (if any) will be done, and whether any meetings will be scheduled so that I can make arrangements to attend.

Please send a **Permission to Evaluate-Consent Form** to me sign as soon as possible so that we can begin the process immediately.

Should you have any questions or problems with this request, please contact me at 999-999-9999.

Thankfully,

Shelby Fields

Parent of STUDENT
[REDACTED]