

Creative Minds International Public Charter School

*Application to Expand to Include
Middle School Grades 6th-8th*

*Submitted to the District of Columbia Public Charter School Board
For Consideration During the Spring 2015 Application Cycle
Middle School Grades to Begin in Fall of 2016*

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Creative Minds International Public Charter School

Applicant Information Sheet

Existing Charter School

Name of Proposed Charter School: Creative Minds International Public Charter School

Name of Entity Applying for Charter Status in DC: Creative Minds International Public Charter School

Contact Person: Golnar Abedin

Address: 3224 16th Street NW, Washington, D.C. 20010

Daytime Telephone: 202-716-0277

Email: golnar.abedin@creativemindspcs.org

Name of Person Authorized to Negotiate: Golnar Abedin

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

Authorized Signature:

Golnar Abedin, Ph.D. (Founder/Head of School)

Type of Application: *Expansion of existing preschool/elementary program to include middle school*

☐ New School ☐ Conversion of Existing School: ☐ Public ☐ Private

If conversion, name of the school being converted: [Click here to enter text.](#)

Do you wish to retain the existing school site? ☐ Yes ☒ No

Proposed Start Date: Fall 2016 **Proposed Year One Budget:** \$6,429,784

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Requested Enrollment Ceiling¹

Grade	Year 2014-15	Year 2015-16	Year 2016-17	Year 2017-18	Year 2018-19	Year 2019-20	Year 2020-21	Year 2021-22	Year 2022-23	Year 2023-24	Year 2024-25	Year 2025-26
Pre-School	34	51	51	51	51	51	51	51	51	51	51	51
Pre-K	34	34	51	51	51	51	51	51	51	51	51	51
Kinder-garten	34	34	34	51	51	51	51	51	51	51	51	51
Grade 1	34	34	34	34	51	51	51	51	51	51	51	51
Grade 2	17	34	34	34	34	51	51	51	51	51	51	51
Grade 3	14	17	34	34	34	34	51	51	51	51	51	51
Grade 4	14	17	17	34	34	34	34	51	51	51	51	51
Grade 5		17	17	17	34	34	34	34	51	51	51	51
Grade 6			17-20*	17-20	17-20	34-40	34-40	34-40	34-40	51-60	51-60	51-60
Grade 7				17-20	17-20	17-20	34-40	34-40	34-40	34-40	51-60	51-60
Grade 8					17-20	17-20	17-20	34-40	34-40	34-40	34-40	51-60
total students	181	238	289	340	391	425	459	493	510	527	544	561
<i>Satellite Program Students</i>			15	25	30	35	40	45	50	55	60	65
<i>Enrollment Ceiling</i>	181	238	304- 307	365- 371	421- 430	460- 472	499- 514	538- 556	560- 578	582- 603	604- 628	626- 653

* Beginning in 6th grade (2016-17), CMI requests to enroll up to 20 students in each middle school classroom, opening more seats for middle school students in the Ward 5 community and D.C.-wide. Therefore, we are requesting approval for the higher ceiling (in bold) in the Enrollment Ceiling row to avoid the need for future amendments. CMI reserves the right to keep class sizes smaller (15-17) if necessary, given the school's high percentage of students receiving special education services, to ensure a continued high quality, inclusive education for all students. Thus, to be conservative, all budgets in this application account for per-pupil funding for classrooms of 17 students in each grade level.

¹ This schedule of enrollment ceilings will be included in the proposed school's charter agreement. If the school enrolls more students than are included in this schedule for a particular year, it will not be funded for those additional students. The school may enroll greater numbers in a particular grade, as long as it does not exceed the total enrollment ceiling.

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Proposed Location of School, if known (address or area(s) of city): Sherman Building, 3700 North Capital Street, NW, Washington, D.C.

Name of Education Service Provider (ESP) (if applicable): N/A

Names of Organizations Involved in Planning (if applicable): N/A

LEA Status: Will the school elect to be treated as a Local Education Agency (LEA) for purposes of Part B of the IDEA and Section 504 of the Rehabilitation Act of 1973?² ☒ Yes ☐ No

² DC Council is currently considering a bill that would require all public charter schools to act as independent LEAs for purposes of IDEA and Section 504 of the Rehabilitation Act. For more information about this, contact PCSB at applications@dcpcsb.org.

Creative Minds International Public Charter School

Executive Summary

Creative Minds International PCS (CMI) seeks to add a middle school program to its existing early childhood and elementary school. CMI offers D.C. public school students, a highly engaging, rigorous, international and inclusive education plan that provides them with the knowledge and skills required for successful participation in a global society. The CMI approach uses the Common Core Standards for English Language Arts and Mathematics, and a project- and arts-based international curriculum to foster creativity, self motivation, social and emotional development, international awareness, and academic excellence. CMI embraces an inclusive and holistic philosophy of education. We believe in the importance of meeting the individual educational, and social/emotional needs of students with a diversity of backgrounds and learning styles.

The founders of CMI believe that today's children need a supportive and nurturing educational environment that promotes high levels of engagement through active learning experiences, and opportunities for creativity that prepare them for success in a globalized society. The school's rigorous academic program is designed to promote high levels of literacy and academic achievement through a multifaceted perspective of students' educational requirements, including the individual learning styles, the curriculum, teacher-student interactions, instructional supports, and the classroom environment.

A unique feature of CMI is that the program is inclusive by design, with limited class sizes, low student-teacher ratio, and a project-based and arts-integrated curriculum based on Howard Gardner's Multiple Intelligences Theory. Based on CMI's inclusive philosophy and programming, all our teachers and staff receive training in general and special education, enabling them to address the social, emotional, developmental and sensory needs of all students.

CMI has been embraced by the D.C. community, and currently educates students from all 8 Wards in D.C. CMI participates in the My School DC lottery system, and received 1,463 applications for approximately 60 open seats for the 2015-16 school year. Though approximately 30 percent of the CMI student population receive special education services (over 50 percent of those in last year's DC-CAS testing grade), the school continues to show strong academic results, meeting and exceeding targets on the Performance Management Framework (PMF), (please see CMI 2014 PMF in Appendix 8).

The two target groups of students the middle school program will serve include our current elementary-aged students, (95% of current families have expressed interest in enrolling their student in CMI's middle school program); and Ward 5 and other D.C. public middle school students who would benefit from an inclusive, international program that prepares them for college and career readiness in the global 21st century economy. The proposed middle school program will

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grow and scale up the current CMI education plan, including: a.) Small class sizes, b.) Highly-trained staff with expertise in general and special education, c.) Focus on Common Core State Standards in Mathematics and English Language Arts, d.) International Middle Years Curriculum (IMYC), a curriculum based on the latest brain research on how adolescents best learn to increase their motivation and engagement; e.) Global Languages (Spanish and Mandarin), f.) Arts education and integration (music and movement, visual arts and drama), g.) Inclusive program design that meets the needs of both general and special education students, especially those with sensory integration challenges.

CMI has found a new, permanent location at Armed Forces Retirement Home campus (the Sherman Building) in Ward 5 for the 2015 – 2016 academic year. This location will serve students from preschool to fifth grade (within the school's approved enrollment ceiling for its early childhood/elementary program), with enough additional space to add the proposed middle school program for grades 6th-8th. Ninety-five percent of current CMI students are projected to re-enroll for middle school based on surveys conducted by the school, showing that future student demographics will remain similar to current demographics.

A. Establishing the Need

1. Demonstrating a Need

Creative Minds International PCS (CMI) seeks to add a middle school program to its existing early childhood and elementary school programs. The two target groups of students the middle school program will serve: 1.) Our current students will continue their education in an inclusive, international, and art-integrated program; (based on our current success providing a high-quality education program for all learners, including students with special needs, 95% of current families have expressed interest in enrolling their student in CMI's middle school program); 2.) Ward 5 and other D.C. public middle school students who would benefit from an inclusive, international program that prepares them for college and career readiness in the global 21st century economy.

The following components of the CMI education plan that will be offered in the middle school program include: a.) Small class sizes, b.) Highly-trained staff with expertise in general and special education, c.) Focus on Common Core State Standards in Mathematics and English Language Arts, d.) International Middle Years Curriculum (IMYC), a curriculum based on the latest brain research on how adolescents best learn to increase their motivation and engagement; e.) Global Languages (Spanish and Mandarin), f.) Arts education and integration (music and movement, visual arts and drama), g.) Inclusive program designed to meet the needs of both general education and special education students, especially those with sensory integration challenges.

The *Demographic Analysis* section of this application further explains the need for the CMI model to include a middle school program. The "Similar Schools" table in the *Demographic Analysis* section shows that there are no other middle schools in the vicinity of CMI and in Ward 5 that offer an international middle school curriculum with a strong Global Language program component in Spanish and Mandarin to prepare students for the global international economy. The table also shows that among the schools in the area (shown in the Similar Schools Profile table), CMI has the highest percentage of students receiving special education services (30%) based on the school's success in meeting the needs of these students within an inclusive education design. Schools with high test scores in the area (D.C. Prep and Washington Latin) have much lower numbers of special education students (14.9% and 7.1% respectively); of the cohort of CMI students taking the DC-CAS last year, over 50 percent were students receiving special education services. Given the scarcity of high-quality, inclusive educational opportunities and middle schools with expertise in the area of sensory integration disorders that are open to all students in D.C., CMI fills a gap in D.C.'s current offerings.

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2. Demographic Analysis

Creative Minds International Public Charter School has found a new, permanent location at Armed Forces Retirement Home campus (the Sherman Building) in Ward 5 for the 2015 – 2016 academic year. This location will serve students from preschool to fifth grade (within the school's approved enrollment ceiling for its early childhood/elementary program), with enough additional space to add the proposed middle school program for grades 6th-8th. Ninety-five percent of current CMI students are projected to re-enroll for middle school based on surveys conducted by the school, showing that future student demographics will remain similar to current demographics, represented in Tables 2a and 2b below.

1. Projected Number of Students Expected to Enroll in Middle School by Year

Grade	Year 2014-15	Year 2015-16	Year 2016-17	Year 2017-18	Year 2018-19	Year 2019-20	Year 2020-21	Year 2021-22	Year 2022-23	Year 2023-24	Year 2024-25	Year 2025-26
Grade 6			17-20	17-20	17-20	34-40	34-40	34-40	34-40	51-60	51-60	51-60
Grade 7				17-20	17-20	17-20	34-40	34-40	34-40	34-40	51-60	51-60
Grade 8					17-20	17-20	17-20	34-40	34-40	34-40	34-40	51-60

2. Creative Minds International PCS Student Demographic Analysis, 2013 – 2014

a. Creative Minds International PCS Enrollment by Race/Ethnicity (based on current statistics)

Race/Ethnicity				
Black	Hispanic / Latino	White	Asian	Other
33.6%	15.3%	43.1%	5.8%	2.2%

b. Creative Minds International PCS Enrollment by Subgroup

Total Enrollment in Special Education Services	Special Education ³ Enrollment by Level (% of Total Enrollment)				English Language Learners	Low Income
	1	2	3	4		

³ Level 1: 8 hours or less per week of specialized service

Level 2: More than 8 but less than or equal to 16 hours per week of specialized services

Level 3: More than 16 but less than or equal to 24 hours per week of specialized services

Level 4: 24+ hours per week of specialized services

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30%	59.4%	3.1%	12.5%	25%	3.6%	28.5%
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Creative Minds International PCS has conducted a demographic analysis of middle schools in the vicinity of its new location, and there is a clear need for a school with CMI's unique mission and student support services model. Because of CMI's high levels of re-enrollment, CMI expects most of the middle school seats to be filled by CMI's current students as they progress through the grades; any additional seats will be available to new students to complement the existing school options available to families in the area. CMI's new location at 3700 North Capitol Street, NW lies along the boundary between Wards 4 and 5, therefore the data for comparison in Table 3 below includes traditional and public charter schools within approximately 1.5 miles of CMI's location in Wards 4 and 5.

3. Similar Schools Profile

School Name	Enrollment	Type	% Low Income	% Enrollment in Special Education Services	% Proficiency on State Assessment ⁴
Creative Minds International PCS	137 Grades PK - 4	Public Charter School	28.5	30%	Math: 42 Reading: 83
Brookland Middle School	249 Grades PK - 8	DCPS	100	13.3	Math: 33 Reading: 38
Truesdell Education Campus	480 Grades PK - 8	DCPS	100	16.7	Math: 67 Reading: 42
McKinley Middle School ⁵	193 Grades 6 - 8	DCPS	See Footnote	See Footnote	Math: 30 Reading: 38
Raymond Education Campus	543 Grades PK - 8	DCPS	99.4	14.4	Math: 57 Reading: 46
Noyes Education Campus	305 Grades PK - 8	DCPS	100	16.4	Math: 27 Reading: 31
Cardozo Education	681	DCPS	99.3	28.9	Math: 31

⁴ Data from the 2013 – 2014 administration of DC Comprehensive Assessment System (DC-CAS)

⁵ Demographic information not available on Learn DC

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Campus	Grades 6 - 12				Reading: 30
Columbia Heights Education Campus	1266 Grades 6 - 12	DCPS	79.5	9.9	Math: 57 Reading: 44
DC Prep-Edgewood Middle	287 Grades 4 - 8	Public Charter School	78.8	14.9	Math: 92 Reading: 81
Mary McLeod Bethune	373 Grades PK – 8	Public Charter School	100	11.3	Math: 43 Reading: 42
Inspired Teaching Demonstration PCS ⁶	207 Grades PK - 6	Public Charter School	20.5	10.1	N/A- see footnote
Capital City PCS	326 Grades 5 - 8	Public Charter School	76.4	19.3	Math: 50 Reading: 52
Washington Latin PCS	366 Grades 5 - 8	Public Charter School	22.4	7.1	Math: 77 Reading: 79
Potomac Prep PCS	423 Grades PK - 8	Public Charter School	100	6.4	Math: 45 Reading: 40
Center City-Petworth PCS	237 Grades PK - 8	Public Charter School	99.6	11.0	Math: 53 Reading: 54
E.L. Haynes	353 Grades 5 - 8	Public Charter School	74.2	20.7	Math: 67 Reading: 58
Cesar Chavez Prep	322 Grades 6 - 9	Public Charter School	100	12.1	Math: 67 Reading: 54
Howard Math and Science PCS	318 Grades 6 - 8	Public Charter School	62.0	4.1	Math: 73 Reading: 78.5
Hope Community PCS	451 Grades PK - 8	Public Charter School	80.9	9.1	Math: 57 Reading: 53
William E. Doar Jr. Performing Arts	435	Public Charter	99.8	6	Math: 56

⁶ School currently serves grades PK3 – 6, but will grow to grades 7 and 8

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Academy PCS	Grades PK – 8	School			Reading: 46
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Currently there are 20 traditional and public charter schools serving similar populations within Wards 1, 4, and 5; however, none of these schools offer CMI's unique programming. Creative Minds International PCS offers its students and families a high-quality, inclusive education setting with an international, project-based, art-integrated curriculum, and small class sizes, distinguishing CMI from neighborhood schools with larger class sizes and a greater student to teacher ratio. CMI offers students an international curriculum (International Middle Years Curriculum), emphasizing Global Languages (Spanish and Mandarin), and arts education (music, drama, visual arts). Also illustrated in Table 3 above, CMI students' record of success on the DC CAS demonstrates the quality of its educational offerings and student support services. Its DC CAS English Language Arts (ELA) proficiency score of 83 percent is the highest of any schools in the comparison group, taking into account that over 50 percent of students in the cohort that took the DC-CAS received special education services.

In addition to providing CMI's current students with a continuation of its internationally-focused education plan, the proposed middle school will provide an alternative for traditional and public charter school students seeking an international, inclusive and arts integration setting. Tables 4, 5, and 6 below provide additional demographic information about three similar schools in Ward 5 that have an "arts integration" focus. CMI has a significantly higher population of students enrolled in special education services than nearby schools with similarly arts-focused missions (30%, 25% of whom receive Level 4 special education services), with a strong record of academic success evidenced in the school's Performance Management Framework (PMF) results, including high levels of achievement on the DC CAS for ELA, making it a unique option for diverse learners in Wards 1, 4, and 5. CMI's current academic results show the school's commitment to providing all students, including those with special needs and those receiving ELL services, a high-quality, inclusive education, by considering all students' needs in the program and curriculum design. Through the continued enrollment of CMI's current students and additional students from Wards 4 and 5 (or other parts of D.C. through the D.C. Common Lottery system), CMI is confident that there will be sufficient demand to fill all of the proposed middle school seats.

CMI has significant expertise in serving students with sensory integration and autism spectrum disorders (ASD), and students with Down syndrome. If approved for middle school status, CMI is interested in hosting a Satellite classroom for these two target groups, starting in the first year of the middle school program in 2016-17 (please see Satellite student enrollment projections in the Application Information Sheet of this application).

Inspired Teaching School

Ward	School Type	Total Enrollment	Low-Income	English Language Learners
5	Public Charter	268	20.7%	3.4%

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	School			
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Black	Hispanic / Latino	White	Asian	Other
41.4%	4.9%	41%	4.9%	0.8%

Total Enrollment in Special Education Services	Special Education Enrollment by Level (% of Total Enrollment)			
	1	2	3	4
10.1%	55.6%	25.9%	7.4%	11.1%

Potomac Preparatory Public Charter School

Ward	School Type	Total Enrollment	Low-Income	English Language Learners
5	Public Charter School	423	100%	0.2%

Black	Hispanic / Latino	White	Asian	Other
97.6%	0.7%	0%	0.2%	0%

Total Enrollment in Special Education Services	Special Education Enrollment by Level (% of Total Enrollment)			
	1	2	3	4
6.4%	42.3%	26.9%	7.7%	23.1%

Mary McLeod Bethune Public Charter School

Ward	School Type	Total Enrollment	Low-Income	English Language Learners
5	Public Charter School	373	100%	5.6%

Black	Hispanic / Latino	White	Asian	Other
93.3%	4.3%	2.4%	0%	0%

Total Enrollment in Special Education Services	Special Education Enrollment by Level (% of Total Enrollment)			
	1	2	3	4
11.3%	11.9%	69%	14.3%	4.8%

Capital City PCS- Middle School

Ward	School Type	Total Enrollment	Low-Income	English Language Learners
4	Public Charter	326	76.4%	18.7%

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	School			
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Black	Hispanic / Latino	White	Asian	Other
39%	46.3%	7.4%	3.7%	3.7%

Total Enrollment in Special Education Services	Special Education Enrollment by Level (% of Total Enrollment)			
	1	2	3	4
19.3%	12.9%	45.2%	29%	12.9%

William E. Doar Jr., PCS for the Performing Arts

Ward	School Type	Total Enrollment	Low-Income	English Language Learners
5	Public Charter School	435	99.8%	5.1%

Black	Hispanic / Latino	White	Asian	Other
94.3%	3.7%	1.4%	0%	0%

Total Enrollment in Special Education Services	Special Education Enrollment by Level (% of Total Enrollment)			
	1	2	3	4
6%	40.7%	44.4%	14.8%	0%

3. Recruitment and Marketing

Creative Minds International PCS plans to meet our student enrollment trajectory (Table 1) through several means including, but not limited to:

- **Retaining its current students as they advance through the grades.** As indicated above, 95 percent of current CMI students are projected to re-enroll in CMI's proposed middle school. The majority of students who will attend this middle school are currently attending CMI's existing early childhood and elementary school programs. The proposed middle school will be a continuation of the same internationally-focused, inclusive, and arts-based education plan that has been highly successful with current students. Based on CMI's current waitlist of over 850 students, we have confidence that any remaining seats will be filled through city-wide recruitment (My School DC) and community-based outreach in Wards 4 and 5.
- **Local Elementary Schools:** CMI will contact administrators of elementary schools near the school's new location to provide information about the school's mission and program offerings, targeting schools that have fifth graders rising to sixth grade. CMI will share program materials with leaders, teachers and parents.

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- **Marketing and Open Houses:** CMI will engage in significant marketing efforts in the surrounding diverse communities by sending multilingual mailings and offering open houses (see table below for student recruitment timeline).
- **Partnership with My School DC:** CMI will partner closely with My School DC to fill any open spaces when they become available.
- **On-going enrollment policy:** CMI will continue its current practice of filling empty spaces as they become available any time over the course of the enrollment period and during the academic year to ensure full enrollment.

Student Recruitment Timeline

June-August 2015	Redesign the CMI website to include middle school start date of fall 2016 and provide program information to interested existing and new families. Create information packets regarding the CMI middle school program.
September 2015	Begin recruiting a qualified Middle School Director of Curriculum and Instruction Attend Advisory Neighborhood Commission (ANC)meetings and other community meetings to inform Ward 5 community members and interested families of the CMI middle school program. Conduct city-wide recruitment through My School DC, neighborhood listserv, local libraries, and elementary schools.
November-February 2015	Hold Open House events for new families.

Creative Minds International PCS is committed to recruiting highly-qualified and experienced teachers and staff whose skills and mindsets align with CMI's inclusive, child-centered, and international focus. CMI has established strong partnerships with Elon University and George Washington University to identify and select excellent general and special education teachers, in addition to working with the International Middle Years Curriculum network of teachers. CMI plans to continue currently successful practices to recruit highly-qualified staff members. These practices include but are not limited to widely advertising open positions, establishing a teacher-referral program for current staff members, and creating a competitive benefits packages.

B. Education Plan

1. Mission & Philosophy

a. Mission and Philosophy

Mission: Creative Minds International Public Charter School offers early childhood, elementary, and middle school D.C. public school students, a highly-engaging, rigorous international and inclusive education plan that provides them with the knowledge and skills required for successful participation in a global society through a project- and arts-based international curriculum to foster creativity, self-motivation, social and emotional development, and academic excellence.

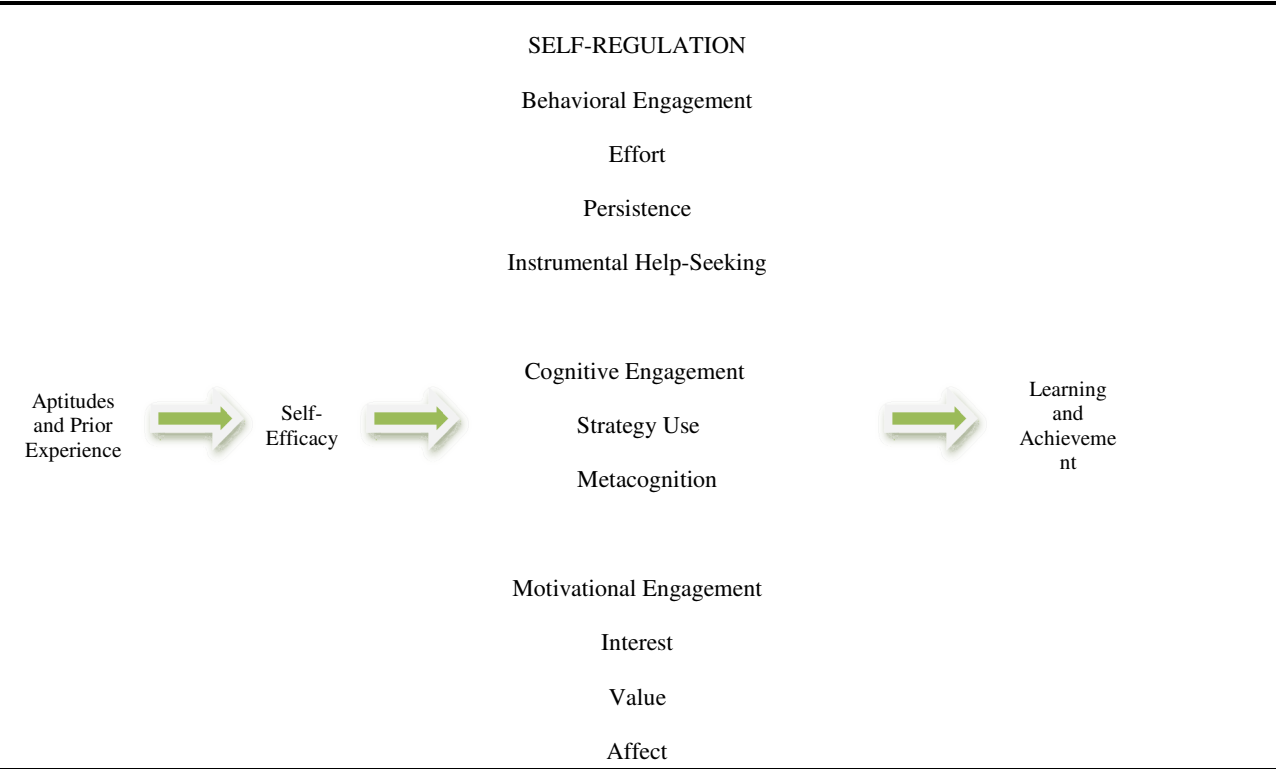
Philosophy:

Creative Minds International PCS embraces an inclusive and holistic philosophy of education. We believe in the importance of meeting the individual educational, and social/emotional needs of students with a diversity of backgrounds and learning styles. Every child has a unique way of processing information and expressing him or herself. Children and adolescents' progress in key social and cognitive developmental milestones is a prerequisite to academic success. A unique feature of CMI is that the program is inclusive by design, with limited class sizes, low student-teacher ratio, and a project-based and arts-integrated curriculum based on Howard Gardner's Multiple Intelligences Theory.

The founders of CMI believe that today's children need a supportive and nurturing educational environment that promotes high levels of engagement through active learning experiences and opportunities for creativity that prepare them for success in a globalized economy. The school's rigorous academic program is designed to promote high levels of literacy and academic achievement through a multifaceted perspective of students' educational requirements. We believe that, in addition to a rigorous educational program, the foundation for students' future success depends on their developmental, social, and emotional growth in a positive learning environment that provides them with opportunities for success, thereby enhancing their social and academic self-efficacy. Self-efficacy is a motivational construct defined as students' beliefs about their own capabilities. Research shows that especially during adolescence, student self-efficacy beliefs influence academic achievement.⁷ The Social-Cognitive Perspective of Learning Processes table below illustrates how self-efficacy beliefs are found to influence students' behavioral, cognitive, and motivational engagement in learning that have a direct impact on their self-regulation and academic achievement.

⁷The Role of Self-Efficacy Beliefs in Student Engagement and Learning in the Classroom. *Reading and Writing Quarterly*, (19).

Social-Cognitive Perspective of Learning Processes



A social-cognitive framework of affective and cognitive attributes of learning in relation to academic achievement (based on a combination of models by Linnenbrink & Pintrich, 2003 and Schunk, 1989).

Linnenbrink and Pintrich (2003) found that self-efficacy is inherently changeable and sensitive to contextual features of the classroom; they recommend meaningful learning opportunities that foster the development of self-efficacy. CMI offers a rich and multifaceted program that provides all students with opportunities for success, with the goal of enhancing the social and cognitive aspects of their learning. This program design is framed within a social-constructivist philosophical perspective of education⁸: learning is influenced by individual student characteristics, social interactions between students and teachers (and among peers), and the classroom and school learning environments.

The CMI philosophy has shown success and high levels of academic progress and achievement in its first three years of operation. Given the special importance of social/emotional development within a positive learning environment to increase adolescents’ motivation and self-efficacy beliefs, and enabling students to acquire the skills required for success in today’s global context, we believe that CMI’s inclusive mission and philosophy will be a great asset for D.C. public

⁸ The social-constructivist perspective of learning holds that knowledge acquisition requires the engagement of different aspects of the learning process and that individuals are affected by the social aspects of their educational environment (Stone and Reid, 1994).

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middle school students, including students with special needs and English Language Learners (ELL) students.

b. Education Focus

The following areas of CMI's education focus make the school a unique international and inclusive program for adolescents, filling a gap in D.C.'s existing middle school offerings.

International Middle Years Curriculum (IMYC)

To implement our inclusive and holistic vision of education, our curriculum and teachers' professional development are based on the latest research on child and adolescent development and learning. Our multifaceted program includes the International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC) for middle school, based on Howard Gardner's Multiple Intelligence Theory. The program has proven effective for students with various learning styles and socioeconomic backgrounds in over 85 countries around the world. The IPC and IMYC's units of instruction provide various modes of entry into learning (verbal, visual, and kinesthetic) that tap into students' unique strengths. They provide students the opportunity to experience success in their areas of strength while they are working on their areas for growth. This approach enhances the students' motivation and engagement that would otherwise likely decrease when they reach middle school.

The IMYC is specifically designed around the critical needs of the adolescent brain based on research in adolescent development, cognitive psychology and neuroscience. The IMYC inspires and engages students, enriching their learning experience through thematic units designed to tap into their interests. The curriculum aims to support the whole student; the development of personal dispositions and international mindedness are an intrinsic part of every unit, developing students who are culturally aware, globally competitive, and able to think critically and creatively. The IMYC provides a rigorous academic platform that compliments the National Common Core Standards and enhances students' learning opportunities by preparing them for successful participation in the 21st century global economy.

Global Languages

Students in the middle school will continue to take Mandarin or Spanish as they did in CMI's elementary school, in keeping with the mission of CMI PCS to educate students with a 21st century international curriculum that prepares them for success in the United States and abroad. Research indicates that language learning is beneficial to the development of reading ability, increased linguistic awareness, higher standardized test scores, and increased self-confidence (American Council on the Teaching of Global Language, www.actfl.org).

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With almost a billion native speakers — more than any other language — and as one of six United Nations languages, Mandarin will play an even more important role economically by the time our students enter the workforce. Having the ability to communicate and develop deeper cultural understanding will serve them well in the future. CMI recently won a generous grant from the Asia Society to participate in the Confucius Classrooms Network, a national network of 100 schools with outstanding Chinese language programs. This opportunity to increase and share knowledge through a partnership with a school in China is an incredible honor for the students of CMI.

Spanish is second in use only to Mandarin with approximately 470 million native speakers worldwide. Also one of the six official languages of the United Nations, native Spanish speakers made up 12 percent of the D.C. Metropolitan Area population in the 2010 Census American Community survey. Fluency and proficiency in Spanish will be enhanced for our students by having so many opportunities to practice their language skills on a daily basis with their Spanish-speaking peers. Native Spanish speakers will gain both knowledge and self-efficacy by studying their language in a formal manner.

Mandarin and Spanish were originally chosen based on a survey of parent preference when the school began. Offering a choice of these same languages will allow our continuing middle school students to refine their accuracy, pronunciation, and understanding even further before they enter high school.

Common Core Standards

A unique component of the CMI program is our small group, Common Core State Standards-based literacy and mathematics differentiated instruction. This method holds high expectations for all students from kindergarten to eighth grade to make steady progress toward individual academic goals as we support them to meet or exceed U.S. national standards. The CMI PCS literacy and mathematics goals from kindergarten through eighth grade are based on the Common Core State Standards, preparing them for college and a career. Reading and mathematics instructional methods are based on research in best practices and include multiple scaffolding methods of planning and instruction to ensure students gain strong foundational skills and learn higher-level cognitive strategies. Because strong literacy skills and a deep conceptual understanding of mathematics are imperative to academic success, our goal is to make sure all students have excellent reading and writing proficiency and mathematical literacy.

Arts Education and Integration

In addition to Common Core Standards and the international curriculum implemented at CMI, arts education and integration provide students with multiple modes of representation, multiple modes of expression, and multiple forms of engagement, as proposed by the Universal Design for Learning (UDL). UDL is based on the principle that individuals have unique ways of processing

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information and expressing themselves. Our teachers will continue to receive training in applying these principles that will enable them to tap into students' innate and preferred modes of learning, providing all students with engaging modes of access to the academic curriculum while supporting their areas for growth, thereby ensuring a successful educational experience. CMI PCS's inclusive curriculum will offer students instruction in a variety of art forms to allow artistically gifted students opportunities to follow their interests and pursue their talents at school. In addition, the IPC and IMYC integrate arts-based activities in thematic instructional units.

Inclusive Education

The design of the Creative Minds PCS curriculum and instructional methodologies within its smaller classrooms (of 17-20 students) ensure that all types of learners experience success in our educational program, and enable teachers to meet the educational and social/emotional requirements of students with special needs and ELL students. The school's curriculum and structure include research-based inclusive education requirements (see "Inclusive Curriculum Components" table in the *Methods of Instruction* section of this application). The CMI program also takes into account social/emotional and motivational aspects of learning that are critical for adolescents, especially those with learning challenges. Based on research, successful school-based learning experiences increase students' academic self-efficacy beliefs from early childhood through middle school. Positive self-efficacy beliefs enhance students' cognitive, motivational, and behavioral engagement in learning, and improve self-regulation, leading to high levels of academic achievement.

2. Goals and Student Academic Achievement Expectations

CMI selects individualized goals for student achievement. In November 2014, CMI amended its original charter goals and received approval from the D.C. Public Charter School Board (PCSB) in December 2014. CMI will keep its recently-approved early childhood and elementary goals, and add middle school goals beginning in the 2016-17 school year should the school add 6th grade to the program.

Aligned with CMI's mission and philosophy, the following middle school student goals will guide the school's curriculum, instruction and assessments.

If CMI is granted approval to operate a Satellite program for students with Autism Spectrum Disorders and Down syndrome, a new set of goals will be drafted with guidance from PCSB staff.

Goals, Benchmarks and Assessments:

Goal 1 (English Language Arts and Literacy): CMI students will demonstrate strong English Language Arts and literacy skills based on the Developmental Reading Assessment (DRA) state assessment, the Partnership for Assessment of Readiness for College and Careers (PARCC) to assess their performance in Common Core English Language Arts.

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The DRA is an individually-administered assessment of a child's reading capabilities. It is a tool to be used by instructors to identify a student's reading level, accuracy, fluency, and comprehension. Once levels are identified, an instructor can use this information for instructional planning purposes. CMI students take the DRA three times a year to ensure adequate progress toward annual goals.

Goal	Indicator	Evidence
Students will demonstrate strong English Language Arts and literacy skills as indicated by the Developmental Reading Assessment (DRA) and state assessments in Reading.	At least 75 percent of 6 th -8 th grade students will demonstrate at least one year of progress (instructional levels) between fall and spring administrations of the DRA (as determined by the attached growth chart).	DRA
	Students will meet or exceed the state average for their respective grade levels on the state assessment for English Language Arts.	PARCC Assessment Results
	If 50 percent or more students qualify as special education students the following target will apply in place of the previous target: The percent of students with disabilities scoring proficient or advanced on the state assessment in ELA for the tested grades will meet or exceed the state average for special education in ELA, and the percentage of students without disabilities scoring proficient or advanced on the state assessment in the tested grades will meet or exceed the state average for students without disabilities.	PARCC Assessment Results

Goal 2 (Mathematics): CMI students will demonstrate a solid foundation in mathematics concepts, computations, and problem-solving, as indicated by Group Mathematics Assessment and Diagnostic Evaluation (GMADE), and the state assessment in mathematics (PARCC), to assess their progress and performance on Common Core Mathematics. The GMADE™ is a diagnostic mathematics test that measures individual student skills in the main areas of math based on the standards set by the National Council of Teachers of Mathematics (NCTM), and is correlated to the NCTM Focal Points, diagnostically assessing core skills in the following three areas: Concepts & Communication, Operations & Computation, Process & Application. GMADE™ helps K-12 educators analyze strengths and weaknesses, plan instruction, monitor growth from grade to grade, and help with post-secondary educational planning. CMI students will take the GMADE™ assessment three times a year.

Goal	Indicator	Evidence
Students will demonstrate a solid foundation in mathematics concepts,	At least 75 percent of 6 th -8 th grade students will score above a stanine 5 on the GMADE™ assessment.	GMADE™
	Students will meet or exceed the state average for their respective grade levels on the state assessment for mathematics.	PARCC Assessment Results

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computations, and problem-solving, as indicated by: Group Mathematics Assessment and Diagnostic Evaluation, and the state assessment in mathematics	If 50 percent or more students qualify as special education students the following target will apply in place of the previous target: The percent of students scoring proficient or advanced on the state assessment in math (in grades 6-8) will meet or exceed the state average for special education in math.	PARCC Assessment Results
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Goal 3 (Arts): Students will actively engage in visual and performing arts as indicated by class schedules, IMYC Unit Plans, and sample work.

Goal	Indicator	Evidence
Students will actively engage in visual and performing arts, as indicated by class schedules, IMYC Unit Plans, and sample work.	Students in all grade levels served at CMI will spend at least 10 percent of instructional time each year in visual and performing arts.	Master Schedule / Sample Work / IMYC Unit Plans

Goal 4 (Global Languages): Students will demonstrate proficiency in Global Language acquisition.

- Spanish proficiency will be measured by the National Spanish Examination (NSE), a standardized summative assessment for students in Grades 6-12, to measure Spanish reading, grammar, and vocabulary, and listening proficiency and achievement of students who are studying Spanish as a second language.
- Mandarin proficiency will be measured by the AVANT Standards-based Measurement of Proficiency (STAMP), a summative assessment that gauges reading, writing, speaking and listening proficiency.
- In both Spanish and Mandarin, formative curriculum-based benchmark assessments developed from content standards will be administered to the students to monitor their progress and growth towards proficiency.

Year One (2016-17)	Year Three (2018-19)	Year Six and beyond (2021-22 forward)
85 percent of students will earn credit for at least one Global Language course.	50 percent or more students will have achieved at least Level One proficiency in one Global Language.	75 percent or more students will have achieved at least Level One proficiency in one Global Language.

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**Global Language goals take into account that based on current student demographics, 30 percent of CMI's students have special needs, including language-based and sensory integration disorders.*

Goal 5 (International Understanding): Students will demonstrate international awareness and understanding as evidenced by IMYC's assessment for learning rubric. Authentic assessments may include preparing or delivering a presentation focused on an aspect of international cultures based on IMYC instructional units. To assess students' performance, teachers will use standardized rubrics prepared by IMYC and located in the IMYC's Assessment for Learning (AFL) tracking tool. The rubric will include a detailed description of the three assessment categories: Beginning, Developing, and Mastery. A student's progression toward mastering this goal will be measured throughout the semester through the IMYC's AFL.

Year One (2016-17)	Year Two (2017-18)	Year Three and Beyond (2018-19 forward)
70 percent or more students will complete at least two authentic assessments with an international focus during the academic year and achieve a "Developing" or "Mastery" level on the assessments based on the IMYC AFL rubric.	80 percent or more students will complete at least two authentic assessments with an international focus during the academic year and achieve a "Developing" or "Mastery" level on the assessments based on the IMYC AFL rubric.	90 percent or more students will complete at least two authentic assessments with an international focus during the academic year and achieve a "Developing" or "Mastery" level on the assessments based on the IMYC AFL rubric.

3. Curriculum

The CMI middle school curriculum encompasses rigorous Common Core standards-based academic instruction in literacy and math, the International Middle School Years Curriculum (IMYC), inclusive, developmentally appropriate education goals, arts education and integration, and Global Language instruction (Mandarin and Spanish). CMI's goal is to continue providing an international and inclusive education model that creates opportunities for students of all abilities to maximize their learning potential and be prepared for success in high school and beyond.

a. Student Learning Standards

Common Core State Standards: English Language Arts (K-8th Grade)

The Common Core State Standards for English Language Arts & Literacy (CCSS/ELA) in History/Social Studies, Science, and Technical Subjects are designed to prepare all students for success in college, career, and life by the time they graduate from high school. In line with the

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goals of the CMI curriculum, the CCSS/ELA standards include critical-thinking skills, problem-solving and analytical-thinking skills to prepare students for success in the 21st century.

The ELA standards cover the following six areas:

- Reading: Literature
- Reading: Informational Text
- Reading: Foundational Skills
- Writing
- Speaking and Listening
- Language

(CCSS, 2012)

Beginning in grade six, the literacy standards allow teachers of ELA, history/social studies, science, and technical subjects to use their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. Therefore, 6th-8th grade students at CMI will learn the ELA Common Core Standards in literacy, history/social studies, science, and technical subjects in addition to the content goals in these areas covered in the school's international curriculum, the IMYC. ELA CCSS can be found at www.corestandards.org.

Common Core State Standards: Mathematics (K-8th Grade)

At CMI, students will meet CCSS mathematics standards in Mathematical Practice and Content. In addition to grade level math content standards (see www.corestandards.org), the CCSS mathematics include eight Standards for Mathematical Practice that include a variety of skills and expertise that students will develop. These standards include:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

The Standards for Mathematical Practice are a combination of procedures and understanding, and describe ways in which students should increasingly engage with the subject matter as they grow in mathematical maturity and expertise throughout elementary and middle years.

International, Project-Based Curriculum (IMYC)

To continue CMI's mission of educating students within an international, 21st century curriculum that is highly engaging and prepares students for success in the United States and abroad, CMI will implement the International Middle Years Curriculum (IMYC) for students in grades 6th-8th.

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The IMYC is specifically designed around the critical needs of the adolescent brain; the curriculum units inspire and engage students, enriching their learning experience. The IMYC provides a rigorous academic platform, preparing students for college and careers in global society. In line with the CMI philosophy of education, the IMYC aims to support the whole student, including the development of personal dispositions and international-mindedness. Interactive, project-based learning opportunities offered through the IMYC integrate research-based, inclusive curricular components⁹, providing access to all types of learners and ability groups. The IMYC's personal and international learning goals help students develop:

- The personal qualities they need to be good citizens and to respond to the changing contexts of their future lives.
- A sense of their own nationalities and cultures alongside a profound respect for the nationalities and cultures of others.

The Learning Goals are the foundation on which the IMYC is built. Learning goals guide teaching and learning and help to focus assessment and evaluation. The IMYC is based on learning goals that outline the knowledge, skills and understanding across all of the subjects, international mindedness, as well as the personal dispositions students need to develop through this adolescence. The IMYC goals will be met through thematic instructional units and assessments designed for grades 6-8.

The subject goals:

The subject goals cover the development of knowledge, skills and the understanding in science, art, information and communication technology (ICT), music, history, design and technology, physical education, geography and English.

These subject goals are linked in the IMYC by a 'rope' (the IMYC Big Idea) for students to hold on to as they move from subject to subject. This enables them to connect their learning and to see how subjects interrelate while they develop their knowledge, skills and understanding in each subject in a rigorously academic way.

The personal goals:

The personal goals refer to those individual qualities and dispositions we believe students will find essential as they move into adulthood. Eleven- to 14-year-olds have very different needs to primary or senior learners. It's not all hormones and attitude; their brains are changing. They are searching for personal meaning, they need to make sense of their learning, they need active involvement with their peers and they need to make connections. The IMYC personal goals take into consideration these personal needs and the crucial, adaptive period these students are in.

⁹ Jorgensen, C. M. (1997). Curriculum and Its Impact on Inclusion and the Achievement of Students with Disabilities. Washington, DC: Special Education Programs (ED/OSERS).

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The international goals:

The IMYC international goals help 11-14-year-olds develop a sense of their place in the world and that of others.

The international curriculum at CMI also offers students an opportunity to gain knowledge of Global Languages (Mandarin and Spanish during school; other languages such as French are offered in CMI's after school clubs). Students learn about different cultural traditions, and gain greater awareness of current events. Our goal is to connect our students with D.C.'s rich cultural experiences and international organizations, enhancing their curiosity in the world around them.

Global Languages, Asia Society (Confucius Classroom)

CMI recently won a generous grant from the Asia Society to participate in the Confucius Classroom program, partner with a school in China, and grow students' international understanding. Asia Society's Confucius Classrooms is a national network of 100 exemplary Chinese language programs. The Network serves as model sites for developing the field of Chinese language teaching in American schools. Through a competitive process, 100 schools and districts with exemplary Chinese language programs were selected for the network for their effective Chinese language instruction, strong local leadership and support, and a demonstrated commitment to international exchange and collaboration. As a Confucius Classroom, CMI will act as a resource center for other schools in the region. Each Confucius Classroom is also linked with a partner school in China to enhance opportunities for language learning, and to provide students, teachers and administrators with opportunities to conduct exchanges and joint projects. CMI will continue to build partnerships to enhance its Spanish language offering.

Inclusive, Developmentally Appropriate Education

We have worked closely with our Founding Group member, Jake Greenspan who is an expert on the internationally renowned Developmental, Individual Difference, Relationship-based (DIR)®/Floortime™ model, to make sure our curriculum includes a developmental approach to education. The DIR® model is a developmental and interdisciplinary framework that is directed toward "building healthy foundations for social, emotional, and intellectual capacities rather than focusing on skills and isolated behaviors."¹⁰ Central to the model is the role of the student's natural emotions and interests which has been shown to be essential for learning interactions that enable the different parts of the mind and brain to work together and to build successively higher levels of social, emotional, and intellectual capacities.¹¹ The framework takes into account individual differences in development and the unique ways each student processes information. Relationships with caregivers, educators, and peers are important aspects of supporting students' progress in essential foundations for learning and problem-solving. The CMI PCS founding group selected this approach because it addresses students' developmental and social needs along with their academic

¹⁰ More information regarding DIR®/Floortime™ Model can be found at: <http://www.icdl.com/DIRFloortime.shtml>

¹¹ Greenspan, S., and Weider, S., available at: <http://www.icdl.com/dirFloortime/overview/documents/WhatIsDIR.pdf>

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goals. We believe that many of our students will continue to work on skills addressed by the DIR®/Floortime™ Model, especially our students with Attention Deficit/Hyperactivity Disorders, those with Sensory Integration and Autism Spectrum Disorders, and those with Down syndrome and other cognitive or language-based disabilities. The model will also be applied to teaching students placed in the Satellite classroom.

Due to neurological differences, developmental delays, or emotional problems experienced in early childhood (trauma, poverty, malnutrition), many students do not reach these milestones on their own; they need interventions and support within their education program.

Many adolescents require continued support in the following areas supported by the DIR®/Floortime™ as they are directly linked to successful academic outcomes:

- Attention
- Engagement
- Interaction and communication
- Problem-solving
- Meaningful use of ideas
- Logical thinking
- Multi-causal thinking
- Comparative and gray-area thinking
- Reflective thinking
- Motor planning and sequencing
- Organizing thoughts
- Regulating sensations¹²

Dr. Greenspan explains the connection between a strong foundation in areas of learning listed above and the following academic skills needed for school success:

- Reading comprehension
- Expressing thoughts in writing and speech
- Mathematical thinking and reasoning
- Visual and verbal mathematical skills
- Organizational skills
- Following directions

The implementation of the DIR® model at CMI PCS includes:

- Training all teachers to understand the developmental milestones, and underlying abilities related to academic performance that need to be addressed for students to be successful.
- Training teachers and parents on Floortime™-based questioning methods and interactions that maximize a student's cognitive and linguistic ability, moving him/her toward mastery of the

¹² Greenspan, S., Greenspan, N.T. (2010). *The Learning Tree: Overcoming Disabilities from the Ground Up*. Da Capo Press: PA.

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listed underlying developmental and academic skills needed for success throughout their lifespan.

- Teacher training in ways to implement our highly engaging IPC/IMYC curriculum to tap into students' emotions and interests.

The goal of DIR®/Floortime™ is the kindling of a student's curiosity, intelligence, playfulness and energy, the lessons can take on a spontaneous quality. In middle school, DIR®/Floortime™ methods that are implemented can look like debates between equals; include board games, sports, plays, science experiments, music, art, and other projects in which all students and teachers playfully compete, contribute and perform. Rote learning is never the goal; the goal is that the students should be able to think, to feel, to communicate and to learn. Most students with Sensory and/or Autism Spectrum Disorders have tremendous difficulty interacting in social situation, with peers and making friends. The DIR® approach applied facilitates interactions and coaches these students in improving their social communication skills as well as supporting their cognitive growth and self-regulation. Some other schools that implement the model for middle and high school students are The Community School and the Lion Heart School, both in Georgia.

Arts Education and Arts Integration

At CMI PCS, we offer students a rich arts program that includes both arts education and arts integration in the curriculum. To continue building students' skills and engagement in the arts, we will offer our middle school students classes in music and movement, drama, and visual arts during the school day and in our after school Creative Clubs program. Our early childhood, elementary and middle school curriculum units (the IPC and IMYC) also integrate the arts into project-based units of instruction to offer students greater access to academic content and to promote active engagement in learning. Aligned with the holistic, social-constructivist perspective embedded in our school philosophy, the arts offer students inclusive opportunities through nonverbal, embodied engagement in learning, student ownership of the learning process, and an enhanced social and environmental educational context.¹³

An additional goal of our arts program is to give all students opportunities to explore their strengths and have positive, successful learning experiences. Therefore, we believe that the addition of the arts to an academic program at CMI will result in a more inclusive education plan.

Research shows that arts education and integration into the curriculum can lead to cognitive and motivational enhancements in learning. Based on Howard Gardner's Multiple Intelligences Theory and studies of arts-integrated schools, this approach offers inclusive learning opportunities for different types of learners. Students' success in the arts is related to the nature of the instruction, which relies on a combination of both verbal and nonverbal teaching. Arts integration taps into students' visual, kinesthetic, and auditory strengths, engaging them more deeply in learning.

¹³ Abedin, G. (2010). Exploring the Potential of Arts-Based Education for Adolescents with Learning Disabilities: A case study of engagement in learning through the arts. *UM Theses and Dissertations*

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Research confirms that students are more motivated to learn through arts-integrated projects that include music, movement, and drama. Finally, the arts enhance our goal toward high levels of student engagement by offering students additional opportunities to include their interests and creativity in learning.

b. Methods of Instruction

CMI implements research-based inclusive curriculum components and instructional methods to meet the school's mission of maximizing the learning potential of all students, including those with special needs, English Language Learners, and gifted students. Our goal is to offer a program that engages all students in the least restrictive environment. We have selected instructional methodologies that have proven effective for all students, such as small group, differentiated instruction, projects and arts-based learning and Universal Design for Learning (UDL) principles.

The table below shows the inclusive instructional methods integrated in the CMI curriculum.

Inclusive Curricular Components

<i>A Central Unit Issue, Problem, or Question</i>	Structuring a unit of study around an issue, problem or essential question creates a framework for the learning experience and provides direction and coherence. When all students in a classroom are focused on addressing a common question, difference in learning style and ability are less important than the commonality of all students construction meaning in the content area, in a personalized way.
<i>Unit Grabber</i>	Beginning each major unit of study with a highly motivating “grabber” or kick-off activity can help engage all students (by assessing and involving students’ prior experiences and interests).
<i>Learning Experiences that Link</i>	All students need to have explicit connections made among individual daily learning experiences.
<i>Richly-Detailed Source Material</i>	The use of richly detailed source material that represents a variety of student learning styles and intelligences assures that each student in the class has access to the knowledge base in the topic being studied.
<i>Varied Learning Formats</i>	When teachers use a variety of teaching formats, such as cooperative groups, whole class instruction, student pairs, Socratic dialogues, labs, and teacher student conferencing, the probability increases that each student's learning style will be addressed.
<i>Multiple Assessments</i>	To ensure powerful student learning, teachers need to monitor and assess students’ progress through the unit, not just at the end. The greater diversity found in the inclusive classroom makes the need for periodic assessment all the more critical.
<i>Varied Modes of Expression:</i>	Intelligence is comprised of many different kinds of abilities and talents. While teachers traditionally tend to emphasize verbal-linguistic and logical-mathematical intelligences to the exclusion of most other talents, teachers in inclusive classrooms need to design instructional and assessment activities that ‘tap into’ the variety of intelligences (such as musical, interpersonal and spatial intelligences).

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<i>Culminating Projects</i>	Culminating projects provide student with opportunities to demonstrate their understanding of the unit's central issue or problem through a public presentation. When teachers provide choices for how students can present their final exhibition including options for written papers, demonstration, oral presentations and building models each student has the opportunity to use his or her favored learning style.
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Source : Jorgensen, et al. 1997; p. 7.

ELA and Mathematics Instructional Methods

The following are components of our literacy and mathematics instructional methods:

- Common Core ELA and Mathematics Standards
- Small-group instruction to target students' actual reading, math conceptual understanding, and cognitive/ developmental levels
- Interactive and guided reading instruction, as well as opportunities for independent reading
- Arts-integrated reading and math activities that incorporate music, drama and visual arts
- Two literacy blocks each day for students from 6th-8th grade, including reading applications to other subject areas
- Continued partnership with A-NET (Achievement Network) to provide students practice and monitor their progress toward PARCC assessment readiness.
- The use of math software to enhance students' opportunities to learn math using technology and audio visual tools

IMYC: Project-based, Thematic, and Arts-Integrated Instruction

The International Middle Years Curriculum (IMYC) is specifically designed around the needs of the developing adolescent brain in order to improve the way 11 – 14 year olds learn. It addresses key needs of the teenage brain based on recent and consistently proven brain research. We believe that educating our middle school teachers with information from brain research on adolescents embedded in the IMYC, and providing them with training in the IMYC methods of instruction for this age group will enable them to approach teaching various parts of the CMI curriculum with the same deep understanding of best practices that support our students for success.

Based on research, the adolescent brain learns in an associative way; i.e., connecting new learning to previous learning, and adapting previously-learned concepts to incorporate new learning. Making connections between the learning of different subjects is just as important as making connections within subjects. Because the adolescent brain is at a stage of specializing and pruning connections in a 'use it or lose it' fashion, it is crucial for students to make meaning of their learning to help strengthen the new connections and to ensure that the existing knowledge or skills connections are not lost. Teenagers also do not view risk in the same way that adults do. Teachers need to create opportunities for teenagers to be active, practice their decision-making skills, and to

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be given the opportunity to take risks during their learning, but to do so in a safe environment. Peers play an increasingly important role in validation for teenagers as they move from childhood towards adulthood.

Research also shows that adolescents' prefrontal cortex which houses the executive function, is in flux during the teenage years, specializing and maturing. As a result, teenagers need extra support with behaviors affected by the executive function such as self-organization, decision-making and self-control. It is these particular needs of the teenage brain that the IMYC has been specifically designed to support while at the same time providing challenging, engaging, rigorous learning that middle school students find relevant, inspiring and enjoyable.

The described body of research is embedded in the IMYC methods of instruction, which include project-based, thematic and arts-integrated units of instruction. The IMYC also focuses on the slow, steady progress towards deeper understanding. The conceptual theme (the big idea) provides a context to the subject learning which helps students to develop their understanding of their learning. Journaling and the media project exit points provide time and place for students to crystallize their learning and to express their understanding of the big idea through a creative presentation.

IMYC's enquiry-based methods of instruction provide a means for meeting CMI's goal of supporting students to be critical thinkers. Individual and collaborative research and recording tasks all linked to the conceptual theme (the big idea) support subject teachers in facilitating student-led, subject-based learning. Learning tasks provide opportunities for students to regularly problem-solve, think creatively, and develop such personal skills as resilience, communication and adaptability. Each media project exit point asks students to synthesize their understanding from the unit of work; crystalizing what the big idea means to them personally and in a real world context into a media project presentation. The work in planning and producing these presentations provides opportunities for multiple modalities of engagement, and for extensive, creative and student-led learning as students share in the presentations of their peers.

The CMI instructional methodologies, resources and instructional materials (described in the subsequent section) are inclusive by design, help us ensure that we are meeting the learning requirements of all students, including those with special needs and ELL students.

c. Resources and Instructional Materials

We selected CMI PCS resources and instructional materials based on their alignment with our education focus and corresponding learning standards. These resources will facilitate the implementation of our curriculum goals by teachers who will receive training in using the instructional materials in ways that advance students' progress toward meeting our high academic expectations. We selected the instructional materials to provide students with:

- Developmentally appropriate, academically rich, project-based learning opportunities

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- Reading and math instruction based on Common Core State Standard
- Engaging and interesting content and instructional material in English Language Arts, math, science, social studies, the arts, physical education, Global Languages, information technology, and international knowledge that motivate students to learn
- Positive social and collaborative learning experiences
- Multiple modes of engagement in learning (auditory, visual, and kinesthetic) that provide all types of learners with opportunities for success
- The acquisition of underlying learner characteristics (e.g., critical thinking, problem-solving, self-regulation, and organizational skills) that lead to a strong foundation for academic and future career success
- Inclusive learning opportunities for gifted students, those with special learning needs, and ELL students

Common Core ELA Instructional Resources

CMI will use *Code X* as a resource to teach students Common Core aligned ELA standards. *Code X* is a comprehensive English Language Arts curriculum that includes three major program components available in print and digital format: grade-specific *Student Editions*, *Teacher's Editions*, and *Assessment Guides*. These resources provide teachers and students with a full year of instruction that addresses the key instructional shifts of the Common Core State Standards and prepares students for the Next Generation Assessments.

Code X includes a year-long curriculum of seven units of study. Texts are engaging, content-area focused, diverse, and complex. Students engage in multiple reads of on- and above-grade-level texts at an appropriate range of text complexity.

The *Code X* classroom integrates authentic, complex grade-level, nonfiction, and literary text types, and supports the CMI differentiated instructional methods by providing opportunities for whole- and small-group teaching, classroom routines for developing academic discourse, instruction to meet students at different levels, and rigorous writing tasks and projects. Other resources offered by *Code X* that support CMI's inclusive education goals include equipping educators with support to ensure that all students can engage with text with specificity, and that they all can participate equally in academic discourse as a class or in smaller groups. *Code X* includes daily strategies and teacher modeling to support ELL students, struggling readers, students with learning disabilities, and advanced learners.

Common Core Mathematics Instructional Resources

CMI will use the *Glencoe Math* to teach Common Core Math standards, including the Standards for Mathematical Practice. The curriculum's three components of rigor — conceptual understanding, application, and procedural skill and fluency — are embedded in its resources,

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lessons, and assessments. We chose *Glencoe Math* because it is an engaging curriculum that teaches students critical thinking skills and math concepts in context so students can see how math matters in their everyday lives.

Glencoe Math has digital planning tools and interactive resources that are available online. Assessments help determine proficiency before, during and after lessons. ALEKS® is embedded into the program, providing adaptive, personalized learning and assessment to target knowledge gaps and deliver focused instruction. As a result, ALEKS allows teachers to easily differentiate instruction to support and challenge each student's unique learning needs. Differentiated instructional resources allow CMI teachers the ability to adjust instruction to students' learning levels, and ensure they master concepts before moving on, while beyond-level students are continually challenged.

Glencoe Math is also fully interactive. Students take notes and practice problems in their textbooks — in both print and digital formats — engaging them in learning through graphic novels and real-world examples while seeing math in action with The Geometer's Sketchpad™ and Virtual Manipulatives embedded throughout the program.

In addition, *Glencoe Math* has built in online assessment resources to support students as they gain confidence through practice with test items that mirrors the Common Core assessments.

IMYC

The IMYC addresses the needs of middle school students and helps them develop as 21st century learners. It is based on clearly-defined subject learning goals and standards which outline the knowledge, skills and understanding across all subjects, international mindedness and the personal development students need during their middle school experience.

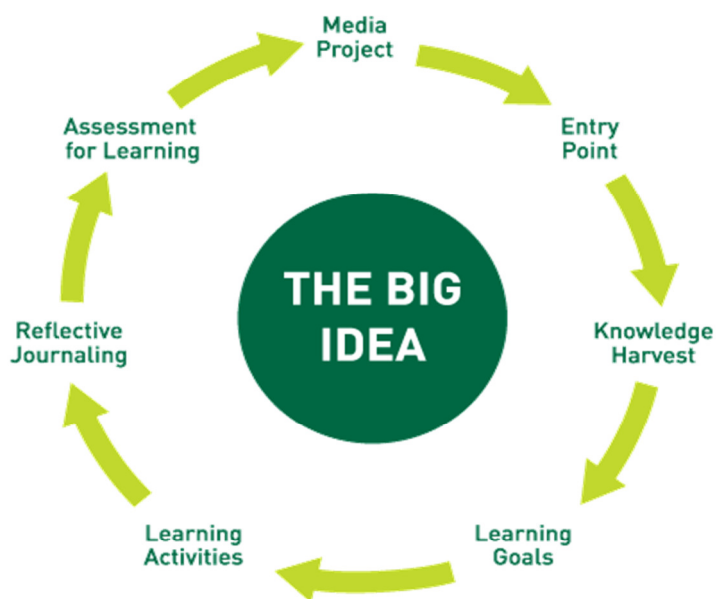
The IMYC provides 30 thematic units of instruction that are predesigned with room for teacher autonomy in how each unit is taught. It enables them to choose how to reach each learning goal, using the IMYC unit tasks, or adapting them to their students' needs, to facilitate learning and skills development. Throughout the three years of the IMYC, teachers will have multiple opportunities to enable the practical development of skills and allow sufficient time in class for students to practice properly.

For schools, the IMYC provides a cohesive structure that links learning and develops knowledge, skills and understanding across multiple subjects all linked to a unifying conceptual idea delivered over a six-week period. It has been developed with the understanding that schools should not be forced to revise their school structure; it complements and supports existing middle school structures and planning processes. It creates formal opportunities for subject teachers from multiple disciplines to collaborate, and provides a cohesive learning experience for all students,

promoting relevance, engagement, skills and subject knowledge acquisition, as well as personal and international development.

Once schools become members of the IMYC they can access the IMYC Members' Lounge. The Members' Lounge supports teachers in their planning and use of the IMYC and helps them to become part of a worldwide learning community using the IMYC. It includes handy tools like the Route Planner – an innovative teacher-friendly tool that helps teachers plan for their subjects for a whole year, ensuring suitable subject coverage of the learning goals for every year group. The Assessment for Learning program and its tracking tool are resources that help teachers track subject skills over three years and give teachers online access to the latest updated IMYC units.

Learning with the IMYC follows six-week units based around a conceptual idea, called the 'big idea.' An example of a big idea is: 'Things are more stable when different elements are in the correct or best possible proportions.' Students link the learning in their different subjects through the 'big idea,' considering what they are learning from personal, interpersonal and global perspectives. Students reflect regularly by responding to structured questions. This process is called 'reflective journaling' and is designed to help students formulate personal and conceptual understanding of the subject knowledge and skills that they are learning about, linked to the 'big idea.'



At the end of each six-week unit, students work individually or in small groups to create and present a media project that reflects their understanding of the ways their subject learning links to the 'big idea.' This gives students the opportunity to express their own ideas through modern,

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creative media. The IMYC Process of Learning creates opportunities to connect learning and develop a personal perspective, to work with peers, take risks in a safe environment, and to help students to become confident, independent and engaged learners. The IMYC also provides them with the necessary academic rigor and transferable skills to prepare them well for an International Baccalaureate® (IB) Diploma.

Global Language Resources

Mandarin/Chinese

CMI will use the Mandarin language curriculum developed by the World Guānxi Resource Center to offer students thematic units of instruction that deepen their engagement and understanding. The Mandarin lessons are based on California world language standards and communicative skills and are organized by themes. The lessons can be implemented as described or modified as needed to adapt to students and instructional goals. In addition, CMI will tap into resources offered through our grant and partnership with the Asia Society to develop and enhance our Confucius Classroom program and collaborate with our partner school, The Zhongguancun Elementary School in China, to offer our students multiple opportunities for cultural understanding and exchange.

The following are the World Guānxi middle school units of instruction:

Unit 1: My Daily World Compared to My Chinese World

[Lesson 1 Greetings – Formal and Casual](#)

[Lesson 2 Introductions – Formal and Casual](#)

[Lesson 3 Family Members and Relationships](#)

[Lesson 4 My Family Tree in Chinese](#)

[Lesson 5 Friends Matter – Ways We Help Each Other](#)

Unit 2: Animals People Love and Take Care of As Pets, Here and in China

[Lesson 1 Types of Pets](#)

[Lesson 2 Taking Care of Pets](#)

[Lesson 3 Pets' Names](#)

[Lesson 4 Sounds Pets Make](#)

Unit 3: My Home and Neighborhood Compared to Chinese Homes and Neighborhoods

[Lesson 1 There are Many Types of Homes, Including My Own](#)

[Lesson 2 Rooms in My Home](#)

[Lesson 3 Furnishings in My Home](#)

[Lesson 4 Places in the Neighborhood](#)

Unit 4: Special Times Throughout the Year – Here and in China

[Lesson 1 Numbers](#)

[Lesson 2 Keeping Track of Time on the Calendar](#)

[Lesson 3 Holidays and their Significance](#)

[Lesson 4 Seasons of the Year and the Weather](#)

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Unit 5: Having Fun at Home and Elsewhere

[Lesson 1 Leisure Time Hobbies and Activities](#)

[Lesson 2 Songs, Toys, Games, Sports](#)

[Lesson 3 Vacation and Travel](#)

[Lesson 4 Maps and Geography](#)

[Lesson 5 Key Destinations](#)

Unit 6: School Buildings and the Building Blocks of Learning

[Lesson 1 Places in the School](#)

[Lesson 2 Classrooms and their Furnishings](#)

[Lesson 3 School Schedules and Subjects](#)

[Lesson 4 Building Blocks of Learning](#)

Unit 7: History is Important in Every Country

[Lesson 1 Timeline Overview of Major Historical Eras in China](#)

[Lesson 2 Vignettes of Key Historical Figures in China](#)

[Lesson 3 Focus on Four Major Dynasties](#)

Unit 8: People Young and Old Have Jobs to Do

[Lesson 1 Jobs in the School and Classroom](#)

[Lesson 2 Jobs in Our Neighborhood Compared with Jobs in China](#)

[Lesson 3 Jobs Held by Our Parents, Family, and Friends](#)

[Lesson 4 Jobs We Aspire to Hold and How to Prepare for Them](#)

Unit 9: Food is Special at Home or in Restaurants

[Lesson 1 Special Foods – Chinese Regional Cuisine](#)

[Lesson 2 Meals at Home, Showing Gratitude and Appreciation](#)

[Lesson 3 Ordering, Eating, Paying at Restaurants](#)

[Lesson 4 Nutrition and Healthy Choices](#)

Unit 10: Shopping for Clothes the Year Round

[Lesson 1 Shirts, Shoes, Pants, Skirts, Jackets, Coats, etc.](#)

[Lesson 2 Sizes, Colors, Patterns](#)

[Lesson 3 Chinese Textile Industry, Silkworms](#)

[Lesson 4 Fashion throughout History](#)

Unit 11: Taking Care of My Body and My Health

[Lesson 1 Body Parts and Systems](#)

[Lesson 2 Avoiding Illness through Healthy Behavior](#)

[Lesson 3 Symptoms of Disease and Their Treatments](#)

[Lesson 4 Chinese Medicine versus Western Medicine](#)

Unit 12: Technology Helps Get Things Done

[Lesson 1 Important Technological Advances](#)

[Lesson 2 Chinese Contributions to Technological Advances](#)

[Lesson 3 Advances of the Twentieth Century](#)

[Lesson 4 High Technology: Computers and Telecommunications](#)

Spanish

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CMI will use Pearson's *Paso a Paso* Spanish curriculum and textbooks. The curriculum includes opportunities for reading, writing, conversation, and listening exercises. The program includes student assessments and interactive technology. *Paso a Paso* also introduces Spanish and Latin American culture and literature to students.

Social/ Emotional/ Behavioral Support Resources

In addition to teacher training in the DIR®/Floortime™, in order to enable them to enhance students' social-emotional development and growth, CMI will continue to implement principles from the *Responsive Classroom* model to promote learning through social interactions in middle school. Students will learn the importance of cooperation, assertion, responsibility, empathy, and self-control as social skills – also embedded in the IMYC program – that, along with academic skills, are necessary for success. In line with the CMI model, *Responsive Classroom* is based on knowing students on an individual basis and responding to each student's needs; adult members of the learning community, including parents, are important resources for meeting students' needs. The following *Responsive Classroom* principles are fully aligned with the CMI PCS education philosophy:

- The social curriculum is as important as the academic curriculum.
- How students learn is as important as what they learn: process and content go hand-in-hand.
- The greatest cognitive growth occurs through social interaction.
- To be successful academically and socially, students need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.
- Knowing the students we teach — individually, culturally and developmentally — is as important as knowing the content we teach.
- Knowing the families of the students we teach and working with them as partners is essential to their education.
- How the adults at school work together is as important as their individual competence: lasting change begins with the culture of the adult community.

CMI will adopt the following *Responsive Classroom* school-wide practices, which the model promotes and are well-aligned with our program and school philosophy:

Classroom Practices

- *Morning Meeting* — gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead. Morning Meeting will be a part of every classroom at CMI. During this time, teachers will go over the day's schedule to prepare students and answer their questions, and discuss issues relevant to the school community. The meeting will include time for students to share important events in their lives. Finally, teachers will highlight and celebrate students' progress toward individual goals.

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- *Rule Creation* — helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals. Rule Creation will be an interactive process in which students provide input and analyze rules necessary for a positive classroom environment. The teacher will provide guidance in making sure rules are developmentally appropriate and conducive to learning. Through discussions with students, the teacher will emphasize the importance of individual differences in strengths and weaknesses related to the rules, and allow students with disabilities to have individualized plans for achieving social and behavioral goals. The teacher will let students know that, as community members, they will support each other in following classroom expectations.
- *Interactive Modeling and Positive Teacher Language* — teaching students to notice and internalize expected behaviors through modeling; using words and tone as tools to promote children's active learning and sense of community. An important quality of teachers at CMI is their ability to serve as positive role models who can build a collaborative learning environment. Our goal is to hire intuitive teachers who notice and care about students' struggles and their positive attributes, emphasize successful moments in a student's day at school, and help all students learn from each other's strengths. Teachers must have a positive approach to education, as demonstrated in their language, and tone.
- *Logical Consequences* — responding to misbehavior in a way that allows students to fix and learn from mistakes while preserving their dignity. Along with interactive modeling and positive language, CMI teachers will help students understand and reflect on their emotions and behaviors, guiding them in coming up with logical consequences that are appropriate responses to misbehavior. Teachers will be informed of ways to ensure logical consequences are within a student's developmental and emotional capacity, assessed through the DIR®/Floortime™ model, and by recognizing and taking into account IEP goals, when relevant.
- *Guided Discovery* — introducing classroom materials using a format that encourages independence, creativity, and responsibility.
- *Academic Choice* — increasing student learning by allowing students teacher-structured choices in their work. Choice and creativity are especially important to adolescents. All aspects of the CMI curriculum, especially the IMYC, incorporate student choice along with teacher guidance.
- *Classroom Organization* — setting up the physical room in ways that encourage students' independence, cooperation, and productivity.

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- *Working with Families* — creating avenues for hearing parents’ insights and helping them understand the school’s teaching approaches, through weekly and monthly newsletters, parent-teacher conferences, Creative Families Association (CFA) meetings, and monthly parent workshops.
- *Collaborative Problem-Solving* — using conferencing, role-playing, and other strategies to resolve problems with students.

School-Wide Practices

- Aligning policies and procedures with the Responsive Classroom philosophy.
- Allocating resources to support Responsive Classroom implementation through teacher training.
- Planning all-school activities to build a sense of community, such as weekly CMI Community Meetings in which students share their learning.
- Welcoming families and the community as partners.
- Organizing the physical environment to set a tone of learning.¹⁴

The Responsive Classroom approach will guide us in promoting students’ social-emotional growth and in building a positive school environment.

d. Assessing Learning

CMI will monitor students’ progress toward curriculum and individual goals with the following assessments for each component of the program:

Goal	Assessment Tool	Assessment Calendar
Goal 1 (English Language Arts and Literacy): CMI students will demonstrate strong English Language Arts and literacy skills based on the Developmental Reading Assessment (DRA) state assessment, the Partnership for Assessment of Readiness for College and Careers (PARCC).	Developmental Reading Assessment (DRA) DRA three times a year to ensure adequate progress toward annual goals.	Fall, Winter, Spring
	Achievement Network ELA Assessment (ANET)	Fall, Winter, Spring
	PARCC	Spring
Goal 2 (Mathematics): CMI students will demonstrate a solid foundation in mathematics concepts, computations, and problem-solving.	Group Mathematics Assessment and Diagnostic Evaluation (GMADE)	Fall, Winter, Spring
	Achievement Network Mathematics Assessment (ANET)	Fall, Winter, Spring

¹⁴ Available at: <http://www.responsiveclassroom.org>

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Goal	Assessment Tool	Assessment Calendar
	PARCC	Spring
Goal 3 (Arts): Students will actively engage and advance in visual and performing arts	IMYC Assessment for Learning (music) Portfolio assessments Performance-based assessments	Ongoing
Goal 4 (Global Languages): Students will demonstrate proficiency in Global Language acquisition.	National Spanish Examination (NSE) AVANT Standards-based Measurement of Proficiency (STAMP) (Mandarin) Formative curriculum-based benchmark assessments developed from content standards	Spring Spring Ongoing
Goal 5 (International Understanding): Students will demonstrate international awareness and understanding as evidenced by IMYC's assessment for learning rubric.	IMYC's Assessment for Learning (AFL) tracking tool.	Ongoing
ELL Students	WIDA Access Placement Test (W-APT), English language proficiency screener to students identified as English Language Learners through the Home Language Survey. The W-APT assesses oral, writing and reading ability in English. Assessing Comprehension and Communication in English State-to-State (ACCESS), given at the end of the school year. The ACCESS test measures student abilities in reading, writing and oral language as well. The assessment results determine whether or not the student continues to need ELL services.	Fall Spring
Special Education Students	QRI (Qualitative Reading Inventory) in addition to above mentioned ELA assessments; an individual assessment that provides a deeper understanding of a student's reading ability. PARCC Alternate Assessment for students who cannot participate in PARCC Assessments	Ongoing (at least five times a year) Spring

e. Vertical Alignment and Promotion Requirements

To the extent possible, CMI will adopt a preventive approach to grade retention, unless due to severe developmental or academic delays, the school and parents agree that it would benefit a child to repeat a grade.

As part of the school's Child Find procedures, all students entering CMI in preschool and prekindergarten receive developmental screenings to ensure any special needs in cognitive, language, or social/emotional development are detected and addressed based on research regarding the benefits of early intervention to prevent challenges in later years.

The following procedures are used to monitor progress in all grade levels and provide interventions to students who are not on track to meet grade level requirements.

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Annual Timeline and Procedures for Monitoring Student Progress and Promotion Decisions

Timeline	Procedures
August	<p>During the CMI Summer Teacher Professional Development training, all teachers receive guidelines regarding:</p> <p>Annual assessment calendar</p> <p>Criteria for student interventions</p> <p>CMI's Student Support Team (SST) process to identify students who are at-risk, need ELL or special education services</p> <p>Promotion/retention criteria</p> <p>Parents receive information regarding CMI's assessments and procedures for progress monitoring, parent communication, the SST process, and promotion/retention criteria, through the CMI Family Handbook and beginning of the year Parent Orientation session.</p> <p><i>*SST Team Members: (Director of Student Support Services, Director of Curriculum and Instruction, Head of School, Classroom Teacher, and when necessary, special education service providers)</i></p>
September	<p>Round 1 baseline data collection- all students (Kindergarten-8th grade) will be assessed in English Language Arts (ELA), using the Developmental Reading Assessment (DRA), and (2nd-8th grade) Achievement Network (ANET) PARCC-aligned assessment tools, and in math using Group Mathematics Assessment and Diagnostic Evaluation (GMADE) and ANET, (2nd-8th grades) PARCC-aligned math assessment, to screen for any students who may be far below grade level.</p> <p>Preschool and Pre-kindergarten students are assessed using the Teaching Strategies GOLD literacy, mathematics and social emotional assessments.</p>
October	<p>Students who are between .5 to 1 grade level (or more) below grade-level expectations in ELA or Math will receive additional support through differentiated instructional groups throughout the school day, and/or in after-school intervention groups</p>
Ongoing	<p>Students who are behind grade level expectations based on the September baseline data collection assessments, or those referred to the school Student Support Team (SST), by teachers or parents will be discussed in weekly meetings. The RTI approach will be implemented to provide struggling learners interventions at increasing levels of intensity to accelerate their rate of learning (through intensive differentiated instructional methods and after-school intervention groups). Students who are referred by parents for evaluations based on special needs, or are considered by the SST team to have developmental or academic needs that require additional services provided through the school's special education process, are referred for a psycho-educational evaluation conducted by the school's external evaluation services.</p>
Ongoing	<p>Students who are at-risk, behind grade level, and/or receiving ELL or special education services are assessed bi-weekly or monthly through formal and/or informal assessments to monitor progress and consider additional supports that may be required to support grade-level performance.</p>
February	<p>All students participate in Round 2 of ELA and Mathematics assessments (described in</p>

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	Round 1) to monitor progress and provide further interventions as needed.
February-June	Students who are between .5-1 grade level or more behind are assigned to after school intervention groups or 1:1 tutoring by a certified teacher.
March	<p>Teachers are asked to refer any students who may be at risk for grade retention to the SST team. The SST team reviews student performance in all areas. If the student is more than 1 grade level behind in various areas of learning, a meeting is held with parents to discuss student performance and the possibility of grade-level retention if the student does not make significant progress by the end of the school year. Retention decisions are made with parent input by the SST team.</p> <p><i>* During CMI PCS's first three years of operation, only one student has been retained and repeated a grade due to extensive absenteeism, lack of academic progress, and social/emotional needs.</i></p>
May-June	All students participate in Round 3 ELA and Mathematics assessments (described) to measure their grade-level performance. SST team sets up final meeting to discuss grade level retention if necessary with parents who were contacted in March regarding the possibility.
Summer	Students who were retained are invited to CMI's Summer School Enrichment Program free of charge to provide them with additional learning opportunities to reach grade level expectations.

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4. Support for Learning

a. Planning Year

The following activities will take place during the Planning Year in preparation for starting the CMI middle school program with our first 6th grade classroom in 2016-17:

Month	Activities
May 2015	Notify CMI families (of current students) of PCSB decision regarding the CMI middle school program.
June-August 2015	Redesign the CMI website to include middle school start date of fall 2016 and provide program information to interested existing and new families. Create information packets regarding the CMI middle school program.
September 2015	Begin recruiting a qualified Middle School Director of Curriculum and Instruction. Attend ANC meeting and other community meetings to inform Ward 5 community members and interested families of the CMI middle school program. Conduct city-wide recruitment through MySchoolDC, neighborhood listserv, local libraries, and elementary schools.
October 2015	Begin purchasing middle school curriculum materials and assessments. Begin preparing curriculum maps and program planning. Begin writing middle school related policies in the CMI Family Handbook and make necessary revisions to the CMI Staff Handbook.
November-February 2015	Hold Open House events for new families.
January 2016	Complete search for Middle School Director of Curriculum and Instruction. Begin search for middle school ELA and math/sciences teachers.
June 2016	Begin preparing middle school classrooms on the 3 rd floor of the CMI facility at the Sherman Building (upgrade flooring, paint and bathroom renovations).
August 2016	Complete renovations on the 3 rd floor. Teacher Professional Development Summer Institute Welcome our first group of 6 th grade students!

b. School Organization and Culture

A major component of CMI PCS's mission and program design is to create a warm and positive school culture where all members (students, teachers, parents, and guests) feel welcomed and appreciated. It is our belief that the school leadership sets the organizational structure and tone, while every member of the community contributes to the social interactions, activities, and experiences that shape the school culture. The inclusive design of the school program, including

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curricular and extracurricular activities and resources, create opportunities for deep and successful learning for each student.

In its first three years of operation, CMI has successfully set a positive and collaborative culture in which students are deeply and happily engaged in learning, and the school staff are self-motivated and compassionate individuals who are personally dedicated to students' success. Our parent community, the Creative Families Association (CFA), has been very involved and supportive of CMI goals, as evidenced by high levels of attendance at school events (student performances, exit point projects, parent workshops, spring auction, and community events), and by CFA's endless fundraising efforts to support a number of school initiatives such as the building of a playground at CMI's new facility, international teacher professional development opportunities, field trips, and scholarships for low-income students to participate in after school clubs and private music lessons.

The following components of our program will continue to support a thriving organization that promotes a positive school culture in our middle school program:

IMYC Personal Goals and Social Skills Curriculum: Students/Staff

Throughout their study of the International Middle Years Curriculum (IMYC) and all other aspects of their lives, students learn the personal and social skills they need to develop into healthy and productive citizens of the world at school and in the community. Our teachers and staff also receive professional development in supporting students' development of these positive attributes and are held to high standards of modeling the personal goals as adults in the school community.

Students learn about the personal qualities of:

- Enquiry
- Adaptability
- Resilience
- Integrity
- Communication
- Thoughtfulness
- Cooperation
- Respect

Efforts towards achieving these goals will be reflected in the whole curriculum and in all other aspects of school life. To a large extent, they are assumed in the subject goals, so the following personal goals are, in effect, largely a summary of the personal outcomes of student learning. By their nature, personal goals are not age-specific. They apply to students – and adults – of all ages.

PERSONAL and SOCIAL SKILLS – Key Goals

Students will:

- 4.1 Be able to ask and consider searching questions related to the area of study
- 4.2 Be able to plan and carry out investigations related to these questions
- 4.6 Know about a range of views, cultures and traditions
- 4.7 Be able to consider and respect the views, cultures and traditions of other people
- 4.8 Be able to cope with unfamiliar situations
- 4.9 Be able to approach tasks with confidence
- 4.15 Be able to stick with a task until it is completed
- 4.16 Be able to cope with the disappointment they face when they are not successful in their activities
- 4.17 Be able to try again when they are not successful in their activities
- 4.22 Be able to act on their own moral standpoints
- 4.23 Be able to explain the reasons for their actions
- 4.25 Be able to make their meaning plain using appropriate verbal and non-verbal forms
- 4.28 Be able to communicate in a range of different contexts and with a range of different audiences
- 4.29 Be better able to communicate effectively and appropriately with individuals, and reflect upon how their actions affect themselves and others
- 4.31 Be able to use a range of thinking skills in solving problems
- 4.32 Be able to consider and respect alternative points of view
- 4.35 Be able to identify their own strengths and weaknesses
- 4.38 Understand that different people have different roles to play in groups
- 4.39 Be able to adopt different roles depending on the needs of the group and on the activity
- 4.40 Be able to work alongside and in cooperation with others to undertake activities and achieve targets
- 4.41 Know about the value and importance of respecting themselves and their bodies
- 4.42 Know about the varying needs of other people, other living things and the environment
- 4.43 Be able to show respect for the needs of other people, other living things and the environment

PERSONAL and SOCIAL SKILLS

Students will:

Enquiry

The vast majority of students will, through their study of the IMYC:

- 4.1 Be able to ask and consider searching questions related to the area of study
- 4.2 Be able to plan and carry out investigations related to these questions
- 4.3 Be able to collect reliable evidence from their investigations

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4.4 Be able to use the evidence to draw sustainable conclusions

4.5 Be able to relate the conclusions to wider issues

Adaptability

The vast majority of students will, through their study of the IMYC:

4.6 Know about a range of views, cultures and traditions

4.7 Be able to consider and respect the views, cultures and traditions of other people

4.8 Be able to cope with unfamiliar situations

4.9 Be able to approach tasks with confidence

4.10 Be able to suggest and explore new roles, ideas and strategies

4.11 Be able to move between conventional and more fluid forms of thinking

4.12 Be able to be at ease with themselves in a variety of situations

4.13 Be better able to recognize physical and emotional changes that occur at puberty and manage these in a positive way

4.14 Be better able to deal with their own and other's feelings

Resilience

The vast majority of students will, through their study of the IMYC:

4.15 Be able to stick with a task until it is completed

4.16 Be able to cope with the disappointment they face when they are not successful in their activities

4.17 Be able to try again when they are not successful in their activities

4.18 Be better able to recognize the stages of emotion associated with loss and change

Integrity

The vast majority of students will, through their study of the IMYC:

4.19 Know about the moral issues associated with the subjects they study

4.20 Know about and respect alternative moral standpoints

4.21 Be able to develop their own moral standpoints

4.22 Be able to act on their own moral standpoints

4.23 Be able to explain the reasons for their actions

4.24 Be better able to recognize their value as individuals

Communication

The vast majority of students will, through their study of the IMYC:

4.25 Be able to make their meaning plain using appropriate verbal and non-verbal forms

4.26 Be able to use a variety of tools and technologies to aid their communication

4.27 Be able to communicate in more than one spoken language

4.28 Be able to communicate in a range of different contexts and with a range of different audiences

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- 4.29 Be better able to communicate effectively and appropriately with individuals, and reflect upon how their actions affect themselves and others

Thoughtfulness

The vast majority of students will, through their study of the IMYC:

- 4.30 Be able to identify and consider issues raised in their studies
4.31 Be able to use a range of thinking skills in solving problems
4.32 Be able to consider and respect alternative points of view
4.33 Be able to draw conclusions and develop their own reasoning
4.34 Be able to reflect on what they have learned and its implications for their own lives and the lives of other people
4.35 Be able to identify their own strengths and weaknesses
4.36 Be able to identify and act on ways of developing their strengths and overcoming their weaknesses
4.37 Be better able to make decisions and apply possible solutions to a variety of problems that young people encounter

Cooperation

The vast majority of students will, through their study of the IMYC:

- 4.38 Understand that different people have different roles to play in groups
4.39 Be able to adopt different roles depending on the needs of the group and on the activity
4.40 Be able to work alongside and in cooperation with others to undertake activities and achieve targets

Respect

The vast majority of students will, through their study of the IMYC:

- 4.41 Know about the value and importance of respecting themselves and their bodies
4.42 Know about the varying needs of other people, other living things and the environment
4.43 Be able to show respect for the needs of other people, other living things and the environment
4.44 Be able to act in accordance with the needs of other people, other living things and the environment

Highly Qualified and Compassionate Teachers

Our staffing efforts ensure that all our teachers are highly-qualified to teach their assigned subjects. Teacher candidates demonstrate their skills and interactions with students through demo lessons and interviews prior to being hired to teach at CMI. As part of the interview process, teachers are informed of the CMI philosophy, curriculum and activities. They answer questions regarding their philosophy of education, to ensure alignment with our unique approach to student learning.

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Teachers' intuition and positive interactions with students are important factors considered in the hiring process.

CMI teachers are provided with professional development and ample opportunity for guided planning of their curriculum units before the start of each academic year. Subsequently, teachers are supported by the instructional leadership staff — weekly, at staff meetings; monthly, through professional development days (which include guest presenters specialized in various areas of the CMI curriculum; and through frequent classroom observations and feedback by the CMI instructional leadership team (Head of School, Director of Curriculum and Instruction, Director of Student Support Services).

Curriculum Design and Learning Activities

We selected the following components of our curriculum based on research that points to their benefits for students' self-efficacy, motivation, self-regulation, and the enhancement of social interactions, all considered important influences on academic achievement and a positive school environment.

- *IMYC*. The IMYC provides students with theme and project-based learning opportunities that help them make sense of the world around them as they enhance their knowledge in specific subject areas. The curriculum includes structure and routines that enhance students' understanding of expectations, helping them with transitions between activities. The interactive nature of project-based learning enables students to practice their social skills and provides opportunities for guided group work.¹⁵
- *Arts Education and Integration*. Students will have opportunities to participate in the arts (visual arts, dance, music, and drama) throughout the day. This integration is found to enhance the social learning environment. They will receive instruction in each art form and in the academic curriculum through art-integrated units in the IMYC. Research shows that the arts allow students with differing learning styles to successfully participate in learning by providing them with opportunities that tap into their strengths (especially for those whose strengths are nonverbal).¹⁶ In addition, studies show that the arts enhance the learning environment and social interactions by enhancing the mood and tone of classroom instruction and by releasing students' imagination and creativity.¹⁷ Finally, the arts have been found to enhance students'

¹⁵ Jorgensen, C. M. (1997). *Curriculum and Its Impact on Inclusion and the Achievement of Students with Disabilities*. Washington, DC: Special Education Programs (ED/OSERS).

¹⁶ Ingram, D., Seashore, K. R. (2003). *Arts for academic achievement: Summative evaluation report*. Unpublished manuscript, University of Minnesota, Center for Applied Research and Educational Improvement, Minneapolis, MN.

¹⁷ Stevenson, L.M., Deasy, R. J. (2005). *Third Space: When learning matters*. Washington, DC: Arts Education Partnership.

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self-efficacy beliefs and motivation and foster self-regulatory skills necessary for a positive learning environment.¹⁸

- *DIR®/Floortime™ Model*. This positive approach to interactions, relationship-building, and conflict resolution is deeply integrated in the CMI school philosophy and teacher professional development, helping us support students' social and cognitive development, especially for students with special needs. The model is based on engaging students' interests, positive teacher-student interactions, and building a strong foundation for social, linguistic, and academic learning. We are proud to be the only school in the Washington, D.C. area to integrate Dr. Greenspan's holistic approach to learning, outlined in his latest book, *The Learning Tree*.
- *Responsive Classroom Approach*. The following aspects of the Responsive Classroom Model (described in detail in "Instructional Materials and Resources") will also enhance our school organization and culture:

Classroom Practices:

- **Morning Meeting:** gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead.
- **Rule Creation:** helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals.
- **Interactive Modeling and Positive Teacher Language:** teaching student to notice and internalize expected behaviors through modeling; using words and tone as tools to promote student's active learning and sense of community.
- **Logical Consequences:** responding to misbehavior in a way that allows student to fix and learn from their mistakes while preserving their dignity.
- **Guided Discovery:** introducing classroom materials using a format that encourages independence, creativity, and responsibility.
- **Academic Choice:** increasing student learning by allowing students teacher-structured choices in their work.
- **Classroom Organization:** setting up the physical room in ways that encourage students' independence, cooperation, and productivity.
- **Working with Families:** creating avenues for hearing parents' insights and helping them understand the school's teaching approaches.
- **Collaborative Problem Solving:** using conferencing, role playing, and other strategies to resolve problems with students.

¹⁸Baum, S., Owen, S., and Oreck, B. (1997). Transferring Individual Self-Regulation Process from Arts to Academics. *Arts Education Policy Review*, 98(4).

Green, M. (1995). *Releasing the Imagination: Essays on Education, the Arts and Social Change*. Jossey-Bass.

School-Wide Practices:

- Planning all-school activities to build a sense of community
- Welcoming families and the community as partners.
- Organizing the physical environment to set a tone of learning.¹⁹

c. Safety, Order, and Student Discipline

Safety and Order through the School Curriculum

At CMI, we are proactive in creating conditions for students' physical and emotional safety. Our described curriculum and instructional methodologies, including the arts and project-based program, ensure that all students are highly-engaged and have multiple opportunities for success based on their strengths in order to promote positive feelings toward school and learning. Research based on the social-cognitive perspective embedded in our school philosophy holds that students' positive self-efficacy beliefs lead to their motivational, behavioral, and cognitive engagement in learning, enhanced self-regulation, and improved academic achievement, decreasing negative and off-task behaviors.²⁰ As evidenced in our current program, the school philosophy, culture and curriculum enhance student engagement and minimize problem behaviors. In inclusive classrooms where students are involved in the construction and interpretation of the cognitive and social aspects of the learning environment, engagement replaces the need for management.²¹

In addition to positive approaches to student engagement, our implementation of the IMYC Personal Goals and Social Skills curriculum, and the *Responsive Classroom* model (described in the previous section) will create an orderly and positive school culture based on routines and expectations that include students and teachers in creating rules. Through guidelines provided by the *Responsive Classroom* approach, each teacher and his/her students will come up with rules for a list of inappropriate behaviors and logical consequences. Students also reflect on their IMYC Personal Goals in their individual journals.

While the described cultural- and curriculum-based strategies significantly decrease negative behaviors, we are aware that especially in adolescence, students will be involved in conflicts and may show more negative behaviors given the changes in their bodies and emotions during this stage. The CMI Family Handbook outlines the school philosophy toward negative student behaviors. While the school adopts an individualized approach to student discipline based on each

¹⁹ Available at: <http://www.responsiveclassroom.org>

²⁰ Pintrich, P.R., Linnenbrink, E.A., (2003). The Role of Self-Efficacy Beliefs in Student Engagement and Learning in the Classroom. *Reading and Writing Quarterly*, (19).

²¹ Cooper, D., Valli, L. (1996). "Designing classrooms for inclusion: Beyond management." In B. Keogh & D. Speece (Eds.) *Research on classroom ecologies: Implications for inclusion of children with learning disabilities* (pp. 143-162). Hillsdale, NJ: Lawrence Erlbaum.

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student's social/emotional, developmental and learning profile, a tiered approach is uniformly applied to behavioral violations that endanger the school community. The school's student discipline policy (Appendix 2) is shared with students in their classrooms and with parents at parent orientation before the start of the school year. Violations of school rules relating to drugs and violence will be handled in collaboration with the D.C. Police Department.

Partnership with Center for Dispute Settlement (CDS)

CMI is exploring a partnership with Center for Dispute Settlement (CDS) to support students, families and staff through mediation and conflict resolution. Mediation is the alternative to disciplinary action and litigation; it assumes disputants can act in their own enlightened self-interest and avoid expensive, time-consuming litigation with its aggravation, adversarial nature, and expense. A CDS mediator's job is to promote dialogue, diffuse hostility, stimulate negotiation, and suggest pathways toward settlement. CDS has many years' experience working with the District of Columbia Public Schools (DCPS) to provide mediation training and support to students and personnel. CDS helped the school system create and implement Peer Mediation programs, which are now widespread throughout local schools. CDS believes in the value of peer mediation and conflict education for youth, and continues to partner with local schools to ensure the success of these programs.²²

Social and Behavioral Supports through Special Education Services

In many cases, students' behavioral, social, and emotional challenges are related to developmental challenges in these areas, and/or difficult life experiences. To avoid unnecessary referrals for special education services, we try to meet the needs of these students through behavioral interventions and emotional support within our general education program that provides many supports within inclusive, small classrooms with low student/teacher ratios. If we suspect that a student is manifesting behavioral problems due to a disability, we take great measures to involve parents, and use a variety of interventions implemented by qualified personnel prior to diagnosis.

Through the process set up by our Director of Student Support Services, in collaboration with our Student Support Team (SST), we will ensure that we identify and address students' social, emotional and behavioral challenges. We will implement an incentive-based approach and positive reinforcement through participation in preferred activities, as well as appropriate limits, to help students monitor and manage their own behavior. If a student's challenges persist and they may be due to a disability that requires specialized instruction or related services, the student is evaluated by an outside agency. Upon review of the student's evaluation report at an Individual Education Program (IEP) Eligibility meeting that involves the student's teachers and parents, we will offer

²² http://www.cdsusa.org/community_mediation.html

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the student additional supports through our special education program offerings which include specialized instruction, behavioral support services, occupational therapy, speech therapy, and physical therapy. If a student's disability causes him/her to have behavioral problems that interfere with learning, the school will create an individualized Behavior Intervention Plan (BIP) for the student. All BIP's and incentive programs will be designed in collaboration with parents and teachers.

Staff Rules of Conduct

The CMI Staff Handbook sets out clear guidelines and expectations for professionalism; guidelines clarify the consequences when rules are broken. The handbook also provides steps to be taken in case of emergencies involving drugs, violence, reporting parental abuse or neglect, and fire or other events requiring evacuation. We will review these guidelines with staff on a regular basis and practice necessary procedures, such as fire drills.

Physical Care

CMI plans to include a nurse's suite in its new facility in order to keep our school nurse from Children's National Medical Center, provided by the Department of Health. In addition, a number of CMI staff members are and will be trained in first aid, CPR and medication training. First aid kits are available in all classrooms. We seek the approval of the D.C. Police Department for our safety policies and procedures.

d. Professional Development

As a school with an innovative and diverse program, CMI offers many school-based and external professional development opportunities to teachers and staff in order to enable them to implement our unique program. Staff receives professional development at CMI's Summer Institute (for two weeks in August), weekly staff meetings, monthly professional development days, and outside training opportunities funded by the school. In addition, CMI teachers engage in professional development opportunities offered by the D.C. PCSB and the Office of the State Superintendent of Education (OSSE) to ensure school staff are competent in their knowledge of local and state education policies.

CMI also partners with the *Center for Inspired Teaching* teacher education program. From the program, CMI recruits teachers who are trained in a program with a similar, child-centered philosophy of education. Beginning in the 2015-16 academic year, CMI will also host Inspired Teaching Fellows who will receive training by qualified CMI teachers.

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Creative Minds PCS Summer Institute

Each August, CMI staff will attend a two-week professional development session. Our teachers will receive training on the school curriculum, assessments, and instructional methodologies implemented in our program. They will also be guided to develop/revise curriculum maps for the year. Professional development will be offered by experts including:

IMYC Curriculum Consultant

- IMYC curriculum;
- CMI's progress toward meeting IMYC school-wide implementation.

Jake Greenspan, Director of the Floortime Center

- DIR®/Floortime™ philosophy and methodology;
- Application of the DIR®/Floortime™ methods to the CMI curriculum and teacher/student interactions that maximize students' developmental, cognitive, and social/emotional growth.
- Meeting the needs of special education students in the areas of self-regulation, logical/gray-area thinking, organizational skills, and social interactions.

Linda Krauker, Ph.D. candidate (Arts Integration)

- Arts Integration;
- UDL (Universal Design for Learning) principles.

Dr. Golnar Abedin, Founder/Head of School

- School procedures, policies and expectations;
- CMI curriculum guidelines, standards, and assessments;
- The importance of arts integration and multiple opportunities for engagement;
- Special education policy and implementation;
- Multisensory instruction, student motivation, positive learning environments.

Nayamka Long, Director of Curriculum and Instruction

- International Primary Curriculum and International Middle Years Curriculum;
- Common Core Standards (ELA and Math);
- A-NET assessment;
- PARCC readiness.

Amita Lathigra, Director of Student Support Services:

- School Support Team process;
- Inclusion, special education and related services;
- Use of the special education Data System (SEDS) and Easy IEP;
- Policies and procedures regarding ELL students.

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Molly France, Early Childhood Coordinator:

- Early Childhood Education at CMI;
- International Early Years Curriculum;
- GOLD assessment implementation and interpretation of student data.

Individual Teacher Support

Teachers will receive ongoing professional development during monthly professional development days and weekly staff meetings. In addition, the Director of Curriculum and Instruction will conduct bi-weekly teacher observations and support the Head of School with teachers' formal evaluations.

Teacher and Team Planning Time

Teachers will be provided with 60-90 minutes of planning time each day, including opportunities for team meetings each week that will include curriculum planning, individual students' needs, and discussions of student performance data. The Director of Curriculum and Instruction will attend weekly team meetings to guide staff in student data analysis and planning.

Ed-Fuel

Ed-Fuel is a D.C.-based organization that offers professional development for school leaders. CMI leadership staff members have attended professional development sessions in human resources best practices, diversity training, performance management, and peer learning communities. The CMI leadership team will continue to attend trainings offered by *Ed-Fuel* to support our current and additional middle school team.

e. Structure of the School Day and Year

CMI will follow the DCPS school year calendar for professional development and holidays. The daily schedule will provide students with a balanced day of academic and extracurricular activities, and will integrate developmentally appropriate physical, social, and emotional supports. The school's daily schedule is guided by the following principles based on research on middle successful school structures that optimize student learning.²³

- What structures allow teachers to know their students well in a personalized and caring learning environment?
- What structures encourage students and teachers to be engaged in authentic, meaningful work?

²³ Turning Points: Transforming Middle Schools: <http://www.ccebos.org/pdf/Structures.pdf>

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- What structures encourage collaboration and reflection among colleagues to improve their practice and student learning?
- What structures connect students to the school and maximize the strengths of the faculty?

CMI will incorporate the following recommended middle school scheduling best practices:

Create Small Learning Communities

CMI will continue serving students within small classrooms (17-20 students), with a low student/teacher ratio, to create a small learning community and facilitate inclusive, differentiated instruction when teachers know and can accommodate students' individual strengths and weakness. Teachers will be given common planning time in teacher teams to engage in discussions about teaching and learning.

Use Time to Support Learning

CMI's alternating daily school schedule allows for flexibility, longer blocks of learning, and common planning time. Flexible block scheduling allows teacher teams to configure their time as needed to meet their learning goals. Longer blocks of learning exist to accommodate in depth inquiry and varied instructional strategies. Teacher teams have long blocks of time for planning and curriculum development.

Promote Personalized Caring Relationships Between Adults and Students

The CMI philosophy and program promotes personalized, caring relationships between adults and students, including advisory and mentoring programs during school, in after school clubs, and in homework help sessions. One of the most important ways to ensure student success in middle schools is for each student to have a close, personal relationship with at least one adult in the school. Advisory and mentoring programs provide opportunities for adults and students to build strong relationships through discussions and activities related to the developmental and social, as well as academic, needs of young adolescents.

Allocate Resources To Support Learning

CMI allocates resources to support the school's learning goals. Decisions on how to allocate school resources, including funding for professional development, teaching staff, and release time, are based on a school-wide comprehensive plan developed with the consensus of the faculty. Professional development is largely school-based and rooted in real conversations about the daily practices of learning and teaching.

Daily Schedules

The daily schedule is designed based on research on when and how adolescents learn best. CMI middle school students will begin the school day at 9 a.m. and end at 3:45 p.m. Students will have alternating daily schedules (see sample schedules A and B below) in order to provide them with

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longer learning blocks for English Language Arts and Mathematics instruction, and allow time for Physical Education, Arts, IMYC, and Advisory. The schedules are designed to alternate between academic and extracurricular activities, with ELA and Math instruction implemented in the morning to maximize students' attention. Students will engage in Physical Education on a daily basis to maintain health and fitness.

Schedule A

Period		Class
1	9:00 – 10:30	English Language Arts
2	10:30-11:15	Physical Education
3	11:15-12:15	Mathematics
4 Lunch	12:15 – 1:00	Lunch/Recess
5	1:00-1:45	Arts
6	1:45-3:45	IMYC/ Advisory
Optional	3:45-5	CMI Creative Clubs
Optional	3:45-6	Homework Help

Schedule B

Period		Class
1	9:00 – 10:30	English Language Arts
2	10:30-11:15	Physical Education
3	11:15-12:15	Mathematics
4 Lunch	12:15 – 1:00	Lunch/Recess
5	1:00-1:45	Global Languages
6	1:45-3:45	IMYC/Advisory
Optional	3:45-5	CMI Creative Clubs
Optional	3:45-6	Homework Help

We will follow the DCPS calendar for holidays and hold professional development days (when students will not attend school) once a month. Students will be in school for a total of 180 instructional days. Student assessment timelines are presented in Exhibit 8, “Creative Minds PCS Student Assessments.”

f. Family Involvement

At CMI, we perceive parent involvement as an important influence on students' academic achievement and crucial for the creation of a positive school community. Our existing program has a very active and supportive parent association called the Creative Families Association (CFA). The CFA is led by co-chairs who meet bi-weekly with the Head of School and communicate regularly with the CMI's Communications and Outreach Manager. CFA's involvement in school activities and their support of CMI goals is evidenced by high levels of attendance at school events (student performances, exit point projects, parent workshops, spring auction, and community events), and by CFA's endless fundraising efforts to support a number of school initiatives such as the building of a playground at CMI's new facility, international teacher professional development opportunities, field trips, and scholarships for low-income students to participate in after school clubs and private music lessons. Last year CFA raised over \$50,000 to support the school; this year the CFA has a goal of raising \$75,000 to support building a playground at CMI's new facility.

A survey of current CMI families show that 95 percent of our students' parents intend to enroll their children in CMI's proposed middle school program. Accordingly, we expect continued high levels of family engagement in students' learning and school activities.

The following are some specific ways that CMI encourages and facilitates parent involvement:

School-Family Communication

Each academic year, CMI hosts a parent orientation session. The school's policies and procedures, the academic curriculum and extracurricular activities, and the extended-day program will be explained to parents and translated as required for those who do not speak English. Parents are notified of the best ways to communicate with the school staff (through email, phone calls, and our assigned parent-contact staff member). Parents are also notified of ways that the school will contact them in case of emergencies or school closings and delayed openings. This information will also be written in the parent handbook included in students' enrollment package.

Subsequently, CMI communicates with parents through:

- Monthly school newsletters
- Weekly school updates and reminders
- Weekly classroom newsletters from teachers
- Parent-teacher conferences
- School report cards
- SST and IEP meetings for students requiring additional supports and services

g. Community Participation

CMI intends to continue growing its current partnership and form additional partnerships with the following organizations to enrich learning opportunities for our students, parents and staff:

Charter Board Partners (CBP)

CMI has been a member of CBP since 2013. Charter Board Partners is a nonprofit organization committed to strengthening the governance and quality of public charter schools. CBP supports CMI in recruiting volunteer board members who bring valuable talents and resources to the school in the areas such as finance, real estate, K-12 education and fundraising. CBP also provides training and an annual Board Diagnostic Evaluation of the CMI Board, with the goal of supporting continuous improvement.

Center for Inspired Teaching

Aligned with CMI's mission and philosophy, the Center for Inspired Teaching trains teachers to provide high quality, engaging instruction. Central to Inspired Teaching's professional development is a process that encourages teachers to rethink their role in the classroom, from information provider to *Instigator of Thought*[®]. The program implements best practices in teacher education and in the belief that every student possesses the ability to think critically, understand information, and solve complex problems. Students of Inspired Teachers are not told what to think, they learn how to think, thereby developing critical skills needed to succeed in school today and in college and careers tomorrow.²⁴

Many of CMI's teachers are trained by the Inspired Teaching program. Beginning in the 2015-16 school year, CMI will be hosting Inspired Teaching Fellows for their year of residency. We look forward to continuing and growing this partnership to enhance teacher professional development for our staff and to provide support to new trainees interested in teaching in DC public schools.

The DC Special Education Cooperative

The mission of the DC special education Cooperative ("The Cooperative") is to support D.C. public charter schools in providing high-quality, compliant special education services that meet the diverse and often complex needs of students with disabilities, driving student growth and achievement.

In 1998, a group of charter school leaders, teachers, special education experts, and local chartering authorities came together to form The Cooperative, the first organization of its kind in the nation. The Cooperative was founded on the belief that, like traditional public schools, charter schools need the technical assistance and support of an educational service agency to create and build quality special education programs. The Cooperative, now recognized nationally as an innovative

²⁴ <http://www.inspiredteaching.org>

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model, has been replicated in states across the country. Aligned with CMI's goals, the Cooperative's vision is that all students with disabilities in the District of Columbia Public Charter Schools receive a high quality education that prepares him or her for success in school and in life.²⁵

CMI Founder/Head of School, Dr. Golnar Abedin serves on The Cooperative's Board and CMI Director of Student Support Services, Amita Lathigra serves on the organization's Advisory Board. Ms. Lathigra has provided seminars for professional development of Dedicated Aides as part of the Cooperative's online training sessions. CMI also hosted a Sped-U-Tour to showcase its exemplary inclusion and special education model to various D.C. stakeholders.

Asia Society

CMI recently secured a grant from Asia Society to enhance teacher professional development and curriculum development for the school's Mandarin/Chinese program and to participate in the Society's Confucius Classroom network.

Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders and institutions of Asia and the United States in a global context. Across the fields of arts, business, culture, education, and policy, the Society provides insight, generates ideas, and promotes collaboration to address present challenges and create a shared future.

Founded in 1956 by John D. Rockefeller III, Asia Society is a nonpartisan, nonprofit institution with headquarters in New York, centers in Hong Kong and Houston, and affiliated offices in Los Angeles, Manila, Mumbai, San Francisco, Seoul, Shanghai, Sydney, and Washington, D.C.

Asia Society's Confucius Classrooms is a national network of 100 exemplary Chinese language programs. The Network serves as model sites for developing the field of Chinese language teaching in American schools. Asia Society named, through a competitive process, 100 schools and districts with exemplary Chinese language programs. These schools not only have effective Chinese language instruction, but also strong local leadership and support, a demonstrated commitment to international exchange and collaboration. Confucius Classrooms act as resource centers for other schools in the region.

Each Confucius Classroom is linked with a partner school in China to enhance opportunities for language learning and to provide students, teachers, and administrators with opportunities to conduct exchanges and joint projects. Asia Society designed the selection process for the 100 U.S. schools, assisted them in creating linkages with schools in China, convenes an annual meeting in conjunction with the National Chinese Language Conference, and provides ongoing support

²⁵ <http://specialcoop.org>

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through e-newsletters and professional development seminars. They also collect data to assess the program's progress.²⁶ CMI staff will begin attending the annual conference in April 2015. CMI is also linked to a partner school in China, The Zhongguancun Elementary School in Beijing.

The Floortime Center™

The DIR® Model developed by Dr. Stanley Greenspan is a comprehensive developmental model used to identify an individual's unique profile in three main areas.

- *Developmental Milestones:* The approach fosters progress through nine functional, social-emotional milestones, developed throughout a person's life, related to communication, social relationships, and cognitive abilities.
- *Individual Differences:* The model is based on the premise that individuals process information differently in the areas of sensory integration, motor planning and sequencing, auditory processing, and visual-spatial processing. These underlying differences affect the ways individuals learn and are important to consider in designing an education program that is inclusive.
- *Relationships:* Relationships are crucial as they frame learning and can be adjusted to optimize emotional and cognitive development.

CMI is fortunate to have Jake Greenspan, the Director of the Floortime™ Center, as one of our Founding Group members. Since most students, especially those with Attention Deficit and/or Hyperactivity Disorders, and Sensory or Autism Spectrum Disorders, continue to work on areas (such as sensory integration, organizational skills, communication and social skills addressed by the model) in middle school and beyond, Jake Greenspan will continue to offer teacher professional development seminars, parent workshops, as well as coaching sessions for teachers and parents of students with special needs in our middle school program.

826DC

826DC is a nonprofit corporation, based in the District of Columbia, dedicated to supporting students ages 6 to 18 with their creative and expository writing skills and to helping teachers inspire their students to write. 826DC services are provided with one-on-one attention to promote strong writing skills fundamental to future success.

826DC provides drop-in tutoring, field trips, after-school workshops, in-school tutoring, help for ELL students, and assistance with student publications.²⁷ 826DC has committed to support CMI toward our literacy goals and in fostering student creativity. The organization has offered to work with our teachers and offer after-school workshops to our students and their parents.

²⁶ <http://asiasociety.org/>

²⁷ Information available at: <http://826dc.org/>

Teach To Lead

The vision of Teach To Lead is to see the world relieved of its most pervasive, systemic, and troubling issues through the leadership of authentic men and women, boldly committed to creating an inclusive and equitable world for all. Teach To Lead exists to equip and mobilize leaders to heed the call for more conscious, authentic, and culturally-inclusive leadership. The organization's mission is to support leaders as they alleviate society's most vexing issues, and transform the culture's understanding of effective 21st century leadership.²⁸ Teach To Lead Founder, Shayna Hammond has been providing CMI Founder/Head of School executive coaching sessions beginning in fall 2014.

h. Extracurricular Activities

CMI offers students a variety of extracurricular activities during the school day and after school. We implement a holistic approach to education, which emphasizes healthy living, physical fitness, and the importance of the arts for creativity, through our extracurricular activities as well as our curriculum and instruction. We are very fortunate to have found a long-term facility with ample indoor and outdoor space for physical- and arts-based activities.

During the School Day

In addition to offering the arts and physical education during the school day, CMI students will learn healthy life skills within their curriculum and in after-school programs. We believe that healthy living (diet, stress management, and the overall psychological well-being) affects students' academic performance. To teach students healthy life habits, we will offer them:

- Healthy, unprocessed lunches and snacks, provided by Graceful Affairs catering services;
- Lessons on healthy habits, diet, embedded in the IMYC;
- Opportunities to participate in exercise, yoga, dance and meditation;
- Sensory integration activities for all students, including "Sensory Diets" that support students in remaining focused and regulated during learning blocks.

After School

The Creative Clubs offer additional after-school classes in the arts, sports, and interest-based clubs to further pursue their passions. These activities are implemented by CMI staff and outside service providers. Creative Clubs include offerings such as:

- Poetry and creative writing classes;
- After-school music and art lessons;
- Yoga, Ballet, Thai Boxing, and Carapoeira classes;
- French, Chinese and Spanish language classes.

²⁸ www.teachtolead.com

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Extracurricular Activities for CMI Staff and Parents

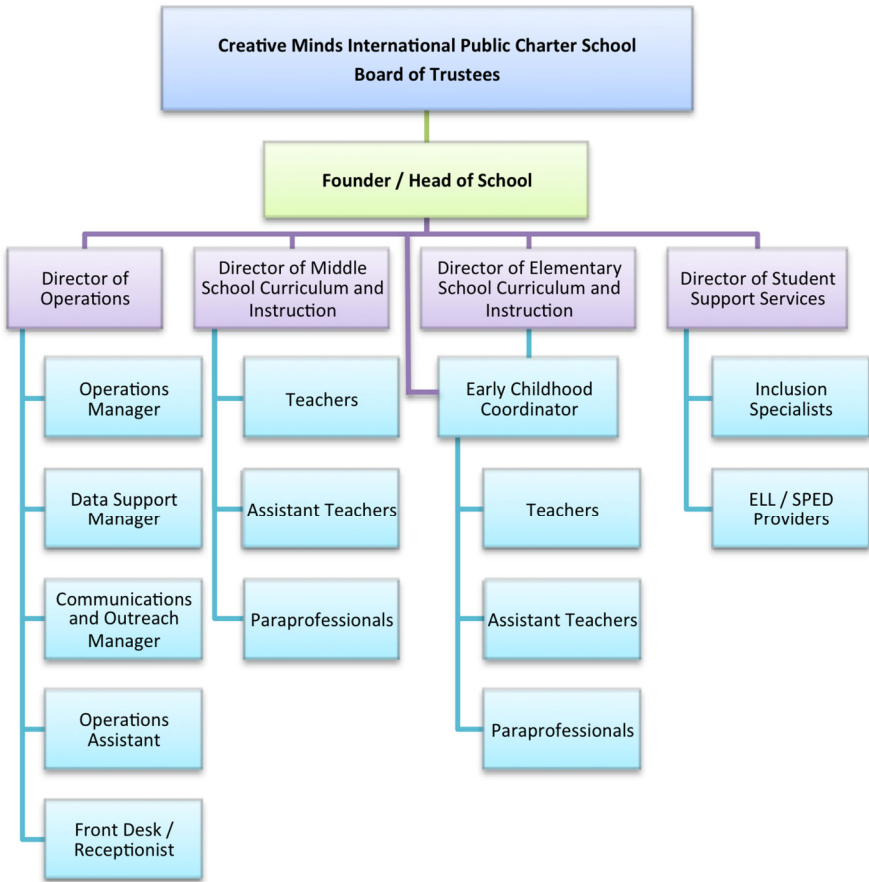
CMI offers staff and parents weekly yoga and African dance classes.

C. Business Plan

2. Governance and Management

c. Administrative Structure

CMI implements a single-leader model, with all leadership duties carried out by the Founder/Head of School, who reports to the Board of Trustees. The Founder/Head of School supervises four directors who in turn supervise the rest of the school staff as shown in the organization chart below. Given the challenges of opening and running a school, the single leadership approach ensures smooth and quick decision-making thus increasing accountability and the likelihood of success. This model has been embraced by many charter support organizations, including the Building Excellent Schools fellowship program based in Boston, Massachusetts.



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The school leader is an *ex officio* member of the Board of Trustees, supported by the various committees of the Board of Trustees including Finance, Facilities & Academic Excellence Committees as required.

The Founder/Head of School is responsible for all education, business and operations-related aspects of the school, with support from the Elementary and Middle School Directors of Curriculum and Instruction, Early Childhood Coordinator, Director of Operations, and business consultants from *EdOps*. Her responsibilities include the following duties:

- Design and operate the school's education plan
- Recruit students
- Hire teachers and staff
- Plan and provide professional development to the instructional and leadership staff
- Set academic standards and assessment measures
- Evaluate teachers
- Monitor and report student data
- Oversee all school personnel involved in instructional delivery and school operations
- Respond to parents' and students' needs and concerns
- Support the work of the Director of Operations

The Founder/Head of School will also be responsible for overseeing the school budget and creating structures that ensure the school's finances are sustainable. Specifically, with the support of the Director of Operations, she will:

- Manage the school budget
- Develop and implement the school's administrative systems and procedures
- Develop and implement the school's technology and data collection plan
- Oversee all financial activity and reports
- Ensure that all District of Columbia and federal reporting requirements are met
- Create and execute the school's financial sustainability plan
- Oversee the school's human resource function
- Manage the school facility, including acquisitions, leases and renovations
- Manage relationships with external stakeholders and promote the school appropriately
- Supervise non-instructional staff and vendors

The Founder/Head of School will, with the support of the Director of Student Support Services, supervise all matters related to special education and English Language Learners, including management of related service providers, and all matters related to students' individualized

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education programs with the support of the Director of Student Support Services. Her role will include providing professional development in the area of special education and teaching English Language Learners, as well as collaborating with the Elementary and Middle School Directors of Curriculum and Instruction on matters regarding instruction, assessment, and teacher evaluations.

To reduce administrative costs and allow for maximum flexibility during the first years of the middle school operation, the school will continue to engage outside contractors to support and manage accounting and payroll. As needed, other contractors may be engaged.

Please see “Key Leaders” section of the Operations Plan for further information on the division of responsibilities among CMI’s leadership team.

CMI Board of Trustees, Parents, and Students

The current members of CMI’s Board of Trustees will continue to serve as the School’s governing body as the school expands to include middle school. The CMI Board members have skills in the areas of finance, real estate, K-12 education, fundraising, and law. The Board has supported the Head of School in successfully negotiating a lease for the School’s long-term facility, building a strategic plan and planning a long-term budget. CMI is a member of Charter Board Partners (CBP). CBP supports CMI in recruiting and training excellent, qualified board members.

The CMI Board of Trustees deeply believes in the crucial role parents play in their children’s education. Therefore, the Board ensures that there are always two parent directors on the Board. Their roles will be critical in ensuring that the school supports and communicates with parents and that the needs and concerns of parents are heard and addressed.

Because the Board of Trustees will be actively engaged in the life of the school, its members will be able to observe students during visits to the school during school hours and at special events after hours. However, the members of the Board of Trustees will not have direct supervision of students or be expected to directly respond to student/parent questions or concerns. Rather, members of the Board of Trustees will forward student inquiries to the Head of School, who will address each issue, as she deems appropriate. The Board also establishes criteria and a process for parental appeal of decisions made by school leaders.

Nature and Extent of Teacher, Parent, and Student Input into Decisions that Affect the School

The Founder/Head of School will hold weekly staff meetings to discuss all matters related to curriculum and instruction, and monitoring student performance. Teachers will be asked to report on all matters related to students’ response to instruction, and performance on both informal and formal assessments. Teachers and administrators will collaborate to solve problems related to all matters affecting students’ performance and well-being. In addition to evaluating teachers’ performance, the Middle School Director of Curriculum and Instruction as well as the Director of

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Student Support Services will conduct bi-weekly classroom observations to monitor students' level of engagement in learning, teacher-student interactions, and students' responses to curriculum and instruction, in order to evaluate the effectiveness of materials and methodologies utilized. The Middle School Director of Curriculum and Instruction will conduct informal interviews with older students (grades 6th-8th) about their educational experiences at the school and take into account their levels of motivation in response to particular programs.

Parents and guardians will be involved with middle school planning throughout the planning year through the Creative Families Association (CFA) that will hold regular biweekly or monthly meetings. The CFA leaders will communicate on a regular basis with the Founder/Head of School subsequent to meetings to ensure parent input is considered in decisions that affect the school. In addition, parents will be able to provide input and feedback during monthly CFA meetings and parent workshops hosted by the school. Finally, teachers and parents will receive a survey about the school's performance at the end of each academic year. Survey responses will be taken into account in planning for the subsequent school year.

4. Facilities

a. Identification of a Site

Creative Minds International Public Charter School has found a new, permanent location in the Sherman Building at the Armed Forces Retirement Home (AFRH). This historic site, situated on 272 acres in Ward 5 has been home to thousands of former enlisted and warrant officer service members since 1851 and includes President Abraham Lincoln's Summer Cottage, which now houses a museum. The school has entered into a ten-year lease with the AFRH for portions of the Sherman Building, which also allows for additional space as the school's expansion needs and growth require; (CMI's lease with AFRH has been submitted to Epicenter). It is important to note that in order to assist the school with its limited financial resources, the lease also allows for in-kind contributions associated with renovations and improvements required to the facility to be applied as credits towards rent payments. This will provide the school with additional flexibility in managing its finances.

The Sherman Building will serve students from preschool to the fifth grade (within the school's approved enrollment ceiling for its early childhood/elementary program), with additional space to add the proposed middle school program for grades six, seven and eight.

Our time frame for the acquisition, renovation and occupation of the Sherman Building school site is detailed below:

Site search	Completed 2014
Site selection	Completed 2014
Lease negotiation and formalization	Completed February 2015

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Architectural planning	Completed December 2014
Renovation out to bid	Completed January 2015
Selection of contractor	Completed January 2015
Completion of renovation	July 31, 2015
Occupation by Creative Minds PCS	August 1, 2015

b. Financing for Facilities

The Sherman Building that will house Creative Minds International PCS will undergo an initial \$2.6M renovation that is made possible, in part, with a loan from the Office of the State Superintendent of Education (OSSE) in the amount of \$2.0 million. The renovation budget is mostly earmarked for improvements needed to meet the current needs of the school. The proposed middle school space in the new permanent location at the Sherman Building previously housed a school. As such we do not expect it to require extensive renovation, but have designated modest amounts in the budget to ensure requirements of safety, health and hygiene are met.

The OSSE loan is expected to close by the end of March 2015. The loan will be used to fund approximately \$2.0 million of the costs related to the renovation. The remainder of the renovation expenses will be funded through the school's cash reserves. The \$2.0 million OSSE loan will be granted as a five-year senior loan with standard types of security including pledging of the school's assets. The loan is interest only (4.5% annually) for the first year. In subsequent years, the school will pay interest and principal on a quarterly basis. Amortization of the loan is based on a 25-year term to minimize the amount of quarterly payments, currently projected at \$20,000 per quarter. However, the loan does also contemplate accelerated principal repayments on an annual basis. Such payments are to be made at the end of each school year, beginning at the end of the first school year following the loan closing. Any principal outstanding on the five-year anniversary of the loan is due and payable on such date. Dates and amounts of the accelerated payments and final payment are detailed below:

School Year 15-16: \$250,000 (due on June 30, 2016)
School Year 16-17: \$250,000 (due on June 30, 2017)
School Year 17-18: \$300,000 (due on June 30, 2018)
School Year 18-19: \$250,000 (due on June 30, 2019)
School Year 19-20: \$610,000 (due on March 31, 2020)

As part of its on-going financial management, the school has reviewed its projections and budgets in light of the renovation, loan, and middle school expansion, and has estimated that its on-going operations and existing and future reserves are adequate to undertake the renovation and financing for the facility.

c. Building Maintenance

The school leaders at Creative Minds International PCS emphatically believe that a safe, healthy, and aesthetically-pleasing facility is an essential support for learning. Building maintenance will

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consist of two elements: upholding the cleanliness and hygiene of the facility, and ensuring the proper operation of the building's various systems.

After renovations are completed at the Sherman Building, the landlord will resume full responsibility for all repairs and maintenance of the building, with the cost included in monthly rent payments. The CMI Operations Manager will communicate directly with AFRH staff to coordinate maintenance and repairs. However, the school, through the procurement process as required by PCSB, will manage any functions not provided by the landlord, such as janitorial services, renovations, and building improvements.

The operating budget includes funds for routine building maintenance and repairs as well as contracted building services. See *Section E* for budget and finance information.

D. Operations Plan

2. Human Resource Information

a. Qualifications of Key Leadership and School Staff

Creative Minds International PCS uses a single leader model with the Founder/Head of School serving as academic leader of Creative Minds International PCS. The Director of Middle School will report directly to the Founder/Head of School and be responsible for the day-to-day running of the middle school program. See attached job descriptions for these key leadership positions and all other staff in Appendix 2.

Key Leaders

Founder/Head of School

The Founder/Head of School, Golnar Abedin, Ph.D. is responsible for all aspects of the school's education plan, operations, and budget management. As an academic leader, she will oversee curriculum, instruction, and learning at the school. Dr. Abedin will be responsible for interviewing and selecting the Director of the Middle School program as well as hiring other staff. She is also in charge of staff evaluations.

Dr. Abedin is a graduate of the doctoral studies program in Organizational Leadership and Education Policy at the University of Maryland. The recipient of a dean's scholarship, she completed her Ph.D. in May 2010. Dr. Abedin's doctoral dissertation research was on the impact of arts-based education on student engagement in a public charter school inclusion setting, within the context of the No Child Left Behind Act and the IDEA policy frameworks. Dr. Abedin holds an M.A. in Special Education from Teachers College, Columbia University, and a B.A. in Psychology from Rutgers University, New Jersey.

During the last 15 years, Dr. Abedin has worked with students in a variety of educational settings. As an instructional coach and an inclusion specialist, she has supervised and implemented general education curriculum and standards, as well as special education instruction. Most of her school-based experiences involve teaching students with learning differences within the standards-based, general education curriculum at public schools. She has also taught at top private schools in New York City and Washington, D.C. In addition to serving on school leadership teams, she has extensive classroom teaching experience as a special education teacher, resource room teacher, Spanish teacher, Inclusion Specialist, Director of Special Education.

Director of Elementary Curriculum and Instruction

As one of the middle school task force members Mrs. Nayamka Long is the current Director of Curriculum and Instruction for the CMI early childhood and elementary programs. Mrs. Long will

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provide support during the middle school planning year, specifically in the areas of staff recruitment, curriculum and instruction, and professional development planning.

Mrs. Long holds an M.A. in Education and Human Development from The George Washington University in Washington D.C., and a B.Sc. in Kinesiology from The College of William and Mary in Virginia. She has been teaching students from Pre-Kindergarten through elementary level for the past 12 years in a variety of educational settings, including public, private, and charter schools. Mrs. Long has extensive experience in general and special education curriculum and program implementation. She is an expert in designing instruction to meet a wide range of student abilities, maximizing students' learning potential by addressing individual learning challenges and supporting exceptional talents. She is able to differentiate instruction to help a class of diverse learners reach standards-based curriculum objectives. She has received training as an International Primary Curriculum (IPC) Coordinator.

Director of Student Support Services

CMI's Director of Student Support Services, Ms. Amita Lathigra will be responsible for coordinating all special education and ELL services delivered to our rising fifth graders in school year 2016-17. Ms. Lathigra will also manage delivery and documentation of special education services. Delivery of service provision to our special education students in the areas of counseling, mental health, speech and language, and occupational therapy is provided by contracted specialists.

Ms. Lathigra is a graduate of the Educational Leadership and Policy Master's program at American University in Washington D.C. There, she developed a deep understanding of how to lead others in an educational organization. Ms. Lathigra holds a B.F.A. in Metalcrafts and Jewelry from Rochester Institute of Technology, New York. For the last five years, Ms. Lathigra has worked with students in District of Columbia charter schools. As a special educator and inclusion coordinator, she is an expert in differentiating instruction to meet the needs of students with different abilities and learning requirements. Ms. Lathigra has also served as a Literacy Coach and mentor to special educators and general educators in D.C.

Director of Operations

The Director of Operations is responsible for all school finances and operations, as well as external relationships. James Lafferty-Furphy B.Sc. M.A. will continue in his role as the Director of Operations at CMI PCS.

Mr. Lafferty-Furphy's primary duties include ensuring PCSB, OSSE and DOE compliance, and overseeing all operational and administrative aspects of the school, including admissions. Mr. Lafferty-Furphy graduated from Glasgow University, Scotland, with a B.Sc. in Archaeology and an M.A. in Applied Social Sciences in Social and Urban Policy. Prior to joining CMI PCS, he

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worked for five years in the Washington, D.C. Public Charter School network as an educator and administrator.

EdOps

CMI will continue to utilize EdOps business management services to support the school's financial, operational, and compliance requirements, and help with the annual budget planning process.

Legal Counsel

Lauren Baum

CMI plans to continue hiring Lauren Baum, Esq., as the school's legal counsel. Ms. Baum has worked with over 30 charter schools in the D.C.-area and has provided special education legal services to CMI PCS during the 2014-15 school year.

Grossberg, Yochelson, Fox and Beyda

The law office of Grossberg, Yochelson, Fox and Beyda will continue to provide reduced-fee legal services to CMI PCS in real estate law.

Ten Square

CMI has used legal services offered by Ten Square for the school's facilities renovation loan application and closing. CMI will continue to use these services as required.

Middle School Task Force Committee

In addition to the CMI leadership team members described in the Qualifications of Key Leadership and School Staff section above, the following members of the Board and CFA will serve on the Middle School Task Force Committee (please see resumes in Appendix 3).

Ornella Napolitano – CMI Board Treasurer

Ornella Napolitano is a senior executive with over twenty years of global finance, operations and management experience across various industries and geographies. She has worked in both small and large, domestic and multi-national, public and private organizations. As a senior executive with Nortel Networks, she managed large and diverse projects and staff groups across vast matrix organizations, often with competing objectives and priorities. In her most recent position as VP of Finance and Treasurer for a publicly-traded telecom company recently emerged from Chapter 11 bankruptcy protection, her responsibilities encompassed many of the traditional financial functions as well as legal and contract management, billing, marketing and stakeholder relations, and afforded her the opportunity to redesign key business processes.

Ms. Napolitano's career also includes working for various multi-lateral institutions in Washington, D.C., starting her own consulting firm and an export-import business, as well as several financial

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positions with Hewlett Packard and Bristol Meyers Squibb. She holds an MBA and BSBA from the American University in Washington, D.C., speaks numerous languages and dedicates a portion of her free time to D.C. schools. Ms. Napolitano has lent her support to review and revise CMI's financial information.

Kelly Young – parent

Originally from California, Kelly Young has lived in Metropolitan Washington since 1985 (in the District proper since 1990). After spending seven years as a professional touring musician, he spent time in the restaurant business in D.C. before embarking on a career in operations, including nearly 10 years at the Washington City Paper. For the last eight years, Mr. Young has worked at Capitol Hill Day School as the Operations Manager. Married to Megan with two children, Maeve (10) and Edina (8), he has been involved with public, private and charter schools in the District, including three years on the Board of Trustees at Bridges Public Charter School. Mr. Young's daughters, Maeve and Edina, grades four and two respectively, attend CMI.

Michelle Martin – parent

Michelle A. Martin is the Administrative Services Director in the Planning Office (BJA) for the U.S. Department of Justice. BJA provides leadership and services in grant administration and criminal justice policy development to support local, state, and tribal justice strategies to achieve safer communities. The Administrative Services Division manages the day-to-day technology, human resources and administrative duties of BJA. With more than 13 years of federal service, Ms. Martin has held positions managing the congressional and public affairs portfolio within BJA. She has also worked on the Presidential Public Safety Officer Medal of Valor initiative and served as policy and programs staff in both BJA and the former Drug Courts Program Office. Prior to federal service, Ms. Martin worked in partnership with the State of Tennessee on their multijurisdictional drug taskforce evaluation, and designed drug court programs in Tennessee, Mississippi, and Missouri. Before her work on the State-level, Ms. Martin worked at the American University Drug Court Clearing House and Technical Assistance Project where she oversaw the *National Drug Court Survey*, the first of its kind. Ms. Martin has a Master of Science in Justice Law and Society from American University in Washington D.C., and a Bachelor of Arts in History from Muhlenberg College in Allentown, Pennsylvania. Ms. Martin's daughter, Josephine, attends Pre-kindergarten at CMI.

Recruitment Process, Hiring Standards and Procedures

Teachers

As required by No Child Left Behind Act, CMI will ensure that all elementary and secondary core curriculum subject area teachers (grades K-8th) are "highly qualified."

For No Child Left Behind purposes, academic or core-curriculum subject areas are defined as:

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- English
- Reading or Language Arts
- Mathematics
- Science
- Foreign Languages
- Civics and Government
- Economics
- Arts (visual, theater, dance, and music)
- History and Geography
- Physical Education

According to the NCLB Act, CMI will consider a teacher “highly qualified” if the following guidelines have been adequately satisfied:

For Middle School Teachers (Grades 6th-8th):

- Bachelor’s degree; and
- Pass the Middle School Principles of Learning and Teaching, Praxis 5623 (Grades 5th-9th); and
- Pass the Middle School content area test for the subject they teach (English Language Arts: Praxis 5047, Mathematics: Praxis 5169, Science: Praxis 5440, Social Studies: Praxis 5089).

Though a master’s degree is not a requirement, many CMI teachers seek a M.A. in education and are paid at a higher salary accordingly. CMI seeks teachers with professional backgrounds, depth of experience, and personal qualities that will support the implementation of the school mission, and philosophy of education, and can meet our rigorous academic goals. While the school leadership understands that good teachers may have different backgrounds and experiences, all teachers hired by the CMI middle school will share these personal qualities:

- They are intrinsically motivated.
- They have an intuitive understanding of, and connection with students.
- They are able to engage students in learning.
- They are willing to continue professional development and attend conferences recommended by the school leadership.
- They have experience working with students with special needs and/or ELL.
- They show positive affect and pedagogical approach.
- They possess professional work ethics (e.g., arriving on time).

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All school personnel, including volunteers where required, will be required to submit to a background check prior to their employment. No employee or volunteer may begin service at CMI until the school leaders verify satisfactory results of their background checks.

b. Staffing Plan

We will employ the following recruitment strategies to recruit qualified staff:

- We will hire teachers who embrace a student-centered approach to education, as assessed by their responses to interview questions, writing sample, and a demonstration lesson. We will use the following avenues to recruit teachers:
 - Word-of-mouth through our extensive school network
 - Outreach to regional schools of education (including Elon University and George Washington University)
 - Advertising in print and online
 - Participation in My School DC Ed Fest and similar city-wide events

To serve our middle school students, we will recruit a Director of Middle School Curriculum and Instruction, as well as teachers and non-instructional staff described below in addition to our current staff:

- Middle School Director of Curriculum and Instruction
- Data Manager – see attached job description
- Operations Assistant – see attached job description
- Middle School ELA Teacher
- Middle School Math and Sciences Teacher
- Middle School Music and Art Teacher
- Inclusion Teachers
- Assistant Teachers
- Physical Education Teacher – see attached job description
- Spanish Teacher – see attached job description
- Paraprofessionals – see attached job description
- School Counselor
- Special Education Service Providers

Unique to the CMI model and inclusive mission, the school maintains a classroom size of 17 students in the Early Childhood and Elementary programs, and 17-20 students in the proposed

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middle school program. Low student-to-teacher ratio is shown to be beneficial to student success. The model also attracts teachers who understand the benefits of small learning communities and are committed to inclusion. To sustain this model, CMI has operated with a small administrative team.

To accomplish CMI's mission and goals, we will provide teachers monthly professional development days and ample opportunity for guided planning of their curriculum units during the CMI Summer Institute before the start of each academic year, and at weekly staff meetings.

Subsequently, teachers will be supported by weekly check-in time with the Director of Curriculum and Instruction and the Director of Student Services, who conduct frequent classroom observations and provide feedback. Weekly all-staff meetings and frequent supervisor feedback will assist in developing a common language, culture and ethic for the middle school program.

Retention and Recruitment

Middle school staff salaries will be benchmarked and in line with those offered in similar job positions in other D.C. public charter schools. CMI offers higher salaries to teachers with more years of experience and those with an M.A. degree or dual certification in general and special education. In general salaries are raised by 3 percent annually.

Prospective employees are often drawn to employers with a good benefits package. CMI currently provides free or subsidized health and dental benefits, disability and life insurance, flexible savings account for health costs, and a 401K Retirement Plan in which the school matches up to 3 percent of employee's contribution. We will continue to offer these benefits to all middle school employees.

Anticipated Staffing Plan: Years 1-5

The anticipated number of staff for the CMI PCS middle school program and their positions during the planning year and subsequent five years are listed in the chart below. The middle school task force has identified the following key roles that will support the school's expansion and growth academically and operationally while creating a positive learning environment for our middle school students to be ready for high school and their careers of choice.

Anticipated Staffing: Middle School Years 1-5						
Position	Planning Year 2015-16	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21

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Founder / Head of School	1	1	1	1	1	1
Director of Curriculum and Instruction, Middle School (FTE)	0	0.75	0.75	1	1	1
Director of Curriculum and Instruction, Elementary School	0.25	0.25	1	1	1	1
Director of Student Support Services	0.25	0.25	1	1	1	1
General Education Core Teachers	0	2	6	10	12	12
ELL Teacher	0	0.2	0.4	0.6	0.8	1
Spanish Language Teacher	0	0.2	0.4	0.6	0.8	1
Chinese Language Teacher	0	0.2	0.4	0.6	0.8	1
Teacher Assistants	0	1	2	2	3	3
SPED Dedicated Aides	0	1	2	2	3	3
Physical Education Teacher	0	1	1	1	1	1
Art Teacher	0	0.2	0.4	0.6	0.8	1
Contracted Occupational Therapist (FTE)	0	0.2	0.4	0.6	0.8	1
Contracted Speech Therapist (FTE)	0	0.2	0.4	0.6	0.8	1
Contracted Social Worker	0	0.2	0.4	0.6	0.8	1
Full-time School Nurse	0	1	1	1	1	1
Director of Operations	1	1	1	1	1	1
Operations Manager	0	0.25	0.5	0.5	1	1
Communications and Marketing Manager	0	0.25	0.5	0.5	1	1
Data Manager (FTE)	0	0.25	1	1	1	1
Operations Assistant	0	0.25	0.25	0.25	0.5	1
Receptionist	0	0.5	0.5	0.5	0.5	0.5

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FTE	2.5	12.15	22.3	27.95	34.6	35.5
Class size	0	17-20	17-20	17-20	17-20	17-20
# Teachers per Classroom	2-3	2-3	2-3	2-3	2-3	2-3

E. Budget and Finance

Background

Creative Minds International Public Charter School is currently in its third year of operation as an elementary program that serves students from preschool to the fifth grade, though no fifth grade class is currently being served. CMI will be adding a pre-school class in the 2015-2016 school year, consistent with our current enrollment ceiling, and is applying to serve middle school students beginning in the 2016-2017 school year. Therefore, all budgets and projections presented in this application reflect figures for the entire school (elementary and middle) and not stand-alone budgets or projections solely for the middle school. It is important to note that the budgets, throughout the periods presented (middle school planning year 2015-16 through the school year 2020-2021), encompass the current planned growth, completion of the Sherman Building renovation, the final disbursements of the OSSE loan, repayment of the OSSE loan in full including a balloon payment at maturity as well as any applicable AFRH rent credits.

Budget Assumptions

Revenues: Total revenues received for per-pupil payments and facilities are based on projected enrollment numbers for the current school and projected middle school. Federal entitlements and other government grants have been projected based on the enrollment numbers and the schools previous history and success with these programs. Private grants and donations have been projected based on what the school has received from these sources in the last two and a half years. Activity fee revenue is associated with the School's before and aftercare programs and various clubs that are offered in aftercare. The CMI aftercare and after school Creative Clubs program are popular among students and families, and we anticipate this source of revenue to continue in future years as we offer a similar program with club activities to our middle school students. Other income encompasses the fundraising revenue generated by the school's Creative Families Association (CFA) and has been projected based on past fundraising efforts. While these revenue projections have been based on historical trends since the inception of the school, the school maintains a conservative approach in projecting revenues and has continued this trend in its budgets.

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Expenses: All budgeted expenses include 3 percent annual cost of living/inflation increases. All of these items have been on-going expenses at the school since its inception, and projections have been based on historical trends.

Personnel Salaries and Benefits: Personnel costs at CMI PCS are substantially higher than most schools because the school has a high special education population compared to other D.C. charter schools and as a result, a larger staff to support the special education population. Projections for salaries and benefits reflect the historical special education population growth trends at the school and the subsequent need to increase the special education staff to manage the higher caseload. The school has also been in discussion with D.C. PCSB staff about the potential for CMI to house a special education Satellite Program in future years, therefore adding to our current percentage of this student subgroup. Our unique classroom size of 17-20 students with a minimum of two teachers and often three teachers drives our relatively-high personnel costs. We have been able to offset these higher costs by keeping our administrative team numbers low – (see staffing plan, section D.2.b). All budgeted salaries are benchmarked and are in line with those offered in similar job positions in other D.C. public charter schools. They are also based on salaries at the school for the past three years where salaries on general have been raised by 3 percent from one year to another. Other factors that affect the outcome of an employees' offered salary are years of experience and qualifications held. CMI PCS currently provides free or subsidized health and dental benefits, disability and life insurance, flexible savings account for health costs and a retirement 401K plan with a 3 percent matching to all employees. We will continue to offer these benefits to all middle school employees when their employment begins.

Direct Student Expense: Our projected student costs have also been based on our historical actual costs. Textbooks, classroom furniture, computers, library equipment and books, special education related service provision, fieldtrip costs and miscellaneous items all make up our projected direct student expenses. These costs are also in line with what other charter schools spend on direct student costs and increase with inflation at 3 percent annually.

Occupancy Expenses: Occupancy expenses in the budget include various items addressed in previous discussions above, such as principal and interest payments, renovation costs as well as rent and contracted building services. Rent payments, beginning with the 2015-2016 school year through the 2019-2020 school year have been reduced by the rent credits available to CMI for in-kind consideration as outlined in the AFRH lease agreement, covering the cost of renovations paid by the school.

Office and General Expenses: These costs have been projected based on historical trends and data. The costs make up the majority of the ongoing business operations costs for the whole school, including food service costs of daily breakfast, lunch, and snacks.

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Capital Budget: The school plans to incur additional capital costs if the middle school is approved. Capital expenditures have been budgeted in four main areas: computers and materials, classroom furnishings and supplies, office furnishings and supplies, and renovations and improvements. Funds have also been set aside in the capital budget for student growth and replacement of worn/damaged/lost assets that have outgrown their useful life. All classroom and office furniture costs are included in the capital budget, and are subject to wear and tear. Classrooms will be set up with the required amount of tables, chairs, lockers, etc., to suit the school's student enrollment number. Projections have been based on actual costs spent on similar furniture in the past two and a half years. Renovations and improvements will constitute small-scale renovations such as bathroom upgrades if required, and painting of classrooms for general upkeep of the property under the terms of the lease.

Financial Worksheets

As indicated previously, the school expects to spend approximately \$2.6 million in renovations and improvements to the Sherman Building. Approximately \$2.0 million of those costs will be funded via a \$2.0 million loan from OSSE and the remainder funded through the school's current and projected cash reserves. The AFRH capital project will begin in March of the 2014-2015 school year and is expected to be completed by July of the 2015-2016 school year, thus overlapping the current school year as well as the following (2015-16). The final disbursement of the OSSE loan is expected to occur in July of the 2015-2016 school year, with the first accelerated principal repayment of \$250,000 paid in June, 2016. The final repayment of the OSSE loan in the amount of \$610,000 is expected to occur in March of the 2019-2020 school year and funded through cash reserves of approximately \$1.1M that the school expects to receive through the 2018-2019 school years.

The following tables showing the excel budget worksheets required are included in Appendix A in the following order of presentation:

- (1) Pre-Opening Budget Worksheet (Planning Year 2015-2016) [see appendix A]**
- (2) Two-Year Operating Budget Worksheet (2016-2017 and 2017-2018) [see appendix A]**
- (3) Five-Year Estimated Budget Worksheet [see appendix A]**
- (4) Five-Year Capital Budget Worksheet [see appendix A]**
- (5) Monthly Cash Flow Worksheet (Year One 2016-2017) [see appendix A]**

As noted above, the cash deficit shown in Worksheet 1, Pre-Opening Budget (planning year 2015-2016) is a result of non-operating budget expenditures of approximately \$1,097,000, comprised of

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\$817,000 in capital expenditures and \$290,000 in OSSE loan principal repayments. The school expects to fund the gap with existing and future cash reserves. Similarly, the cash deficit shown in Worksheet 3, Five Year Estimated Budget for the 2019-2020 school year will be covered by the cash reserves of approximately \$1.1 million built up by the school during its preceding three years of operations.

1. Pre-Opening (Planning Year) Budget

Pre-Opening Budget Worksheet (Planning Year 2015-2016)

DESCRIPTION		BUDGETED AMOUNTS		
		Column A	Column B	Column C
		2015-16 501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source
REVENUES				Expenditures as a Percent of Total Public Funding
1	Per Pupil Charter Payments	\$ 3,980,024		\$ 3,980,024
2	Per Pupil Facilities Allowance	\$ 731,136		\$ 731,136
3	Federal Entitlements	\$ 67,637		\$ 67,637
4	Other Government Funding/Grants	\$ 69,977		\$ 69,977
5	Total Public Funding	\$ 4,848,774		\$ 4,848,774
6	Private Grants and Donations	\$ 50,000		\$ 50,000
7	Activity Fees	\$ 304,549		\$ 304,549
8	Loans	\$ 428,629		\$ 428,629
9	Other Income (please describe in footnote)	\$ 27,218		\$ 27,218
10	Total Non-Public Funding	\$ 810,396		\$ 810,396
11	EMO Management Fee (= line 73, col. G)			
12				
13				
14	TOTAL REVENUES	\$ 5,659,169		
		2015-16 501(c)3 School Applicant	Education Management Organization	Combined Total
EXPENSES				Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits				
15	Principal/Leadership Salaries	\$ 286,973		\$ 286,973 6%
16	Teachers Salaries	\$ 1,168,528		\$ 1,168,528 24%
17	Teacher Aides/Assistance Salaries	\$ 356,462		\$ 356,462 7%
18	Other Education Professionals Salaries	\$ 668,367		\$ 668,367 14%
19	Business/Operations Salaries	\$ 341,610		\$ 341,610 7%
20	Clerical Salaries	\$ -		\$ - 0%
21	Custodial Salaries	\$ -		\$ - 0%
22	Other Staff Salaries	\$ 151,178		\$ 151,178 3%
23	Employee Benefits	\$ 463,089		\$ 463,089 10%
24	Contracted Staff	\$ 35,628		\$ 35,628 1%
25	Staff Development Costs	\$ 54,106		\$ 54,106 1%
26				
27	Subtotal: Personnel Costs	\$ 3,525,941		\$ 3,525,941 73%
28				
29	Direct Student Costs			
30	Textbooks	\$ 25,249		\$ 25,249 1%
31	Student Supplies and Materials	\$ 82,278		\$ 82,278 2%
32	Library and Media Center Materials	\$ 12,625		\$ 12,625 0%
33	Computers and Materials	\$ 25,143		\$ 25,143 1%
34	Other Instructional Equipment	\$ -		\$ - 0%
35	Classroom Furnishings and Supplies	\$ 31,827		\$ 31,827 1%
36	Student Assessment Materials	\$ 18,937		\$ 18,937 0%
37	Contracted Student Services	\$ 167,659		\$ 167,659 3%
38	Miscellaneous Student Costs	\$ 61,076		\$ 61,076 1%
39				
40	Subtotal: Direct Student Costs	\$ 424,794		\$ 424,794 9%
41				
42	Occupancy Expenses			
43	Rent	\$ 108,494		\$ 108,494 2%
44	Mortgage Principal Payments	\$ 290,000		\$ 290,000 6%
45	Mortgage Interest Payments	\$ 86,513		\$ 86,513 2%
46	Building Maintenance and Repairs	\$ 19,807		\$ 19,807 0%
47	Renovation/Leasehold Improvements	\$ 817,400		\$ 817,400 17%
48	Utilities	\$ -		\$ - 0%
49	Janitorial Supplies	\$ -		\$ - 0%
50	Equipment Rental and Maintenance	\$ -		\$ - 0%
51	Contracted Building Services	\$ 66,023		\$ 66,023 1%
52				
53	Subtotal: Occupancy Expenses	\$ 1,388,236		\$ 1,388,236 29%
54				

Pre-Opening Budget Worksheet (Planning Year 2015-2016)

55	Office Expenses				
56	Office Supplies and Materials	\$	31,562	\$	31,562 1%
57	Office Furnishings and Equipment	\$	21,218	\$	21,218 0%
58	Office Equipment Rental and Maintenance	\$	46,892	\$	46,892 1%
59	Telephone/Telecommunications	\$	14,768	\$	14,768 0%
60	Legal, Accounting and Payroll Services	\$	120,343	\$	120,343 2%
61	Printing and Copying	\$	6,312	\$	6,312 0%
62	Postage and Shipping	\$	3,787	\$	3,787 0%
63	Other	\$	25,249	\$	25,249 1%
64					
65	Subtotal: Office Expenses	\$	270,131	\$	270,131 6%
66					
67	General Expenses				
68	Insurance	\$	39,201	\$	39,201 1%
69	Interest Expense	\$	-	\$	- 0%
70	Transportation	\$	2,652	\$	2,652 0%
71	Food Service	\$	225,577	\$	225,577 5%
72	Administration Fee (to PCSB)	\$	50,909	\$	50,909 1%
73	EMO Management Fee	\$	-	\$	- 0%
74	Other General Expense	\$	31,522	\$	31,522 1%
75					
76	Subtotal: General Expenses	\$	349,862	\$	349,862 7%
77					
78	TOTAL EXPENSES	\$	5,958,964		123%
79					
80	EXCESS (OR DEFICIENCY)	\$	(299,795)		
81	Excess (or deficit) retained by school	\$	(299,795)		
82	Excess (or deficit) retained by EMO			\$0	

ASSUMPTIONS

Student Enrollment	289
Facility Size (square footage)	32,050
Average Teacher Salary	\$46,750
Student/Teacher Ratio	17:2(3)
Other Major Assumptions	

Notes:

1. Other Income includes fundraising revenue generated by the School's Creative Families Association
2. Activity Fees include revenue generated by the School's Before & Aftercare programs and clubs
3. The school expects to complete its AFRH capital project in July of this school year & fund a portion of the project with the OSSE loan proceeds. See lines & 47 for amounts.
4. The School will begin re-paying quarterly & accelerated principal amounts on the OSSE loan. During this school year, the minimum principal is estimated at \$40,000 and accelerated principal of \$250,000
5. The Schools plans to fund deficits with excess cash reserves.

2. Two-Year Operating Budget Worksheet

Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		2016-17 501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	\$ 4,922,492		\$ 4,922,492	
2	Per Pupil Facilities Allowance	\$ 887,808		\$ 887,808	
3	Federal Entitlements	\$ 84,132		\$ 84,132	
4	Other Government Funding/Grants	\$ 85,905		\$ 85,905	
5	Total Public Funding	5,980,337		\$ 5,980,337	
6	Private Grants and Donations	\$ 50,000		\$ 50,000	
7	Activity Fees	\$ 371,412		\$ 371,412	
8	Loans	\$ -		\$ -	
9	Other Income (please describe in footnote)	\$ 28,035		\$ 28,035	
10	Total Non-Public Funding	\$ 449,447		\$ 449,447	
11	EMO Management Fee (= line 73, col. G)				
12					
13					
14	TOTAL REVENUES	\$ 6,429,784		\$ 6,429,784	
EXPENSES					
		2016-17 501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits					
15	Principal/Leadership Salaries	\$ 377,537		\$ 377,537	6%
16	Teachers Salaries	\$ 1,445,851		\$ 1,445,851	24%
17	Teacher Aides/Assistance Salaries	\$ 458,945		\$ 458,945	8%
18	Other Education Professionals Salaries	\$ 841,400		\$ 841,400	14%
19	Business/Operations Salaries	\$ 384,640		\$ 384,640	6%
20	Clerical Salaries	\$ -		\$ -	0%
21	Custodial Salaries	\$ -		\$ -	0%
22	Other Staff Salaries	\$ 200,789		\$ 200,789	3%
23	Employee Benefits	\$ 568,278		\$ 568,278	10%
24	Contracted Staff	\$ 40,470		\$ 40,470	1%
25	Staff Development Costs	\$ 56,822		\$ 56,822	1%
26					
27	Subtotal: Personnel Costs	\$ 4,374,732		\$ 4,374,732	73%
28					
29	Direct Student Costs				
30	Textbooks	\$ 31,580		\$ 31,580	1%
31	Student Supplies and Materials	\$ 102,906		\$ 102,906	2%
32	Library and Media Center Materials	\$ 15,790		\$ 15,790	0%
33	Computers and Materials	\$ 19,778		\$ 19,778	0%
34	Other Instructional Equipment	\$ -		\$ -	0%
35	Classroom Furnishings and Supplies	\$ 32,782		\$ 32,782	1%
36	Student Assessment Materials	\$ 23,685		\$ 23,685	0%
37	Contracted Student Services	\$ 198,889		\$ 198,889	3%
38	Miscellaneous Student Costs	\$ 76,283		\$ 76,283	1%
39					
40	Subtotal: Direct Student Costs	\$ 501,693		\$ 501,693	8%
41					
42	Occupancy Expenses				
43	Rent	\$ 111,478		\$ 111,478	2%
44	Mortgage Principal Payments	\$ 330,000		\$ 330,000	6%
45	Mortgage Interest Payments	\$ 71,888		\$ 71,888	1%
46	Building Maintenance and Repairs	\$ 20,401		\$ 20,401	0%
47	Renovation/Leasehold Improvements	\$ 10,000		\$ 10,000	0%
48	Utilities	\$ -		\$ -	0%
49	Janitorial Supplies	\$ -		\$ -	0%
50	Equipment Rental and Maintenance			\$ -	0%
51	Contracted Building Services	\$ 68,004		\$ 68,004	1%
52					
53	Subtotal: Occupancy Expenses	\$ 611,770		\$ 611,770	10%
54					

Two-Year Operating Budget Worksheet: Year ONE

55	Office Expenses				
56	Office Supplies and Materials	\$	39,475	\$	39,475 1%
57	Office Furnishings and Equipment	\$	24,586	\$	24,586 0%
58	Office Equipment Rental and Maintenance	\$	48,299	\$	48,299 1%
59	Telephone/Telecommunications	\$	15,211	\$	15,211 0%
60	Legal, Accounting and Payroll Services	\$	136,224	\$	136,224 2%
61	Printing and Copying	\$	7,895	\$	7,895 0%
62	Postage and Shipping	\$	4,737	\$	4,737 0%
63	Other	\$	31,580	\$	31,580 1%
64					
65	Subtotal: Office Expenses	\$	308,006	\$	308,006 5%
66					
67	General Expenses				
68	Insurance	\$	49,106	\$	49,106 1%
69	Interest Expense	\$	-	\$	- 0%
70	Transportation	\$	2,732	\$	2,732 0%
71	Food Service	\$	282,132	\$	282,132 5%
72	Administration Fee (to PCSB)	\$	62,710	\$	62,710 1%
73	EMO Management Fee	\$	-	\$	- 0%
74	Other General Expense	\$	37,754	\$	37,754 1%
75					
76	Subtotal: General Expenses	\$	434,434	\$	434,434 7%
77					
78	TOTAL EXPENSES	\$	6,230,635	\$	6,230,635 104%
79					
80	EXCESS (OR DEFICIENCY)	\$	199,149		
81	Excess (or deficit) retained by school	\$	199,149		
82	Excess (or deficit) retained by EMO			\$	-

ASSUMPTIONS

Student Enrollment	289
Facility Size (square footage)	32,050
Average Teacher Salary	\$48,195
Student/Teacher Ratio	17:2(3)
Other Major Assumptions	

NOTES:

1. Other Income includes fundraising revenue generated by the School's Creative Families Association
2. Activity Fees include revenue generated by the School's Before & Aftercare programs and clubs
3. The School will be making quarterly & accelerated principal repayments on the OSSE loan. During the 2016-2017 school year, quarterly repayments are projected to total \$80,000 and accelerated repayments are forecasted at \$250,000

Two-Year Operating Budget Worksheet: Year TWO

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		2017-18 501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	\$ 5,982,755		\$ 5,982,755	
2	Per Pupil Facilities Allowance	\$ 1,044,480		\$ 1,044,480	
3	Federal Entitlements	\$ 102,346		\$ 102,346	
4	Other Government Funding/Grants	\$ 102,726		\$ 102,726	
5	Total Public Funding	\$ 7,232,308		\$ 7,232,308	
6	Private Grants and Donations	\$ 50,000		\$ 50,000	
7	Activity Fees	\$ 439,370		\$ 439,370	
8	Loans	\$ -		\$ -	
9	Other Income (please describe in footnote)	\$ 28,876		\$ 28,876	
10	Total Non-Public Funding	\$ 518,246		\$ 518,246	
11	EMO Management Fee (= line 73, col. G)				
12					
13					
14	TOTAL REVENUES	\$ 7,750,554			
EXPENSES					
		2017-18 501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
Personnel Salaries and Benefits					
15	Principal/Leadership Salaries	\$ 388,863		\$ 388,863	5%
16	Teachers Salaries	\$ 1,829,018		\$ 1,829,018	25%
17	Teacher Aides/Assistance Salaries	\$ 567,256		\$ 567,256	8%
18	Other Education Professionals Salaries	\$ 973,565		\$ 973,565	13%
19	Business/Operations Salaries	\$ 396,179		\$ 396,179	5%
20	Clerical Salaries	\$ -		\$ -	0%
21	Custodial Salaries	\$ -		\$ -	0%
22	Other Staff Salaries	\$ 225,102		\$ 225,102	3%
23	Employee Benefits	\$ 666,684		\$ 666,684	9%
24	Contracted Staff	\$ 44,284		\$ 44,284	1%
25	Staff Development Costs	\$ 59,652		\$ 59,652	1%
26					
27	Subtotal: Personnel Costs	\$ 5,150,604		\$ 5,150,604	71%
28					
29	Direct Student Costs				
30	Textbooks	\$ 38,267		\$ 38,267	1%
31	Student Supplies and Materials	\$ 124,698		\$ 124,698	2%
32	Library and Media Center Materials	\$ 19,134		\$ 19,134	0%
33	Computers and Materials	\$ 19,584		\$ 19,584	0%
34	Other Instructional Equipment	\$ -		\$ -	0%
35	Classroom Furnishings and Supplies	\$ 33,765		\$ 33,765	0%
36	Student Assessment Materials	\$ 28,700		\$ 28,700	0%
37	Contracted Student Services	\$ 238,132		\$ 238,132	3%
38	Miscellaneous Student Costs	\$ 92,348		\$ 92,348	1%
39					
40	Subtotal: Direct Student Costs	\$ 594,629		\$ 594,629	8%
41					
42	Occupancy Expenses				
43	Rent	\$ 168,890		\$ 168,890	2%
44	Mortgage Principal Payments	\$ 380,000		\$ 380,000	5%
45	Mortgage Interest Payments	\$ 56,475		\$ 56,475	1%
46	Building Maintenance and Repairs	\$ 23,906		\$ 23,906	0%
47	Renovation/Leasehold Improvements	\$ 10,000		\$ 10,000	0%
48	Utilities	\$ -		\$ -	0%
49	Janitorial Supplies	\$ -		\$ -	0%
50	Equipment Rental and Maintenance	\$ -		\$ -	0%
51	Contracted Building Services	\$ 79,687		\$ 79,687	1%
52					
53	Subtotal: Occupancy Expenses	\$ 718,958		\$ 718,958	10%
54					

Two-Year Operating Budget Worksheet: Year TWO

55	Office Expenses				
56	Office Supplies and Materials	\$	47,834	\$	47,834
57	Office Furnishings and Equipment	\$	28,138	\$	28,138
58	Office Equipment Rental and Maintenance	\$	61,115	\$	61,115
59	Telephone/Telecommunications	\$	15,667	\$	15,667
60	Legal, Accounting and Payroll Services	\$	145,390	\$	145,390
61	Printing and Copying	\$	9,567	\$	9,567
62	Postage and Shipping	\$	5,740	\$	5,740
63	Other	\$	38,267	\$	38,267
64					
65	Subtotal: Office Expenses	\$	351,719	\$	351,719
66					
67	General Expenses				
68	Insurance	\$	59,334	\$	59,334
69	Interest Expense	\$	-	\$	-
70	Transportation	\$	2,814	\$	2,814
71	Food Service	\$	341,878	\$	341,878
72	Administration Fee (to PCSB)	\$	75,726	\$	75,726
73	EMO Management Fee	\$	-	\$	-
74	Other General Expense	\$	44,711	\$	44,711
75					
76	Subtotal: General Expenses	\$	524,463	\$	524,463
77					
78	TOTAL EXPENSES	\$	7,340,373		101%
79					
80	EXCESS (OR DEFICIENCY)	\$	410,181		
81	Excess (or deficit) retained by school	\$	410,181		
82	Excess (or deficit) retained by EMO			\$	-

ASSUMPTIONS

Student Enrollment	340
Facility Size (square footage)	36,463
Average Teacher Salary	49,641
Student/Teacher Ratio	17:2(3)
Other Major Assumptions	

NOTES:

1. Other Income includes fundraising revenue generated by the School's Creative Families Association
2. Activity Fees include revenue generated by the School's Before & Aftercare programs and clubs
3. The School will be making quarterly & accelerated principal repayments on the OSSE loan. During the 2017-2018 school year, quarterly repayments are projected to total \$80,000 and accelerated repayments are forecasted at \$300,000

3. Five-Year Estimated Budget Projections

Five-Year Estimated Budget Worksheet

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES	2016-17	2017-18	2018-19	2019-2020	2020-21
Per Pupil Charter Payments	\$5,810,300	\$7,027,235	\$8,169,914	\$9,077,661	\$10,005,685
Federal Entitlements	\$84,132	\$102,346	\$120,088	\$134,777	\$149,725
Income from Grants and Donations	\$135,905	\$152,726	\$170,480	\$184,168	\$198,570
Activity Fees	\$371,412	\$439,370	\$508,456	\$555,440	\$603,364
Other Income	\$28,035	\$28,876	\$29,742	\$30,635	\$31,554
TOTAL REVENUES	\$6,429,784	\$7,750,554	\$8,998,679	\$9,982,681	\$10,988,898
EXPENSES					
Personnel Salaries and Benefits	\$4,374,732	\$5,150,604	\$6,065,171	\$6,631,072	\$7,059,899
Direct Student Costs	\$501,693	\$594,629	\$686,754	\$748,199	\$831,348
Occupancy	\$611,770	\$718,958	\$739,642	\$1,720,735	\$1,444,936
Office Expenses	\$308,006	\$351,719	\$383,490	\$409,950	\$437,977
General Expenses	\$434,434	\$524,463	\$618,473	\$690,726	\$766,115
TOTAL EXPENSES	\$6,230,635	\$7,340,373	\$8,493,531	\$10,200,683	\$10,540,274
ANNUAL NET ASSETS (CASH)	\$199,149	\$410,181	\$505,149	(\$218,001)	\$448,624

Notes:

1. The School expects to fund the deficit shown in the 2019-2020 school year through cash reserves built-up during the previous school years. Such reserves are expected to total ~\$1.1 million

4. Five-Year Capital Budget

Capital Budget

DESCRIPTION	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Computers and Materials	\$19,778	\$19,584	\$18,548	\$13,851	\$14,267
Classroom Furnishings and Supplies	\$32,782	\$33,765	\$34,778	\$23,881	\$24,597
Office Furnishings and Equipment	\$24,586	\$28,138	\$33,329	\$35,822	\$38,434
Renovation/Leasehold Improvements	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL CAPITAL BUDGET	\$87,147	\$91,487	\$96,656	\$83,554	\$87,298

5. Monthly Cash Flow Worksheet (Year One)

Creative Minds International PCS Monthly Cash Flow Projection

DESCRIPTION	Pre-Opening (June 2016)	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
1. Cash on Hand (start of month)	\$753,971	\$113,879	\$1,536,258	\$1,030,776	\$525,214	\$1,942,109	\$1,506,915	\$1,001,578	\$1,802,270	\$1,372,340	\$903,846	\$1,458,414	\$1,028,483	
2. Cash receipts														
Per Pupil Charter Payments	\$0	\$1,743,090	\$0	\$0	\$1,852,089	\$0	\$0	\$1,230,623	\$0	\$0	\$984,498	\$0	\$0	\$5,810,300
Federal Entitlements	\$6,764	\$0	\$0	\$8,413	\$8,413	\$8,413	\$8,413	\$8,413	\$8,413	\$8,413	\$8,413	\$8,413	\$8,413	\$84,132
Grants and Donations	\$11,998	\$0	\$0	\$13,591	\$13,591	\$13,591	\$13,591	\$13,591	\$13,591	\$13,591	\$13,591	\$13,591	\$13,591	\$135,905
Activities Fees	\$30,455	\$0	\$0	\$37,141	\$37,141	\$37,141	\$37,141	\$37,141	\$37,141	\$37,141	\$37,141	\$37,141	\$37,141	\$371,412
Other Income	\$2,722	\$0	\$0	\$2,804	\$2,804	\$2,804	\$2,804	\$2,804	\$2,804	\$2,804	\$2,804	\$2,804	\$2,804	\$28,035
3. Total Receipts	\$51,938	\$1,743,090	\$0	\$61,948	\$1,914,037	\$61,948	\$61,948	\$1,292,571	\$61,948	\$61,948	\$1,046,447	\$61,948	\$61,948	\$6,429,784
4. Total Cash Available	\$805,910	\$1,856,968	\$1,536,258	\$1,092,724	\$2,439,251	\$2,004,057	\$1,568,863	\$2,294,150	\$1,864,219	\$1,434,288	\$1,950,293	\$1,520,362	\$1,090,432	\$6,429,784
5. Expenses														
Personnel Salaries and Benefits														
Principal/Leadership Salaries	\$26,191	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$377,537
Teachers Salaries	\$100,991	\$36,552	\$161,348	\$124,795	\$124,795	\$124,795	\$124,795	\$124,795	\$124,795	\$124,795	\$124,795	\$124,795	\$124,795	\$1,445,851
Teacher Aides/Assistance Salaries	\$32,406	\$0	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722	\$458,945
Other Education Professionals Salaries	\$55,697	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$841,400
Business/Operations Salaries	\$26,191	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$384,640
Clerical Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Custodial Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Staff Salaries	\$13,743	\$0	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254	\$200,789
Employee Benefits	\$38,591	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$568,278
Contracted Staff	\$2,969	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$40,470
Staff Development Costs	\$4,509	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$56,822
Direct Student Costs														\$0
Textbooks	\$0	\$5,263	\$5,263	\$5,263	\$5,263	\$5,263	\$5,263	\$0	\$0	\$0	\$0	\$0	\$0	\$31,580
Student Supplies and Materials	\$6,856	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$102,906
Library and Media Center Materials	\$1,052	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$15,790
Computers and Materials	\$2,095	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$19,778
Other Instructional Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Classroom Furnishings and Supplies	\$2,652	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$32,782
Student Assessment Materials	\$1,578	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$23,685
Contracted Instructional/Student Services	\$13,972	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$198,889
Miscellaneous Student Costs	\$5,090	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$76,283
DESCRIPTION	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June	Total
Office Expenses														
Office Supplies and Materials	\$2,630	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$39,475
Office Furnishings and Equipment	\$1,768	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$24,586
Office Equipment Rental and Maintenance	\$3,908	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$48,299
Telephone/Telecommunications	\$1,231	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$15,211
Legal, Accounting and Payroll Services	\$10,029	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$136,224
Printing and Copying	\$526	\$658	\$658	\$658	\$658	\$658	\$658	\$658	\$658	\$658	\$658	\$658	\$658	\$7,895
Postage and Shipping	\$316	\$395	\$395	\$395	\$395	\$395	\$395	\$395	\$395	\$395	\$395	\$395	\$395	\$4,737
Other	\$2,104	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$31,580
Occupancy Expenses														\$0
Rent	\$9,041	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$111,478
Mortgage Principal Payments	\$270,000	\$0	\$0	\$20,000	\$0	\$0	\$20,000	\$0	\$0	\$20,000	\$0	\$0	\$270,000	\$330,000
Mortgage Interest Payments	\$19,238	\$0	\$0	\$19,013	\$0	\$0	\$18,788	\$0	\$0	\$18,563	\$0	\$0	\$15,525	\$71,888
Maintenance and Repairs	\$1,651	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$20,401
Renovation and Leasehold Improvements	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10,000
Utilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Janitorial Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment Rental and Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Building Services	\$5,502	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$68,004
General Expenses														\$0
Insurance	\$3,267	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$49,106
Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transportation	\$221	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$2,732
Food Service	\$22,558	\$0	\$0	\$28,213	\$28,213	\$28,213	\$28,213	\$28,213	\$28,213	\$28,213	\$28,213	\$28,213	\$28,213	\$282,132
Administration Fee	\$0	\$0	\$0	\$31,355	\$0	\$0	\$31,355	\$0	\$0	\$0	\$0	\$0	\$0	\$62,710
Other General Expense	\$2,627	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$37,754
6. Total Expenses	\$692,031	\$320,711	\$505,482	\$567,510	\$497,142	\$497,142	\$567,285	\$491,879	\$491,879	\$530,442	\$491,879	\$491,879	\$777,404	\$6,230,635
7. Fund Balance (end of month)	\$113,879	\$1,536,258	\$1,030,776	\$525,214	\$1,942,109	\$1,506,915	\$1,001,578	\$1,802,270	\$1,372,340	\$903,846	\$1,458,414	\$1,028,483	\$313,028	\$14,421,231

G. Additional Required Documents

7. Discipline Policy

Creative Minds International PCS

STUDENT CODE OF CONDUCT / BULLYING PREVENTION POLICY

We believe all children need opportunities to practice appropriate behaviors in order to become independent and responsible community members. In order to support our students to engage in positive social behaviors and communication we are implementing the following components of our social curriculum include:

- Selected Classroom and School-wide practices from the Responsive Classroom model;
- Emphasis on social and emotional development goals through Dr. Greenspan's approach;
- IPC/IMYC personal and international goals embedded in our curriculum.

Creative Minds International Public Charter School adopted these school-wide, classroom, and individualized goals to prevent negative behaviors. We plan to ensure expectations are clear for all students in all settings. During the first two weeks of school we will engage the entire school community in the rules creation process to promote student ownership.

We believe that parents play an important role in supporting positive behaviors at school. We encourage your support and involvement in dealing with difficult behaviors as they arise. Our staff will document students' social, emotional and behavioral challenges and communicate with parents frequently.

If rules are continuously broken in ways that interfere with our students' safety, security, or ability to learn, and we are unable to address a student's negative behavior through positive interventions, disciplinary action will be taken.

The Creative Minds International Public Charter School code of conduct (shown in the Discipline Chart table below) shows a tiered intervention plan that will be implemented.

INCENTIVES FOR MEETING BEHAVIOR EXPECTATIONS

Creative Minds International Public Charter School

Students who excel at meeting CMI's behavior expectations can receive positive recognition in several different forms including but not limited to:

- Positive notes or phone calls home
- A special responsibility or "job" in the classroom
- Recognition at a school Community Meeting
- Other classroom-specific incentives

Discipline Chart

Creative Minds International Public Charter School Discipline Chart

Tier 1

Tier 1 behaviors are those behaviors that are insubordinate or cause minor disruptions to the academic environment but do not involve damage to school property or harm to self or others. Tier 1 behaviors result in classroom-level disciplinary responses that may be elevated to administrative response if they are not successfully abated by the teacher.

Behavior

- 1.1 Refusal to present school-issued identification upon request
- 1.2 Attending class without required class materials or assigned work
- 1.3 Off-task behaviors that demonstrate disengagement from classroom learning
- 1.4 Behaviors that disrupt or interfere with classroom teaching and learning
- 1.5 Unexcused lateness for school or class
- 1.6 Inappropriate displays of affection
- 1.7 Excessive noise in the classroom, hall, or building

Disciplinary Response(s)

- Verbal redirection or reprimand
- Teacher/student conference
- Parental contact in writing or by phone
- Teacher/Parent conference
- Temporary Removal of Student from Classroom
- In-School Disciplinary Action
- Other school-based consequences as approved by the Director of Education.

Creative Minds International Public Charter School

<p>1.8 Running in the classroom, hall, or building</p> <p>1.9 Communication with staff and peers that is not polite, courteous, or respectful</p> <p>1.10 Directing profanity or obscene/offensive gestures toward peers</p> <p>1.11 Refusal to comply with reasonable staff instructions, or classroom or school rules</p> <p>1.12 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is insubordinate or causes minor disruption to the academic environment but does not involve damage to school property or harm to self or others</p>	<p>Interventions:</p> <ul style="list-style-type: none"> • Behavior contract • Seat change • Teacher proximity • 1:1 meeting with teacher • Floortime session
<p>Tier 2</p> <p>Tier 2 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the academic environment, involve damage to school property, or may cause minor harm to self or others. Tier 2 behaviors result in school-based and administrative disciplinary responses.</p>	
Behavior	Disciplinary Response(s)
<p>2.1. Using computer/office equipment without permission</p> <p>2.2. Intentional misuse of school equipment/supplies/facilities</p> <p>2.3 Unauthorized use of portable electronic devices during school hours (e.g. mp3 players, cell phones)</p> <p>2.4 Noncompliance with an approved dress code</p> <p>2.5 Leaving classroom without permission</p> <p>2.6 Unexcused absence from class</p> <p>2.7 Unauthorized presence in hallway during class time</p> <p>2.8 Unexcused absence from school</p> <p>2.9 Inappropriate or disruptive physical contact between</p>	<ul style="list-style-type: none"> • Verbal redirection/reprimand • Teacher/student conference or Administrator/student conference • Parental contact in writing or by phone • Administrator/parent conference • Temporary Removal of Student from Classroom* • In-School Disciplinary Action* <p>• Other school-based consequences as approved by the Director of Education.</p>

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<p>students</p> <p>2.10 Directing profanity or obscene/offensive gestures toward staff</p> <p>2.11 Throwing objects that may cause injury or damage property</p> <p>2.12 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the academic environment, involves damage to school property, or may cause minor harm to self or others</p> <p>2.13 Documented pattern of persistent Tier 1 behavior</p>	<p>Interventions:</p> <ul style="list-style-type: none"> • Behavior contract • Individual behavior chart with individual incentives • Behavior Intervention Plan • Consider referral for counseling • Floortime session(s) • Environmental supports (stress ball, manipulative) • Reinforce replacement behavior • Modified schedule • Teaching new strategies (breathing, “stop and think”)
<p>Tier 3</p> <p>Tier 3 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause significant disruption to the academic environment or cause harm to self or others. In addition to lesser consequences, Tier 3 behaviors may result in either on-site or off-site Suspension.</p>	
Behavior	Disciplinary Response(s)

Creative Minds International Public Charter School

<p>3.1 Inappropriate use of CREATIVE MINDS PCS computer or network (restricted websites, offensive emails)</p> <p>3.2 Sale or distribution of any item without authorization</p> <p>3.3 Possession or distribution of obscene or pornographic material on school premises</p> <p>3.4 Possession or use of tobacco</p> <p>3.5 Use of alcohol</p> <p>3.6 Use of marijuana, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, or drug paraphernalia</p> <p>3.7 Unauthorized possession, use, or distribution of over-the-counter medication</p> <p>3.8 Verbal, written, or physical threat to person or property (including intimidating postures)</p> <p>3.9 Obscene, seriously offensive, or abusive language or gestures</p> <p>3.10 Causing disruption on school properties or at any Creative Minds PCS-sponsored or supervised activity</p> <p>3.11 Gambling</p> <p>3.12 Communicating slurs based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business, including derogatory sexual language</p> <p>3.13 Engaging in sexual acts on school premises or at school-related functions</p> <p>3.14 Leaving school without permission</p> <p>3.15 Academic dishonesty</p> <p>3.16 Forgery</p> <p>3.17 Lying to or giving misleading information to school staff</p> <p>3.18 Posting or distributing material or literature that is disrespectful, demeaning, humiliating, or damaging to students and/or staff. This includes posting material on internet or sending material electronically (via email or cell phone)</p> <p>3.19 Engaging in behavior that demonstrates gang/neighborhood crew affiliation (displaying clothing or gestures associated with gangs)</p> <p>3.20 Hazing</p> <p>3.21 Bullying, or using humiliating, or intimidating language or behavior including Internet bullying</p> <p>3.22 Possession of tools or instruments which school administrators deem could be used as weapons</p> <p>3.23 Engaging in reckless behavior that may cause harm to self or others</p> <p>3.24 Extortion</p>	<ul style="list-style-type: none">• Verbal redirection/reprimand• Teacher/student conference or Administrator/student conference• Parental contact (written or by phone)• Parent conference• Temporary Removal of Student from Classroom (defined below)• Behavior contract• In-School Disciplinary Action (defined below)• Grade reduction for academic dishonesty• On-site Short-Term Suspension (defined below) with provision of appropriate intervention services• Off-site Short-Term Suspension (defined below), except in response to unexcused tardiness or absence• Off-site Medium-Term Suspension (defined below), except in response to unexcused tardiness or absence
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<p>3.25 Fighting where there is no injury and no weapon</p> <p>3.26 Trespassing</p> <p>3.27 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes significant disruption to the academic environment or causes harm to self or others</p> <p>3.28 Documented pattern of persistent Tier 2 behavior</p>	<p>Interventions:</p> <ul style="list-style-type: none"> • Behavior contract • Floortime session(s) • Teaching new strategies (breathing, “stop and think) • Reinforce replacement behavior • Modified schedule
<p>Tier 4 Tier 4 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that cause disruption to the school operation, destroy school property, or cause significant harm to self or others. Tier 4 behaviors result in off-site Suspension.</p>	
Behavior	Disciplinary Response(s)

Creative Minds International Public Charter School

- 4.1 Acts of vandalism, destruction of property, or graffiti (tagging)
- 4.2 Documented theft of school or personal property without force
- 4.3 Interfering with school authorities or participating a major disruption of the school's operation
- 4.4 Tampering with, changing, or altering an official record or document of a school
- 4.5 Persistent harassment based on actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, or place of residence or business
- 4.6 Lewd or indecent public behavior or sexual misconduct
- 4.7 Sexual harassment
- 4.8 Retaliation for reporting harassment and sexual harassment
- 4.9 Fighting which creates substantial risk of or results in minor injury
- 4.10 Inciting others to violence or disruption
- 4.11 Activating false alarm
- 4.12 Contaminating food
- 4.13 Possession of a weapon (definition below) or replica or imitation of a weapon (including water guns), other than weapons subject to the requirements of the Gun-Free Schools Act
- 4.14 Using an article that is not normally considered a weapon to intimidate or threaten another individual
- 4.15 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that causes disruption to the school operation, destroys school property, or causes significant harm to self or others
- 4.16 Documented pattern of persistent Tier 3 behavior

- On-site Short-Term Suspension with provision of appropriate intervention services
- Off-site Short-Term Suspension, except in response to unexcused tardiness or absence
- Off-site Medium-Term Suspension, except in response to unexcused tardiness or absence
- Off-site Long-Term Suspension, except in response to unexcused tardiness or absence

Tier 5

Tier 5 behaviors are those behaviors not specifically enumerated in any other tier in this chapter that are illegal, cause significant disruption to the school operation, or cause substantial harm to self or others. Tier 5 behaviors result in off-site Suspension or Expulsion.

Creative Minds International Public Charter School

5.1 Acts of exceptional misconduct at other schools
 5.2 Vandalism/destruction of property over \$500
 5.3 Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia
 5.4 Possession or distribution of alcohol
 5.5 Possession of drug paraphernalia or controlled substance, irrespective of the amount or type, pursuant to the criminal statutes of the District of Columbia, codified at D.C. Official Code § 48-1101 et seq. (2001)
 5.6 Causing serious disruption or damage to school's computer systems, electronic files, or network
 5.7 Possession of fireworks or explosives
 5.8 Theft or attempted theft using force, coercion, intimidation or Threat of violence
 5.9 Assault/physical attack on student or staff
 5.10 Fighting which results in a serious physical injury
 5.11 Participating in group fight which has been planned, causes major disruption to school day or results in substantial bodily injury
 5.12 Using an article that is not normally considered a weapon to injure another individual
 5.13 Use, threatened use, or transfer of any weapon
 5.14 Use, possession, or bringing to school a loaded or unloaded firearm, as defined in 18 U.S.C. § 921 (2000), including but not limited to pistols, blank pistols, starter pistols, revolvers, rifles, and shotguns.
 5.15 Any behavior that violates the Gun Free School Act
 5.16 Deliberate acts that cause severe physical injury to another person(s)
 5.17 Assault with a weapon
 5.18 Commission or attempted commission of any act of sexual assault or sexual aggression
 5.19 Arson
 5.20 Biohazard
 5.21 Bomb threat
 5.22 Any other intentional use of violence, force, coercion, Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of the D.C. Public Schools
 5.23 Any behavior or other conduct not specifically enumerated in any other tier in this chapter that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others
 5.24 Documented pattern of persistent Tier 4 behavior

- On-site Short-Term Suspension with provision of appropriate intervention services
- Off-site Long-Term Suspension, except in response to unexcused tardiness or absence
- Expulsion

Definitions of Disciplinary Responses and Terms

Creative Minds International Public Charter School

Temporary Removal of Student	Removal from the student's classroom for less than half a school day, not to extend beyond the time of dismissal on the day of the disciplinary action. During any such removal, the student shall be supervised and provided with instructional materials.
In-School Disciplinary Action	Disciplinary actions such as after-school detention, loss of privileges (including recess), exclusion from extracurricular activities, written reflection, conflict resolution, mediation, or similar actions of short duration that do not result in the student's loss of academic instruction time.
Short-Term Suspension	On-site or off-site suspension for one (1) to three (3) school days for Elementary students).
Medium-Term Suspension	Suspension for four (4) to ten (10) school days.
Long-Term Suspension	Suspension for eleven (11) to ninety (90) school days.
Expulsion	The denial of the right of a student to attend Creative Minds PCS, including all classes and school activities except DCPS Alternative Educational Settings, for one (1) calendar year.
Weapons	Including, but not limited to: weapons enumerated in DC Official Code 22-4514 (2001); firearms, knives, martial arts devices, air gun, bb gun, paintball gun, mace, pepper spray, tear gas, explosives, slingshot, bullets, chemical weapon, razorblade, razor, other weapons or instruments designed to be or commonly used as weapons (chains, clubs, knuckles, night sticks, pipes, studded bracelets).
*Any response will take into account a student's cognitive developmental level to ensure it is appropriate based on student's individual profile, and in compliance with special education laws and procedures.	

ZERO TOLERANCE POLICY

Our Student Code of Conduct includes a zero tolerance policy that relates to weapons, drugs and alcohol, violence, and threats of violence. If a student violates the zero tolerance policy s/he is subject to immediate expulsion; however, case-by-case circumstances may be taken into account. Creative Minds International PCS abides by the Individuals with Disabilities Education Act (IDEA) when suspending or expelling special education students. Zero tolerance offenses include:

Creative Minds International Public Charter School

- Behavior that violates the Gun Free Schools Act;
- Use, possession of, or bringing to school a weapon. Weapons include but are not limited to: loaded or unloaded firearms, pistols, blank pistols, starter pistols, revolvers, rifles, shotguns, toy guns, knives with blades over 3 inches., razor blades, explosives, fireworks, mace, tear gas, and tazers, etc.;
- Possession or distribution of alcohol;
- Selling or distribution of marijuana, prescription drugs, controlled dangerous substances, imitation controlled substances, inhalants, other intoxicants, controlled or drug paraphernalia;
- Assault/attack on member of school community that results in bodily injury
- Threats, intimidation, or other comparable conduct which causes or attempts to cause severe physical injury, substantial disruption, or obstruction of any lawful mission, process, or function of Creative Minds International Public Charter School;
- Any behavior or other conduct not specifically enumerated in any other tier in this handbook that is illegal, causes significant disruption to the school operation, or causes substantial harm to self or others.

*Please see specific criteria applied for Pre-school and Pre-kindergarten students in the Suspension and Expulsion section below.

SUSPENSION AND EXPULSION

Suspension and expulsion are the school's most serious disciplinary actions. Suspension is defined as the denial of the right of a student to attend CMI, including all classes and school activities, for a defined period of time, not exceeding 10 school days. Expulsion is the denial of a student's right to attend CMI, including all classes and school activities, for at least one school year or longer.

Suspensions happen when a level three or repeated level two behaviors occur (see Appendix 3). In the event that a student is suspended or expelled, the parent will be contacted and informed of the suspension and will need to pick up the student from school. If the parent is unable to pick up the student that day, the suspension will begin on the next immediate school day. A copy of the suspension letter will be sent home with the student and another will be retained in his or her permanent school file. Parents wishing to appeal a suspension must do so by making an appointment with the Head of School.

Expulsion

Expulsion is an action taken as a last resort. It is a consequence used for repeated offenses by a student who shows an inability to correct his/her behavior after repeated measures and options

Creative Minds International Public Charter School

have been exhausted. It is also the consequence for behavior that violates the zero tolerance policy.

Preschool and Prekindergarten Students:

Preschool and Prekindergarten students will not be suspended or expelled, unless it is determined by the school that the student has committed one of the following acts:

- Willfully caused or attempted to cause, or threatened serious bodily injury to another person, except in self-defense;
- Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object; or
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of a controlled substance, alcoholic beverage, or an intoxicant of any kind.

Expulsion Process:

The final decision for expulsion lies with the Head of School. If a student is under consideration for expulsion, the Head of School will contact the parent/guardian to arrange a meeting for a review of conduct that has led to consideration for expulsion. The student will be considered suspended until the expulsion is final. Students and families must follow the rules in the suspension policy outlined above. Once under consideration for expulsion, the parent/guardian is asked to pick up the student, and the student is not allowed to return to the school grounds or participate in any school sponsored activities, field trips, or programs. The Head of School will then convene the school's disciplinary committee to make a final decision regarding expulsion and notify the parent/guardian by telephone and in writing.

Appeals Process:

Parents/guardians may appeal the decision to expel a student through a formal appeals process that includes a hearing before an Appeals Committee, consisting of the Board Chair (or his/her designee) and two other board members. The appeal must be made in writing within 48 hours of notification of expulsion and delivered by email or regular mail to the Head of School. Once the appeal is received, a hearing is scheduled no more than 48 hours after the Head of School receives notice of the parent/guardian's appeal. At the appeals hearing, the Head of School may present written and oral statements as well as documentation supporting the decision to expel. At the appeals hearing, the parents/guardians may present written and oral statements as well as documentation supporting the appeal. The student's parents are encouraged to attend and present an oral or written statement. The Appeals Committee will consider the testimony of all participants and render a decision within 48 hours of the hearing.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

Creative Minds International Public Charter School

When a student with an IEP (Individualized Education Plan) demonstrates significant behavior challenges at Creative Minds International Public Charter School, the following procedures will apply:

1. If the student's IEP includes specific disciplinary guidelines, the student will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear to be ineffective, or if there is concern for the health and safety of the student or others, if the guidelines are followed with respect to a specific infraction, the matter will be immediately referred to the Director of Student Support Services for action;
2. Students for whom the IEP does not include specific disciplinary action may be disciplined in accordance with standard school policy relating to each infraction. If the Head of School decides to suspend the student, the Head of School and Director of Student Support Services will arrange for appropriate alternative instruction;
3. If a student identified as having a disability is suspended during the course of the school year for a total of 10 days, the student must be immediately referred to the Special Education Discipline Committee ("SEDC") for a manifestation meeting. The SEDC is made up of the Head of School, the Director of Student Support Services, and the student's teacher. The SEDC will explore whether the infraction is a result of the disability. Special education services are not to be interrupted during the manifestation process or long-term suspension. If it is determined that the behavior was a manifestation of the student's disability and the student is suspended beyond 10 days, educational services, including access to the general curriculum, must continue.

BULLYING PREVENTION POLICY

Definition of Bullying:

(1) "Bullying" means any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that:

(A) May be based on a youth's actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intrafamily offense, place of residence or business, or any other distinguishing characteristic, or on a youth's association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and

(B) Shall be reasonably predicted to:

(i) Place the youth in reasonable fear of physical harm to his or her person or property;

Creative Minds International Public Charter School

- (ii) Cause a substantial detrimental effect on the youth's physical or mental health;
- (iii) Substantially interfere with the youth's academic performance or attendance; or
- (iv) Substantially interfere with the youth's ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee.

Code of Conduct includes:

Behaviors	Flexible Consequences
3.21 Bullying, or use of humiliating, or intimidating language or behavior including Internet bullying	<p>These consequences are flexible so application can be unique to individual incident and are flexible so application can be varied in method and severity based on: nature of incident, developmental age of the person bullying, & any history of problem behavior from the person bullying.</p> <ul style="list-style-type: none">-Verbal redirection/reprimand-Teacher/student conference or Administrator/student conference-Parental contact *written or by phone)-Parent conference-Temporary Removal of Student from Classroom-Behavior contract-In-school disciplinary action-On-site short-term suspension with provision of appropriate intervention services-Off-site short-term suspension-Off-site medium-term suspension

Reporting Incidents of Bullying or Retaliation:

Creative Minds International PCS expects all staff members to report incidents of bullying or retaliation they witness or are made aware of. Staff members should immediately report all such incidents to the mental health specialist who will create a written report of a bullying incident and

Creative Minds International Public Charter School

include the incident in CMI PCS report of bullying incidents to the Executive Director / Principal – Dr. Golnar Abedin.

Students, parents, and guardians, are encouraged by CMI PCS to report any incidents of bullying that they witness or become aware of. Reports of bullying may be sent to golnar.abedin@creativemindspcs.org or by placing a handwritten or typed letter of the bullying account in the Executive Director / Principal's mailbox.

Reports of bullying by students, parents, and guardians may be made anonymously, but disciplinary action cannot be taken by CMI PCS solely on the basis of an anonymous report, though such a report may trigger an investigation that will provide actionable information. All oral reports received as part of this process will be transcribed into writing and included in the CMI PCS reports. Reports of bullying that are not initially received by the mental health specialist will be transmitted to her/him and the Executive Director / Principal within one day of their receipt.

Investigating Incidents of Bullying

Prior to the investigation of an incident, the mental health specialist will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such action may be to create preferential seating or a change in school schedule when necessary. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

Once a report of bullying has been received by an agency, the following groups will be notified as needed by the mental health specialist, so long as, in the absence of legal imperative, the parent or guardian's written consent is obtained prior to notification.

Parents and guardians: Creative Minds International PCS will notify the parents or guardians of victims, bullies, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for

responding to it. The mental health specialist will determine if parents or guardians should be informed prior to or after the investigation of an incident.

Law enforcement agencies: If Creative Minds International PCS determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident must be conveyed to the appropriate law enforcement authorities after approval of the school principal. As part of making this determination the mental health specialist may wish to consult with either a law enforcement officer or legal counsel with the principal. Law enforcement shall only be contacted if all other available remedies have been exhausted.

An investigation of an incident will be initiated no more than one day after the prevention specialist receives a report of bullying, and will conclude no later than 30 days after the receipt of such a report. As part of the investigation the prevention specialist will interview any involved or relevant parties including alleged victims, bullies, witnesses, staff, parents or guardians.

The mental health specialist will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Written records of the investigation process should be maintained and may be included in the bullying reporting database to generate a more accurate picture of bullying behaviors at CMI PCS. Where necessary, provisions will be made to include the advice of legal counsel.

In investigating an incident of bullying, the mental health specialist will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus when investigating a reported incident the mental health specialist will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

The mental health specialist is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident by the mental health specialist,

Creative Minds International Public Charter School

executive director/principal and director of student support services. If the prevention specialist determines that an incident of bullying has occurred, they should take the response steps enumerated in CMI PCS tiered discipline policy to prevent the recurrence of an incident and restore the safety of a victim.

Mental Health Services

Creative Minds International PCS's response to an active incident of bullying will always include the referral of both victim(s) and bully/bullies to remedial school-based mental health services.

Appeals

Parties dissatisfied by the outcome of a bullying investigation may appeal the determination of the mental health specialist or executive director/principal at Creative Minds International PCS. This appeal should be submitted no later than 30 days after the initial determination. Upon receipt of an appeal, the CMI PCS executive director/principal must conduct a secondary investigation within 30 days of the receipt of an appeal. This 30-day-allotment may be extended by up to an additional 15 days if the CMI PCS principal indicates why more time is needed to conduct an investigation.

****Creative Minds International Public Charter School prohibits retaliation against a victim of bullying, a witness of bullying, or a person who reports bullying****

H. Course Curriculum

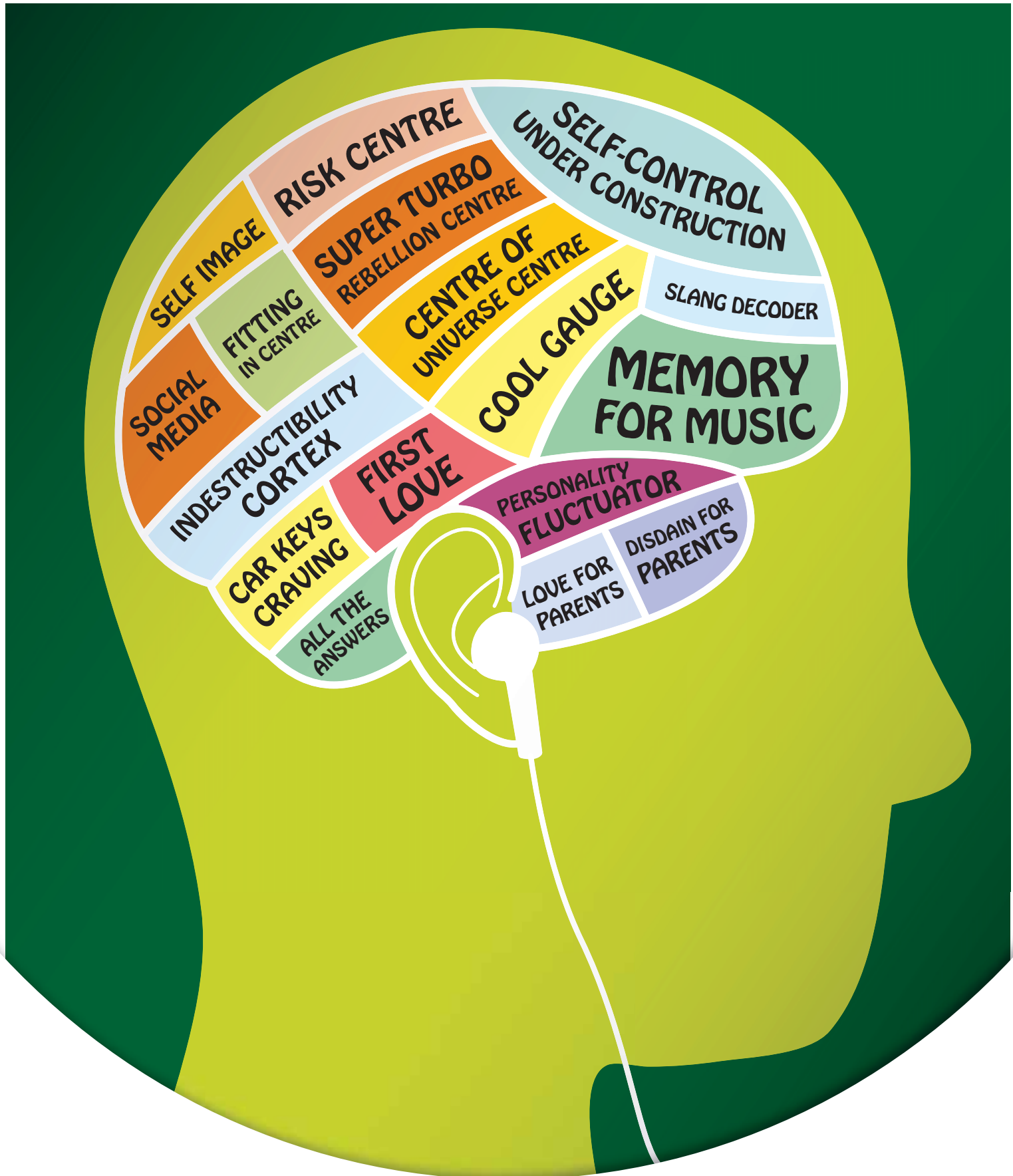
1. The International Middle Years Curriculum (IMYC)



THE INTERNATIONAL MIDDLE YEARS CURRICULUM

MAKING
MEANING
CONNECTING
LEARNING
DEVELOPING
MINDS

.....
A curriculum for 11-14 year-olds from Fieldwork Education



Teenagers have particular needs

An effective curriculum is designed to support and improve their learning through this critical time.

OUR GUIDING QUESTIONS

Over the years that we have been designing and producing curriculums, key questions have guided all of our work. Here are the questions and why we think they are important:

1. What kind of world will our children and students live and work in?

Teaching and learning is exciting (and difficult) because it looks both forward and back. We look back because, in part, learning is about taking on the heritage of our culture and learning about what has made us who we are. We look forward because we know the world is going to be different than it was and we accept the challenge of making the best judgments we can about what that world will look like.

2. What kinds of students are likely to succeed in the world?

We are tasked with making the best predictions possible about the state of the world in the future. We have to do this because it guides our thinking about what kinds of people students will need to be. Their personal dispositions will be the key to whether students can make the best of their learning in the years to come.

3. What kinds of learning will our students need and how should they learn it?

A view about the future world and the personal qualities that will matter helps us decide what kinds of learning children and students will need. Knowing what kinds of learning they need guides us to what learning should look like in the classroom.

4. What kinds of unique needs do students of this age group have?

The International Middle Years Curriculum (IMYC) is specifically designed around the needs of the developing adolescent brain in order to improve the way 11 – 14 year olds learn. It addresses five key needs of the teenage brain based on recent and consistently proven brain research.

- Much of this research tells us that the brain learns in an associative way; i.e. connecting new learning to previous learning, and adapting previously learned concepts to incorporate new learning. Making connections between the learning of different subjects is just as important as making connections within subjects.
- Because the adolescent brain is at a stage of specialising and pruning connections in a 'use it or lose it' fashion, it is crucial for students to make meaning of their learning to help strengthen the new connections and to ensure that the existing knowledge or skills connections are not lost or pruned.
- Teenagers also don't view risk in the same way that adults do. As teachers, we need to create opportunities for teenagers to be active, practise their decision-making skills and to be given the opportunity to take risks during their learning, but to do so in a safe environment.
- Peers play an increasingly important role in validation for teenagers as they move from childhood towards adulthood.
- Lastly, the adolescent's prefrontal cortex which houses the executive function, is in flux during the teenage years; specialising and maturing. As a result, teenagers need extra support with behaviours affected by the executive function such as self-organisation, decision-making and self-control.

It is these five particular needs of the teenage brain that the IMYC has been specifically designed to support while at the same time providing challenging, engaging, rigorous learning that middle years students find relevant, inspiring and enjoyable.

LEARNING WITH THE IMYC



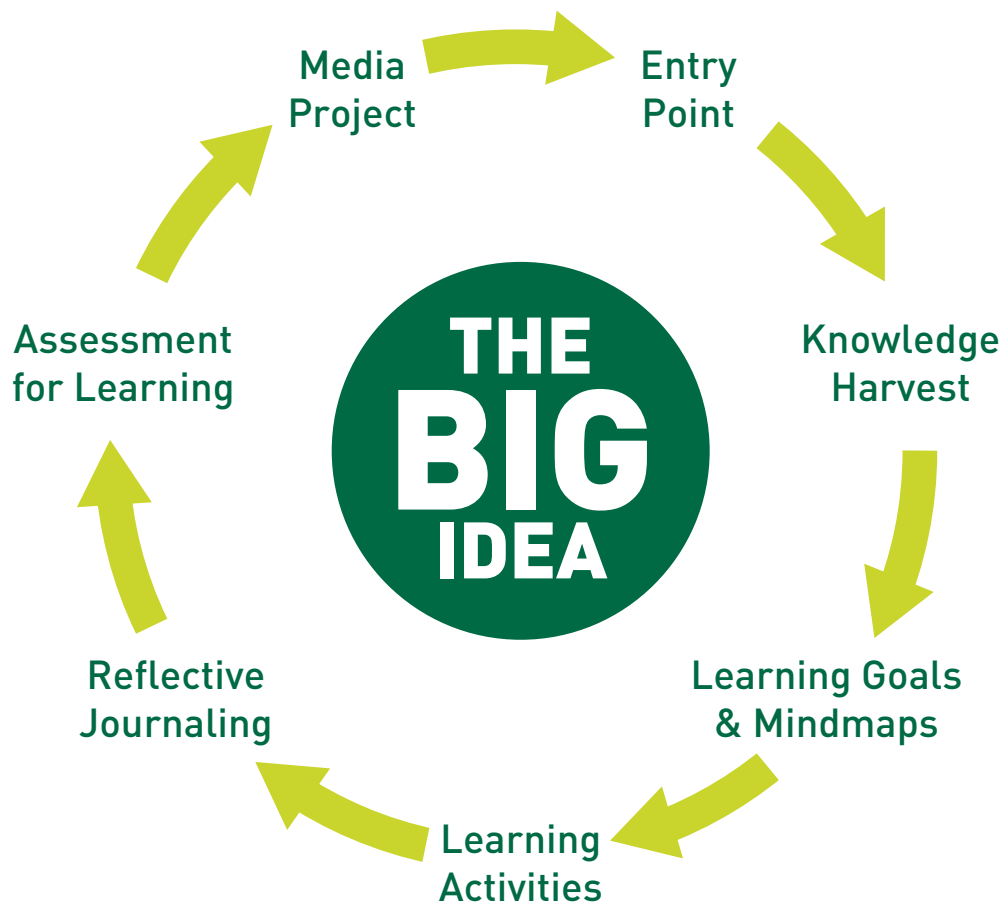
Learning with the IMYC follows six-week units based around a conceptual idea, called the ‘big idea’. An example of a big idea is: ‘Things are more stable when different elements are in the correct or best possible proportions.’ Students link the learning in their different subjects through the big idea, considering what they are learning from personal, interpersonal and global perspectives.

Students reflect regularly by responding to structured questions. This process is called ‘reflective journaling’ and is designed to help students formulate personal and conceptual understanding of the subject knowledge and skills that they are learning about, linked to the big idea.

At the end of each six-week unit, students work individually or in small groups to create and present a media project that reflects their understanding of the ways their subject learning links to the big idea. This gives students the opportunity to express their own ideas through modern, creative media.

The IMYC Process of Learning creates opportunities to connect learning and develop a personal perspective, to work with peers, take risks in a safe environment, and to help students to become confident, independent and engaged learners. It also provides them with the necessary academic rigour and transferable skills to prepare them well for GCSE or IGCSE, A levels and IB Diploma.

THE IMYC PROCESS OF LEARNING





THE 30 UNITS OF THE IMYC

The IMYC provides schools with ten units for each of the three year groups or grade levels it covers. Below you will find outlines of examples of units from each year group.



Balance (For 11 to 12 year olds)

The Big Idea

Things are more stable when different elements are in the correct or best possible proportions.

Subject coverage

- ✓ Art
- ✓ Geography
- ✓ History
- ✓ ICT and Computing
- ✓ Language Arts/Literacy
- ✓ Music
- ✓ Physical Education
- ✓ Science

Resilience (For 12 to 13 year olds)

The Big Idea

Success over time requires persistence.

Subject coverage

- ✓ Art
- ✓ Geography
- ✓ History
- ✓ ICT and Computing
- ✓ Language Arts
- ✓ Physical Education
- ✓ Science



Challenge (For 13 to 14 year olds)

The Big Idea

Facing up to, or overcoming, problems and barriers increases possibilities in our lives.

Subject coverage

- ✓ Art
- ✓ Geography
- ✓ History
- ✓ ICT and Computing
- ✓ Language Arts/Literacy
- ✓ Music
- ✓ Physical Education
- ✓ Science
- ✓ Technology

WHAT IS SO DIFFERENT ABOUT THE IMYC?

“It is the first curriculum that really addresses what 11 to 14 year old students need. It actually attempts to put theory into practice and openly addresses the challenges that schools face when trying to bridge this gap. The IMYC shows real understanding of the unique philosophy and approach to learning that students at this developmental level require.”

Alison Lipp, Secondary Principal and Curriculum Director at the American International School of Rotterdam



The IMYC addresses the needs of middle years (11- 14 year old/KS3) students and helps them develop as 21st Century learners. It is based on clearly defined subject learning goals and standards which outline the knowledge, skills and understanding across all subjects, international mindedness and the personal development students need during their middle years experience.

The IMYC provides freedom and autonomy for teachers. It enables them to choose how to reach each learning goal, using the IMYC unit tasks, or adapting them to their students' needs, to facilitate learning and skills development. Throughout the three years of the IMYC they will have multiple opportunities to enable the practical development of skills and allow sufficient time in class for students to practise properly.

For schools, the IMYC provides a cohesive structure that links learning and develops knowledge, skills and understanding across multiple subjects all linked to a unifying conceptual idea delivered over a six-week period. It has been developed with the understanding that schools should not be forced to revise their school structure. It complements and supports existing middle and secondary school structures and planning processes. It creates formal opportunities for subject teachers from multiple disciplines to collaborate and provides a cohesive learning experience for all students – again promoting relevance, engagement, skills and subject knowledge acquisition, personal and international development.

Once schools become members of the IMYC they can access the IMYC Members' Lounge. The Members' Lounge supports teachers in their planning and use of the IMYC and helps them to become part of a worldwide learning community using the IMYC. It includes handy tools like the Route Planner - an innovative teacher-friendly tool that helps teachers plan for their subjects for a whole year, ensuring suitable subject coverage of the learning goals for every year group. The Assessment for Learning programme and its tracking tool are resources that help teachers track subject skills over three years and give teachers online access to the latest updated IMYC units.

ABOUT FIELDWORK EDUCATION

In 1984, two headteachers and long term colleagues, David Playfoot and Martin Skelton, began Fieldwork Education. Their goal was to offer the best help to schools they could, help they felt hadn't been available to their own schools, and help that was firmly rooted in best practice and research but that was also practical, accessible and jargon-free.

Something else was important too. Even as far back as 1984, they recognised that learning was what schools were all about and that everything else in school should be judged on how well it contributed to children's and students' learning. *Improving learning* soon became the mission statement of Fieldwork Education and the defining characteristic of all of the early training work we carried out.

Fieldwork Education has grown and changed since those early days although our passion for improving learning remains as strong as ever. We now have long term relationships with schools, working with them over time to build capacity and improve learning for everyone.

We have developed the fastest-growing independent primary curriculum in the world. The International Primary Curriculum (IPC) is now used by schools in over 92 countries where thousands of children experience great learning, great teaching and great fun. And we have also developed a range of assessment and evaluation tools, all – as you might expect – focused on learning. From Learning-Focused Reviews to our Assessment for Learning Programme to our transformational Looking for Learning protocol and The Looking for Learning Toolkit.

The IMYC represents the latest piece in our programme of learning-focused support for schools. We remain thrilled and buoyed by the support we get from schools and the feedback they give us about all aspects of our work.



“ After just one unit the students love it already because it is exciting to learn this way. They want to learn because it means something to them. ”

Head of School

“ Our learning now, you can see how one thing links to another, it's like you're building a mosaic. You find a piece and it fits and helps you to make a big picture of what you're learning. ”

Student

“ The staff were shocked at how much understanding the children had gained from their learning. We were amazed at the engagement and the work produced. It's so exciting. ”

Head of School

“ The students are seeing the links in their subject learning before the adults do. We hadn't anticipated the students' ability to make the links so effectively and what's most interesting is that it's a very personal thing for each student; they can find connections in very different ways. ”

Curriculum Coordinator

“ Because there is one big idea (for each 6 week theme), most subjects all link to that and it helps so you can focus on it; you can see it in a geography way or an ICT way and in other subjects too. ”

Student

“ Students can identify connections in their learning in ways that we teachers don't always see and they understand exactly how to use the big idea to help them find relevant links. ”

Curriculum Coordinator

*“ That was awesome!
I want to do it again! ”*

Student after first exit point



INTERNATIONAL MIDDLE YEARS CURRICULUM

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E: info@greatlearning.com

www.greatlearning.com/imyc

 [The_IMYC](https://twitter.com/The_IMYC)

 [InternationalMiddleYearsCurriculum](https://www.facebook.com/InternationalMiddleYearsCurriculum)

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**MAKING
MEANING
CONNECTING
LEARNING
DEVELOPING
MINDS**

APPENDICES

1. Pre-Opening Budget Worksheet (Planning Year 2015-2016)
2. Two Year Operating Budget Worksheet (2016-2017 and 2017-2018)
3. Five Year Estimated Budget Worksheet
4. Five Year Capital Budget Worksheet
5. Monthly Cash Flow Worksheet (Year One 2016-2017)
6. Job Descriptions
7. Resumes of Middle School Task Force
8. CMI 2014 Performance Management Framework (PMF)
9. Application Checklist

1. Pre-Opening Budget Worksheet (Planning Year 2015-2016)

Pre-Opening Budget Worksheet (Planning Year 2015-2016)

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		2015-16 501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	\$ 3,980,024		\$ 3,980,024	
2	Per Pupil Facilities Allowance	\$ 731,136		\$ 731,136	
3	Federal Entitlements	\$ 67,637		\$ 67,637	
4	Other Government Funding/Grants	\$ 69,977		\$ 69,977	
5	Total Public Funding	\$ 4,848,774		\$ 4,848,774	
6	Private Grants and Donations	\$ 50,000		\$ 50,000	
7	Activity Fees	\$ 304,549		\$ 304,549	
8	Loans	\$ 428,629		\$ 428,629	
9	Other Income (please describe in footnote)	\$ 27,218		\$ 27,218	
10	Total Non-Public Funding	\$ 810,396		\$ 810,396	
11	EMO Management Fee (= line 73, col. G)				
12					
13					
14	TOTAL REVENUES	\$ 5,659,169			
EXPENSES		2015-16 501(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/Leadership Salaries	\$ 286,973		\$ 286,973	6%
16	Teachers Salaries	\$ 1,168,528		\$ 1,168,528	24%
17	Teacher Aides/Assistance Salaries	\$ 356,462		\$ 356,462	7%
18	Other Education Professionals Salaries	\$ 668,367		\$ 668,367	14%
19	Business/Operations Salaries	\$ 341,610		\$ 341,610	7%
20	Clerical Salaries	\$ -		\$ -	0%
21	Custodial Salaries	\$ -		\$ -	0%
22	Other Staff Salaries	\$ 151,178		\$ 151,178	3%
23	Employee Benefits	\$ 463,089		\$ 463,089	10%
24	Contracted Staff	\$ 35,628		\$ 35,628	1%
25	Staff Development Costs	\$ 54,106		\$ 54,106	1%
26					
27	Subtotal: Personnel Costs	\$ 3,525,941		\$ 3,525,941	73%
28					
29	<i>Direct Student Costs</i>				
30	Textbooks	\$ 25,249		\$ 25,249	1%
31	Student Supplies and Materials	\$ 82,278		\$ 82,278	2%
32	Library and Media Center Materials	\$ 12,625		\$ 12,625	0%
33	Computers and Materials	\$ 25,143		\$ 25,143	1%
34	Other Instructional Equipment	\$ -		\$ -	0%
35	Classroom Furnishings and Supplies	\$ 31,827		\$ 31,827	1%
36	Student Assessment Materials	\$ 18,937		\$ 18,937	0%
37	Contracted Student Services	\$ 167,659		\$ 167,659	3%
38	Miscellaneous Student Costs	\$ 61,076		\$ 61,076	1%
39					
40	Subtotal: Direct Student Costs	\$ 424,794		\$ 424,794	9%
41					
42	<i>Occupancy Expenses</i>				
43	Rent	\$ 108,494		\$ 108,494	2%
44	Mortgage Principal Payments	\$ 290,000		\$ 290,000	6%
45	Mortgage Interest Payments	\$ 86,513		\$ 86,513	2%
46	Building Maintenance and Repairs	\$ 19,807		\$ 19,807	0%
47	Renovation/Leasehold Improvements	\$ 817,400		\$ 817,400	17%
48	Utilities	\$ -		\$ -	0%
49	Janitorial Supplies	\$ -		\$ -	0%
50	Equipment Rental and Maintenance	\$ -		\$ -	0%
51	Contracted Building Services	\$ 66,023		\$ 66,023	1%
52					
53	Subtotal: Occupancy Expenses	\$ 1,388,236		\$ 1,388,236	29%

Pre-Opening Budget Worksheet (Planning Year 2015-2016)

54					
55	Office Expenses				
56	Office Supplies and Materials	\$	31,562	\$	31,562 1%
57	Office Furnishings and Equipment	\$	21,218	\$	21,218 0%
58	Office Equipment Rental and Maintenance	\$	46,892	\$	46,892 1%
59	Telephone/Telecommunications	\$	14,768	\$	14,768 0%
60	Legal, Accounting and Payroll Services	\$	120,343	\$	120,343 2%
61	Printing and Copying	\$	6,312	\$	6,312 0%
62	Postage and Shipping	\$	3,787	\$	3,787 0%
63	Other	\$	25,249	\$	25,249 1%
64					
65	Subtotal: Office Expenses	\$	270,131	\$	270,131 6%
66					
67	General Expenses				
68	Insurance	\$	39,201	\$	39,201 1%
69	Interest Expense	\$	-	\$	- 0%
70	Transportation	\$	2,652	\$	2,652 0%
71	Food Service	\$	225,577	\$	225,577 5%
72	Administration Fee (to PCSB)	\$	50,909	\$	50,909 1%
73	EMO Management Fee	\$	-	\$	- 0%
74	Other General Expense	\$	31,522	\$	31,522 1%
75					
76	Subtotal: General Expenses	\$	349,862	\$	349,862 7%
77					
78	TOTAL EXPENSES	\$	5,958,964		123%
79					
80	EXCESS (OR DEFICIENCY)	\$	(299,795)		
81	Excess (or deficit) retained by school	\$	(299,795)		
82	Excess (or deficit) retained by EMO			\$0	

2. Two Year Operating Budget Worksheet (2016-2017 and 2017-2018)

Two-Year Operating Budget Worksheet: Year ONE

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		2016-17 501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	Expenditures as a Percent of Total Public Funding
REVENUES					
1	Per Pupil Charter Payments	\$ 4,922,492		\$ 4,922,492	
2	Per Pupil Facilities Allowance	\$ 887,808		\$ 887,808	
3	Federal Entitlements	\$ 84,132		\$ 84,132	
4	Other Government Funding/Grants	\$ 85,905		\$ 85,905	
5	Total Public Funding	5,980,337		5,980,337	
6	Private Grants and Donations	\$ 50,000		\$ 50,000	
7	Activity Fees	\$ 371,412		\$ 371,412	
8	Loans	\$ -		\$ -	
9	Other Income (please describe in footnote)	\$ 28,035		\$ 28,035	
10	Total Non-Public Funding	449,447		449,447	
11	EMO Management Fee (= line 73, col. G)				
12					
13					
14	TOTAL REVENUES	\$ 6,429,784		\$ 6,429,784	
EXPENSES		2016-17 501(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/Leadership Salaries	\$ 377,537		\$ 377,537	6%
16	Teachers Salaries	\$ 1,445,851		\$ 1,445,851	24%
17	Teacher Aides/Assistance Salaries	\$ 458,945		\$ 458,945	8%
18	Other Education Professionals Salaries	\$ 841,400		\$ 841,400	14%
19	Business/Operations Salaries	\$ 384,640		\$ 384,640	6%
20	Clerical Salaries	\$ -		\$ -	0%
21	Custodial Salaries	\$ -		\$ -	0%
22	Other Staff Salaries	\$ 200,789		\$ 200,789	3%
23	Employee Benefits	\$ 568,278		\$ 568,278	10%
24	Contracted Staff	\$ 40,470		\$ 40,470	1%
25	Staff Development Costs	\$ 56,822		\$ 56,822	1%
26					
27	Subtotal: Personnel Costs	\$ 4,374,732		\$ 4,374,732	73%
28					
29	<i>Direct Student Costs</i>				
30	Textbooks	\$ 31,580		\$ 31,580	1%
31	Student Supplies and Materials	\$ 102,906		\$ 102,906	2%
32	Library and Media Center Materials	\$ 15,790		\$ 15,790	0%
33	Computers and Materials	\$ 19,778		\$ 19,778	0%
34	Other Instructional Equipment	\$ -		\$ -	0%
35	Classroom Furnishings and Supplies	\$ 32,782		\$ 32,782	1%
36	Student Assessment Materials	\$ 23,685		\$ 23,685	0%
37	Contracted Student Services	\$ 198,889		\$ 198,889	3%
38	Miscellaneous Student Costs	\$ 76,283		\$ 76,283	1%
39					
40	Subtotal: Direct Student Costs	\$ 501,693		\$ 501,693	8%
41					
42	<i>Occupancy Expenses</i>				
43	Rent	\$ 111,478		\$ 111,478	2%
44	Mortgage Principal Payments	\$ 330,000		\$ 330,000	6%
45	Mortgage Interest Payments	\$ 71,888		\$ 71,888	1%
46	Building Maintenance and Repairs	\$ 20,401		\$ 20,401	0%
47	Renovation/Leasehold Improvements	\$ 10,000		\$ 10,000	0%
48	Utilities	\$ -		\$ -	0%
49	Janitorial Supplies	\$ -		\$ -	0%
50	Equipment Rental and Maintenance	\$ -		\$ -	0%
51	Contracted Building Services	\$ 68,004		\$ 68,004	1%
52					
53	Subtotal: Occupancy Expenses	\$ 611,770		\$ 611,770	10%

Two-Year Operating Budget Worksheet: Year ONE

54					
55	Office Expenses				
56	Office Supplies and Materials	\$	39,475	\$	39,475
57	Office Furnishings and Equipment	\$	24,586	\$	24,586
58	Office Equipment Rental and Maintenance	\$	48,299	\$	48,299
59	Telephone/Telecommunications	\$	15,211	\$	15,211
60	Legal, Accounting and Payroll Services	\$	136,224	\$	136,224
61	Printing and Copying	\$	7,895	\$	7,895
62	Postage and Shipping	\$	4,737	\$	4,737
63	Other	\$	31,580	\$	31,580
64					
65	Subtotal: Office Expenses	\$	308,006	\$	308,006
66					
67	General Expenses				
68	Insurance	\$	49,106	\$	49,106
69	Interest Expense	\$	-	\$	-
70	Transportation	\$	2,732	\$	2,732
71	Food Service	\$	282,132	\$	282,132
72	Administration Fee (to PCSB)	\$	62,710	\$	62,710
73	EMO Management Fee	\$	-	\$	-
74	Other General Expense	\$	37,754	\$	37,754
75					
76	Subtotal: General Expenses	\$	434,434	\$	434,434
77					
78	TOTAL EXPENSES	\$	6,230,635	\$	6,230,635
79					
80	EXCESS (OR DEFICIENCY)	\$	199,149		
81	Excess (or deficit) retained by school	\$	199,149		
82	Excess (or deficit) retained by EMO			\$	-

ASSUMPTIONS

Student Enrollment	289
Facility Size (square footage)	32,050
Average Teacher Salary	\$48,195
Student/Teacher Ratio	17:2(3)
Other Major Assumptions	

NOTES:

Two-Year Operating Budget Worksheet: Year TWO

DESCRIPTION		BUDGETED AMOUNTS		
		Column A	Column B	Column C
		2017-18 501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source
REVENUES				
1	Per Pupil Charter Payments	\$ 5,982,755		\$ 5,982,755
2	Per Pupil Facilities Allowance	\$ 1,044,480		\$ 1,044,480
3	Federal Entitlements	\$ 102,346		\$ 102,346
4	Other Government Funding/Grants	\$ 102,726		\$ 102,726
5	Total Public Funding	\$ 7,232,308		\$ 7,232,308
6	Private Grants and Donations	\$ 50,000		\$ 50,000
7	Activity Fees	\$ 439,370		\$ 439,370
8	Loans	\$ -		\$ -
9	Other Income (please describe in footnote)	\$ 28,876		\$ 28,876
10	Total Non-Public Funding	\$ 518,246		\$ 518,246
11	EMO Management Fee (= line 73, col. G)			
12				
13				
14	TOTAL REVENUES	\$ 7,750,554		

		2017-18 501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES					
<i>Personnel Salaries and Benefits</i>					
15	Principal/Leadership Salaries	\$ 388,863		\$ 388,863	5%
16	Teachers Salaries	\$ 1,829,018		\$ 1,829,018	25%
17	Teacher Aides/Assistance Salaries	\$ 567,256		\$ 567,256	8%
18	Other Education Professionals Salaries	\$ 973,565		\$ 973,565	13%
19	Business/Operations Salaries	\$ 396,179		\$ 396,179	5%
20	Clerical Salaries	\$ -		\$ -	0%
21	Custodial Salaries	\$ -		\$ -	0%
22	Other Staff Salaries	\$ 225,102		\$ 225,102	3%
23	Employee Benefits	\$ 666,684		\$ 666,684	9%
24	Contracted Staff	\$ 44,284		\$ 44,284	1%
25	Staff Development Costs	\$ 59,652		\$ 59,652	1%
26					
27	Subtotal: Personnel Costs	\$ 5,150,604		\$ 5,150,604	71%
28					
<i>Direct Student Costs</i>					
29					
30	Textbooks	\$ 38,267		\$ 38,267	1%
31	Student Supplies and Materials	\$ 124,698		\$ 124,698	2%
32	Library and Media Center Materials	\$ 19,134		\$ 19,134	0%
33	Computers and Materials	\$ 19,584		\$ 19,584	0%
34	Other Instructional Equipment	\$ -		\$ -	0%
35	Classroom Furnishings and Supplies	\$ 33,765		\$ 33,765	0%
36	Student Assessment Materials	\$ 28,700		\$ 28,700	0%
37	Contracted Student Services	\$ 238,132		\$ 238,132	3%
38	Miscellaneous Student Costs	\$ 92,348		\$ 92,348	1%
39					
40	Subtotal: Direct Student Costs	\$ 594,629		\$ 594,629	8%
41					
<i>Occupancy Expenses</i>					
42					
43	Rent	\$ 168,890		\$ 168,890	2%
44	Mortgage Principal Payments	\$ 380,000		\$ 380,000	5%
45	Mortgage Interest Payments	\$ 56,475		\$ 56,475	1%
46	Building Maintenance and Repairs	\$ 23,906		\$ 23,906	0%
47	Renovation/Leasehold Improvements	\$ 10,000		\$ 10,000	0%
48	Utilities	\$ -		\$ -	0%
49	Janitorial Supplies	\$ -		\$ -	0%
50	Equipment Rental and Maintenance	\$ -		\$ -	0%
51	Contracted Building Services	\$ 79,687		\$ 79,687	1%
52					
53	Subtotal: Occupancy Expenses	\$ 718,958		\$ 718,958	10%

Two-Year Operating Budget Worksheet: Year TWO

54					
55	Office Expenses				
56	Office Supplies and Materials	\$	47,834	\$	47,834 1%
57	Office Furnishings and Equipment	\$	28,138	\$	28,138 0%
58	Office Equipment Rental and Maintenance	\$	61,115	\$	61,115 1%
59	Telephone/Telecommunications	\$	15,667	\$	15,667 0%
60	Legal, Accounting and Payroll Services	\$	145,390	\$	145,390 2%
61	Printing and Copying	\$	9,567	\$	9,567 0%
62	Postage and Shipping	\$	5,740	\$	5,740 0%
63	Other	\$	38,267	\$	38,267 1%
64					
65	Subtotal: Office Expenses	\$	351,719	\$	351,719 5%
66					
67	General Expenses				
68	Insurance	\$	59,334	\$	59,334 1%
69	Interest Expense	\$	-	\$	- 0%
70	Transportation	\$	2,814	\$	2,814 0%
71	Food Service	\$	341,878	\$	341,878 5%
72	Administration Fee (to PCSB)	\$	75,726	\$	75,726 1%
73	EMO Management Fee	\$	-	\$	- 0%
74	Other General Expense	\$	44,711	\$	44,711 1%
75					
76	Subtotal: General Expenses	\$	524,463	\$	524,463 7%
77					
78	TOTAL EXPENSES	\$	7,340,373		101%
79					
80	EXCESS (OR DEFICIENCY)	\$	410,181		
81	Excess (or deficit) retained by school	\$	410,181		
82	Excess (or deficit) retained by EMO		\$	-	

ASSUMPTIONS

Student Enrollment	340
Facility Size (square footage)	36,463
Average Teacher Salary	49,641
Student/Teacher Ratio	17:2(3)
Other Major Assumptions	

NOTES:

3. Five Year Estimated Budget Worksheet

Five-Year Estimated Budget Worksheet

DESCRIPTION	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-2020	Year 5 2020-21
REVENUES					
Per Pupil Charter Payments	\$5,810,300	\$7,027,235	\$8,169,914	\$9,077,661	\$10,005,685
Federal Entitlements	\$84,132	\$102,346	\$120,088	\$134,777	\$149,725
Income from Grants and Donations	\$135,905	\$152,726	\$170,480	\$184,168	\$198,570
Activity Fees	\$371,412	\$439,370	\$508,456	\$555,440	\$603,364
Other Income	\$28,035	\$28,876	\$29,742	\$30,635	\$31,554
TOTAL REVENUES	\$6,429,784	\$7,750,554	\$8,998,679	\$9,982,681	\$10,988,898
EXPENSES					
Personnel Salaries and Benefits	\$4,374,732	\$5,150,604	\$6,065,171	\$6,631,072	\$7,059,899
Direct Student Costs	\$501,693	\$594,629	\$686,754	\$748,199	\$831,348
Occupancy	\$611,770	\$718,958	\$739,642	\$1,720,735	\$1,444,936
Office Expenses	\$308,006	\$351,719	\$383,490	\$409,950	\$437,977
General Expenses	\$434,434	\$524,463	\$618,473	\$690,726	\$766,115
TOTAL EXPENSES	\$6,230,635	\$7,340,373	\$8,493,531	\$10,200,683	\$10,540,274
ANNUAL NET ASSETS (CASH)	\$199,149	\$410,181	\$505,149	(\$218,001)	\$448,624

Notes:

1. The School expects to fund the deficit shown in the 2019-2020 school year through cash reserves built-up during the previous school years. Such reserves are expected to total ~\$1.1 million

4. Five Year Capital Budget Worksheet

Capital Budget

DESCRIPTION	Year 1 2016-17	Year 2 2017-18	Year 3 2018-19	Year 4 2019-20	Year 5 2020-21
Computers and Materials	\$19,778	\$19,584	\$18,548	\$13,851	\$14,267
Classroom Furnishings and Supplies	\$32,782	\$33,765	\$34,778	\$23,881	\$24,597
Office Furnishings and Equipment	\$24,586	\$28,138	\$33,329	\$35,822	\$38,434
Renovation/Leasehold Improvements	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL CAPITAL BUDGET	\$87,147	\$91,487	\$96,656	\$83,554	\$87,298

5. Monthly Cash Flow Worksheet (Year One 2016-2017)

Creative Minds International PCS Monthly Cash Flow Projection

DESCRIPTION	Pre-Opening (June 2016)	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June
1. Cash on Hand (start of month)	\$753,971	\$113,879	\$1,536,258	\$1,030,776	\$525,214	\$1,942,109	\$1,506,915	\$1,001,578	\$1,802,270	\$1,372,340	\$903,846	\$1,458,414	\$1,028,483
2. Cash receipts													
Per Pupil Charter Payments	\$0	\$1,743,090	\$0	\$0	\$1,852,089	\$0	\$0	\$1,230,623	\$0	\$0	\$984,498	\$0	\$0
Federal Entitlements	\$6,764	\$0	\$0	\$8,413	\$8,413	\$8,413	\$8,413	\$8,413	\$8,413	\$8,413	\$8,413	\$8,413	\$8,413
Grants and Donations	\$11,998	\$0	\$0	\$13,591	\$13,591	\$13,591	\$13,591	\$13,591	\$13,591	\$13,591	\$13,591	\$13,591	\$13,591
Activities Fees	\$30,455	\$0	\$0	\$37,141	\$37,141	\$37,141	\$37,141	\$37,141	\$37,141	\$37,141	\$37,141	\$37,141	\$37,141
Other Income	\$2,722	\$0	\$0	\$2,804	\$2,804	\$2,804	\$2,804	\$2,804	\$2,804	\$2,804	\$2,804	\$2,804	\$2,804
3. Total Receipts	\$61,938	\$1,743,090	\$0	\$61,948	\$1,914,037	\$61,948	\$61,948	\$1,232,571	\$61,948	\$61,948	\$1,046,447	\$61,948	\$61,948
4. Total Cash Available	\$805,910	\$1,856,968	\$1,536,258	\$1,092,724	\$2,439,251	\$2,004,057	\$1,568,863	\$2,294,150	\$1,864,219	\$1,434,288	\$1,950,293	\$1,520,362	\$1,090,432
5. Expenses													
Personnel Salaries and Benefits													
Principal/Leadership Salaries	\$26,191	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461	\$31,461
Teachers Salaries	\$100,991	\$36,552	\$161,348	\$124,795	\$124,795	\$124,795	\$124,795	\$124,795	\$124,795	\$124,795	\$124,795	\$124,795	\$124,795
Teacher Aides/Assistance Salaries	\$32,406	\$0	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722	\$41,722
Other Education Professionals Salaries	\$55,697	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117	\$70,117
Business/Operations Salaries	\$26,191	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053	\$32,053
Clerical Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Custodial Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Staff Salaries	\$13,743	\$0	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254	\$18,254
Employee Benefits	\$38,591	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356	\$47,356
Contracted Staff	\$2,869	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373	\$3,373
Staff Development Costs	\$4,509	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735	\$4,735
Direct Student Costs													
Textbooks	\$0	\$5,263	\$5,263	\$5,263	\$5,263	\$5,263	\$5,263	\$0	\$0	\$0	\$0	\$0	\$0
Student Supplies and Materials	\$6,856	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575	\$8,575
Library and Media Center Materials	\$1,052	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316	\$1,316
Computers and Materials	\$2,095	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648	\$1,648
Other Instructional Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Classroom Furnishings and Supplies	\$2,652	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732	\$2,732
Student Assessment Materials	\$1,578	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974	\$1,974
Contracted Instructional/Student Services	\$13,972	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574	\$16,574
Miscellaneous Student Costs	\$5,090	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357	\$6,357
DISCRETIONARY	Pre-Opening	Month 1 July	Month 2 August	Month 3 Sept	Month 4 Oct	Month 5 Nov	Month 6 Dec	Month 7 Jan	Month 8 Feb	Month 9 March	Month 10 April	Month 11 May	Month 12 June
Office Expenses													
Office Supplies and Materials	\$2,630	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290	\$3,290
Office Furnishings and Equipment	\$1,768	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049	\$2,049
Office Equipment Rental and Maintenance	\$3,908	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025	\$4,025
Telephone/Telecommunications	\$1,231	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268	\$1,268
Legal, Accounting and Payroll Services	\$10,029	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352	\$11,352
Printing and Copying	\$526	\$658	\$658	\$658	\$658	\$658	\$658	\$658	\$658	\$658	\$658	\$658	\$658
Postage and Shipping	\$316	\$395	\$395	\$395	\$395	\$395	\$395	\$395	\$395	\$395	\$395	\$395	\$395
Other	\$2,104	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632	\$2,632
Occupancy Expenses													
Rent	\$9,041	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290	\$9,290
Mortgage Principal Payments	\$270,000	\$0	\$0	\$20,000	\$0	\$0	\$20,000	\$0	\$0	\$20,000	\$0	\$0	\$270,000
Mortgage Interest Payments	\$19,236	\$0	\$0	\$19,013	\$0	\$0	\$18,788	\$0	\$0	\$18,563	\$0	\$0	\$15,525
Maintenance and Repairs	\$1,651	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700
Renovation and Leasehold Improvements	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833
Utilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Janitorial Supplies	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Equipment Rental and Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Building Services	\$5,502	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667	\$5,667
General Expenses													
Insurance	\$3,267	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092	\$4,092
Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transportation	\$221	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228	\$228
Food Service	\$22,558	\$0	\$0	\$28,213	\$28,213	\$28,213	\$28,213	\$28,213	\$28,213	\$28,213	\$28,213	\$28,213	\$28,213
Administration Fee	\$0	\$0	\$0	\$31,355	\$0	\$0	\$31,355	\$0	\$0	\$0	\$0	\$0	\$0
Other General Expense	\$2,627	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146	\$3,146
6. Total Expenses	\$692,031	\$320,711	\$505,482	\$567,510	\$497,142	\$497,142	\$567,285	\$491,879	\$491,879	\$530,442	\$491,879	\$491,879	\$777,404
7. Fund Balance (end of month)	\$113,879	\$1,536,258	\$1,030,776	\$525,214	\$1,942,109	\$1,506,915	\$1,001,578	\$1,802,270	\$1,372,340	\$903,846	\$1,458,414	\$1,028,483	\$313,028

6. Job Descriptions

Founder / Head of School

Job Description 2015-16

Name:	Golnar Abedin		
Position Title:	Founder / Head of School, Creative Minds International Public Charter School		
Supervisor Title:	The Board of Trustees		
Exempt:	Yes		

Position Summary:

The Founder/Head of School is responsible for: (i) overseeing and guiding the development, management, and financial operations of the school; (ii) the design, implementation, and evaluation of the school's educational plan and curriculum; (iii) the direct supervision of the teaching and support staff; and (iv) managing internal and external communications for the school. In order to meet the above-listed responsibilities, the Founder/Head of School will need to possess a system-wide perspective that integrates a deep understanding of pedagogical practice, education policy, public school accountability, community engagement, and financial oversight.

Principal Duties and Responsibilities:

I. Management/Development/Financial Operations:

General Operations

In coordination with Director of Operations (DO), develops and implements school-level policies, procedures, and structures to effectively and efficiently operate a school.

Advises and guides the DO in risk management, programmatic opportunities, and challenges.

Develops, implements, and evaluates interdisciplinary, integrated programs; clearly assigns responsibility for tasks and decisions; sets clear objectives and measures; monitors process, progress, and results; designs feedback loops into work.



Identifies new opportunities and areas of strategic growth for the school.

Works to drive school towards annual and long-term goals.

Develops and revises the organizational systems and practices needed for long-term success.

Regularly seeks to understand and translate federal and district education policy into strategic action.

Aligns human resources to school needs, setting high expectations and effectively managing all school employees to meet school goals.

Develops a strong recruitment plan that attracts talented teaching and administrative staff by offering a competitive benefits package and providing staff development opportunities.

Executes results-focused school operations that ensure minimal disruptions to teaching and learning and promote the success of all students and staff.

Develops and maintains a purposeful school culture that supports a safe and effective learning environment.

Works to secure long-term school building in collaboration with Board that will facilitate the implementation of the school's education plan.

Oversees the annual school budget; reviews the budget planning process, ensuring that funds are allocated accordingly to meet the educational priorities of the school, identifying budgetary needs and implementing a fundraising strategy to meet those needs.

Secures a school facility that is appropriate for the implementation of the program.

External Relations/Development

In collaboration with the Board of Trustees (Board), creates and implements a strategy to raise school funds.

Collaborates with board members and other school staff to ensure that resources (physical, technological, financial, time, and human) are in place to maximize and meet the School's goals.

Works with the Board to strategize and develop a long-term vision for the school by formulating general and targeted policy goals and concepts.



Continues to build and strengthen relationships with the DC charter school community and various stakeholders (including DC council members, parents, teachers, and other NGO's that support charter schools).

Attends education-related and leadership meetings sponsored by partner and supervisory organizations (DC Public Charter School Board, DC Office of the State Superintendent of Education).

Attends school board meetings and reports on all matters related to academic and student performance.

Works closely with the Board chair to set board meeting calendar, agendas, and goals.

Assists Board Chair in monitoring progress toward achieving school goals.

Engages school community members effectively to ensure all stakeholders are included in school improvement efforts.

Listens to and communicates with all the school's stakeholders; building successful interpersonal relationships with faculty, staff members, family, and community members and students.

Develops strategic alliances that increase visibility, boost political will, and bring new resources to the school.

Builds, cultivates, and supports a diverse network of people to support school goals.

II. School Curriculum Design, Implementation and Evaluation:

Designs a curriculum for preschool-5th grade students, combining the International Early Years and Primary Curriculum (IPC), Common Core Standards, and developmental and arts education goals.

Tracks progress toward meeting annual goals and makes necessary adjustments quarterly throughout each academic year.

Conducts annual required assessments of student academic progress as required by Charter Board.

Seeks to develop assessment tools unique to CMI for short-term and long-term use

Trains, guides, and supervises teachers in implementing and making adjustments to curriculum to reach academic goals.



Participates in meetings and communicates with Office of State Superintendent of Education and DC Public Charter School Board to strengthen the school's implementation of the curriculum and coordinates staff development in various areas as needed.

Leads the design of a wide range of systems to gather, monitor, and utilize academic and non-academic data to improve outcomes.

III. Personnel Management-Instructional Leadership and Supervision of Staff:

Supervises, evaluates and provides professional development for teachers and administrative staff to achieve the school's goals.

Articulates a clear instructional vision with a school-wide focus on teaching and learning that is data-driven, standards-aligned, and rooted in a belief that all students can achieve at high levels.

Implements consistent school-wide instructional practices that are clear, results-oriented, and research-based.

Develops and supervises cohesive teams of people within a preschool-5th grade setting; guides teams to establish and achieve goals; creates a climate in which people want to do their best.

Creates opportunities for ongoing learning and staff development that are informed by student performance.

Provides opportunities for growth and prepares qualified staff for promotion to school leadership roles

Develops internal staff and external network capacity to effectively organize, recruit, and develop highly qualified teachers able to implement the unique education goals and academic curriculum.

IV. Communications and Outreach Strategy and Management:

Responsible for creating and implementing a comprehensive communications strategy that includes media/press and stakeholder outreach, marketing, and other tactics and activities, as necessary.

- Fields press inquiries, pitches stories, and builds relationships with local media.



Responsible for promoting the school and its mission to external stakeholders both in the in D.C., including D.C. policymakers, media, the NGO community, the private sector, and charter school academic community.

- Encourages and facilitates opportunities for school staff to be spokespersons for the school.
- Identifies public relations opportunities and develops strategies to earn positive media attention for the organization.
- Manages political outreach to city-wide education-related organizations and City Council to influence them to support the school's mission.

Responsible for improving internal communications within the school

- Facilitates the distribution of targeted research on educational issues to various stakeholders.

Responsibility for Work of Others:

Title	Number of Positions	Nature of Supervision
Director of Operations	1	Direct Supervision
Teachers	16	Direct Supervision
Assistant Teachers	12	Direct Supervision
Paraprofessionals	9	Direct Supervision
Operations Manager	1	Direct Supervision
Administrative Assistant	2	Direct Supervision

*** 2015-16 Elementary School Staffing numbers supervised directly:**

41 Direct Supervision

Committee or Major External Contacts:

Principal Committee/Contacts:

Board of Trustees

Parents

Teachers and administrative staff

Role or Responsibilities:

Fosters relationships and communicates

Develops relationships and maintains communication about the school, its teachers, and its students

Guides, supports, and develops staff.

DC Public Charter School Board and DC
Office of the State Superintendent of
Education

Maintains relationships to help implement
and communicate the school's mission and
goals. Meets financial and academic
accountability requirements.

Education/Experience Requirements:

The Founder/Head of School should have the following:

10-15 years of experience at school settings, including DC charter schools.

Minimum of 3 years of previous experience on school leadership teams and making decisions that affect the implementation of the school mission.

M.A. or higher degree in Organizational Leadership and Education Policy.

Experience implementing the DC Charter School Board's Performance Management Framework used to evaluate the school program.

Experience with the requirements and relevant departments within the DC Office of State Superintendent of Education.

Understanding of the No Child Left Behind policy requirements as they affect school accountability and the renewal of Creative Minds PCS charter.

Familiarity with various local and national education-related agencies and networks in Washington DC

Able to identify and describe effective instructional practices and how to provide feedback, coaching, and professional development to teachers and other staff to improve the quality of instruction throughout the school.

Demonstrates knowledge of educational theory and practices, including focus on standards-based instruction and meeting the needs of students with special needs.

Experience with school-related policies, including liabilities related to special education law and the school's reporting requirements regarding to child abuse.

Experience in implementing inclusive education.

Engage in personal learning, including the need to learn and adapt when faced with challenges and successes.

Knowledge/Skills Requirements:

The Founder/Head of School should demonstrate the following:

Ability to develop, articulate, and implement a vision of learning that is shared and supported by the school community.

Possess the ability to inspire and motivate students/adults on the vision.

Articulate short- and long-term goals for each problem and address school-wide issues/plans in a timely and responsive manner.

Identify problems; organize people and resources appropriately to make decisions and action plans.

Utilize multiple sources of data to inform decision-making.

Excellent organizational skills and time management.

Ability to multi-task, pay attention to detail, and prioritize.

Experience supervising 15 or more staff members in a school setting.

Ability to objectively manage employee performance and growth through feedback and coaching.

Hold adults accountable for student success.

Ensure effective professional development and growth opportunities for all employees.

Strong multicultural and ethnic understanding; support equal and fair treatment and opportunity for all; foster a climate of inclusion, promote culturally responsive instruction and leadership where diverse thoughts are freely shared and integrated.

Demonstrate an effective approach to team-building, including clarity of purpose, shared responsibility, and accountability.

Build effective relationships with staff members to move everyone towards school goals, varying leadership approaches (when needed).

Value, solicit, and integrate different perspectives effectively.

Experience interacting and communicating effectively with multiple audiences, including staff, parents, students, and community members.

Demonstrated commitment to and understanding of how to engage family and community members

in the development of and work towards the school's goals.

Demonstrated success in encouraging parental involvement.

Commitment and passion for the school's mission.

Anticipate and plan for challenges and potential obstacles; when faced with a challenge/obstacle, make changes to achieve goals.

Demonstrate an understanding of the realities of and difficulties leading in urban public schools.

Personal Development: demonstrate self-awareness, ability to articulate own strengths and growth areas.

Model continuous learning and openness to feedback and improving own performance.

Job Description: 2016-17

Director of Middle School Curriculum and Instruction

Creative Minds International Public Charter School ("CMI") is a tuition-free, public charter school for children in Washington, DC. We offer a highly engaging, international curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our unique program is based on an inclusive philosophy of education and a holistic, pedagogical approach. To facilitate the achievement of our program goals, we have limited class size to 17 students and provide our teachers opportunities for weekly planning and collaboration. Our instruction is characterized by the following, and we offer our teachers significant professional development in these areas:

- International Middle Years Curriculum (IMYC);
- Student assessments and interventions based on Dr. Stanley Greenspan's developmental model of education;
- Arts integration; and
- Common Core English Language Arts and Mathematics standards-based instruction.

We are looking for individuals who embrace a child-centered approach to education and understand, accommodate, and celebrate individual learning differences among students. We believe that the success of our program, in large part, depends on the quality and dedication of our staff. Therefore, we seek a highly motivated and enthusiastic team of professionals who are interested in joining an innovative program that offers DC public school students a unique and exciting learning opportunity.

Position Description

The Middle School Director of Curriculum and Instruction will be responsible for leading teaching and learning in all of CMI's 6th to 8th grade classrooms by overseeing the instructional program. As a member of CMI's leadership team, the Middle School Director of Curriculum and Instruction reports directly to CMI's Head of School. Responsibilities include but are not limited to:

- Offering frequent, targeted feedback to teachers on their instructional practice through formal and informal observations;
- Identifying, ordering, and distributing instructional resources that support CMI's unique learning model;
- Meeting weekly with other members of CMI's leadership team to discuss CMI's needs;

- Sharing important information regarding teaching and learning with CMI staff via email and in person;
- Supporting teachers with the planning and implementation of Common Core aligned curriculum in ELA and Math;
- Supporting all teachers with the delivery of critical thinking instruction that will prepare students for success on the PARCC exams in middle school;
- Supporting with compliance and accountability activities as needed in the areas of teaching and learning;
- Leading teachers through a process of data-driven analysis of student performance data to inform re-teaching;
- Planning and implementing professional development sessions for teachers related to teaching and learning;
- Ensuring the integration of Greenspan's approach and the Arts into all CMI classrooms;
- Supporting teachers with the implementation of the International Middle Years Curriculum;
- Holding all teachers and staff to high expectations of accountability for their performance;
- Interviewing, hiring, and on-boarding new teachers and teachers assistants;
- Overseeing the process for the training, planning for, and implementing school-wide assessments (internal and external)
- Supporting teachers with differentiating their instruction for all learners;
- Collaborating closely with the Director of Student Support during the process of instructional decision-making
- Ensuring that all classrooms offer students an inviting, exciting, innovative, learning environment;
- Overseeing the implementation of activities to enrich learning such as field trips and guest speakers
- Meeting with parents and families to discuss issues related to teaching, learning, and discipline.
- Overseeing the planning and implementation of CMI's Summer Institute and ongoing professional development sessions throughout the year
- Valuing the importance of play, exploration, and creativity in all classrooms;
- Using effective, positive, respectful interpersonal communication skills;
- Establishing positive relationships with colleagues, students, families and the community which reflect recognition of and respect for every individual;
- Support with the planning of CMI critical documents such as the Student and Family Handbook, the Staff Handbook, and the calendar
- Represent CMI at community events

Qualifications

- DC Teaching Certification required
- Masters Degree in Teaching required



- Masters in School Leadership preferred (or enrollment in a leadership degree program)
- 5+ years of full-time teaching experience in a public or private school, preferably in an urban setting
- 2+ years of prior experience leading adults
- Prior experience working with special needs students in an inclusive setting
- Commitment to the success of each and every teacher and student
- Superb communication skills
- Demonstrated ability to hold teachers to high expectations while offering support
- Prior experience teaching and leading Common Core aligned instruction
- Demonstrated ability to work well with parents and community members
- Demonstrated ability to work effectively as a team member
- Commitment to professional growth and reflection

Apply

Please provide resume, cover letter, and two letters of reference regarding the applicant's qualifications for this position to jobs@creativemindspcs.org.

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Job Description: 2015-16

Director of Elementary School Curriculum and Instruction

Creative Minds International Public Charter School ("CMI") is a tuition-free, public charter school for children in Washington, DC. We offer a highly engaging, international curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our unique program is based on an inclusive philosophy of education and a holistic, pedagogical approach. To facilitate the achievement of our program goals, we have limited class size to 17 students and provide our teachers opportunities for weekly planning and collaboration. Our instruction is characterized by the following, and we offer our teachers significant professional development in these areas:

- International Early Years and Primary Curriculum;
- Student assessments and interventions based on Dr. Stanley Greenspan's developmental model of education;
- Arts integration; and
- Common Core English Language Arts and Mathematics standards-based instruction.

We are looking for individuals who embrace a child-centered approach to education and understand, accommodate, and celebrate individual learning differences among students. We believe that the success of our program, in large part, depends on the quality and dedication of our staff. Therefore, we seek a highly motivated and enthusiastic team of professionals who are interested in joining an innovative program that offers DC public school students a unique and exciting learning opportunity.

Position Description

The Director of Curriculum and Instruction will be responsible for leading teaching and learning in all of CMI's Pre-K3 to 4th grade classrooms by overseeing the instructional program. As a member of CMI's leadership team, the Director of Curriculum and Instruction reports directly to CMI's Executive Director.

Responsibilities include but are not limited to:

- Offering frequent, targeted feedback to teachers on their instructional practice through formal and informal observations;
- Identifying, ordering, and distributing instructional resources that support CMI's unique learning model;
- Meeting weekly with other members of CMI's leadership team to discuss CMI's needs;

- Sharing important information regarding teaching and learning with CMI staff via email and in person;
- Supporting teachers with the planning and implementation of Common Core aligned curriculum in ELA and Math;
- Supporting all teachers with the delivery of critical thinking instruction that will prepare students for success on the PARCC exam and in middle school;
- Supporting with compliance and accountability activities as needed in the areas of teaching and learning;
- Leading teachers through a process of data-driven analysis of student performance data to inform re-teaching;
- Planning and implementing professional development sessions for teachers related to teaching and learning;
- Ensuring the integration of Greenspan's approach and the Arts into all CMI classrooms;
- Supporting teachers with the implementation of the International Early Years and Primary Curriculum;
- Holding all teachers and staff to high expectations of accountability for their performance;
- Interviewing, hiring, and on-boarding new teachers and teachers assistants;
- Overseeing the process for the training, planning for, and implementing school-wide assessments (internal and external)
- Supporting teachers with differentiating their instruction for all learners;
- Collaborating closely with the Special Education Coordinator and the Early Childhood Coordinator during the process of instructional decision-making
- Ensuring that all classrooms offer students an inviting, exciting, innovative, learning environment;
- Overseeing the implementation of activities to enrich learning such as field trips and guest speakers
- Meeting with parents and families to discuss issues related to teaching, learning, and discipline.
- Overseeing the planning and implementation of CMI's Summer Institute and ongoing professional development sessions throughout the year
- Valuing the importance of play, exploration, and creativity in all classrooms;
- Using effective, positive, respectful interpersonal communication skills;
- Establishing positive relationships with colleagues, students, families and the community which reflect recognition of and respect for every individual;
- Support with the planning of CMI critical documents such as the Student and Family Handbook, the Staff Handbook, and the calendar
- Represent CMI at community events

Qualifications

- DC Teaching Certification required
- Masters Degree in Teaching required



- Masters in School Leadership preferred (or enrollment in a leadership degree program)
- 5+ years of full-time teaching experience in a public or private school, preferably in an urban setting
- 2+ years of prior experience leading adults
- Prior experience working with special needs students in an inclusive setting
- Commitment to the success of each and every teacher and student
- Superb communication skills
- Demonstrated ability to hold teachers to high expectations while offering support
- Prior experience teaching and leading Common Core aligned instruction
- Demonstrated ability to work well with parents and community members
- Demonstrated ability to work effectively as a team member
- Commitment to professional growth and reflection

Apply

Please provide resume, cover letter, and two letters of reference regarding the applicant's qualifications for this position to jobs@creativemindspcs.org.

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Director of Student Support Services

Creative Minds is seeking a Director of Student Support Services for the 2014-2015 School Year.

About Creative Minds International PCS

Creative Minds International Public Charter School (CMI) is a school located in the Columbia Heights neighborhood of Washington D.C. that is entering its third year of operation. As of August, 2014, CMI will serve students in grades pre-school to four (170 students), and it will add a grade each year until it reaches full capacity at pre-school to 5th grade (240 students). CMI is a unique, dynamic and engaging place to work. Its model elements include:

- Use of the International Primary Curriculum (thematic units that integrate several content areas)
- A focus on music, the Arts, and multiple language learning
- A fully integrated model for students with IEPs
- A highly diverse student and teacher population
- A unique synthesis between charter and private school design elements

Position Overview

The Director of Student Support Services reports to the school principal. She or he supports the principal in the coordination of all special education services within the Creative Minds International PCS school portfolio.

Administrative Responsibilities

- Interpretation and implementation of all state and federal special education requirements and mandates to ensure compliance;
- In concert with school leadership and appropriate personnel, planning and implementation of professional development for special education teachers, general education teachers, service providers, and parents;
- In concert with school administration, supervision and evaluation of all special education staff and programs;
- Responsible for student records system including compliance with appropriate laws and regulations;
- Monitoring the guidelines, timelines, and completion of student assessments, evaluations, and IEPs according to federal, state, and district guidelines;
- Coordination of the delivery of special education services to students in the school;
- Ensuring the records for each identified student are up to date and well-organized and contain necessary progress notes and assessments;
- Document and report student progress toward achievement of annual goals by collecting and interpreting data;
- Attend and participate in parent conferences and IEP meetings;

- Act as a resource to staff;
- Provide supervision and training to one-on-one Dedicated Aides working with students in the classroom;
- Participate in continued professional growth activities to advance knowledge of effective instructional curriculum and methodologies for students with special needs;

Instructional Responsibilities

- Provide an inviting, exciting, innovative, learning environment;
 - Limited direct and indirect instruction to specified students;
 - Long-and short-term planning with teachers and parents to address individual needs of students;
 - Support classroom teachers in the design and implementation of IEP goals and modification of instruction and assessments based on students' individual differences;
 - Prepare quarterly individual student progress reports;
 - Communicate with families regarding service delivery and progress;
 - Encourage families' involvement in students' educational goals;
 - Consult with the grade-level teaching team on a weekly basis to review student progress;
- Attend the two-week summer institute and other required professional development sessions.

Qualifications

- Masters degree in special education;
- 3+ years of full-time teaching experience;
- Experience working with students with special needs in an inclusive setting;
- Commitment to the success of each and every student;
- Excellent communication skills;
- Demonstrated ability and experience engaging the interest of school-age children;
- Demonstrated ability to work with diverse children;
- Prior teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Knowledge of state requirements for special education;
- Experience in writing and monitoring IEPs and communicating with families and service providers to support students;
- Strong leadership capabilities;
- Commitment to professional growth.



Additional Desired Characteristics

The Director of Student Support Services must have knowledge of Special Education laws, policies, regulations, practices, and legal precedents applicable to the administration of special education programs, including:

- Experience using the Special Education Data System (SEDS/EasyIEP)
- Specialized and differentiated methods of instruction for a wide variety of students and their needs;
- Evaluative strategies to assess the delivery of special education services and support;
- Knowledge of DC charter school compliance regulations;
- Knowledge of due process hearings and procedures for compliance.
- Familiarity with Dr. Stanley Greenspan's DIR Floortime model

Apply

Please complete the online application form and provide resume, cover letter, and two letters of reference regarding the applicant's qualifications for this position. Letters of reference should demonstrate commitment to professional growth, ability and willingness to collaborate with peers, etc. (letters from principals, colleagues, professors, previous employers, etc.). Please email jobs@creativemindspcs.org with any questions.

Note: Nothing in this job description restricts management's right to assign or reassign duties and responsibilities to this job at any time.

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DIRECTOR OF OPERATIONS – 2015-16

About Creative Minds International PCS

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Director of Operations

Reporting to the Executive Director, the Director of Operations will be responsible for leading internal organization processes and infrastructure to drive Creative Minds International PCS to open and grow to fulfill its academic and community mission. The Director of Operations will demonstrate and exercise leadership in the following areas:

Operational Leadership

- **Resources:** Manage deployment of resources, facilities planning, financial structures and long-range planning initiative, fundraising activities, receiving/distributing items, following payment procedures, maintaining vendor relationships. Maintain oversight of risk management and legal activities: letters of agreement, contracts, leases, and other legal documents and agreements.
- **Operations:** Manage non-academic functions and the business operations of the school including, but not limited to:
 - Human resources
 - Information and technology systems
 - Facility and security needs
 - Business and financial management (accounting, budget adherence)
 - Regulatory compliance
 - External reporting (local, federal government and agencies)
 - Inventory of curriculum materials
 - Supplies and meals

- After-school programs
- **Fundraising:**
 - Marketing: must prepare marketing tools, and sell the school's cause to potential donors
 - Networking: meeting with corporate officers, government officials, and community leaders
 - Develop and prioritize projects and proposals: meet and work with staff to elicit projects and programs that need support; manage monthly meetings to vet projects and programs and set priorities for funding.
 - Develop and foster relationships with institutional funders: find personal connections with staff, board, trustees, volunteers, donors that will ensure the attention of institutional funders.
 - Provide stewardship for existing donors.
 - Generate proposals for: unique projects and programs; unique institutional and individual funders.
 - Write or supervise writing of all proposals, budgets, reports, and other ancillary materials.
 - Manage existing grants by: tracking grants; working with staff to ensure each project or program is meeting proposal conditions and expectations.
 - Monitor and manage grants income goal.
 - Assist with other fundraising projects as requested.
- **Information technology:** work with the manager of information technology, ensure the ongoing maintenance and updating of information systems and infrastructure, including hardware, software, and ASP applications
- **Reporting:** Organizational reporting and monitoring: provide guidance and leadership through management of the Creative Minds International PCS metrics and measurement reporting process
- **Office management:** oversee administrative functions to ensure smooth daily operations of physical plant and equipment
- **Insurance:** Ensure comprehensive employee and business insurance: procurement, monitoring and management
- **Senior Leadership:** Work with the Executive Director to provide staff support and guidance; work with the Executive Director and appropriate Board Committees to prepare and provide timely and detailed operational and compliance reports to the Creative Minds International PCS Board of Directors and external agencies as required.

Talent Development and Human Capital Leadership

Human Resources: Manage and oversee the human resource function for Creative Minds International PCS, including:

- Human capital management, hiring, and compensation
- Benefits administration and oversight
- Support professional training and development, including new employee orientation
- Retention and recruitment
- Performance development including turnaround strategies and termination
- Regulatory oversight and legal compliance

Financial Management and Budgetary Leadership

Financial Planning: Oversee all financial and business planning activities to ensure accuracy and healthy bottom line, including:

- Oversee business policies
- Lead fundraising; solicit contributions from corporations and individuals, and support grant writing
- Support and advise the Executive Director in decision making
- Lead and support organizational budgeting process
- Monitor all internal financial controls
- Manage banking, petty cash, purchasing, payables, and fixed assets for the school
- Follow all employment processing procedures as established by Human Resources
- Determine budgetary constraints, parameters for financial expenditures, and allocation of funds
- **Reporting:** Oversee reporting and monitoring of organizational performance metrics.
- **Financial Oversight:** Provide overall financial oversight and 'red flag' monitoring.
- **Senior Leadership:** Work with the Executive Director and the Finance Committee to prepare and provide timely and comprehensive financial data and reports to the Creative Minds International PCS Board of Directors.

Competencies

To perform the job successfully, an individual should demonstrate the following competencies to perform the essential functions of this position.

- Fundraising skills- knowledge
- Excellent communication skills
- Experience with budget development and monitoring.
- Experience in program development.
- Knowledge of contracts and agreements.

Other qualities

- Analytical—the individual synthesizes complex or diverse information.
- Problem solving—the individual identifies and resolves problems in a timely manner and gathers and analyzes information skillfully.
- Oral communication—the individual speaks clearly and persuasively in positive or negative situations, demonstrates group presentation skills and conducts productive meetings.
- Written communication- has the ability to write professional reports
- Delegation—the individual delegates work assignments, gives authority to work independently, sets expectations and monitors delegated activities.
- Leadership—the individual inspires and motivates others to perform well and accepts feedback from others.
- Management skills—the individual includes staff in planning, decision-making, facilitating and process improvement; makes self available to staff; provides regular performance feedback; and develops subordinates' skills and encourages growth.
- Quality management—the individual looks for ways to improve and promote quality and demonstrates accuracy and thoroughness.
- Judgment—the individual displays willingness to make decisions, exhibits sound and accurate judgment, and makes timely decisions.
- Planning/organizing—the individual prioritizes and plans work activities, uses time efficiently and develops realistic action plans.
- Safety and security—the individual observes safety and security procedures and uses equipment and materials properly.

Preferred Qualifications

- Minimum of a BS or BA, ideally with an MBA and/or CPA preferred
- Strong operational experience: ideally has worked in a senior leadership role for 10+ years in a socially responsible organization with at least three years experience in operational management
- Demonstrated 5+ years of experience in financial planning and analysis with some experience overseeing human resources and information technology
- Skills should reflect 5+ years of successful experience in organizational development, personnel management, budget and resource development, and strategic planning; demonstrated success developing and monitoring systems to manage operational work involving regular collaboration
- Excellent people skills, with an ability to partner with a dynamic leadership team



- Personal qualities of integrity, credibility, and commitment to the mission of Creative Minds International PCS
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions; demonstrated resourcefulness in setting priorities and guiding decisions involving both human capital and system structures

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Early Childhood Coordinator 2015-16

About Creative Minds International PCS

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- A focus on music, the Arts, and multiple language learning
- A fully integrated model for students with IEPs
- A highly diverse student and teacher population
- A unique synthesis between charter and private school design elements

We are looking for individuals who embrace a child-centered approach to education and understand, accommodate, and celebrate individual learning differences among students. We believe that the success of our program, in large part, depends on the quality and dedication of our staff. Therefore, we seek a highly motivated and enthusiastic team of professionals who are interested in joining an innovative program that offers DC public school students a unique and exciting learning opportunity.

Position Description:

The Early Childhood Coordinator will be responsible for teaching a preschool classroom full-time (see job description for Early Childhood Teacher) as well providing an array of supports to the Early Childhood team. Responsibilities include, but are not limited to:

- Coordinate the administration of Early Childhood assessments and lead on the collection of assessment data and analysis;
- Providing instructional coaching to Early Childhood teachers;
- Support teachers with training and administration of the GOLD Teaching Strategic assessment;
- Liaise with the leadership team regarding Early Childhood-related topics and needs;
- Support with the process of ordering by identifying resource and supply needs of the Early Childhood team, obtaining approval from school leadership, and assisting with inventory and distribution of materials as needed;
- Plan and implement professional development for teachers;
- Support with other administrative tasks as needed;
- Using effective, positive, respectful interpersonal communication skills;
- Establishing positive relationships with colleagues, students, families and the



community which reflect recognition of and respect for every individual.

Hours of Work

The Early Childhood Coordinator should expect to work between 4 to 6 hours per week on coordinator-related work. Two or three of these hours can be completed from home.

Qualifications

- DC Certification required;
- Masters Degree in Teaching preferred;
- 3+ years of full-time teaching experience;
- Prior experience leading adults preferred;
- Commitment to the success of each and every student;
- Demonstrated communication skills;
- Demonstrated ability and experience to engage the interest of school-age children;
- Demonstrated ability to work with diverse children;
- Teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Commitment to professional growth.

Apply

Please provide resume, cover letter, and two letters of reference regarding the applicant's qualifications for this position to jobs@creativemindspcs.org.

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Early Childhood Music and Movement Teacher 2015 - 2016

Creative Minds is seeking an Early Childhood Music and Movement Teacher for the 2015-2016 School Year.

About Creative Minds International PCS

Creative Minds International Public Charter School (CMIPCS) is a tuition-free school for DC public school students. The school will be located in the Petworth neighborhood of Washington D.C., at 3700 North Capital Street, NW, beginning in August 2015. The program serves students in grades pre-school through fifth grade, with the goal of expanding to include a middle school in the year 2016-17.

CMIPCS offers a highly engaging, international curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our unique program is based on an inclusive philosophy of education and a holistic pedagogical approach. To facilitate the achievement of our program goals, we have limited class size to 17 students (with 2 to 3 teachers or assistant teachers) in each classroom, and will be providing teachers opportunities for weekly planning and collaboration. The components of our education model include:

- The International Primary Curriculum (thematic, interdisciplinary, arts-integrated units based on Howard Gardner's Multiple Intelligences Theory)
- Foreign language instruction (Spanish, Mandarin, and French)
- Arts Education (Music, Visual Arts, Drama)
- Dr. Stanley Greenspan's Developmental Approach to Education
- A highly diverse student and teacher population
- A unique synthesis between charter and private school design elements

Responsibilities

The Early Childhood Music and Movement Teacher will be responsible for teaching music and movement classes to students from preschool through 5th grade. The teaching responsibilities include both teaching music and dance/movement activities to students and supporting classroom teachers in the integration of music and movement in the general education classes. The position entails providing rich, age-appropriate learning experiences, and using creativity to engage students of various ability groups and learning styles in music and movement (i.e., singing, dancing, playing instruments). Responsibilities include, but are not limited to:

- Teaching students from age 3 to 5th grade;
- Collaboration with other members of the Arts team at CMI;
- Building upon and adding to the International Early Years and Primary curriculum's music goals;
- Establishing clear objectives for all lessons and projects;

- Using a variety of learning assessments, including video and audio recordings, and student performances;
- Providing an inviting, exciting, innovative, learning environment;
- Meeting the needs, interests and abilities for all students, including students with special needs, ELL students, and those who are gifted and talented;
- Integrating pedagogical methods from CMIPCS staff development in the areas of arts integration and child development to reinforce student learning;
- Providing professional development in the areas of arts/education and arts/integration to general education teachers;
- Using a variety of instructional materials, resources, and experiences to enrich student learning;
- Providing educational opportunities that reflects an understanding of students' unique sensory and information processing profiles;
- Using appropriate techniques and strategies that promote and enhance creative problem- solving, and evaluative thinking of students;
- Valuing the importance of play and providing opportunities for child-initiated explorations in the classroom throughout the day;
- Using effective, positive, respectful interpersonal communication skills;
- Establishing positive relationships with colleagues, students, families and the community which reflect recognition of and respect for every individual;
- Incorporating technology into curriculum;
- Plan arts-based field trips for students;
- Update the school's arts blog;
- Attending the CMIPCS summer institute and other required professional development sessions.

Desired Qualities

- Extensive knowledge of music and movement/dance activities appropriate for school-age children;
- Physical ability to demonstrate music and movement activities;
- Excellent communication skills;
- Demonstrated ability and experience to engage the interest of school-age children;
- Prior teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Patience, flexibility, and a willingness to take risks;
- Consistently reflects on her/his own teaching practices;
- Experience working with linguistically and ethnically diverse student populations and children with developmental differences;
- Demonstrated commitment to professional growth and eagerness to learn;
- Demonstrated commitment to the well-being and success of all students.

**Qualifications**

- Bachelor's degree required (Masters preferred)
- Possesses or is eligible for a valid District of Columbia Teaching Certificate or License (standard or provisional)

Apply

Please provide resume, cover letter, and two letters of reference regarding the applicant's qualifications for this position to jobs@creativemindspcs.org. Letters of reference should demonstrate commitment to professional growth, ability and willingness to collaborate with peers, etc. (letters from principals, colleagues, professors, previous employers, etc.).

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Early Childhood/ Elementary Spanish Teacher 2015 - 2016

Creative Minds is seeking an Early Childhood/ Elementary Spanish Teacher for the 2015-2016 School Year.

About Creative Minds International PCS

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CMIPCS offers a highly engaging, international curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our unique program is based on an inclusive philosophy of education and a holistic pedagogical approach. To facilitate the achievement of our program goals, we have limited class size to 17 students (with 2 to 3 teachers or assistant teachers) in each classroom, and will be providing teachers opportunities for weekly planning and collaboration. In addition, teachers will receive training in the following areas during designated professional development sessions (weekly staff meetings and monthly professional development days):

The components of our education model include:

- The International Primary Curriculum (thematic, interdisciplinary, arts-integrated units based on Howard Gardner's Multiple Intelligences Theory)
- Foreign language instruction (Spanish, Mandarin, and French) Arts Education (Music, Visual Arts, Drama)
- Dr. Stanley Greenspan's Developmental Approach to Education
- A highly diverse student and teacher population
- A unique synthesis between charter and private school design elements

Responsibilities

The teacher plans and provides rich, age-appropriate learning experiences for students. Responsibilities include, but are not limited to:

- Teaching elementary-level Spanish to preschool - 5th grade students who are both native and non-native speakers of Spanish;
- Establishing clear objectives for all lessons, units, projects, and assessments;
- Providing an inviting, exciting, innovative, learning environment;
- Meeting the needs, interests and abilities for all students, including students with disabilities, ELL students, and those who are gifted and talented;

- Developing lesson plans that draw content from CMIPCS professional development in the areas of arts integration and child development to reinforce student learning;
- Regularly observing students and taking anecdotal notes to inform planning in the arrangement of small groups, classroom set up, integrations of students' interests in learning activities, and subsequent assessments;
- Monitoring student progress through frequent formal and informal student evaluations recorded in portfolio assessments;
- Using a variety of instructional materials, resources, and experiences to enrich student learning;
- Providing educational opportunities that reflects an understanding of students' unique sensory and information processing profiles;
- Using appropriate techniques and strategies that promote and enhance creative problem-solving, and evaluative thinking of students;
- Creating a learning environment that reflects the theme(s) being studied through displays of student work and teacher-created materials;
- Working with families to support the progress of individual students;
- Valuing the importance of play and providing opportunities for child-initiated explorations in the classroom throughout the day;
- Using effective, positive, respectful interpersonal communication skills;
- Establishing positive relationships with colleagues, students, families and the community which reflect recognition of and respect for every individual;
- Incorporating technology into curriculum;
- Attending a two-week summer institute and other required professional development sessions.

Desired Qualities

- Familiarity with the National Standards for Foreign Language Learning;
- Excellent communication skills;
- Demonstrated ability and experience to engage the interest of school-age children;
- Prior teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Patience, flexibility, and a willingness to take risks;
- Consistently reflects on her/his own teaching practices;
- Experience working with linguistically and ethnically diverse student populations and children with developmental differences;
- Demonstrated commitment to professional growth and eagerness to learn;
- Demonstrated commitment to the well-being and success of all students.

**Minimum Qualifications**

- Bachelor's degree required (Masters preferred)
- Bilingual Spanish/English (strongly preferred)

Apply

Please provide resume, cover letter, and two letters of reference regarding the applicant's qualifications for this position to jobs@creativemindspcs.org. Letters of reference should demonstrate commitment to professional growth, ability and willingness to collaborate with peers, etc. (letters from principals, colleagues, professors, previous employers, etc.).

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Early Childhood/ Elementary Physical Education Teacher 2015 – 2016

Creative Minds is seeking a part-time Early Childhood/ Elementary Physical Education Teacher for the 2015-2016 School Year.

About Creative Minds International PCS

Creative Minds International Public Charter School (CMIPCS) is a tuition-free school for DC public school students. The school will be located in the Petworth neighborhood of Washington D.C., at 3700 North Capital Street, NW, beginning in August 2015. The program serves students in grades pre-school through fifth grade, with the goal of expanding to include a middle school in the year 2016-17.

CMIPCS offers a highly engaging, international curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our unique program is based on an inclusive philosophy of education and a holistic pedagogical approach. To facilitate the achievement of our program goals, we have limited class size to 17 students (with 2 to 3 teachers or assistant teachers) in each classroom, and will be providing teachers opportunities for weekly planning and collaboration. In addition, teachers will receive training in the following areas during designated professional development sessions (weekly staff meetings and monthly professional development days):

The components of our education model include:

- The International Primary Curriculum (thematic, interdisciplinary, arts-integrated units based on Howard Gardner's Multiple Intelligences Theory)
- Foreign language instruction (Spanish, Mandarin, and French) Arts Education (Music, Visual Arts, Drama)
- Dr. Stanley Greenspan's Developmental Approach to Education
- A highly diverse student and teacher population
- A unique synthesis between charter and private school design elements

Responsibilities

The teacher plans and provides rich, age-appropriate learning experiences for students. Responsibilities include, but are not limited to:

- Implementing the International Primary Curriculum's Physical Education learning targets;
- Demonstrating basic skills and knowledge of formal sports, games, rhythms, and fundamentals of movement;
- Providing appropriate safety instruction and conducting safety checks on all equipment to ensure the over-all safety of students;
- Maintaining storage and inventory of all physical education materials and instructional aids;

- Establishing and upholding clear standards of student behavior necessary to provide an orderly, productive environment;
- Establishing clear objectives for all lessons, units, projects, and assessments;
- Providing an inviting, exciting, innovative, learning environment;
- Meeting the needs, interests and abilities for all students, including students with disabilities, ELL students, and those who are gifted and talented;
- Developing lesson plans that draw content from CMIPCS professional development in the areas of arts integration and child development to reinforce student learning;
- Regularly observing students and taking anecdotal notes to inform planning in the arrangement of small groups, classroom set up, integrations of students' interests in learning activities, and subsequent assessments;
- Monitoring student progress through frequent formal and informal student evaluations recorded in portfolio assessments;
- Providing educational opportunities that reflects an understanding of students' unique sensory and information processing profiles;
- Using appropriate techniques and strategies that promote and enhance creative problem-solving, and evaluative thinking of students;
- Creating a learning environment that reflects the theme(s) being studied through displays of student work and teacher-created materials;
- Working with families to support the progress of individual students;
- Valuing the importance of play and providing opportunities for child-initiated explorations in the throughout the day;
- Using effective, positive, respectful interpersonal communication skills;
- Establishing positive relationships with colleagues, students, families and the community which reflect recognition of and respect for every individual;
- Incorporating technology into curriculum as appropriate;
- Attending a two-week summer institute and other required professional development sessions.

Desired Qualities

- Extensive knowledge of physical fitness, sports, and wellness for school-age children;
- Physical ability to demonstrate athletic activities;
- Extensive knowledge of the DC Physical Education standards;
- Excellent communication skills;
- Demonstrated ability and experience to engage the interest of school-age children;
- Prior teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Patience, flexibility, and a willingness to take risks;



- Consistently reflects on her/his own teaching practices;
- Experience working with linguistically and ethnically diverse student populations and children with developmental differences;
- Demonstrated commitment to professional growth and eagerness to learn;
- Demonstrated commitment to the well-being and success of all students.

Minimum Qualifications

- Bachelor's degree required (Masters preferred)
- Possesses or is eligible for a valid District of Columbia Teaching Certificate or License (standard or provisional)

Apply

Please provide resume, cover letter, and two letters of reference regarding the applicant's qualifications for this position to jobs@creativemindspcs.org. Letters of reference should demonstrate commitment to professional growth, ability and willingness to collaborate with peers, etc. (letters from principals, colleagues, professors, previous employers, etc.).

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Elementary Education Teacher

Creative Minds is seeking Elementary Education Teachers for the 2015-2016 School Year.

About Creative Minds International PCS

Creative Minds International Public Charter School (CMI) is a school located in the Columbia Heights neighborhood of Washington D.C. in its fourth year of operation. As of August, 2014, CMI serves students in grades pre-school to four (170 students), and it will add a grade each year until it reaches full capacity at pre-school to 5th grade (240 students). CMI is a unique, dynamic and engaging place to work. Its model elements include:

- Use of the International Primary Curriculum (thematic units that integrate several content areas)
- A focus on music, the Arts, and multiple language learning
- A fully integrated model for students with IEPs
- A highly diverse student and teacher population
- A unique synthesis between charter and private school design elements

Responsibilities

The teacher plans and provides rich, age-appropriate learning experiences for students. Responsibilities include, but are not limited to:

- Implementation of the International Primary Curriculum;
- Integration of Common Core State Standards-based goals and objectives in literacy and mathematics small group instruction;
- Establishing clear objectives for all lessons, units, projects, and assessments;
- Providing an inviting, exciting, innovative, learning environment;
- Meeting the needs, interests and abilities for all students, including students with disabilities, ELL students, and those who are gifted and talented;
- Administering CMIPCS's developmental assessment for each child and tracking students' progress through the developmental milestones required for successful communication, self-regulations, and social interaction;
- Developing lesson plans that draw content from CMIPCS professional development in the areas of arts integration and child development to reinforce student learning;
- Regularly observing students and taking anecdotal notes to inform planning in the arrangement of small groups, classroom set up, integrations of students' interests in learning activities, and subsequent assessments;
- Monitoring student progress through frequent formal and informal student evaluations recorded in portfolio assessments;
- Using a variety of instructional materials, resources, and experiences to enrich student learning;



- Providing educational opportunities that reflects an understanding of students' unique sensory and information processing profiles;
- Using appropriate techniques and strategies that promote and enhance creative problem-solving, and evaluative thinking of students;
- Creating a learning environment that reflects the theme(s) being studied through displays of student work and teacher-created materials;
- Working with families to support the progress of individual students;
- Valuing the importance of play and providing opportunities for child-initiated explorations in the classroom throughout the day;
- Using effective, positive, respectful interpersonal communication skills;
- Establishing positive relationships with colleagues, students, families and the community which reflect recognition of and respect for every individual;
- Incorporates technology into curriculum;
- Attend a two-week summer institute and other required professional development sessions.

Desired Qualities

- Familiarity with elementary level Common Core standards for ELA and Math and prior experience teaching to these standards;
- Excellent communication skills;
- Demonstrated ability and experience to engage the interest of school-age children;
- Prior teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Patience, flexibility, and a willingness to take risks;
- Consistently reflects on her/his own teaching practices;
- Experience working with linguistically and ethnically diverse student populations and children with developmental differences;
- Demonstrated commitment to professional growth and eagerness to learn;
- Demonstrated commitment to the well-being and success of all students.

Minimum Qualifications

- Bachelor's degree (M.A in Education or Special Education preferred);
- Possesses or is eligible for a valid District of Columbia Teaching Certificate or License (standard or provisional)/ Passed the Elementary Praxis II (014).

Apply

Please provide resume, cover letter, and two letters of reference regarding the applicant's qualifications for this position to jobs@creativemindspcs.org. Letters of reference should demonstrate commitment to professional growth, ability and willingness to collaborate with peers, etc. (letters from principals, colleagues, professors, previous employers, etc.).



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Early Childhood Education Teacher

Creative Minds is seeking Early Childhood Teachers for the 2015-2016 School Year.

About Creative Minds International PCS

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- A focus on music, the Arts, and multiple language learning
- A fully integrated model for students with IEPs
- A highly diverse student and teacher population
- A unique synthesis between charter and private school design elements

Responsibilities

The teacher plans and provides rich, age-appropriate learning experiences for students. Responsibilities include, but are not limited to:

- Implementation of the International Early Years curriculum, including standards-based goals and objectives in literacy and mathematics based on the Early Learning Standards for Children Entering Kindergarten in the District of Columbia;
- Establishing clear objectives for all lessons, units, projects, and assessments;
- Providing an inviting, exciting, innovative, learning environment;
- Meeting the needs, interests and abilities of all students, including students with disabilities, ELL students, and those who are gifted and talented;
- Administering CMIPCS's developmental assessment for each child and tracking students' progress through the developmental milestones required for successful communication, self-regulations, and social interaction;
- Developing lesson plans that draw content from CMIPCS professional development in the areas of arts integration and child development to reinforce student learning;
- Regularly observing students and taking anecdotal notes to inform planning in the arrangement of small groups, classroom set up, integrations of students' interests in learning activities, and subsequent assessments;
- Monitoring student progress through frequent formal and informal student evaluations recorded in portfolio assessments;
- Using a variety of instructional materials, resources, and experiences to enrich student learning;
- Providing educational opportunities that reflects an understanding of students' unique sensory and information processing profiles;

- Using appropriate techniques and strategies that promote and enhance creative problem-solving, and evaluative thinking of students;
- Creating a learning environment that reflects the theme(s) being studied through displays of student work and teacher-created materials;
- Working with families to support the progress of individual students;
- Valuing the importance of play and providing opportunities for child-initiated explorations in the classroom throughout the day;
- Using effective, positive, respectful interpersonal communication skills;
- Establishing positive relationships with colleagues, students, families and the community which reflect recognition of and respect for every individual;
- Incorporates technology into curriculum;
- Attend a two-week summer institute and other required professional development sessions.

Desired Qualities

- Excellent communication skills;
- Demonstrated ability and experience to engage the interest of school-age children;
- Prior teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Patience, flexibility, and a willingness to take risks;
- Consistently reflects on her/his own teaching practices;
- Experience working with linguistically and ethnically diverse student populations and children with developmental differences;
- Demonstrated commitment to professional growth and eagerness to learn;
- Demonstrated commitment to the well-being and success of all students.

Qualifications

- Bachelor's degree; (Early Childhood degree, preferred);
- Previous experience teaching students ages 3-5;
- Two letters of reference demonstrating commitment to professional growth, ability and willingness to collaborate with peers, etc. (letters from principals, colleagues, new teachers, etc.).

Apply

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Elementary Assistant Teachers 2015 - 2016

Creative Minds is seeking Elementary Assistant Teachers for the 2015-2016 School Year.

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CMIPCS offers a highly engaging, international curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our unique program is based on an inclusive philosophy of education and a holistic pedagogical approach. To facilitate the achievement of our program goals, we have limited class size to 17 students (with 2 to 3 teachers or assistant teachers) in each classroom, and will be providing teachers opportunities for weekly planning and collaboration. The components of our education model include:

The International Primary Curriculum (thematic, interdisciplinary, arts-integrated units based on Howard Gardner's Multiple Intelligences Theory)

- Foreign language instruction (Spanish, Mandarin, and French)
- Arts Education (Music, Visual Arts, Drama)
- Dr. Stanley Greenspan's Developmental Approach to Education
- A highly diverse student and teacher population
- A unique synthesis between charter and private school design elements

Responsibilities

The assistant teacher supports the classroom teacher in planning and providing rich, age-appropriate learning experiences for students. Responsibilities include, but are not limited to:

- Supporting the implementation of the International Primary Curriculum, including integration of Common Core State Standards-based goals and objectives in literacy and mathematics;
- Assisting the teacher in the delivery of all lessons, projects, and assessments;
- Providing an inviting, positive, innovative, learning environment for children;
- Meeting the needs, interests and abilities for all students, including students with disabilities, ELL students, and those who are gifted and talented;
- Attending CMIPCS staff development in the areas of arts integration and child development to reinforce student learning;

- Regularly observing students and taking anecdotal notes to inform planning in the arrangement of small groups, classroom set up, integrations of students' interests in learning activities, and subsequent assessments;
- Supporting the classroom teacher in monitoring student progress through frequent formal and informal student evaluations recorded in portfolio assessments;
- Using a variety of instructional materials, resources, and experiences to enrich student learning;
- Providing educational opportunities that reflects an understanding of students' unique sensory and information processing profiles;
- Using appropriate techniques and strategies that promote and enhance creative problem-solving, and evaluative thinking of students;
- Creating a learning environment that reflects the theme(s) being studied through displays of student work and teacher-created materials;
- Working with families to support the progress of individual students;
- Valuing the importance of play and providing opportunities for child-initiated explorations in the classroom throughout the day;
- Using effective, positive, respectful interpersonal communication skills;
- Establishing positive relationships with colleagues, students, families and the community which reflect recognition of and respect for every individual;
- Attending the two-week summer institute and other required professional development sessions.

Desired Qualities

- Demonstrated communication skills;
- Demonstrated ability and experience to engage the interest of school-age children;
- Teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Patience, flexibility, and a willingness to take risks;
- Consistently reflects on her/his own teaching practices;
- Excellent oral and written communication skills;
- Experience working with linguistically and ethnically diverse student populations, and children with developmental differences.
- Demonstrated commitment to professional growth and eagerness to learn;
- Demonstrated commitment to the wellbeing and success of all students.

Qualifications

- Previous experience teaching students ages 5 – 9;
- Bachelor's degree and/or Early Childhood degree, preferred but not required;



Apply

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Early Childhood Assistant Teachers 2015 - 2016

Creative Minds is seeking Early Childhood Assistant Teachers for the 2015-2016 School Year.

About Creative Minds International PCS

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- Foreign language instruction (Spanish, Mandarin, and French)
- Arts Education (Music, Visual Arts, Drama)
- Dr. Stanley Greenspan's Developmental Approach to Education
- A highly diverse student and teacher population
- A unique synthesis between charter and private school design elements

Responsibilities

The assistant teacher supports the classroom teacher in planning and providing rich, age-appropriate learning experiences for students. Responsibilities include, but are not limited to:

- Supporting the implementation of the International Early Years curriculum, including standards-based goals and objectives in literacy and mathematics based on the Early Learning Standards for Children Entering Kindergarten in the District of Columbia;
- Assisting the teacher in the delivery of all lessons, projects, and assessments;
- Providing an inviting, positive, innovative, learning environment for children;
- Meeting the needs, interests and abilities for all students, including students with disabilities, ELL students, and those who are gifted and talented;
- Attending CMIPCS staff development in the areas of arts integration and child development to reinforce student learning;

- Regularly observing students and taking anecdotal notes to inform planning in the arrangement of small groups, classroom set up, integrations of students' interests in learning activities, and subsequent assessments;
- Supporting the classroom teacher in monitoring student progress through frequent formal and informal student evaluations recorded in portfolio assessments;
- Using a variety of instructional materials, resources, and experiences to enrich student learning;
- Providing educational opportunities that reflects an understanding of students' unique sensory and information processing profiles;
- Using appropriate techniques and strategies that promote and enhance creative problem-solving, and evaluative thinking of students;
- Creating a learning environment that reflects the theme(s) being studied through displays of student work and teacher-created materials;
- Working with families to support the progress of individual students;
- Valuing the importance of play and providing opportunities for child-initiated explorations in the classroom throughout the day;
- Using effective, positive, respectful interpersonal communication skills;
- Establishing positive relationships with colleagues, students, families and the community which reflect recognition of and respect for every individual;
- Attending the two-week summer institute and other required professional development sessions.

Desired Qualities

- Demonstrated communication skills;
- Demonstrated ability and experience to engage the interest of school-age children;
- Teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Patience, flexibility, and a willingness to take risks;
- Consistently reflects on her/his own teaching practices;
- Excellent oral and written communication skills;
- Experience working with linguistically and ethnically diverse student populations, and children with developmental differences.
- Demonstrated commitment to professional growth and eagerness to learn;
- Demonstrated commitment to the wellbeing and success of all students.

Qualifications

- Previous experience teaching students ages 3-5;
- Bachelor's degree and/or Early Childhood degree, preferred but not required;



- Enrollment in an Early Childhood Education program, preferred but not required.

Apply

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Inclusion Teacher 2015 - 2016

Creative Minds is seeking Inclusion Teachers for the 2015-2016 School Year.

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CMIPCS offers a highly engaging, international curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our unique program is based on an inclusive philosophy of education and a holistic pedagogical approach. To facilitate the achievement of our program goals, we have limited class size to 17 students (with 2 to 3 teachers or assistant teachers) in each classroom, and will be providing teachers opportunities for weekly planning and collaboration. The components of our education model include:

The International Primary Curriculum (thematic, interdisciplinary, arts-integrated units based on Howard Gardner's Multiple Intelligences Theory)

- Foreign language instruction (Spanish, Mandarin, and French)
- Arts Education (Music, Visual Arts, Drama)
- Dr. Stanley Greenspan's Developmental Approach to Education
- A highly diverse student and teacher population
- A unique synthesis between charter and private school design elements

Responsibilities

The Inclusion Teacher collaborates with the Director of Student Support, related service providers, and general education staff. She or he supports classroom teachers in the delivery of specialized instruction to maximize student learning. She or he will also provide direct services to students who need additional supports, inside the general education classroom, in small group instruction, or one-on one as needed. The position includes the following responsibilities:

- Provide an inviting, exciting, innovative, learning environment;
- Provide direct and indirect instruction to specified students as needed;
- Long and short-term planning with teachers and parents to address individual needs of students;
- Support classroom teachers in the implementation of IEP goals, design instructional supports by modifying/adapting curriculum, develop and implement behavior plans and provide instruction to students;
- Prepare quarterly individual student progress reports;

- Communicate with families regarding service delivery and progress;
- Encourage families' involvement in students' educational goals;
- Consult with the grade-level teaching team on a weekly basis to review student progress;
- Document and report student progress toward achievement of annual goals by collecting and interpreting data;
- Attend and participate in parent conferences and IEP meetings;
- Act as a resource to staff;
- Provide supervision and training to one-on-one Dedicated Aide working with students in the classroom;
- Participate in continued professional growth activities to advance knowledge of effective instructional curriculum and methodologies for students with special needs;
- Attend the two-week summer institute and other required professional development sessions.

Qualifications

- Bachelors degree (Masters preferred);
- 2 years of full-time teaching experience;
- Experience working with special needs students in an inclusive setting;
- Commitment to the success of each and every student;
- Demonstrated communication skills;
- Demonstrated ability and experience to engage the interest of school-age children;
- Demonstrated ability to work with diverse children;
- Teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Knowledge of state requirements for special education;
- Experience in writing and monitoring IEPs and communicating with families and service providers to support students;
- Commitment to professional growth.

Additional Desired Characteristics

- Experience using the Special Education Data System (SEDS/EasyIEP)
- Specialized and differentiated methods of instruction for a wide variety of students and their needs;
- Evaluative strategies to assess the effective delivery of special education services and support.



Apply

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Afterschool Coordinator 2015 - 2016

Creative Minds is seeking an Afterschool Coordinator for the 2015-2016 School Year.

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Responsibilities

The Afterschool Coordinator is responsible for developing and overseeing all programs and activities in Creative Minds' after school program. The Afterschool Coordinator will report to the Director of Operations. Responsibilities include, but are not limited to:

- Developing a clear plan for and implementing the afterschool program;
- Developing procedures and policies to ensure the effective operation of the afterschool program;
- Establishing and upholding clear standards of student behavior necessary to provide an orderly, productive environment;
- Implementing applicable district, agency, and grant policies and regulations;
- Administering assigned budget;
- Providing oral and written reports to the Director of Operations;



- Facilitating partnerships with appropriate public and private agencies that provide services to the students and families;
- Establishing and maintaining communication with members of the school staff about student needs and aspects of the afterschool program;
- Preparing additional proposals for supplemental funding;
- Analyzing and applying information from periodic program evaluations;
- Participating on local and state committees related to afterschool programs;
- Maintaining records needed for program administration.

Desired Qualities

- Demonstrated communication skills;
- Previous work experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Patience, flexibility, and a willingness to take risks;
- Consistently reflects on her/his work;
- Excellent oral and written communication skills;
- Experience working with linguistically and ethnically diverse student populations, and children with developmental differences;
- Demonstrated commitment to professional growth and eagerness to learn;
- Demonstrated commitment to the well-being and success of all students and staff members.

Qualifications

- Bachelors degree;
- Previous experience working in an administrative or operations role at a school;
- Passion for and commitment to our school's unique vision.

Apply

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Education Data Manager 2015 - 2016

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- A unique synthesis between charter and private school design elements

Responsibilities

The Education Data Manager will report to the Director of Operations and will assist with several non-academic aspects of school management. We are looking to fill this position between May 1st and July 1st, 2015. As an integral member of our operations team, the Education Data Manager will play a key role in collecting, analyzing, and storing DC Charter School education data to support the daily operations of CMIPCS. A successful candidate will bring strong communication skills to the analysis of education data and perform a variety of technical and computer functions for the student information system. The employee works under general supervision where goals are provided and the employee, within established guidelines and procedures, accomplishes them. Responsibilities include, but are not limited to:

- Maintaining and utilizing computerized student information systems;
- Using Tableau or other visualization software to organize and display data;
- Supporting logistics (technology, set-up, etc.) for school-wide events;

- Assisting with assembling and editing weekly/monthly newsletters for families and community members;
- Editing and maintaining the school website;
- Recording and entering school attendance data;
- Supporting school-wide programs and initiatives such as school conferences, Report Cards, etc.;

Desired Qualities

- Experience in translating data into visualizations and stories using Tableau or other visualization software;
- Proficiency with Microsoft Word/Excel, basic web-design software, and the ability to learn new programs quickly;
- Professional, able to work independently with school-based clients on data-related projects;
- Excellent oral and written communication skills, including the ability to explain technical concepts in layman's terms;
- Ability to multi-task while staying focused on larger-scale projects and responsibilities;
- Previous work experience in a public or private school, preferably in an urban setting;
- Experience working with linguistically and ethnically diverse student populations, and children with developmental differences;
- Demonstrated commitment to the well-being and success of all students, families, and staff members;
- Demonstrated commitment to professional growth and eagerness to learn;
- Team player capable of working both collaboratively and independently;
- Strong analytical skills;
- A self starter with ideas for new initiatives;
- Highly organized, detail-oriented, and accurate;
- Patience, flexibility, and a willingness to take risks;
- Consistently reflects on her/his work.

Qualifications

- Bachelor's degree;
- At least 2 years of work experience including data entry and management in a K – 12 DC school setting and experience in using ProActive, as well as required PCSB and OSSE charter school data systems;
- Experience with Student Information Systems, mapping and geospatial data, graphic design, programming, statistical software;
- Understanding of relational databases required.

**Apply**

Please provide resume, cover letter, and two letters of reference regarding the applicant's qualifications for this position to jobs@creativemindspcs.org. Letters of reference should demonstrate commitment to professional growth, ability and willingness to collaborate with peers, etc. (letters from principals, colleagues, professors, previous employers, etc.).

Creative Minds International PCS is an Equal Opportunity employer. Personnel are chosen on the basis of ability without regard to race, color, religion, sex, national origin, disability, marital status or sexual orientation, in accordance with federal and state law.



Job Description: Communications and Marketing Manager

About Creative Minds International PCS

Creative Minds International Public Charter School (CMIPCS) is a tuition-free school for DC public school students. The school will be located in the Petworth neighborhood of Washington D.C., at 3700 North Capital Street, NW, beginning in August 2015. The program serves students in grades pre-school through fifth grade, with the goal of expanding to include a middle school in the year 2016-17.

CMIPCS offers a highly engaging, international curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our unique program is based on an inclusive philosophy of education and a holistic pedagogical approach. To facilitate the achievement of our program goals, we have limited class size to 17 students (with 2 to 3 teachers or assistant teachers) in each classroom, and will be providing teachers opportunities for weekly planning and collaboration. The components of our education model include:

- The International Primary Curriculum (thematic, interdisciplinary, arts-integrated units based on Howard Gardner's Multiple Intelligences Theory)
- Foreign language instruction (Spanish, Mandarin, and French)
- Arts Education (Music, Visual Arts, Drama)
- Dr. Stanley Greenspan's Developmental Approach to Education
- A highly diverse student and teacher population
- A unique synthesis between charter and private school design elements

Communication Manager Job Purpose

The Communications Manager has three key responsibilities: researching development opportunities for CMI, writing grants and data-based compliance reports for the school, and providing executive administrative support for the Executive Director / Principal.

Communications Manager Job Duties

Researching Development Opportunities

- Regularly research potential grants and external funding opportunities for the school
- Identify potential donors and cultivate relationships with donors



- Partner with the school's board and parent organization to fundraise for the school

Writing Grants and Data-Based Compliance Reports

- Write grant proposals with support from school leadership
- Produce information by transcribing, formatting, inputting, editing, retrieving, copying, and transmitting text, data, and graphics.
- Prepare reports by collecting and analyzing information.

Executive Administrative Support for Principal/Executive Director

- Manage Executive Director / Principal's calendar and prepares daily schedule/itinerary.
- Prepare briefing materials for meetings, conferences and presentations; helps coordinate staff; prepares PowerPoint/public presentation materials when needed.
- Organize and arrange all travel and other logistical arrangements for Executive Director / Principal
- Draft letters and memoranda for Executive Director / Principal's review.
- Serve as interface for internal organizational matters on behalf of Executive Director / Principal
- Provide copy-editing assistance for Executive Director / Principal's individual projects and for written materials.
- Conserve Executive Director / Principal's time by reading, researching, and routing correspondence; collecting and analyzing information.
- Represent the Executive Director / Principal by attending meetings in the Executive Director / Principal's absence and speaking for the Executive Director / Principal.
- Provide historical reference by developing and utilizing filing systems and recording meeting discussions.

Other

- Maintain professional and technical knowledge by attending educational workshops; reviewing professional publications; establishing personal networks; participating in professional societies.
- Welcome guests and families by greeting them in person or on the telephone; answering or directing inquiries.
- Maintain confidence and protects operations by keeping information confidential.
- Support school's marketing/communication needs.
- Contribute to team effort by accomplishing critical tasks as needed.
- Perform other duties as assigned



Qualifications/Skills:

- At minimum a bachelor's degree in education, journalism, advertising, or communications. Graduate work preferred.
- At least two years of solid writing and editing experience, preferably with grants and newsletters.
- Excellent verbal and written communication skills; ability to write clear, structured, articulate, and persuasive proposals.
- Superior presentation and analytical skills.
- Ability to work under deadline pressure and extra hours if needed on assignments.
- Understanding of education-related issues and non-profit charter schools.
- Able to work well in a team environment, handle multiple assignments and meet deadlines.
- Strong editing skills.
- Attention to detail.
- Knowledge of fundraising information sources.
- Experience with proposal writing.
- Knowledge of basic fundraising techniques and strategies.
- Excellent interpersonal skills with a customer service orientation and ability to produce high quality work.
- Professional demeanor and work ethic; ability to work with discretion and mature judgment with high level contacts.
- Cooperative attitude and flexibility. Ability to work as part of a team and willing to back up others.
- Excellent computer skills, including Microsoft Office. Comfort / familiarity with scheduling software.

Apply

Please provide resume, cover letter, and two letters of reference regarding the applicant's qualifications for this position to jobs@creativemindspcs.org. Letters of reference should demonstrate commitment to professional growth, ability and willingness to collaborate with peers, etc. (letters from principals, colleagues, professors, previous employers, etc.).

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Operations Assistant 2015 - 2016

Creative Minds is seeking an Operations Assistant for the 2015-2016 School Year.

About Creative Minds International PCS

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- A unique synthesis between charter and private school design elements

Responsibilities

The Operations Assistant is an entry-level opportunity for someone interested in working in charter schools. The Operations Assistant will report to the Director of Operations and will assist with several non-academic aspects of school management. Responsibilities include, but are not limited to:

- Greeting students, families, and staff at the entry;
- Supporting logistics (technology, set-up, etc.) for school-wide events;
- Assembling and editing weekly/monthly newsletters for families and community members;
- Supervising meal distribution and billing;
- Editing and maintaining the school website;
- Recording and entering school attendance data;
- Ordering and distributing materials;



- Supporting school-wide programs and initiatives such as school conferences, Report Cards, etc.

Desired Qualities

- Demonstrated communication skills;
- Previous work experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Patience, flexibility, and a willingness to take risks;
- Consistently reflects on her/his work;
- Excellent oral and written communication skills;
- Experience working with linguistically and ethnically diverse student populations, and children with developmental differences;
- Demonstrated commitment to professional growth and eagerness to learn;
- Demonstrated commitment to the well-being and success of all students and staff members.

Qualifications

- A Bachelors Degree
- Previous experience organizing and supporting events/organizations
- Passion for and commitment to our school's unique vision

Apply

Please provide resume, cover letter, and two letters of reference regarding the applicant's qualifications for this position to jobs@creativemindspcs.org. Letters of reference should demonstrate commitment to professional growth, ability and willingness to collaborate with peers, etc. (letters from principals, colleagues, professors, previous employers, etc.).

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Resumes of Middle School Task Force



EDUCATION

University of Maryland

Ph.D., Organizational Leadership & Education Policy Studies,
May, 2010

Teachers College, Columbia University

M.A., Special Education, July 1999

Rutgers College, Rutgers University

B.A., Psychology, May 1996

Universidad de Valencia, Spain

Junior Year Abroad Program 1993-94

CERTIFICATIONS

New York State Certification in Special Education (K-12)

EXPERIENCE

April, 2011-present

Creative Minds International Public Charter School

Founder/Head of School

- Designed school mission and education plan, and curriculum
- Wrote application to start the school
- Recruited board, advisory council, and staff to start the school
- Lead all aspects of the implementation of CMI's education and business plans, including: CMI charter goals, curriculum and instruction, staff recruitment, professional development, facilities search, budget planning/management

Sept. 2010-Feb. 2011
Washington, DC

School for the Arts in Learning Public Charter School

Instructional Leader

- Trained and supervised teachers and other instructional staff
- Provided guidance regarding education policy requirements to support the school's reform efforts
- Communicated with parents and families of students who needed alternative educational programming and accommodations

Jan. - June, 2010
Washington, DC

Urban Policy Development

Special Education Consultant

- Assisted with translating and implementing special education policy as it relates to the Special Education Data System (SEDS) project for the District of Columbia Office of the State Superintendent of Education

2008-2009
Washington, DC

The Lab School of Washington

High School Teacher

Golnar Abedin

2006-2007
Washington, DC

Mary McLeod Bethune Day Academy Public Charter School
Director of Special Education

Sept. 04-Jan., 06
College Park, MD

University of Maryland, Department of Education Policy and Leadership
Research Assistant- Organizational Leadership and Policy Studies Program (OLPS)

- Researched Comprehensive Community Initiatives for the Ready by 21 initiative of the Forum for Youth Investment
- Authored and prepared articles for the third research report commissioned by the Council for Supervisory Officials of Maryland, (CEASOM).

November, 2004
El Salvador

Joseph P. Kennedy, Jr. Foundation/ USAID
Education Consultant for the El Salvador Teacher Training Project

- Modified and translated special education and inclusion policy and instructional modules from English to Spanish
- Conducted special education teacher training in El Salvador

2000-2003
New York, NY

Greenwich Village Middle School (NYC magnet public school)
Inclusion Specialist/ Coordinator of Special Education Services

- Led the school's inclusion program and staff
- Taught adolescents with special needs in an inclusion setting
- Modified curriculum and instruction for students with special needs

1999-2000
New York, NY

Intermediate School 252 (NYC public middle school)
Bilingual Resource Room Teacher

1998-1999
New York, NY

Gateway Elementary School (private school for children with learning disabilities)
Assistant Teacher

1996-1997
Montclair, NJ

Sawtelle Learning Center (private school for children with autism)
Assistant Teacher

Jan.-May, 1996

University of Medicine & Dentistry of New Jersey
Student Intern

- Worked with students with emotional and conduct disorders
- Assisted in social skills training and behavior management planning

Sept.-Dec., 1995
Perth Amboy, NJ

Head Start
Student Intern



PUBLICATIONS

- Scaffolding Instruction for Students in Special Education. *Design Principles for Learner-Centered Schools: Scaffolding Instruction to Improve Student Learning*. Council for Supervisory Officials of Maryland, (CEASOM), 2004.
- Exploring the Potential of Arts-Based Education for Adolescents with Learning Disabilities: A Case Study of Engagement in Learning through the Arts

CONFERENCE PRESENTATIONS

- The Importance of Arts-Based Education for Inclusive Education. Comparative and International Education Society Conference, Montreal, CA, April 2011
- Arts Education for Adolescents with Learning Disabilities Comparative and International Education Society Conference Teachers College, New York, NY, March 2008
- Policy-Borrowing and Inclusive Education Comparative and International Education Society Conference Baltimore, MD, March 2007
- The Inclusion of Students with Special Needs within New York City's Small Schools Reform Movement Comparative and International Education Society Conference Honolulu, Hawaii, March 2006
- Kennedy Foundation's Special Education Teacher Training in El Salvador Comparative and International Education Society Conference Washington, DC, April 2005
- Challenges of Bilingual Special Education Teachers Winter Round Tables Conference on Cross Cultural Psychology & Education, Teachers College, NY, February 2000
- Translator at the second annual International Conference on Autism Madrid, Spain, February, 1998

PROFESSIONAL MEMBERSHIPS

- American Educational Research Association
- Comparative and International Education Society

LANGUAGES

- Fluent in Spanish, oral and written; fluent in Persian (oral)

NAYAMKA A. LONG



EDUCATION PROFESSIONAL

Diligent and competent educator dedicated to academic excellence and integrity with proven experience educating children with and without special needs in early childhood and elementary settings.

PROFESSIONAL EXPERIENCE

CREATIVE MINDS INTERNATIONAL PCS

Washington, DC

Director of Curriculum and Instruction

June 2015 - Present

- Provide consistent and targeted feedback in implementing the International Primary Curriculum and the Common Core State Standards through classroom observation to enhance student achievement and instructional practice.
- Coordinate or create professional development for weekly staff meetings and professional development days
- Oversee academic assessment procedures, both Formative (Curriculum Based Measures) and Summative assessments to monitor student progress and rates of student achievement.
- Provide training and support in the use of student data for instructional decision making purposes, which includes the use of evidence based instructional practices/strategies to achieve high rates of student growth and achievement.
- Oversee implementation of intervention instruction and curriculum with an emphasis on direct instruction in the areas of reading, writing, spelling and math for students performing below grade level.
- Facilitate curriculum mapping and the development of a viable curriculum.
- Facilitate the selection of textbooks and resource materials.
- Analyze data to evaluate the effectiveness of curriculum and teaching methods.

Educator

Aug 2012 - June 2015

- Implement the International Primary Curriculum
- Integrated the Common Core State Standards-based goals and objectives in literacy and mathematics small group instruction
- Established clear objectives for all lessons, units, projects, and assessments
- Provided an inviting, exciting, innovative, learning environment
- Met the needs, interests and abilities of all students, including students with disabilities, ELL students, and those who are gifted and talented
- Administered CMIPCS's developmental assessment for each child and tracked students' progress through the developmental milestones required for successful communication, self-regulations, and social interaction

THE RIVER SCHOOL

Washington, DC

Educator (Pre Kindergarten, 2nd grade)

Aug 2006 - June 2012

- Provided successful educational experiences for children and their families by combining the best practices of early childhood education
- Fostered children's growth in self-esteem, independence, communication, creativity, and problem-solving in a nurturing environment
- Maximized early learning for all children in the context of flexible and naturally-occurring interactions with others
- Facilitated and promoted language development through the use of thematic curriculum and by providing intensive and individualized instruction
- Maintained ongoing communication with parents through daily emailed notes, weekly newsletters, extensive narrative reports (three times a year), and Parent Teacher Conferences (three times a year)

FAIRFAX COUNTY PUBLIC SCHOOLS

Alexandria, VA

Special Education Teacher

Aug 2002 - Jun 2006

- Collaborated with general education teachers to plan and implement developmentally appropriate lessons for students with individualized education plans
- Co-taught with general education teachers in language arts and math
- Developed individualized education plans for students
- Conducted individualized education plan meetings
- Participated in Local Screening Meetings to determine eligibility for special education services

FAIRFAX COUNTY PUBLIC SCHOOLS

Alexandria, VA

Student Teaching

Sept 2001 - May 2002

- Collaborated with special education teachers to learn individualized teaching techniques that meet the specialized needs of students
- Instructed special education students in math and reading
- Observed Local Screening Meetings to better understand the process of special education in Fairfax County Public Schools

OFFICE FOR CHILDREN, SCHOOL- AGE CHILDCARE

Fairfax, VA

Teacher

Apr 1998 - Aug 2001

- Developed, prepared, and implemented culturally diverse program themes for students in kindergarten through sixth grade
- Promoted learning projects that involve performing arts, visual arts, design and construction, science and technology, cultural diversity, the natural world, and active games

RELATED PROFESSIONAL EXPERIENCE

Riverside Elementary School

Fairfax, VA

Student Teacher Assistance Team Coordinator

Sept 2003- June 2006

- Consulted with teachers regarding concerns with students in their classrooms
- Conducted team brainstorming sessions to offer suggestions to teachers
- Developed agenda for bi-weekly meetings

Riverside Elementary School

Fairfax, VA

Standardized Test Coordinator

Sept 2004- June 2006

- Coordinated materials for standardized testing
- Organized students into groups according to testing accommodations
- Managed and maintained the confidentiality of test materials

Riverside Elementary School

Fairfax, VA

Technology Outreach Program Support Teacher

June 2005- June 2006

- Provided assistive technology support to students with disabilities
- Served as a resource and mentor for other special education and general education teachers in the use of various assistive technology

EDUCATION

Masters of Arts in Education and Human Development -- Concentration in Early Childhood Education – The George Washington University, Washington, DC

Bachelor of Science in Kinesiology -- The College of William and Mary, Williamsburg, VA

SPECIALIZED TRAINING/AFFILIATIONS

Early Childhood Special Education

Specific Learning Disability K -12

CPR

First Aid

EDUCATION

- 2012 **American University**, Washington, DC
School of Education, Teaching and Health, *Master of Education, Education Policy and Leadership (4.0 GPA)*
- 2006 **Rochester Institute of Technology**, Rochester, NY
School for American Crafts, *Bachelor of Fine Arts, Metals/Jewelry Design, Minor in Art History (3.41 GPA)*

PRESENTATIONS

- Dec. 18, 2014 "Supporting and Supervising Dedicated Aides"
A webinar devoted to best practices in professionalizing dedicated aides in schools, in conjunction with the Special Education Co-Operative in Washington, DC
- July 28, 2014 DC Common Core Collaborative Microdocumentary about my work as a literacy coach
- July 9, 2013 "When more of the same isn't enough: Moving from item analysis to strategy based literacy intervention"
Presented at the DC Data Summit with Kelly Worland of the DC Common Core Collaborative
- Spring 2005 "Gender based communication and use of gender in language"
Presented at the 8th Annual Campus Week of Dialogue: Focus on Women, Rochester, New York

CERTIFICATIONS

- Present – Regular II District of Columbia Educator's License, K-12 Special Education
May 2016

EXPERIENCE

- Sept. 2014 – Present **Special Education Co-Operative**, Washington, DC
Advisory Board Chair
- + Advise the co-operative on creating robust and informative professional development for charter leaders
 - + Provide training to 37 member schools in special education best practices
 - + Support the co-operative in expanding its reach to increase membership of DC charter schools
 - + Increase member attendance to member meetings to share information about new legislation
- March 2014 – Present **Creative Minds International Public Charter School**, Washington, DC
Director of Student Support Services
- + Maintain Creative Minds' compliance with special education laws and regulations
 - + Significantly improved Creative Minds' timeliness in initial evaluations and triennial evaluations
 - + Created new procedures to improve team communication and collaboration around therapy delivery to special needs students
 - + Professionalized dedicated aides by developing an evaluation and feedback system
 - + Provide ongoing professional development to teaching staff on literacy best practices
 - + Coach and evaluate special education and general education teachers in improving instructional delivery
 - + Developed the English Language Learners program to ensure high quality instructional delivery to English language learners through ongoing instructional coaching and feedback
 - + Improved the 504 process for students with physical and mental impairments
 - + Teach educators best practices in utilizing the Floortime questioning techniques in the classroom
 - + Develop sensory diets for students with sensory processing disorder
 - + Lead ELA data meetings that discuss student performance and plan corrective instruction
 - + Recruit, interview and train new special educators in the Creative Minds special education program
- August 2013 - June 2014 **Arts and Technology Academy Public Charter School**, Washington, DC
Director of Special Education
- + Significantly improved ATA's timeliness in initial evaluations and triennial evaluations
 - + Maintained ATA's compliance with special education laws and regulations
 - + Communicated with ATA's administrative leaders about special education law and procedures
 - + Trained special education teachers in EasyIEP
 - + Lead school-based special education multi-disciplinary team meetings
 - + Coordinated all initial, triennial and IEP meetings
 - + Oversaw related service providers and ensure services are provided to students
 - + Provided small group instruction to 5th grade special education students in literacy

- Sept. 2013 - Present **DC Common Core Collaborative**, Washington, DC
Literacy Coach
 + Coach 3rd and 4th grade literacy teachers in close reading, and writing culminating tasks
 + Provide feedback to literacy teachers on lessons and work products
 + Teach literacy teachers new methods of close reading and assessing readers
- August 2011 - August 2013 **Arts and Technology Academy Public Charter School**, Washington, DC
4th/5th grade Special Education teacher/IEP Coordinator/Special Education Team Lead
 + Introduced NWEA MAP test to the school and implemented testing at the site
 + Taught and lead teachers in new passage analysis process for interim assessments during benchmark testing
 + Facilitate ATA's participation in the ELA Lesson Study process in DC's Common Core Collaborative
 + Wrote the 5th Grade Reading curriculum for ATA
 + Implemented the Lucy Calkins' Readers Workshop model at ATA for 4th and 5th grade
 + Serve as Special Education team lead and IEP meeting coordinator
 + Created a "SPED Café", where Special Education teachers can come and receive individual support in planning for student learning
 + Coach Reading teachers in delivering and planning engaging lessons to students in grades 3, 4 and 5
- June – Aug. 2011 **Center for Law and Education (CLE)**, Washington, DC
Research Intern
 + Studied the restructuring of Detroit Public Schools to understand if CLE could provide guidance around ensuring that Title I mandates for school reform are being followed using an Educational Quality Bill of Rights (EQBR) developed by CLE
- July 2010 – July 2011 **KIPP DC: AIM Academy**, Washington, DC
Art Teacher
 + Designed and implemented a 6th grade National standards-based art curriculum in three classes
 + Developed three distinctive curriculums per quarter – one devoted to the fundamentals of art and seeing the world like an artist, another based on an art historical timeline beginning in the 1500s with Giuseppe Arcimboldo, and a class devoted to classic comic book creation
Special Education Teacher
 + Provided Special Education inclusion support to 7th grade Special Education students in Literacy and Math
 + Created and implemented lesson plans for 5th grade Literacy, 6th grade Math, 6th and 7th grade Literacy
 + Created tools to track student mastery of objectives to increase student investment in achievement
 + 75% of students exceeded growth targets set at the beginning of the school year (as measured by NWEA)
- September 2009 – June 2010 **KIPP DC: AIM Academy**, Washington, DC
Saturday School Teacher
 + Created a biology and art blended curriculum covering animal and plant biology
 + Actively engaged the children in meaningful discussion of topics such as human biology, DNA structure and genes, cell structure and more
 + Art activities ranged from sculpture to painting and drawing and reinforce the topic taught for the day, i.e. in the human biology class, students created life size drawings of each other and placed the organs within the drawing

James Lafferty-Furphy - Resume

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Education: University of Glasgow, Glasgow, G12 8QQ, Scotland, United Kingdom.

- 2000-2004 University of Glasgow, Scotland: UK: B.Sc. (Hons) 2:1, Archaeology
- 1997-2000 University of Glasgow, Scotland, UK: M.A. (Applied Social Sciences)
- 1996-1997 University of Glasgow, Scotland, UK: Access Studies (Pass).

Experience

- December 2012 - present, Director of Operations at Creative Minds International Public Charter School, Washington, D.C. As Director of Operations I report to the Head of School and I am responsible for leading internal organization processes and infrastructure to drive Creative Minds International PCS to grow to fulfill its academic and non-academic functions and community mission. Other main duties include being responsible for all aspects of HR for the school and its employees including talent development and human capital leadership as well as day-to-day financial management of school funds.
- July 2011 – December 2012, Instructional and Administrative Coordinator at Creative Minds International Public Charter School, Washington, D.C. Creative Minds is in its start-up year and opened its doors to students in late summer 2012. As Instructional and Administrative Coordinator I am responsible for developing, implementing and evaluating the school's educational programs to utilize the museum and gallery collections in Washington, D.C. I work closely with teachers and the school leaders I assist with curriculum planning and evaluation. Administratively I am responsible for setting up various school databases and ongoing reporting to various D.C. agencies to ensure compliance with student and school information.
- Oct. 2006 - July 2011, WVSA/SAIL Public Charter School, Washington D.C.: Outreach and Administrative Coordinator. I was responsible for the planning and development of a museum outreach program. Staff, student and parent support was also my responsibility as administrative coordinator. I helped run the school's art gallery. At WVSA, I taught life-skills, job-readiness and vocational studies to students with special educational needs in the ARTiculate Program.
- Sept. 2004 - Aug. 2006, Hunterian Museum & Art Gallery, University of Glasgow: Assistant to the Curator of Archaeology. In this role I assisted the curator in a very challenging and diverse role. I was project manager for: http://www.hunterian.gla.ac.uk/education/people_in_the_past.shtml and a regular contributor to the museum's electronic newsletter. I wrote several entries for the online 'object of the month' space, and contributed regularly to their newsletter.
- Sept. 2002 – Aug. 2006, Hunterian Museum & Art Gallery, University of Glasgow: Visitor Assistant, Education Officer and Multimedia Assistant. As visitor assistant, I was regularly responsible for opening and closing the museum with other staff members. Duties involved day-to-day security, staffing, and dealing with visitors in this busy internationally renowned university museum. As education officer, I delivered workshops to school children, and the public. As

James Lafferty-Furphy - Resume

- Rights and Reproductions Officer, I was responsible for the upkeep and sale of digital images of objects in the collection to local and international clients.
- Jul. 2002 - Sept. 2002: Hunterian Scholarship, Hunterian Museum & Art Gallery, University of Glasgow. In this prestigious scholarship, I worked with the world's leading expert on the Roman Army, Prof. Lawrence Keppie for ten weeks.
 - 1983 - 1997: Carpenter, Chargehand and Senior Foreman at Glasgow City Council, Building and Works Department.

Computer Literate

Familiar with a wide range of software and databases including Microsoft™ software packages, Photoshop™, the Internet and using both Macintosh computers and PC's. I have up-to-date knowledge of various student information databases and public charters school policies and procedures.

Adaptable & Reliable

I am familiar with education policy, especially in the Washington, D.C. charter school environment and have working knowledge of regional education policy. Good research skills over a variety of primary and secondary media such as archives, libraries, journals and Internet. Clean UK driving license and excellent attendance record.

Other Interests

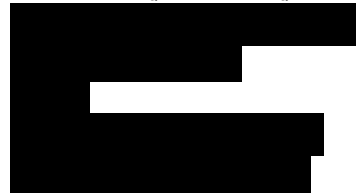
I enjoy traveling, having visited Europe, Hong Kong and China. I also enjoy the cinema, and I have an eclectic taste in music and reading. DIY also is an on-going hobby of mine, as well as photography.

Referees

Dr. Sally-Anne Coupar
Curator of Archaeology
Hunterian Museum & Art Gallery
University of Glasgow



Terrence Bunton
Director of Assessment
Community Academy PCS



Ornella Napolitano

EXECUTIVE SUMMARY

Senior financial executive with 20+ years of global corporate and operations finance experience across various industries & geographies. A strong leader able to operate at both the strategic and detail level and excels at designing, implementing and driving projects to closure. A change agent and highly skilled negotiator, collaborator and communicator.

PROFESSIONAL EXPERIENCE

CREATIVE MINDS INTERNATIONAL PUBLIC CHARTER SCHOOL **August 2014 - Present** **TREASURER & CHAIR, FINANCE COMMITTEE, BOARD OF TRUSTEES (VOLUNTEER)**

Responsible for financial oversight of a Washington, DC Public Charter School, including monthly reporting, budgets, audit & tax filings. Currently providing extensive financial & project management support for major expansion project including financing, leasing, construction & contract activities.

FIBERTOWER CORPORATION **July 2006 – February 2014** **VP FINANCE & TREASURER**

A NASDAQ listed telecom services provider operating backhaul networks for mobile carriers; recently emerged from Chapter 11 bankruptcy reorganization. Prior to Chapter 11 filing, responsibilities included: treasury & corporate finance; financial planning & analysis; strategic planning; budgeting; pricing; contract management; reporting & filings; risk management; cash management, investing and banking relationships; 401K Trustee, shareholder, investor & media relations; board and annual shareholder meetings. Post Chapter 11 filing, added management of day to day operations and wind-down activities including HR, IT, Legal and customer relationships.

- Designed employee benefits program post initial merger in 2006 including compensation, bonus & equity plans & consolidated payroll platforms.
- Co-managed a Registered & 144A \$400M bond issue and subsequent exchange/consent solicitation.
- Redesigned & implemented key business processes and increased systems integration and collaboration between operations & finance departments to improve transparency, control and reporting.
- Negotiated, in less than two weeks, a complex, multi-million, multi-party transaction with the seven largest mobile carriers in the US market, ensuring an orderly termination and migration of services.

CONSULTING PRACTICE **May 2003 – June 2006**

Montage: design and implementation of program to assist US government focused construction firm to diversify revenue base; International Finance Corporation: business development, Nigerian telecom sector advisory project (government and private sectors) and development of various telecom infrastructure projects (Russia, Brazil, Nigeria, Colombia); KM Objects: viability assessment of software application company for intellectual property portfolio management; Inter-American Investment Corporation: regional vendor finance facilities for construction, agriculture & telecom sectors. First Avenue Networks: marketing & corporate development; CFO services to start-up renewable energy and bio-tech firms.

NORTEL NETWORKS **September 1995 – November 2002**

Various positions of increasing management responsibility based in Florida, Canada and DC Metro Area for a multi-national, telecom equipment and services provider.

VP, STRUCTURED FINANCE & CAPITAL MARKETS. (January 2001 – November 2002)

Created and directed group to manage & optimize Nortel Networks Balance Sheet: short & long term portfolio management, debt & equity structure, securitization & asset sales during company transition from investment grade to junk grade at height of Telecom industry crisis.

- Executed over \$400M asset securitizations & real estate deals in 3 month period
- Developed & implemented plan to monetize \$3.5B customer finance debt & equity portfolio

VP, CUSTOMER FINANCE CARIBBEAN & LATIN AMERICA, (January 2001 - November 2002)

Developed and executed customer financing program for the Caribbean and Latin America; including RFQ, commercial contract drafting and review, redeployed and optimized staff.

- Restructured distressed loan portfolio of \$2B and monetized assets.
- Implemented new approval processes commensurate with higher risk environment.
- Developed plan and initiated discussions with government of Colombia to monetize revenue share agreements with government owned telecom operator.

VP, ACQUISITIONS INTEGRATION (January 2000 – January 2001)

Created program for integration of all newly acquired companies. Determined objectives & formed work plan for optimal integration of employees, systems (sales, manufacturing, financial, facilities, etc.), processes & procedures. Managed cross functional virtual team.

- Completed integration of one public and one private US acquisition, designed and initiated integration of Swiss based division of a public company.

VP, GLOBAL MERGERS & ACQUISITIONS (May 1998 – January 2000)

Led a team of 8 professionals mandated to review and execute global M&A transactions. Managed concurrent projects through stages of execution, including opportunity assessment, structure, valuation, due diligence, recommendations to executive management, negotiations, documentation review, announcement and closing. Managed and coordinated virtual teams including employees, advisors & consultants. Transactions included public and private acquisitions, divestitures, JVs, spin-outs, IPOs and minority investments.

- Managed largest divestiture program in Company's history consisting of end to end supply chain outsourcing to transfer manufacturing & repair operations to low cost suppliers. Project scope: 8,000 employees, 17 global facilities, \$1.4B in proceeds, >\$10B in supply agreements.

DIRECTOR, CUSTOMER FINANCE & TREASURY OPERATIONS (Aug 1995 – May 1998)

Sourced, structured and implemented 3rd party or Nortel provided financing to facilitate sales to existing and prospective customers in Central America, Andean region, Caribbean & Mexico. Function required extensive collaboration with internal staff as well as interaction with buyers to assist with business planning, implementation and negotiation of varied financing arrangements. Established and maintained relationships with varied funding sources (commercial banks, export & trade financing agencies (EXIM, EDC), etc.).

INTER-AMERICAN INVESTMENT CORPORATION (IADB),
SENIOR INVESTMENT OFFICER/FINANCE OFFICER

May 1990 - August 1995

Responsible for project finance in various countries, portfolio management and setting strategic policy for country plans and programs which included on the ground reviews, business plan modeling, economic assessments, funding requirements and on-going monitoring throughout life of project. Developed financial IS structure and reports, created strategic plans, policies and procedures and presented such policy documents to senior management and the Board of Directors.

USB CORPORATION OF WASHINGTON,
PRESIDENT AND FOUNDER

July 1989 – April 1990

SQUIBB PHARMACEUTICAL, INC.,
SENIOR INTERNATIONAL FINANCE ANALYST

August 1988 – June 1989

HEWLETT-PACKARD COMPANY,
FINANCE ANALYST, EASTERN SALES REGION

September 1984 – July 1988

EDUCATION

THE AMERICAN UNIVERSITY, WASHINGTON, DC

MASTER OF BUSINESS ADMINISTRATION, INTERNATIONAL FINANCE, 1983

BACHELOR OF SCIENCE, BUSINESS & ECONOMICS, 1981

LANGUAGES

LANGUAGES: ENGLISH, ITALIAN, SPANISH, FRENCH & PORTUGUESE



Michelle A. Martin

Education

Received 1999 American University Washington, D.C.
Master of Science, Justice Law and Society

Received 1994 Muhlenberg College Allentown, PA
Bachelor of Arts, History

Professional experience

April 2013-Present Bureau of Justice Assistance Washington, D.C.
Administrative Services Director

- Currently serves Administrative Services Director, providing oversight of the entire Administrative team and staff in the Bureau of Justice Assistance.
- Provide direction to the senior management team on all administrative management and human resource aspects of the agency.
- Primary lead for all technology and budgetary aspects of the administrative aspects of the agency.
- Represents the agency on the Information Technology Investment Board, which is responsible for investing funds for the agency, on behalf of the Department.
- Co-lead of the BJA Mobility Tiger Team which was the pioneering office in our building to move to a full mobile workforce. Provides guidance and leadership to other organizations on how to move workers to off-site as well as part-time mobile workers.
- Created a mobility and technology training for agency staff as a model to use for the organization to train future mobile workers.

Jan 2009-April 2013 Bureau of Justice Assistance Washington, D.C.
Senior Management Analyst

- Currently serves as Senior Management Analyst providing leadership and oversight in all aspects of operations for the Bureau of Justice Assistance (BJA). Works with internal BJA offices including grant management staff, policy, budget, communications and benefits office to assist in strategic planning and coordination. Coordinates with external Department of Justice Offices, and local, state and national agencies.
- Currently provides administrative/technical leadership including technical oversight and support for the new Sharepoint Portal redesign and the creation and development of the agencies policies and procedures manual.
- Responded to congressional, public affairs, intergovernmental organizations and legislative requests for the agency.
- Communicates and clarifies current initiatives and programs to other federal agencies, state, tribal and local officials and organizations, and the general public. Acts as an information source for other staff and officials

concerning functions, management, planning, and evaluation activities.

- Manages the research, formulation, writing and coordination of the current information and messaging, including speeches, talking points, and backgrounders, articles, public meetings and other materials that effectively communicate Agency goals and activities to a variety of internal and external audiences.
- Provide general subject matter expertise about all matters under the purview of the Deputy Director for Planning, the BJA Director and the senior management team. Represents the agency in efforts to identify and conduct strategies to reach BJA's key stakeholders, including other Federal agencies, Congress, as well as criminal justice partners, criminal justice practitioners and policy makers at the state, local and tribal levels.
- Serves as principal advisor on all administrative management matters associated with programs and operations. Develops and advises on administrative requirements to senior management. Actively participates in developing and implementing administrative management policies and procedures.
- Acts as System Owner for three key systems responsible for security, operations and maintenance of contracts. This includes oversight of day-to-day administrative tasks, organization of duties, and managing system functions and tasking directly staff operating on these functions.

June 2007-Jan 2009 Bureau of Justice Assistance Washington, D.C.

Special Assistant to the Director

- Served as Special Assistant to presidentially nominated, Senate confirmed Director of the Bureau of Justice Assistance. Providing expertise in the development, management, implementation, and evaluation of BJA programs. Coordinated with external Department of Justice Offices and local, state and national agencies on behalf of the Director.
- Attended hearings, meetings, events on behalf of the Director
- Managed a variety of special projects, including, but not limited to, coordination and management of billions of dollars of grants programs and Presidential initiatives.
- Managed the award process and had approval authority on behalf of the Director.
- Represents the BJA Director on the Information Technology Investment Board (ITIB). The ITIB provides OJP leadership on how technology funding is spent throughout the Office of Justice Programs
- Responsible for coordinating all the correspondence for agency from email/website and disseminating to appropriate channels.

August 2006-June 2007 Bureau of Justice Assistance Washington, D.C.

Acting Special Assistant to the Director

- Served in acting capacity as Special Assistant to Director of Bureau of Justice Assistance providing expertise in the development, management, implementation, and evaluation of BJA programs. Coordinates with external Department of Justice Offices and local, state and national agencies on behalf of the Director.
- Managed a variety of special projects, including, but not limited to, coordination and management of grant programs for Main Justice, managing Sex Offender pilot programs, and supported internal and external communication efforts.

- Provide speeches/talking points for the Director on topics from drug courts, information technology, crime prevention, courts, corrections, and law enforcement
- Served as the agencies representative on various interagency working groups. Meet regularly with other OJP agencies (Office of Communications, Office of the Comptroller and Office of the Chief Information Officer) to obtain information on behalf of BJA. Maintain regular communication between these agencies to obtain information for the Director.
- Review/approve grant awards on behalf of the Director of the agency.
- Troubleshoot staff requests as “first stop” before they reach the Director.

April 2004-June 2007 Bureau of Justice Assistance Washington, D.C.

Policy Advisor

- Worked in the area of national policy to offer expertise in crime prevention and law enforcement to facilitate, develop and influence the area of national policy, model program development and capacity building for state, tribal and local practitioners and policy makers.
- Managed the Citizen Corps Initiative for the Department of Justice, a Presidential Initiative under U.S. Freedom Corps, which began during the State of the Union Address in 2002.
- Co-founder of the inter-departmental Identity Theft Working Group at the Office of Justice Programs and original Chair of the organization. Has since been used a model by the Office of Justice Programs strategic planning group.
- Member of one of the four Presidential Identity Theft Subcommittees on Identity Theft, focused on Law Enforcement.
- Served as the Medal of Valor Coordinator for the Public Safety Officer Medal of Valor Program. Including the creation and maintenance of the MOV Website; creation and maintenance of the MOV Online Nomination System; maintenance of the Federal Advisory Committee Database; writing all correspondence with the Review Board, the Attorney General and the President of the United States; and the planning of the ceremony and reception.
- Served as the Medal of Valor Coordinator for 9/11 Medal of Valor. Including the design of the medal with the Institute of Heraldry and the Office of Justice Programs; coordination of publication of “Notice of Heroes;” outreach and coordination with the Fire Department of New York, Port Authority of the City of New York and the New York Police Department; and response to Congressional inquiries.
- Transition and implementation of the Gang Resistance Education and Training (G.R.E.A.T.) program from the Bureau of Alcohol, Tobacco, Firearms, and Explosives to the Bureau of Justice Assistance and processing 200 awards in 2 months.
- Managed several successful grantee conferences for the Policy Office including the Law Enforcement and Youth Partnership Conference; the first annual Sex Offender Registry Conference; and the National Crime Prevention Conference (and their regional conferences) to name a few examples.

Nov 2002-April 2004 Bureau of Justice Assistance Washington, D.C.

State Program Manager

- Managed grants for 35 individual programs in courts, corrections, substance abuse, and law enforcement. Worked with 5 states in formula,

block and discretionary grant programs.

- Conducted regular monitoring visits to ensure programmatic and grant compliance with Office of Justice Programs protocols.
- Trained Bureau of Justice Assistance staff on monitoring visit procedures, including shadow on-site visits.
- Creation of discretionary grant guidance procedures for processing grant awards.
- Creation of programmatic guidance, with policy staff, for the Project Safe Neighborhoods (PSN) Grant Program. Managed the grant program for the PSN Research, Media, Open and HUD program.
- Planned and implemented the first BJA managed PSN annual conference (2nd annual PSN conference) for all 94 US Attorney Districts.
- Represented Bureau of Justice Assistance on Corporate Users Group, which assists in managing internal IT processes inside the Office of Justice Programs.
- Participation on Solicitation Streamline Processes for Drug Courts Program, Residential Substance Abuse Program and Byrne Program.
- Served as Privacy Certification Specialist for BJA for all Research Grants to insure the privacy certification special condition was met.
- Volunteered as Combined Federal Campaign co-Captain for the Office of Justice Programs. Helped to manage all key workers for all Bureaus and Offices for 2004.

Sep 2000-Nov 2002 Drug Court Programs Office Washington, D.C.

State Program Manager

- Managed 20 states and over 150 discretionary grants in one of the most intensive discretionary grant programs from the Department of Justice.
- Conducted peer review panels and makes funding recommendations for drug court grantees in 20 states.
- Conducted monthly monitoring visits to ensure programmatic and grant compliance with Office of Justice Programs protocols.
- Assisted with creation of new Drug Courts Program Office Policy and Procedures Manual, to include revised grant policies for drug court grants.
- Served as Program Office “Redbook Team Leaders” reviewed and processed half of all awards processed by Program Office.
- Served one of Grant Closeout Team Leaders, reviewing and signing program office staff grant closeouts.
- Served as Mentor for incoming new Drug Courts Program Office Staff
- Served as Acting Director and Acting Deputy Director in absence of Director/Deputy Director.
- Original member of “GMS Users Group” organization which serves as the Office of Justice Programs’ Corporate Users Group, which assists in managing internal IT processes inside the Office of Justice Programs.
- Represent Drug Courts Program Office on Office of Justice Programs Advisory Board designed to communicate the needs of OJP staff to the Acting Assistant Attorney General

May 1998-August 2000 Correctional Counseling, Inc Washington, D.C.

Coordinator of Research

- Creation and management of the Research and Evaluation division for Correctional Counseling, Inc., a nationwide company. The new division,

located outside of the company's headquarters, was responsible for all the evaluation, grant work, drug court initiatives, data analysis, and other contractual projects with local, state and federal jurisdictions.

- Conducted multiple drug court evaluations for local, state, multi-site, adult, juvenile and tribal drug court programs nationwide.
- Planned, coordinated and implemented four (4) drug courts with Department of Justice grant funds. As of 2006, all four programs are still operational.
- Evaluator and Project Administrator for 24 month, statewide evaluation of Multi-Jurisdictional Drug Taskforce and Interdiction Program for the State of Tennessee, Office of Criminal Justice Programs
- Conducted community-wide criminal justice and treatment needs assessments for local jurisdictions nationwide.
- Initial Contributor, to National Drug Court Institute Review vol. I(1), vol. II(1), vol. II(2)
- Creator of the NDCI Review index system for tracking information which is still in use as of 2006.
- Editorial Board, National Drug Court Institute Review
- Associate Editor, Cognitive Behavioral Treatment Review, 10,000 quarterly nationwide circulation.

Dec 1997-May 1998 Correctional Counseling, Inc. Memphis, TN

Information Systems Specialist

- Oversight of a research and evaluation development initiative for Correctional Counseling, Inc., a nationwide company. Began a new initiative in a company that previously did not undertake evaluation, research, web design, drug court development, or grant writing. Responsible for research design, data collection, interviews and data analysis for research and evaluation project under contract with local, state and federal jurisdictions.
- Coordination of a national network of researchers for local, state and federally funded research and evaluation projects.
- Authorship and development of need assessment tools and evaluation reports for state, local and tribal officials.
- Design databases for statistical analysis.
- Provide public relations for research division on a local, state and national level.
- Implement evaluation and research designs, collect data administer surveys and interviews, analyze cross tabs and present findings for a wide verity of criminal justice programs to include jails, prisons, drug courts, and multi-jurisdictional drug task forces.
- Promote research and evaluation projects for the company though grant writing and proposal authorship.
- Assist in the planning and implementation of drug court programs in multiple states.
- Initial design, construction and maintenance of the company website.
- Associate Editor, Cognitive Behavior Treatment Review, 10,000 quarterly nationwide circulation.

Sep 1996-Dec 1997 Drug Court Clearinghouse Washington, D.C
and Technical Assistance Project

Project Assistant

- Assistant to the Director of the Drug Court Clearinghouse and Technical Assistance Project. Provided support to the Courts Technical Assistance

Project. Provided office based technical assistance for drug court programs and differentiated case management on a national scale.

- Assisted and interacted with a national network of Judges, prosecutors, defense attorneys, treatment providers, evaluators, researchers, management information specialists, law enforcement officers, probation officers, pretrial service staff and social services.
- Assisted in designing on-site technical assistance projects for national and international court projects.
- Assisted in the design, implementation, and analysis of a national drug court survey.
- Created and maintained a national drug court information database for the annual Drug Court survey report.
- Designed and maintained a drug court database for the National Drug Court Executive Summary. This innovative system is still the basis for tracking drug court programs in 2006.
- Provided office based technical assistance to over 400 drug courts nationwide.
- Planned and facilitated an internationally attended criminal justice conference.

Organizations

- DC Public Charter School Community Advisory Group Member – November 2013
- President and Founder Mount Vernon Triangle Parents Association – June 2013
- Co-Founder “Downtown DC Kids” – January 2011
- President and Co-Founder City Vista Parents Association – April 2010

Trainings

- Grants Management “Challenges & Opportunities”
- Native American/Alaskan Native – Healing to Wellness Courts Train the Trainer
- Moral Reconation Therapy – Domestic Violence
- Moral Reconation Therapy – Trained Counselor

Awards received

- OJP Certificate of Appreciation – 12/2005
- Letter of Recognition from Attorney General Gonzales – 11/2005
- Assistant Attorney General’s Award - 12/2004
- National Crime Prevention Counsel Certificate of Appreciation – 10/2004
- National Crime Prevention Counsel Certificate of Appreciation – 9/2004
- Letter of Recognition from Assistant Attorney General – 5/2004
- Letter of Recognition from Corporate Users Group – 5/2003
- Letter of Recognition from Attorney General Ashcroft – 3/2003
- OJP Certificate of Appreciation – 12/2001
- OCIO Certificate of Appreciation – 7/2001
- OJP Certificate of Appreciation – 12/2000
- National Drug Court Institute Certificate of Appreciation – 7/2000
- National Center for Missing and Exploited Children Certificate of Appreciation – 4/1996

Publications

Cooper Caroline; Shanie Barlett; Michelle Shaw and Kayla Yang. (1997) 1997 Drug Court Survey Report: Participants Perspectives. Office of Justice Programs, drug Court Clearinghouse and Technical Assistance Project. Washington D.C.

Cooper Caroline; Shanie Barlett; Michelle Shaw and Kayla Yang. (1997) 1997 Drug Court Survey Report: Treatment Provider Services and Perspectives. Office of Justice

Programs, drug Court Clearinghouse and Technical Assistance Project. Washington D.C.

Cooper Caroline; Shanie Barlett; Michelle Shaw and Kayla Yang. (1997) 1997 Drug Court Survey Report: Justice Agency Perspectives. Office of Justice Programs, drug Court Clearinghouse and Technical Assistance Project. Washington D.C.

Cooper Caroline; Shanie Barlett; Michelle Shaw and Kayla Yang. (1997) 1997 Drug Court Survey Report: Judicial Operations Perspectives. Office of Justice Programs, drug Court Clearinghouse and Technical Assistance Project. Washington D.C.

Shaw, Michelle A. and Kenneth D. Robinson (Summer 1998) "Summary and Analysis of the First Juvenile Drug Court Evaluations: The Santa Clara County Drug Treatment Court and the Delaware Juvenile Drug Diversion Program." National Drug Court Institute Review, Vol I.1.

Shaw, Michelle A. and Kenneth D. Robinson (Summer 1999) "Reports on Recent Drug Court Research." National Drug Court Institute Review, Vol II.1.

Robinson, Kenneth D., and Michelle A. Shaw (1999) *A Process and Output Evaluation of the Volusia County, Florida Drug Court*. Memphis, TN: Correctional Counseling, Inc.

Shaw, Michelle A. and Kenneth D. Robinson (Winter 1999) "Reports on Recent Drug Court Research." National Drug Court Institute Review, Vol II.2.

Robinson, Kenneth D., and Michelle A. Shaw (April 2000) *A Process Evaluation of the Poarch Creek Tribal Drug Court*. Memphis, TN: Correctional Counseling, Inc.

Robinson, Kenneth D., and Michelle A. Shaw (June 2000) *A Process and Output Evaluation of the Macon County, Illinois Drug Court*. Memphis, TN: Correctional Counseling, Inc.

Robinson, Kenneth D., and Michelle A. Shaw (July 2000) *A Process Evaluation of the Blackfeet Tribal Drug Court*. Memphis, TN: Correctional Counseling, Inc.

Robinson, Kenneth D., and Michelle A. Shaw (2000) "An Evaluation Summary of the Volusia County, Florida Drug Court," Cognitive-Behavioral Treatment Review, Vol.9.

Available on Request

References

Kelly Patrick Young

Operations Skills & Experience

Facilities Management, Customer Service Management, Data Management, IT & Phone systems, negotiating service contracts (janitorial, IT, copiers, security, building repairs), supply contracts (IT, books, furniture, equipment), school policy formation & implementation, regulatory compliance, liaison between departments/outside contractors/DC government/business neighbors, troubleshooting.

Employment

2007-Present	Capitol Hill Day School	Washington, DC
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Operations Manager/IT Coordinator

- Facilities Management including Information Technology, Telephony, Security, Physical Plant, Vendor selection and contracting, Supplies/Equipment/Furnishings.
 - Finance including Accounts Receivable & Payable, Budgeting, Annual Audit, Client Customer Service.
 - Special Projects and Events including data reporting & interpretation for Head of School/Development/Business Office, Licensing for Business, Renovation project.
-

1998-2007	Washington City Paper	Washington, DC
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Operations Manager

- Facilities Management including Telephony, Security, Physical Plant, Customer Service/Transportation/Courier/Reception Management, Supplies/Equipment.
 - Finance including Accounts Receivable & Payable, Collections, Record Keeping, Direct Reporting to Ownership.
 - Special Projects and Events.
-

1996-1998	Murphy's of DC	Washington, DC
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Manager

- Supervision of restaurant staff, customer service, scheduling.
 - Cash receipt and reconciliation.
 - Inventory, ordering, receiving, opening & closing.
-

References

Danielle Bowen	Capitol Hill Day School	Business Manager
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[REDACTED]
[REDACTED]g

Jason Gray	Capitol Hill Day School	Head of School
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[REDACTED]
[REDACTED]

Amy Austin	Washington City Paper	Publisher
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[REDACTED]
[REDACTED]

8. CMI 2014 Performance Management Framework (PMF)



2014 School Performance Report



Creative Minds International PCS

3224 16th Street NW
Washington, DC 20010

202-588-0370
www.creativemindspcs.org

School Profile (2014–15)

School Mission / Purpose

Creative Minds International PCS is the only public school in the District of Columbia that offers the International Primary Curriculum, a highly engaging, diverse curriculum with project- and arts-based activities that foster creativity, self-motivation, social and emotional development, and academic excellence. Our goal is to provide students with the foundational skills required for successful participation in a global society.

Unique School Characteristics

- International Early Years/Primary Curriculum: interactive, project-based learning.
- Appropriate education goals that maximize individual learning potential through small-group instruction.
- Arts Education, Arts Integration in academic subjects, and Foreign language classes.

Board Chair

Melanie Bowen

Founder and Head of School

Golnar Abedin, Ph.D.

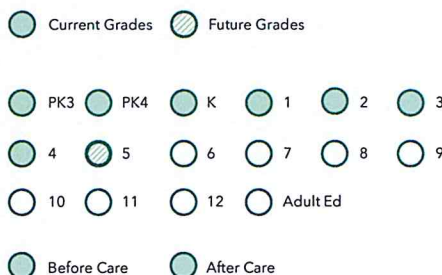
First School Year

2012-13

School Hours

8:45 a.m. - 3:30 p.m.

Grades Served

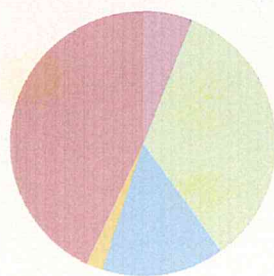


Early Childhood PMF

This year PCSB implemented the Early Childhood Performance Management Framework (EC PMF) for schools serving grades PK3-2. These schools will not receive a score or tier for 2013-14.

Schools can choose which age-appropriate assessment to administer for the EC PMF. Pre-kindergarten assessments measure progress in pre-literacy and mathematics skills. K-2 assessments measure achievement or progress in reading and mathematics. Schools have the option to include progress on social-emotional learning.

Student Demographics (2013–14)



Asian	5.8%
Black Non-Hispanic	33.6%
Hispanic / Latino	15.3%
Native American / Alaska Native	2.2%
Pacific Islander / Native Hawaiian	0.0%
White Non-Hispanic	43.1%
Multiracial	0.0%

Total Enrollment
137

English Language Learner
3.6%

Economically Disadvantaged
28.5%

Special Education
23.4%

Transportation



Metro / Bus Service *
Columbia Heights

*Please check www.wmata.com for updates

Creative Minds International PCS

2014 School Performance Report

(2013-2014)

Grades Measured: PK3 - 3



Pre-Kindergarten (PK3 - PK4) Grades (52% of Total Students)

Student Progress

Literary / Language - *Creative Curriculum- Teaching Strategies GOLD*



Mathematics - *Creative Curriculum- Teaching Strategies GOLD*



Teacher Interaction: Classroom Assessment Scoring System (CLASS)

Emotional Support



Classroom Organization



Instructional Support



Leading Indicator

Attendance



K - 3 (48% of Total Students)

Student Achievement / Progress - Grades K-2

Literacy - *Developmental Reading Assessment (DRA)*



Mathematics - *Group Mathematics Assessment and Diagnostic Evaluation*



Student Achievement Grade 3: Reading

Proficient and Advanced



Advanced Only



Student Achievement Grade 3: Mathematics

Proficient and Above



Advanced Only



Creative Minds International PCS

2014 School Performance Report



K - 3 (48% of Total Students) - Continued

Leading Indicators

Attendance



Re-enrollment



9. Application Checklist

2014-15 Experienced Operator Charter School Application Acceptance Process

Proposed School Name: Creative Minds International PCS Submitted By: Golnar Abedin

Telephone number: office 202-588-0370, cell 202-716-0277 Email Address:
golnar.abedin@creativemindspcs.org

Name of Experienced Operator: Creative Minds International PCS (Golnar Abedin)

(1) Verify Completeness of Unredacted Electronic Submission

Application Contents	Yes	No
Applicant Information Sheet	<input type="checkbox"/>	<input type="checkbox"/>
Executive Summary*	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the Need*	<input type="checkbox"/>	<input type="checkbox"/>
Education Plan*	<input type="checkbox"/>	<input type="checkbox"/>
Business Plan*	<input type="checkbox"/>	<input type="checkbox"/>
Operations Plan*	<input type="checkbox"/>	<input type="checkbox"/>
Budget and Finance	<input type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input type="checkbox"/>	<input type="checkbox"/>
Pre-Opening Budget	<input type="checkbox"/>	<input type="checkbox"/>
Two-Year Operating Budget	<input type="checkbox"/>	<input type="checkbox"/>
Estimated Five-Year Budget	<input type="checkbox"/>	<input type="checkbox"/>
Capital Budget	<input type="checkbox"/>	<input type="checkbox"/>
Cash Flow for Year One	<input type="checkbox"/>	<input type="checkbox"/>
Board of Trustees Supporting Documents (for each Board member)	<input type="checkbox"/>	<input type="checkbox"/>
Résumé	<input type="checkbox"/>	<input type="checkbox"/>

Creative Minds International Public Charter School

Board Member Agreements	<input type="checkbox"/>	<input type="checkbox"/>
Statements of Interest and Qualifications	<input type="checkbox"/>	<input type="checkbox"/>
Conflict of Interest Form	<input type="checkbox"/>	<input type="checkbox"/>
Required Documents	<input type="checkbox"/>	<input type="checkbox"/>
Articles of Incorporation	<input type="checkbox"/>	<input type="checkbox"/>
Bylaws	<input type="checkbox"/>	<input type="checkbox"/>
Board of Trustees Performance Expectations	<input type="checkbox"/>	<input type="checkbox"/>
Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>
Conversion Endorsement Certification (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
Discipline Policy	<input type="checkbox"/>	<input type="checkbox"/>
Letter of Intent for Facility (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
Management Agreement and Related Documents (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
Assurances Form	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum ¹	<input type="checkbox"/>	<input type="checkbox"/>
Full Curriculum or Curriculum Sample with Timeline for Development	<input type="checkbox"/>	<input type="checkbox"/>
Scope and Sequence (High Schools Only)	<input type="checkbox"/>	<input type="checkbox"/>

Is the application under the 150 page limit? Yes ☐ No ☐

*Items marked with an asterisk above are included in the 150 page limit.

If the application is not complete, stop here and skip to step 5. The applicant may choose to resubmit all required elements of the application by 5:00pm on the application due date.

¹ If the applicant has a completed curriculum, this should include a link(s) to the curriculum maps, unit plans, and an example lesson plan for each subject area and grade level. If Section G includes proprietary curricular materials, applicants may choose to redact parts or the whole of the curriculum from the redacted electronic version of the application.

(2) Verify Accuracy of Redacted Electronic Submission

The following elements should be redacted:

Application Contents	Content to Redact	Redacted
Applicant Information Sheet	Contact Person Contact Information (Address, Phone, Email)	<input type="checkbox"/>
Board of Trustees Supporting Documents (for each Board member)		<input type="checkbox"/>
Résumé	Board Member Contact Information (Address, Phone, Email)	<input type="checkbox"/>
Curriculum	If the applicant has a completed curriculum, the application should include a link(s) to the curriculum maps, unit plans, and an example lesson plan for each subject area and grade level. If the applicant believes that Section G contains information that will cause substantial harm to the applicant's competitive position if released publicly, it may redact parts or the whole of Section G.	<input type="checkbox"/>

(3) Verify Completeness of Paper Submission

Application Contents	Yes	No
Applicant Information Sheet	<input type="checkbox"/>	<input type="checkbox"/>
Executive Summary*	<input type="checkbox"/>	<input type="checkbox"/>
Establishing the Need*	<input type="checkbox"/>	<input type="checkbox"/>
Education Plan*	<input type="checkbox"/>	<input type="checkbox"/>
Business Plan*	<input type="checkbox"/>	<input type="checkbox"/>
Operations Plan*	<input type="checkbox"/>	<input type="checkbox"/>

Creative Minds International Public Charter School

Budget and Finance	<input type="checkbox"/>	<input type="checkbox"/>
Budget Narrative	<input type="checkbox"/>	<input type="checkbox"/>
Pre-Opening Budget	<input type="checkbox"/>	<input type="checkbox"/>
Two-Year Operating Budget	<input type="checkbox"/>	<input type="checkbox"/>
Estimated Five-Year Budget	<input type="checkbox"/>	<input type="checkbox"/>
Capital Budget	<input type="checkbox"/>	<input type="checkbox"/>
Cash Flow for Year One	<input type="checkbox"/>	<input type="checkbox"/>
Board of Trustees Supporting Documents (for each Board member)	<input type="checkbox"/>	<input type="checkbox"/>
Résumé	<input type="checkbox"/>	<input type="checkbox"/>
Board Member Agreements	<input type="checkbox"/>	<input type="checkbox"/>
Statements of Interest and Qualifications	<input type="checkbox"/>	<input type="checkbox"/>
Conflict of Interest Form	<input type="checkbox"/>	<input type="checkbox"/>
Required Documents	<input type="checkbox"/>	<input type="checkbox"/>
Articles of Incorporation	<input type="checkbox"/>	<input type="checkbox"/>
Bylaws	<input type="checkbox"/>	<input type="checkbox"/>
Board of Trustees Performance Expectations	<input type="checkbox"/>	<input type="checkbox"/>
Code of Ethics	<input type="checkbox"/>	<input type="checkbox"/>
Conversion Endorsement Certification (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
Discipline Policy	<input type="checkbox"/>	<input type="checkbox"/>
Letter of Intent for Facility (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
Management Agreement and Related Documents (if applicable)	<input type="checkbox"/>	<input type="checkbox"/>
Assurances Form	<input type="checkbox"/>	<input type="checkbox"/>

Curriculum ²	<input type="checkbox"/>	<input type="checkbox"/>
Full Curriculum or Curriculum Sample with Timeline for Development	<input type="checkbox"/>	<input type="checkbox"/>
Scope and Sequence (High Schools Only)	<input type="checkbox"/>	<input type="checkbox"/>

(4) Accept Supporting Materials

In-person Submission

Supporting Materials	Yes	No
Five bound double-sided copies of the application with a table of contents, all pages numbered, and labeled tabs separating each section and appendices	<input type="checkbox"/>	<input type="checkbox"/>
One complete electronic, searchable/OCR PDF of the entire application, including the budget spreadsheets and appendices, and signed signatures ³ , submitted via a non-returnable USB flash drive or through a secure file-sharing software	<input type="checkbox"/>	<input type="checkbox"/>
One redacted electronic, searchable/OCR PDF version of the application, with contact information of founding group members (i.e. addresses, phone numbers, email addresses, Social Security Numbers) removed	<input type="checkbox"/>	<input type="checkbox"/>

Remote Submission

Supporting Materials	Yes	No
Delivered to the office or available at local print center		
Five bound double-sided copies of the application with a table of contents, all pages numbered, and labeled tabs separating each section and appendices	<input type="checkbox"/>	<input type="checkbox"/>
Submitted via secure file-sharing software		
One complete electronic, searchable/OCR PDF of the entire application, including the budget spreadsheets and appendices, and signed signatures ¹⁶ , submitted via a non-returnable USB flash drive or through a secure file-sharing software	<input type="checkbox"/>	<input type="checkbox"/>

² If the applicant has a completed curriculum, this should include a link(s) to the curriculum maps, unit plans, and an example lesson plan for each subject area and grade level. If Section G includes proprietary curricular materials, applicants may choose to redact parts or the whole of the curriculum from the redacted electronic version of the application.

³ Typed e-signatures are not valid. Signatures should be either signed and then scanned into the document or included as a picture file within the PDF.

One redacted electronic, searchable/OCR PDF version of the application, with contact information of founding group members (i.e. addresses, phone numbers, email addresses, Social Security Numbers) removed ☐ ☐

(5) Accept Charter Application

Is the application complete? Yes ☐ No ☐

(6) Set Application Review Schedule

Event	Date <i>(specific times to be determined)</i>
Capacity Interview	Click here to enter text.
Site Visit(s) (if applicable)	Click here to enter text.
Public Hearing	Click here to enter text.
Board Vote	Click here to enter text.

Application verification completed by: <u>Click here to enter text.</u>	
Date & Time: <u>Click here to enter text.</u>	Application Number: <u>Click here to enter text.</u>