

Washington Global Public Charter School
Application to Establish a Public Charter School

Submitted to the District of Columbia Public Charter
School Board on March 3, 2014

Applicant Information Sheet

New Charter School

Request for Approval

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

Name of Proposed Charter School: Washington Global Public Charter School

Name of Entity Applying for Charter Status in D.C.: Washington Global Public Charter School

Contact Person: Elizabeth Torres

A

Da

Em

Name of Person Authorized to Negotiate: _____

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

Authorized Signature: _____

Proposed Start Date: Fall 2015

Proposed Year One Budget: \$ 2,004,117

Start-up Information

Year	Starting Age/Grade	Highest Age/Grade	Total Number of Students/ Enrollment Ceiling
One	6	7	100
Two	6	8	160
Capacity	6	8	240

Proposed Location of School (address or area of city): Ward 4, 5, 7, or 8

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

Type of Application (Check One)

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

If conversion, name the school being converted: _____

If conversion, do you wish to retain the existing school site? ☐ Yes ☐ No

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

Washington Global Public Charter School Executive Summary

Mission

Washington Global Public Charter School (Washington Global) is a community school open to all middle school students in Washington, DC that utilizes a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition to develop enterprising and competitive global citizens.

Philosophy

The Founding Group members hold a collective set of beliefs and philosophies that helped to inform the development of the school's academic, social, and extracurricular programming.

These beliefs include:

- Each student has the ability to achieve in an academically rigorous environment;
- Through an internationally-minded education, students will be prepared for postsecondary education and employment, enabling them to become college and career ready, competitive global citizens;
- Students should be prepared for post-school success *early* in their academic careers, through a robust, rigorous, internationally-minded middle school curriculum;
- All students need to have access to a rigorous education that focuses on developing academic skills, critical thinking, and problem solving;
- It is important to support the needs of the whole child within a safe, orderly learning environment;
- Clear communication of expectations and students' knowledge and understanding of those expectations are fundamental to developing and maintaining a healthy and safe school environment;
- All stakeholders benefit from an involved, active, and inclusive community school.

Location

Washington Global's Founding Group is committed to ensuring that all middle school students have access to a high-quality education and are able to enroll in a school that offers an innovative, rigorous academic program. Therefore, the Founding Group plans to locate the school in a target area within Wards 4, 5, 7, or 8 that have been identified as needing a high-performing middle school.

Academic Programming

The Founding Group designed Washington Global's curriculum to meet the academic and socio-emotional needs of *all* of its students. Key elements of the school's academic program include:

- *Small Learning Communities (SLC)*: Washington Global will offer morning and afternoon intervention blocks where students will engage in various intervention programs, such as *Odyssey Math*, *SpellRead*, and *SIMS Fusion*. These are research-based intervention programs that have been proven effective for increasing the reading and mathematics skills of struggling adolescent learners.
- The *International Middle Years (IMYC)*: This curriculum, which is based on themes that include cultural sensitivity and acceptance, will foster a sense of respect and community among a

diverse group of students. For example, through the IMYC, students will be exposed to, and encouraged to learn about and value the opinions of diverse groups. The IMYC also uses a project-based learning (PBL) approach, which provides flexibility and individualization of the curriculum, allowing Washington Global to meet the needs of each student.

- *College and Career Ready Standards:* Washington Global students will engage in rigorous core subject courses that will be aligned to the Common Core State Standards (CCSS).
- *Extended School Day:* Washington Global will offer its students an extended school day. Extended school days have been documented as a key element of closing the achievement gap.
- *Community School Model:* As a community school, Washington Global will provide targeted community school programs for families and community members and students will engage in service-learning projects. Washington Global already has community partners, including The George Washington University.
- *Foreign Language Acquisition:* All students will be introduced to both Spanish and Chinese and choose one of these languages to acquire proficiency in. This is one of the school's primary academic goals.
- *Technology Exposure and Acquisition:* Students will actively engage in and become proficient in various forms of communications and technology through Information and Communications Technology (ICT) courses.

School Culture

Washington Global will foster and sustain a positive school culture through its **EMPOWER** (*Enterprising, Motivated, Persevering, Open-minded, Worldly, Enlightened, Responsible*) core values School-wide Positive Behavioral Interventions and Supports (SWPBIS) framework. This framework will consist of active positive student recognition, increase student self-motivation, and foster a healthy environment for students, staff, and parents.

Table of Contents

Application Information Sheet.....	1
Executive Summary.....	2
Section A: Educational Plan	5
1.Mission and Purposes of Proposed Public Charter School	5
2. Goals	17
3. Charter School Curriculum	23
4. Support for Learning.....	50
Section B: Business Plan	72
1.Planning and Establishment	72
2.Governance and Management	80
3.Finance	90
4.Facilities	96
5.Recruiting and Marketing	99
Section C: Plan of Operation	104
1.Student Policies and Procedures	104
2.Human Resource Information	110
3.Implementation of the Charter	119
Section D: Certifications (Assurances Form)	
Section E: Budget	
Section F: Resumes, Board Member Agreements and Statements of Interest and Qualifications	
Section G: Conflict of Interest	
Section H: Demographic Analysis	
Section I: Required Documents	
Section J: Curriculum Sample	
Appendix A:Letters of Support	

A. Educational Plan- Washington Global Public Charter School

1. Mission and Purpose of Proposed Charter School

a. Mission and Philosophy

Mission

Washington Global Public Charter School (Washington Global) is a community school open to all middle school students in Washington, DC that utilizes a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition to develop enterprising and competitive global citizens.

Philosophy

"Where a child born in Dallas is now competing with a child in New Delhi, where your best job qualification is not what you do, but what you know—education is no longer just a pathway to opportunity and success, it's a prerequisite for success."- President Barack Obama¹

In today's competitive global economy, it is imperative that more schools offer a rigorous international curriculum that includes elements to foster students' global competitiveness. The Founding Group believes that global competitiveness is measured by a rigorous academic skill set, a student's ability to apply those skills, *and* skills to acquire International Mindedness as exhibited through foreign language acquisition, strong technology skills, and broad global knowledge. It is imperative that students master these skills since an increasing percentage of jobs in the United States and worldwide require technology, foreign language skills, and effective interaction with individuals from other countries and cultures (Bilbao-Osorio, Dutta, Geiger, & Lanvin, 2013). For one, fluency in a foreign language is a skill that is highly valued by employers, which increases an individual's chances of attaining gainful employment and a higher wage (Kurtz, 2013). There is also currently a technology "talent crisis" where 64% of U.S.-based companies are unable to find domestic employees who possess the skill set appropriate for technology-related jobs (STEM Education, 2013). This "talent crisis" is expected to grow since technology-related jobs are expected to increase steadily in the coming years. A study conducted by Gordon (2009) projects that by the year 2020 the U.S. will demand 123 million highly-skilled workers with technology expertise, but there will only be 50 million qualified workers to fill these positions. Washington Global is therefore heeding to the President's call to provide an education that prepares students for college and career readiness within a changing, global world.

The Founding Group members hold a collective set of beliefs and philosophies that helped to inform the development of the school's academic, social, and extracurricular programming. These beliefs include:

- Each student has the ability to achieve in an academically rigorous environment;

¹ REMARKS BY THE PRESIDENT TO THE HISPANIC CHAMBER OF COMMERCE ON A COMPLETE AND COMPETITIVE AMERICAN EDUCATION, March 10, 2009

- Through an internationally-minded education, students will be prepared for postsecondary education and employment, enabling them to become college and career ready, competitive global citizens;
- Students should be prepared for post-school success *early* in their academic careers through a robust, rigorous, internationally-minded middle school curriculum;
- All students need to have access to a rigorous education that focuses on developing academic skills, critical thinking, and problem solving;
- It is important to support the needs of the whole child within a safe, orderly learning environment;
- Clear communication of expectations and students' knowledge and understanding of those expectations are fundamental to developing and maintaining a healthy and safe school environment;
- All stakeholders benefit from an involved, active, and inclusive community school.

Growth Plan and Enrollment Matrix

Five-Year Enrollment Targets by Grade-Level

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
Sixth	60	60	80	80	80
Seventh	40	60	60	80	80
Eighth		40	60	60	80
Total number of students	100	160	200	220	240
# of students receiving Special Education services*	15	23	30	33	35
# of students who are English Language Learners (ELL)**	7	11	14	15	17

**Based on SY 2012-2013 OSSE school enrollment data, Washington Global estimates that approximately 14.8% of its students will receive special education services²*

***Based on SY 2012-2013 OSSE school enrollment data, Washington Global estimates that 7% of all students will qualify as English Language Learners (ELLs)*

Washington Global will open in August 2015 with a total of 100 students enrolled. In its first year, it will serve 60 sixth grade students, and 40 seventh grade students. It will expand in Year 2 by adding 60 sixth grade students, serving 160 students total. In Years 3-5, the school will increase its enrollment by adding 80 sixth grade students each year. The school will reach its maximum enrollment of 240 students, enrolling 80 sixth grade students, 80 seventh grade students, and 80 eighth grade students in Year 5. This gradual increase allows the school to grow steadily each year, but ensures that it is able to

² <http://osse.dc.gov/release/sy12-13-enrollment-audit-complete-public-school-enrollment-goes-fourth-consecutive-year>

serve students in core classes that do not exceed 20 students and in Small Learning Communities (SLC), as outlined in Section A.c. below.

b. Educational Needs of the Target Student Population

The need for additional high performing public charter middle schools in Washington, DC has been readily documented through the years. The most comprehensive analysis of the capacity and performance of the District's schools was reported by *Quality Schools: Every Child, Every School, Every Neighborhood* (2011), a report commissioned by the Deputy Mayor's Office and conducted by IFF. The report found that "increasing the number of performing seats" in the District of Columbia is "paramount" to ensuring the future of the District's educational quality. Specifically, the report found that the District's middle school students are in need of additional high-performing middle schools, especially in Wards 4, 5, 7, and 8. Recent trends in waitlist data illustrate that there is still an urgent need for additional high-performing middle schools in the District. During the 2013-2014 school year, 1,485 middle school students in grades 6 through 8 who entered the city-wide charter school lottery were placed on a charter school waitlist (FOCUS Data). Of the 1,485 students in grades 6 through 8, 761 students were entering grade 6 (FOCUS Data). District leadership has frequently recognized the need for additional high-quality education options. Recently, Mayor Vincent Gray openly vocalized the need to further improve the District's public school options, stating that the city must "stay the course" in offering high-quality public school options for its residents (Brown, 2013).

In today's globally competitive society, it is not just enough to offer students a rigorous middle school education that meets or exceeds state and national standards. Students are more than ever competing on an international field for jobs and postsecondary educational opportunities after high school (Center for Digital Education, 2013). Washington Global will fill the need for a high-performing middle school by providing students with a rigorous college and career ready education that includes the integration of critical skills needed to be globally competitive, including foreign language and technology courses, and broad global knowledge.

Proposed Location of Washington Global

The IFF *Quality Schools* report identified a significant disparity in the quality of school offerings across the District. Specifically, the report identified high-priority areas in Wards 4, 5, 7, and 8 that have a significant deficit of high performing middle school options, causing students to travel to attain a high-quality education. The report revealed that these high-priority areas are in neighborhoods predominantly populated by African-American and Latino students, and have a high percentage of families who live below the Federal Poverty Level (FPL) (IFF, 2013). This trend therefore exposes a major equity issue regarding access to high performing schools.

The Founding Group of Washington Global is committed to closing the current equity gap and ensuring that all middle school students, even those who have historically not had access to a high-quality education in their neighborhood, are able to enroll in a school offering an innovative, rigorous educational program. Therefore, the Founding Group is dedicated to serving a predominantly low-SES student population, measured by approximately 80% of its students receiving free/reduced lunch. The Founding Group has targeted clusters within Wards 4, 5, 7, and 8 that have been identified as a "high priority" for requiring additional high performing schools. Currently, these students have access to a

limited number of quality public middle school options. These students would therefore considerably benefit from access to a rigorous, high-quality, globally competitive education. These specific areas include:

Service Gap in Target Wards

Ward	Cluster	Grade 6-8 Service Gap*	Area of Need Rank*
8	39	1,018	1
7	31	621	2
4	18	486	5
5	23	476	6

** The “service gap” denotes the number of students in that particular cluster enrolled in “non-performing schools” (grades 6-8)—the area of need rank is calculated out of 39 cluster neighborhoods.*

Since the IFF report was completed nearly three years ago, the Founding Group conducted a thorough analysis of the current performance of middle schools serving students in grades 6-8 in these four cluster neighborhoods/wards. To determine the current quality of schools in these areas, it analyzed the Office of the State Superintendent of Education’s (OSSE) Elementary and Secondary Education Act (ESEA) school ratings for public schools and the DC Public Charter School Board’s PMF Framework ratings. Developed as a method to assess school performance, the standards set criteria to identify the highest and lowest performing schools in the District (OSSE ESEA, 2012). The highest performing schools are deemed “reward schools.” Schools that have shown significant growth in student performance are identified as “rising schools,” and schools that require targeted support to improve student performance are called “focus schools.” The lowest performing “priority” schools are schools that exhibit low attendance and performance on statewide assessments, and have documented significant disparities in the performance of key subgroups, such as students who are economically disadvantaged, English Language Learners (ELLs), and students with disabilities (OSSE ESEA, 2012). Similarly, it reviewed the DCPCSB’s PMF Framework (DCPCSB PMF, 2014).

The Founding Group’s analysis revealed that the areas that it targeted are still in need of high-performing public middle schools and additional Tier 1 charter middle schools. Public middle schools in these areas were commonly deemed either “focus,” “priority,” or in some instances “rising” schools. For example, an analysis of middle schools in or accessible to students living in Ward 7, cluster 31 found that DCPS closed Ron Browne Middle School at the end of 2012-2013 school year and relocated the students to Kelly Miller Middle School, a school deemed as an ESEA “priority” school. The Founding Group’s analysis also revealed that middle school students residing in this area currently have limited access to Tier 1 public charter middle schools.

The Founding Group is investigating incubator space options with Building Hope within or near these priority areas to ensure that it is accessible to students in need of a high-performing middle school. Please see Section B.4. for a detailed discussion of the Founding Group’s incubator space search.

Analysis of Demographics of Proposed Location

Washington Global has conducted a demographic analysis of the students residing in its target locations within Wards 4, 5, 7, and 8. The analysis reveals that the students within these wards come from racially and ethnically diverse backgrounds and that a significant percentage of students currently live near or below the Federal Poverty Line (FPL). A detailed demographic analysis of the target neighborhood clusters/wards include:

Cluster-Specific Data

Cluster/ Ward	# of K-12 Students	Racial/ Ethnic Makeup	Percent of Families Living Below 185% of FPL
Cluster 18/Ward 4	K-12: 4,964	Black: 55% Hispanic/ Latino: 35% American Indian/ Alaskan Native: 5% White: 3% Multi-racial: 2%	68%
Cluster 23/ Ward 5	K-12: 2,225	Black: 93% Hispanic/ Latino: 4% White: 1% Multi-racial: 1%	78%
Cluster 31/Ward 7	K-12: 2,667	Black: 95% Hispanic/Latino: 3%	79%
Cluster 39/Ward 8 (includes Bolling Air force Base)	K-12: 5,969	Black: 97% Not Identified: 3% Hispanic/Latino: >1% (On Bolling AFB: Black: 47% White: 25% Multi-racial: 6% Hispanic/Latino: 18%	80% (32% on Bolling AFB)

Cluster-specific data provided in the IFF Quality Schools Report (2011)

Washington Global's Founding Group also anticipates that students who reside within the priority areas will most likely have diverse learning needs. Based on district-wide statistics, Washington Global anticipates that approximately 14.8% of its students will receive special education support and that 7% of its students will require ELL support.³

³ <http://osse.dc.gov/release/sy12-13-enrollment-audit-complete-public-school-enrollment-goes-fourth-consecutive-year>

Analysis of Educational Needs

Student Educational Needs in Target Neighborhoods. Although Washington Global will be open to all students district-wide, it will locate in a high-priority area in Wards 4, 5, 7, or 8 and therefore many of its students will live in these areas. The Founding Group analyzed the current academic performance of students who attend schools that serve students in grades 6 through 8 within these target wards. To gain a broader perspective of the performance of the students within the target wards, the Founding Group compared the performance of these students to students who reside in Ward 3, which has the least need for additional high-performing schools according to the IFF (2011) report. The student performance data reveals that scores of students in Wards 4, 5, 7, and 8 were significantly lower than the scores of students in Ward 3 on the DC-CAS mathematics and reading subtests. The table below presents student performance in Wards 3,4,5,7, and 8:

Location	Proficient or Advanced on Math DC-CAS	Proficient or Advanced on Reading DC-CAS
Ward 3	86%	83%
Ward 4	55%	54%
Ward 5	47%	44%
Ward 7	55%	43%
Ward 8	49%	41%

**Percentages derived from raw school data of DC-CAS scores of schools serving students in grades 6-8 retrieved from the FOCUS DC Data Center (2012-2013 DC-CAS Data)*

Washington Global's Founding Group used the data from its demographic and educational analysis to develop an academic and wrap-around program that will meet the needs of its students and their families. The Founding Group is well aware that students who live in poverty often experience more academic struggles than their peers not living in poverty. This growing "achievement" gap has been prolifically documented by research throughout the years (Reardon, 2013). For instance, adolescents who are struggling readers are much more likely to attend high-poverty, high-minority schools (MacIver, Balfanz, Ruby, Byrnes, Lorentz & Jones, 2004). This trend is reflected by the academic performance of DC Students. During the 2012-2013 school year, only approximately one-third of students considered economically disadvantaged scored an advanced or proficient on the DC-CAS, as compared to 51.3% students city-wide (FOCUS DC Data, 2013). Research reveals that adolescents can make significant academic gains when they are provided with a targeted curriculum (MacIver et al., 2004). The Founding Group designed its curriculum around the academic and socio-emotional needs of its student population. Elements of its academic program that meet the needs of its target population include, but are not limited to:

- ***Small Learning Communities (SLC):*** Washington Global will offer morning and afternoon intervention blocks where students will engage in various intervention programs, such as Odyssey Math, SpellRead and Fusion. These are research-based intervention programs that have been proven effective for increasing the reading and mathematics skills of struggling adolescent learners (WWC, 2012).
- ***The International Middle Years (IMYC):*** This curriculum, which is based on themes that include cultural sensitivity and acceptance, will foster a sense of respect and community among a

diverse group of students. For example, through the IMYC, students will be exposed to, and encouraged to learn about and value the opinions of diverse groups. The IMYC also uses a project-based learning (PBL) approach, which provides flexibility and individualization of the curriculum, allowing Washington Global to meet the needs of each student.

- *Extended School Day:* Washington Global will offer its students an extended school day. Extended school days have been documented as a key element of closing the achievement gap (Reardon, 2013).
- *Community School Model:* As a community school, Washington Global will provide targeted community school programs for families and community members and students will engage in service-learning projects.

City-wide Student Needs. When conceptualizing Washington Global, the Founding Group continuously kept in mind that its future students will be competing for jobs and postsecondary education on an international scale. Although its students may require intensive academic intervention, the school's founders hold the steadfast belief that its students will become competitive on a global scale. Since Washington Global will be open to students District-wide, the Founding Group analyzed the performance of the District's students on an international scale. This analysis revealed that the performance of the District's middle school students clearly indicates the need for an additional high-performing middle school that offers rigorous instruction that helps students become globally competitive.

A prolific study conducted by the U.S. Department of Education's National Center for Education Statistics (NCES) found that DC middle school students currently significantly lag behind their global peers in mathematics and sciences. In an effort to compare the mathematics and science performance of eighth grade students in DC to students globally, NCES (2011) linked the Trends in International Mathematics and Science study (TIMSS) assessment, which is administered to students in 39 countries and 9 subnational education systems with the National Assessment of Educational Progress (NAEP), a standardized assessment administered to students in 52 U.S. states/jurisdictions. The results of DC students are alarming. When compared to their global peers, DC students scored well below their peers in mathematics, and last in science. The table below illustrates the global scoring and ranking of DC eighth graders alongside their global peers:

Rank of DC Students Compared to Students Across the World

Subject	DC State-wide Score	Global Average	Rank
Mathematics	481	500	49 out of 52 States/Jurisdictions Below Average Globally
Science	452*	500	52 out of 52 Below Average Globally Lowest Scoring of all States

**A science score of 452 denotes that students in DC "show some elementary knowledge" of science subjects.*

This study indicates that DC eighth graders currently do not possess the mathematics and science

knowledge and skills to compete with a majority of the United States and on a global scale. This means that, more than likely, the students entering Washington Global will have significant deficits in mathematics and science. This will impact their ability to become college and career ready and globally competitive employees after graduation. This also sends a strong signal that middle schools need to change the way in which they teach, so that students learn in a manner that will provide them with the knowledge base, skills, and confidence to be competitive global citizens. Therefore, Washington Global has prepared a rigorous, international, culturally sensitive, and comprehensive curriculum intended to not only foster high-performing students by DC standards, but by global benchmarks.

The Founding Group is dedicated to providing middle school students who have not had the opportunity to flourish academically with the chance to engage in a demanding and internationally driven curriculum. Through Washington Global's challenging, international curriculum, and research-based reading and mathematics intervention programs, its students will have the opportunity to make drastic academic gains each year while learning skills that will enable them to experience success in a globally competitive world.

c. Educational Focus

Developing Competitive Global Skills

As articulated in Washington Global's philosophy, the Founding Group is committed to providing its students with a rigorous, globally competitive education. The Founding Group believes that fostering "International Mindedness" and honing critical thinking, technology, and foreign language skills are necessary for students to become nationally and internationally competitive.

International Mindedness refers to educating students in a global context across subjects so that they develop a deep understanding of the world (James, 2005). It provides an authentic framework for students to inquire, create, and reflect by fostering globally competitive skills and has been shown to positively impact student performance. The International Middle Years Curriculum (IMYC) bolsters International Mindedness in students and will serve as the foundation of Washington Global's school-wide curriculum.

The IMYC is an international curriculum that is used in middle schools around the world. The IMYC integrates findings from neuroscience and cognitive psychology to offer an interactive, stimulating, project-based curriculum delivered through targeted thematic units (IMYC, 2013). Specifically, the IMYC follows a consistent learning process and structure that divides instruction into six-week units that are designed around an overarching theme that provides a central focus. The units focus on themes that the Founding Group believes are particularly important to developing Washington Global's students into culturally aware, globally competitive students who are able to problem-solve, interact with other cultures, and think critically. Unit themes include such crucial topics as resilience, entrepreneurship, collaboration, resolution, discovery, and creativity, and are discussed in more detail in Section A.3.a. (IMYC, 2013). The IMYC provides the framework for such themes to be woven into the students' English Language Arts (ELA), science, art, social studies, ICT (Information and Communications Technology), and physical education curricula.

The IMYC also provides an international academic network for Washington Global's students, teachers, and staff to interact and learn from an international group of scholars from around the world. The Founding Group identified this as particularly important for developing the students' cultural awareness and International Mindfulness so that they are better prepared to compete in an inherently global society.

Project-based learning (PBL), which has been found to foster middle school students' academic independence, problem solving and critical thinking skills, is a fundamental component of the IMYC (Grant, 2002). PBL will be infused into all academic areas and benefit all students' critical thinking skills. It will also be used to differentiate instruction for students who require more support, such as students with special needs, and those who are gifted in a given subject area.

The IMYC incorporates PBL, which further prepares students for college and careers. Through PBL, students participate in an extended process of inquiry in response to a complex problem, challenge, or question (Buck Institute for Education, 2013). PBL allows students to use both "voice and choice" in completing rigorous projects that are carefully planned, managed, and assessed to support students learning academic content, applying skills fundamental to becoming competitive in the 21st century, and creating authentic products and presentations (Buck Institute for Education, 2013). PBL prepares students for college and careers by fostering critical thinking, problem solving, collaboration, communication, and presenting to a public audience to increase authenticity and motivation (Buck Institute for Education, 2013). PBL has been found as an effective instructional strategy for urban middle school students (Rivet & Krajcik, 2004).

At the end of each thematic unit, students will be assessed for learning through the preparation and presentation of an "Exit Point" project that focuses on important interdisciplinary elements of the thematic unit and demonstrates the students' mastery of ICT. This presentation will be prepared during the student's Small Learning Community (SLC)/ ICT morning and afternoon class blocks. The Exit Point project will use at least one mode of technology or communications strategy that students learned in their ICT course, (IMYC, 2013). The media production presentation can be delivered as a short video, podcast, web document, or magazine feature, among others. Many of the jobs students will have in the future do not yet exist, especially in the fields of ICT, media, and science. The IMYC therefore promotes ongoing development of these skills to prepare students for future competitive employment.

The IMYC has elicited positive results for all types of students. Findings from IMYC studies and its predecessor, the International Primary Years Curriculum (IPC) show that this curriculum increases student engagement and motivation among all types of students (Bunnell, 2010; Cooper, Copeland, & Harwood, 2012; Marshall, 2012). Individual student case studies show that through its flexible PBL approach, the IMYC fosters student engagement, particularly among diverse learners, including students with special needs and urban students from a variety of socio-economic backgrounds (IMYC UCL London Case Study, n.d.). Furthermore, nationwide test results from students in England show that students who attend an IMYC school perform well above the national average (Good Schools Guide, 2013).

Washington Global will also include a rigorous course of foreign language study, offering courses in Chinese and Spanish. Students will be exposed to both languages through semester long courses

starting in their first year. During their second year, students will choose to intensely study either Chinese or Spanish. The courses will include foreign language instruction and also foster the students' knowledge of cultures around the world where these languages are spoken. These two languages were chosen by the Founding Group due to their international importance and critical need (U.S. State Department, 2013). The IMYC will be used to support the foreign language courses by allowing students and teachers to be part of a network of schools where the students are native Spanish or Chinese speakers and facilitate interaction with these cultures. Learning a foreign language also supports students' English grammar, vocabulary and literacy skills (NEA, 2007). It is therefore essential to supporting students' development of International Mindedness and competitive global skills.

Promoting High Academic Standards to Ensure College and Career Readiness

Washington Global will provide a high-quality, rigorous academic program that focuses on core academic content to ensure that all students are college- and career- ready. Washington Global will implement the Common Core State Standards (CCSS). The CCSS provide a consistent framework that is robust and relevant to the real world in order to develop the knowledge and skills students need to be successful in college and careers (CCSS, 2010). The CCSS have the capacity to change education by raising the bar for students and encouraging creativity, problem solving, critical thinking, and teamwork in teachers (U.S. Department of Education, 2011).

Washington Global supports Common Core's belief that "with American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy" (CCSS, 2010). High standards already exist in a globally competitive job market that today's children will be a part of. The CCSS will ensure that all children are learning what they need to succeed as the standards are based on evidence of what students must know and be able to do at each level to be on track to graduate from high school college- and career- ready (U.S. Department of Education, 2011). These standards will also give families and communities the information that is necessary to evaluate whether their students are on track and to evaluate the school's effectiveness (U.S. Department of Education, 2011).

The CCSS mathematics, English Language Arts (ELA), and social studies and science literacy standards will be merged into the IMYC's framework that hones students' critical thinking and problem solving through project-based learning.

Washington Global's Founding Group has high expectations for its students and will ensure that *all* students engage in the CCSS. It also realizes that some students will require targeted intervention, as discussed above in the Educational Needs section. However, it does not want to pull students from their CCSS-based classes to provide targeted intervention if possible. Therefore, the Founding Group has structured the school day so that students receive differentiated targeted intervention and enrichment for accelerated learners during the one hour morning and/or afternoon Small Learning Community (SLC) blocks. Academic data, including curriculum-based assessment scores, student performance on interim CCSS assessments, and IMYC performance will be assessed to determine students' intervention needs. Students will then receive classroom-based intervention through research-based programs (see Sec. A.4.d.) that meet their unique needs. The SLC blocks will also be used for students to engage in project-based learning focused on the International Mindedness Standards and for the ICT classes mentioned above. This will ensure that students receive academic

intervention according to their needs and that students who are gifted in areas have the opportunity to engage in challenging projects.

Community

Washington Global is committed to having a strong presence in the local area by serving as a community school. A 'community school' is an inclusive term that refers to a school that has partnerships with community resources to focus on academics, health and social services, youth and community development, and community engagement (Coalition for Community Schools, 2013). Community schools offer a curriculum that emphasizes real-world learning and community problem solving (Coalition for Community Schools, 2013). They are public school buildings that are open to students, families, and the community outside of school hours throughout the year (Coalition for Community Schools, 2013; Dryfoos, 2000). These schools work with organizations in the community to design and implement activities that promote high educational achievement and positive youth development (Dryfoos, 2000). For example, Washington Global has partnered with The George Washington University to begin to design an after-school tutoring program for students.

Research shows that community schools can lead to academic gains and increased student learning (Coalition for Community Schools, 2013; Dryfoos, 2000). Community schools have higher attendance rates and lower suspension and dropout rates (Dryfoos, 2000). They often have a decrease in the number of students engaging in high-risk behaviors such as substance abuse, pregnancy, and disruptive behavior in the classroom (Dryfoos, 2000). Additionally, community schools increase parental involvement and can have a positive impact on community safety (Coalition for Community Schools, 2013; Dryfoos, 2000).

Service-learning is the most important curricular aspect of Washington Global's community school approach. Service-learning is readily incorporated into Washington Global's project-based learning so that students develop competitive global skills. It also supports readiness for college and careers by providing a foundation for authentic and meaningful assessments. Service-learning is generally defined as "a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities" (National Service-Learning Clearinghouse (NSLC), 2008, p. 1). Service-learning is positive, meaningful, cooperative, and supports emotional, social, and cognitive development. It enables students to solve complex problems, promotes critical thinking within the real world, and offers a deeper meaning for students because results are immediate and uncontrived (NSLC, 2008).

The possibilities for service-learning projects are endless. The four most common types of service-learning projects are environmental projects, cultural and regional history projects, projects that address social problems, and advocacy and civic engagement projects. Service-learning is not considered a volunteer program or a way to obtain community service hours (NSLC, 2008). Through these projects, students make gains in four primary areas: personal and social development, academic achievement, citizenship, and career awareness (O'Conner, 2009).

The format of service-learning can greatly benefit those students who do not learn best from customary teaching. Service-learning is also beneficial to struggling readers. Service-learning has been identified as a means for breaking literacy boundaries for students who have not had success in a

traditional classroom (Hart, 2006). For many students, bringing learning into the real world allows them to flourish.

Service-learning is appropriate for all students, including students with disabilities and English Language Learners. It is especially powerful with these groups of students, who frequently experience low self-esteem and have low levels of self-efficacy. Through service-learning these students can realize their power to contribute to society. The authentic use of skills reinforces academic skills and enhances self-esteem and independence. Additional research suggests that service-learning can improve academic outcomes, improve attendance, and increase content knowledge for all types of students (O'Conner, 2009).

Several studies have demonstrated the value of service-learning for students in a variety of contexts. One study in an urban fifth-grade school concluded that service-learning was a viable instructional strategy to increase student learning and motivation (Soslau & Yost, 2007). The students who participated in the service-learning group made more real-world and authentic connections between their in-class learning and their personal world than the control group. The service-learning group also made greater academic gains on an objective test. Finally, students in the service-learning group had better attendance and were less likely to be suspended than those who did not participate in the service-learning project (Soslau & Yost, 2007). Similar results were found in a study of service-learning among secondary students in a construction technology course. Results showed an increase in active engagement, confidence, student aptitude, and skill level (Jensen & Burr, 2006). Another study, in an urban middle school in Seattle, examined a service-learning program that sought to increase social capital. The data showed that the number of service-learning projects a student participated in was significantly correlated with a decrease in the number of hours spent watching TV. This finding is important because watching TV is the biggest contributor to the current decline in social capital in the United States in the past several decades (Howard, 2006). Service-learning has been used with students in DC through organizations such as the Youth Services Opportunities Project and the National Youth Leadership Council.

Washington Global will also integrate the *Too Good for Drugs and Violence* curriculum into its service-learning program. The *Too Good for Drugs and Violence* programs are designed to mitigate risk factors and build protection against problem behaviors (*Too Good*, 2013). The *Too Good* program is a framework of social and emotional skills that develops goal setting, decision-making, and effective communication skills. It also builds additional skills for peer pressure refusal, pro-social bonding, conflict resolution, and media literacy. *Too Good* is research-based and has proven positive effects on emotional competency skills, decision-making ability, intentions to use illicit substances, substance use behavior, and intentions to engage in aggressive behavior. Furthermore, it promotes academic achievement through social emotional skill development, alignment with education standards and priorities, and healthy and supportive classroom management. The *Too Good* Middle school program empowers young teens to meet the challenges of middle school and reach complex personal goals (*Too Good*, 2013). The program includes community involvement components that Washington Global will use as part of the service-learning program.

2. Goals

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

Washington Global will achieve a PMF score of 70 by its 3rd year and a PMF score of 75 by its 5th year.

a. Student Academic Achievement Expectations

Washington Global Goals Aligned to PMF. Washington Global has developed goals aligned to the DC Public Charter School Board's PMF. The goals are meant to be rigorous and strive for academic excellence. Specifics include:

Weight	Indicator	Metric*	Weight	Goal
40%	Student Progress	Median Growth Percentile-Reading	20%	65.0
		Median Growth Percentile- Math	20%	65.0
25%	Student Achievement	DC-CAS Proficient and Above in Reading	10%	60.00
		DC-CAS Proficient Above in Math	10%	60.00
		DC-CAS Advanced in Reading	2.5%	15.0
		DC-CAS Advanced in Math	2.5%	15.0
15%	Gateway	Proficient and Advanced 8 th Grade Math	15%	85.00
20%	Leading Indicators	Attendance	10%	95.0
		Re-Enrollment	10%	90.0

**Please note that Washington Global will align its PMF Framework to the Common Core Standards according to the DC Public Charter Board's forthcoming guidance since it is aware that DC will be transitioning to the PARCC assessment during the 2013-2014 school year.*

b. Goals, Benchmarks, and Assessments

Goal 1: Students Will Exhibit the Skills Necessary to Be Globally Competitive and Experience Success in Postsecondary Education and Careers

- Students will demonstrate proficiency in at least one foreign language as evidenced by:
 - Achieving proficiency in at least one foreign language standardized assessment by the second semester of the students' eighth grade year.
 - Spanish proficiency will be measured by the National Spanish Examination (NSE), a standardized summative assessment for students in Grades 6 -12, which is administered by over 3,800 teachers throughout the United States to measure Spanish reading, grammar and vocabulary, and listening proficiency and achievement of students who are studying Spanish as a second language;
 - To measure students' Chinese proficiency, the AVANT STAMP Proficiency Assessment, a summative assessment that gauges reading, writing, speaking, and listening proficiency and is used by major public school districts, such as Arlington County Public Schools, will be administered;
 - In both foreign language courses, formative, curriculum-based benchmark assessments developed from content standards will be administered to the students to measure their advancement and growth towards proficiency.
 - To track a student's proficiency on the NSE through interim assessments, the Spanish teacher will give NSE pre-tests every eight weeks. These exams are readily available former copies of the exam, chart the student's progress, and identify which students require remediation.
 - Teachers will track the students' progression towards Chinese proficiency by administering interim assessments every eight weeks modeled after the AVANT Stamp assessment prepared through the AVANT Stamp's professional development tool.
- Students will demonstrate International Mindedness as evidenced by:
 - Mastering authentic assessments with an international focus in a variety of settings. Such assessments will be based on the IMYC International Mindedness curriculum and assessments. Authentic assessments may include effectively communicating with Washington Global's international IMYC partner schools located in countries throughout the world (ie. Skype, blog, email with students in international schools), or preparing and delivering a presentation focusing on an aspect of international culture in which a student interviewed individuals from a certain culture. To assess students' performance, the students' SLC teacher 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 towards mastering this goal will be measured throughout the semester through the IMYC's AFL and include reports to parents, students and administrators.

- The formal benchmark assessment will occur at the end of the first semester—to be considered on target to meet the goal, a student will have had to have mastered at least one assessment by the first semester. Students falling below this benchmark will be remediated in their SLC class.

Targets

Year One	Year Two	Full Capacity
99% of students will earn credit for at least one foreign language course.	65% of students will have achieved at least Level One proficiency in one foreign language.	90% of students will have achieved at least Level One proficiency in one foreign language.
Year One	Year Two	Full Capacity
90% of students will have mastered at least two authentic assessments during the academic year with an international focus as demonstrated by achieving "Mastery" on the IMYC AFL rubric.	95% of students will have mastered at least two authentic assessments during the academic year with an international focus as demonstrated by achieving "Mastery" on the IMYC AFL rubric.	98% of students will have will have mastered at least two authentic assessments during the academic year with an international focus as demonstrated by achieving "Mastery" on the IMYC AFL rubric.

- Students will demonstrate mastery of information and communications technology (ICT), and media as evidenced by:
 - Incorporating skills learned in ICT courses into each end-of-semester Exit Point presentation.
 - Students will prepare one Exit Point presentation each semester that integrates ICT skills. This presentation will correspond with one of the IMYC themes taught that particular semester (approximately two themes will be taught per semester).
 - In order to integrate ICT skills into their Exit Point presentations, students will have had to master specific ICT skills. For benchmarks, teachers will track students' progression towards meeting this goal by charting students' progress in the Beginning, Development, and Mastery stages on IMYC ICT rubrics:

- During each semester, students will have achieved a level of mastery on at least two ICT rubrics
- By the end of each year, students will have achieved a level of mastery on at least two new ICT rubrics.
- Students who do not achieve at these benchmarks will require intensive remediation from their SLC teacher and also other support staff, including the GWU teaching fellows.

Targets

Year One	Year Two	Full Capacity
90% of students will have successfully incorporated at least two skills learned in ICT courses into one end-of-semester Exit Point presentation.	95% of students will have successfully incorporated at least two skills learned in ICT courses into two end-of-semester Exit Point presentations.	98% of students will have successfully incorporated at least two skills learned in ICT courses into two end-of-semester Exit Point presentations.

Goal 2: Students Will Be Active, Contributing Members of Their Community

Students will demonstrate how important issues impact the community around them as evidenced by:

- Participating in service-learning projects each year within the local community and developing and presenting projects based on their experience:
 - Students will be assessed through the Washington Global service-learning project guidelines and rubric criteria. Benchmark assessments will include service-learning assignments completed during the service-learning experience leading up to the development and presentation of the major project (ie. journaling assignments, essays based on the students' experiences).
- Mastering the *Too Good for Violence* and *Too Good for Drugs* curricula as measured by summative and formative assessments provided within the curriculum. Interim assessments will include analyses of summative curriculum assessments to determine whether students are on-track towards mastery or require additional intervention.

Targets

Year One	Year Two	Full Capacity
90% of students will have engaged in at least one service-learning project and develop and present an	95% of students will have engaged in at least two service-learning projects and develop and present an independent	98% of students will have engaged in at least one service-learning project and develop and present an

independent project based on their service-learning experience that meets all school-based service-learning criteria.	project based on their service-learning experiences that meets all school-based service-learning criteria.	independent project based on their service-learning experiences that meets all school-based service-learning criteria.
93% of students will have completed and mastered either the <i>Too Good for Violence</i> , or <i>Too Good for Drugs</i> curriculum.	95% of students will have completed and mastered either the <i>Too Good for Violence</i> , or <i>Too Good for Drugs</i> curriculum.	98% of students will have completed and mastered the <i>Too Good for Violence</i> and <i>Too Good for Drugs</i> curriculum.

Mastery is demonstrated by scoring at least an 80% on summative Too Good for Violence/ Drugs curriculum assessment

Data Plan

Washington Global has developed a strategic and robust data plan to ensure that the school staff, the students, their parents and guardians, the Board of Trustees, and the DC PCSB are all aware of student progress and performance. The instructional coach and teachers will engage in active monitoring of student progress on curriculum-based, formative, and summative assessments throughout the year. Teachers will input formative and summative course data frequently to enable the academic team to monitor student performance. The data will be reviewed and addressed in weekly collaborative planning sessions and the instructional coach will report the results of the review to the Principal weekly.

To enable the Board to oversee student data and gauge the achievement of the school, school leaders will provide a monthly report (August through June) to the Board that provides a summary of key data points. Within the report, areas of growth, areas of need, and areas of achievement will be specifically highlighted for Board review. The Principal will report academic data to the Academic Accountability and Student Well-being Board Committee. The Academic Accountability and Student Well-being Committee will then work with the Principal to address student data. The Director of Operations will report financial, audit, and operational compliance data to the Board's Finance Committee. Recommendations and actions will then be presented to the full Board for action.

Student Information Systems. Washington Global will be a data-driven environment in which data will be monitored, used to tailor academic and wrap around service programming to meet students' needs, and frequently analyzed to monitor student performance towards meeting and exceeding academic and non-academic performance goals. PowerSchool will serve as Washington Global's primary student information system for storing academic performance data. PowerSchool stores grades, attendance, assignments, and teacher comments and provides this data directly to students and parents. Data from other systems will be imported into PowerSchool. PowerSchool provides detailed reports on students' progress. Washington Global will also use PowerSchool to develop a master schedule and manage health screening information. This system has a strong technology component that provides teachers with an online classroom management system that can be accessed on computers, iPads, and smartphones. Parents and students can also access the online system in multiple languages to view

individual student progress. Data stored in PowerSchool is easily reportable to the PCSB through ProActive and to OSSE through ADT/SLED.

Washington Global will also work with EdOps or a comparable organization to manage student data. EdOps will work with the school leaders to manage critical data, including attendance, discipline compliance, and student meals reporting. EdOps will audit and maintain the school's data system to ensure it functions optimally with the PCSB and OSSE databases. Washington Global will comply with all DC PCSB requirements for reporting by seeking support from EdOps to complete miscellaneous OSSE/PCSB reporting requirements related to enrollment and attendance. EdOps will also consult on student accounting procedures and regulations and will provide training to school staff on using the student information system.

Academic Growth and Achievement Data. Washington Global will also implement comprehensive systems to track specific student academic student performance related to the IMYC and formative and summative classroom assessments. These separate streams of data will be inputted into PowerSchool weekly by teachers to provide for frequent updates of student achievement. Specifically, the school will use the IMYC Assessment for Learning (AFL) resource to track student achievement towards mastering the IMYC curriculum. The AFL allows teachers to input formative data to monitor student progress towards mastering goals established by curriculum-based rubrics for each six-week unit theme. Teachers will determine students' progress towards meeting curriculum-based goals and rate students according to three stages of mastery: "beginning" to master the goal, "developing" the skills to master the goal, and goal mastery (IMYC, 2013). Washington Global will also use Achievement Network's MyANet data platform, which monitors student achievement towards mastering Common Core State Standards (CCSS) by assessing student achievement on PARCC-aligned assessments administered every 6 to 8 weeks. When these reports are available, key data points (ie. a student's growth towards mastering a particular standard) will be inputted into PowerSchool by the instructional coach and reviewed by teachers.

The academic data will be monitored weekly by the students' teachers and the instructional coach who will report the data to the Principal. The academic data will also be updated on a daily basis and reviewed weekly by the School Support Team (SST) team, a group of professionals that will include at least two general education teachers and the instructional coach to identify students who will require Response to Intervention (RTI) interventions. This data will also be instrumental in determining student placement for Small Learning Community (SLC) programs, which will include varied levels of academic intervention and project-based learning tailored to meet students' needs, including enrichment activities for accelerated learners. RTI data related to Tier 2 and Tier 3 interventions will be recorded and tracked on Excel and entered into PowerSchool by each student's primary intervention teacher.

Behavioral Data. Washington Global's School-wide Positive Intervention and Behavior Support System (SWPBIS) (see Sec. A.4.b.) will also be a data-driven system. Students will earn points throughout each week according to the EMPOWER SWPBIS framework. The points will be recorded using Microsoft Excel by teachers and the Dean of Students and then transferred to PowerSchool at the end of each week by the Business and Operations Manager. This will allow student SWPBIS data to be continuously monitored by the Dean and Principal to identify the students who require intervention support. Necessary discipline data will be reported to the PCSB.

Students with Disabilities

Washington Global's Founding Group has a robust knowledge of successfully supporting students with disabilities and ensuring that these students' data is successfully tracked and continually analyzed throughout the school year to ensure that these students achieve their academic and related services goals. High expectations will be set for all Washington Global students with disabilities, with supports included to meet the students' individual needs and to provide a free appropriate public education (FAPE). These students' curriculum will be mapped to the Common Core State Standards (CCSS), which will be discussed in more detail below. Overall academic data for students with disabilities will be tracked using the same methods as students in the general population set forth above. Individualized education programs (IEP), which include students' *individualized* academic goals and objectives, related services goals and objectives, and progress reports to parents and guardians, are a fundamental and mandated component of providing students with disabilities FAPE (Yell, 2012). Under the direction of the Principal, the students' IEPs will be created with the EASY IEP software, which is widely used across the District, and tracked weekly utilizing the EASY IEP software system that allows teachers to indicate students' progress made towards a goal. Each instructional team member will be provided with the students' specific goals and will track the goals using EASY IEP daily.

Student data will be reported to the DC PCSB and OSSE frequently to meet or exceed legal requirements. Washington Global also understands the importance of communicating special education data with students' parents. Therefore, in addition to frequent check-ins with parents, it will exceed the customary quarterly formal special education reports to parents and establish a policy of communicating with parents through formal reports at least once a month. This will be essential to ensuring that students with disabilities are progressing and that parents, administrators and teachers are aware of such progress.

3. Charter School Curriculum

a. Student Learning Standards

Washington Global's Founding Group is committed to ensuring that its students graduate from the eighth grade on track for college and career readiness, are nationally competitive, and most importantly, become competitive global citizens. In an effort to embrace a rigorous set of standards that promote post-school readiness for college and careers, the District of Columbia aligned itself with 45 other states and 4 territories, and adopted the Common Core State Standards (CCSS) for mathematics and English Language Arts (ELA) (CCSS, 2012). The CCSS benefit students because they link student knowledge to real world situations and prepare students for college and career readiness through promoting problem-solving and critical thinking skills (CCSS, 2012). In an effort to ensure that Washington Global students are nationally competitive, its Founding Group has elected to adopt the CCSS for not just mathematics and ELA, but to use the science and social studies literacy standards. The Founding Group has selected additional standards through the IMYC that are used by middle schools internationally to that ensure that its students become internationally minded and are able to be

successful on an international scale, thus infusing nationally and internationally competitive standards. An overview of the standards include:

Washington Global Standards

Content Area	Primary Standards	Supplemental Standards
English Language Arts (ELA)	CCSS	IMYC
Mathematics	CCSS	IMYC
Science	DC and CCSS Literacy	IMYC
Social Studies	DC and CCSS Literacy	IMYC
Art	IMYC	
ICT	IMYC	
PE/ Health	DC and IMYC	
Languages/ International Mindedness	IMYC	

English Language Arts

For its English Language Arts (ELA) Standards, Washington Global will use the national Common Core Standards (CCSS) as its primary framework. The common core ELA standards are rigorous standards that prepare students to be college and career ready in the following six key areas:

- Reading-Literature
 - Reading-Informational Text
 - Reading- Foundational Skills
 - Writing
 - Speaking and Listening
 - Language
- (CCSS, 2012)

The ELA standards provide a national platform of rigorous standards that enable students to build foundational literacy and critical thinking skills, make important connections between texts through thoughtful knowledge building that truly enrich student experiences. These standards therefore directly address the deficits that a significant percentage of students possess in the area of reading. Moreover, these standards provide a platform for students to hone their other communications skills,

including writing, speaking and listening, and language, which are critically important for successful college and career readiness.

Additionally, to ensure that students are competitive on a global scale and continue to develop International Mindedness, Washington Global will infuse the IMYC's English standards into the curriculum. These standards encourage students to problem-solve and think critically about literature and informational texts on a global scale, and contrast and compare ethnically and culturally diverse literature.

Math

Washington Global is committed to students meeting the CCSS for both Mathematical Practice and Content. These standards prescribe levels of expertise that students must demonstrate at each grade level to be prepared for postsecondary education and have been successfully implemented in a majority of states across the nation. Topics include: ratios and proportional relationships, the number system, functions, expressions and equations, geometry, and statistics and probability. Through using the CCSS framework, Washington Global's curriculum will be developed using lesson plans tailored to the individual needs of particular students. These lesson plans will focus on building and strengthening individual mathematical proficiency. The CCSS's ultimate goal of ensuring that students graduating from high school are prepared for entry level collegiate courses or the workforce is fully consistent with Washington Global's commitment to produce the best-educated and most-competitive graduates, and that they help to bolster DC's overall mathematics competitiveness, a current area of need. In addition to the CCSS, Washington Global will apply the thematic framework from the IMYC to its math standards to ensure continuity across the subject areas.

Science

Students at Washington Global will participate in a wide-ranging science program that will incorporate lessons in scientific thinking and inquiry, science and technology, earth science, biology, ecology, and physics. Given Washington Global's strong focus on education for global leadership, particular emphasis will be given to the interconnectedness of science, technology, engineering, and math to prepare students to compete in a global economy. Washington Global will also devote significant efforts towards encouraging students to use scientific knowledge to improve their local community.

The content-based DC Science Standards will provide the starting point for the science curriculum at Washington Global and will also incorporate elements of the literacy skills-based CCSS into its curriculum. The combination of these two sets of standards will allow Washington Global's students to benefit from a literacy-focused approach to science. This curriculum will also be augmented by the IMYC Science Standards to ensure a rigorous, internationally-focused science curriculum and continuity across themes of the subjects.

Social Studies

Washington Global will adopt the DC Social Studies Standards infused with the CCSS Social Studies Literacy standards for its primary content-based standards framework for this subject. The DC standards provide students with a comprehensive content-based social studies curriculum, enabling

students to learn US-based and international social studies topics. The CCSS Social Studies Literacy Standards will be integrated into the DCPS standards as a literacy skills-based component. The CCSS Social Studies Literacy Standards complement the DC standards by providing rigorous literacy standards specific to social studies. For example, these standards ask students to analyze primary and secondary historical sources (CCSS, 2012). Utilizing these two standards as a primary framework ensures that Social Studies is a literacy-focused course that focuses on vital social studies content.

Additionally, to ensure that students obtain a comprehensive global social studies perspective, the DC and CCSS standards will be supplemented by the IMYC History and Geography Standards. These standards provide a global, comparative outlook into such major social studies and historical topics as conflict resolution and world geography. These standards will be supplemented to ensure that students gain a comparative outlook of major historical and world events.

Additional Academic Areas

International Mindedness

Washington Global will adopt the IMYC Standards for International Mindedness and will integrate them into all courses. The IMYC defines International Mindedness as being at ease with people from other cultures and with cultures different from one's own (IMYC, 2013). In a global and interconnected world, it is imperative to be Internationally Minded as future jobs are increasingly likely to be found in other countries, the companies students will work for may well be driven by different cultures and people are increasingly interacting with people from other cultures. The IMYC's international standards help middle school students develop a sense of their place in the world and that of others. The IMYC fosters making meaning of learning by students working towards understanding through a personal and global perspective. Every unit of the IMYC incorporates a personal and global focus that not only cultivates understanding, but also builds International Mindedness. Through International Mindedness, students will learn how to acquire knowledge and understanding of what lies beyond their own nationality, understand the independence and interdependence of people throughout the world, adapt to other educational systems, develop both a national and international perspective, and understand culture, law, history, and economics of other countries.

The Arts

Washington Global is committed to ensuring that its students receive an internationally-aligned and academically rigorous fine arts experience to add to their cultural enrichment. Therefore, Washington Global will adopt the IMYC Standards for the Arts. The IMYC Art standards focus on content-based arts topics, with an international focus. These standards also include a variety of academically-rigorous standards that encourage students' critical thinking development and evaluation skills.

Physical Education and Health

For its Physical Education (PE) and Health courses, Washington Global will use the DC Standards for Health and PE. These standards promote students' physical well-being and health content knowledge, which is important for students' post-school success. To incorporate an international element into the

students' PE and health standards Washington Global will supplement the DC standards with the IMYC Standards. These standards promote students' International Mindedness by enabling them to understand how attitudes towards health and practices are influenced by a variety of international values and beliefs.

Information and Communications Technology (ICT)

For its information and communications technology (ICT) Standards, Washington Global will utilize the IMYC Standards for ICT. The IMYC's ICT program prepares students for 21st Century learning at a critical point in their development. Students must possess the requisite skills and knowledge in the field of technology and media in order to be globally competitive in the future. The IMYC assesses student understanding at the end of every unit through an Exit Point project when students represent what the big idea means to them personally and from a global perspective. The creative media project is designed to help students develop and use their technology skills through collaborative productions such as videos, web documents, magazine features, podcasts, and many more. The structure of the IMYC ensures that students refine their ICT skills on an ongoing basis.

Foreign Language Standards

For its foreign language standards, Washington Global will adopt The American Council on the Teaching of Foreign Language Standards (ACTFL). Aligned with the CCSS literacy standards, the ACTFL standards were developed to provide a robust CCSS experience for students learning foreign languages. The standards include 5 standards areas that focus on developing a student's communications proficiency of a foreign language and a student's knowledge and insight into other cultures. These standards include:

- *Communication*- Communicate in languages other than English;
 - *Cultures*- Gain knowledge and understanding of other cultures;
 - *Connections*- Connect with other disciplines and acquire information;
 - *Comparisons*- Develop insight into the nature of language and culture;
 - *Communities*- Participate in multilingual communities at home and around the world.
- (ACTFL, n.d.)

These standards not only hone students' foreign language communications skills, but also complement the IMYC International Mindedness standards by immersing students into the culture of the languages that they are learning.

English Language Learners

The Common Core State Standards (CCSS) are designed to ensure that all students are held to the same high standards, including English Language Learners (ELLs). In order to access the material, ELLs may require modified instructional support, additional time, and aligned assessments as they develop content area knowledge and English language proficiency (CCSS, 2010). Washington Global will assess each ELL student, provide the appropriate instructional supports and services, and closely monitor progress and adjust instruction accordingly. Washington Global also believes that Universal Design for Learning (UDL) as elaborated upon in Section A.3.c. will benefit ELLs.

When addressing ELLs, the CCSS suggest that teachers understand that students can learn grade level standards without having fully mastered the English Language (CCSS, 2010). ELLs can use their knowledge in the native language to boost their skills, while offering a diverse perspective that enriches the school and community. It is necessary for ELLs learning the CCSS to have access to:

- Teachers and staff who are qualified to support ELLs;
 - Literacy-rich school environment;
 - Instruction in English foundation skills to support ELLs in participating in grade-level coursework;
 - Coursework that is comprehensive for students learning content in a second language, with the help of additional support;
 - Ongoing assessment to direct learning;
 - Model English speakers;
 - Opportunities to develop communication skills through classroom discourse and interactions with other students;
- (CCSS, 2010).

The IMYC is a content-based curriculum that aligns with CCSS to support the needs of English Language Learners through instructional aspects such as scaffolding. The IMYC explicitly teaches international mindedness that can further support students from diverse background in feeling valued and leads to deeper cultural understanding for all students. The ELL program will develop and assess students' language communication skills to meet or exceed grade level standards. Washington Global will use the Access for ELLs test by World-Class Instructional Design and Assessment (WIDA) to assess ELLs (WIDA, 2007). WIDA measures both academic and social language proficiency, and is specifically tied to standards, curriculum and instruction (WIDA, 2007). Students are assessed on six levels of English language proficiency, which are used to determine what English language services they receive. The intensity of the services will increase based on the needs of the students. Essential elements of the ELL program include: developing background knowledge and vocabulary, fostering critical thinking and problem solving skills, and teaching academic language necessary across the disciplines. The curriculum will focus on the academic language that ELLs need to master including listening, speaking, reading, and writing skills. ELLs will receive the appropriate academic supports, assessments and special services. To further support ELLs, Washington Global will promote learning environments that value linguistic and cultural diversity through teaching international-mindedness and encouraging school involvement from all parents.

Washington Global will ensure that ELLs have access to such supports as they strive to achieve the CCSS that prepare them for equal participation as native English speakers in social, economic, and civic endeavors in their community (CCSS, 2010).

Students with Disabilities

Washington Global is committed to ensuring that high expectations are set for students with disabilities so that they are provided with the knowledge and skills to be college and career ready and competitive in the global marketplace. Students with disabilities are the lowest performing subgroup on the DC-CAS standardized examinations (OSSE, 2013). In fact, the CCSS explicitly states that they

apply to students with disabilities and that these students must be provided with a rigorous curriculum to become college and career ready (CCSS, 2013). It is therefore a priority of Washington Global's Founding Group to provide students with disabilities access to a college and career ready curriculum. In addition to a highly qualified and well-trained teacher staff (as discussed in Section C), Washington Global will incorporate individualized supports through the students' individualized education programs (IEPs) and Universal Design for Learning (UDL) to ensure that these students can access the curriculum. Specifics include:

Individualized Supports and Accommodations for Students with Disabilities. Per the Individuals with Disabilities Education Act (IDEA, 2004), all students with a disability who qualify for services under this law are entitled to a free appropriate public education (FAPE). To comply with FAPE, which entitles students to individualized academic and related services and supports to foster the students' academic and socio-emotional needs and growth, Washington Global will provide students with individualized support services detailed in an Individualized Education Program (IEP) (Yell, 2012). Such academic supports will be determined by each student's IEP Team and include direct instruction provided in the general education classroom delivered by the special education teacher, provision of services by a special education teacher in a resource room, or a combination of these two service options (see Section A.3.d. for a discussion of Washington Global's full continuum of services). Despite the location of the services, Washington Global will ensure that all students are provided supports that align with the CCSS. Washington Global will ensure this provision of services by aligning students IEP goals with CCSS, as appropriate, and ensuring that objectives and targets set forth in the IEP provide students with the intensive skills supports and services to grow to achieve their goals. Additionally, Washington Global will administer appropriate accommodations to students with disabilities, determined by their individual need to ensure that students can access the CCSS. For example, a student who is deemed to have a specific learning disability (SLD) in reading might qualify for assistive read-aloud technology to enable him or her to access the curriculum. The student might also qualify for direct support from a special education teacher.

Washington Global is also aware that it is equally important to support students with disabilities who qualify for academic support under Section 504 of the Rehabilitation Act. Washington Global will provide services under Section 504 to students who are determined to have a disability that impacts one or more major life activities, but that does not impact the student's educational attainment (deBennecourt, 2002). A specialized team that includes the Dean of Students, a special education teacher, a general education teacher and the mental health provider will determine whether the student meets these disability criteria. To comply with FAPE for its students who qualify for services under Section 504, students will receive accommodations that allow them to access the general education environment (deBettencourt, 2002). For example, a student with a visual impairment, whose educational performance has not been impacted by his or her disability would be provide with assistive technologies in order to access the CCSS curriculum under the law, but direct services may not be applicable.

Universal Design for Learning (UDL). Washington Global's Founding Group values Universal Design for Learning (UDL) as an essential framework for enabling students with disabilities to access the general education CCSS curriculum. Since the framework is based on key principles of flexible methods of presentation, expression, and access for all, the framework will benefit *all* students' grasp of the CCSS standards. The flexible nature of the IMYC with its incorporation of project-based learning (PBL) is one

such example of how UDL is reflected in Washington Global's academic program. Please see Section A.3.c. for an in-depth discussion of UDL.

b. Resources and Instructional Materials

Washington Global is committed to ensuring that its students' curriculum is high quality, rigorous, and aligned with the applicable standards for each subject area. The Founding Group also understands that the curriculum needs to be engaging and should prepare students to become college and career ready and globally competitive through robust literacy throughout all subject areas. Additionally, the school's curriculum takes into consideration the students' current needs, as discussed in the demographic needs analysis section, systematically assesses student performance, and incorporates a wider international framework. While developing its curriculum, Washington Global conducted an intensive analysis of each curriculum-based product, and consulted with experts in the field.

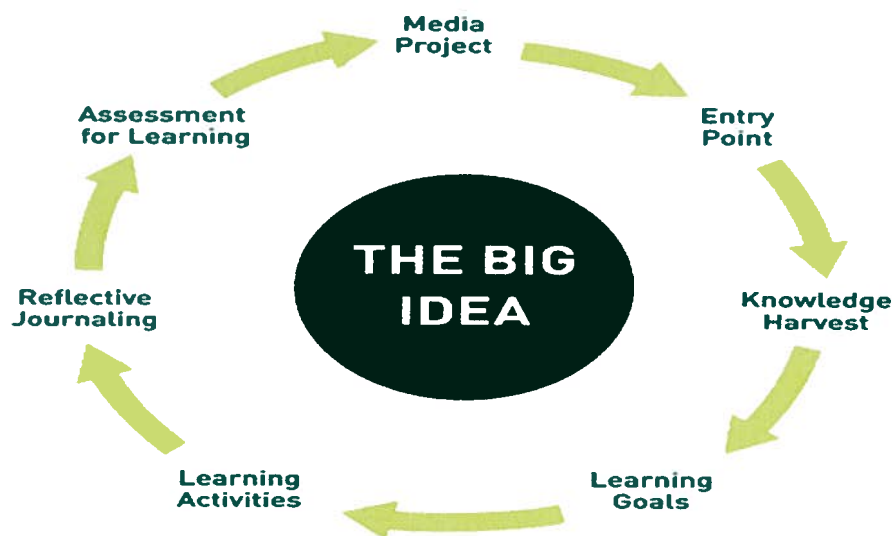
The criteria used to evaluate and select the curriculum includes:

- The curriculum systematically assesses student performance
- The curriculum includes a technology component
- Evidence exists that the curriculum is flexible so that it meets the needs of diverse learners
- Evidence that the curriculum and or/ the methods used within the curriculum positively impact student performance
- Application of at least one curriculum that contains an international focus/ theme

IMYC: Framework Curriculum

As previously discussed, the IMYC will serve as an overarching curricular framework across subjects. The IMYC includes fundamental components of a rigorous international curriculum organized by thematic units. It includes project-based learning (PBL), makes real-life connections, sparks critical thinking and problem-solving, encourages reflective thinking, and includes authentic, formative and summative assessments (IMYC, 2013). The curriculum encourages cross-curricular connections so that students are continuously developing and making connections between given conceptual themes (IMYC, 2013). It also values student-centered, project-based learning by engaging students in a project that inspires them and requires them to use media/technology to prepare "Exit Point" presentations in a dedicated ICT class. This conveys their understanding of the topic in an authentic manner (IMYC, 2013).

The key tenets of the IMYC learning process are as follows:



(IMYC, 2013)

Entry Point: At the beginning of each thematic unit, teachers collaborate and develop an exciting activity that corresponds to engage students (e.g. a field trip, school-based activity)

Knowledge Harvest: Students draw on their prior knowledge about the theme and how it applies to a given subject area to begin to make connections with the theme.

Learning Goals: Students and teachers set goals and objectives for the thematic unit for each of the learning activities described below.

Learning Activities: Students engage in learning activities across subjects that correspond with the thematic unit. During this time, students engage in project-based learning and begin to develop an idea for and work on their media Exit Point project.

Reflective Journaling: Throughout the process, students will keep a reflective journal or blog in which they discuss how the theme connects across subject areas and discuss their progress on their Exit Point presentation.

Assessment for Learning: Student learning is systematically assessed during each learning activity through teacher and student IMYC rubrics. These rubrics are standard across all IMYC schools. The rubrics assess student understanding through establishing criteria for “Beginning,” “Developing,” and “Mastering” a learning project. Students will be assessed through formative and summative curriculum-based assessments. Assessment data is tracked on the IMYC’s “Assessment for Learning” or AFL database.

Media Project (Exit Point): At the conclusion of each thematic unit, students will present a media project that contains at least two elements learned within their ICT classes and relates to interdisciplinary. Each student will work on the media project during the Small Learning Community (SLC) morning and afternoon blocks. The projects will be differentiated to provide enrichment for accelerated learners.

The IMYC will be used as a general framework to create cohesiveness across subject areas because the IMYC's six-week long thematic units will be applied within each subject (ie. ELA, science, etc) areas. The Founding Group believes wholeheartedly that the thematic units that guide the rigorous academic units will help foster students' self, community, international consciousness, and development into global leaders. Such themes include, but are not limited to:

- Resilience
 - Community
 - Balance
 - Courage
 - Entrepreneurship
 - Reflection
 - Responsibility
 - Respect
- (IMYC, 2013).

The use of such thematic units also promotes continuity and collaboration among classes and also encourages students to make cross-curricular connections and promote student engagement. In fact, the International Primary Years Curriculum (IPC), the elementary predecessor of the IMYC, has been shown to considerably raise student engagement (Marshall, 2012).

Research has found that the IMYC's project-based learning (PBL)'s inquiry-based instructional approach and its use of technology engages students and enhances student performance. School-based case studies show that the IMYC is effective in motivating diverse adolescent learners, including students with special needs, through its interactive approach to project-based learning and use of technology (UCL Case Study, n.d.). Additionally, a plethora of research has found that PBL's inquiry-based approach is effective for increasing the academic performance of urban students (Kauchek & Eggen, 2012; Rivet & Krajcik, 2004). One of the largest studies was an analysis of the effect of PBL on the academic performance of 2,500 Detroit Public School middle school students. The study found that PBL significantly improved students' academic performance as measured by pretests and posttests (Rivet & Krajcik, 2004). Research also shows that a technology-infused curriculum, such as the IMYC, improves students' academic performance and increases student engagement (Mouza, 2008).

Specific Subject- Area Curriculum

Within its subject areas, the Founding Group often chose two or more curricula per subject to meet all of the students' needs and to ensure that the school's mission of preparing competitive, college and career ready global citizens is communicated through its curriculum.

English Language Arts

For its ELA curriculum, the Founding Group conducted exhaustive research to identify a curriculum that systematically aligns with the CCSS ELA standards and allows teachers to assess student performance and growth. The Founding Group also took into consideration the ELA needs of its potential student body. Therefore, as its primary ELA curriculum for grades 6 through 8, the Founding Group has selected Scholastic's *Common Core Code X* (Code X). The IMYC ELA curriculum will be

integrated into *Code X* to incorporate robust international themes. *Code X* is a rigorous ELA curriculum that is aligned to the CCSS ELA standards (Code X, 2013). *Code X* contains lessons that hone the students' vocabulary, comprehension, and writing development through focusing on critical thinking and answering a critical question (Code X, 2013). The lessons use both authentic literature and fiction and non-fiction basal (touchstone) readers to teach students a specific literacy concept (e.g. summarizing a text) (Code X, 2013). The curriculum employs literacy techniques, such as explicit vocabulary instruction, daily writing, and text-dependent questions, which have been proven by research as effective for improving the literacy skills of adolescent readers. For example, the United States Department of Education's Institute for Education Sciences (IES) found that literacy programs that contains explicit vocabulary and questioning for understanding significant improves students' literacy abilities (IES, 2008). Moreover, *Code X* provides daily strategies within the lessons to support ELLs, struggling readers, students with learning disabilities, and advanced learners (Code X, 2013). The curriculum incorporates technology by providing an iPad application for students.

To chart the students' progress, *Code X* provides the framework for regular assessments through formative assessments and written performance tasks (Code X, 2013). Students' progress towards mastering the CCSS ELA standards will also be tracked through interim assessments provided by Achievement Network (ANET) that will prepare students for the PARCC state-wide exam. Due to its rigorous, common core aligned curriculum, *Code X* was selected as a grade 6 through 8 ELA curriculum by the New York City Public School System and is viewed as a prime, newly developed CCSS aligned curriculum (NYC Department of ED, 2013).

To ensure that students' ELA curriculum contains robust international themes, *Code X* will be supplemented by the IMYC ELA curriculum. As mentioned in the "Educational Focus" section, the IMYC curriculum is grounded in thematic units that are important for a students' development of International Mindedness and engage students in project-based learning, reflective journaling, and critical thinking. Such methods have been proven to significantly improve student engagement (Marshall, 2012). Therefore, the *Code X* ELA curriculum will be supplemented by the IMYC ELA curriculum to ensure that these global themes are embraced throughout the students' ELA curriculum. Fusing these two curricula will ensure that students' ELA curriculum is meets the Founding Group's selection criteria.

Math

Washington Global will use the *University of Chicago School Mathematics Project (UCSMP) 6-12 Curriculum* to equip students with advanced mathematical skills to prepare them for college and careers. *UCSMP* utilizes a student-centered and research-based approach that is aligned to the common core math standards. *UCSMP* interweaves five strong strands: arithmetic, algebra, geometry, statistics, and discrete mathematics (*UCSMP*, 2013). *UCSMP* emphasizes problem solving, real-world applications, and the use of technology to support the development of mathematical skills and understanding. It employs current technology including spreadsheets, graphing utilities, computer algebra systems, dynamic geometry drawing programs, statistical software and applets, among others (*UCSMP*, 2013). Additionally, to further support Washington Global's focus on globally competitive skills, *UCSMP* uses a wide variety of electronic resources such as online textbooks, assistance, and assessment tools (*UCSMP*, 2013).

USCMP's programs are structured so that students are offered appropriate placement based on their abilities regardless of grade level (*USCMP, 2013*). The curriculum is a literacy-based approach that encourages active reading that engages students and helps create lifelong learners who can read mathematics. The United States Department of Education's What Works Clearinghouse (WWC) found *USCMP* to have potentially positive effects on math achievement for secondary students (WWC, 2011). Research shows *USCMP* increases students' mathematics achievement by 23% and that increases student achievement by 11% (WWC, 2011).

To measure the students' progress in mathematics, *USCMP* will provide regular assessments throughout the curriculum through formative assessments (*USCMP, 2013*). Students' progress towards the CCSS mathematics standards will also be measured through interim assessments provided by Achievement Network (ANET) that help students prepare for the PARCC exam.

Science

Washington Global will utilize the IMYC Science curriculum for grades 6 through 8 that will be supplemented by the *Technology Enhanced Elementary and Middle School Science (TEEMSS)* program. The IMYC's inquire-based curriculum supports rigorous science instruction through individual and collaborative research. This student-led approach to learning provides opportunities for students to regularly problem solve, think creatively, and develop personal skills as resilience, communication and adaptability. The IMYC provides an international perspective to foster a global understanding of science.

The *TEEMSS* curriculum was funded by the National Science Foundation to integrate information and communication technology to science education (*TEEMSS, 2013*). The program uses computers, sensors, and interactive models to support investigations of real-world phenomena (*TEEMSS, 2013*). These activities support students' ability to think analytically, connect math, science, and technology, and explore emergent behavior. Each grade level has five units that target Inquiry, Physical Science, Life Science, Earth and Space Science, and Technology and Engineering that Washington Global will align with the CCSS literacy standards (*TEEMSS, 2013*). Through these units, students interact with computers, gather and analyze data, and formulate ideas for further exploration. Assessment is embedded in learning activities and managed by software in a handheld computer and transmitted students and the teacher. Students further use technology by creating an electronic portfolio of their work (*TEEMSS, 2013*). Research finds *TEEMSS* increases students' science achievement by 24% (WWC, 2012).

Social Studies

For its social studies curriculum, Washington Global will use the IMYC Social Studies curriculum for grades 6 through 8, supplemented by the TCI middle school United States *History Alive* curriculum for its eighth grade program. As mentioned in the ELA section above, the IMYC offers a thematic-based curriculum that enables students to engage in a wide variety of projects that promote critical thinking, problem-solving, reflective journaling, and International Mindedness, and raises student engagement. Furthermore, the nature of the IMYC social studies curriculum promotes comparative thinking between different countries and cultures, thus engaging students in comparative analyses.

Throughout the curriculum, students will engage in and be assessed through rigorous reading and writing tasks, such as long-term projects, primary source analyses, and research-based papers to ensure alignment with the CCSS social studies literacy curriculum. Furthermore, to align with the DC State Standards, sixth grade students will focus on the IMYC Geography strand and seventh grade students will focus on the World History strand.

The Washington Global eighth grade social studies curriculum will continue to use the international themes of the IMYC. Since Washington Global will use DC Standards for eighth grade, which focus on US history, Washington Global will supplement the IMYC curriculum with the TCI United States *History Alive* curriculum. TCI is a CCSS aligned social studies curriculum that is widely used by SEAs and LEAs across the United States. Additionally, the curriculum has been empirically proven to raise adolescent student engagement and achievement (TCI, 2013). The curriculum has been shown to raise the test scores of diverse learners and have a significant impact on students' achievement of all students, especially struggling learners (TCI, 2013). Similar to the IMYC, TCI is a technology-heavy curriculum that draws upon students' multiple intelligences and promotes critical thinking, problem-solving, and ample opportunities for project-based learning (TCI, 2013). For example, TCI assess students through a variety of individual, small-group, and partner critical thinking activities (TCI, 2013). To promote International Mindedness, as students learn about U.S. history, they will continue to engage in international comparative analyses.

Focus Area(s)

International Mindedness

International Mindedness is a key component of Washington Global's educational focus that will be cultivated through the IMYC. The IMYC international goals will help students in grades 6 through 8 develop a sense of their place in the world and other cultures. Every thematic unit of the IMYC addresses learning goals for International Mindedness by students working towards understanding a personal and global perspective. Students will learn about the key features related to the different lives of people in the United States and throughout the world, including their parents' home countries when appropriate. Through the IMYC, students will analyze the lives of people in other countries and be able to explain how their lives are affected by the activities of other countries or groups. Furthermore, students will develop an increasingly mature response to people from other cultures and understand the value in understanding another country, culture, and society. Washington Global will integrate International Mindedness across all subject areas by guiding students to view disciplines from a global perspective.

The IMYC provides assessment rubrics through the Assessment for Learning (AFL) system. Students will be assessed based on the rubric criteria based on whether they are at the beginning, developing, or mastery level. Additionally, the students will be assessed through whether their authentic assessment (see Section A.2) contains an international focus.

ICT

Washington Global will employ the IMYC information and communications technology (ICT) curriculum for all students in grades 6 through 8. The Founding Group believes ICT skills are essential to prepare

students for college and careers in the 21st Century. As previously stated, the IMYC integrates ICT in each thematic unit to ensure an interdisciplinary understanding. ICT includes an Exit Point project that assesses student knowledge through an ICT project such as a podcast, blog, magazine feature, or video. The study of ICT is concerned with applying technology to gather, use, and exchange information. Through the IMYC, students discover an increasing number of applications of ICT and how to manipulate and combine different forms of information from various sources in an organized and efficient way. Moreover, students learn how to use ICT to present information in a variety of forms and to plan and control events (IMYC, 2013). As discussed, technology is a fundamental component to raising the engagement and achievement of diverse learners. Students' ICT performance will be assessed through the use of IMYC rubrics for each lesson and through the effective incorporation of IMYC into students' Exit Point presentations.

Art

Washington Global will utilize the IMYC Arts curriculum for all students in grades 6 through 8. Although art is not a core subject, the Founding Group considers a strong arts-based curriculum as essential for promoting students' understanding of other countries and cultures, and for supporting robust literacy development. The IMYC arts curriculum is set within thematic units that focus on key international areas of art history, art analysis, and creating art through a variety of media, such as painting and sculpture. For example, within the IMYC "Balance" thematic unit, students are asked to "critique" art and recognize and analyze "influential artists from particular countries, genres or periods" (IMYC Balance, n.d.). Similar to the other IMYC subject areas, the IMYC arts curriculum will engage students in deep, critical thinking, project-based learning, and reflective journaling throughout, therefore building students' critical thinking and literacy skills. Students will be assessed regularly through the use of IMYC rubrics.

Physical Education/Health

To ensure that its physical education and health programs are robust in literacy, student wellness, and International Mindedness, Washington Global will use the IMYC Physical Education curriculum. Like other subjects, the IMYC Physical Education curriculum is framed by thematic units. The curriculum promotes teamwork, emotional and physical well-being, and making healthy lifestyle choices (IMYC Balance, n.d.). Furthermore, the curriculum encourages students to think about health and physical education outside of the box, in a holistic fashion, which encourages International Mindedness. Moreover, similar to other IMYC subjects, this curriculum hones and assesses students' critical thinking and problem-solving skills through project-based learning, critical-thinking and reflective journaling. It therefore supplements students' literacy growth while enhancing student well-being.

In addition to the IMYC curriculum, Washington Global will use the *Too Good for Violence and Too Good for Drugs* health programs. The programs promote character values, social-emotional skills, and healthy beliefs of middle school students (Too Good for Violence, 2013). There are between seven and nine scripted lessons per grade level that engage adolescent students through role-playing, cooperative group learning, small group activities, and classroom discussions (Too Good for Violence, 2013). The Founding Group supports using Too Good for Violence and Too Good for Drugs to foster parental and community involvement and encourages students to apply social-emotional skills across

contexts (Too Good for Violence, 2013). Extensive research has been conducted and the program has been found to be an effective socio-emotional curriculum for urban adolescents (NREPP, 2013). WWC found Too Good for Violence to have potentially positive effects on students' behavior, knowledge, attitudes, and values (WWC, 2006). Research shows Too Good for Violence increased student achievement by 16% and 18% in these areas (WWC, 2006).

Foreign Language

Foreign languages are a fundamental component of Washington Global's curriculum. Washington Global will offer an opportunity for students to learn *both* Spanish and Chinese in a culturally comprehensive framework. Washington Global students will take at least one foreign language course each year that they are enrolled in the school. Foreign language acquisition is essential to increasing students' global competitiveness and offers a variety of academic and cognitive benefits (Met, 2004). Due to the global significance and recognition of the critical importance of Spanish and Mandarin Chinese, Washington Global students will take each language for one "exploratory" semester during their first year enrolled in the school. After their first year, students will choose one of these languages to pursue intensely through year-long courses that focus on linguistic development and cultural awareness.

The Founding Group has selected the *Better Chinese* language series for its Mandarin Chinese curriculum. *Better Chinese* is used in school districts across the country and employs interactive, multimedia activities to provide students with rigorous and engaging language instruction while introducing students to Chinese culture (Better Chinese, 2013). The curriculum utilizes both teacher-led and small-group instruction, delivered through a multimedia forum, including online academic sessions (Better Chinese, 2013). Its focus on Chinese culture engages students in critical thinking and language acquisition within a cultural context. To measure students' Chinese proficiency, students will take the AVANT STAMP Proficiency Assessment, a summative assessment that gauges reading, writing, speaking, and listening proficiency. To assess students' interim performance, students will take interim assessments every eight weeks modeled after the AVANT Stamp assessment prepared through the AVANT Stamp's professional development tool.

Washington Global will use Pearson's *Paso a Paso* Spanish curriculum. This curriculum provides students with intensive linguistic instruction and frequent curriculum-based, formative, and summative assessments of key units. The curriculum includes intensive reading, writing, small-group conversation, and listening exercises. It also encourages students to engage in conversation. It also introduces the students to the culture of Spanish speaking countries through interactive technology and reading culturally-relevant literature and news articles (Pearson, 2013). For instance, the lessons involve computer projects that require students to research specific cultural topics. Spanish proficiency will be measured by the National Spanish Examination (NSE), a standardized summative assessment, and will be tracked by interim examinations that are former NSE exams.

Within their Spanish and Chinese courses, students will engage in authentic assessments in which they communicate with students from an IMYC partner school to truly hone their language skills and develop a cultural understanding.

Students with Disabilities and English Language Learners

As mentioned in the standards section, Washington Global is committed to ensuring that students with disabilities and ELLs are provided a rigorous, CCSS-aligned, internationally-minded education to enable these students to reach their full academic potential. Therefore, these two groups will engage in the general education curricula for each subject, as described above. As discussed, the IMYC contains important academic themes that promote educational and personal growth within a globally competitive society that is important for students in these two subgroups. That said, in order for students with disabilities and ELLs to access the curriculum, it will be taught within the UDL framework, as mentioned in Section A.3.a. Additionally, students will be provided with supports, including individualized instruction, accommodations, and modifications that allow them to successfully access the curriculum. Students who require additional academically intensive academic programming will be provided with intensive instruction as discussed in Section A.3.d.

Curriculum Development Timeline

Washington Global will design curriculum in the following subject areas:

- English Language Arts
- Math
- Science
- Social Studies
- Arts
- Physical Education and Health
- International Mindedness
- Information, Communications, Technology (ICT) and Media
- Foreign Languages

Washington Global will streamline the planning process in order to develop a cohesive curriculum that supports the learning standards across subject areas. Therefore, curriculum mapping, unit planning, lesson planning, and professional development will occur simultaneously across subject areas. All teachers will receive professional development each area of the Common Core State Standards (CCSS) and DC standards to ensure continuity, though they will devote a significant amount of time to their specific subject area.

Curriculum Maps	Unit Plan	Lesson Plans	Professional Development	Ongoing Support
July 2014 - September 2014	October 2014 - December 2014	January 2015 – May 2015	Develop in May and June 2015 Train staff in July 2015	Regular collaboration and training with instructional staff

During the planning year, the co-founders will devote three months to curriculum mapping to identify core skills, content, standards, and assessments used for each subject and grade level. Washington Global is committed to aligning the curriculum to the CCSS and the DC standards. The co-founders will use backward design to map the curriculum by setting goals before choosing instructional methods and forms of assessments. The curriculum maps will be used in creating the unit plans and will later be a tool to help teachers keep track of what they have taught.

The co-founders will also allow three months for unit planning to ensure that concepts and learning goals are woven together across subject areas. Washington Global has a comprehensive group of advisors that include content area experts who will assist with unit planning and funds for a curriculum consultant to assist have been set aside. Each unit will last approximately four to six weeks and will include several standards, skills, and desired outcomes. Washington Global will facilitate interconnected learning in every unit plan to overlap lessons in different subjects to create longer amounts of class study time.

After the unit planning is complete, the co-founders will allot five months for designing lessons that provide effective instruction to target learning standards. These plans will utilize research-based instructional methods and include options for teaching activities. The co-founders will develop sample lesson plans for the year in all content areas and subject area teachers can customize and refine the lessons throughout the year. Washington Global believes optimal curriculum design is an ongoing and collective process.

The co-founders will also design a comprehensive summer institute for teachers that will last for approximately three weeks prior to the start of the first year. During this time, teachers will be trained in the school-wide curriculum such as the IMYC, teaching standards (Common Core State Standards and DC standards), and assessments. Teachers will be active participants during the summer institute and will collaborate in refining the curriculum. The summer institute will also cover non-academic material such as School-wide Positive Behavioral Interventions and Supports and Interventions (SWPBIS) and school-wide policies. The Founding Group believes that one intensive summer institute is not sufficient to prepare teachers fully. Therefore, the Instructional Coach will provide teachers with ongoing support through weekly coaching sessions and teachers will collaborate during weekly common planning time.

c. Methods of Instruction

Washington Global is committed to incorporating a diverse selection of effective methods of instruction into its classrooms to promote student, engagement, motivation, and ability to develop an authentic understanding of the course material. The Founding Group selected primarily student-centered methods of instruction that focus on engaging learners and providing flexibility to accommodate diverse learners.

Methods of instruction include:

- Project-Based Learning

- Cooperative, Small-group Learning
- Blended Learning
- Direct Instruction
- Service-Learning

Instructional Strategies include:

- Continuous Assessment of Student Learning
- Universal Design for Learning (UDL)

Members of the Founding Group and Board of Trustees have taught methods of instruction courses in a variety of university and professional development settings and are therefore particularly well-versed in choosing the most effective methods of instruction for our targeted student population.

Methods of Instruction

Project-Based Learning. As mentioned in previous sections, Washington Global will employ project-based learning (PBL) as one of the major instructional methods used throughout its courses. As discussed, PBL enables students to participate in an extended process of inquiry in response to a complex problem, challenge, or question (Buck Institute for Education, 2013). Thus PBL promotes *inquiry-based learning* a fundamental instructional method that “places students’ questions, ideas, and observations at the center of the learning experience” (Secretariat, 2013). This method allows students to utilize both “voice and choice” in completing rigorous projects that are carefully planned, managed, and assessed to support students learning academic content (Buck Institute for Education, 2013). Within this model, teachers manage and act as a *coach* and facilitator of student learning (Thomas, 2000). As such, PBL is an important instructional method because it prepares students for college and careers by fostering critical thinking, problem solving, collaboration, communication, and presenting to a public audience to increase authenticity and motivation (Buck Institute for Education, 2013). As discussed in detail in Section A.3.a. and 3.b., the IMYC inherently promotes PBL through Exit Point project at the end of each unit (IMYC, 2013). Through its flexibility, this model benefits *all* students, including students with disabilities, ELLs, and gifted learners and accommodates all learning abilities.

Direct Instruction. Teacher-led, direct instruction will be employed, as needed, to provide a forum to teachers to model academic skills for student mastery (Arends, 2007). Direct instruction involves a three-part system that increases students’ understanding and mastery of a particular academic skill. First, the teacher models, second, students perform the skill along with the teacher and his or her classmates, and third, students perform the skill on their own (Arends, 2007). Direct instruction is particularly useful for demonstrating a complex academic skill, such as an advanced mathematical skill, and benefits students who learn through observation.

Cooperative Learning. Cooperative learning will be used within Washington Global’s classes to promote student achievement and collegiality. Cooperative learning is a student-centered learning model, which centers on “student cooperation and interdependence in its task” (Arends, 2007, p. 344). Cooperative learning elicits several important learner outcomes. First, it promotes academic achievement by placing students with diverse academic skills together in a small group setting to

complete academic tasks. Therefore it fosters collegiality and motivation. Second, it provides a setting for students from various backgrounds to work together, thus promoting diversity. Last, it encourages students to work together, which fosters the development of social skills (Arends, 2007). This model is beneficial to diverse learners, including students with disabilities who, per IDEA (2004), are required to be educated in the least restrictive environment (LRE) alongside their peers with disabilities.

Blended Learning. Washington Global will also incorporate some elements of blended learning into its academic program. According to Watson (2013), blended learning is “the integration of face-to-face and online learning to help enhance the classroom experience and extend learning through the innovative use of information and communications technology.” Blended learning has been shown to enhance student engagement and learning through differentiated online academic tasks (Watson, 2013).

Through the use of web-based intervention programs, as detailed in Section A.4.d, and the IMYC authentic assessments, Washington Global will employ blended learning to develop students’ independence, and technology abilities. It will also benefit students with disabilities and ELLs by providing students with the opportunity to engage in curriculum at their level.

Service Learning. The school will also incorporate at least one service-learning project each semester totaling approximately 10-12 hours. Service-learning provides students with an opportunity to engage in a project in the community, solve complex problems, and engage in critical thinking within the real world. Service-learning projects also give back to the community and align to Washington Global’s mission of serving as a community school. For example, a student who is interested in child development could conduct a service-learning project at a day-care family within the community. These projects therefore offer a deeper meaning for students because results are immediate and uncontrived (NSLC, 2008). Service learning is an effective method of instruction for students who learn best through real-world connections (Hart, 2006). Washington Global students will prepare and give a presentation after the completion of each service-learning project.

Instructional Strategies

Continuous Assessment and Check for Understanding. Washington Global believes that it is fundamental to students’ academic growth to continuously check for student understanding throughout lessons. Washington Global will use summative assessments, including state-wide standardized assessments (PARCC), and a variety of other summative and formative assessments. Teachers will also continuously check for student understanding during daily lessons through such methods as “exit tickets,” where students answer a content-based question when leaving the classroom. This will ensure that teachers continuously check for student understanding and monitor daily student performance. This is particularly important for identifying students who might benefit from RTI (see Section d below), and for goal monitoring for students with disabilities.

Universal Design for Learning (UDL). Universal Design for Learning (UDL) is an approach to teaching and learning that creates a *flexible* environment to meet all students’ learning needs (CAST, 2013). UDL fosters differentiation both in the way that content is presented, and through ways in which students can express what they know. This, in turn, stimulates a student’s interest and

motivation for learning (CAST, 2013). The three main principles of UDL are:

Principle 1: To support recognition learning, provide multiple, flexible methods of presentation;

Principle 2: To support strategic learning, provide multiple, flexible methods of expression and apprenticeship;

Principle 3: To support affective learning, provide multiple, flexible options for engagement.
(CAST, 2013)

These three principles of UDL will be incorporated into all classes so that students have the opportunity to access the curriculum through multiple, flexible methods of instruction. For example, Washington Global is investing in technology so students have multiple avenues to access curriculum and produce work products. Like PBL, this method promotes learning for *all* students and creates a flexible learning environment for students with disabilities, ELLs, and gifted students.

d. Strategies for Providing Intensive Academic Support

Academic Support

Intervention Programs. Washington Global will provide proven interventions in literacy and mathematics for students who are working substantially below grade, but may not be identified as having a disability. Washington Global believes that effective programs begin with teachers and therefore will provide professional development for working with struggling learners.

Fusion Reading (SIM). The Founding Group selected *Fusion Reading*, part of the Strategic Instruction Model (SIM) that was developed by researchers at the University of Kansas. The SIM is a researched-validated literacy program that helps adolescents learn how to learn, so they can achieve success and independence (The University of Kansas Center for Research on Learning, 2009). The SIM utilizes a Learning Strategies Curriculum that provides direct, explicit instruction for teaching learning strategies for reading, studying, remembering information, writing, improving test performance, motivation, and math, among others (The University of Kansas Center for Research on Learning, 2009). The SIM also includes a set of Content Enhancement Teaching Routines that promote effective instruction by assisting teachers in planning, teaching concepts, exploring tests, and increasing student performance (The University of Kansas Center for Research on Learning, 2009). The SIM is used in a number of urban school districts and has been proven effective. Studies have shown that the SIM has increased reading comprehension by 30%, sentence writing proficiency by 23%, and essay writing content proficiency by 31% (The University of Kansas Center for Research on Learning, 2009).

SpellRead. To further meet the needs of its struggling readers, including students with special needs and ELL students, Washington Global will also utilize the *SpellRead* reading intervention program. *SpellRead* is a research-based literacy program that integrates the auditory and visual aspects of the reading process and promotes specific skill mastery through targeted instruction for students in grades 2-12 (SpellRead, 2013). *SpellRead's* student-centered approach uses an intensive

intervention model that focuses on linguistic foundations, active reading, and writing delivered in a small-group setting and is therefore appropriate for students with the most severe reading issues (SpellRead, 2013). The What Works Clearinghouse (WWC), an initiative of the U.S. Department of Education's Institute of Education Sciences (IES) that reviews and assesses research evidence for educational programs, practices, and policies, rated *SpellRead* the most effective reading intervention program (WWC, 2013). Specifically, through a series of targeted research studies, the WWC found that *SpellRead* improved the students' alphabetic ability by 21%, reading fluency by 14%, and reading comprehension by 11% (WWC, 2013).

SpellRead reliably improves word-reading skills, fluency, and comprehension across diverse populations, including special education students, ELLs, and students more than two years below grade level. A study of 171 students in a predominantly low socioeconomic school (75% of families were on social assistance and 55% were single-parent homes with low levels of adult literacy) examined reading performance (Rashotte, MacPhee, & Torgesen, 2001). All students were assessed and 116 were found to be impaired readers based on poor phonetic decoding and word-level reading skills. These students were divided into a control group that received regular classroom reading instruction and an intervention group that received *SpellRead* instruction in small groups daily for eight weeks. Students were assessed at the end of the eight weeks. Results showed significantly large gains for students in grades 5-6 in phonological awareness, phonetic decoding, and reading comprehension. The study showed that *SpellRead* led to a significant impact on reading skills of struggling readers and improved reading skills after only 35 hours of *SpellRead* instruction (Rashotte, et al., 2001).

Odyssey Math. The Founding Group selected the *Odyssey Math* program to supplement the *UCSMP* general math curriculum for students who need additional support in mathematics. This is particularly important to address the needs of students with special needs. *Odyssey Math* is a web-based mathematics curriculum and assessment tool designed to support differentiated instruction and data-driven decision making for students in Kindergarten through eighth grade (*Odyssey Math*, 2013). *Odyssey Math* includes electronic curriculum and materials for individual or small group work, assessments aligned with curriculum standards, and a data management system that allows teachers to track student progress (*Odyssey Math*, 2013). It prepares students for the skills necessary to experience success in middle school mathematics courses. The WWC found *Odyssey Math* to have potentially positive effects on math achievement (WWC, 2009). On average, students' achievement in mathematics improved by 17% when using *Odyssey Math* (WWC, 2009).

Extended Day Schedule. Washington Global will provide an extended school day schedule from 7:15 a.m. to 4:15 p.m., with a block until 4:40pm for students to access homework help and targeted tutoring support. Extended school days significantly improve students' academic performance (Farbman & Kaplan, 2005). The increased amount of instructional time will support the school's mission of offering a rigorous academic curriculum to develop enterprising and competitive global citizens. The extended day schedule will allow for more instructional time to develop skills across subject areas, particularly in English Language Arts (ELA) and Math. Washington Global's curriculum is literacy-based throughout the subject areas to ensure students receive over three hours of literacy instruction daily. Additionally, mathematics will be infused into science and ICT lessons to support students' development by receiving over one and a half hours of math instruction daily. This model allows Washington Global students to grasp the interdependence of subjects and employ authentic learning.

Summer School. Washington Global will require *all* students to attend a summer academic session that will be approximately one-month long. Summer school has been identified as an important component of an effective academic program, especially for urban youth (Ahrem, Stenbridge, Fergus, & Noguera, n.d.). Students will engage in small-group instruction, personalized learning, which will include enrichment for accelerated learners, robust literacy and mathematics blocks for all students, and individual tutoring and researched-based intervention programs with a focus on reading and mathematics content for students who require extra support. Washington Global teachers will be offered the opportunity to teach summer school for a summer stipend, (see Section C.2.d.). Since teaching summer school is voluntary, in the event that a Washington Global teacher does not elect to teach it, an outside teacher who has similar credentials as the Washington Global staff member will be hired for the summer term. These additional supports will significantly benefit students who are performing below-grade-level in the content area and allow the opportunity for gifted students to prosper academically.

Small Learning Communities (SLC). Washington Global will offer small learning communities (SLCs) twice daily, once in the morning, and once in the afternoon, for one-hour each block, totaling two hours a day. The purpose of the SLCs is to provide a dedicated intervention time using the interventions discussed above (e.g. *Spellread*) according to student need. It will also be a time dedicated towards ICT, and an opportunity for students to engage in project-based learning to complete their exit-point IMYC media projects. The SLCs will consist of a low student-to-teacher ratio (approximately 15:1). A student's SLC schedule will depend on his or her academic needs. For example, a student who requires intensive academic intervention in reading will attend a daily one-hour SLC where they are provided with a targeted reading intervention program (e.g. *SpellRead*) and their afternoon SLC will focus on ICT and project-based learning. However, a gifted student who does not require an academic intervention would engage in a full hour of ICT and a full hour of project-based learning where the students complete challenging projects. The SLC will also be used as a time for special education and ELL students to receive individualized, targeted academic instruction as needed. These sessions will therefore be tailored towards meeting each student's need. The small groupings are fluid and will be informed by a range of data and differentiated accordingly. Research shows that SLCs can result in more personalization, increased student participation, greater focus on student interests and aptitudes, higher rates of teacher collaboration, increased attendance, and decreased dropout rates (David, 2008; International Center for Leadership in Education, 2013). Furthermore, students will have more opportunities for engagement, autonomy, and self-advocacy by seeking support for their learning (International Center for Leadership in Education, 2013).

Homework Jumpstart and After School Tutoring. Students will be required to attend a "homework jumpstart" session from 4:15-4:40p.m. four days a week (Monday, Tuesday, Thursday and Friday), to have an instructional staff member get students started on homework and as an opportunity for the students to answer any homework-related questions. Additionally, tutoring for students will be provided through a partnership with The George Washington University's (GWU) Office for Civic Outreach during after school sessions. The tutoring will consist of a nationally recognized, research-based tutoring program that will be chosen in collaboration with Washington Global and GWU during the spring/summer of 2015. Students receiving Tier 2 and 3 RTI support will be required to attend tutoring sessions.

George Washington University Urban Teaching Fellows. Washington Global has forged a strong partnership with GWU. As part of its partnership, Washington Global will enter into a cooperative agreement with GWU's Graduate School of Education and Human Development (GSEHD) to develop an effective urban teaching fellows program where master's level students take six courses per year over a course of two years and serve as teaching fellows at Washington Global 4-5 days per week. The students' course load will focus on effective strategies for supporting struggling learners, as well as include curriculum design, education policy, and teaching methods courses. The GWU students will focus on serving students who will be receiving Tiers 2 and 3 RTI support. Working with GWU allows Washington Global to tailor a program for fellows that includes curriculum and instruction courses, international education, and special education to help the fellows support Washington Global's mission. Founding of Trustees Member Dr. Juliana Taymans, a tenured professor at GWU's GSEHD and Dr. Elizabeth Torres, an Adjunct Professor at GWU will lead the development and implementation of this fellowship program.

Continuum of Services

Washington Global is committed to supporting all students with disabilities and will therefore establish a comprehensive continuum of services to meet these students' needs. Per the Individuals with Disabilities Education Act (2004), Washington Global will offer a continuum of services that meets each student's individual need (IDEA 2004) in the least restrictive environment (LRE). This means that when appropriate, students will be educated with their non-disabled peers (IDEA Sec. 300.115; Yell, 2012). The robust continuum of services will consist of:

- Students who are educated in a resource room according to their need;
 - Students who are educated in a combination of a resource room and an inclusion classroom, with a special education teacher in a general education classroom; and
 - Students who are educated in a general education classroom with an inclusion teacher (an inclusion setting)
- (Yell, 2012).

For each of the placements, the IEP team will determine the extent to which related services are required in order for the child to benefit from the program. Per federal mandate, the IEP Team will consist of the student's special education teacher, a general education teacher, an LEA representative and the student's related service providers (if applicable) (Yell, 2012). Washington Global intends to offer all of these placements for students with special needs so that a wide range of students are able to attend the school and achieve success. Additionally, Washington Global intends to offer professional development to special educators and general educators focused on successful inclusion, where a special education teacher co- teaches alongside a general educator in the general classroom, to ensure that inclusion is conducted in a collaborative and comprehensive manner to meet the needs of all students with disabilities. Section C.1.c. describes the specific special education staffing that will ensure that the continuum of services is available to students.

Child Find and RTI

Washington Global is committed to ensuring that all students with disabilities are identified appropriately so that these students receive the appropriate individualized instruction to reach their full academic potential. According to IDEA (2004), State Education Agencies (SEAs) and Local Education Agencies (LEAs) are mandated to conduct Child Find, which is indicated as actively locating, evaluating, and identifying all individuals with disabilities aged birth through twenty-one (IDEA, 2004). The law explicitly states that it is the duty of both the SEA and the LEA to conduct these Child Find practices (Turnball et al., 2007). Washington Global is cognizant of its school's role as an LEA to proactively engage in Child Find activities for all students suspected of having a disability. Therefore, if a Washington Global staff member or a student's parent suspects a student of having a disability, Washington Global will engage in active due diligence through RTI (articulated below), and if necessary, comprehensive evaluations, to identify the students who require supports under this law. Research and best practices literature has articulated frequently that, for Child Find activities to be effective, schools must set forth a coordinated, collaborative effort between parents, teachers, and administrators (Trivette & Dunst, 2004). Washington Global will engage in the following Child Find activities to ensure that students with disabilities are located, evaluated, and identified:

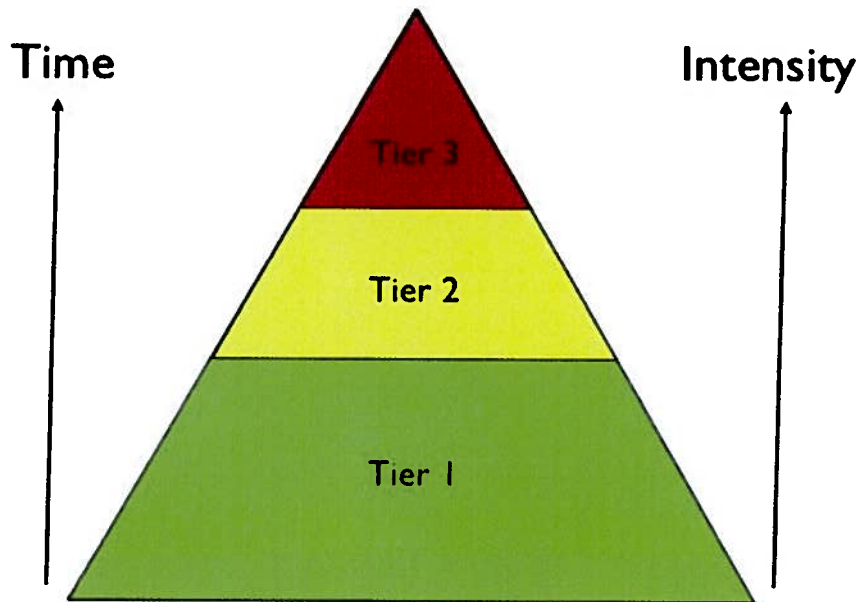
- Posting flyers in the office near the registration desk informing parents to notify the Principal if they suspect that their son or daughter has a disability;
- Notifying parents on the school's website to contact the Principal if they suspect that their son or daughter has a disability;
- Including information in the school's newsletter on contacting the Principal in case of a suspected disability;
- Providing professional development for all instructional staff on identifying students with disabilities and Washington Global's Child Find procedures;
- Establishing a Student Support Team led by the mental health provider, comprised of general education and special education teachers to engage them in the Child Find process;
- Systematically engaging in and carrying out a comprehensive RTI process.

Washington Global will implement Response to Intervention (RTI), a fundamental component to an effective Child Find system. It is essential for identifying students with disabilities, and also as a multi-level system that prevents students from being identified as having disabilities (RTI, 2013). Furthermore, RTI can be used in lieu of the discrepancy model to identify students with learning disabilities. This model is essential in reducing the over-representation of minority students in special education because it encourages and allows for a variety of data and student-centered interventions that meet the needs of a diverse group of students (Harris-Murri, King, & Rostenberg, 2006). IDEA (2004) states that a school "may use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures ..." (Section 1414(b)(6)). The Founding Group utilized the U.S. Department of Education's Response to Intervention (RTI) technical assistance center to seek out best practices LEA and SEA frameworks to develop its RTI system (RTI, 2013). Based on review of current literature regarding RTI Models, Barnes and Harlacher (2008) identified a set of 5 Core Principles as:

1. Proactive and Preventative Approach
2. Instructional Match between Student Skills, Curriculum, and Instruction

3. Problem-Solving Orientation and Data-Based Decision-Making
4. Utilization of Effective Practices
5. Systems Level Approach

Taking these elements into consideration, Washington Global will use the following three-tiered RTI framework:



(Retrieved from RTIresources.org)

Tier 1 will consist of general instruction and the *systematic* screening of all students through an academically rigorous curriculum and implementation of curriculum-based measures, interim assessments, and state-wide standardized assessments (PARCC). Section A.3.b. identifies the academically rigorous, universal curricula that will be used at Washington Global. Students who exhibit issues with the Tier 1 curriculum, as determined by scoring in the bottom 25% of PARCC assessments and benchmark assessments administered every eight weeks, and/or classroom IMYC and CCSS curriculum-based assessments, will advance to Tier 2. Fuchs, Compton, Fuchs, Bryant, and Davis (2008) determine this tier as crucial for identifying struggling learners. Tier 2 consists of *small group* instruction, which will be administered during the morning or afternoon Small Learning Community (SLC) blocks at a frequency determined by the student's need (RTI Action, 2013). Tier 2 instruction will occur daily and include three, research-based, intensive programs discussed in Section 3d: *Spell Read*, *Odyssey Math*, and the University of Kansas SIMS *Fusion Reading* program. Within Tier 2, students will be systematically monitored for academic progress through curriculum-based measures corresponding to the three intervention programs. If progress is not made, students will be moved to Tier 3 and receive more intense individualized interventions tailored specifically for the individual student and will be considered for referral to special education based on his or her progress (RTI Action, 2013). According to best practice guidance, each tiered intervention level will occur for a time period of 8 to

12 weeks (Mellard, 2004). The students' teacher will track and monitor student data weekly to assess for progress.

The Principal and the Instructional Coach will oversee RTI implementation and refer any students who do not respond to Tier 3 interventions for consultation and potential evaluation for special education services. It should be noted that a parent can request an evaluation for special education at any point during the process. If a student is referred for special education evaluation because of a suspected disability, the multi-disciplinary team (MDT) will study *multiple* forms of data to ensure that a full, accurate picture of the whole child is analyzed. The MDT includes an LEA representative, applicable related service providers, a special educator, and a general educator. This is imperative to ensure that a nondiscriminatory evaluation, conducted in the child's native language is carried out. Per federal and state law, the MDT will consist of school professionals with knowledge of the student and at least one professional with knowledge of the suspected disability (Yell, 2012). The multiple forms of data will include:

- Valid and reliable norm-referenced evaluation tools administered in the student's native language by a trained professional. The evaluation tools will be specific to the student's suspected disability. For example, if the student is suspected of having Asperger's Syndrome, the GADs assessment will be administered. Assessments will be conducted within 30-days of referral, which establishes a shorter timeframe than what is federally required;
- Classroom-based formative and summative assessments and work samples (IMYC, Common Core, etc);
- Classroom observations and teacher/parent interviews;
- A comprehensive social history;
- A review of the student's school records.

Once the MDT completes its comprehensive evaluation of the student's data, it will determine whether a student meets one of the thirteen disability categories established by IDEA (2004) using OSSE and federal guidance. If the student is eligible for special education services, an Individualized Education Program (IEP) will be developed to provide the student with academic and other required related services (Yell, 2012). If the student is not eligible for an IEP per the guidance set forth by the IDEA, the MDT will determine whether a student is eligible for services under Section 504 of the Rehabilitation Act.

e. Strategies for Meeting the Needs of Accelerated Learners

Accelerated Learners

Washington Global will employ flexible instruction that meets the needs of all students. Washington Global is committed to support the advancement of all learners through project-based learning (PBL). PBL allows teachers to naturally design instruction based on the needs of individual students by targeting each student's zone of proximal development, a term coined by social cognitive theorist and psychologist Lev Vygotsky (Coffey, 2013). Vygotsky's zone of proximal development is the gap

between what a learner has already mastered (the actual level of development) and what he or she can achieve when provided with educational support (potential development) (Coffey, 2013). Teachers at Washington Global will be responsible for ensuring that PBL appropriately challenges every student. Additionally, advanced students will receive differentiated instruction in the depth, breadth, and pace of content areas to further challenge them. These modifications will emphasize higher order thinking skills, such as creativity and problem-solving. Gifted students will have ongoing opportunities to pursue independent studies to cultivate their intellectual development.

f. Graduation/Promotion Requirements

PreK-Middle School

Students will be promoted based on the following criteria:

- **Student Portfolio.** Washington Global will measure student progress using a growth model. Instructional staff will collect student work samples throughout the year that will be compiled in each Student Portfolio. Student Portfolios will be evaluated at the end of the school year for student growth. Students must make demonstrated progress as defined by student growth trajectory.
- **Grades.** Grades will also be used in conjunction with the Student Portfolio to determine promotion. Students must be performing above, at, or near grade level, particularly in literacy and math. Additionally, students who have made progress towards grade-level performance, particularly in literacy and math, will be eligible for promotion. Washington Global will implement the following grading scale:

A	90 – 100
B	80 – 89
C	70 – 79
D	65 – 69
F	0 – 64

- **Attendance.** Washington Global will promote high levels of attendance and establish a low threshold for student absences and tardiness. Students with chronic absenteeism and tardiness may be found ineligible for promotion according to the guidelines issued by DC’s Office of the State Superintendent of Education (OSSE). Washington Global will make personal contact with the parent of a student each time the student has 1 unexcused absence or 5 or more excused absences. There will be a continuum of school policies and services for absenteeism including supports, incentives, intervention strategies, and consequence for absenteeism at the onset and when chronic absenteeism continues. Out of school suspensions and expulsions will not be used to address absenteeism because the goal is more classroom participation time, not less.

Teachers and the Instructional Coach will monitor students’ performance throughout the year. Students will also be actively involved to take responsibility for their own learning. Teachers will meet with parents at the end of each term to discuss their child’s performance, including Student Portfolio and grades. There will be ample, ongoing opportunities to discuss the possibility of

promotion/retention. If a student is at risk of being retained, the Instructional Coach will design a plan of support and intervention immediately with the Student Support Team, as part of the aforementioned RTI plan. The Principal ultimately makes the decision to promote a student based on a combination of these performance levels. Washington Global will develop clearly defined criteria before the handbook is created.

High School

N/A

Alternative/Adult Education

N/A

4. Support for Learning

a. Planning Year

Planning Year Calendar

Month	Activity
June 2014	<ul style="list-style-type: none"> • Marketing Plan: Begin soliciting input from the community • Marketing Plan: Develop a branding strategy that includes a school logo, colors, and fonts • Work with Building Hope to select a site for Washington Global by January 2015 (see Site Location Timetable in the Business Plan) • Begin website design
July 2014	<ul style="list-style-type: none"> • Marketing Plan: Begin developing Washington Global information packets, including a Parent Interest Form (please see section B.5.a. for more details) • Marketing Plan: Continue forming partnerships with local community organizations • Purchase curriculum and assessments • Identify at least 2 additional Board members (see Board of Trustees Selection Process in the Business Plan; in stages of planning to work with Charter Board Partners) • Begin hiring process for the Instructional Coach, Dean of Students, and

	<p>Operations Manager</p> <ul style="list-style-type: none"> • Begin curriculum mapping
August 2014	<ul style="list-style-type: none"> • Marketing Plan: Solicit feedback from Board on information packets • Marketing Plan: Solicit feedback from Board on branding strategy • Marketing Plan: Begin forming partnerships with local elementary schools • Solicit feedback from Board on Website design
September 2014	<ul style="list-style-type: none"> • Marketing Plan: Begin distributing Parent Interest Forms in the community • Marketing Plan: Begin using branding on all marketing items • Recruitment Plan: Begin advertising and recruiting students, including placing ads in newspapers, on local radio stations, message boards, and education expos • Make website public • Begin blog for Washington Global • Transition to a Board of Trustees • Begin creating School-wide Positive and Behavioral Interventions and Support (SWPBIS), attendance, promotion, and grading policies • Complete curriculum mapping
October 2014	<ul style="list-style-type: none"> • Continue Transition to Board of Trustees • Begin unit planning • Recruitment Plan: Launch advertising through social media outlets such as Twitter, LinkedIn, Instagram, and Facebook
November 2014	<ul style="list-style-type: none"> • Present key policies such as discipline, attendance, promotion, and grading policies to Board of Trustees and DCPCSB; complete any modifications immediately and seek Board and DCPCSB approval.
December 2014	<ul style="list-style-type: none"> • Marketing Plan: Solicit Board feedback on community partnerships • Complete hiring process for Instructional Coach, Dean of Students, and Operations Manager

	<ul style="list-style-type: none"> • Complete unit planning
January 2015	<ul style="list-style-type: none"> • Marketing Plan: Finalize community partnerships • Begin hiring instructional staff (teachers and paraprofessionals) • Begin lesson planning • Solicit feedback from the Board on the lease for facility
February 2015	<ul style="list-style-type: none"> • Upon Board approval, formalize the lease for facility
March 2015	<ul style="list-style-type: none"> • Determine design and renovation plans for facility, if applicable; solicit feedback from the Board • Upon approval from the Board on the design and renovation plans, begin execution • 70% of Washington Global's available spaces for students will be filled in Round 1 of the DC Charter School Lottery
April 2015	<ul style="list-style-type: none"> • Purchase any additional materials for curriculum
May 2015	<ul style="list-style-type: none"> • Complete lesson planning • 100% of Washington Global's available spaces for students will be filled in Round 2 of the DC Charter School Lottery
June 2015	<ul style="list-style-type: none"> • Facility renovations complete • Complete hiring instructional staff • Create professional development opportunities including 3 week Summer Institute • Marketing Plan: Begin soliciting parents to be on the Parent Advisory Group (PAG)
July 2015	<ul style="list-style-type: none"> • Facility is ready for occupancy • Staff training in curriculum implementation (3 week Summer Institute)
August 2015	<ul style="list-style-type: none"> • Washington Global opens

- | | |
|--|---|
| | <ul style="list-style-type: none">• Provide instructional staff with ongoing support in implementing the curriculum |
|--|---|

b. School Organization and Culture

Washington Global PCS – School Culture

Washington Global's Founding Group is committed to supporting students, teachers, and staff in a positive learning environment that fosters student motivation, engagement, and classroom instruction. Overall, its school cultural and organization model will follow its **EMPOWER** school culture framework as articulated by the following core values:

Enterprising- We are enterprising students who grow through independence in academics;

Motivated- Motivation and attentiveness in class and throughout the school-day is fundamental to our growth as students;

Persevering- We persevere and work harder when we are faced with challenges;

Open-minded- We embrace open-mindedness through diversity and listening to other viewpoints;

Worldly- We engage with other cultures and nationalities and through that, we learn more about ourselves;

Enlightened- We embrace enlightenment and learning;

Responsible- We are responsible for our own actions and we therefore make responsible choices.

These core values are aligned with the IMYC themes and will therefore guide students and be continually reinforced in academic content and material.

In order to support and **EMPOWER** its students, Washington Global will institute a widespread support system for all students that will consist of a School-wide Positive Behavioral Interventions and Supports (SWPBIS) system, community building activities, student reflection, and a clear and consistent discipline support system.

School-wide Positive Behavioral Support System (SWPBIS)

The implementation of an SWPBIS system has been shown to increase student engagement, improve academic performance, and improve family involvement (Horner & Sugai, n.d.). For instance, a series of studies have shown that an effective SWPBIS system increases student performance while decreasing problem behaviors (Horner & Sugai, n.d.). Specifically, an in inner-city public middle school

located in the Midwest, SWPBIS was found to significantly reduce office referrals and therefore improve the students' learning environment (Lassen, Steele, & Sailor, 2006).

Washington Global will therefore institute a SWPBIS to promote the **EMPOWER** core values, increase student self-motivation and foster a healthy environment for students, staff and parents. In fact, the first step of an effective SWPBIS system is creating a school culture and common language (Horner & Sugai, n.d.). The school environment should also be *positive, safe, and consistent* for all students (Horner & Sugai, n.d.). Washington Global developed its SWPBIS system from principles developed by the U.S Department of Education's SWPBIS technical assistance center (OSEP, 2013). The SWPBIS system will consist of consistent behavioral expectations and student recognition for adhering to those expectations that will promote consistency and motivation within the classroom. Schools are also encouraged to recognize students who make the right choices within the SWPBIS. Washington Global's SWPBIS system will consist of the following:

- A SWPBIS matrix created from the **EMPOWER** framework through a collaborative effort by the mental health provider, Principal and the Dean of Students that outlines the specific student *expectations*;
- By following the **EMPOWER** tenets provided by the SWPBIS, students will have the opportunity, by making responsible choices, to earn points in each class. Students will *self-score* and teachers will score students;
- Student progress will be monitored daily by teachers and students by submitting the data to the Dean of Students at the end of the day and daily point totals will be communicated to students the following day;
- During Friday's afternoon SLC period, students will receive their point totals. With their point total, they will be recognized by the administration and have earned the opportunity to utilize "free time" the following week according to their earned points, which could consist of technology time, free reading, or a game with another student who earned free time. Students will also have the option to "purchase" a reward, such as school supplies, books, or entrance to a pizza or ice cream party;
- Students in the lowest 20th percentile on the EMPOWER framework will meet with the Dean of Students and engage in an after-school reflection period with a designated staff member to reflect on how to be more responsible the following week. Depending on the students' needs, many of these students will engage in after school tutoring and attend group community building sessions with the mental health provider;
- The EMPOWER Framework will be used year-round even in summer school;
- Teachers and the mental health provider will collaborate to develop a Functional Behavior Assessment (FBA) for students who are consistently in the bottom 20th percentile on the EMPOWER framework for four or more consecutive or inconsecutive weeks. A Functional Behavioral Assessment (FBA) is a problem-solving process that includes a systematic analysis of a student's behaviors to determine the cause of a student's behavior (NICHCY, 2012). FBAs are almost exclusively developed for students with special needs, but can benefit all students. After the underlying cause of a student's behavior is identified, a teacher and mental health provider will collaborate to develop a Behavior Intervention Plan (BIP) containing strategies to directly address a student's behavior (NICHCY, 2013).

Washington Global is committed to ensuring that all students are active members of the school community. Therefore, the Founding Group intends to include all students with disabilities and ELLs in the general school culture framework and will provide individualized supports so that these students can track their progress and earn free-time points.

Community Building

Washington Global's Founding Group believes that community building amongst students and staff is fundamental to improving student motivation and fostering a positive learning environment. Therefore, community building initiatives will take place through the year to foster a positive environment :

- Beginning of the year activities in which students choose the school mascot and school colors (year 1);
- All staff and student community building bi-weekly student recognition ceremonies that will recognize students for academic and other non-academic achievements identified through the **EMPOWER SWPBIS**-- During this time, students will engage in peer recognition;
- Classroom-based community building activities within students' SLC blocks, developed by both staff and students;
- All-school activities, including field day and student technology expositions;
- Weekly morning SLC meetings with school leadership present where student weekly goals will be set;
- For students who enter the school mid-year, a school culture orientation led by the Dean of Students and a group of 4-5 Washington Global students will be provided so that students feel welcomed by both staff and students and gain an understanding of the **EMPOWER** values.

Reflective Journaling

As discussed above, reflective journaling is a key component of the IMYC curriculum. In order to reinforce Washington Global's **EMPOWER** values, students will engage in reflective journaling each day for the last ten minutes of their SLC sessions and reflect on the values and how they embraced those values. This is a fundamental component because research reveals that reflective journaling is a key component of a positive school culture (Waldron & Mcleskey, 2010).

Clear Student Discipline Policy

A student discipline policy has been developed (See Section I for Discipline Policy). The discipline policy strives to promote a fair, harmonious, and safe environment for students, staff, and other stakeholders. It promotes student learning through a tiered (Levels 1-5) behavior system so that students will not lose instruction time for very minor, infrequent behaviors. The policy also promotes collaboration between instructional and school culture staff, administrators, and parents/ guardians to promote a wrap-around, supportive environment.

Complaint Resolution Policy

Washington Global is committed to an open environment for parents and students where dialogue and communication is encouraged. Per the DCPSCB's Policy and Procedures manual (updated 2011), all charter schools must have a process for handling complaints in place. It is the goal of the DCPSCB for complaints to be addressed by the charter school leaders. Any complaints that arise will be initially addressed by the Dean of Students through a parent/student/Dean conference. Complaints must be reported in writing or verbally (and recorded through notes) to the Dean of Students. If the complaint involves an instructional staff member, that staff member will be invited to attend also. At the conference, the parent/student will express his or her complaint and the Dean will offer resolution. If resolution is not reached in that meeting, a second meeting, with the Director of Operations, the Principal, and the Dean will be scheduled within 24 business hours, where resolution will hopefully be reached. In the case that a resolution is not reached, the matter will be raised to the Board of Trustees for resolution in an open or closed session meeting. During this process, parents can reach out to the Board of Trustees at any time. To ensure transparency of the complaint process, all parents will be given the names and titles of all members of the Board of Trustees with a specific telephone number for contacting the Board of Directors when needed.

c. Safety, Order, and Student Discipline

Washington Global PCS – Safe and Orderly Environment

Washington Global is committed to ensuring that all students attend school and learn in a safe, orderly environment that fosters personal responsibility and prevents bullying. Therefore, as mentioned in the above section, Washington Global has established a clear safe school policy that is linked to its school culture philosophy, and School-Wide Positive Behavioral Support Systems (SWPBIS). This overarching safe school policy strives to establish safety and order within the school. The following key philosophical principles undergird the behavioral support system:

- Clear communication of expectations and students' knowledge and understanding of those expectations are fundamental to developing and maintaining a healthy and safe school environment;
- Involving students through a system of recognition and choice is critical to students' understanding and adherence to the school-wide behavioral support system;
- Consistent responses from school leaders, instructors, and all other staff are vital to the success of the behavioral support system;
- Parental knowledge of the expectations of the behavioral support system are important for ensuring that parents support students' adherence to the system and continuing to foster a community-based school.

Washington Global will employ a system of student choice and recognition as its SWPBIS that will foster students embracing and valuing the behavioral support system. In addition to the above SWPBIS system, the following measures will be developed to foster a safe and orderly learning environment for students.

A Clearly Articulated Student Discipline Plan

The Founding Group consists of a number of school culture experts who developed Washington Global's student discipline policy (See Section I for Discipline Policy). The plan is based on the philosophies set forth above and contains a tiered discipline policy that is written in such a way that students will be able to understand the behaviors and the consequences of such behaviors.

Early Behavioral Intervention

The founders of Washington Global believe that early identification and support provision for students who exhibit behavioral difficulties is fundamental to these students' growth and ability to benefit from the Washington Global program. Although Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs) are commonly only provided to students with disabilities, Washington Global is committed to providing behavioral plans to all students who require such support. As mentioned above, an FBA/BIP will be prepared for all students who consecutively or inconsecutively earn the bottom 20th percentile of points in the EMPOWER SWPBIS system four times. The behavioral plans will be completed in conjunction between the instructional staff and the mental health professional and will set individual behavioral goals for students. Students will be informed of the plan and will track the plan, along with the Washington Global staff. The SWPBIS data collection and frequent progress monitoring will be fundamental to identifying students who require additional behavioral supports and early intervention. Therefore, as mentioned, Washington Global will institute a behavior data-tracking system.

Student Reflection and Introspection

During the end of day SLC periods, students will engage in a journaling reflection period in which they reflect on their academic and behavioral accomplishments and areas of improvement for a particular day. At this time, students will have the opportunity to reflect on specifics from the day that were perhaps related to their SWPBIS tracking. This is particularly important for students who might not have totally adhered to their behavioral or SWPBIS potential. It not only provides students reflection time, but it provides staff with additional insight from students. Teachers will share responses that they believe warrant additional support with the Dean of Students on a daily basis.

Students with Disabilities

Students with disabilities adhere to the sample behavioral expectations and discipline policy as the general student body and will benefit from early behavioral intervention through the systematic preparation of FBAs and BIPs, reflection and journaling and the overarching SWPBIS. However, the Founding Group is mindful that under the "zero reject" provision of IDEA (2004), when a student with a disability is subject to disciplinary action, the student's IEP team must take into consideration whether the behavior is a "manifestation" of the student's disability through a manifestation meeting (Turnball & Turnball, 2009; Yell, 2012). Although this meeting is only required when a student is to be suspended for more than 10 consecutive or nonconsecutive days (Yell, 2012), Washington Global's firm belief is that earlier attention to behavioral issues are key to supporting all students. Therefore, manifestation meetings will be held after the second time that a student is not compliance with the

disciplinary code and will be coupled with other interventions led by Washington Global's mental health provider, including Formal Behavior Assessments (FBA), and Behavior Intervention Plans (BIPs). Additionally, behavioral supports and related services will be provided in accordance with the provisions of the student's IEP.

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

Teacher Development

The Founding Group believes that professional development is crucial to the success of Washington Global and its students. As such, Washington Global will encourage and support the instructional staff to become National Board Certified Teachers (NBCT). National Board Certification is an advanced teaching credential that goes beyond state licensure to develop, retain, and recognize accomplished teachers to support ongoing improvement in schools. Completing the National Board Certification proves that teachers have "developed and demonstrated advanced knowledge, skills, and practices required of an accomplished education professional" (NBC, 2013). A growing body of research finds a strong correlation between National Board Certification and improved student achievement (NEA, 2013). The process of becoming certified is challenging and compels teachers to analyze their professional work, thus facilitating better teaching regardless of whether National Board Certification is achieved or not. Washington Global will incentivize National Board Certification by providing teachers who complete the process with a monetary bonus if funds allow.

To apply for National Board Certification, teachers must complete a portfolio containing four entries that include classroom-based evidence, videos of interactions with students, student work, and reflection. The portfolio will address the National Board Certification standards that are based on the following five propositions:

1. Teachers are committed to students and their learning;
2. Teachers know the subjects they teach and how to teach those subjects to students;
3. Teachers are responsible for managing and monitoring student learning;
4. Teachers think systematically about their practice and learn from experience;
5. Teachers are members of learning communities (NBC, 2013).

Washington Global's professional development will be driven by these five propositions and teachers will be evaluated using components of the National Board Certification portfolio. Teachers will obtain necessary knowledge to improve their teaching through professional development opportunities offered in the following areas:

- International Middle Years Curriculum (IMYC)
 - Required training for all teachers before the start of the school year; ongoing support provided by the IMYC throughout the year
 - Outcomes:
 - By the end of the Summer Institute: teachers will know how to use the Global Learning Portal and what resources to utilize for instruction
 - By the end of Year 1: teachers will know effective ways of incorporating the CCSS and DC Standards in the IMYC

- Common Core State Standards (CCSS)
 - Required training for all teachers before the start of the school year; ongoing support provided by the Instructional Coach throughout the year
 - Outcomes:
 - By the end of the Summer Institute: teachers will know the CCSS across content areas to drive interdisciplinary instruction and will fluidly integrate CCSS into lesson plans
 - By the end of Year 1: teachers will know any modifications and updates that relate to CCSS
- District of Columbia's Standards
 - Required training for all teachers before the start of the school year; ongoing support provided by the Instructional Coach throughout the year
 - Outcomes:
 - By the end of the Summer Institute: teachers will know DC standards across content areas (that apply to Washington Global) to drive interdisciplinary instruction
 - By the end of Year 1: teachers will know any modifications and updates that relate to the DC Standards
- All required student assessments
 - Required training on each assessment for all teachers before the start of the school year; ongoing support provided by the Instructional Coach throughout the year
 - Outcomes:
 - By the end of the Summer Institute: teachers will know what assessments their students will be taking throughout the year, how to measure student growth, and effective ways to prepare them
 - By the end of Year 1: teachers will know any changes in the assessments and how to track student growth year to year
- Using formative assessments to drive instruction
 - Teachers will work with the Instructional Coach throughout the year to use formative assessments to drive instruction; additional trainings provided as needed
 - Outcomes:
 - By the end of the Summer Institute: teachers will know how to develop formative assessments and use them direct their teaching
 - By the end of Year 1: teachers will have refined their ability to develop formative assessments as determined by the Instructional Coach
- Classroom and Behavior Management
 - Teachers will work with the Instructional Coach and the Dean of Students throughout the year to create effective classroom and behavior management plans; additional trainings provided as needed
 - Outcomes:
 - By the end of the Summer Institute: teachers will know effective, positive and proactive behavior management techniques, and understand the school's discipline policy
 - By the end of Year 1: teachers will know how to reflect on their own management techniques to improve their classroom management abilities

- Cultural Fluency
 - Dean of Students will provide professional development in cultural fluency; will provide ongoing support as needed
 - Outcomes:
 - By the end of the Summer Institute: teachers will know about issues of cultural diversity, effective ways of communication, and readily available resources
 - By the end of Year 1: teachers will know about cultural fluency in the community and as a means of social justice and how it relates to their own teaching
- Universal Design for Learning (UDL)
 - School-wide UDL training for all staff before the school year begins; ongoing support provided for the Instructional Coach
 - Outcomes:
 - By the end of the Summer Institute: teachers will know the three principles of UDL and be able to incorporate technology into lessons
 - By the end of Year 1: teachers will have effectively incorporated all three principles into their teaching
- Positive Behavioral Supports and Interventions (SWPBIS)
 - SWPBIS training for all staff before the school year begins; follow up sessions quarterly throughout the school year; ongoing support provided by the Dean of Students
 - Outcomes:
 - By the end of the Summer Institute: teachers will know about implementing Washington Global's SWPBIS EMPOWER Framework and the continuum of supports
 - By the end of Year 1: teachers will know about the history, policy, and methods for reevaluating and refining SWPBIS
- Special Education Students
 - The Principal will provide special education professional development during the summer institute; will also provide ongoing support throughout the school year
 - Outcomes:
 - By the end of the Summer Institute: teachers will know about identification, the IEP process, collaborating with special education service providers, and effective instructional strategies
 - By the end of Year 1: teachers will have refined their IEP writing and understand the intersection between IDEA and Section 504
- English Language Learners (ELL)
 - The Instructional Coach, Principal, or knowledgeable professional will provide ELL professional development during the summer institute; will also provide ongoing support throughout the school year
 - Outcomes:
 - By the end of the Summer Institute: teachers will know about identification, instructional supports, and supporting families of ELLs
 - By the end of Year 1: teachers will know about the WIDA and how to provide targeted instruction based on 4 levels of ELLs

While Washington Global has outlined specific trainings for teachers to attend, these are meant to serve as a starting point and teachers are encouraged to attend other areas they feel are important to their development. Additionally, staff will be involved in the ongoing development and monitoring of the school's curriculum and goals.

To support teachers in their professional development, the following anchor texts will be provided:

Effective Teaching Strategies

Wilson, D. and Conyers, M. (2013). *Five Big Ideas for Effective Teaching: Connecting Mind, Brain, and Education Research to Classroom Practice*.

Lesson Planning

McTigh, J. (2012). *Understanding by Design: Professional Development Workbook*.

Classroom Management

Emmer, E. and Evertson, C. (2012). *Classroom Management for Middle and High School Teachers*.

Special Education

Hallahan, D., Kauffman, J., Pullen, P. (2011). *Exceptional Learners: An Introduction to Special Education*.

Professional Goals. Teachers will be encouraged to become National Board Certified (NBC) and will receive more informal instructional development within the school to support them in doing so. Teachers will work with the Instructional Coach and the Principal to set 3-4 goals for improving their skills based on the standards outlined by the National Board Certification of Teachers. The school will offer professional development opportunities tailored to the teachers' needs. Teachers will also be supported through video models of exemplary teachers, peer observations, and the Instructional Coach demonstrating best practices. Teachers will monitor their goals through weekly coaching sessions with the Instructional Coach and will be formally reviewed quarterly in a meeting with the Principal. Teachers who are low performing will work with the Principal to develop an intensive plan for improvement. They will receive additional support by having two weekly coaching sessions with the Instructional Coach, collaborative planning/ professional development each Wednesday, and monthly meetings with the Principal. Teachers will receive a comprehensive evaluation at the end of each school year that may drive a potential bonus and being asked to return to the school for the following year.

Summer Training Course. Three weeks prior to year one and two weeks before the school year begins in subsequent years, teachers are expected to attend Washington Global's Summer Training Course. During this time, the instructional staff will collaborate to develop classroom curriculum and analyze data from the previous year (when applicable) to drive instruction. They will also be involved in planning to achieve school-wide goals and prepare their classrooms and become well-versed in the EMPOWER framework.

Weekly Coaching Sessions. Each teacher will meet with the Instructional Coach and the Principal for

one individual coaching session. They will discuss student data, weekly observations, progress monitoring on the goals, and supporting planning. The Instructional Coach will collect data from the weekly coaching sessions and use it in subsequent coaching sessions and to further provide individualized support for the teachers. These coaching sessions will occur during the teacher's planning period, before school, or after school on Wednesdays when teachers are provided an hour of collaborative planning/ professional development time.

Administrator Development

Washington Global's administrators will actively engage in professional development year round. As the leaders of creating an internationally-minded school, it is imperative for the administrators to attend intensive professional development for implementing the IMYC. These courses are designed to help Washington Global progress as an IMYC member school and to improve learning throughout the school. The Instructional Coach will act as the IMYC Coordinator and will report to the Principal. The Instructional Coach will attend a regional course in leading the IMYC. Members of Washington Global's administrative team will also complete a course to deepen their understanding of International Mindedness and will complete courses towards inspection with the IMYC. It is also crucial for the school's leadership to form collaborative relationships with partnership schools to further strength the international component. Washington Global's administrative team will select at least two other leadership-training courses to attend together annually to continuously improve their work.

Staff Development

As a SWPBIS school, all staff will be required to attend trainings on implementing Washington Global's EMPOWER SWBPIS framework. Washington Global believes it is crucial for everyone who is working with students to be well versed in its instructional practices. Therefore, the instructional assistants will also attend training for implementing the IMYC and for supporting students. As previously stated, the instructional staff will have collaborative planning sessions on Wednesday afternoons. The instructional assistants will attend as needed, which will be determined by the Instructional Coach and teachers. The Instructional Coach will provide ongoing observation, collaboration, and instruction to the instructional staff, including instructional assistants. To further support staff development, instructional assistants will meet weekly with the teachers they support to discuss instructional progress and needs.

e. Structure of the School Day and Year

Sample Daily Student Schedule and Draft School Calendar

Below is a sample schedule for Washington Global students during the 2015-2016 school year:

Sample Daily Schedule SY 2015-2016 Washington Global PCS

Sixth Grade (three groups): 6/1, 6/2, 6/3

Seventh Grade (two groups): 7/1 and 7/2

Period	ICT/SLC	1	2	3	4	5	6	ICT/SLC*
Science	All Students	6/1	PLAN	7/2	7/1	6/3	6/2	All students
Math	All Students	6/2	6/1	PLAN	7/2	7/1	6/3	All students
History	All Students	6/3	6/2	6/1	PLAN	7/2	7/1	All students
English	All Students	7/1	6/3	6/2	6/1	PLAN	7/2	All students
Gym Health OR ART (MWF/ TH)	Assist in SLC classrooms	7/2	7/1	6/3	6/2	6/1	PLAN	Assist in SLC classes
Language (Chinese or Spanish)*	All Students	PLAN	7/2	7/1	6/3	6/2	6/1	All students

Special education teachers will engage in inclusion and resource room instruction according to each student's need and assist in SLC classes, thus reducing student/teacher ratio to between 14:1 to 16:1.

Please note that in the first year, students will enroll in one semester of Chinese and one semester of Spanish.

**Note, to provide students with additional planning time and time to meet with the instructional coach, afternoon SLC/ICT and formal homework jumpstart will not take place on Wednesdays and staff will have an additional planning and development time. Homework help will still be provided by non-core teachers.*

*** Please note that there are no homework jumpstart sessions on Wednesday and school ends at 3:15pm so that teachers can engage in collaborative planning and professional development.*

Draft School Day Times (Monday-Friday)

Breakfast	7:15am-7:45am
SLC/ICT	7:45am-8:45am
Period 1	8:45am-9:45am
Period 2	9:45am-10:45am
Period 3	10:45am-11:45am
Lunch	11:45am-12:15pm
Period 4	12:15pm-1:15pm
Period 5	1:15pm-2:15pm

Period 6	2:15pm-3:15pm
SLC/ICT	3:15pm-4:15pm
Homework Jumpstart Sessions*	4:15pm-4:40pm
Extracurricular Activities*	4:40pm-5:30pm

** Please note that there are no homework jumpstart sessions on Wednesday and school ends at 3:15pm so that teachers can engage in collaborative planning and professional development.*

Draft School Calendar

Washington Global is committed to providing students with more seat-time through extended school days and more student school days than is currently required by OSSE and is provided by DCPS. Additionally, at the end of its first year (summer of 2016 when funds will be allocated), *all* Washington Global students will be required to attend a summer school session. These measures are important for student academic growth. In fact, extended school days and extended school days significantly improve students' academic performance (Farbman & Kaplan, 2005). Therefore, Washington Global students will attend over 200 instructional days per year (including summer school), and attend an extended school day from 7:45am-4:40pm Monday, Tuesday, Thursday and Friday, and from 7:45am-3:15pm on Wednesdays during the regular school year. This is a significant increase from DCPS's common 8:15am-3:15pm bell schedule and 181 student school days.

Draft School Calendar for SY 2015-2016

August 3-14	Teacher Planning and Professional Development Days (no students)
August 17	First Day of School for Students
August 19	Parent –Teacher Meet and Greet
September 7	Labor Day Holiday-- No School for Staff or Students
September 8	Staff Professional Development Day- No School for Students
September 17	Parent Night—Back to School Night and Reception
September 29	Parent Community Night (Topic TBD)
October 12	Columbus Day—No School for Students or Staff
October 15	Family Night (Parents, Students, Staff)
October 28	Parent- Teacher Meetings- No School for Students
October 30	First Quarter Ends

November 1	Teacher Records and PD Day—No School for Students
November 2	First Quarter Progress Reports Distributed
November 11	Veteran's Day—No school for Staff or Students
November 12	Parent Community Night (Topic TBD)
November 24	Family Night- Thanksgiving Celebration
November 25	Staff PD Day- No School for Students
November 26-27	No School for Staff or Students-Thanksgiving Holiday
December 21	No School for Students- Staff PD Day
December 22- January 6	No School for Students and Staff
January 7-January 8	No School for Students' Staff PD Days
January 13	Parent Community Night- Topic TBD
January 18	MLK Day-- No School for Staff or Students
January 19	No School for Students—Parent-Teacher Meetings
January 22	End of 2 nd Quarter No School for Students—Staff PD and Records Day
January 26	2 nd Semester Report Cards Distributed
February 4	Family Night
February 15-19	President's Day Break--No School for Staff or Students
March 2	No School for Students- Staff PD Day
March 16	Parent Community Night (Topic TBD)
March 28-April 1	Spring Break No School Staff or Students
April 11	No School for Students--- Teacher Parent Meetings
April 14	End of Third Quarter-- Half Day for Students-- Staff Records Day

April 18	Third Quarter Progress Reports Distributed
April 21	Family Night
May 4	Parent Community Night (Topic TBD)
May 27	No School for Students Staff PD Day
May 30	Memorial Day- No School for Staff or Students
June 8	Family Night—End of Year Celebration
June 14	Parent Teacher Meetings No School for Students
June 17	End of Fourth Quarter--- Last Day of School for Students
June 21	Report Cards Distributed--- Parent Community Night (Topic TBD)
June 21	Beginning of Summer Break--- No School for Students or Staff
June 27-30	Summer School Teacher PD and Planning
July 4	Fourth of July Holiday—No School for Staff and Students
July 5-29	Summer School for All Students

Please note that A-NET interim assessments will begin in August and occur every 6-8 weeks

f. Family Involvement

Washington Global realizes that family involvement is a critical component to the success of its students and that the lessons that begin in the classroom *must* be continued at home for maximum learning effect. As such, parents and guardians will be treated as key stakeholders and trusted partners in the education of our students. Washington Global is committed to engaging our students' families and arming them with tools to promote learning within the home.

Healthy communication between parents, teachers, and administrators is imperative to ensuring that families get involved—and stay involved—in the education of their children. Washington Global recognizes that its stakeholders may come from very different socio-economic and cultural backgrounds. Washington Global will provide training to its teachers and staff to promote understanding of the cultures and lifestyles of its students from day one. This training will be provided by the Dean of Students and will include information and skills to help eliminate misperceptions and distrust issues that may arise.

Washington Global's commitment to getting families involved in student learning will begin before a

student even begins classes. Parents will have several opportunities throughout the summer to attend a required information seminar. After a student is selected for enrollment, Washington Global will hold pre-enrollment seminars in which school administrators and teachers will inform parents of the school's philosophy and methodologies, and solicit feedback from parents on their priorities and past experiences. These seminars will form the foundation of an ongoing relationship.

Washington Global will hold parent-teacher conferences *before* any classes are conducted. These conferences will allow parents to directly communicate to their student's teacher any particular concerns regarding their child and will allow teachers to begin classes with a better understanding of a particular student's academic needs. Parents will also meet with teachers when midterms and report cards are sent home to ensure that parents understand their child's progress. Washington Global encourages parental involvement and parents can therefore request a meeting with the instructional or administrative staff anytime. Parent teacher conferences will provide an early opportunity to begin curriculum tailoring for a particular student's individual academic needs. Workshops and family nights will also be held throughout the year to promote best practices for at-home learning. Washington Global will partner with local restaurants and entertainment establishments to donate food and beverages to parents who attend the workshops.

Washington Global will also establish an email communication system between parents and teachers. Parents will be provided a direct email to their child's teachers and Washington Global will commit to providing a response to a parent's inquiry or comment within 24 hours of receipt (business days). Teachers will also proactively communicate with parents regarding a student's progress, whether positive or negative, and will provide ongoing recommendations for helping a student learn at home.

In addition to the Washington Global email system, the school will establish an e-community that is accessible to students, parents, and teachers from their personal computers or cellular phones. This community will include features such as an online bulletin board where parents can collaborate with each other to discuss issues of concern. It will also include an "Ask Your Administrator" feature where parents can provide direct inquiries and suggestions to Washington Global's Principal and Director of Operations that they will respond to within one week. Parents will be able to access regularly updated grades and progress reports through the PowerSchool. A link to PowerSchool will be provided to parents on the website. Students will receive weekly progress reports every Friday that must be signed by their parents. Finally, Washington Global will post additional learning content on The Learning Globe that parents can download for free, if they wish to provide additional or remedial instruction at home. All staff will be encouraged to contribute to the Learning Globe. Washington Global's Business and Operations Manager will manage the contents of the Learning Globe and the IT contractors will maintain it.

The Learning Globe will also contain information that is accessible to the public. For example, parents and members of the public will be able to access the DC PCSB's Performance Management Framework (PMF). The Learning Globe will also provide clear and concise summaries of the District's accountability index as well as links to Washington Global's annual report.

Non-English Speakers

Given Washington Global's international emphasis, the school views non-native English speakers as a great asset to our school's community. That said Washington Global recognizes that some non-native English speaking families often feel marginalized and avoid full participation in school activities. To help encourage these families and to create a fully inclusive community, Washington Global will implement a four-point plan that will promote participation. First, Washington Global will ensure that an interpreter is present at all major school events, including parent-teacher conferences and PAG meetings. This interpreter may be a school employee, a parent liaison, or a community member. Washington Global's teachers and staff will be trained in best practices for communicating through an interpreter.

Second, Washington Global will translate all written communications that are sent to parents of ELLs. The Learning Globe, Washington Global's website and e-community, will be offered in both English and Spanish (and may be offered in additional languages should the student demographics prove such a need). The Learning Globe will provide a dedicated space for these parents to collaborate with each other and with school administrators. Where possible, Washington Global will provide bilingual homework guides to parents to encourage their participation in their child's homework activities.

Third, Washington Global's teachers and staff will be encouraged to learn some Spanish. Communicating common words and greetings to parents will make parents of ELL students feel more welcomed and help to break down barriers. Finally, these parents will be provided with names, phone numbers, and email addresses of bilingual staff that they can reach out to communicate any educational concerns. Moreover, bilingual Washington Global staff will proactively reach out to parents at or near the beginning of the school year to establish the lines of communication and build trust and understanding.

Washington Global will also offer programs specifically designed to encourage parents of ELLs to become involved with their child's education. These parents will be invited to come to Washington Global and provide students with information about their native countries.

Informing Families of their Rights

Washington Global takes its duties and responsibilities under District of Columbia and federal law, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Americans with Disabilities Act (as amended) seriously. Washington Global is committed to ensuring that students with special needs receive the education that they are entitled to, and as importantly, deserve. The school will have a staff member, supervised by the Director of Operations, who is dedicated to act as a point person for all IDEA and ADA questions and will also establish a frequently asked questions section regarding disabilities on Washington Global's website, The Learning Globe portal. Washington Global will have multiple checks in place to ensure that no child falls through the cracks and that prior written notice is appropriately issued to all parents.

Washington Global will prepare a procedural rights manual for the parents of students who qualify for services under the IDEA and for students who qualify for services under Section 504 of the

Rehabilitation Act. The procedural rights manual will notify parents of special education processes at Washington Global and their rights under each respective law. This procedural rights manual will be available in the front office and distributed to parents at parent-teacher conferences and each student's IEP and 504 plan meetings.

Communication with Families

Washington Global will implement a multi-tiered approach for notifying parents and guardians of events such as school closures, early releases, late starts, and emergencies. First, Washington Global will clearly post all non-sensitive information, such as delayed starts or cancellations due to inclement weather, on the front page of the school's website, The Learning Globe. This posting will also contain information as to the time of the update and the expected next update, as well as phone numbers that parents can call for additional information or questions in the language of their choice. Second, Washington Global will have a telephone system that will notify parents at the number of their choosing to receive preregistered number via their preregistered choice of either text message or telephone call. Finally, Washington Global will participate with local media to notify parents by TV or radio.

g. Community Participation

Community Engagement

Washington Global is inherently a community school and the community will be fully engaged in the planning, development, and implementation of the school. The Founding Group and Board will engage the community through the following initiatives:

Community Surveys and Focus Groups. As further elaborated in Section B, members of the Founding Group will create, distribute, and analyze the findings of a Community Survey Form to ascertain the needs and interests of local supporters. Based on the findings, the Founding Group will conduct focus groups in the target community to have a deeper understanding of the local needs to inform its service-learning and other community outreach initiatives. Washington Global plans to distribute its first student survey in the summer of 2014 after receiving charter approval.

Community School Planning and Ongoing Events. After receiving charter approval, the Founding Group will conduct a series of community events in which community members receive information about the school and where the Founding Group and Board can discuss the needs of the community through in-depth discussions. Through these discussions, the Founding Group and Board will shape the school's service-learning and community outreach events.

Community Board Representation. As further discussed in the Business section, several members of the community will serve on the School's Board of Trustees and therefore have a significant role in the implementation and management of the school.

Community Partnerships

Community Partner	Activity	How It Enriches Student Learning	Details
The George Washington University—Office of Civic Engagement	Tutoring	Provides students with additional after-school tutoring in all core subjects.	Ongoing Support GWU tutors will be provided through GWU's service-learning program—Elizabeth Torres is working with Maurice Smith at GWU to develop the program
FOCUS DC	Charter implementation support	Provides support for the founders as the charter is implemented.	Ongoing Support Contract in place for ongoing support of Washington Global upon approval of the charter
The George Washington University- Graduate School of Education and Human Development (GSEHD)	Urban Fellows Teaching Program	Urban Fellows will provide students with academic support during the school day while they attend the GWU M.A. in teaching program. Fellows will be paired with teachers and provide academic assistance to students 4-5 days a week.	Ongoing Support A cooperative agreement between Washington Global and GWU's GSEHD will be prepared and signed after the school is chartered. Founding member/ Board of Trustees member Dr. Juliana Taymans is a tenured professor at GSEHD and will shepherd the process.
Thinkfoodgroup	Nutrition/health education	Providing students with expert nutritional information in a real-world context	Ongoing Support Founding member Robyn Stern who works for this organization will spearhead this partnership
Martin Luther King Jr, Public Library	Literacy Programs for Students	Enriches student literacy through targeted programs.	Ongoing Support Elizabeth Torres is working with the Teen Programs and Partnerships Coordinator to develop a literacy program that

			meets the school's needs
Isabella & Ferdinand Spanish Language Adventures	Spanish Language and Cultural Programs	Enriches students' Spanish language acquisition and cultural competency	Letter of Support/ Ongoing Support Elizabeth Torres is working with Alexandra Migoya, founder of the organization to develop an in-school and after school Spanish language and cultural program for students

h. Extracurricular Activities

Extracurricular Activities

Washington Global is committed to ensuring that students have a well-rounded middle school experience and have therefore budgeted funds to provide students with a range of free extracurricular activities. That way, *all* students can participate. The exact extracurricular activities will be developed through a parent/student survey completed the summer before students begin classes (summer 2015) so that the activities address student interest. However, sample extracurricular activities include:

- A school newspaper for students interested in journalism;
- Sports teams for students interested in participating in a sport;
- An international club, focused on interests that students have developed from the IMYC curriculum;
- The Odyssey of the Mind, an international educational program that provides creative problem-solving opportunities for students;
- A variety of mentoring clubs and job shadowing opportunities.

Extracurricular activities will be led by school staff who will be provided with a stipend for their service and individuals outside of the Washington Global community who are qualified if needed (ie. an individual with specific training that no one on the school staff possesses).

i. Technology Plan (virtual school applicants only)

N/A

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

Founding Group

Name	Current Position	Area of Expertise
Elizabeth Torres	Program Specialist in Policy at the U.S. Department of Education; Adjunct Professor at The George Washington University	Urban School Leadership, Performance Management, Education Policy
Candice Cloos	Program Specialist in Education at the U.S. Department of Education	Urban Education, Curriculum Development and Instruction
Kate Foy	Education Consultant for Fieldwork Education (International Middle Years Curriculum)	International Curriculum and Instruction, School Leadership, and Middle School
Teresa Curristine	Senior Economist at the Fiscal Affairs Department of the International Monetary Fund (IMF)	Fiscal Budgeting and Data Management
Juliana Taymans	Professor of Education at the George Washington University Graduate School of Education and Human Development (GSEHD)	Secondary Teacher Preparation and Special Education
Carolyn Green	School Psychologist	Social and Emotional Health, Middle School
Natalie Sanders	Lawyer at Latham & Watkins, LLP	Urban Education and Board Leadership
Lauren Magness McCay	Middle School Literacy Coach	Middle School, International Education, and Literacy
Alexandra Fielding Wilson	Real Estate Specialist	Real Estate and Fundraising
Bryan Ricapito	Lawyer at Hogan Lovells	Finance Law
Robyn Stern	Researcher for the ThinkFoodGroup	Nutrition and Community

		Building
Daonne Huff	Project Manager for Groundswell	Community Building and the Arts

Elizabeth Torres, Ed.D. A Ward 2 resident, Elizabeth Torres has an in-depth knowledge of urban school administration and institutional performance management. Elizabeth is currently a Program Specialist at the U.S. Department of Education in the Office of Policy and Planning where she focuses on education policy and organizational performance management. Since 2010, Elizabeth has managed the Department of Education's Organizational Performance Review (OPR) performance management system for the Office of Special Education and Rehabilitative Services (OSERS). In this role, Elizabeth monitors and interprets program data and prepares reports that detail OSERS' performance in key administrative areas, including audits, grant making, contract acquisition, and small business utilization. Elizabeth also plays a key role in working with leadership to set OSERS' organizational performance targets. Elizabeth also has urban teaching and administration experience. She began her career in education in 2007 as a DC Teaching Fellow. She taught special education reading and mathematics at Dunbar Senior High School. She then served for two years on the administrative team of a specialty Title I DCPS/Big Picture Learning secondary school. In this role, she oversaw special education administration and compliance, assisted with school recruitment, led the submission of compliance reports, participated in developing and implementing the school's budget, managed special education teachers and school staff, organized school-wide events, and assisted with Title I programming. Elizabeth was recognized by DCPS as the top special education administrator for the 2008-2009 school year. Since 2009, Elizabeth has also taught courses in education policy at The George Washington University to teachers and administrators throughout the DC area. Elizabeth holds an Ed.D. in Neuroscience and Special Education from The George Washington University where she was a 2009-2010 Dean's Merit Scholar, an M.A. in Transition Special Education from The George Washington University, and a B.A. in History from Vassar College.

Candice Cloos. A Ward 3 resident, Candice Cloos is a program specialist with the U.S. Department of Education. Prior to joining the Department of Education, Candice designed an art-based science curriculum that employed hands-on inquiry-based learning to promote a child's self-awareness of health related issues. Candice oversaw the implementation of the pilot curriculum in DCPS and charter schools across the district from 2009 to 2011. Candice is also a highly qualified, certified teacher with four years of experience (2005-2009) working in Title I schools in New York City Public Schools, Fairfax County Public Schools, and New York City Public Schools. In these roles, Candice taught Special Education in grades first through sixth. Most notably, she taught at a high-need school for students who had been removed from their three previous schools. Candice also has extensive experience working with English Language Learners and providing extensive outreach to families. In her current role at the Department of Education, she is responsible for preparing and briefing senior executives, including the Secretary of Education and White House officials, on a wide variety of educational policies. She uses her expertise in curriculum development, instructional design, school-wide intervention programs, teacher preparation, and best practices to inform the Administration. In addition to her regular duties, Candice served as the Department-wide deputy campaign manager for the Combined Federal Campaign, where she oversaw the coordination of a nearly million-dollar fundraising effort. Candice is a recipient of a doctoral fellowship research award at The George

Washington University. She holds a B.A. in English and M.T. in Special Education from The University of Virginia Curry School of Education, and is a doctoral candidate in Neuroscience and Special Education at The George Washington University, with an expected graduation of May 2014.

Kate Foy. A Ward 4 resident and experienced educator, Kate Foy is currently a consultant for Fieldwork Education, focusing her work on training teachers and administrators in all aspects of the International Middle Years Curriculum (IMYC). Previously, Kate was an administrator at the British School of Washington, DC for four years. In this capacity, she first served as the Learning Leader within the Senior Leadership team and then assumed the role of Assistant Principal and Director of Learning of the middle school. During this time, the World Class Learning Group, the parent education company of the British School, requested that Kate assume the role of Professional Learning Leader for a network of schools. In this role, she was responsible for conducting professional development and teacher evaluation across seven schools. Kate began her career in education in 1999, teaching English to 11 – 18 year olds in a large secondary school in Staffordshire, United Kingdom. She assumed a range of leadership roles in her seven years at the school, including School Literacy Coordinator, Local Education Authority Lead Teacher, Literacy Liaison Coordinator for the local Elementary and Middle Schools, and Assistant Head of sixth grade, which consisted of 400 students. Kate holds a First Class B.A. Honors Degree in English from Manchester Metropolitan University and a Post Graduate Certificate in Education from Keele University.

Teresa Curristine, Ph.D. A Ward 2 resident, Dr. Teresa Curristine is a budgeting expert. Currently, she is a senior economist at the Fiscal Affairs Department of the International Monetary Fund (IMF) where she manages budgeting projects and budgeting teams working on public financial management issues in countries in Asia and Latin America. Previously, she worked for the OECD for seven years, where she headed the OECD Senior Budget Officials Network on Performance and Results. She managed projects and teams working on several topics, including reviewing and reforming budgetary institutions, improving public sector efficiency, and performance budgeting. She has written several articles and edited four books with a fiscal management focus, including *Public Financial Management and its Emerging Architecture* (2013). Prior to her tenure at the OECD, she was a professor at the University of Oxford and also has experience in data management. Dr. Curristine holds a Ph.D. from the University of Oxford.

Juliana Taymans, Ph.D. Since 1985, Dr. Juliana Taymans has served as a professor of Special Education and Disability Studies at The George Washington University. She focuses on teacher preparation. Juliana is responsible for special education teacher pre-service preparation through partnerships with area public and private schools and teaches lesson planning and teaching methods courses to middle school and high school teachers from across the metropolitan DC area. She is also lead faculty for the Secondary Special Education and Transition Services master's program and the coordinator for the special education doctoral program. Juliana also has a deep interest in urban education and served as The George Washington University faculty coordinator for the DC Teaching Fellows program. In this role, she taught DC Teaching Fellows who were serving in high-risk schools throughout DCPS. Juliana has received funding from the HSC Foundation to implement the Career Investigations for Transitioning Youth (C.I.T.Y.) program, which involves a collaboration between the Kingsbury Day School, The Ivymount School, Anacostia Senior High School, and The George Washington University. This program is cross-campus collaboration with over 11 university departments hosting students for career exploration and internship experiences and includes a service-learning course

component. Juliana is also a prolific researcher in the field of education, particularly in literacy and learning disabilities and conducts trainings and gives lectures nationally and internationally. Formerly, she sat on the Board of the Kingsbury Day School in Washington, DC. She began her career in education as a middle school social studies teacher. Juliana holds an M.A. from The George Washington University and a Ph.D. in Education from the University of Maryland.

Carolyn Green. Born and raised in Washington, DC, Carolyn Green is a certified school psychologist. She served as a school psychologist for the District of Columbia Public Schools (DCPS) for 26 years in a variety of K-12 elementary, middle, and high schools. During her tenure with DCPS, Carolyn performed a various duties, including administering psychological assessments, preparing and interpreting assessment reports, providing consultation to teachers and administrators, connecting parents with area services, participating in Individual Education Program (IEP) meetings for students with disabilities, and leading individual and group counseling sessions for students. Prior to joining DCPS, she served as a certified psychologist at Oak Hill Youth Center and D.C. Jail to assess and provide therapy to incarcerated youth being tried as adults. Since May 2012, Carolyn has worked as a school psychologist with Exceptional Education Management Corporation. In this role, she administers psychological assessments to charter school students of all grade levels and provides consultative services to teachers and administrators that focus on meeting the mental health needs of all students. Carolyn holds an M.A. in Education from Howard University and a B.S. in Psychology from Howard University. She is certified by the National Association of School Psychologists and the District of Columbia Office of the State Superintendent.

Natalie Sanders, Esq. Natalie Sanders is an associate in the Washington, D.C. office of Latham & Watkins, LLP, a top-tier global law firm. For over three years, she has focused her practice on regulatory and transactional matters for pharmaceutical, medical device and other related industry clients. Ms. Sanders also maintains an active pro bono practice. Natalie is also active in the public urban education sector. She is currently a fellow with Charter Board Partners and is a member of an advisory council for Thurgood Marshall Public Charter School. Prior to law school, Natalie completed a two-year fellowship in teaching and urban education administration with The Steppingstone Foundation and worked as a third grade teacher at an independent school in Boston, Massachusetts. She holds a J.D. cum laude from Harvard Law School, and she graduated with highest distinction with a B.S. in Business Administration and a minor in Spanish from the University of North Carolina at Chapel Hill, where she was a John Motley Morehead Scholar.

Lauren Magness McCay. Lauren Magness McCay has been an educator for over eight years. Currently she is a literacy coach at Henderson Middle School, a Title I Richmond City public school. In this role, she mentors teachers in implementing literacy best practices in their classrooms. Previously, Lauren taught English to fifth and sixth grade students for three years. Lauren is also an experienced middle school French teacher, a position she held for over four years. During this time she taught middle school for the International Baccalaureate Program at Broward County Public Schools and wrote middle school French curriculum for Richmond City Public Schools. Lauren is also well-versed in English language immersion programs, having taught classes in the speaking, reading, and writing of English to native French speakers at St. Orens de Gamville Secondary School in southwestern France. Lauren is a certified administrator and holds a M.Ed. in Educational Leadership and Administration and a B.A. in French from the Virginia Commonwealth University.

Alexandra Fielding Wilson. Born and raised in metropolitan Washington, DC, Alexandra is currently a top-performing real estate agent in the Georgetown and McLean offices of Long & Foster Realtors. Since joining Long & Foster Realtors in 2009, she has been recognized as a 'Top Producer' and 'Gold Team Member' placing her among DC's most successful real estate agents. Prior to joining Long & Foster Realtors, Alexandra served as a lobbyist and was a Staff Assistant who oversaw event planning in the Office of Second Lady. For several years, Alexandra has been on the host committee for major fundraising efforts for Fair Chance, a Washington, DC-based nonprofit organization that builds the capacity of nonprofit organizations that improve the lives of children and youth living in Washington, DC's most at-risk communities. Alexandra holds a B.A. in Political Science from Rollins College.

Bryan Ricapito, Esq. A resident of the metropolitan DC area, Bryan Ricapito is currently an associate in the Washington, D.C. office of Hogan Lovells. Bryan's practice focuses on the representation of private equity funds in their formation, fundraising, operations, tax, and organizational structuring, and their acquisition and divestiture of portfolio companies. Bryan's transactional and general corporate representation includes various mergers and acquisitions and private and public securities offerings in the energy, real estate, technology, healthcare, and communications industries. Prior to joining Hogan Lovells, Bryan was an associate at Latham & Watkins LLP from 2006 to 2013, and prior to being an attorney, Bryan held management positions in the technology and financial services industries. Bryan holds a J.D. from the Georgetown University Law Center, an M.B.A from Babson College, and a B.A. from the University of Rhode Island.

Robyn Stern. A Ward 1 resident, Robyn Stern is a researcher for celebrity Chef José Andrés and ThinkFoodGroup. In this role, she has conducted research around the world and has been involved in numerous philanthropic efforts, including ThinkFoodGroup's partnership with D.C. Central Kitchen. In 2012, José Andrés was named to the Time 100 list of the most influential people in the world for all of his advocacy and charity work, including his mission to end hunger in DC. ThinkFoodGroup works with World Central Kitchen to find sustainable solutions to ending food insecurity and malnutrition across the globe. Robyn's work has led her to be featured in the *Wall Street Journal* and *The Washington Post*. Robyn holds a B.A. in Foreign Affairs from the University of Virginia and a degree in Culinary Arts from the French Culinary Institute (now International Culinary Center).

Daonne Huff. Daonne Huff is currently a Project Manager at Groundswell where she manages a community mural project. In her role, Daonne collaborates with local youth, artists, and community partners to create and promote Groundswell's community projects. Throughout her professional career, Daonne has focused on working with nonprofit arts organizations dedicated to increasing the accessibility of art to a wider, more diversified audience and advocating for the support and necessity of creative expression and arts education within society at large. Daonne previously worked on projects with the Bronx Museum of the Arts, The Laundromat Project, Myrtle Avenue Brooklyn Partnership, and The Elizabeth Foundation for the Arts. In 2013 and 2014, Daonne conceptualized and orchestrated "Black Artstory Month on Myrtle," a month of arts programming and exhibitions in honor of Black History Month. Daonne has also assisted with organizing community events at schools in DCPS and NYC Public Schools. Daonne holds an M.A. in Visual Arts Administration with a NonProfit concentration from New York University and a B.A. in Art History from Vassar College.

Supporters and Advisors

Washington Global has consulted with a broad, diverse number of advisors and supporters throughout the development of the school's mission and school proposal. Many individuals are committed to establishing Washington Global and have shown various types of support. Supporters and advisors are as follows:

Name	Title	Organization	Area of Support	Status
Gretchen Van der Veer	Executive Director	Fair Chance	Nonprofit Management/ Support for At-Risk Communities	Letter of Support
Eneida Alcalde	President	Elevate DC	Nonprofit Grant Writing and Development	Letter of Support
David Roswell	Head of School	The British School, DC	International Middle Years Curriculum	Letter of Support
Alexandra Migoya	Founder	Isabella & Ferdinand Spanish Language Adventures	Spanish Language and Cultural Curriculum	Letter of Support/ Ongoing Support
Bryan Patten	Co-Founder	EdOps	Business and Operations	Ongoing Support
Dr. Pamela Leconte	Professor Emeritus	The George Washington University	Career Education/ GWU Fellowship Program	Letter of Support/ Ongoing Support
Sarita Simpson	Designer	VATSU	Design/ Graphic Design	Letter of Support/ Ongoing Support
Alexis Perlmutter	Program Specialist	U.S. Department of Education	Fundraising/ Community Connections	Ongoing Support
Christina Cuevas	Advertising/Marketing Consultant		Advertising/ Marketing	Letter of Support/Ongoing Support

Vince O'Neil	Founder and Board Member (Treasurer)	The Fairfax Leadership Academy Charter School	Secondary Mathematics/ Curriculum Development	Expected Letter of Support/Ongoing Support
Sabina Espinoza	Consultant	The International Monetary Fund (IMF)	International Consultation	Letter of Support
Tom Porter	Director of Real Estate and Operations	Building Hope	Facilities	Letter of Support/Ongoing Support
Heather Trobe	Social Worker	Automotive YABC	Social Work/ Support Services	Letter of Support/Ongoing Support
Amanda Smith	After School Program Manager	The Commonwealth Foundation	Learning Support Services	Ongoing Support
Cary Robertson	Meetings and Events Manager	Americans for the Arts/ The Holocaust Museum	Development/Events	Letter of Support
Megan Horrigan	Program Assistant/Chinese Language	CET Academic Programs	Chinese Language Curriculum	Ongoing Support
Lindsay Dawson	Marketing Manager	American Bar Association	Public Relations/ Marketing	Letter of Support/ Ongoing Support
Doyle Flannery	Owner	The Big Board (restaurant)	Community Outreach	Letter of Support/ Ongoing Support
Liudmila Mikhailova	Director of Evaluation	CRDF Global	Data and Evaluation	Ongoing Support
Vanessa Dorn	Special Education Teacher	Ballou Senior High School	Special Education	Ongoing Support

b. Planning Process

The idea for Washington Global emerged from ongoing discussions about the need for high-quality middle schools that prepare students for successful post-school outcomes among members of The George Washington University community and DC residents from a variety of backgrounds with an interest in education. Through their experience in urban schools, training teachers throughout the DC area, and involvement in supporting the community in other capacities, this group understood the importance of preparing students for college and careers starting in middle school. They came to the realization that children in DC would benefit from a rigorous, Common Core State Standards aligned project-based curriculum that prepares students with the skills necessary to compete in a global market. As a result of this conversation, co-founders Dr. Elizabeth Torres and Ms. Candice Cloos committed themselves to establishing Washington Global, a high-performing public charter school that offers a globally competitive curriculum to all students in DC.

The co-founders possess wide-ranging experiences in academic and curriculum development, school administration, education policy, and special education. To address the international focus of Washington Global, the co-founders researched international curriculum options and visited the British School of Washington DC, which uses the International Middle Years Curriculum (IMYC). During their visit, the co-founders witnessed students who were truly engaged, taking ownership of thematic-based, project-based learning offered by the IMYC. They witnessed a program that integrates meaningful themes, including resilience and creativity, which the founders felt would provide their students the tools for successful post-school outcomes. While further researching the curriculum, the co-founders discovered that its core instructional strategies, most notably project-based learning, are highly effective for teaching urban students in public school environments. The co-founders also learned that the rigorous program was typically only available to students in elite private schools. The co-founders believe that such a strong program should not be limited to a select few, but should be available to all students.

The co-founders recruited a team of proven talent with widespread experience in law, business, urban education administration, real estate, fundraising, international education, and wrap-around services. The Founding Group has deep ties with DC and is dedicated to ensuring the success of Washington Global. The founders have also established a network of experts and leaders who are firmly committed to providing support to Washington Global as it progresses from a concept to a reality. Washington Global plans to build on this network of experts and leaders as it moves forward and eventually transitions from a founding group into a governing board. Washington Global's community outreach efforts continue as members of the Founding Group connect with community partners, universities, international organizations, and corporate sponsors to secure additional support for the school and its mission. In addition, Washington Global plans to conduct informational meetings and meet-and-greets where interested parents and other members of the community can ask questions and learn more about the school. Just as importantly, Washington Global plans to capitalize on the opportunities these meetings will present to listen to the concerns and suggestions of parents and other stakeholders. Through this outreach, Washington Global will build lasting community connections and demonstrate its commitment to the children of the District of Columbia. Along with providing a strong foundation for student recruiting, this outreach will ultimately help the school further identify potential members for its Board of Trustees.

c. Corporate Structure and Nonprofit Status of the School

Washington Global PCS - Corporate Structure and Nonprofit Status

On February 25, 2014, Washington Global Public Charter School filed for and was incorporated as a D.C. nonprofit corporation. The Board of Trustees will apply for 501(c)(3) status in March 2014.

2. Governance and Management

a. Board of Trustees

Board of Trustees – Selection Process

Washington Global is dedicated to identifying, developing, and establishing a committed, high-quality Board of Trustees (“Board”) that includes individuals with a variety of essential professional and community expertise. Washington Global strives to develop and operationalize a sustainable Board that will effectively support and provide essential oversight to the school. When developing its Board, the Founding Group took several key criteria into consideration:

- A strong dedication to ensuring that the mission of Washington Global is carried out;
- A high level of professional and personal integrity;
- Involvement on other Boards and/or professional or community leadership positions;
- A commitment to sustaining the school by supporting future fundraising and development efforts;
- Proven expertise in a key area (e.g. education, finance, law) and the skills necessary for ensuring that Washington Global achieves its optimal operational and academic capacity;
- The time commitment necessary to support the growth and oversight of Washington Global.

Washington Global will select its Board in three rounds to ensure that the full Board represents the highest quality and most skilled individuals possible to provide effective oversight to the school. During the first round of Board selection, which took place in November of 2013, the Founding Group took into consideration the importance of ensuring continuity between the Founding Group and the Board. Therefore, Founding Group members with professional experience and knowledge essential to successfully operationalize the school were the first members that were selected for its Board. These nine members include: Kate Foy, Dr. Elizabeth Torres, Candice Cloos, Dr. Juliana Taymans, Dr. Teresa Curristine, Robyn Stern, Bryan Rikapito, Natalie Sanders, and Alexandra Wilson.

During the second round of Board selection, which will begin once the charter is approved, the Board will conduct a needs analysis to identify specific areas that need to be addressed to develop the most well-rounded and highly skilled Board possible. By November 2014, at least two more Board members who possess qualifications that strengthen the leadership capacity of the Board will be selected and elected to the Board. These members will complete the selection of the school’s transitional Board while it moves towards developing its full Board, and provide oversight during the opening of the school.

During the final round of the Board selection, the transitional Board will fill the remaining seats in accordance with the bylaws by December 2015. At least two of the school's parents and additional members of the community where the school will be located will join the Board. During this round, the Governance Committee will actively recruit at least two Board members from parents of enrolled Washington Global students with the assistance of the Principal and Washington Global's Parent Advisory Group (PAG), to ensure that all interested parents are informed of the opportunity to serve on the Board. Parents will be informed of this opportunity during student enrollment, school events, and through the parent handbook. Furthermore, the Governance Committee will collaborate with community members and additional local organizations to identify community leaders who possess expertise and skills that will provide optimal guidance and oversight to Washington Global.

To maintain a staggered, highly qualified Board with experienced members, members who were selected during the first round and continued from the Founding Group will serve a three-year term, those members who were selected during the second round will serve a two-year term, and those members selected during the final round will serve a one-year term.

Board of Trustees – Composition

Washington Global's Board will never fall below seven members, and will not exceed 15 members. It will always maintain an odd number of members. The Principal and the Director of Operations, the co-leaders of the school, will serve as *ex-officio* members of the Board. Additionally, at least two parents or guardians of enrolled Washington Global students will serve as Board members on the full Board. Washington Global's Principal will reach out to parents during the first two months of school and interested parents will apply for a position on the Board and will be selected according to the Board's bylaws. The Board will also consist of a majority of District of Columbia residents. The Board members will possess expertise necessary to effectively oversee Washington Global. Such expertise includes: Leadership experience in urban schools, international education expertise, use of data, finance, law, international expertise, fundraising and development, Board management, and community/nonprofit expertise. In accordance with the bylaws, the Board will meet a minimum of seven times per year, consisting of six regular meetings and an additional annual meeting each May to conduct leadership elections.

Board of Trustees – Board Organization

The organization of the Board will consist of four leadership positions and five committees. The leadership positions will provide structure and continuity to the Board's organization and structure. The job descriptions of the leadership positions are as follows:

- **Chairperson:** The Chairperson ("Chair") of the Board will provide effective guidance and leadership to the overall functioning of the Board. The Chair will sit on the Executive Committee and oversee the structure and agenda of Board meetings. The Board Chair will also lead the Board in preparing strategic plans and supporting the development of individual Board members.

- **Vice Chairperson:** The Vice Chairperson (“Vice Chair”) will assist the Chair in all aspects of his or her duties and performs the duties of the Chair in the Chair’s absence. He or she will sit on the Executive Committee.
- **Secretary:** The Board Secretary will provide organizational support to the Board by posting Board agendas on the school’s website and taking all Board minutes at meetings. The Secretary will also ensure that requested Board information is signed by the required Board leadership for submission to the DCPCSB. Additionally, the Secretary will have a working knowledge of key legal documents, such as the bylaws and articles of incorporation.
- **Treasurer:** The Board Treasurer will sit on the Finance Committee and oversee the work of the finance committee. The Treasurer will provide monthly updates to the Board Chair on budget planning and implementation, financial performance year-to-date, and any other key financial matters, including the audit process.

The full Board will conduct leadership elections as outlined in the bylaws. Further duties of Board leadership positions are outlined in the bylaws.

Board Committees

In addition to four key leadership positions, the Board will consist of five standing Board Committees. Each member will be required to sit on at least one committee that best matches his or her expertise and skill set. The Chairperson and the Vice Chair will sit on the Executive Committee, and the Treasurer will sit on the Finance Committee. The standing Committees will consist of the following:

Committee	Overview
Executive Committee	Led by the Board Chair, the Executive Committee will oversee all business and operational aspects of the Board. This committee will also develop and disseminate agendas prior to Board meetings, and engage in and work with the Board Secretary to ensure that all required information is provided to the outside oversight groups. The Vice Chair will serve on this committee as well and assume the role of the Chair in his/her absence.
Governance Committee	This committee ensures that the Board meets its duties and responsibilities and remains a high-quality oversight body. Its tasks include providing an orientation to new Board members, ensuring that bylaws are adhered to, recommending any changes to the bylaws for vote by the Board, and recruiting and nominating potential Board members.
Finance Committee	Led by the Treasurer, the finance committee oversees financial practices and policies. Such duties include: reviewing budgets and financial statements, leading the financial audit process, and providing recommendation for approval of the school budget.
Academic Accountability and Student Well-being	This committee will oversee all academic aspects of the school, such as its accountability plan, successful student achievement and adherence to laws and policies set forth by state and federal entities. Additionally, this

	committee will work with school leaders to develop initiatives that address the whole child and accomplish the mission of the school.
Outreach and Development	This committee will lead and oversee all community outreach and fundraising efforts of the school. This committee will ensure that current and future fundraising activities are identified and successfully implemented.

Succession Process

Board Succession. The Board members' staggered terms will help to ensure that the Board always maintains a minimum of seven members. A member of the Board of trustees may be removed from the Board by a majority vote of the Board of Trustees, which can occur with or without cause. Furthermore, a Trustee can resign from the Board at any time by providing written notice to the Board Chair. If the Board Chair position becomes vacant, the Vice Chair will assume the duties of the Chair for the remainder of the term, with the Secretary assuming key Vice Chair duties and responsibilities, while continuing to function as the Secretary. If the positions of Secretary or Treasurer become vacant, the Board Chair will appoint an interim member to fill the respective leadership position until a special election is held. During this time, the Governance Committee will ensure that if needed, new Board members are identified so that the Board membership requirements are met. If a Board member who is not an Officer resigns, the Governance Committee will lead the recruitment of new members who possess a similar skill set to the Board member who vacated his or her position. School leaders may also be involved in the recruitment of additional Board members. The Board will then vote to elect the proposed member(s) to the Board according to the bylaws. The bylaws further outline the succession structure and process.

Staff Succession. The Board will develop a succession plan to be implemented in the event of the Departure of key members of the school management staff (ie. Principal, Director of Operations). Washington Global's dual-leadership model will help facilitate a smooth succession process. If one co-leader departs, the other co-leader will temporarily assume that individual's leadership duties until a replacement is identified.

Board's Relationship to Parents/ Guardians, and Students

One goal of the Founding Group is to establish a solid connection between the Board, which is the governing arm of the school, and the key members of the school community, which consists of students and parents/ guardians. The parent community is an integral element of the success of Washington Global, as indicated by its mission to serve as a community school with significant outreach to parents/guardians. School leadership will communicate regularly with parents, but the Board will be encouraged to communicate with parents/guardians about the work of the Board. This parental engagement will be established through several mechanisms:

- Providing meeting updates directly to the Parent Advisory Group (PAG) after each meeting and inviting parents to attend Board meetings to encourage transparency;
- Posting Board meeting agendas and minutes on the school's website;

- Becoming involved in school outreach activities in which Board members have the opportunity to interact with parents;
- Playing an integral role in organizing parent information sessions on issues that match the particular Board member's expertise (e.g. a finance seminar);
- Working closely with Washington Global's PAG to actively engage in issues important to the parent/student community.

In order to foster a relationship with Washington Global's students to optimally support them in their educational endeavors, Board members will be expected to visit the school to observe classes and extracurricular activities. Furthermore, Board members will be invited to Washington Global's community activities, including IMYC Exit Point presentations, performing arts events, and school community events. Lastly, Board members will be encouraged to provide the school staff with meaningful support, based on their own personal and professional expertise. For example, a curriculum expert could provide the school with curriculum mapping support, and a budgeting expert could provide meaningful budget development support. Additionally, based on their expertise, Board members will have the opportunity to design and implement positive extracurricular activities and programs for students and families.

The Board will also hear and resolve complaints from parents that are not effectively resolved by school administrators, as discussed in Section A.4.b.

Board's Relationship to School Staff

The Board will also engage in transparency and interact with Washington Global's staff. This will be achieved by posting and disseminating Board agendas and relevant minutes on the school's website. The Board will also be expected to interact with staff while they visit the school and observe classrooms. Furthermore, members of the Board will be invited to relevant Washington Global staff meetings to encourage communication and familiarity between the staff and the Board.

Board's Relationship to the Heads of School

The relationship between the Heads of Washington Global and the Board of Trustees is significant because the Board is the primary governing body of the school and the Heads of the school, the Principal and the Director of Operations (co-leaders), run the school's daily activities in accordance with the mission and implement the policies set forth by the Board. The co-leaders of the school are accountable to the Board for the performance of the school. Additionally, the Board is responsible for hiring, evaluating the performance of, and terminating the employment of the co-leaders. The co-leaders are the only two employees of Washington Global whose compensation and employment terms are established and evaluated by the Board. A sample of specific complementary responsibilities of the Board and the Heads of School is provided below:

Vital Responsibility	Board	Heads of School
<i>School vision</i>	Develop and communicate the	Implement the mission of the school in all

	mission of the school.	aspects of daily activities.
<i>Finances</i>	Review and approve key financial documents, such as the strategic plan and budget.	Prepare key financial documents for Board review and approval and execute plans and budget on a daily basis (<i>Director of Operations</i>).
<i>Human Resources</i>	Hire, review the performance of, and dismiss the Heads of the school.	Hire, review the performance of, and dismiss all employees within the respective co-leader's management oversight.
<i>Academics</i>	Provide oversight of and evaluate the school's academic programs, ensuring that they align to the school's mission.	Provide daily management of the implementation of the academic programs (<i>Principal</i>).

b. Rules and Policies

Board of Trustees – Powers and Duties

The Board of Trustees holds the fiduciary responsibility to fulfill the requirements of Washington Global's charter. Key duties of the Board of Trustees include, but are not limited to:

- *Duty of Care:* Board Members will use their best judgment in all decisions, as exercised by attending board meetings, thorough knowledge of the school's programs and activities, and using independent judgment when making decisions;
- *Duty of Loyalty:* Board Members will give undivided allegiance to Washington Global when making decisions that affect the school, which includes disclosing conflicts of interest, disclosing any business opportunities in which the Board Member and the school might be interested parties, and not using organizational information for personal gain;
- *Duty of Obedience:* Board members will comply with all applicable federal, state, and local laws, adhere to the Board's bylaws, and remain faithful to Washington Global's mission and philosophy.

The Board of Trustees will also possess powers and perform duties critical to the academic and operational functions of the school, such as hiring, evaluating, and dismissing school leadership, approving and overseeing the school's budget, and providing oversight of and evaluating the school's academic programs. The full powers and responsibilities of the Board of Trustees have been outlined in the bylaws and are also articulated in the job descriptions of the Board members and its leadership team.

Following charter approval and the development and implementation of the transitional Board, a Board of Trustees manual will be drafted and approved by the transitional Board. This manual will

outline the specific rules and policies of the Board required by federal and/or District of Columbia law. Such documents will include information on legal, personnel, Board organization, operations, and performance matters. The manual will be submitted to the full Board for vote at the first annual meeting. The Founding Group has already met with EdOps and is aware of the services they offer with respect to the development of a financial policies manual and has met with Charter Board Partners regarding the development of the Board manual and additional Board support.

Board of Trustees – Conflicts of Interest and Ethical Standards

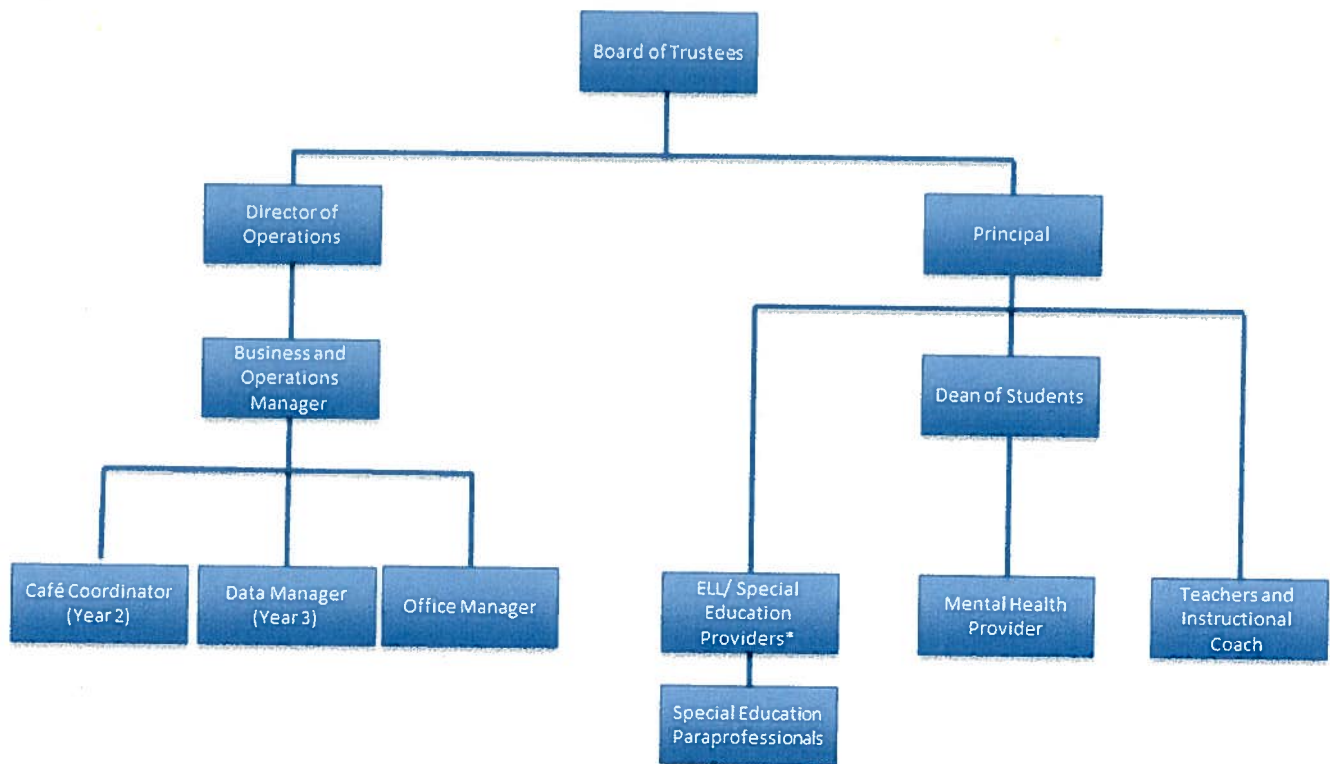
The Board of Trustees has the responsibility to preserve the best interests of Washington Global and ethically perform its duties set forth above, which are critical to the academic and operational functions of the school. As such, Washington Global has prepared a conflict of interest agreement that is consistent with local, state and federal laws to prevent Board Members' breach of Duty of Loyalty. Per the bylaws, each member of the Board will sign the agreement and disclose any conflicts annually. As part of this attestation, each Board member will affirm that he or she has received, reviewed, and understands the conflict of interest agreement and will confirm that he or she will comply with the policy.

The conflict of interest agreement is an important step for preventing dealings that could pose actual or perceived conflicts for the school. Conflicts include any instances in which a Board member's personal and/or professional interest impacts decisions affecting the critical functions of the school. Possible examples of conflicts of interest include a Board member using organizational information or opportunities for his or her own personal gain, such as a business owner who sells goods to the school without the school soliciting other bids, or a Board member who identifies non-compliance within the school, but does not take action due to his or her relationship with a particular staff member. A conflict of interest could also arise if a particular Board member is involved in a decision about his or her own performance. The Board will prevent any potential conflicts by requiring each Board member to disclose the existence of his or her financial interest and all material facts to the full Board annually. If a conflict of interest is found, the Board member will recuse him or herself from that particular decision or transaction and the specific conflict will be addressed in accordance with the conflict of interest agreement (see Section I).

In addition to a conflict of interest agreement, Washington Global has developed a Code of Ethics to establish ethical standards for the Board of Trustees, all school employees, and any school contractors or volunteers. The Code of Ethics is critical for ensuring that *all* entities serving the Washington Global's students and families are held to the same high ethical expectations. The Code of Ethics emphasizes the importance of always taking Washington Global's students' best interests into account when making decisions, creating and upholding a respectful environment, and always engaging with students, families and the community with integrity. For the full Code of Ethics, please refer to Section I.

Existing Relationships. There are currently no known existing relationships could pose actual or perceived ethical conflicts.

c. Administrative Structure



* The Director of Operations will be responsible for Special Education compliance

Washington Global will implement a dual-leadership model that divides leadership duties between the Director of Operations and the Principal. Washington Global will be adopting the dual-leadership model used by Uncommon Schools. Uncommon Schools is a network of 32 award-winning, high-performing charter schools throughout New York, New Jersey, and Massachusetts.⁴ In this model, the Principal and the Director of Operations will serve as the co-leaders of the school and assume distinct, bifurcated roles. The Principal will focus on instruction, school culture, and parental outreach, while the Director of Operations will manage business, operations, and development.

The Founding Group believes that this model supports Washington Global's mission of being a high-performing community school by allowing significant leadership energy to be spent on instruction, community outreach, and school culture. The effectiveness of this model has been supported by both research and practice. According to a study by Stanford University that was commissioned by the

⁴ Uncommon Schools received the 2013 Broad Prize for Public Charter Schools that recognizes outstanding overall student performance and a reduction of achievement gaps for low-income students.

Wallace Foundation, “schools that rely on leadership teams, rather than on single-leader models, are most likely to improve student learning” (Darling-Hammond, LaPointe, Meyerson, Orr, Cohen, 2007). Uncommon Schools attributes this model to increasing instructional quality and student achievement (Uncommon Schools, 2013). This model also supports the school community by enabling the administration to spend time interacting with parents and creating a positive school and community climate (EducationWorld, 2013).

The Director of Operations and the Principal will each be responsible for ensuring that Washington Global meets its organizational and academic goals. The co-leaders will assume and be evaluated on their specific roles outlined below and prepare and submit reports to the Board of Trustees in their respective areas at least once per month.

Director of Operations:

- **Compliance Oversight**
 - Ensure that the school meets the SEA and federal policy requirements under disability and civil rights laws (IDEA, ADA, Title I, Section 504) and report LEA data to OSSE
 - Assume responsibility for PCSB compliance and reporting
 - Provide compliance oversight to special education and ELL providers to ensure that services are being rendered according to the law
 - Manage and monitor Washington Global’s student information system
- **Business and Operations Leadership**
 - Responsible for hiring, evaluating, managing, and dismissing the staff that support business and operations at Washington Global
 - Oversee the Business and Operations Manager to develop, implement, and monitor the business and operations plan and ensure that it is effectively carried out and oversee procurement activities
- **Development, Marketing, and Student Recruitment**
 - Oversee the grants management process, create and execute a branding and marketing strategy, supervise fundraising activities, and seek out potential community and business partnerships
 - Spearhead school student recruitment activities
- **Financial Oversight**
 - Oversee the preparation and implementation of all financial, audit, and compliance reports
 - Lead the development of the school’s annual budget and track the budget throughout the year
 - Prepare and present financial and audit reports to the Board of Trustees
- **Family and Community Outreach**
 - Lead family outreach efforts in year 1 and collaborate with the school culture/parental outreach specialist in years 2-5 to oversee outreach efforts
 - Lead the organization of Washington Global’s community events and community outreach

Principal:

- **Curriculum and Instructional Leadership**
 - Responsible for hiring, evaluating, managing, and dismissing the staff that support academics and students at Washington Global

- Establish the vision and philosophy guiding Washington Global's curriculum and instructional practice
 - Manage the Instructional Coach in overseeing and implementing a framework across grade levels that supports the Common Core Standards and the IMYC
- Student Support
 - Collaborate with the Dean of Students to develop and implement a school-wide positive behavior (SWPBIS) and support plan to ensure that Washington Global has a welcoming and nurturing school culture
 - Outreach to parents and families regarding student academic performance
- Assessment Oversight
 - Manage statewide common core high-stakes assessments according to ESEA/OSSE and monitor student performance (including sub-groups) under the law
 - Determine rigorous benchmark academic assessments to guide curriculum and instruction, oversee the monitoring of student data, and identify strategies to improve assessment results
 - Report student achievement data regularly to the Board of Trustees
- Professional Development and Coaching
 - Collaborate with the Instructional Coach to develop a system of professional development and coaching for the education staff

Dean of Students:

- School-wide Positive behavioral interventions and supports (SWPBIS) and School Culture
 - Collaborate with the Principal to develop a SWPBIS system, manage the system, and support teachers in its implementation
 - Collaborate with the mental health provider and School Culture Specialist (year 2) to cultivate a positive school climate
- Outreach
 - Foster effective relationships with families and community entities
 - Communicate regularly with the parent advisory group (PAG)
 - Manage student service-learning opportunities
- School Guidance
 - Collaborate in the development and implementation of Washington Global's staff and student guidance
- Mental Health Providers Oversight
 - Collaborate with mental health providers to design professional development opportunities for staff

Business and Operations Manager:

- Financial Management
 - With oversight from the Director of Operations, assist with developing Washington Global's budget and financial policies
 - Monitor and ensure that Washington Global adheres to the outlined budget and financial policies
 - Prepare financial and compliance reports and provide ongoing summaries to the Director of Operations and the Board of Trustees
- Facilities

- Oversee all facility systems including building acquisition, lease, and maintenance efforts
- Support Washington Global's long-term development strategy
- Manage meal operations in year 1 and supervise Café Coordinator starting in year 2
- Procurement
 - Responsible for Washington Global adhering to the procurement requirements delineated by the Public Charter School Board
 - Acquire necessary goods and services as prescribed in Washington Global's budget
- Data and Technology
 - Provide assistance, when needed, with inputting data into the school's student information system and monitoring the student information system
 - Provide assistance with gathering resources for the Learning Globe website

Instructional Coach:

Under the direction of the Principal, the Instructional Coach is responsible for:

- Curriculum Oversight
 - Facilitate teachers' understanding and implementation of the Common Core Standards and the IMYC (the Instructional Coach will receive IMYC training to become the lead for Washington Global)
 - Promote the use of research-based practices by equipping staff with the requisite knowledge and skills
 - Manage the implementation of rigorous, common core-aligned academic goals for students with special needs and ELL students
- Data Driven Assessment
 - Support the capacity of staff to collect and analyze multiple sources of data to improve student learning
 - Monitor student progress to assess the effectiveness of instruction
 - Work with teachers to develop personalized learning plans for all students based on their instructional needs
- Professional Development
 - Collaborate with the Principal to increase the capacity of teachers through targeted professional development opportunities on such topics as RTI and common core standards
 - Provide detailed coaching plans with focused goals and measures of success
 - Analyze teacher performance through regular classroom observations, data analysis, and assessment of student work. Supplies direct feedback and reports performance to Principal
 - Track teacher progress to review the effectiveness of coaching

3. Finance

a. Anticipated Sources of Funds

Anticipated Per Pupil Allocation

Washington Global's Founding Group, specifically Elizabeth Torres, Candice Cloos, and Teresa Curristine, oversaw all matters pertaining to the school's financial and business planning. As part of their work, the group enlisted the services of EdOps to develop accurate financial models and lend financial guidance. Please see Section E for a more detailed budget description.

	Planning Year	Year 1	Year 2
Student Enrollment			
6th Grade		60	60
7th Grade		40	60
8th Grade		0	40
Total Number of Students		100	160
% of students receiving special education services		14.8%	14.8%
% of students who are English Language Learners (ELLs)		7%	7%
Per Pupil Allocations			
UPSFF		\$1,279,846	\$2,266,477
Facilities Allowance		\$294,000	\$470,400
Per Pupil Revenue			
Total Per Pupil Allocation		\$986,919	\$1,626,442
Total Facilities Allowance		\$294,000	\$470,400
Total Special Education Funding		\$262,129	\$427,296
Total ELL Funding		\$30,798	\$49,849
Total Summer School funding		\$0	\$162,889
Total Per Pupil Charter Payments		\$1,573,846	\$2,736,877
Other Public Revenue			
Federal Entitlements	\$210,000	\$358,530	\$421,990
National School Lunch Program		\$49,933	\$89,639
Healthy Schools Act Program		\$2,791	\$5,149
E-Rate Program		\$0	\$5,006
Total Other Public Revenue	\$210,000	\$411,255	\$521,785
Private Revenue			
Grants and Donations	\$10,000	\$12,000	\$12,000
Activity Fees		\$3,129	\$6,130
Interest Income		\$3,888	\$6,457
Total Private Revenue	\$10,000	\$19,017	\$24,587

Total Income	\$220,000	\$2,004,117	\$3,283,248

Additional Expected Resources

Once chartered, Washington Global will apply for Title V-b grant funds. This grant will provide the school with funding for three years (planning, year 1, and year 2). The school's budget projects assume \$210,000 of funding during the planning year, and \$260,000 in year 1 and 2. Washington Global will also submit an application for the Walton Family Foundation Public Charter Startup Grant Program. This is a competitive grant competition that awards startup charter schools \$250,000 of one-time funding. Because of the competitive nature of the Walton Grant, Washington Global has not included those funds in the budgets presented with this application.

Delayed Funding Contingency Plan

Washington Global developed a budget focused on conservative budgeting principles with contingency funding already included. However, the Founding Group realizes that unforeseen circumstances might arise that will require a reduction of its planned budget. It has developed a strategic contingency plan that will be enacted in the event that enrollment targets are not met, federal or SEA funds are not provided at the amount or time expected by the Washington Global team, or other financial shocks occur. The goal of the contingency plan is to reduce the budget, if needed, while not impacting student learning and engagement. Therefore, the following measures may be taken if needed:

- Delaying the hiring of an art teacher until the funds become available, or beginning art in year 2 if funds do not become available during the first year, thereby saving \$29,000;
- Reducing salaries of all (non-contracted) staff by \$1,000 and executive salaries by \$3,000, and omitting teacher/ staff bonuses, thereby saving at least \$24,000;
- Reducing furniture and other non-technology equipment expenses by \$9,000. Items that least impact the student environment, including administrative staff office furniture would be the first items targeted for reduction;
- Reducing technology expenses by \$7,000. The technology that least impacts student learning, including copy machines/scanners, printers, and non-teaching staff computers would be the first items targeted for reduction;

Financial Goals and Objectives

The top financial priority for Washington Global was to invest to create a high quality academic program. It allocated resources towards that goal by hiring additional school staff that directly support student learning and the school culture. As the student body expands, the school will hire additional instructional staff, including an additional instructional coach, general education and special education teachers, and paraprofessionals. It will also bolster wrap-around services and hire a social worker and a School Culture/ Parent Outreach to help implement its positive behavior intervention and support program effectively to meet the needs of its growing student body in year 2. Washington Global also budgeted for additional technology and equipment, and classroom furnishings to enhance student learning.

While making these investments, it is also being mindful of building a sustainable organization. It does this by using conservative budgeting assumptions and generating cash surpluses each year. These surpluses provide a buffer against financial shocks and also can ultimately serve as a portion of the school's equity contribution for an ultimate facilities acquisition.

b. Planned Fundraising Efforts

Fundraising Activities

The Founding Group has developed a fundraising plan to generate additional capital. As discussed in Washington Global's budget projections, the school estimates that it will raise \$12,000 in year 1, \$12,000 in year 2, and \$12,000 in year 3. These funds will be applied toward priority areas, including: hiring additional academic and socio-emotional wrap-around staff/contractors, purchasing intervention-based academic software systems, and establishing a fund for future facilities expansion efforts.

The Founding Group is aware that a majority of the school's fundraising efforts will occur after the charter is granted. However, it has begun to contact and research a significant number of family foundations, corporate foundations, and other grant opportunities to begin to facilitate its fundraising efforts. As part of its research, the Founding Group began to compile a list of corporations that award a significant amount of funds to educational, community-based, and technology initiatives yearly. The following is a list of corporations and their funds that the Founding Group has or is planning to contact to explore funding options:

- Ford Foundation
- Wells Fargo
- The Merck Foundation
- LEGO Foundation
- AllState Foundation
- General Motors Community and Education Grants
- Intel Foundation
- IBM Grant Initiatives
- Marriott
- Verizon Foundation
- GE Foundation
- American Honda Foundation
- Toyota USA Foundation
- Citi Foundation
- Lowes Charitable and Education Foundation

The following is a list of grant and foundation funding opportunities, many of which are local to the DC-area, that Washington Global is currently exploring and beginning communication with:

- Walton Family Foundation- Charter School Startup Grant

- Office of the State Superintendent Education (OSSE) Scholarships for Opportunity and Results (SOAR) Act Grant
- Louis Calder Foundation Grant-Education Grants- *Letter of Inquiry Submitted*
- Michael & Susan Dell Foundation
- Morris and Gwendolyn Cafritz Foundation
- Charter School Growth Fund
- Milagro Foundation, *Letter of Inquiry Submitted*
- Fernandez Foundation
- The Gates Foundation
- Jones Foundation
- Meyer Foundation
- Hill-Snowden Foundation
- Bernstein Family Foundation
- Lois and Richard England Family Foundation
- Hattie M. Strong Foundation
- Mead Family Foundation
- Harman Family Foundation
- Computers for Learning
- Enhancing Education Through Technology

Washington Global is also aware of the importance of individual contributions. Therefore, upon approval of the charter, the school will make a concerted effort to encourage individual monetary giving from outside individuals to support its functions. The Board of Trustees and the Director of Operations will serve as the primary lead of fundraising and development efforts.

Funding the Planning Year

To finance operations during its pre-opening year, Washington Global will apply for federal and foundation grants that are intended to support start-up charter schools. Immediately following the approval of its charter, Washington Global will develop and submit an application for Title V-b funds. These funds are distributed to the school entity by reimbursing costs incurred. To enable the initial funds to be spent and ultimately reimbursed, the school will seek a line of credit of at least \$25,000 from a non-profit lender such as Building Hope or a traditional bank. Also, as discussed above, Washington Global plans to apply for \$250,000 of funding through a grant from the Walton Family Foundation. Because of the competitive nature of this grant, it has not been included in the planning year or 5-year budget models. Finally, the school has identified funding sources available through some of the corporations and family foundations discussed in Section B.3b. that could potentially provide support during its planning and first years of operations.

c. Financial Management and Accounting

Financial Management and Accounting Procedures

The school will adhere to the principles and best practices set forth by the generally accepted accounting practices (GAAP), as defined by the American Institute of Certified Public Accountants. Exact financial policies and procedures will be codified in a financial policies manual, which will be

adopted by the Board within three months of receiving its charter. Development of the financial policies manual will be the responsibility of the Finance Committee. The school intends to retain the services of EdOps or a similar firm specializing in charter school finance to advise in the development of the policies manual. At the staff level, the Director of Operations and the Business and Operations Manager, supported by the financial outsourcing firm, will be responsible for implementing the school's financial and business procedures and systems. Ongoing oversight of implementation will be provided by the Board's Finance Committee.

Cash Flow Management Plan

Washington Global will work with EdOps to manage its cash flow, and build up reserves through conservative spending practices, grant awards, and fundraising. As part of its monthly close discipline, each month, EdOps will produce a cash flow forecast predicting cash balances by month through the end of the fiscal year. This forecast will be distributed along with the traditional income statement and balance sheet and will help Washington Global identify any potential cash flow challenges before they occur. This report will be reviewed by the Director of Operations and the Board of Trustees' Finance Committee, with assistance from the Business and Operations Manager.

The goal of the monitoring activities above is to identify cash flow problems well before they materialize so the school will have time to react. In the event that cash flow problems do materialize, the school will use traditional techniques such as cutting or delaying spending and stretching payables. It will also attempt to establish a line of credit with a local bank or nonprofit lender as an additional buffer against cash flow shocks.

Financial Separation from Parent Organization

N/A

d. Civil Liability and Insurance

Insurance Coverage

The Founding Group has reviewed the requirements for Civil Liability and Insurance under the DC PCSB's Fiscal Policy handbook. It intends to select a policy that provides at least the minimum requirements provided by the handbook. The Founding Group contacted John Broullire, Assistant Vice President of M&T Instance Agency and has begun a discussion on selecting insurance coverage that meets or exceeds the handbook's minimum levels of coverage. According to the handbook, the levels are:

- General liability (at least \$1,000,000 per occurrence, \$2,000,000 aggregate)
- Umbrella coverage (at least \$3,000,000; \$5,000,000 if providing transportation)
- Business & personal property (100% of replacement cost)
- Auto/bus liability (at least \$1,000,000)
- Boiler and machinery insurance, if applicable (at least \$1,000,000)
- Computer equipment

- Workers' compensation (as required by law)
- Personal injury liability
- Directors and Officers liability (at least \$1,000,000)
- Educators legal liability (at least \$1,000,000)
- Fidelity Bond

Additionally, in accordance with the DC PCSB's Fiscal Policy handbook, Washington Global will require proof of adequate insurance coverage from all prospective contractors and retain all insurance certificates on file at the school for appropriate monitoring by the DC PCSB.

e. Provision for Audit

Annual Financial Audit

The Founding Group is committed to vigilant compliance and transparent oversight of its financial records. Therefore, it will seek the services of an external audit firm listed on the PCSB's list of approved auditors. The auditors must participate in an RFP process at least once every three years. The Finance Committee of the Board, with support from Director of Operations, will be responsible for interviewing potential auditors and making a recommendation to the full Board for selection. The final decision regarding auditor selection will be made at the Board level. The Board and school leadership will engage in a transparent, efficient audit process, and provide the auditor with all requested financial and supporting documents. When the audit is completed, the school will file a copy of the audit with the DC PCSB according to required reporting guidelines that are outlined in DC PCSB's *Financial Policy Handbook*. The Founding Group has begun to plan for the audit by allocating funds in first-year budget to contract the services of an outside CPA to conduct the audit.

4. Facilities

a. Identification of a Site

Washington Global PCS Site Identification and Acquisition Process

Since identifying and securing a facility is frequently challenging and time consuming for new charter schools, Washington Global's Founding Group began the search for a school site early in the application process. Real estate expert and Founding Group member Alexandra Fielding Wilson and co-founders Elizabeth Torres and Candice Cloos led the real estate planning and search process.

The Founding Group drew upon their experience in real estate and/or working in a variety of urban schools to develop a list of important characteristics to guide its search. These space characteristics include:

- Accessibility to a metro station, or a bus stop, so that it is accessible to a variety of students throughout DC;
- Located in or accessible to a neighborhood that the Founding Group identified as in need of a high performing public charter middle school;

- Contains, or is able to be easily and cost-effectively outfitted to include, enough classrooms for the school's early years of operation, administrative offices, student commons centers, and an indoor physical activity space;
- Falls within the school's per pupil facilities allowance budget;
- Accessible to individuals with disabilities, per the Americans with Disabilities Act (ADA);
- Requires minimal renovations and repairs;
- Provides ample green space and community space for physical education classes and community-building activities, or near such a space, including DC Recreation Centers;
- Easily accessed by its community partners.

During its site location search, the Founding Group investigated commercial space and incubator space leasing options. After analyzing the various options, the Founding Group determined that locating the school in an incubator space is the most cost-effective option for at least its first three years. Its activities pertaining to each option are outlined below.

Incubator Spaces. Founding Group members Alexandra Fielding Wilson, Elizabeth Torres, and Candice Cloos, along with real estate specialist and charter school supporter David Gregg Zeiler met with Tom Porter, Building Hope's Director of Real Estate Operations to discuss incubator space leasing options. Building Hope's Incubator Initiative is a highly advantageous temporary facilities arrangement for newly founded charter schools. The program allows charter schools to locate in temporary spaces, many of which are former charter and DCPS schools, which are conducive to housing students. The incubator space model is financially advantageous to Washington Global because it includes all maintenance and utility costs (except for phone and internet) and renovation costs, and its cost is based on the number of students enrolled instead of the market value of the property's square footage. Additionally, Building Hope only charges schools 80% of its per pupil facilities funds, therefore allowing schools to retain 20% of its facilities funds to apply towards other critical school expenses, such as technology and academic materials. This arrangement will allow the school to save \$54,000 in its first year alone.

Commercial Lease. Real estate specialist and Founding Group member Alexandra Fielding Wilson provided the Founding Group with a variety of commercial leasing options that ranged from \$25 to \$45 per square foot. While this cost is greater than that of locating the school in an incubator space, the options at the lower end of the price range are fiscally feasible for the school. Members of the Founding Group also spoke to Jerry Levine of TenSquare, LLC to discuss commercial property leasing options for charter schools. Mr. Levine indicated that he would work with Washington Global, if needed, to locate a suitable commercial space.

Therefore, based on its analysis, the Founding Group has identified the incubator space option as its top choice for its initial facilities arrangement. If an incubator space is unavailable, Washington Global will work with Ten Square, LLC. or a similar organization to find a viable commercial option.

Site Location Timetable

Washington Global intends to retain Building Hope's services to locate and identify an incubator space to begin leasing for the 2015 – 2016 school year and to ensure that the facility is ready for when students begin school in August 2015. During this process, it will adhere to the following time table:

December 2013– February 2014	Founding members meet with Building Hope, Ten Square, LLC., and Charter Schools Development Corporation
March 2014– May 2014	Work with Building Hope to research site options and conduct site visits
June 2014 – January 2015	Select a site for Washington Global
February 2015	Negotiate and formalize lease
March 2015 – June 2015	Determine design and renovation plans, if applicable, and begin to conduct renovations
June 2015	Complete renovations (if applicable)
July 2015	Site is ready for occupancy
January 2020	Secure facility for Washington Global to purchase as a permanent site

Washington Global PCS Location and Facilities

N/A

Converting an Existing DCPS Building

N/A

b. Financing Plans for Facilities

Plans to Finance Facility

Washington Global plans to lease a facility for the first five years through Building Hope's incubator space model to conserve financial resources. Although the incubator space includes renovation costs as part of their rent fee, we have budgeted \$10,000 for this activity during its first year as a contingency. Therefore, according to its current budget projection using the incubator space model, Washington Global does not foresee encountering any budgetary difficulties. Once the Founding Group has identified an incubator facility, it will work with Building Hope and OSSE on financing and credit enhancement.

In the unlikely event that an incubator space is not available, the Founding Group will opt for the commercial real estate option and retain the services of a professional with charter school facilities experience, such as Ten Square LLC., to guide it through the facilities location process. If needed, the Founding Group will engage in the activities discussed in its contingency plan to bolster the school's

budget. It has budgeted conservatively, planning a 6% cash reserve in its first year and a 7% cash reserve in its second year. The Founding Group is also aware that it can use financial instruments, including traditional bank loans, tax exempt bond issuances, new market tax, credits, low-interest subordinate debt, and credit enhancement, to finance its facilities expenditures.

Prior to the beginning of the Year 6 school year (2020-2021), the school plans to purchase and relocate to a permanent facility. In the event that Washington Global decides not to purchase the incubator space, Washington Global will work with a nonprofit organization such as Building Hope or Charter Schools Development Corporation. The co-founders spoke to Michelle Liberati, the Charter Schools Development Corporation's Executive Vice President and Program Director of the Building Block Fund to gain information on expansion and re-location services for growing charter schools. The co-founders have also spoken to Alina Tsanova from OSSE about available financing and credit enhancement tools. Although the school plans to purchase a facility before Year 6, it intends to remain in the same community, or in close proximity to the location of the original site to continue optimally serving its students and families. This is particularly important in light of Washington Global's community school initiatives. To ensure that it has secured the financial resources necessary to purchase a site by Year 6, Washington Global will work to generate ample capital in its first few years.

Building Maintenance

Washington Global prioritizes establishing and maintaining a secure, clean, and well-maintained environment for its students and families. Through service-learning projects throughout the community, students will learn the value of caring for their surroundings and maintaining a safe environment. For day-to-day cleaning and maintenance needs, the lease agreement with the Incubator Initiative will provide custodial services for the school throughout the year. The Board of Trustees will create a plan of regular inspections to ensure the facility is up to code and meets regulations. The Business and Operations Manager will be responsible for implementing this plan and for overseeing all building maintenance.

5. Recruiting and Marketing

a. Recruitment of Students

Washington Global has developed a robust recruitment plan that intends to reach students from across DC, and especially in areas deemed by the IFF report as needing high-performing middle schools. The Founding Group understands that families and students have different levels of access to technology and social media and will therefore make a concerted effort to reach out at the community level to a variety of members of the community, including parents and elementary school administrators. Planned recruitment activities include:

Month	Activity
June 2014	<ul style="list-style-type: none"> • Develop a branding strategy that includes a school logo, colors, and fonts • Begin website design
July 2014	<ul style="list-style-type: none"> • Begin developing Washington Global information packets,

	<ul style="list-style-type: none"> including a Parent Interest form Continue forming partnerships with local community organizations Begin blog for Washington Global
August 2014	<ul style="list-style-type: none"> Solicit feedback from Board on information packets Solicit feedback from Board on branding strategy Solicit feedback from Board on website design
September 2014	<ul style="list-style-type: none"> Begin branding all marketing items Begin advertising and recruiting students, including placing ads in newspapers, on local radio stations, message boards, and education expos Make website public
October 2014	<ul style="list-style-type: none"> Begin soliciting input from the community* Begin distributing Parent Interest Forms in the community* Begin forming partnerships from local elementary schools* Launch advertising through social media outlets such as Twitter, LinkedIn, Instagram, and Facebook
November 2014	<ul style="list-style-type: none"> Continue executing marketing plan
December 2014	<ul style="list-style-type: none"> Solicit Board feedback on community partnerships
January 2015	<ul style="list-style-type: none"> Finalize community partnerships
February 2015	<ul style="list-style-type: none"> Continue executing marketing plan
March 2015	<ul style="list-style-type: none"> Goal: 70% of Washington Global's available spaces for students will be filled in Round 1 of the DC Charter School Lottery
April 2015	<ul style="list-style-type: none"> Continue executing marketing plan
May 2015	<ul style="list-style-type: none"> Goal: 100% of Washington Global's available spaces for students will be filled in Round 2 of the DC Charter School Lottery

**Date could change depending on when we secure a facility*

***Please see Section A. 4.a for a complete timeline of activities during the planning year*

- **Marketing.** The Founding Group will develop a branding strategy that will be led by the Board of Trustees and the Director of Operations that includes a school logo, colors, and fonts. Washington Global's unique brand will be streamlined in all aspects of communication and embodied by the students themselves. Washington Global will develop a listserv of interested parties and will maintain ongoing communication with regular updates about the school and its presence in the community. Announcements will also be sent out through various community listservs of partnership organizations to reach a wider audience. To access those members of the target community who do not use methods of online communication, flyers with school information will be distributed at central community locations and "door to door" to reach those in apartments and housing projects.
- **Media.** Washington Global will have a strong presence in the media as part of its communication and marketing strategy. Information about the school's mission will be placed in several newspapers and other publications that are distributed within the target and surrounding communities. The school will also advertise through local radio stations, message boards, and education expos. Washington Global also intends to advertise and solicit support

through social media outlets such as Twitter, LinkedIn, Instagram, and Facebook. Washington Global plans on creating and sustaining a blog devoted to promoting its presence and cultivating a community voice, and will regularly contribute to other community blogs to increase its recognition. Additionally, the school will launch a website for neighborhood residents and prospective school families to follow Washington Global's progress and to provide current students and families with pertinent information. Both the website and blog will offer two-way communication to facilitate engagement with stakeholders.

- **Local Elementary Schools:** As a fundamental recruitment effort, Washington Global plans to reach out to administrators and teachers of elementary schools throughout the city and near the school's location once a site is identified to provide information about the school's mission and program offerings. During its outreach efforts, if sanctioned by an elementary school near its intended location, Washington Global plans to hold an information session for parents. Specifically, Washington Global will reach out to K-5 schools to recruit for its sixth grade program, and K-6 programs to recruit for its seventh grade program.
- **At-Risk Youth Populations:** Washington Global also plans to reach out to students who are more at-risk than the general population, including students in foster care and students whose families are homeless, to ensure that these students have equal access to a high-performing middle school program. This is crucial because students in these living situations make up a significant portion of the city's youth population. Between 2007 and 2011, a total of 3,230 minors in the District of Columbia entered foster care (Kids Count, 2013). Additionally, in 2013, 1,868 DC children were considered literally homeless (Kids Count, 2013). Specifically, Washington Global will partner with community organizations serving students in foster care and who are homeless to provide specific outreach programs to these potential students.

Once a site is located, Washington Global will engage in the following additional recruitment activities to recruit students:

- **Input from the Community:** Members of the Founding Group will create, distribute, and analyze the findings of a Community Survey Form to ascertain the needs and interests of local supporters. Based on the findings, the Founding Group will conduct focus groups in the target community to have a deeper understanding of the local needs. The Founding Group will also create a Parent Interest Form that will be circulated door-to-door and throughout local establishments. The purpose of the form is twofold: to share information about Washington Global and to solicit feedback from the parents of potential students to help the development of community programs and sessions.
- **Community Involvement:** As a community school, one of Washington Global's top priorities is serving the local community. The school will engage a range of organizations within the area in which the school will be located to ensure that community leaders are aware of the school and its mission, and how it will benefit the community. Specifically, Washington Global will reach out to churches and other places of religious worship, recreation and youth centers, potential community partners, such as health facilities, nonprofit organizations, and local businesses and convey its mission and its plan to serve the community through its community school model, which will offer frequent workshops for parents, families and other interested community members on topics such as financial planning, nutrition, and post-school options for students. These locations will also serve as potential sites where students will conduct their service-learning projects.

Enrollment

Washington Global will open in August 2015 with 100 students, serving 60 sixth grade students, and 40 seventh grade students. It will expand in year 2 by adding an additional group of 60 sixth grade students. In years 3-5, the school will increase its enrollment by adding 80 sixth grade students each year. The school will reach its maximum enrollment of 240 students, with 80 sixth grade students, 80 seventh grade students, and 80 eighth grade students in year 5.

Five-Year Enrollment Targets by Grade-Level

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
Sixth	60	60	80	80	80
Seventh	40	60	60	80	80
Eighth		40	60	60	80
Total number of students	100	160	200	220	240
# of students receiving Special Education services*	15	23	30	33	35
# of students who are English Language Learners (ELL)**	7	11	14	15	17

**Based on SY 2012-2013 OSSE school enrollment data, Washington Global estimates that 14.8% of DC students receive special education services⁵*

***Based on SY 2012-2013 OSSE school enrollment data, Washington Global estimates that 7% of all students will qualify as English Language Learners (ELLs)*

Recruitment Strategy to Ensure Adequate Enrollment

At this time, Washington Global plans to locate in a neighborhood in need of high-performing middle schools and has not identified a permanent facility. If in the event the school is located in an area that is densely populated with schools, Washington Global will amplify the recruitment procedures described above. It intends to highlight the academic rigor and international scope of the program so that parents may make an informed decision. Furthermore, Washington Global will form close partnerships with community organizations to assist in the marketing of the school and recruitment of students.

Contingency Plan

Washington Global will work diligently to recruit and retain students to guarantee the enrollment targets are met at the start of each school year. However if ample students are not enrolled, Washington Global will implement its financial contingency plan discussed in Section B.3.a to ensure

⁵ <http://osse.dc.gov/release/sy12-13-enrollment-audit-complete-public-school-enrollment-goes-fourth-consecutive-year>

the school will carry out the educational program and services. Washington Global may utilize one or more of the components of the contingency plan including reducing the full-time status of select teaching staff, reducing the salaries of full-time staff, and reducing the amount of allocated funds for technology and office equipment. Additional details about the contingency plan can be found in Section 3.a of the Business Plan, Anticipated Sources of Funding. Washington Global will have a rolling enrollment process throughout the school year for any vacant seats.

Target Population and Open Enrollment Process

Washington Global will be open to all students in Washington, DC and will participate in the My School DC common application and common lottery system. The school will admit students of any race, color, national or ethnic origin, religion, or sexual orientation. Washington Global is committed to ensuring that all students have the same level of access to the school's academic programming and extracurricular activities and therefore will not discriminate on the basis of race, color, national or ethnic origin, religion, or sexual orientation in any way.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

Enrollment Calendar

Washington Global will participate in the My School DC common application and common lottery to make it easier for families to enroll students. Therefore, Washington Global will only accept the My School DC application and will follow the My School DC key dates.

Timeline	Objective
June 2014	Begin developing marketing plan for Washington Global
July 2014	Develop school information packet (e.g. curriculum overview documents, community program information, student registration forms)
August 2014	Begin community outreach and student recruitment
December 2014*	My School DC application is available
March 2015*	Deadline for middle school applications Lottery results are available online and through email for those who provided email addresses
May 2015*	Deadline to accept a space if the student was matched with a school in the lottery Second round of the lottery for students who missed the original deadline or were not matched with a school in the first round of the lottery
June 2015 – July 2015	Family orientation sessions (parents/families will be required to attend a minimum of one session); school information packets will be distributed
August 2015	School begins

** Based on the My School DC key dates for 2013-2014; date is subject to change.*

Describe the lottery process for enrolling students if more students apply than available spaces in the school.

Lottery System

Washington Global will participate in the My School DC lottery system and will not have a separate lottery.

Sibling/Preference Enrollment

After Year 1, Washington Global will give sibling preference to the following:

1. Applicants who have a sibling currently attending the school

2. Applicants who have a sibling accepted during the lottery process
Sibling enrollment preference will apply to those students who have one or more siblings enrolled in the school at the time of application.

b. Policies and Procedures for Enrollment and Withdrawal of Students

Enrollment and Withdrawal Procedure for Residents

All D.C. residents of the appropriate age and grade level will be eligible for admission to Washington Global. During the admissions process, student aptitude, achievement, ethnicity, socio-economic status, nationality, race, gender, disability, language proficiency, and sexual orientation will not be taken into consideration, or used as a factor to determine admission into the program. Washington Global's participation in the city-wide charter school lottery system will help to ensure that this goal is achieved. Washington Global strives to become an inclusive environment open to all middle school students.

Washington Global will use the city-wide My School DC charter school lottery system. Students will fill out the common application with basic information, including name, age, grade level, and address, to enter the lottery system. Through two rounds of the lottery, students will be admitted to the school according to the open number of seats per year (see Section B.5.a.) and an additional number of students who were not admitted will be placed on a waitlist. Students who have been admitted will then fill out a more comprehensive enrollment packet that includes more detailed information about the student, including:

1. Residency Verification, including documentation that complies with OSSE's residency verification requirements (i.e. approved proof of residency documents);
2. Current immunizations and health information
3. Special education status (if applicable);
4. 504 service agreement (if applicable);
5. Home language survey;
6. Free and reduced lunch form (optional);
7. Parent/guardian contact information;
8. Signed records release form from previous school.

Following the submission of the students' enrollment forms, the students and their parents will meet with the Principal and Director of Operations to review the student and parent handbooks to ensure that students and parents are aware of and understand the school culture, curriculum, and structure of the school. This will also present an opportunity for the school leaders to connect with parents and students prior to the start of the school year.

Throughout the school year, parents may withdraw their students at any time. Withdrawal will take place by parents providing written notice to the Principal.

Enrollment and Withdrawal Procedure for Non-Residents

If there are available seats following the enrollment of all District residents who wish to attend Washington Global, these seats may be made available to non-residents. Students who are non-residents must pay the tuition established by OSSE to attend the school.

Enrollment: Other Entry Points

Washington Global is committed to ensuring that students who are DC residents can enroll in the school if seats are available. This is particularly important in light of the need for high-performing middle schools in the District. Therefore, if seats become available during the middle of the school year, eligible students, meaning students who meet the age and grade requirements of the school, will have the opportunity to enroll. Any open space will be offered first to students on the waitlist. After all students on the waitlist are provided with the opportunity to enroll, other students will be able to enroll on a first-come, first-served basis according to the residency verification requirements set forth above.

All open seats in all Washington Global's grades will be filled through the My School DC lottery. At this time, the Founding Group has decided not to limit enrollment to certain grades. We may review this decision once the school is at full capacity and we have several years of data to evaluate the benefits to students of entering at grades other than 6th.

c. Students with Disabilities

Identification

Washington Global is committing significant resources to ensure that all students with disabilities are located, evaluated and appropriately identified as mandated by the Individuals with Disabilities Education Act (IDEA, 2004). Washington Global will follow all federal and OSSE protocols related to evaluating and identifying students with disabilities. As discussed in Section A.3.d., Washington Global will employ a variety of Child Find initiatives and implement a comprehensive, research-based Response to Intervention (RTI) system. The Child Find activities will include parental outreach by providing Child Find information in school newsletters and websites (see Section B 5.a.) and providing professional development opportunities to teachers so that they are trained to identify students with disabilities and refer these students for RTI or evaluation. Additionally, Washington Global will use a comprehensive, three-tiered RTI system (see Section A.3.b.) managed by the Student Support Team and the Instructional Coach that aligns with the U.S. Department of Education's RTI best practices and includes universal screening, small-group intervention, and individualized supports (RTI, 2013). This system is essential for preventing and remediating academic difficulties *and* for identifying students with learning disabilities (LD) (Fuchs & Fuchs, 2006).

If a student is referred for special education evaluation because of a suspected disability, the multi-disciplinary team (MDT) will study *multiple* forms of data to ensure that a full, accurate picture of the whole child is analyzed. This is imperative to ensure that a nondiscriminatory evaluation is carried out. Per federal and state law, the MDT will consist of school professionals with knowledge of the student and at least one professional with knowledge of the suspected disability (Yell, 2012). The multiple forms of data will include:

- Valid and reliable norm-referenced evaluation tools administered in the student's native language by a trained professional. The evaluation tools will be specific to the student's suspected disability. For example, if the student is suspected of having Asperger's Syndrome,

the GADs assessment will be administered. Assessments will be conducted within 30-days of referral, which establishes a shorter timeframe than what is federally required;

- Classroom-based formative and summative assessments and work samples (IMYC, Common Core, etc);
- Classroom observations;
- A comprehensive social history and parent/teacher interviews;
- A review of the student's school records.

Once the MDT completes its comprehensive evaluation of the student's data, it will determine whether a student meets one of the thirteen disability categories established by IDEA (2004) using OSSE and federal guidance. If the student is eligible for special education services, an Individualized Education Program (IEP) will be developed to provide the student with academic and other required related services (Yell, 2012). If the student is not eligible for an IEP per the guidance set forth by the IDEA (2004), the MDT will determine whether a student is eligible for services under Section 504 of the Rehabilitation Act.

Providing Services

All Washington Global students with disabilities who qualify for services under the Individuals with Disabilities Education Act (IDEA, 2004) will receive a free appropriate public education (FAPE) as set forth in the law.⁶ This will consist of individualized academic services and related services that address each eligible student's unique needs (Yell, 2012). All students with disabilities will have a valid and appropriate IEP in place, an annual meeting to review each student's IEP, and a re-evaluation at least once every three years (Yell, 2012). The IEP will include the student's academic and related services, goals, the student's services hours, placement, and supports and accommodations (Yell, 2012).

To comply with FAPE, Washington Global will also ensure that all students with disabilities have access to a continuum of services in the Least Restrictive Environment (LRE) (Yell, 2012). This robust continuum of services will consist of opportunities for students with disabilities to receive appropriate supports to meet their individual needs. Washington Global's continuum of services, from the most restrictive setting to the least restrictive setting, will include:

- students who are educated and/or receive related services in a resource room/separate classroom according to their need;
- students who are educated and/or receive related services in a combination of a resource room/separate classroom and an inclusion classroom, with a special education teacher in a general education classroom; and
- students who are educated and/or receive related services in a general education classroom with an inclusion teacher (an inclusion setting).

The above continuum of services will meet the needs of students with a variety of special education academic and related services needs while ensuring that these students have the opportunity to be educated with their non-disabled peers, which is a core principle of IDEA (2004). Based on the

⁶ IDEA (2004) defines FAPE as special education and related services that are free to the student, meet the standards of the State Educational Agency, and are provided in conformity with the student's individual education program (IEP) in an appropriate setting (IDEA, 20 U.S.C. 1401 [a] [18]) (see Section A 3.a.).

student's need, he or she might be educated in a variety of settings. For example, if a student with a learning disability excels in mathematics, but struggles in reading, the student's IEP team would provide more intensive, personalized reading services for the student.

To ensure that students who are identified as having a disability under IDEA receive FAPE in the appropriate setting, Washington Global has budgeted for staff to ensure that students are identified and that services are provided according to their needs. These key staff members in the first year include:

1. One full-time and one half-time special education teacher who are qualified to perform valid and reliable special education norm-referenced assessments to identify students in need of support. This model also allows students to receive services in the inclusion classroom through co-teaching and in a resource room as needed;
2. One full-time paraprofessional who will assist the special education teachers;
3. A full-time mental health professional who is qualified to provide mental health counseling and psychological assessments to identify students with a variety of disabilities (ex. LD, ADHD, Asperger's Syndrome);
4. Contracted special education related services staff to meet the needs of students who require speech language services, physical therapy, occupational therapy and any additional related services not provided by full-time staff;
5. Leadership with a comprehensive background in special education to ensure that students are provided with FAPE.

As noted in Section A.3.a., Washington Global is aware of the importance of supporting students with disabilities who qualify under Section 504 of the Rehabilitation Act. Washington Global will provide services under Section 504 to students who are determined to have a disability that impacts one or more major life activities that does not impact their educational performance (deBennencourt, 2002). These students will receive accommodations and services under Section 504 that provides them access to the general education environment. These supports and services will be outlined in a 504 plan (deBettencourt, 2002). For example, a student who is deaf and whose educational performance has not been impacted by his or her disability would be provided with assistive technologies in order to access general curriculum.

In order to ensure that students who qualify for services under Section 504 are provided with FAPE, the Principal, in conjunction with the mental health provider, will oversee the development and implementation of all 504 plans and collaborate with staff to ensure that the plans meet the needs of the students.

Use of Data

Washington Global will utilize multiple forms of data to determine the student's placement in the Least Restrictive Environment (LRE) within the continuum of services (Yell, 2012). Similar to the data that will be used to identify students with disabilities, a student's IEP Team will review diverse forms of data throughout the year to ensure that the student is placed in the appropriate setting and receiving appropriate services. Data will include:

- Valid and reliable norm-referenced evaluation tools, or applicable sections of such evaluation tools;

- Classroom-based formative and summative assessments and work samples;
- Classroom observations;
- Parent/Teacher Interviews;
- Reports from the student's general education and special education teachers;
- Common Core and State-wide standardized assessments;
- IMYC assessments.

During the first year of operation, special education staff will conduct a 30-day review of the student's IEP to ensure that the IEP prepared by the student's previous school appropriately meets the student's needs. Additionally, if a student is placed *outside* of the inclusion setting for a particular subject or related service, Washington Global special education staff will provide a detailed justification for the student's placement.

d. English Language Learners

Identification

The ELL program will develop and assess students' language communication skills to meet or exceed grade level standards. WGPCS will administer the ACCESS (Assessing Comprehension and Communication in English State-to-State for English Language Learners) test by World-Class Instructional Design and Assessment (WIDA) to assess ELLs (WIDA, 2012). ACCESS assesses students in social and instructional language as well as content language in language arts, mathematics, science, and social studies. Furthermore, it is specifically tied to the Common Core State Standards (CCSS), curriculum, and instruction (WIDA, 2012). Students are assessed on six levels of English language proficiency, which are used to determine what English language services they receive. Students' mastery of listening, speaking, reading, and writing skills will be measured. ACCESS exceeds the requirements specified in the Elementary and Secondary Education Act (ESEA) and will be administered annually to assess student growth.

Communication with non-English Speakers

Washington Global believes that non-English speakers are an important asset to the school community and offer diverse international perspectives. All too frequently, these families can feel isolated from the community and not participate in school activities. Therefore, Washington Global has developed a comprehensive plan to promote participation of non-English speakers in the school community beginning with communication.

Washington Global will create all materials that will be distributed to parents in both English and Spanish. The school may offer materials in additional languages if the student demographics show a need. These materials include Washington Global's website, orientation packets, weekly newsletters, school-wide emails, and flyers for school events. The student information system will be offered in 19 different languages to encourage parental use and participation. Interpreters will be present at all Washington Global events including family orientation, parent workshops, and parent advisory group meetings. The Founding Group will also seek to hire an office manager who is proficient in Spanish to promote positive communication with families.

Teachers at Washington Global will also communicate with parents in their native language, either directly or through interpreters, who will be present at parent-teacher conferences and other meetings with the school and on telephone calls. Report cards and the weekly student progress reports will also be sent home to parents in their native language. Additionally, teachers will provide bilingual homework guides to encourage parents to be involved in their child's learning. The Founding Group is aware that parents may have low literacy skills and will therefore provide supplemental oral communication to these families for all printed information distributed in the classroom and school-wide.

When a student is identified as an English Language Learner (ELL), the ESOL teacher will conduct a meeting with the Principal and the students' parents/family. An interpreter will be provided as needed. Families will be given information about English Language Learners and the supports that Washington Global offers. They will have ample time to ask questions and will receive an information packet about ELLs in their native language. This information will include community resources and ways to support their child academically. Families of ELLs are often unaccustomed to schools in the United States and may not have a lot of formal education themselves (Garcia, Jensen & Scribner, 2009). They will therefore need assistance so they can best support their child and become active members of the school community. Washington Global's international focus may help such families feel valued and welcomed. The ESOL teacher is required to meet with the parents at least one other time throughout the year to discuss the student's growth. Additionally, the ESOL teacher will provide a progress update with every report card.

2. Human Resource Information

a. Key Leadership Roles

Key Leaders

Washington Global will use a dual leader model (see Section B.2.c.) with the Principal and the Director of Operations serving as the Chief Administrative Officers.⁷

Chief Administrative Officer- Principal

Co-Founder Candice Cloos, who will serve as Principal, is our curriculum leader. As Principal, Ms. Cloos will spearhead the development, implementation, and instructional design of Washington Global's planned curriculum. Additionally, Ms. Cloos will be responsible for the interview and selection of Washington Global's teachers, as well as providing post-hire instructional support as part of a comprehensive teacher development program. Ms. Cloos has six years of experience in curriculum design in Title I Schools, both as a teacher and as a curriculum consultant. Ms. Cloos is a certified teacher who has Title I classroom experience in the New York City Public School system, where she gained particular expertise working with high-need students who had been removed from their prior schools for disciplinary reasons, and in Fairfax County Public Schools (FCPS). Ms. Cloos also has extensive experience in working with English Language Learners, including providing outreach to engage non-English speaking family members in their child's education, and special education students. Ms. Cloos also has robust experience designing and implementing School-wide Positive

⁷ Washington Global has adopted the two-leader model used by Uncommon Schools Charter network.

Behavior Interventions and Supports (SWPBIS). In her work at the George Washington University, Ms. Cloos oversaw the successful implementation of an arts-based science curriculum in DCPS and charter schools across the District of Columbia. In that capacity, Ms. Cloos was responsible for selecting, guiding, and managing the professional development of teachers who ultimately implemented the curriculum. Ms. Cloos will rely on her extensive and diverse experiences to provide necessary leadership as the Principal. She will begin working in this role full-time as a contractor in July 2014.

Chief Administrative Officer- Director of Operations

Co-Founder Dr. Elizabeth Torres will assume the position of Director of Operations. Dr. Torres will lead the reporting and compliance, business and operations, and development functions of the school. The Business and Operations Manager will report directly to Dr. Torres. She has experience in secondary school administration and special education in DCPS. As a school administrator of a Title I DCPS secondary school, she successfully collaborated in preparing and implementing school budgets, led the submission of compliance reports, assisted with student recruitment, and managed and evaluated operations and special education staff. She has a proven track record of success, and received an award from DCPS for her work in special education management and compliance. Dr. Torres also has four years of performance management experience at the U.S. Department of Education. She managed the Organizational Performance Review (OPR), the Department-wide performance management system, for the Office of Special Education and Rehabilitative Services (OSERS). In this capacity, she monitored and prepared reports detailing OSERS' audit resolution, grant-making, contract acquisition, and small business utilization performance. Dr. Torres has received outstanding reviews for her performance management work. Dr. Torres will be contracted full-time beginning in July 2014 to perform this work.

Interim Leaders and Recruitment Plan

Business Officer

The executive at the school with overall responsibility for business operations will be co-founder Elizabeth Torres. At the staff level, she will be supported by a Business and Operations manager. This position has yet to be filled, but recruiting will take place during the planning year and hiring will be completed by June 2015. Additionally, Washington Global plans to contract with EdOps or a similar back office service provider specializing in D.C. charter schools to offer finance, accounting, and compliance support. This work will also be supported by founding group member Teresa Currstine. Dr. Currstine brings over ten years of budgeting experience as Senior Economist at the International Monetary Fund (IMF).

Legal Counsel

Sean Kelleher, Esq. will serve as Washington Global's legal counsel. Mr. Kelleher has worked with a variety of law firms in the Washington, DC area. Mr. Kelleher earned his J.D. from the American University Washington College of Law, an M.A. in Foreign Policy from American University, and a B.A. in History from Holy Cross College. Founding Board of Trustees member Bryan Ricapito, Esq. will support Mr. Kelleher. During the planning year, a permanent legal counsel will be recruited and hired.

b. Qualifications of School Staff

Hiring Standards

Washington Global is committed to hiring exemplary teachers with the skill-set needed to support its mission. Accordingly, teachers must hold at least a Bachelor's degree and demonstrate experience for each core academic subject taught.

Teachers

Washington Global will require all classroom and specialty teachers to have the following qualifications:

- Minimum of a Bachelor's Degree from an accredited institution
- Master's degree preferred
- At least two years of successful teaching experience with a track record of success
- Meet ESEA/NCLB Highly Qualified requirements
- International education experience preferred
- Special Education Teachers must possess experience developing and implementing IEPs

Washington Global will use the same criteria to hire its instructional coach, but will require the instructional coach to have at least 5 years of classroom experience, a proven track record of ensuring student achievement, and a master's degree.

Business and Operations Manager

- Minimum of a Bachelor's Degree from an accredited institution
- Preferred major in accounting and/or business
- At least two years of experience in a variety of functions including budgeting and managing office functions
- A proven track record of success

Washington Global will seek highly skilled business and operations professionals who have extensive experience in business and operations functions that are critical to the school's functions, including budgeting and facilitating day-to-day school operations.

Dean of Students

Minimum of a Bachelor's Degree in education, psychology, or social work from an accredited institution

- Master's degree preferred
- Proven track record of developing a positive school culture in a school leadership position (ie. lead teacher, team leader, Dean)
- Working knowledge of effective school-wide positive behavior and intervention support systems

Washington Global will recruit a highly effective Dean of Students with substantial knowledge of school-wide positive behavior and intervention support systems (SWPBIS) and a proven track record of collaborating with teachers and leadership to develop and maintain a positive school culture.

Mental Health Provider

- Minimum of a Bachelor's Degree in psychology or social work
- At least three years of experience providing mental health services to adolescents
- Training in administering psycho-educational assessments

Washington Global will seek a trained mental health provider with experience administering psycho-educational assessments to secondary students. In addition, this individual should be willing to actively collaborate with teacher and the Dean of Students.

Paraprofessionals

Washington Global will require all paraprofessionals to have the following qualifications:

- Minimum of an associate's degree
- Passed the paraprofessional Praxis
- At least one year of classroom experience

Office Manager

Washington Global will require the office manager to have the following qualifications:

- Minimum of an associate's degree in a related field
- Experience performing personnel management, including employee time and attendance
- Ability to maintain confidentiality with personnel and student records, and related data
- Proficiency in Spanish preferred
- Experience in an academic setting preferred

The office manager should be respectful as he or she will greet and assist all visitors to the school. The office manager will act as the school registrar and provide administrative support to the Director of Operations, Principal, and the Business and Operations Manager.

Recruitment Process and Procedure

Washington Global will leverage the following resources to recruit teachers and staff:

- **Personal Networks.** The Founding Group has an extensive network of colleagues who work in the education community throughout the District of Columbia. Using this network will enable Washington Global to receive candid teacher recommendations.
- **The George Washington University.** Washington Global's partnership with The George Washington University will attract highly-qualified teachers from the Graduate School of Education and Human Development. This partnership will enable Washington Global to observe candidates teaching at the school to ensure they are a good fit.
- **Other Local Schools of Education.** The Founding Group has strong connections with other schools of education in the area. Washington Global will seek referrals from professors at these schools, as well as recruit at career fairs.
- **DC Teaching Fellows.** One member of the Founding Group is a DC Teaching Fellows alumnus and will leverage this relationship to identify teachers who are alumni of this program and have demonstrated strong potential.
- **International Middle Years Curriculum (IMYC) Network.** As part of the IMYC community, Washington Global will recruit teachers who may be relocating to the DC area or would like to

change schools for other reasons. Tapping into the IMYC networks ensures teachers will have experience implementing the international curriculum.

- **Advertising.** Positions will also be advertised on education and nonprofit websites, such as idealist.org.

c. Staffing Plan

The charts and summaries below detail Washington Global's staffing plan for the planning year and during its first five years of operation. The Founding Group has identified positions that will optimally support the school's academic growth, foster a positive culture and environment, and perform business and operations functions.

	<u>Planning</u> <u>Year</u> <u>2014-2015</u>	<u>Year 1</u> <u>2015-16</u>	<u>Year 2</u> <u>2016-17</u>	<u>Year 3</u> <u>2017-18</u>	<u>Year 4</u> <u>2018-19</u>	<u>Year 5</u> <u>2019-20</u>
STAFFING LEVELS						
Principal/Executive						
Principal	1	1	1	1	1	1
Director of Operations	1	1	1	1	1	1
Dean of Students		1	1	1	1	1
Teachers						
Gen Ed Core Teachers		4	8	10	11	12
Spanish Language Teacher		0.5	0.5	0.5	1.0	1.0
Chinese Language Teacher		0.5	0.5	0.5	0.5	1.0
Art Teacher		0.5	0.5	1	1	1
P.E. Teacher		0.5	0.5	1	1	1
ELL Teachers		0.5	0.5	0.5	0.5	0.5
Special Education						
SPED Coordinator/Teacher		1	1	1	1	1
SPED Teachers		0.5	1	2	3	3
Social Workers		0	1	1	1	1
Teacher Aides						
Fellows		1	2	2	2	3
Paraprofessional		1	3	3	3	3
Other Education Professionals						
Mental Health Professional		1	1	1	1	1
Attendance Counselor						0.5
Instructional Coach		1	2	2	2	2
School Culture/Parent Support		0	1	1	1	1

Business/Operations						
Business and Operations Manager		1	1	1	1	1
Data Manager				0.5	0.5	0.5
Clerical						
Office Manager/Receptionist		1	1	1	1	1
Receptionist		0	0	0	0	0.5
Café Coordinator		0	1	1	1	1
Other Staff						
FTE	2	17	28.5	34.5	36	39
Max Student/Teacher Ratio		20:1	20:1	20:1	20:1	20:1

Administration Years 1-5. Washington Global will employ a dual leader model with the Principal and the Director of Operations serving as the school leaders (see Section B.2.c).

Instructional Leadership. The Principal will be responsible for providing instructional leadership for Washington Global. This position will be supported by the Instructional Coach beginning in year 1. A second Instructional Coach will be hired in year 2 to accommodate the growth in the number of classroom teachers.

Classroom Teachers. Washington Global will add classroom teachers each year for its core subjects (Mathematics, English, Social Studies, and Science) so that by year 5, each grade level has a team of four core teachers serving only students in that particular grade. This will ensure that Washington Global is able to retain its 20 student maximum classroom size.

Special Education and ELL. Washington Global will expand its special education staff each year to ensure that teachers have a low number of students on their case load (under 12). In year 1, the special education coordinator will also serve as a teacher and will be supported by a part-time special education teacher. By year 5, there will be three full-time special education teachers, and one special education coordinator who will also provide direct academic services to students with special needs. The special education teachers will be supported by paraprofessionals, beginning with one paraprofessional in year 1 and increasing to three paraprofessionals in the four subsequent years. To support the students' socio-emotional growth, Washington Global will hire a full-time mental health professional who can administer assessments and provide counseling to students in year 1, and a full-time social worker starting in year 2. An ELL teacher will also provide students with direct ELL services. If Washington Global enrolls a higher than anticipated number of students with special needs and ELL students, it will use the additional funding to hire additional staff to meet these students' needs.

Special Subject Teachers. Washington Global is committed to ensuring that students have a well-rounded education so that students gain skills to become globally competitive. The school has allocated staffing for all five years so that it can offer art, physical education, Chinese, and Spanish to all students. By year 5, Washington Global will have a full-time art teacher and physical education teacher on staff, a full-time Spanish teacher on staff, and a full-time Chinese teacher on staff.

GWU Fellows. Washington Global will partner with The George Washington University (GWU) to develop and implement an urban teaching training program based on the already existing GWU master's in education program. The GWU fellows, which will grow to two fellows in year 5, will intern with teachers and provide support to students while earning their master's degree from GWU's Graduate School of Education and Human Development. At the end of their fellowship, the urban teaching fellows will have the opportunity to become full-time employees of Washington Global. This program will ensure that new teachers will be equipped with best teaching practices and provided with specific skills that support Washington Global's mission.

Business and Operations. Washington Global's business and operations will be led by the Director of Operations, who will be supported by the Business and Operations Manager beginning in year 1. The school will hire an office manager who will also serve as a receptionist throughout the first five years. To meet the needs of its growing student body and their families, a part-time receptionist will be added in year 5. Washington Global is committed to health and nutrition and will hire a café coordinator starting in year 2 to serve breakfast and lunch. As student enrollment grows and to support its data monitoring, a part-time data manager will be hired in year 3.

School Culture. Washington Global will hire a school culture specialist beginning in year 2 to support the work of the Dean of Students and the Principal. In this capacity, the school culture specialist will also serve as a parent liaison and will provide families with support to further bolster student success.

Retention and Development

Washington Global recognizes that retaining effective teachers is an important factor that positively impacts student achievement (OECD, 2005) and is committed to ensuring that it hires, develops, and retains highly effective teachers. Accordingly, Washington Global has developed a retention strategy that includes ample professional development opportunities, which will offer teachers support and opportunities for growth.

As discussed in Section A.4.d., teachers will attend weekly professional development (PD) and collaboration sessions. These sessions will focus on topics that are related to the school's curriculum, including the IMYC and the Common Core State Standards (CCSS). The sessions will also focus on fostering a positive environment for students and on customized topics aligned with the teachers' professional needs. In addition to these weekly PD opportunities, teachers will attend approximately 8 all-day PD sessions throughout the year. Fostering a positive and supportive learning community will contribute to retaining teachers.

Washington Global's teacher retention strategy also includes incentives and career growth opportunities for teachers that will help to encourage teacher retention. These strategies include:

- **Recognition for Effectiveness:** Washington Global will offer bonuses to teachers who receive a rating of highly effective at the end of each school year;
- **Professional Growth:** Beginning in year 2, highly effective teachers will be recognized as exceptional senior teachers and have the opportunity to assume the role of lead teacher and lead collaborative planning and professional development sessions. These teachers will be provided with financial bonuses;

- **Competitive Salary and Benefits Package:** As discussed in detail in Section C.2.d., Washington Global will offer a competitive salary and benefits package.

d. Employment Policies

Hiring, Salaries, and Benefit. Washington Global is committed to offering competitive salary and benefit packages that allow the school to successfully compete and hire the most qualified and highest-performing education and operations professionals. We have built a budget model that EdOps has advised us uses salary levels that are higher than what is typically seen in D.C. charter schools. In general, we are working to offer salaries that are slightly above D.C. charter averages and are at least competitive with DCPS and surrounding districts. To the extent budget constraints prevent full comparability with DCPS, we will focus on being competitive at least through the mid-ranges of the step schedule. The benefits package will include options for health, dental, and vision insurance plus a 403-b plan with matching provisions from the school. Washington Global is also aware of and will comply with the requirement that former DCPS teachers who choose to do so may participate in the DCPS retirement plan discussed below. After being hired, all staff will sign a one-year employment contract. All employment with Washington Global will be at-will.

Washington Global has also budgeted to provide its staff with opportunities to earn additional monetary compensation. These opportunities include:

- Professional Development that occurs outside of regular school hours;
- Saturday academy;
- Summer school (option for teachers);
- Electing to lead an after-school extracurricular activity.

Staff Evaluation and Professional Development. Washington Global will develop targeted, meaningful evaluations for each of its staff members. Based on customized criteria for each position, staff will be rated Highly Effective, Effective, Minimally Effective, or Ineffective. Two rounds of formal evaluations will occur over the course of the school year. The first will occur in December and the second will occur in May. Details for core positions include:

Teachers- Washington Global will collaborate with Common Core and IMYC experts to develop a customized teacher evaluation tool that will effectively measure teacher performance based on a diverse number of key elements. Elements will include:

- Instructional effectiveness as determined by long-term, unit, and daily lesson planning, student academic growth, achievement data, and classroom observations;
- Implementation of Washington Global's EMPOWER and SWPBIS system;
- Knowledge and implementation of the IMYC and Common Core;
- Classroom environment and culture;
- Usage of data to drive instruction;
- Outreach to parents and the community;
- Collaboration with colleagues;
- Engaging in professional development opportunities;
- Completing all record-keeping and compliance tasks (i.e. Special Education teachers completing IEPs on time).

The evaluation tool will articulate the above elements in detail and provide a weight for each. All teachers will be observed by the school's instructional leadership at least monthly throughout the semester, which will contribute to the teacher's overall evaluation score. Teachers will also be provided with ample professional development opportunities, as outlined in Section A.4.d, which will allow them to grow as professionals.

Instructional and School Culture Leadership Positions- Washington Global will develop an evaluation framework for the Dean of Students and the Instructional Coach, which will correspond with the duties of these positions outlined in Section B.1.c. Staff in these two positions will be formally evaluated by the Principal twice annually and will receive regular ongoing feedback on their performance throughout the year. As noted in Section A.4.d staff in these roles will also receive targeted professional development to support them in their roles.

School Leaders- Prior to the opening of the school in August 2015, evaluation criteria and protocols for the Principal and the Director of Operations will be developed and approved by the Board of Trustees. The leaders will be evaluated at least annually. The compensation for these two positions will be informed by their performance and benchmarked against compensation for school leaders at similarly-sized institutions in accordance with IRS form 990 guidance.

All Other Staff- All staff, including instructional, operations, and school culture support staff will be evaluated by their respective managers. Washington Global will develop a customized evaluation framework for each position and staff in these roles will be evaluated twice annually. Ongoing support and professional development will be provided to these staff members.

Contracts and Dismissal. After being hired, all staff will sign a one-year, at-will employment contract. For all staff, performance evaluations will be the primary component influencing the school's rehiring and dismissal decisions. Staff who receive a rating of "ineffective" will not be rehired at the end of the school year, unless significant improvement in the second rating cycle is achieved and the staff member receives a score of at least "effective." Staff who receive a rating of "minimally effective" will be at risk of not being rehired. The determination of rehiring these staff members will be made by the Principal for all instructional staff and the Director of Operations for all business and operations staff. Each staff member who receives an "ineffective" or "minimally effective" rating will be placed on an improvement plan. The plan will:

- Outline the staff members' performance to date;
- Identify areas of improvement;
- Provide a plan for addressing the areas of improvement;
- Consist of weekly check-ins with the staff member's supervisor;
- Set a timeline for implementing the plan.

Throughout the implementation of the performance plan, the staff member's supervisor, with oversight from the corresponding school leader, will monitor the staff member's performance against the plan. It is important to note that although the above ratings will be used to inform staff rehiring and dismissal the school retains the right to dismiss staff "at will." Specific contracts and dismissal

protocol will be developed by the Board of Trustees prior to the enrollment of students for school leaders.

Washington Global PCS as a Competitive Employer

As discussed above, Washington Global will offer a competitive salary and benefits package. Washington Global's competitive compensation will be bolstered by opportunities for teachers to earn bonus pay. Washington Global has budgeted for bonus pay and will prioritize adding to the bonus pay fund through fundraising and grants.

Washington Global PCS as an Equal Opportunity Employer and a Drug-Free Workplace

Washington Global will be an equal opportunity workplace and is committed to hiring a diverse faculty and staff. The school will educate its leaders through EEOC trainings and its staff through diversity trainings to ensure that it is established as and remains an Equal Opportunity Employer. Additionally, the school will be a Safe and Drug-Free Workplace. Possession or distribution of illegal drugs on the school grounds will be cause for immediate dismissal.

Policy Development Timetable and Content

During the planning year, the Principal and Director of Operations will create an employee handbook with support from Washington Global's legal counsel, which will be approved by the Board of Directors. The handbook will include the school's policies along with staff contracts, salary and benefits, and performance evaluation. The handbook will be completed by January 2015 before hiring the Dean of Students and the Instructional Coach.

Protection for Washington DCPS Employees

Any DCPS employee who accepts a position and works for Washington Global may request a two-year leave of absence from DCPS. This leave of absence will be renewable for an unlimited number of two year terms. During this time, if the employee chooses, Washington Global will pay into the employee's DCPS retirement plan.

3. Implementation of the Charter

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

Data and Technology Plan's Enhancement of the Academic Environment

Washington Global's primary student information system for storing academic performance data will be PowerSchool. In addition to using PowerSchool to track its students' academic data, Washington Global will use it to develop a master schedule, manage health screenings and immunizations, and track SWPBIS data.

Washington Global will utilize curriculum-specific data systems to track academic student performance. Washington Global will use the IMYC Assessment for Learning (AFL) resource to track student development at the beginning, developing, and mastering levels of the IMYC curriculum. Teachers use the database to input their learning goals for each unit and input student assignment and assessment data. The AFL database will be used to generate reports of student performance for teachers, parents, and leadership. Subsequent instruction will be driven by these findings. Washington Global will also contract with Achievement Network to monitor student academic performance and growth. Achievement Network's MyANet data platform monitors student achievement towards mastering Common Core academic standards by assessing student achievement on PARCC-aligned assessments administered every 6 to 8 weeks. Washington Global's School-wide Positive Intervention and Behavior Support System (SWPBIS) (see Sec. A.4.b.) will also be a data-driven system. The points that students earn will be managed through Microsoft Excel by teachers and the Dean of Students and then transferred to PowerSchool by the Business and Operations Manager at the end of each week. This will allow student SWPBIS data to be continuously monitored to identify the students who require intervention support. These systems will be critical for teachers and administrators to identify students who require additional support and are therefore crucial to the students' learning environment.

Maintenance and Transmittal of Data

PowerSchool will be used to consolidate different streams of student data from the IMYC, Common Core, and SWPBIS into a single student information system. PowerSchool makes the data accessible to Washington Global staff and parents through an online log-in system. Washington Global will report all required data to the PCSB through the ProActive database and to OSSE through ADT/SLED.

Responsible Party

The Director of Operations will be responsible for overseeing Washington Global's student information system. At a staff level, the Dean of Students will maintain the SWPBIS data that teachers collect and the Business and Operations Manager will assist with inputting this data. The Instructional Coach will maintain the academic data that teachers collect. The Director of Operations will assume responsibility and oversight for reporting data to the PCSB and OSSE on behalf of Washington Global. The Principal will provide the Board of Directors and other stakeholders with ongoing reports on academic performance and student behavior. The Director of Operations will provide the Board of Directors and other stakeholders with ongoing reports on business and operations, fundraising, and compliance issues. EdOps will provide support to the co-leaders throughout the data reporting process. For instance, EdOps will audit and maintain the student information system to ensure it functions optimally with the PCSB and OSSE databases for such key data as enrollment, attendance, discipline compliance, and student meals reporting.

Teachers are responsible for sharing educational data with parents through both formal and informal communication. Washington Global recognizes that not every family will have access to the internet to access the student information system and will therefore regularly communicate with families on the telephone, in writing, and in person. Teachers are required to provide parents with a weekly update on the students in their small learning group. Furthermore, Washington Global will publish a weekly newsletter to inform parents of school events and overall academic data.

The Founding Group believes in cultivating self-advocacy in students to support their future success. Students will be responsible for monitoring their own learning progress online in their small learning communities. Washington Global will strive for each core classroom to have a set of laptops or iPads. Students will meet with their small learning community teacher weekly to discuss the progress report that will be sent home to their family.

b. Major Contracts Planned

Washington Global intends to enter into the following major contracts that exceed \$25,000:

Vendor	Service Provided	Estimated Cost
EdOps or similar service provider specializing in D.C. charter schools	Bookkeeping, payroll, financial reporting, data management	\$65,000 (Year 1)
TBD	Food Service	\$76,097 (Year 1)
Building Hope (Tentative)	Incubator Space Lease	\$240,000 (Year 1)
TBD*	Special Education Related Services	\$60,000(Year 1)

**Please note that Washington Global may use different Special Education service providers depending on services and therefore all individual contracts may not exceed \$25,000*

Washington Global has not entered into any of the contracts outlined above. However, the Founding Group has met with EdOps and Building Hope to discuss the services that could be provided upon approval of the Charter. We are aware of and have reviewed the PCSB's current bid requirements as well as the updated policy that is currently being discussed and plan to follow PCSB policy for qualifying purchases.

c. Services Sought from the District of Columbia Public Schools

Services Sought from DCPS

Washington Global does not anticipate seeking any services from DCPS.

References

- Ahrem, R., Stembridge, A., Fergus, E., & Noguera, P. (n.d.) Framing urban school challenges: The problems to examine when implementing Response to Intervention. Retrieved from <http://www.rtinetwork.org/learn/diversity/urban-school-challenges>
- Arends, R. (2007). Learning to teach. Central Connecticut State University.
- Barnes, A. C., & Harlacher, J. E. (2008) clearing the confusion: Response to Intervention as a set of principles. *Education and Treatment of Children*, 31(3), 417-431.
- Better Chinese. (2013). Better Chinese Curriculum- Discovering Chinese. Retrieved from <http://www.betterchinese.com/middle-school/Discovering-Chinese/>
- Bilbao-Osorio, B., Dutta, S, & Lanvin, B. (2013). *The global information technology report 2013*. Retrieved from http://www3.weforum.org/docs/WEF_GITR_Report_2013.pdf
- Brown, E. (2013, June). Vincent Gray says D.C. must 'stay the course' in improving schools. *The Washington Post*. Retrieved from http://www.washingtonpost.com/local/education/vincent-gray-says-city-must-stay-the-course-in-improving-schools/2013/06/20/c94413b4-d9c6-11e2-a016-92547bf094cc_story.html
- Buck Institute for Education. (2013). What is PBL? Retrieved from http://bie.org/about/what_pbl
- Bunnell, T.(2010). Curriculum provision in England: The emerging functional 'triage' serving Capital's needs. *Journal for Critical Education Policy Studies*, 9(1), 150-187.
- CAST. (2013). The framework for universal design for learning. Retrieved from http://www.cast.org/teachingeverystudent/ideas/tes/chapter4_3.cfm
- Coalition for Community Schools. (2013). Overview. Retrieved from <http://www.communityschools.org/results/overview.aspx>
- Common Core State Standards (CCSS). (2010). The standards. Retrieved from <http://www.corestandards.org/the-standards>
- Common Core State Standards (CCSS). (2012). Implementing the common core state standards. Retrieved from <http://www.corestandards.org/>
- Common Core State Standards (CCSS). (2013). Application to students with disabilities. Retrieved from <http://www.corestandards.org/assets/application-to-students-with-disabilities.pdf>
- Center for Digital Education. (2013). Graduating globally competitive workers. Retrieved from <http://www.centerdigtaled.com/paper/Graduating-Globally-Competitive-Workers.html>
- CodeX. (2013). *CodeX common core curriculum overview*. Retrieved from <http://teacher.scholastic.com/products/codeX/code-x-common-core-curriculum-overview.htm>
- Coffey, H. (2013). Zone of proximal development. Retrieved from <http://www.learnnc.org/lp/pages/5075>

- Cooper, N., Copeland, C. & Harwood, J. (2012). Quality and school reform: The role of the IPC in a school's DNA. In *Taking the IPC Forward*. Retrieved from http://books.google.com/books?id=UA3d8_7rH1UC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
- Darling-Hammond, L., LaPointe, M., Meyerson, D., Orr, M., Cohen, C. (2007). School leadership study: Preparing school leaders for a changing world- lessons from exemplary leadership programs. Retrieved from <http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Documents/Preparing-School-Leaders.pdf>
- David, J. (2008). What research says about small learning communities. Retrieved from <http://www.ascd.org/publications/educational-leadership/may08/vol65/num08/Small-Learning-Communities.aspx>
- DC Public Charter School Board. (2014). Performance management framework. Retrieved from <http://www.dcpsb.org/PCSB-Accountability/Performance-Management-Framework.aspx>
- deBettencourt, L. U. (2002). Understanding the differences between IDEA and Section 504. *Teaching Exceptional Children* 34(3), 16-23.
- Dryfoos, J. (2000). Evaluation of community schools: Findings to date. Washington, DC: Coalition for Community Schools.
- EducationWorld (2013). Co-principals face challenges together. Retrieved from http://www.educationworld.com/a_issues/schools/schools024.shtml
- FOCUS DC. (2013). Data center. Retrieved from <http://focusdc.org/data>
- Fuchs, D., & Fuchs, L. S. (2006). Introduction to Response to Intervention: What, why, and how valid is it? Retrieved from <https://iepdirectct.com/pdf/Fuchs.pdf>
- Fuchs D, Compton DL, Fuchs LS, Bryant J, Davis NG. (2008). Making "secondary intervention" work in a three tier responsiveness-to-intervention model: Findings from the first grade longitudinal reading study of the National Research Center on Learning Disabilities. *Reading and Writing Quarterly: An Interdisciplinary Journal*, 21(4), 413-436.
- Garcia, E. E., Jensen, B. T., & Scribner, K. P. (2009). The demographic: English language learners represent a growing proportion of U.S. students. To meet these students' needs, we must understand who they are. Retrieved from <http://ped.state.nm.us/QualityAssuranceSystemsIntegration/dl09%20ELL%20Summit/The%20Demographic%20Imperative.pdf>
- Good Schools Guide. (2013). Performance. Retrieved from <http://www.goodschoolsguide.co.uk/schools/201668/the-ucl-academy>
- Gordon, E. (2009). The global talent crisis. *The Futurist*. Retrieved from http://www.imperialcorp.com/img/Futurist_article_9-09.pdf

- Grant, M. (2002). Getting a grip on project-based learning. Retrieved from <http://www.ncsu.edu/meridian/win2002/514/project-based.pdf>
- Harris-Murri, N. King, K & Rostenberg, D. (2006). Reducing disproportionate minority representation in special education programs for students with emotional disturbances: Toward a culturally responsive response to intervention model. Retrieved from <http://www4.smsd.org/behaviorspecialists/docs/doc-123975.pdf>
- Hart, S. (2006). Breaking literacy boundaries through critical service-learning. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/13611260500432236?journalCode=cmet20#.UxNCQfldVyU>
- Horner, R.H., & Sugai, G., (2005). School-wide positive behavior support: An alternative approach to discipline in schools. (pp. 359-390). In L. Bambara & L. Kern (Eds.) Positive Behavior Support. New York: Guilford Press.
- Howard, R. W. (2006). Bending towards social justice: Service-learning and social capital as means to the tipping point. Retrieved from <http://www.tandfonline.com/doi/abs/10.1080/13611260500432160#.UxM-dfldVyU>
- Institute for Education Sciences (IES). (2008). Improving adolescent literacy: Effective classroom and intervention practices. Retrieved from http://ies.ed.gov/ncee/wwc/pdf/practice_guides/adlit_pg_082608.pdf
- IFF. (2011). *Quality Schools: Every Child, Every School, Every Neighborhood*. Retrieved from http://www.washingtonpost.com/r/2010-2019/WashingtonPost/2012/01/26/Education/Graphics/IFF_Final_Report.pdf
- International Middle Years Curriculum (IMYC). Overview. Retrieved from <http://www.greatlearning.com/imyc/>
- International Center for Leadership in Education. (2013). How to create small learning communities. Retrieved from <http://www.leadered.com/slcWorkshop.html>
- IMYC Balance. (n.d). Balance unit. IMYC: London.
IMYC UCL London Case Study(n.d.). IMYC Newsletter.
- James, K. (2005). International education: The concept, and its relationship to intercultural education. *Journal of Research in International Education*, 4(3): 313-332.
- Kauchek, D. P. & Eggen, P. D.(2012). *Learning and teaching research-based methods* (6th ed.). Upper Saddle River: Pearson.
- Kurtz, A. (2013). The hottest skill is.....*CNN Money*. Retrieved from <http://money.cnn.com/2013/10/30/news/economy/job-skills-foreign-language/>

- Lassen, S. R., Steele, M. M & Sailor, W. (2006). The relationship of school-wide positive behavior support to academic achievement in an urban middle school. Retrieved from <http://flpbs.fmhi.usf.edu/revision07/research/research%20articles%20supporting%20pbs/middleschoolimplementation.pdf>
- Jensen, S. V. & Burr, K. L. (2006). Participation and learning relationships: A service-learning case study. Retrieved from <http://scholar.lib.vt.edu/ejournals/JITE/v43n3/jensen.html>
- Marshall, J. (2012). Pupil motivation in the IPC: Teacher and parent perceptions. In *Taking the IPC Forward*. Retrieved from http://books.google.com/books?id=UA3d8_7rH1UC&printsec=frontcover&source=gbp_ge_summary_r&cad=0#v=onepage&q&f=false
- Mellard, D. F. (2004). Understanding responsiveness to intervention in learning disabilities determination. Retrieved from <http://www.nrclid.org/about/publications/papers/mellard.pdf>
- Met, M. (2004) Improving students' capacity in foreign languages. Retrieved from <http://w.tcgis.com/articles/Improvecapacity.pdf>.
- Mouza, C. (2008). Learning with laptops: Implementing and outcomes in an urban, under-privileged school. *JRTE*, 40(4), 447-472.
- Mac Iver, D. J., Balfanz, R., Ruby, A., Byrnes, V., Lorentz, S., & Jones, L. (2004). Developing adolescent literacy in high poverty middle schools: The impact of Talent Development's reforms across multiple years and sites. In P. R. Pintrich, & M. L. Maehr (Eds.), *Motivating students, improving school: The legacy of Carol Midgley (Advances in Motivation and Achievement, vol. 13)* (pp. 185–207). Greenwich, CT: JAI Press.
- National Center for Education Statistics (NCES). (2011). Trends in international mathematics and science study (TIMSS). Retrieved from <https://nces.ed.gov/timss/>
- National Kids Count. (2013). Foster care data center. Retrieved from <http://datacenter.kidscount.org/data/tables/6269-children-entering-foster-care?loc=1&loct=2#detailed/2/10-19,2,20-29,3,30-39,4,40-49,5,50-52,6-9/false/867,133,38,35,18/any/13036>
- National Kids Count. (2013). Data center. Retrieved from <http://datacenter.kidscount.org/data/Line/4833-number-of-homeless--persons-children-and-families?loc=10&loct=2>
- National Service-Learning Clearinghouse (NSLC) (2008). *History of service-learning*. Servicelearning.org.
- NBC. (2013). National Board Certification for Teachers. Retrieved from <http://www.nbpts.org/national-board-certification>
- NEA. (2007). The benefits of second language study. Retrieved from <http://www.ncssfl.org/papers/BenefitsSecondLanguageStudyNEA.pdf>
- NICHCY.(2012). Behavior assessments, plans, and positive supports. Retrieved from <http://nichcy.org/schoolage/behavior/behavassess>

- NREPP. (2013). Evidence-based practices and programs: Too good for violence. Retrieved from <http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=54>
- NYC Department of ED. (2013). Retrieved from http://schools.nyc.gov/Offices/mediarelations/NewsandSpeeches/2012-2013/new_curriculum_rigorous.htm
- O'Conner, M. P. (2009). Service works! Promoting transition success for students with disabilities through participation in service learning. Retrieved from http://keycenter.unca.edu/sites/keycenter.unca.edu/files/Students_with_disabilities.pdf
- OECD. (2005). Teachers matter: Attracting, developing, and retaining effective teachers. Retrieved from <http://www.oecd.org/edu/school/48627229.pdf>
- Office of the State Superintendent of Education (OSSE). (2013). DC CAS Results SY 2012-2013. Retrieved from <http://osse.dc.gov/publication/dc-cas-results-sy-2012-2013>
- OSSE. (2012). ESEA Flexibility waiver application. http://osse.dc.gov/sites/default/files/dc/sites/osse/release_content/attachments/DC%20ESEA%20Flexibility%20Waiver%20Final%20v2_0.pdf
- OSEP. (2013). What is School-wide PBIS? Retrieved from <http://www.pbis.org/school/default.aspx>
- Paso a Paso*. (2013). Curriculum overview. Retrieved from <http://www.phschool.com/webcodes10/index.cfm?fuseaction=home.gotoWebCode&wcprefix=jrk&wcsuffix=x=0001>
- Rashotte, C.A., MacPhee, K., & Torgesen, J.K. (2001). The effectiveness of a group reading instruction program with poor readers in multiple grades. *Learning Disability Quarterly*, 24, 119-134.
- Reardon, S. F. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. Stanford University. Retrieved from <http://cepa.stanford.edu/sites/default/files/reardon%20whither%20opportunity%20-%20chapter%205.pdf>
- Response to Intervention (RTI). (2013). Essential components of RTI. Retrieved from <http://www.rti4success.org/essential-components-rti>
- Rivet, A.E., Krajcik, J.S., (2004). Achieving Standards in Urban Systemic Reform: An Example of a Sixth Grade Project-Based Science Curriculum. *Journal of Research in Science Teaching*, 41(7), 669 -692.
- RTI Action. (2013). RTI action update. Retrieved from <http://www.rtinetwork.org/connect/newsletters>
- Secretariat. (2013). Inquiry-based learning. Retrieved from http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_InquiryBased.pdf
- Soslau, E., & Yost, D.S. (2007). Urban Service Learning: An authentic teaching strategy to deliver a standards-driven curriculum. *The Journal of Experiential Education*, 30(1), 36-53.
- Spellread. (2013). Spellread overview. Retrieved from <http://www.pcieducation.com/spellread/>.

- TCI. (2013). History alive program. Retrieved from <http://www.teachtc.com/programs/middle-school-social-studies-textbooks-and-curriculum.html>
- TEEMSS. (2013). Science curriculum. Retrieved from <http://teemss.concord.org/>
- The Individuals with Disabilities Education Improvement Act of 2004 (IDEA), 20 U.S.C § 1401 *et seq.*
- Thomas, J. W. (2000). A review of research on project-based learning. Retrieved from http://www.bobpearlman.org/BestPractices/PBL_Research.pdf
- Too Good. (2013). Too Good for Drugs and Violence Curriculum. Retrieved from <https://www.toogoodprograms.org/>
- Trivette, C. M., & Dunst, C. J. (2004). Evaluating family-based practices: Parenting experiences scale. *Young Exceptional Children*, 7(3), 12-19. Farbman & Kaplan, 2005
- Turnball, H. R., Stowe, M. J., & Huerta, N. E. (2007). *Free and appropriate public education*. Love Publishing: Denver.
- Uncommon Schools.(n.d). Uncommon Schools: Expect excellence. Retrieved from <http://www.uncommonschools.org/our-approach/thought-leadership/expect-excellence/presenter-bios>
- The University of Kansas Center for Research on Learning. (2009). SIM instruction model. Retrieved from <http://www.ku-crl.org/sim/>
- U.S. Department of Education (2011). College- and career ready- standards. Retrieved from <http://www.ed.gov/k-12reforms/standards>
- U.S. State Department. (2013). Critical languages. Retrieved from <http://www.clscholarship.org/>
- Waldren, N. L. & McCleskey, J. (2010). Establishing a collaborative school culture through comprehensive school reform. Retrieved from <http://education.ufl.edu/disability-policy-practice/files/2012/05/Waldron-McLeskey-2010-JEPC-Collaboration-9.pdf>
- Watson, J. (2013). Keeping pace with K-12 online and blended learning. Retrieved from <http://www.inacol.org/resources/publications/external-reports-and-research/>
- What Works Clearinghouse (WWC). (2006). *Too good for violence*. Retrieved from <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=518>
- What Works Clearinghouse (WWC). (2009). *Odyssey Math*. Retrieved from <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=342>
- What Works Clearinghouse (WWC). (2011). University of Chicago Mathematics. Retrieved from <http://files.eric.ed.gov/fulltext/ED521929.pdf>
- What Works Clearinghouse (WWC). (2012). TEEMS. Retrieved from <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=WWCTRSTE12>

What Works Clearinghouse (WWC). (2013). *Spellread*. Retrieved from <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=615>

World-Class Instructional Design and Assessment (WIDA). (2012). Access for ELLs. Retrieved from <http://wida.us/assessment/ACCESS/>

D. Certifications


Assurances Form
(This form must be submitted with the application.)

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

1. Maintain non-profit status under terms stated in the District of Columbia Non-profit Corporation Act prior to receiving a charter. (School Reform Act (SRA) §38-1802.04(c)(16))
2. Seek, obtain, and maintain accreditation for the public charter school from at least one of the accrediting bodies listed in Part B of the District of Columbia School Reform Act or a body otherwise approved by the D.C. Public Charter School Board. (SRA §38-1802.02(16))
3. Remain nonsectarian and not be affiliated with a sectarian school or religious institution. (SRA §38-1802.04 (c)(15))
4. Submit an annual audit of financial statements according to Government Auditing Standards, by a Certified Public Accountant listed in the Approved Auditor List for charter schools
5. Offer open enrollment to all students who are residents of the District of Columbia, and use a random selection process when the school receives more applications from students of the District of Columbia than there are spaces available. (SRA §38-1802.06 (a), (b), (c), and (d))
6. Provide PCSB with student enrollment data required for submission to the Office of the Chief Financial Officer and the District of Columbia Public Schools Office of Categorical Programs. (SRA §38-1802.04 (c)(12))
7. Collect, record, and report attendance, discipline, and enrollment data in compliance with the policies and procedures of PCSB, using the reporting software required by PCSB.
8. Collect and report academic and non-academic performance using technology prescribed by PCSB
9. Not charge tuition, fees, or other mandatory payments for attendance at the public charter school or for participation in its programs, except to Non-Resident Students or for field trips or similar activities. (SRA §38-1802.04 (c)(2))
10. Establish an informal complaint resolution process no later than two months prior to the first date on which instruction commences. (SRA §38-1802.04 (c)(13))
11. Provide training to relevant school personnel and Board of Trustee members in financial management, governance and management, and other areas as deemed necessary by PCSB.
12. Provide PCSB access to and the right to examine all records or documents related to the award, as well as any documents and records, including audit findings, needed to determine the performance of the school under the terms of its charter. (SRA §38-1802.11(a)(2))13.
13. Comply with the following federal and local laws:
 - a. Health and Safety: See SRA §38-1802.02(11) and §38-1802.04(c)(4); Healthy Schools Act of 2010; federal and local laws regarding background checks for all employees and volunteers working with children and referring students to the Child and Family Services Agency for instances of education neglect and suspected abuse
 - b. Building Safety: D.C Building and Fire Codes (D.C. Code § 5-501 et seq.)
 - c. Maintenance and Dissemination of Student Records: Family Educational Rights and Privacy Act,
 - d. Certain Requirements of Educational Institutions: Compulsory School Attendance (D.C.

Code § 38-201 et seq.); Immunization of School Students (D.C. Code § 38-501 et seq.); Tuition of Nonresidents (D.C. Code § 31-301 et seq.); Non-Profit Corporations (D.C. Code § 29-401 et seq.)

- e. Subchapter B of the Individuals with Disabilities Education Act (20 U.S.C. § 1411, et seq.) and Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794); any and all federal and local laws around providing a free and appropriate public education to all students with disabilities.
- f. English Language Learners: all federal and local laws and applicable regulations regarding identifying and serving students who are English language learners
- g. Title I of the Elementary and Secondary Education Act.
- h. Civil Rights Statutes and Regulations of the Federal Government and the District of Columbia: The Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.); title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.); title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.); and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.)
- i. Background Checks of Employees and Volunteers: Perform an initial background check with respect to each employee and each person who regularly volunteers at the School more than ten (10) hours a week prior to the commencement of such employment or volunteer assignment; consider the results of such background checks in its decision to employ or utilize such persons either directly or through a School Management Contract. From time to time as established by the School Corporation, conduct random background checks on each employee and each person who regularly volunteers at the School more than ten (10) hours a week, but at a minimum once every two (2) years. (D.C. Code §4-1501 et seq.; District of Columbia Municipal Regulations 6B-412-427).
- j. Other: All other laws deemed applicable by PCSB (SRA §38-1802.11(a)(1)(B)).

 Signature of Authorized Certifying Official	Title <i>Founder</i>
Applicant Organization <i>Washington Global Public Charter School</i>	Date Submitted <i>3/31/2014</i>

Section E: Budget

- **Budget Narrative**
- **Pre-Opening Expenses**
- **Two-Year Operating Budget**
- **Estimated Five-Year Budget Projections**
- **Capital Budget**
- **Cash Flow Projection for One Year**

BUDGET NARRATIVE

The budgeting process was driven by Founding Group members Elizabeth Torres, Candice Cloos, and Teresa Curristine. For the technical modeling work, Washington Global partnered with EdOps, a D.C.-based firm specializing in providing accounting and financial services to the charter school community. EdOps has worked extensively with other D.C. charter schools, and it brought this experience to the budget planning process.

Budget assumptions were based on data from comparable D.C. charter schools and EdOps' experience with charter school finances. Ultimately, the creation of the various school budgets was guided by three priorities: high-quality programming, financial sustainability, and fiscal conservatism.

High-Quality Programming: Washington Global will provide a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition to students in the District of Columbia. In order to provide such an education, it will be necessary to recruit and retain a strong network of administrators, teachers, instructional coaches, and other critical staff members and to provide them with sufficient resources. The budget reflects the investments necessary to create such a school, including competitive teacher salaries and dedicated support staff to drive instructional improvements and student achievement.

Financial Sustainability: Even the best educational program will be undermined if the resources are not available to sustain it. Thus, the second priority was to ensure that the school's operations are built on a financially sustainable path that provides long-term viability. This was achieved by planning for an average 5% cash surplus over the first five years of operation, thereby building up a reserve balance to protect against unforeseen emergencies and other risks associated with start-up charter schools (i.e. enrollment shortfalls, cash-flow issues, lack of operating history).

Fiscal Conservatism: The third priority in crafting the budgets was fiscal conservatism, both on the revenue side and the expense side. This was important because as a taxpayer-financed enterprise, public education is subject to funding variability for both economic and political reasons. Additionally, as a new school, Washington Global will not have a reserve account to soften the blow of any revenue shortfalls or cost overruns. Thus, the budget was developed with conservative budget assumptions, such as budgeting for contingency line-items in several of the major expense categories and assuming the high end of the range for most expense categories.

PRE-OPENING (PLANNING YEAR) ASSUMPTIONS

The budget and cash flow projection for the Planning Year are attached. We are projecting \$220,000 in revenues - \$210K of which is from Title V-b Planning & Program Design funding and \$10,000 in private grants and donations. Most of the expense items are based on comparable data from other D.C. charter school planning year budgets and EdOps' experience.

As a new charter school with minimal reserves, cash will be tight during the Planning Year. As such, the school will seek to establish a \$25,000 line of credit with a bank or non-profit to help cover the low-cash periods during the year (and into Operating Year 1, as well).

Upon charter approval, the school will apply for a start-up grant from the Walton Family Foundation, a strong supporter of the charter movement in D.C. that has provided such funds to other new charters in recent years. Based on this recent history, the typical funding amount is \$250,000. If Washington Global can secure this amount from Walton, then it will move forward and/or increase certain key expenditures and otherwise adjust its Planning Year budget accordingly. However, in order to maintain the conservative budget framework in this application, we will not assume that the school will receive this funding.

Revenues

- Federal Entitlements – The school has budgeted for \$210,000 in Title V-b funding, which is the expected amount for the Planning & Program Design phase.
- Private Grants & Donations – The school expects to conduct limited fundraising efforts during the Planning Year, raising approximately \$10,000 from primarily grassroots individual supporters of the school.

Expenses

- Contracted Staff – Per Title V-b rules, no regular staff can be hired and paid with V-b funds during the Planning & Program Design phase. Thus, all paid personnel during the Planning Year will be paid as independent contractors. This includes \$127K for the services of the presumptive Principal and Director of Operations, \$20K for FOCUS contractual services, \$16K for Curriculum consultants, and \$10K for a grants consultant. As reflected in the cash flow projection, the Principal and Director of Operations will begin as early as possible in the planning year.
- Miscellaneous Student Expense - \$10,000 has been budgeted for student recruitment during the Planning Year. Part of this budget will be used for student recruiting materials to be used at the DC Education Festival. The remaining will be spent on advertising, mailings, and printing costs.
- Legal, Accounting, and Payroll – These include service fees for bookkeeping, A/P, A/R, grants management, financial statement preparation and analysis, budgeting and reporting.
- Other Office Expense - \$500 has been set aside for any miscellaneous office expense that we incur during the planning year.
- Other General Expense – \$6,500 for staff recruitment and filing fees related to the school's 501(c)(3) application as well as any other unanticipated expense we incur.

OPERATING YEARS 1-5 ASSUMPTIONS

The budgets for Operating Year 1, Operating Year 2, and 5-Year Projections, as well as the Capital Budget for Years 1 and 2 and the Cash Flow Projection for Year 1, are attached. As with the Planning Year, these financial models were compiled using the three priorities of high-quality programming, financial sustainability and fiscal conservatism. We sought to craft a budget that would support the development of an outstanding educational program within reasonable financial constraints.

Revenues

Local/District Revenues

Public funding from the UPSFF (foundation-level and facilities) is 79% of total school revenue in Year 1.

The school modeled a 3% increase in the foundation-level UPSFF for SY2015-16 with a simple 3% annual inflationary increase thereafter. All current funding weights/multipliers were maintained at the same level within the per-pupil funding formula for all five years.

SPED enrollment was estimated at 14.8%, which is on par with D.C. schools. We have kept the portion of SPED students constant in each of the subsequent years. Low-income enrollment (free and reduced-lunch (FRL) percentage) was set at 80%, in-line with the population in our targeted neighborhoods and kept constant in all five years. See chart below for a depiction of the funding rates for middle school and special education students.

<u>Funding/Student</u>	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
Middle School	\$10,071	\$10,373	\$10,684	\$11,004	\$11,335
SPED Level 1	\$5,671	\$5,841	\$6,016	\$6,197	\$6,383
SPED Level 2	\$7,920	\$8,157	\$8,402	\$8,654	\$8,914
SPED Level 3	\$15,448	\$15,912	\$16,389	\$16,881	\$17,387
SPED Level 4	\$30,310	\$31,219	\$32,155	\$33,120	\$34,114

For facilities funding, we maintained the current rate of \$3,000/student for all five years.

Federal Revenues (18% of total school revenues in Year 1)

We assumed \$260K from Title Vb for the Initial Implementation-Year 1 phase of the three-year grant. As the school will operate as its own LEA for the purposes of special education, we have assumed IDEA 611 funds of approximately \$19K. Among the federal Title funds, we have budgeted for \$63K from Title I funds and \$16K from Title II funds. The school will not pursue Title III funding, since it does not expect to have enough ELL students to qualify for funding on its own and the administrative costs of participating in a Title III consortium outweigh the benefits.

The funding rates for Title I-II and IDEA 611 were based on a rough average of the DCPS and DC public charter per-pupil funding levels during the 2013-14 school year. In each subsequent year, we assumed a 3% annual increase.

Other Government Revenues (3% of total school revenues in Year 1.)

In the Other Government Funding/Grants revenue category, we assumed 2% annual increases in the funding per meal from the 2013-14 school year to Operating Year 1 for the National School Lunch Program (NSLP) and Healthy Schools Act (HSA) program, followed by annual 3% rises in subsequent years. We realize that not every meal that is ordered is actually eaten; this is important to track because every meal that is ordered is a cost but if it's not eaten, then no reimbursement will be available on the revenue side. To account for this, we factored in an 85% consumption rate. Furthermore, for the Healthy Schools Act, we assumed that 75% of the meals will meet the nutritional standards and local food requirements needed in order to receive reimbursement (although the school will strive to ensure 100% compliance with the Healthy Schools Act for all its meals).

Also in the Other Government Funding/Grants category, we included a 90% discount on E-Rate eligible services beginning in Year 2. With a free and reduced-lunch enrollment percentage above 75%, Washington Global will be eligible for the 90% E-Rate discount in most years. However, due to E-Rate rules, it is sometimes difficult to receive this full discount level during the first year of operations so we have not included a discount on E-rate eligible services in Year 1. Once the school has an operating history, it is easier to prove the FRL percentage and claim the appropriate discount.

Private Grants and Donations (0.6% of total school revenues in Year 1.)

We expect to raise \$12,000 in private gifts in Year 1 and subsequent years, primarily from individual supporters and friends of the school. While this may seem low, we wanted to maintain the conservatism in the model and thus did not project higher fundraising totals.

As mentioned earlier, the school also plans to apply for a \$250,000 grant through the Walton Family Foundation. While several new charter schools in D.C. have successfully accessed this grant in recent years, we did not want to assume that Washington Global would also receive it. Thus, this money was not included in the budget. Obviously, if the school is awarded the Walton money and exceeds its otherwise very modest fundraising targets, it will dramatically increase the capacity and growth potential of the school and the budget will have to be revised.

Activity Fees (0.2% of total school revenues in Year 1.)

This line-item contains student lunch sales. The school will charge a reasonable fee to its paid students to cover the difference between the NSLP reimbursement for paid lunch students and the cost of the meal from its food vendor. We have factored in a 50% collection rate for potential school lunch revenue and expect to generate approximately \$3K in school lunch sales.

Other Income (0.2% of total school revenues in Year 1.)

Other Income includes a negligible amount for interest income and about \$4K in uniform sales.

Expenses

Note that all expenses include 3% annual cost-of-living/inflation increases for Years 1-5.

Personnel Salaries and Benefits

All budgeted salaries have been benchmarked and are considered to be within the norm of those offered by public charter schools within the region.

- Line Item 15- Principal/Executive Salary: 2 FTE's – Principal and Director of Operations (2@90,000)
- Line Item 16-Teacher Salaries: 6.5 FTE's with an average salary of \$58,000 in Year 1. Of these, we are planning to hire 4 general education teachers, a foreign language teacher, and part-time art, physical education, and ELL teachers. In Year 2, we will add 4 more general education teachers. By Year 5, we project 16.5 teachers, 12 general education teachers, 2 foreign language teachers, 1 art teacher, 1 physical education teacher, and a part time ELL teacher.
 - Special Education Salaries: 1.5 FTE's with an average salary of \$58,000 in Year 1. Our Special Education Coordinator will teach as necessary in Year 1 along with our part-time Special Education teacher. In Year 2, we will add a Social Worker to our staff. By Year 5, we project 3 Special Education teachers working with our Special Education Coordinator and Social Worker.
- Line Item 17-Teacher Aides: 2 FTE's in Year 1. We plan to have one George Washington University Fellow with a salary of \$15,000 that corresponds with the flexible nature of this internship position and one Paraprofessional with a salary of \$22,000. In Year 2, we project 2 Fellows and 3 Paraprofessionals. By Year 5, the Fellows will have grown to 3.
- Line Item 18- Other Education Professionals: 3 FTE's in Year 1 – Dean of Students, Mental Health Professional, and Instructional Coach. Beginning in Year 2, we plan to have a School Culture/Parent Support Specialist and a second Instructional Coach. In Year 5, we plan to hire a part time Attendance Counselor.
- Line Item 19-Business/Operations Salaries: 1 FTE in Year 1 – Operations Manager. In Year 3, we plan to add a part-time Data Manager.
- Line Item 20-Clerical: 1 FTE in Year 1 – Receptionist/Office Manager. In Year 2, we will add a Food Service Manager. In Year 5, we will separate the roles of Receptionist and Office Manager and hire a part-time Receptionist.
- Line Item 22-Other Staff Salaries: This line-item includes provisions for substitute teachers and staff bonuses. The amounts grow with enrollment and staffing levels in subsequent years.
- Line Item 230-Employee Benefits: FICA taxes at 7.65% of total salaries. DC unemployment insurance at 2.9% of the first \$9,000 in each employee's salary. All staff at 0.5 FTE and above will receive benefits (health, 401(k), life and disability insurance, etc.), budgeted at 10% of salaries.
- Line Item 24-Contracted Staff: Data Management Services (\$30K), IMYC Curriculum Package (\$23K), Grant Consultant (\$5K), ICT Consultant (\$2K)
- Line Item 25-Staff Development: The amount budgeted annually for professional development will grow in future years as the teaching staff grows. The IMYC Package will also provide some professional development in Year 1. We have budgeted for \$2k in staff stipends.

Direct Student Expense

Line Items 29-38: This represents the cost of textbooks, student supplies and uniforms, library materials, teacher computers, student desks and chairs, assessment materials, special education services, the student information system, field trips, and student recruiting expenses. All baseline costs were based on the actual expenditures of operating D.C. public charter schools (as compared by EdOps). Year-over-year increases reflect an inflation rate of 3%.

To reflect our fiscal conservatism, we have also budgeted for a miscellaneous student costs at \$100 per student as a contingency line-item.

Occupancy Expenses

Line Items 42-52- Washington Global expects to be operating as a Building Hope Incubator for the first five years of operations. Therefore, our occupancy expenses for Year 1 are equivalent to 80% of our facilities allowance while in the remaining four years, this expense increases to 90% of our allowance.

We have also included a \$10,000 expense for tenant improvements each year.

Office Expenses

Line Items 55-63- This primarily represents those expenses that support the business operations of the school. This includes office supplies and materials, office furniture and equipment, copier maintenance, telephone expense, printing, postage, computer support fees, and legal, accounting, and payroll services. Estimated expenses represent the average amount a D.C. public charter school spends on an office expense line item.

To reflect our fiscal conservatism, we have also budgeted for a miscellaneous office expenses at \$50 per student as a contingency line-item.

General Expenses

Line Items 67-74- This represents the cost of insurance, faculty travel, food service fees, staffing recruiting expenses, fundraising expenses, and authorizer fees. With the exception of the authorizer fees, all baseline costs were based on the actual expenditures of operating D.C. public charter schools (as compared by EdOps). Year-over-year increases reflect an inflation rate of 3%.

To reflect our fiscal conservatism, we have also budgeted for a miscellaneous general costs at \$75 per student as a contingency line-item.

Capital Budget

The school plans to capitalize several assets during its first two years of operation. Capital expenditure is budgeted in four categories: computers and materials, classroom furnishings and supplies, office furnishings and equipment, and renovations/leasehold improvements. Total spending on these capitalized assets through the end of year two is forecasted at \$177K. Funds have been set aside in the capital budget to account for student growth and replacement of assets which have outgrown their useful life.

Computers & Materials includes the cost of laptops and computer peripherals such as printers and monitors. These are budgeted on a per staff basis. The cost of each laptop is budgeted at \$1,000.

Classroom Furnishings & Supplies includes the cost of all classroom furniture such as student desks + chairs, teacher desks + chairs, and bookshelves. These are budgeted based upon the number of new classrooms in a given year. Each student desk + chair is budgeted at \$150. Each teacher desk + chair is budgeted at \$400. The bookshelves/cabinets are budgeted at \$100.

Office Furnishings & Equipment includes the cost of non-classroom furniture such as office desks, office chairs, and filing cabinets. These are budgeted based upon the number of non-teaching staff. Each office desk + chair is budgeted at \$500. The filing cabinets are budgeted at \$550.

Renovations & Leasehold Improvements is a flat amount that could be used for such things as painting of the building or minor renovations to the space.

Pre-Opening Budget

REVENUES

Year 0 (Pre-Opening)

1	Per Pupil Charter Payments	
2	Per Pupil Facilities Allowance	
3	Federal Entitlements	\$210,000
4	Other Government Funding/Grants	
5	Total Public Funding	
6	Private Grants and Donations	\$10,000
7	Activity Fees	
8	Loans	
9	Other Income (please describe in footnote)	
10	Total Non-Public Funding	
11	EMO Management Fee (= line 73, col. G)	
12		
13		
14	TOTAL REVENUES	\$220,000

EXPENSES

Personnel Salaries and Benefits

15	Principal/Executive Salary	
16	Teachers Salaries	
17	Teacher Aides/Assistance Salaries	
18	Other Education Professionals Salaries	
19	Business/Operations Salaries	
20	Clerical Salaries	
21	Custodial Salaries	
22	Other Staff Salaries	
23	Employee Benefits	
24	Contracted Staff	\$173,000
25	Staff Development Costs	
26		
27	Subtotal: Personnel Costs	\$173,000
28		

29 Direct Student Expenses

30	Textbooks	
31	Student Supplies and Materials	
32	Library and Media Center Materials	
33	Computers and Materials	
34	Other Instructional Equipment	
35	Classroom Furnishings and Supplies	
36	Student Assessment Materials	
37	Contracted Student Services	
38	Miscellaneous Student Expenses	\$10,000
39		
40	Subtotal: Direct Student Expenses	\$10,000
41		

42 Occupancy Expenses**Year 0 (Pre-Opening)**

43 Rent
44 Mortgage Principal Payments
45 Mortgage Interest Payments
46 Building Maintenance and Repairs
47 Renovation/Leasehold Improvements
48 Utilities
49 Janitorial Supplies
50 Equipment Rental and Maintenance
51 Contracted Building Services

52

53 Subtotal: Occupancy Expenses

\$0

54

55 Office Expenses

56 Office Supplies and Materials
57 Office Furnishings and Equipment
58 Office Equipment Rental and Maintenance
59 Telephone/Telecommunications
60 Legal, Accounting and Payroll Services
61 Printing and Copying
62 Postage and Shipping
63 Other Office Expense

\$24,500

\$500

64

65 Subtotal: Office Expenses

\$25,000

66

67 General Expenses

68 Insurance
69 Interest Expense
70 Transportation
71 Food Service
72 Administration Fee (to PCSB)
73 EMO Management Fee
74 Other General Expense

\$6,500

75

76 Subtotal: General Expenses

\$6,500

77

78 TOTAL EXPENSES

\$214,500

79

80 EXCESS (OR DEFICIENCY)

\$5,500

Pre-Opening Cash Flow Projection

DESCRIPTION	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)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000	\$4,000	\$6,000	\$8,000	
2. Cash receipts													
Per Pupil Charter Payments													\$0
Federal Entitlements	\$12,667	\$12,667	\$12,667	\$12,667	\$12,667	\$12,667	\$26,417	\$22,417	\$22,417	\$22,417	\$22,417	\$17,917	\$210,000
Grants and Donations								\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$10,000
Activities Fees													\$0
Other Income													\$0
3. Total Receipts	\$12,667	\$12,667	\$12,667	\$12,667	\$12,667	\$12,667	\$26,417	\$24,417	\$24,417	\$24,417	\$24,417	\$19,917	\$220,000
4. Total Cash Available	\$12,667	\$12,667	\$12,667	\$12,667	\$12,667	\$12,667	\$26,417	\$24,417	\$26,417	\$28,417	\$30,417	\$27,917	\$220,000
5. Expenses													
Personnel Salaries and Benefits													
Principal/Executive Salary													\$0
Teachers Salaries													\$0
Teacher Aides/Assistance Salaries													\$0
Other Education Professionals Salaries													\$0
Business/Operations Salaries													\$0
Clerical Salaries													\$0
Custodial Salaries													\$0
Other Staff Salaries													\$0
Employee Benefits													\$0
Contracted Staff	\$10,583	\$10,583	\$10,583	\$10,583	\$10,583	\$10,583	\$18,250	\$18,250	\$18,250	\$18,250	\$18,250	\$18,250	\$173,000
Staff Development Costs													\$0
Direct Student Expenses													
Textbooks													\$0
Student Supplies and Materials													\$0
Library and Media Center Materials													\$0
Computers and Materials													\$0
Other Instructional Equipment													\$0
Classroom Furnishings and Supplies													\$0
Student Assessment Materials													\$0
Contracted Instructional/Student Services													\$0
Miscellaneous Student Expenses							\$5,000	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000	\$10,000

DESCRIPTION	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													\$0
Office Furnishings and Equipment													\$0
Office Equipment Rental and Maintenance													\$0
Telephone/Telecommunications													\$0
Legal, Accounting and Payroll Services	\$2,042	\$2,042	\$2,042	\$2,042	\$2,042	\$2,042	\$2,042	\$2,042	\$2,042	\$2,042	\$2,042	\$2,042	\$24,500
Printing and Copying													\$0
Postage and Shipping													\$0
Other Office Expense	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$42	\$500
Occupancy Expenses													
Rent													\$0
Mortgage Interest Payments													\$0
Maintenance and Repairs													\$0
Utilities													\$0
Janitorial Supplies													\$0
Equipment Rental and Maintenance													\$0
Contracted Building Services													\$0
General Expenses													
Insurance													\$0
Interest Expense													\$0
Transportation													\$0
Food Service													\$0
Administration Fee													\$0
Management Fee													\$0
Other General Expense							\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$1,083	\$6,500
6. Total Expenses	\$12,667	\$12,667	\$12,667	\$12,667	\$12,667	\$12,667	\$26,417	\$22,417	\$22,417	\$22,417	\$22,417	\$22,417	\$214,500
7. Fund Balance (end of month)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,000	\$4,000	\$6,000	\$8,000	\$5,500	\$5,500

Year One Budget

DESCRIPTION		BUDGETED AMOUNTS			
		Column A	Column B	Column C	Column D
		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	\$1,279,846		\$1,279,846	
2	Per Pupil Facilities Allowance	\$294,000		\$294,000	
3	Federal Entitlements	\$358,530		\$358,530	
4	Other Government Funding/Grants	\$52,724	\$0	\$52,724	
5	Total Public Funding	\$1,985,101	\$0	\$1,985,101	
6	Private Grants and Donations	\$12,000	\$0	\$12,000	
7	Activity Fees	\$3,129	\$0	\$3,129	
8	Loans	\$0	\$0	\$0	
9	Other Income	\$3,888	\$0	\$3,888	
10	Total Non-Public Funding	\$19,017	\$0	\$19,017	
11	EMO Management Fee (= line 73, col. G)		\$0	\$0	
12					
13					
14	TOTAL REVENUES	\$2,004,117	\$0		
EXPENSES					
		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
<i>Personnel Salaries and Benefits</i>					
15	Principal/Executive	\$180,000	\$0	\$180,000	9.1%
16	Teachers	\$377,000	\$0	\$377,000	19.0%
17	Teacher Aides/Assistants	\$37,000	\$0	\$37,000	1.9%
18	Other Education Professionals	\$272,000	\$0	\$272,000	13.7%
19	Business/Operations	\$58,000	\$0	\$58,000	2.9%
20	Clerical	\$30,000	\$0	\$30,000	1.5%
21	Custodial	\$0	\$0	\$0	0.0%
22	Other Staff	\$9,000	\$0	\$9,000	0.5%
23	Employee Benefits & Taxes	\$207,734	\$0	\$207,734	10.5%
24	Contracted Staff	\$60,000	\$0	\$60,000	3.0%
25	Staff Development Expense	\$6,550	\$0	\$6,550	0.3%
26					
27	Subtotal: Personnel Costs	\$1,237,284	\$0	\$1,237,284	62.3%
28					
<i>Direct Student Expenses</i>					
30	Textbooks	\$25,000	\$0	\$25,000	1.3%
31	Student Supplies and Materials	\$22,500	\$0	\$22,500	1.1%
32	Library and Media Center Materials	\$5,000	\$0	\$5,000	0.3%
33	Computers and Materials	\$21,200	\$0	\$21,200	1.1%
34	Other Instructional Equipment	\$0	\$0	\$0	0.0%
35	Classroom Furnishings and Supplies	\$50,000	\$0	\$50,000	2.5%
36	Student Assessment Materials	\$10,000	\$0	\$10,000	0.5%
37	Contracted Student Services	\$65,400	\$0	\$65,400	3.3%
38	Miscellaneous Student Expense	\$32,400	\$0	\$32,400	1.6%
39					
40	Subtotal: Direct Student Expenses	\$231,500	\$0	\$231,500	11.7%
41					
<i>Occupancy Expenses</i>					
43	Rent	\$240,000	\$0	\$240,000	12.1%
44	Mortgage Principal Payments	\$0	\$0	\$0	0.0%
45	Mortgage Interest Payments	\$0	\$0	\$0	0.0%
46	Building Maintenance and Repairs	\$0	\$0	\$0	0.0%
47	Renovation/Leasehold Improvements	\$10,000	\$0	\$10,000	0.5%
48	Utilities	\$0	\$0	\$0	0.0%
49	Janitorial Supplies	\$0	\$0	\$0	0.0%
50	Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%
51	Contracted Building Services	\$0	\$0	\$0	0.0%
52					
53	Subtotal: Occupancy Expenses	\$250,000	\$0	\$250,000	12.6%
54					

EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
55	Office Expenses				
56	Office Supplies and Materials	\$10,000	\$0	\$10,000	0.5%
57	Office Furnishings and Equipment	\$10,500	\$0	\$10,500	0.5%
58	Office Equipment Rental and Maintenance	\$27,800	\$0	\$27,800	1.4%
59	Telephone/Telecommunications	\$5,400	\$0	\$5,400	0.3%
60	Legal, Accounting and Payroll Services	\$64,090	\$0	\$64,090	3.2%
61	Printing and Copying	\$2,500	\$0	\$2,500	0.1%
62	Postage and Shipping	\$1,000	\$0	\$1,000	0.1%
63	Other Office Expense	\$5,000	\$0	\$5,000	0.3%
64					
65	Subtotal: Office Expenses	<u>\$126,290</u>	<u>\$0</u>	<u>\$126,290</u>	<u>6.4%</u>
66					
67	General Expenses				
68	Insurance	\$14,558	\$0	\$14,558	0.7%
69	Interest Expense	\$0	\$0	\$0	0.0%
70	Transportation	\$1,000	\$0	\$1,000	0.1%
71	Food Service	\$78,500	\$0	\$78,500	4.0%
72	Administration Fee (to PCSB)	\$9,960	\$0	\$9,960	0.5%
73	Management Fee	\$0	\$0	\$0	0.0%
74	Other General Expense	\$16,160		\$16,160	0.8%
75					
76	Subtotal: General Expenses	<u>\$120,177</u>	<u>\$0</u>	<u>\$120,177</u>	<u>6.1%</u>
77					
78	TOTAL EXPENSES	<u>\$1,965,251</u>	<u>\$0</u>	<u>\$1,965,251</u>	<u>99.0%</u>
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	<u>\$38,866</u>		\$38,866	2.0%
82	Excess (or deficit) retained by EMO		<u>\$0</u>	\$0	0.0%

ASSUMPTIONS

Student Enrollment	<u>100</u>
Facility Size (square footage)	<u>10,000</u>
Average Teacher Salary	<u>\$58,000</u>
Student/Teacher Ratio	<u>15 to 1</u>
Other Major Assumptions	

NOTES:

Year Two Budget

DESCRIPTION		BUDGETED AMOUNTS			Column D Expenditures as a Percent of Total Public Funding
		Column A	Column B	Column C	
		501(c)3 School Applicant	Education Management Organization	Total Revenues by Funding Source	
REVENUES					
1	Per Pupil Charter Payments	\$2,266,477		\$2,266,477	
2	Per Pupil Facilities Allowance	\$470,400		\$470,400	
3	Federal Entitlements	\$421,990		\$421,990	
4	Other Government Funding/Grants	\$99,795	\$0	\$99,795	
5	Total Public Funding	\$3,258,661	\$0	\$3,258,661	
6	Private Grants and Donations	\$12,000	\$0	\$12,000	
7	Activity Fees	\$6,130	\$0	\$6,130	
8	Loans	\$0	\$0	\$0	
9	Other Income	\$6,457	\$0	\$6,457	
10	Total Non-Public Funding	\$24,587	\$0	\$24,587	
11	EMO Management Fee (= line 73, col. G)		\$0	\$0	
12					
13					
14	TOTAL REVENUES	\$3,283,248	\$0		

		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
EXPENSES					
Personnel Salaries and Benefits					
15	Principal/Executive	\$185,400	\$0	\$185,400	5.7%
16	Teachers	\$694,220	\$0	\$694,220	21.3%
17	Teacher Aides/Assistants	\$98,880	\$0	\$98,880	3.0%
18	Other Education Professionals	\$474,830	\$0	\$474,830	14.6%
19	Business/Operations	\$59,740	\$0	\$59,740	1.8%
20	Clerical	\$61,800	\$0	\$61,800	1.9%
21	Custodial	\$0	\$0	\$0	0.0%
22	Other Staff	\$15,147	\$0	\$15,147	0.5%
23	Employee Benefits & Taxes	\$329,227	\$0	\$329,227	10.1%
24	Contracted Staff	\$53,560	\$0	\$53,560	1.6%
25	Staff Development Expense	\$9,631	\$0	\$9,631	0.3%
26					
27	Subtotal: Personnel Costs	\$1,982,435	\$0	\$1,982,435	60.8%
28					
Direct Student Expenses					
29					
30	Textbooks	\$20,600	\$0	\$20,600	0.6%
31	Student Supplies and Materials	\$42,127	\$0	\$42,127	1.3%
32	Library and Media Center Materials	\$8,240	\$0	\$8,240	0.3%
33	Computers and Materials	\$39,986	\$0	\$39,986	1.2%
34	Other Instructional Equipment	\$0	\$0	\$0	0.0%
35	Classroom Furnishings and Supplies	\$30,900	\$0	\$30,900	0.9%
36	Student Assessment Materials	\$16,480	\$0	\$16,480	0.5%
37	Contracted Student Services	\$103,700	\$0	\$103,700	3.2%
38	Miscellaneous Student Expense	\$50,058	\$0	\$50,058	1.5%
39					
40	Subtotal: Direct Student Expenses	\$312,091	\$0	\$312,091	9.6%
41					
Occupancy Expenses					
42					
43	Rent	\$432,000	\$0	\$432,000	13.3%
44	Mortgage Principal Payments	\$0	\$0	\$0	0.0%
45	Mortgage Interest Payments	\$0	\$0	\$0	0.0%
46	Building Maintenance and Repairs	\$0	\$0	\$0	0.0%
47	Renovation/Leasehold Improvements	\$10,000	\$0	\$10,000	0.3%
48	Utilities	\$0	\$0	\$0	0.0%
49	Janitorial Supplies	\$0	\$0	\$0	0.0%
50	Equipment Rental and Maintenance	\$0	\$0	\$0	0.0%
51	Contracted Building Services	\$0	\$0	\$0	0.0%
52					
53	Subtotal: Occupancy Expenses	\$442,000	\$0	\$442,000	13.6%
54					

EXPENSES		501(c)3 School Applicant	Education Management Organization	Combined Total	Expenditures as a Percent of Total Public Funding
55	Office Expenses				
56	Office Supplies and Materials	\$16,480	\$0	\$16,480	0.5%
57	Office Furnishings and Equipment	\$4,635	\$0	\$4,635	0.1%
58	Office Equipment Rental and Maintenance	\$37,904	\$0	\$37,904	1.2%
59	Telephone/Telecommunications	\$5,562	\$0	\$5,562	0.2%
60	Legal, Accounting and Payroll Services	\$91,756	\$0	\$91,756	2.8%
61	Printing and Copying	\$4,120	\$0	\$4,120	0.1%
62	Postage and Shipping	\$1,648	\$0	\$1,648	0.1%
63	Other Office Expense	\$8,240	\$0	\$8,240	0.3%
64					
65	Subtotal: Office Expenses	\$170,345	\$0	\$170,345	5.2%
66					
67	General Expenses				
68	Insurance	\$23,234	\$0	\$23,234	0.7%
69	Interest Expense	\$0	\$0	\$0	0.0%
70	Transportation	\$1,030	\$0	\$1,030	0.0%
71	Food Service	\$141,933	\$0	\$141,933	4.4%
72	Administration Fee (to PCSB)	\$16,355	\$0	\$16,355	0.5%
73	Management Fee	\$0	\$0	\$0	0.0%
74	Other General Expense	\$22,726		\$22,726	0.7%
75					
76	Subtotal: General Expenses	\$205,278	\$0	\$205,278	6.3%
77					
78	TOTAL EXPENSES	\$3,112,149	\$0	\$3,112,149	95.5%
79					
80	EXCESS (OR DEFICIENCY)				
81	Excess (or deficit) retained by school	\$171,099		\$171,099	5.3%
82	Excess (or deficit) retained by EMO		\$0	\$0	0.0%

ASSUMPTIONS

Student Enrollment	160
Facility Size (square footage)	16,000
Average Teacher Salary	\$66,116
Student/Teacher Ratio	15 to 1
Other Major Assumptions	

NOTES:

Five-Year Budget

DESCRIPTION	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUES					
Per Pupil Charter Payments	\$1,573,846	\$2,736,877	\$3,634,742	\$4,152,777	\$4,618,102
Federal Entitlements	\$411,255	\$521,785	\$345,655	\$382,145	\$428,630
Income from Grants and Donations	\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
Activity Fees	\$3,129	\$6,130	\$8,281	\$9,613	\$10,815
Other Income	\$3,888	\$6,457	\$8,264	\$9,416	\$10,575
TOTAL REVENUES	\$2,004,117	\$3,283,248	\$4,008,941	\$4,565,951	\$5,080,122
EXPENSES					
Personnel Salaries and Benefits	\$1,237,284	\$1,982,435	\$2,419,468	\$2,717,686	\$3,008,920
Direct Student Expense	\$231,500	\$312,091	\$347,097	\$374,650	\$421,531
Occupancy Expenses	\$250,000	\$442,000	\$550,000	\$604,000	\$658,000
Office Expenses	\$126,290	\$170,345	\$238,148	\$251,431	\$295,391
General Expenses	\$120,177	\$205,278	\$268,236	\$306,925	\$344,553
TOTAL EXPENSES	\$1,965,251	\$3,112,149	\$3,822,949	\$4,254,692	\$4,728,396
EXCESS (OR DEFICIENCY)	\$38,866	\$171,099	\$185,992	\$311,259	\$351,727

Capital Budget

	Year 1	Year 2	Year 3	Year 4	Year 5
Computers and Materials	\$21,200	\$39,986	\$19,660	\$19,535	\$31,430
Classroom Furnishings and Supplies	\$50,000	\$30,900	\$21,218	\$10,927	\$11,255
Office Furnishings and Equipment	\$10,500	\$4,635	\$11,935	\$4,917	\$14,350
Renovation/Leasehold Improvements	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
TOTAL CAPITAL BUDGET	\$91,700	\$85,521	\$62,813	\$45,380	\$67,035

Year One Cash Flow Projection

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
1. Cash on Hand (start of month)	\$0	\$5,500	\$341,477	\$161,130	\$236,687	\$601,752	\$451,015	\$301,854	\$485,154	\$348,493	\$211,831	\$329,139	\$190,478	
2. Cash receipts														
Per Pupil Charter Payments	\$0	\$383,954	\$0	\$0	\$319,962	\$0	\$0	\$319,962	\$0	\$0	\$255,969	\$0	\$0	\$1,279,846
Per Pupil Facilities Allowance	\$0	\$88,200	\$0	\$0	\$205,800	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$294,000
Federal Entitlements	\$210,000	\$0	\$0	\$260,000	\$0	\$0	\$14,076	\$14,076	\$14,076	\$14,076	\$14,076	\$14,076	\$14,076	\$568,530
Other Government Funding/Grants	\$0	\$0	\$0	\$5,272	\$5,272	\$5,272	\$5,272	\$5,272	\$5,272	\$5,272	\$5,272	\$5,272	\$5,272	\$52,724
Private Grants and Donations	\$10,000	\$0	\$0	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$22,000
Activity Fees	\$0	\$0	\$0	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$313	\$3,129
Other Income	\$0	\$11	\$11	\$3,761	\$11	\$11	\$11	\$11	\$11	\$11	\$11	\$11	\$11	\$3,888
3. Total Receipts	\$220,000	\$472,165	\$11	\$270,547	\$532,558	\$6,797	\$20,873	\$340,834	\$20,873	\$20,873	\$276,842	\$20,873	\$20,873	\$2,224,117
4. Total Cash Available	\$220,000	\$477,665	\$341,489	\$431,677	\$769,246	\$608,549	\$471,887	\$642,688	\$506,026	\$369,365	\$488,673	\$350,012	\$211,351	\$2,224,117
5. Expenses														
Personnel Salaries and Benefits														
Principal/Executive	\$0	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$180,000
Teachers	\$0	\$16,391	\$32,783	\$32,783	\$32,783	\$32,783	\$32,783	\$32,783	\$32,783	\$32,783	\$32,783	\$32,783	\$32,783	\$377,000
Teacher Aides/Assistants	\$0	\$1,609	\$3,217	\$3,217	\$3,217	\$3,217	\$3,217	\$3,217	\$3,217	\$3,217	\$3,217	\$3,217	\$3,217	\$37,000
Other Education Professionals	\$0	\$19,199	\$22,982	\$22,982	\$22,982	\$22,982	\$22,982	\$22,982	\$22,982	\$22,982	\$22,982	\$22,982	\$22,982	\$272,000
Business/Operations	\$0	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$4,833	\$58,000
Clerical	\$0	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500	\$30,000
Custodial	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Staff	\$0	\$333	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$9,000
Employee Benefits & Taxes	\$0	\$13,184	\$13,184	\$18,137	\$18,137	\$18,137	\$18,137	\$18,137	\$18,137	\$18,137	\$18,137	\$18,137	\$18,137	\$207,734
Contracted Staff	\$173,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$233,000
Staff Development Expense	\$0	\$546	\$546	\$546	\$546	\$546	\$546	\$546	\$546	\$546	\$546	\$546	\$546	\$6,550
Direct Student Expenses														
Textbooks	\$0	\$0	\$12,500	\$12,500	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$25,000
Student Supplies and Materials	\$0	\$1,250	\$5,000	\$5,000	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$1,250	\$22,500
Library and Media Center Materials	\$0	\$0	\$0	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$5,000
Computers and Materials	\$0	\$5,300	\$5,300	\$398	\$398	\$398	\$398	\$398	\$398	\$398	\$398	\$398	\$398	\$21,200
Other Instructional Equipment	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Classroom Furnishings and Supplies	\$0	\$12,500	\$12,500	\$12,500	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$938	\$10,000
Student Assessment Materials	\$0	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10,000
Contracted Student Services	\$0	\$0	\$0	\$6,540	\$6,540	\$6,540	\$6,540	\$6,540	\$6,540	\$6,540	\$6,540	\$6,540	\$6,540	\$65,400
Miscellaneous Student Expense	\$10,000	\$2,000	\$4,400	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000	\$4,000	\$4,000	\$4,000	\$42,400
DESCRIPTION														Total
Office Expenses														
Office Supplies and Materials	\$0	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$833	\$10,000
Office Equipment Rental and Maintenance														
Office Furnishings and Equipment	\$0	\$2,317	\$2,317	\$2,317	\$2,317	\$2,317	\$2,317	\$2,317	\$2,317	\$2,317	\$2,317	\$2,317	\$2,317	\$27,800
Telephone/Telecommunications	\$0	\$2,625	\$2,625	\$2,625	\$197	\$197	\$197	\$197	\$197	\$197	\$197	\$197	\$1,050	\$10,500
Legal, Accounting and Payroll Services	\$24,500	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$450	\$5,400
Printing and Copying	\$0	\$4,299	\$4,299	\$4,299	\$4,299	\$4,299	\$4,299	\$4,299	\$4,299	\$4,299	\$4,299	\$4,299	\$4,299	\$88,590
Postage and Shipping	\$20	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$208	\$2,500
Other Office Expense	\$500	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$1,000
Occupancy Expenses														
Rent	\$0	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000	\$240,000
Mortgage Interest Payments	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Mortgage Principal Payments	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building Maintenance and Repairs	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Renovation/Leasehold Improvements	\$0	\$2,500	\$2,500	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$188	\$1,000	\$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

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
Equipment Rental and Maintenance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Contracted Building Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
General Expenses	\$0	\$1,213	\$1,213	\$1,213	\$1,213	\$1,213	\$1,213	\$1,213	\$1,213	\$1,213	\$1,213	\$1,213	\$1,213	\$14,558
Insurance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Interest Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Transportation	\$0	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$83	\$1,000
Food Service	\$0	\$0	\$3,738	\$7,476	\$7,476	\$7,476	\$7,476	\$7,476	\$7,476	\$7,476	\$7,476	\$7,476	\$7,476	\$78,500
Administration Fee (to PCSB)	\$0	\$0	\$0	\$0	\$9,960	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$9,960
Management Fee	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other General Expense	\$6,500	\$1,097	\$1,097	\$1,397	\$1,397	\$1,397	\$1,397	\$1,397	\$1,397	\$1,397	\$1,397	\$1,397	\$1,397	\$22,660
6. Total Expenses	\$214,500	\$136,188	\$180,359	\$194,989	\$167,494	\$157,534	\$170,034	\$157,534	\$157,534	\$157,534	\$159,534	\$159,534	\$166,984	\$2,179,751
7. Fund Balance (end of month)	\$5,500	\$341,477	\$161,130	\$236,687	\$601,752	\$451,015	\$301,854	\$485,154	\$348,493	\$211,831	\$329,139	\$190,478	\$44,366	\$44,366

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

Name	Current Position	Area of Expertise
Elizabeth Torres*	Program Specialist in Policy at the U.S. Department of Education; Adjunct Professor at The George Washington University	Urban School Leadership, Performance Management, Education Policy
Candice Cloos*	Program Specialist in Education at the U.S. Department of Education	Urban Education, Curriculum Development and Instruction
Kate Foy*	Education Consultant for Fieldwork Education (International Middle Years Curriculum)	International Curriculum and Instruction, School Leadership, and Middle School
Teresa Curristine*	Senior Economist at the Fiscal Affairs Department of the International Monetary Fund (IMF)	Fiscal Budgeting and Data Management
Juliana Taymans*	Professor of Education at the George Washington University Graduate School of Education and Human Development (GSEHD)	Secondary Teacher Preparation and Special Education
Carolyn Green	School Psychologist	Social and Emotional Health, Middle School
Natalie Sanders*	Lawyer at Latham & Watkins, LLP	Urban Education and Board Leadership
Lauren Magness McCay	Middle School Literacy Coach	Middle School, International Education, and Literacy
Alexandra Fielding Wilson*	Real Estate Specialist	Real Estate and Fundraising
Bryan Ricapito*	Lawyer at Hogan Lovells	Finance Law
Robyn Stern*	Researcher for the ThinkFoodGroup	Nutrition and Community Building
Daonne Huff	Project Manager for Groundswell	Community Building and the Arts

*Board Member

Candice Cloos

EDUCATION

- Present** **The George Washington University, Washington, DC**
Doctoral Candidate in Special Education, Degree Expected in May 2014
- 2007** **University of Virginia, Charlottesville, VA**
Master of Teaching, Special Education
- 2003** **University of Virginia, Charlottesville, VA**
Bachelor of Arts in English; Minor in Religious Studies
- 2002** **University of Valencia, Valencia, Spain**
International Coursework, Spanish Language

EMPLOYMENT HISTORY

2011 to present, Program Specialist

U.S. Department of Education, Washington, DC

- Prepared and briefed senior executives, including the Secretary of Education and White House officials, on education policies and best practices
- Employed expertise in curriculum development; instructional design; school-wide intervention programs; and teacher preparation to support a wide range of department efforts
- Administered department-wide Combined Federal Campaign; as deputy manager, coordinated nearly one million-dollar fundraising effort

2009 to 2011, Graduate Research Assistant

George Washington University, Graduate School of Education and Human Development, Washington, DC

- Designed, developed, and implemented arts-based science curriculum in District of Columbia Public and charter schools in conjunction with National Institute of Health Science Education Partnership Award (SEPA) grant, in partnership with Children's National Medical Center and the National Children's Museum
- Collaborated with team members in the areas of curriculum development, school and community outreach, teacher preparation and family and student instruction
- Served as Teaching Assistant
- Received the Select Excellence Tuition Award

2007 - 2009, Special Education Teacher

Fairfax County Public Schools, Falls Church, VA

- Taught special education in an inclusive setting with pull out support

- Collaborated with general education teachers, support services, administration, social workers, and parents to design and carry out the optimal program for each student
- Integrated students 3 who have learning disabilities, emotional disorders, ADHD, Muscular Dystrophy, and Prader-Willi Syndrome; caseload was 17 students

2006 - 2007, Special Education Teacher

Buckingham County Public Schools, Buckingham, VA

- Taught a self-contained class of 6 students with MR, developmental delays, and learning disabilities

2004 – 2005, Special Education Teacher

New York City Public Schools, New York, NY

- Provided additional in-classroom services in a special education school serving students with serious disabilities
- Administered literacy assessments

CERTIFICATIONS

Special Education Teacher K-12

PUBLICATIONS

Cloos, C. (2011). *Health insurance options for students entering two and four year universities*. HEATH Resource Center. George Washington University, Washington, DC.

Cloos, C. (2010). *Using service-learning to meet the mental health needs of students*. Institute for Policy Studies. George Washington University, Washington, DC.

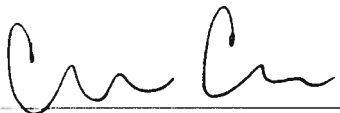
**Washington Global Public Charter School
Trustee Agreement Form**

As a member of the Washington Global Public Charter School Board of Trustees, I accept the duties and responsibilities outlined below.

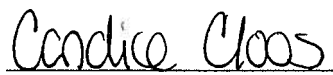
Specific Board Responsibilities:

1. Develop and communicate the mission of the school.
2. Support the mission of Washington Global Public Charter School by ensuring that the school's policies, procedures, and programs are consistent with and further the school's mission.
3. Ensure that policies and procedures maintain compliance with federal, state and local laws.
4. Review and approve the school's annual budget and strategic plan annually.
5. Work with school leaders to ensure that the school is audited annually by an outside, independent auditor.
6. Hire, review the performance of, and (if necessary) dismiss the Principal and Director of Operations.
7. Agree with and adhere to Washington Global Public Charter School's conflicts of interest and confidentiality policies, Articles of Incorporation, Code of Ethics, and Bylaws.
8. Support Washington Global through outreach and/or fundraising efforts.
9. Recruit and propose Board of Trustees candidates who possess skills that further the mission of the school.
10. Maintain a high level of ethical standing.
11. Participate in Board and committee meetings.

Read and understood:



Signature



Printed Name and Date

Washington Global Public Charter School

Personal Statement: Candice Cloos

I, Candice Cloos, am a founding member of the Board of Trustees of Washington Global Public Charter School because I am dedicated to serving the needs of underserved children through education. I strongly believe that Washington Global will provide a highly effective way to develop the minds of children of the District of Columbia and to prepare them for success in high school, college, and into adulthood.

I have dedicated my life to education. I have served as a teacher—exclusively in Title One schools—in Fairfax County Public Schools and New York City Public Schools. I taught special needs students, including high-need students who had been previously removed from other schools. These experiences left me with a firm commitment that educators can make differences in their students' lives. I have also designed an art-based science curriculum that employed hands-on inquiry-based learning to promote a child's self-awareness of health related issues. I oversaw the implementation of the pilot curriculum in DCPS and charter schools across the district from 2009 to 2011. I have also served at the Department of Education as a program specialist, where I have been exposed to a wide variety of educational policy decisions, particularly in the areas of curriculum development, instructional design, and school-wide intervention programs.

I hold a B.A. in English and M.T. in Special Education from The University of Virginia Curry School of Education. I am also a doctoral candidate in Neuroscience and Special Education at The George Washington University, and expect degree conferral in May 2014.

I believe that my wide range of education experiences will serve as a great asset to helping Washington Global complete its mission. I am confident that my focus on ensuring the success of Washington Global's students will serve them, and the school, well.

Sincerely,

A handwritten signature in black ink, appearing to read 'Candice Cloos', with a stylized, flowing script.

Candice Cloos

Teresa Rose Curristine

Education

PhD, University of Oxford

M. Phil, University of Oxford

BA in Government, Franklin & Marshall College

Work Experience

I have been working for international organisations in the area of public financial management and budgeting for 11 years.

Senior Economist, Public Financial Management Division II, Fiscal Affairs Department, International Monetary Fund (IMF), January 2010-To present

Tasks and Responsibilities Managing Projects, Mission Teams, and Dialogues

I provide technical assistance to countries on public financial management issues. I have led several missions in Asia and Latin America. I am working on an initiative opening a dialogue with G20 countries on strengthening budget institutions through missions to Australia, China, India, Indonesia, and Brazil. I organize regional seminars in Asia on various PFM topics. I have made presentations and chair sessions at external seminars including at the US Pew-Peterson commission. I have coordinated and co-edited the book *Public Financial Management and Its Emerging Architecture* with contributions from 34 authors. I have co-authored the IMF Board paper, *The Role and Functions of Fiscal Councils*. I represent the division at internal and external meetings with other international organizations and visiting government delegations.

Senior Policy Analyst, Budgeting and Public Expenditures Division, Public Governance Directorate, Organisation for Economic Cooperation and Development (OECD), September 2002- January 2010

Tasks and Responsibilities Managing, Teams, Networks, and Projects

Reviews of Budgetary Institutions, Procedures, and Practices in OECD Countries

I headed teams conducting reviews of budgetary institutions and procedures in OECD countries. These reviews involved leading missions to the country and conducting interviews with senior government officials in the Ministry of Finance, spending ministries, and Congress. I led the reviews of Portugal and Mexico. I presented the recommendations of these reviews to the relevant Minister of Finance. The Budget Review of Mexico was launched by the President of Mexico at a conference in Mexico City.

OECD Network on Performance and Results

This network explored the development and operations of performance budgeting and management systems in OECD

countries. I developed and ran this network and its work programme for five years. This involved giving advice to countries on developing performance budgeting and evaluation systems, producing documents and publications for the network and organising meetings. The 2007 meeting of the network was held in Washington DC and organised in conjunction with the US Office of Management and Budget. In 2008, I organised four seminars jointly with the Ministries of Finance of OECD countries (Austria, Mexico, Poland, and Portugal) on practical aspects of implementing performance budgeting and management reforms.

Regional Networks

I was responsible for managing the division's work on Latin America. This involved producing papers and giving presentations to the Latin American network of senior budget officials and organising an annual meeting in cooperation with CEPAL. In cooperation with the IADB and the World Bank, I assisted with the organisation of an international conference in Mexico on performance budgeting systems. I was also the representative for the directorate on the internal committee for coordination of OECD work in Africa.

Representation and liaison with member and non-member countries and international organisations

I represented the directorate, presented papers, chaired sessions, and participate in conferences in Asia, Europe, Eastern Europe, Latin America and the United States. I provided advice to high-level government officials from member and non-member countries. I was the directorate's representative on the EU Quality of Public Finance Working Group. I organised twenty conferences for the OECD in different subject areas including on performance budgeting, public private partnerships, and the application of public administration reforms in the developing countries.

Special Projects

German Presidency of the European Union (EU): Improving Public Sector Efficiency and Effectiveness

I managed and coordinated a cross-directorate project on measuring and improving public sector efficiency and effectiveness for the German EU Presidency. This project produced papers for the Presidency and the informal meeting of EU Ministers of Finance. This project was run in close cooperation with the German Ministry of Finance and the European Commission. I presented the results of this project at an EU Presidency workshop organised by the German Ministry of Finance.

Public Sector Modernisation

I coordinated a directorate wide project reviewing the impact of public sector reform initiatives. As part of this project I coordinated and contributed to a series of papers and policy briefs on different aspects of public sector modernisation. I also organised seminars on the subject for the Public Governance Committee. I edited the book entitled *Modernising Government: The Way Forward*, this book was the main report for the 2005 ministerial meeting for OECD Ministers of Public Sector Reform. I assisted in the organising of this ministerial meeting.

Other Projects

I have also managed projects and teams working on performance budgeting, accountability and control issues, the role of the legislature in the budget process, and the OECD Latin American database on budget practices and procedures. I have been a senior member on the teams conducting the reviews of the budget process in Chile and Norway. I was a senior member of the team that conducted the first OECD public management review, which reviewed the impact of the Irish government's public sector reforms. I have also contributed to the OECD Government at a Glance project.

Academic Work Experience

I worked as a lecturer for 6 years at the University of Oxford

University and College Lecturer, Hertford College, University of Oxford,

I taught undergraduate students on the BA course in Politics, Philosophy and Economics. I lectured and gave seminars on comparative public policy, public administration, and political economy of reform to graduate students on the M. Phil in European Politics & Society. I participated in the Politics Department's prelim politics and comparative political institutions subject panels. I was responsible for 28 students at Hertford College. I organised students teaching, gave work-related advice, monitored their progress, and provided pastoral care. I participated in open days and interviewed candidates for admission.

College Lecturer, Trinity College, University of Oxford,

I taught undergraduate students on the BA course in Politics, Philosophy and Economics. I taught courses on political institutions and economy, bureaucracies, and public administration reform. I organised teaching, supervised students and monitored their progress. I participated in the admission and pastoral care of students. Including participating in college committees, meetings, open days and interviewing candidates for admission.

Public Sector Work Experience

Analyst, Strategy Directorate, Highways Agency, Department of Transport,

Worked on the budget preparation for the Agency. Analysed the impact of different funding scenarios on aspects of the Agency's business as part of the UK Treasury's public expenditure survey. Worked with consultants on tenders for public private partnerships. Wrote ministerial briefings.

Research Officer, National Council for Vocational Qualifications, UK Government

Assisted with design and implementation of a national public sector reform in the education area that was the General National Vocational Qualifications (GNVQs). Chaired workshops for teachers and assessors on the new qualification standards and made school visits to review the application of the new qualification. Designed and conducted surveys and conducted statistical analysis of the results.

Selection of Publications

Edited Books

Public Financial Management and Its Emerging Architecture, 2013 IMF

OECD Review of Budgeting in Mexico, 2009 OECD. This book has been translated into Spanish.

Performance Budgeting in OECD Countries, 2007 OECD. This book has been translated into French, Spanish, and Chinese.

Modernising Government: The Way Forward, 2005 OECD. This book has been translated into Chinese, French, Italian, Japanese, Korean, and Spanish.

Articles and book chapters

"Budgeting in Portugal", *OECD Journal on Budgeting*, Volume 2008/3 (Co-authored with C. Park et al)

Ireland: Towards and Integrated Public Service: OECD Public Management Review (Co-authored with E. Lau et al), 2008 OECD

"Improving Public Sector Efficiency: Challenges and Opportunities," (Co-authored with Z. Lonti et al) in *The Quality of Public Finance: Findings of the Economic Policy Committee Working Party*, edited by Servaas Derose and Dr. Christian Kastrop, 2008.

"Budgeting at a Glance in Latin America: Results of 2006 Survey on Budget Practices and Procedures", *OECD Journal on Budgeting*, Volume 7/1 (Co-authored with Maria Bas)

"Government Performance: Lessons and Challenges", *OECD Journal on Budgeting*, Volume 5/1.

"Performance Information in the Budget Process: Results of the OECD 2005 Questionnaire", *OECD Journal on Budgeting*, Volume 5/2.

"OECD Countries' Experiences of Performance Budgeting and Management: Lessons Learned" in *Performance Management and Budgeting: How Governments Can Learn from Experience*, edited by F. Stevens Redburn; Robert J. Shea; Terry F. Buss, 2007, M.E. Sharpe, NY.

"Reforming Accountability in the US and UK from Rule-bound to Performance-based Accountability: Case Studies of the Highway's Agencies", in *Performance Management and Budgeting: How Governments Can Learn from Experience*, edited by F. Stevens Redburn; Robert J. Shea; Terry F. Buss, 2007, M.E. Sharpe, NY.

"Experiences of OECD countries with Performance Budgeting" in *Performance Budgeting: Linking Funding and Results*, edited by Marc Robinson, 2007, Palgrave MacMillan, NY.

"Budgeting in Norway", *OECD Journal on Budgeting*, Volume 6/1 (Co-authored with B. Anderson and O. Merk)

"Budgeting in Chile", *OECD Journal on Budgeting*, Volume 4/2 (Co-authored with J. Blondal)

"Reforming the U.S. Department Of Transportation - The Challenges and Opportunities the Government Performance and Results Act presents for Departmental State Relations", *Publius: The Journal of Federalism* Winter 2002

I have contributed two co-authored chapters to the book entitled *Comparative Study of Government in Britain and Russia: Interrelations of Democratic Politics and Society*. 2001

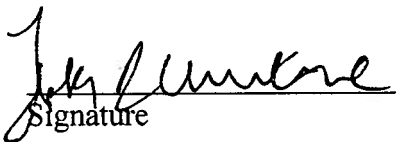
**Washington Global Public Charter School
Trustee Agreement Form**

As a member of the Washington Global Public Charter School Board of Trustees, I accept the duties and responsibilities outlined below.

Specific Board Responsibilities:

1. Develop and communicate the mission of the school.
2. Support the mission of Washington Global Public Charter School by ensuring that the school's policies, procedures, and programs are consistent with and further the school's mission.
3. Ensure that policies and procedures maintain compliance with federal, state and local laws.
4. Review and approve the school's annual budget and strategic plan annually.
5. Work with school leaders to ensure that the school is audited annually by an outside, independent auditor.
6. Hire, review the performance of, and (if necessary) dismiss the Principal and Director of Operations.
7. Agree with and adhere to Washington Global Public Charter School's conflicts of interest and confidentiality policies, Articles of Incorporation, Code of Ethics, and Bylaws.
8. Support Washington Global through outreach and/or fundraising efforts.
9. Recruit and propose Board of Trustees candidates who possess skills that further the mission of the school.
10. Maintain a high level of ethical standing.
11. Participate in Board and committee meetings.

Read and understood:


Signature

Teresa Corristine 02/27/2024
Printed Name and Date

Personal Statement: Teresa Curristine

I, Teresa Curristine, am a founding member of the Board of Trustees of Washington Global Public Charter School because I strongly believe in the school's mission to bring high quality global education to the students of DC and to support and provide at risk youths with access to an international- based academic and cultural curriculum. My experiences of living and working in four countries has highlighted to me the utmost importance of providing students with a high quality international education which will enable them to develop into enterprising and competitive global citizens. I worked for the UK government in assisting schools with implementing a new educational qualification, through this experience, and working as a lecturer, I have seen firsthand the overwhelmingly positive impact innovative programs can have on students' social and intellectual growth. I strongly believe that Washington Global Public Charter School will make an excellent contribution to students' intellectual and cultural development. This school will allow all children, regardless of zip code or income, access to a rigorous international education, which is not able elsewhere in the District. As a District resident, I believe this school fills an important gap.

My profession experience is in budgeting, performance management, and public finances. I have worked in these areas for governments for over 12 years. I have also served as a volunteer on various committees and as the Treasurer of my university alumni association. I will use the knowledge gained in my career and as a volunteer to serve as a resource in support of Washington Global Public Charter School. As a founding member I will work to support the management of the school and will continue to consult on finance and management issues during the planning year as needed.

Sincerely,

A handwritten signature in black ink, appearing to read 'Teresa Curristine', written in a cursive style.

Name: Teresa Curristine

Kate Foy

An outstanding teacher and trainer, whose work has ranged from direct delivery of the IB, English National Curriculum and International Middle Years Curriculum to students aged 11-18 years, to developing effective assessment models, training teachers and school leaders on quality learning for students, assessment, feedback skills, and curriculum. Kate's skills and expertise were tailored by World Class Learning Group (WCL) to target support across schools within the group as well as directed time in a school judged to be failing. The training and support roles were due to her ability to motivate and support staff in times of significant change and her extensive curriculum and leadership knowledge and experience.

EMPLOYMENT

2013 – to date

Following on from the successful training of teaching staff, development of quality assurance procedures in partnership with the British School of Washington senior leadership team, curriculum and assessment processes, moved, at WCL's request, to full-time **curriculum trainer and consultant** focused on supporting the roll out of the International Middle Years Curriculum (IMYC) with the resource arm of WCL - Fieldwork Education based in DC, USA

2009 – 2013

While working at the British School of Washington as a **Senior Leader**, travelled at the Director of Education's request (WCL) to support training in WCL Schools related to curriculum, performance management and the roll out of the International Middle Years Curriculum. Led the development and trialling of a teacher appraisal process directly linked to learning which was rolled out to all WCL Schools in the USA and Middle East. Co-led the International Leadership and Management Program for Middle Leaders on behalf of Fieldwork Education.

2007 – 2013

British School of Washington, DC, USA

Requested by the Director of Education to support a poorly performing school as **Director of Learning** with the remit to work with staff to significantly increase standards in students' learning and high end exam outcomes.

Leader For Professional Learning across all WCL Schools to ensure performance management was firmly and directly linked to student learning outcomes. This involved more than an annual review process.

Leader For Learning (Senior Grades) working directly with teachers to improve the pace of delivery, focus on individualized student outcomes and targets and systematic monitoring of performance to enable students to reach their targets and expectations

Assessment For Learning Coordinator training staff on accurate assessment processes, collection and analysis of data resulting in improved target setting processes

Leader For Learning Middle School focusing on effective transition and student progress

Teacher of English Grades 6 – 12: English National Curriculum, International Middle Years Curriculum, International General Certificate of Secondary Education, International Baccalaureate Diploma Level

1999 - 2007

Alleyne's High School, Stone, Staffordshire, UK

Teacher of English Grades 6 – 12 English National Curriculum, International General Certificate of Secondary Education, Advanced Level

Teacher of Sociology Grades 11 & 12

Teacher of French & Drama Grades 6 - 9

Deputy Head of Sixth Form (Seniors)

School Literacy Coordinator

Head of Middle School English

Pyramid Liaison Coordinator

Local Education Authority Lead Teacher of English

EDUCATION

2010 -

Active student on **PhD Program** (Humanities and Business Faculty)
University of Hull, UK

2008-2009

International Leadership and Management Program

1 year part-time post-graduate course: European Council of International Schools (ECIS) National Association of Headteachers (NAHT), Fieldwork Education

2004-2005

School Leadership and Management

1 year part-time post-graduate course: Staffordshire University, UK

1998-1999

Post Graduate Certificate in Education (Secondary English)

1 year full-time: Keele University, UK

1994-1997

First Class BA Honours Degree in English

Manchester Metropolitan University, UK

1987-1994

3 'A' Levels, 10 GCSE's

St. Dominic's School, Brewood, Staffordshire, UK

**Washington Global Public Charter School
Trustee Agreement Form**

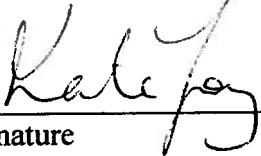
As a member of the Washington Global Public Charter School Board of Trustees, I accept the duties and responsibilities outlined below.

Specific Board Responsibilities:

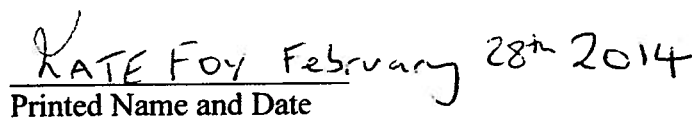
1. Develop and communicate the mission of the school.
2. Support the mission of Washington Global Public Charter School by ensuring that the school's policies, procedures, and programs are consistent with and further the school's mission.
3. Ensure that policies and procedures maintain compliance with federal, state and local laws.
4. Review and approve the school's annual budget and strategic plan annually.
5. Work with school leaders to ensure that the school is audited annually by an outside independent auditor.
6. Hire, review the performance of, and (if necessary) dismiss the Principal and Director of Operations.
7. Agree with and adhere to Washington Global Public Charter School's conflicts of interest and confidentiality policies, Articles of Incorporation, Code of Ethics, and Bylaws.
8. Support Washington Global through outreach and/or fundraising efforts.
9. Recruit and propose Board of Trustees candidates who possess skills that further the mission of the school.
10. Maintain a high level of ethical standing.
11. Participate in Board and committee meetings.

Read and understood:

Signature



Printed Name and Date



February 21st 2014

Personal Statement: Kate Foy

I, Kate Foy, am a founding member of Washington Global Public Charter School because as an educator and Ward 4 resident of Washington DC since 2007, I passionately believe that all children deserve equal access to the finest education, regardless of their circumstances or zip code. In our competitive global economy, it is increasingly important to equip all young people with the knowledge, skills, understanding and personal dispositions to enable them to meet the challenges of the 21st century. I believe that both the mission and vision of the Washington Global Public Charter School have these priorities at their core. This is reflected, amongst other things, through the choice of the International Middle Years Curriculum (IMYC) as the primary curriculum through which students will experience their learning at Washington Global Public Charter School. Having taught the IMYC, as well as train teachers and leaders how to deliver and implement the curriculum, I can state with confidence that the IMYC is designed to prepare 11-14 year olds to meet these challenges. Indeed, the IMYC aims to support the whole student through the development of personal dispositions and international mindedness, is specifically designed around the critical needs of the adolescent brain and provides a rigorous academic platform, preparing students well for their next stage of learning.

I believe my professional experience in the world of education places me in a strong position to support Washington Global Public Charter School. In my 15 years experience as a teacher, senior leader and trainer in schools in both the United Kingdom and the USA, my work has ranged from direct delivery of the International Primary Curriculum, English National Curriculum, International Middle Years Curriculum and IB Diploma to students of all ages, abilities and backgrounds, to developing effective assessment models, training teachers and school leaders on quality learning for students, assessment, feedback skills, and curriculum development. The first 8 years of my teaching career were spent in British Comprehensive schools, where I taught English language and literature to underprivileged, 'at-risk' teenagers, many of which also had a range of learning and/or behavioral issues. Since 2007, as a member of the Administration Team at the British School of Washington, part of my role in my capacity as Director of Learning was to provide training across six schools in the USA in curriculum, performance management and the implementation of the International Middle Years Curriculum. I now work with schools in the Americas – new, established, independent, Charter, and so on – to support them with all aspects of the implementation and delivery of the IMYC. As a founding member of the Washington Global Public Charter School, it will be my privilege to provide administrative support and advice, with particular emphasis on the leadership and delivery of the curriculum.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Kate Foy', with a stylized flourish at the end.

Kate Foy

Carolyn D. Green

Career Objective: Seek the position of School Psychologist

Education:

Masters Degree in Education – May 1978, Howard University,
Washington, D.C.

Bachelor of Science in Psychology – May 1972, Howard University,
Washington, D.C.

Licenses/Certifications:

National Certified School Psychologist
School Psychologist Certification, D.C. Public Schools

Summary of Qualifications:

- Over twenty-five (25) years of hands-on experience working as a school psychologist.
- Knowledge of state and federal regulations regarding the identification and placement of students in special education.
- Knowledge of current theories and methodologies of effective family instructional intervention and behavior modification.
- Extensive knowledge of community support resources and family service agencies.
- Extensive skill in obtaining, clarifying, and exchanging information.
- Ability to communicate effective instructional strategies and interventions, based on synthesis of academic, cognitive, and behavioral assessment data.
- Solid ability to act as a liaison with community family service agencies and other support resources.
- Strong ability to participate as part of a team.

Work Experience:

School Psychologist, March 2013-Present

Exceptional Education Management Corporation, Washington, D.C.

Administer psychological tests and provide interpretation of assessment results.

School Psychologist, August 1996 – March 2012

District of Columbia Public Schools, Division of Special Education – Washington, D.C.

Provide psychological services to elementary, middle, and high school pupils. Select, administer, score, and interpret approved individual psychological measures (including cognitive, processing, memory, visual perceptual, visual motor, social/emotional and behavioral measures, using instruments and procedures approved by DCPS to referred students. Compile direct and indirect measures of behavioral problems to resolve them. Collaborate with staff to plan teaching strategies to ease the learning process. Collaborate in program planning and evaluation services for decision-making. Conduct behavior assessments on a regular basis.

School Psychologist, December 1989 – August 1996

District of Columbia Public Schools, Oak Hill Youth Center –Laurel, Maryland

Conducted psycho-educational evaluations for youths incarcerated at the Oak Hill Youth Center. Participated in multi-disciplinary team conferences giving input regarding student performance to assist in the determination of eligibility for special education services. Provided individual and group therapy in accordance with goals as outlined in the Individualized Education Program.

School Psychologist – November 1986- December 1989

District of Columbia Public Schools, Moten ES and Cedar Knoll Youth Center –Laurel, Maryland

Conducted psycho-educational assessments for students, ages 12-21, incarcerated at the Cedar Knoll Youth Center in Laurel, Maryland. Participated in multidisciplinary team conferences by presenting pertinent information. Conducted interviews and consulted with peers, students, parents and surrogates.

School Psychologist – November 1985 - November 1986

District of Columbia Public Schools, Logan Child Study Center, Washington, D.C.

Assessed and identified children ranging from ages 3-21, who have been identified as disabled by the Public Law and D.C. Public School's criteria for eligibility as a disabled student.

REFERENCES AVAILABLE UPON REQUEST

Personal Statement:

I, Carolyn D. Green, am a founding member of Washington Global Public Charter School because I would like to encourage discovery and enjoyment of learning and knowledge that can be applied broadly when responding to diversity and other regions and cultures. Students are thought to need to gain familiarity with internal and global issues; obtain the ability to communicate in multiple languages; and develop respect and concern for other cultures and individuals.

As an experienced Nationally Certified School Psychologist, I have the responsibility to identify and assess the learning, development, and adjustment of students in the school and home environments. The use of assessment tools and data about the student in his/her environment are utilized to develop appropriate interventions and programs. Information and advice on the development and learning needs of students is provided to enhance skills in the learning environment. Consultation to parents, teachers and other school personnel is given to maximize learning. Attendance and providing training workshops is given to assist school personnel in developing strategies related to learning problems of students.

Sincerely,

A handwritten signature in cursive script that reads "Carolyn D. Green". The signature is written in dark ink and is positioned above the printed name.

Carolyn D. Green

M A R T I N A D A O N N E H U F F

EDUCATION

- New York University, New York, NY; Master of Arts, Visual Arts Administration (Not-for-Profit Concentration) August 2011- May 2013
- Vassar College, Poughkeepsie, NY; Bachelor of Arts in Art History August 2001- May 2005
- Birkbeck College, London, England, Junior Year Semester Abroad January - May 2004
- Alabama School of Fine Arts, Birmingham, AL; Visual Arts Major August 1996 - May 2001

PROFESSIONAL EXPERIENCE

PROJECT MANAGER

May 2013 – present

Groundswell

- Coordinates the purchase and delivery of art supplies to mural sites.
- Assists Program Director with presentations to potential mural partners.
- Oversees the upkeep of Organization's studio space.
- Coordinates the setup of mural sites including securing workshop space, supplies, furniture, etc.
- Assists with the conceptualization, planning and execution of mural projects.
- Acts as a liaison between organization and mural community partners.
- Assists with the planning and execution of in house artist and staff trainings and youth workshops.

PROJECT COORDINATOR AND CURATORIAL ASSISTANT

July 2007- September 2011

Isolde Brielmaier (independent curator and university professor); New York, NY

- *Stargazers: Elizabeth Catlett in Conversation with 21 Contemporary Artists*, Bronx Museum of the Arts, Jan 2011
Assisted with the development and design of the exhibition catalogue. Developed the exhibition checklist and assisted with writing and editing wall text. Responsible for collecting preliminary information about participating artists' work and histories.
- *Signs Taken for Wonders*, Jack Shainman Gallery, NYC, 2009
Assisted with the development and design of the catalogue. Responsible for organizing checklist. Assisted in creating exhibition proposal and PR information.
- The Gallery @ 1 GAP, 1 Grand Army Plaza, Brooklyn, NY, 2010- 2011, tri- annual gallery show in residential building.
Responsible for coordinating art shipments. Created show checklist and price lists. Designed promotional materials.
- *Zwelethu Mthethwa*, (New York: Aperture, 2009)
Responsible for collecting images from galleries, museums and collectors.
- State Street Salon, Brooklyn, NY 2008 - 2010
Created promotional materials. Assisted with event set up. Prepared artist information packets.
- KRUG sponsored artists' studio tour, Brooklyn, NY, May 2008
Assisted with creating artists portfolio given to guests. Assisted with event planning and logistics.
- Assisted with developing syllabi for university courses and created PowerPoint presentations to compliment individual class lectures.

FREELANCE CURATOR

Myrtle Avenue Brooklyn Partnership; Brooklyn, NY

February 2013, February 2014

- "A Patchwork Story", Myrtle Windows Gallery (8 storefront windows on Myrtle Avenue), February 1 - 28, 2013.
- "Black Artstory Month on Myrtle" (2013), a month of arts programming and exhibitions in honor of Black History Month.
- Black Artstory Month on Myrtle: "Native Sons and Daughters: Local, (Im)migrants, Expats and Prodigals" (2014), a month of visual and performing arts programming in honor of Black History Month.

INTERNSHIPS

DEVELOPMENT INTERN

Faou Foundation; New York, NY

July - September 2012

- Researched grant opportunities.
- Created a grant schedule.
- Developed a list of criteria for pursuing grants.
- Drafted preliminary grant inquiries to foundations.

SUMMER PROGRAM INTERN

May – August 2012

The Laundromat Project; New York, NY

- Assisted with the Planning and Execution of the 2nd Annual Greening the City event including workshop development, volunteer recruitment, managing volunteers the day of the event, creating an event schedule, obtaining raffle prize donations, creating and sending out press releases.
- Created press lists for various LP events.
- Researched Space Rentals for various LP events.

SUMMER INTERN

June - August 2011

Elizabeth Foundation of the Arts Project Space; New York, NY

- Updated Project Space's Website with current events, projects and programming.
- For the Studio Residency for NYC Arts Workers Program, created the program webpage, responsible for collecting artists' information to be added onto to the website.
- Created a Tumblr page for Hong-An Truong and Huong Ngo's Acting the Words is Enacting the World project and exhibition.
- For the summer show, *SeaWorthy*, wrote wall text, assisted with special events related to exhibition, assisted with the installation and de-installation of exhibition.
- Researched funding opportunities for fall exhibitions.
- Gallery Attendant.

SPECIAL EVENTS SUMMER INTERN

July - August 2005

Museum of Arts and Design; New York, NY

- Assisted with preparations for MAD's annual benefit.
- Contacted advertising clients with upcoming event information.
- Handled mass mailings and faxes.
- Reorganized filing system.
- Updated database of contacts.

STUDENT DOCENT

August 2003 - May 2005

Frances Lehman Loeb Art Centre; Vassar College, Poughkeepsie, NY

- Guided public tours for large and small groups.
- Researched gallery's collection to create tour and archival information.

SKILLS AND INTERESTS

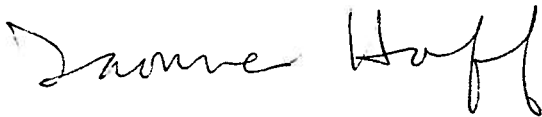
Computers: Microsoft Office (Word, Excel, PowerPoint), Mac system, Basic Photoshop, POS and Aloha systems
Freelance Costume Designer and stylist for film and theater productions

Personal Statement: Daonne Huff

I, Daonne Huff, am a founding member of Washington Global Public Charter School because I believe that every child deserves the opportunity to have a rigorous, progressive and comprehensive education regardless of economic, cultural or racial background. And this educational experience should take place within a small enough setting that teachers and faculty can be sensitive to the unique needs and interests of each student. I believe it is extremely important that students starting at an early age understand that there are a multitude of avenues for success as well as for personal and professional fulfillment. This requires an educational program that is not cookie cutter but rather adaptable and diversified enough to embrace an assortment of students. I was fortunate enough to attend public magnet schools in Alabama from K-12. At these schools I was encouraged to embrace my creativity, to cultivate my individual voice, to question the system but also to appreciate and respect opinions other than my own. These environments were a driving force behind my growing into an open-minded, productive, socially conscious and well-rounded adult. I believe in Washington Global Public Charter School because they also share these beliefs.

My professional background is in the non-profit art world as a project manager, curator and event organizer. I currently work at Groundswell, a mural group who believes art can be a tool for social change. This is achieved through the creation of murals done in collaboration with professional artists, primarily underserved, disadvantaged and at risk youth and community partners. I have seen first hand how introducing the arts and creative expression can provide youth with agency, help them discover and be proud of their own voices and also activate them to become leaders and positive contributors within their schools and communities. Because of my public art background, I will assist Washington Global Public Charter School in activating alternative forms of community engagement, reinforcing the power and potential of arts education and arts programming to motivate, enrich and transform their students as well as looking for opportunities to link the school with outside artists and arts organizations to provide students with even more opportunities for arts engagement. All of this in the hopes of promoting my strong belief that the arts should be accessible to all peoples and are an integral component for a healthy, thriving and just society.

Sincerely,

A handwritten signature in black ink that reads "Daonne Huff". The signature is fluid and cursive, with the first name "Daonne" and the last name "Huff" clearly distinguishable.

Daonne Huff
Founding Member of Washington Global Public Charter School

Lauren Magness McCay

Certifications

Certified in Educational Leadership/Supervision

Experience

Richmond City Public Schools, Henderson Middle School Literacy Coach

July 2012 – Present (1 year 9 months) Richmond City Public Schools

- Help improve literacy instruction across the board

Richmond City Public Schools 6th Grade English Teacher

July 2011- July 2012

Palm Beach County School District Literacy Teacher

2009 – 2011

- Taught a love of reading and writing to 4th and 5th grade students through the Reading and Writing Workshop model
- Prepare daily lesson plans and objectives
- Prepare, administer and grade tests, keep attendance and grade records

Broward County Schools, Deerfield Beach Middle School Middle School French and IB Teacher

August 2008 – August 2009 (1 year 1 month)

- Taught French for the International Baccalaureate Program at Deerfield Beach Middle School

Richmond City Public Schools, Henderson and Binford Middle Schools Middle School French Teacher

August 2006 – August 2008

- Taught middle school French
- Took in part writing the middle school French curriculum during the summer of 2008.

Newport News Public Schools, Denbigh High School Secondary French Teacher

August 2005 – August 2006

- Taught 9th, 10th, 11th, and 12th grade French.
- Taught the A.P. French.

St. Orens de Gameville Middle/High School in France
English Teacher

August 2004 – June 2005

- Collaborated with different teachers at the middle school, high school and college level to support them in teaching the English language.
- Taught advanced classes to learners of various ages; facilitated the speaking, reading and writing of English.

Education

M.Ed. in Educational Leadership, Nova Southeastern University

B.A. in French, Virginia Commonwealth University

Washington Global Public Charter School

Personal Statement: Lauren Magness McCay

I, Lauren Magness McCay, am a founding member of the Board of Trustees of Washington Global Public Charter School because I am dedicated to improving educational opportunities for middle school students. I have taught in urban middle schools for over eight years and have had the opportunity to witness first-hand the benefit that improved opportunities for at-risk children in underserved populations can provide. I am confident that Washington Global will provide those increased opportunities and will greatly benefit the population that it intends to serve.

As a literacy coach in a Title I middle school in Richmond, Virginia, I mentor teachers in implementing literacy best practices in their classrooms. I also previously taught middle school for the International Baccalaureate Program in the Broward County (Florida) Public schools and wrote middle school French curriculum for the Richmond City Public School. I have a deeply held belief that children, particularly middle school aged children, benefit immensely from an internationally-focused education, and am very excited at the prospect of Washington Global providing that focus.

I believe that Washington Global Public Charter School will provide a comprehensive internationally-focused curriculum that will greatly enhance the educational experience of DC students and equip them with the skills necessary to succeed in a global environment. I believe that I will be an asset to Washington Global in this process.

Sincerely,

Lauren Magness McCay

A handwritten signature in black ink, reading "Lauren M. McCay". The signature is written in a cursive, flowing style with a large initial 'L'.

Bryan R. Ricapito

EDUCATION

Georgetown University Law Center

J.D. 2006

- *Cum laude*, 3.54 GPA

Babson College

M.B.A., Entrepreneurship, *cum laude*, 2001

The University of Rhode Island

B.A., Economics and Political Science, *Deans List*, 1993

LEGAL

Hogan Lovells, Washington, DC

Associate, 2013-Present

EXPERIENCE Advise clients on corporate matters, focusing on private equity, mergers and acquisitions, corporate finance and public company representation

Latham & Watkins LLP, Washington, DC

Associate, 2006 – 2013

Summer Associate, 2006

Advise clients on corporate matters, focusing on private equity, mergers and acquisitions, corporate finance and public company representation

- Currently act as “first chair” associate managing the diverse needs of large private equity clients with over \$30 billion under management owning hundreds of portfolio companies
- Negotiate complex agreements in respect of the formation, fundraising, structuring, regulation and merger and corporate finance transactions of private equity funds and their portfolio companies
- Draft and negotiate principal and ancillary private equity transactional documents and contracts, including private placement memoranda, subscription materials, employment agreements, disclosure agreements, partnership and limited liability company agreements and contracts of all types and conduct due diligence for same
- Draft and negotiate principal and ancillary transactional documents, including merger agreements and related schedules, management agreements, services agreements, joint venture agreements and conduct due diligence for same
- Coordinate with accountants, business executives and local and foreign counsel in Delaware, the Cayman Islands, Netherlands, Luxembourg and other foreign jurisdictions
- Integrate legal specialists, including tax, employment, finance, securities, intellectual property and regulatory experts
- Advise on general corporate matters, including advising public companies on various filing requirements and restatements
- Represent private and public clients under investigation by federal and state regulatory authorities
- Act as *de facto* general counsel for pro bono entities
- Serve as a mentor to junior and summer associates

PROFESSIONAL EXPERIENCE

Xsys, Inc., Boston, MA

Director, 2001-2003

- Babson-related start-up venture focused on the development of Peoplesoft (Oracle) financial management and supply chain software components and related consulting services

- Responsible for sales and customer relationships, overseeing management and direction of company
- Drafted comprehensive business plan, assisted in obtaining financing and in restructuring of organization

Meridien Research, Newton, MA

Director, 1998-2001

- Responsible for marketing, domestic and international sales of software research and technology consulting services to large global financial institutions
- Managed and grew company from start-up to harvest (sale to IDC), successfully building a team of 13 sales and marketing employees across the globe

Bank of America, Providence, RI and Melville, NY

Vice President, 1993-1998

- Managed \$50,000,000 in commercial accounts in indirect lending group
- Progressed from Credit Analyst to Vice President over nearly 5-year period due to successful growth of business in Northeast region

AFFILIATIONS

Member of Virginia Bar and District of Columbia Bar

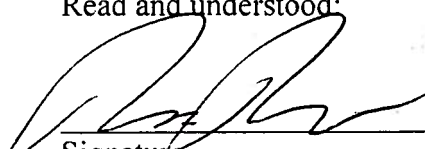
**Washington Global Public Charter School
Trustee Agreement Form**

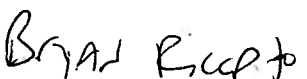
As a member of the Washington Global Public Charter School Board of Trustees, I accept the duties and responsibilities outlined below.

Specific Board Responsibilities:

1. Develop and communicate the mission of the school.
2. Support the mission of Washington Global Public Charter School by ensuring that the school's policies, procedures, and programs are consistent with and further the school's mission.
3. Ensure that policies and procedures maintain compliance with federal, state and local laws.
4. Review and approve the school's annual budget and strategic plan annually.
5. Work with school leaders to ensure that the school is audited annually by an outside, independent auditor.
6. Hire, review the performance of, and (if necessary) dismiss the Principal and Director of Operations.
7. Agree with and adhere to Washington Global Public Charter School's conflicts of interest and confidentiality policies, Articles of Incorporation, Code of Ethics, and Bylaws.
8. Support Washington Global through outreach and/or fundraising efforts.
9. Recruit and propose Board of Trustees candidates who possess skills that further the mission of the school.
10. Maintain a high level of ethical standing.
11. Participate in Board and committee meetings.

Read and understood:


Signature

 2-28-17
Printed Name and Date

Washington Global Public Charter School

Personal Statement: Bryan Ricapito

I, Bryan Ricapito, am a founding member of the Board of Trustees of Washington Global Public Charter School ("WGPCS") because I am dedicated to public service activities that support the needs and development of young children and because I believe WGPCS will provide an extraordinary opportunity to further that cause.

In my capacity as an attorney I have provided hundreds of hours of pro bono service in support of children's rights in custody and visitation matters with the Legal Services of Northern Virginia, ensuring that children are appropriately cared for by sometimes not-so-caring parents who need the force of law to guide them down the right path.

More importantly for purposes hereof, I have dedicated a considerable amount of my time to pro bono legal support (drafting various legal organizational documents, including bylaws etc.) to the Rosemount Center, a prior pro bono client who is a 501(c)(3) organization that provides early childhood education and daycare services to over 300 underprivileged children in Washington, DC.

Finally, prior to becoming an attorney, I had been using my MBA in Entrepreneurship to start and grow various technology companies, having successfully capitalized and exited a few of such companies in Boston, MA while serving in senior management (Director, Vice President) roles. Prior to obtaining my MBA, I had been a Vice President in a lending group at Bank of America.

For the foregoing reasons I believe I will be an asset to WGPCS in executing upon its mission.

Sincerely,



Bryan Ricapito

NATALIE N. SANDERS

EDUCATION

Harvard Law School, Cambridge, MA, May 2010

J.D. *cum laude*

Honors: *Dean's Scholar Prize* in Legal Professions

Activities: Black Law Students Association (Executive Board), Class of 2010 Committee, Southern Legal Society, BAR/BRI Bar Review (Head Campus Representative), Wilmer Hale Legal Services Center Estate Planning Clinic

University of North Carolina at Chapel Hill, Chapel Hill, NC, May 2003

B.S. *with highest distinction* (summa cum laude) in Business Administration, Minor in Spanish

Honors: John Motley Morehead Scholar, Undergraduate Honors Program, Beta Gamma Sigma Business Honor Fraternity, Sigma Delta Pi National Spanish Honor Society, Golden Key International Honour Society, Jimmy Garrell-Tabor City Award for Excellence in Community Service, Dean's List (all semesters)

Activities: Kenan-Flagler Business School Undergraduate Business Symposium Committee Co-Chair, Undergraduate Honor Court, El Centro Latino *Intercambio* Tutor, Minority Advisor, Teach for America On-Campus Coordinator

El Instituto Tecnológico y de Estudios Superiores de Monterrey, Monterrey, Mexico, Fall 2002

Activity: El programa de inglés para normalistas (Volunteer Teacher)

LEGAL EXPERIENCE

Latham & Watkins LLP, Washington, DC

Associate, November 2010 - present

Counsel and advise on sophisticated regulatory and transactional matters for tobacco, pharmaceutical, medical device and other FDA-regulated companies. Maintain active pro bono practice, including first-chair of deposition of prison warden and negotiation of settlement with the Federal Bureau of Prisons in a Religious Freedom Restoration Act suit in the Middle District of Pennsylvania, second-chair and eventual settlement of a landlord-tenant dispute in D.C. Superior Court, and successful representation of a Honduran immigrant seeking permanent resident status before the US Citizenship and Immigration Service (USCIS). Serve on the firm's Charitable Contributions & Community Service Committee, Generous Associates Committee, and as Co-Chair of the Multicultural Promotion and Attainment Coalition (MPAC).

WilmerHale Legal Services Center, Jamaica Plain, MA

Estate Planning Clinic, January 2010 - May 2010

Drafted and executed wills, revocable trusts, durable powers of attorney, health care proxies, directives to physicians, and declarations as to remains for elderly and low-income clients. Conducted client intake interviews and managed client files. Provided client-centered counseling in the creation of comprehensive estate plans.

Latham & Watkins LLP, Washington, DC

Summer Associate, May 2009 - July 2009

Researched and drafted legal memoranda regarding fiduciary duties owed by an interested corporate director; permanency planning and immigration status options for an undocumented child who had been adjudicated neglected; and the changing state of scientific knowledge as reflected in decades of judicial opinions concerning an allegedly harmful chemical product.

Dechert LLP, Philadelphia, PA

Summer Associate, May 2008 - August 2008; July 2009

Researched and drafted legal memoranda regarding requirements and timing for prosecuting judicial foreclosure actions; admissibility of evidence in a 42 U.S.C. § 1983 excessive force action; and alternative ways for a removing class action defendant to establish the minimum amount-in-controversy for purposes of federal jurisdiction under the Class Action Fairness Act.

OTHER EXPERIENCE

The Advent School, Boston, MA

Third Grade Teacher, August 2005 - August 2007

Presented engaging, standards-based lessons in language arts, mathematics, and thematic studies to a diverse group of learners. Facilitated a classroom environment marked by creativity, personal responsibility, and global citizenship. Anticipated and addressed parental and staff concerns. Managed annual classroom budget. Drafted individualized, comprehensive student evaluation essays each semester.

The Steppingstone Foundation, Boston, MA

Assistant Dean of Preparation and Placement (Second-Year Fellow), July 2004 - August 2005

Coordinated all aspects of The Steppingstone Academy's 14-month academic component. Provided ongoing academic support and secondary school placement counseling to a cohort of 35 students and families. Planned and facilitated monthly workshops and meetings for families. Developed and implemented an inaugural Summer Learning Extension Project.

The Steppingstone Foundation, Boston, MA

Assistant Dean of Admission (First-Year Fellow), June 2003 - July 2004

Coordinated all aspects of The Steppingstone Academy's admissions process for more than 300 inner-city students and their families. Customized and delivered admissions presentations to principals, teachers, classes, school assemblies, parents, and students at more than 30 elementary schools and community organizations.

ADDITIONAL INFORMATION

Bar Admissions:

Virginia (2010)
District of Columbia (2011)

Memberships:

American Bar Association
Virginia State Bar
The District of Columbia Bar

Publications:

Tobacco Regulation & Compliance: An Essential Resource, published by the Food and Drug Law Institute. (Chapter 9: Premarket Review)

FDLI's Food and Drug Policy Forum, "Substantial Equivalence Under the Family Smoking Prevention and Tobacco Control Act of 2009: How can FDA Create a More Effective and Efficient Regulatory Scheme?" Vol. 3, Issue 7, April 10, 2013

Awards:

Washington Lawyers Committee for Civil Rights 2013 Wiley A. Branton Award
D.C. Court of Appeals and Superior Court 2012 Capital Pro Bono High Honor Roll
D.C. Court of Appeals and Superior Court 2011 Capital Pro Bono High Honor Roll

Community Involvement:

Thurgood Marshall Academy Public Charter School, Board of Advocates Chair-Elect
Council on Legal Education Opportunity (CLEO), Associate
Alfred Street Baptist Church, Sunday School Teacher

Foreign Language:

Spanish (proficient)

Interests:

Mentoring youth
Redskins football
Zumba

**Washington Global Public Charter School
Trustee Agreement Form**

As a member of the Washington Global Public Charter School Board of Trustees, I accept the duties and responsibilities outlined below.

Specific Board Responsibilities:

1. Develop and communicate the mission of the school.
2. Support the mission of Washington Global Public Charter School by ensuring that the school's policies, procedures, and programs are consistent with and further the school's mission.
3. Ensure that policies and procedures maintain compliance with federal, state and local laws.
4. Review and approve the school's annual budget and strategic plan annually.
5. Work with school leaders to ensure that the school is audited annually by an outside, independent auditor.
6. Hire, review the performance of, and (if necessary) dismiss the Principal and Director of Operations.
7. Agree with and adhere to Washington Global Public Charter School's conflicts of interest and confidentiality policies, Articles of Incorporation, Code of Ethics, and Bylaws.
8. Support Washington Global through outreach and/or fundraising efforts.
9. Recruit and propose Board of Trustees candidates who possess skills that further the mission of the school.
10. Maintain a high level of ethical standing.
11. Participate in Board and committee meetings.

Read and understood:


Signature

Natalie N. Sanders 2/27/14
Printed Name and Date

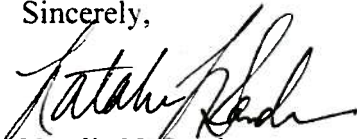
Personal Statement

I, Natalie Sanders, am a founding member of the Board of Trustees of Washington Global Public Charter School as an outworking of my ongoing commitment to education reform for minority, disadvantaged, and/or urban student populations. Immediately upon graduating from college in May 2003, I accepted a two-year fellowship in teaching and education administration with The Steppingstone Foundation, Inc. ("Steppingstone") in Boston, MA. Steppingstone is a non-profit organization that develops and implements programs that prepare urban schoolchildren for educational opportunities that lead to college success. Its programs emphasize rigorous standards and achieve meaningful results for students who might otherwise not have access to the path to college. In my role each year as the Assistant Dean of Admissions and Assistant Dean of Preparation and Placement, respectively, I saw firsthand the challenge of serving under-resourced urban student populations in focused, demanding academic environments. But I also saw the rewards and triumphs of students, parents, educators, and other stakeholders who are willing to undertake the challenge.

After completing my fellowship at TSF, I accepted a position as a Third Grade Teacher at The Advent School ("Advent"), an independent school in Boston. My experience at Advent gave me an even fuller understanding of the daily challenges that classroom teachers face. I also learned firsthand the role that a supportive board can play in promoting student achievement inside and outside the classroom. I enjoyed my two years at Advent, and yet they were also invaluable in helping me understand that I could still make important contributions to education reform outside the daily classroom environment.

Currently, I am an attorney at Latham & Watkins LLP in Washington, DC. As a lawyer, I bring a number of important skills (e.g., communication, advocacy, and negotiation skills), which coupled with my prior background in education, will help me to make a unique contribution to the Washington Global Public Charter School Board. I have a strong understanding of the unique roles played by all of the various educational stakeholders in an urban school setting, and I have bold ideas for how to bring together the resources and strategic oversight that can assist devoted educators in doing their best work. Perhaps, most importantly, I have had direct experience in what has always proven to be an essential component of building a successful school—namely, ensuring that schools and the communities they serve are engaged with one another, and that parents and guardians are empowered to support at home the good work done in the classroom. I look forward to bringing all these skills to bear at Washington Global Public Charter School.

Sincerely,



Natalie N. Sanders

Robyn S. Stern

Experience

ThinkFoodGroup

Research and Development

2010 to present

- Culinary Researcher for José Andrés
- Assisted in opening over six restaurants around the world
- Developed innovative dishes
- Involved in numerous philanthropic efforts
- Work has led her to be featured in the Washington Post and the Wall Street Journal

Jaleo Tapas Bar

Sous Chef

2007 to 2010

Presentations

- Harvard
- The George Washington University

Education

- University of Virginia
B.A. in Foreign Affairs, 2003
- Culinary Training in Madrid, Spain
- French Culinary Institute (now International Culinary Center)
Degree in Culinary Arts, 2007

Washington Global Public Charter School Trustee Agreement Form

As a member of the Washington Global Public Charter School Board of Trustees, I accept the duties and responsibilities outlined below.

Specific Board Responsibilities:

1. Develop and communicate the mission of the school.
2. Support the mission of Washington Global Public Charter School by ensuring that the school's policies, procedures, and programs are consistent with and further the school's mission.
3. Ensure that policies and procedures maintain compliance with federal, state and local laws.
4. Review and approve the school's annual budget and strategic plan annually.
5. Work with school leaders to ensure that the school is audited annually by an outside, independent auditor.
6. Hire, review the performance of, and (if necessary) dismiss the Principal and Director of Operations.
7. Agree with and adhere to Washington Global Public Charter School's conflicts of interest and confidentiality policies, Articles of Incorporation, Code of Ethics, and Bylaws.
8. Support Washington Global through outreach and/or fundraising efforts.
9. Recruit and propose Board of Trustees candidates who possess skills that further the mission of the school.
10. Maintain a high level of ethical standing.
11. Participate in Board and committee meetings.

Read and understood:

Signature

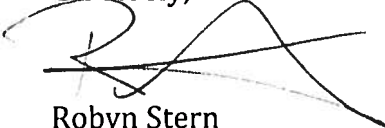
Printed Name and Date

ROBYN STEIN

Personal Statement: Robyn Stern

I, Robyn Stern, am a member of the founding board of Washington Global Public Charter School because I believe we have a responsibility not to just educate students in the District, but to serve the whole child. Too many children do not receive adequate nutrition or family services and I will support Washington Global through community outreach activities. Working throughout the world has also shown me the importance of preparing students to be globally competitive to bolster their future endeavors. An international, community middle school will be a valuable asset to student and families in the District of Columbia.

Sincerely,



Robyn Stern

VITA

PERSONAL DATA

Name: Juliana M. Taymans

ACADEMIC RECORD

<i>Institution Attended</i>	<i>Year</i>	<i>Degree</i>	<i>Major</i>
University of Maryland	1972	B.A.	Social Studies Education
George Washington Univ.	1976	M.A.	Special Education
University of Maryland		1985	Ph.D. Special Education

PROFESSIONAL EXPERIENCE

Professor, Department of Special Education, George Washington University, Washington, D.C. (Assistant Professor 1985 to 1989, Associate Professor 1989 to 1995, Professor, 1995 to present).

RECENT GRANTS

Director. *Developing GW's Capacity to Employ Individuals with Disabilities*, funded by GW's Office for Diversity and Inclusion (Spring semester 2013).

Principle Investigator. *Fairfax Partnership Program* funded by Fairfax County Schools. (funded since 1997).

Principal Investigator. *Career Exploration and Internship Experiences for Students with Learning Disabilities: Key Transition Experiences* funded by the HSC Foundation (9/07 to 9/10)

Principal Investigator. *Partnership Preparation in for Secondary Special Education* funded by the Phillips Programs, Kingsbury Learning Center and Fairfax County Schools (6/07 – 6/09)

Co-Principal Investigator. *DC Teaching Fellows* funded by the District of Columbia Public Schools (6/06 to 6/10).

Co-Principal Investigator. *Preservice Teachers' and Counselors' Perceptions of Working with Adopted Children and Their Families* funded by the Dilthey Competition, George Washington University (7/05 to 6/06).

Co- Principal Investigator. *Research on the Impact of Professional Development School Teacher Preparation* funded by the District of Columbia Public Schools (9/04 to 5/05).

Principal Investigator. *Literacy Programming for Adolescents* funded by the District of Columbia Public Schools (1 year grant 9/03 to 9/04).

Co-Principal Investigator. *Technology Teachers Leaders* funded by the U.S. Department of Education (5 year grant 5/99 to 12/04)

Principal Investigator. *Teacher Leaders for Urban Schools* funded by the U.S. Department of Education, Office of Special Education and Rehabilitative Services (4 year grant 8/01 to 7/05).

Co-Principal Investigator. *Rural Transitional Specialist* funded by U.S. Department of Education, Office of Special Education and Rehabilitation Services (3 year grant starting 7/87).

RECENT PUBLICATIONS

Rice, L.H., Taymans, J.M., Brown, M., & Srsic, A. (2012). Girls with emotional and behavioral disabilities: A call to action. *Emotional & Behavioral Disorders in Youth*, 12(1), 89-93.

Taymans, J.M. & Malouf, E.T. (2012). Whose problem is it anyway? Teaching children to deal with interpersonal problems. *Report on Emotional & Behavioral Disorders in Youth*, 12(2), 29-56.

Taymans, J.M. & Kosaraju, S. (2012). Introduction to the *Journal of Learning Disabilities* Special Issue: Adults with learning disabilities in adult education. *Journal of Learning Disabilities*, 45, 3-4.

Taymans, J.M. (2012). Legal and definitional issues affecting the identification and education of adults with specific learning disabilities in adult education programs. *Journal of Learning Disabilities*, 45,5-16.

Taymans, J.M., Tindle, K., Freund, M., Harris, L. & Ortiz, D.M. (2012). Opening the black box: Influential elements of an effective urban professional development school. *Journal of Urban Education*, 47, 224-249.

Glick, B., Bush, J. & Taymans, J.M. (2011). *Thinking for a change 3.0*. Aurora, CO: National Institute of Corrections.

Taymans, J.M. (2010). *Learning to achieve: A professional's guide to educating adults with learning disabilities*. Washington, DC; National Institute for Literacy.
<http://lincs.ed.gov/publications/pdf/L2AProfessionalGuide2010.pdf>

Taymans, J.M. (2010). Transition curriculum. In L. West. (Ed.). *Integrating transition into the IEP process*. Arlington, VA: Council for Exceptional Children.

Taymans, J.M. (Ed.). (2010). *Inclusion in Catholic schools: A matter of practice*. Arlington, VA: National Catholic Education Association.

Taymans, J.M. (2010). Chapter 1: Setting the context for special needs. In J.M. Taymans (Ed.). *Inclusion in Catholic schools: A matter of practice*. Arlington, VA: National Catholic Education Association

Taymans, J.M & Goff, J. (2010). Chapter 3: Inclusive curriculum. In J.M. Taymans (Ed.). *Inclusion in Catholic schools: A matter of practice*. Arlington, VA: National Catholic Education Association

Taymans, J.M. (Ed.) (2009). *Learning to Achieve: A review of the research literature on serving adults with learning disabilities*. Washington, DC: National Institute of Literacy.
<http://lincs.ed.gov/programs/learningtoachieve/learningtoachieve.html>

Taymans, J.M. (2009). Introduction: Definitional and Legal Issues. In J.M. Taymans (Ed.). *Learning to Achieve: A review of the research literature on serving adults with learning disabilities*. Washington, DC: National Institute of Literacy.

Taymans, J.M. & Malouf, E.T. (2009). Whose problem is it anyway? In B. Glick (Ed). *Cognitive Behavior Programs and Interventions: What Works with At-Risk Youth (2nd ed.)*. Kingston, NJ: Civic Research Institute.

Rice, E. & Taymans, J.M. (2009). Noticing the Unnoticed in Schools: Girls' Aggression and Its Effect. In B. Glick (Ed). *Cognitive Behavior Programs and Interventions: What Works with At-Risk Youth (2nd ed.)*. Kingston, NJ: Civic Research Institute.

Taymans, J.M., Marotta, S. A., Lynch, S., Riley, D.B., Ortiz, D.M., LaFauci, J.M., Mallery, C.J., & Embich, J. (2008). Adoption as an Adoption as a diversity issue in professional preparation: Perceptions of preservice education professionals. *Adoption Quarterly*, 11(1), 24-44.

Taymans, J.M, Tindle, K. P. ,Freund, M., Harris, L.A. & Ortiz, D.M.. (2008). The Urban Initiative Professional Development School's Intern Assessment System: A Contextualized & Authentic Preservice Evaluation Method. In I.R. Guadarrama, J.M. Ramsey & J.L. Nath. *Professional Development Schools: Advances of Community, Thought and Research* (pp. 333-358). Greenwich, CN: Information Age Publishing.

Lynch, S., Taymans, J. Watson, W, Ochsendorf, R & Pyke, C. (2007). Effectiveness of a highly rated science curriculum unit for students with disabilities in general education classrooms. *Exceptional Children*. 73, 202-223.

Taymans, J.M. (2007). *Communicating for Change: Modules for Correctional Line Staff*. Tallahassee, FL: Justice Research Center.

Taymans, J.M. (2006). Interpersonal problem solving skills: Taking adolescents through a step-by-step process to enhance prosocial information processing. In B. Glick (Ed). *Cognitive Behavior Programs and Interventions: What Works with At-Risk Youth*. New York: Civic Research Institute.

Taymans, J. (2006). *The domestic violence education program*. Raleigh, North Carolina: North Carolina Department of Correction.

Ludwig, M. & Taymans, J.M. (2005). Teaming: Constructing high-quality faculty development in a PT3 project. *Journal of Technology and Teacher Education*, 13(3), 357-372.

Tindle, K., Leconte, P., Buchanan, L. & Taymans, J.M. (2005). Transition planning: Community mapping as a tool for teachers and students. *Improving Secondary Education and Transition Services through Research: Research to Practice Brief*, 4(1), 1-6.
<http://www.ncset.org/publications/viewdesc.asp?id=2128>

Taymans, J. M. & Rice, E. (2004). *The special case of aggression and girls: Implications for school personnel*. George Washington University: The Hamilton Fish Institute.

Coleric, S. & Taymans, J. (2004). Introducing faculty to online learning: An online course as professional development. *Proceedings of the World Conference on E-Learning in Corporations, Government, Health & Higher Education*, 2004(1), 549-554.

Lynch, S.H. & Taymans, J.M. (2004). Conceptualizing pedagogies for academic diversity. In B. Kissam and B.K. Lenz (Eds). *Teaching Content to All: Evidence-based Inclusive Practices in Middle and Secondary Schools*. Boston: Allyn and Bacon.

Taymans, J.M. & Lynch, S.H. (2004). Unit planning: Learning to use a research-based unit planning routine. In B. Kissam and B.K. Lenz (Eds.). *Teaching Content to All: Evidence-based Inclusive Practices in Middle and Secondary Schools*. Boston: Allyn and Bacon.

Sobers, M. & Taymans, J.M. (2003). A follow up study of the cognitive-behavioral approaches to changing offender seminar: Correctional personnel's perceptions of seminar effectiveness and program implementation. *The Correctional Trainer*.

Taymans, J.M. & Corley, M.A. (2002). Enhancing services to inmates with learning disabilities: Systemic reform of prison literacy programs. *The Journal of Correctional Education*, 52, 74-78.

Corley, M. & Taymans, J.M.. (2002). *Living with LD: An internet resource guide*. National

Center for Learning Disabilities: . (<http://www.ncld.org/livingwithld/index.cfm>).

Corley, M. & Taymans, J (2002). The Status of Adults with Learning Disabilities and the Role of Self-Determination: A Review of the Literature, *Canadian Journal for the Study of Adult Education*, 15(2), 149-167.

Corley, M..A. & Taymans, J.M. (2002). Adults with learning disabilities. A review of literature. *Annual Review of Adult Learning and Literacy (Volume 3)*. San Francisco: Jossey-Bass.

Taymans, J.M. & West, L.L. (2001). Selecting a college for students with learning disabilities or attention deficit hyperactivity disorder (ADHD). ERIC Clearinghouse on Disabilities and Gifted Education (ERIC Document Reproduction Service No. EDO-EC-01-15).

Tredway, L., Taymans, J., Arrington, A. & Brown, J. (2001, March). The urban initiative: A school-university partnership. *The Capital Educators: Leadership Through Collaboration*. Washington, DC: Gorge Washington University, Graduate School of Education and Human Development.

Taymans, J.M. & Jurich, S. (2000). Overview of cognitive-behavioral programs and their applications to correctional settings. *Perspectives: The Journal of the American Probation and Parole Association*, 24(4), 48-52.

Taymans, J.M. & West, L.L. (2000). *Unlocking potential: College and other choices for individuals with LD and AD/HD*. Bethesda, MD: Woodbine House.

RECENT PRESENTATIONS:

Taymans, J.M. (2013, November). *Developing employers' readiness to provide internships for out-of-school young adults with developmental disabilities*. Williamsburg, VA: Council for Exceptional Children – Division on Career Development and Transition.

Ortiz, D. & Taymans, J.M. (2013, November). U.S.-born Salvadoran American women with learning disabilities in transition to adulthood poster session. . Williamsburg, VA: Council for Exceptional Children – Division on Career Development and Transition.

Taymans, J.M. (2013, November). *Learning to achieve professional's guide to educating adults with learning disabilities*. Washington, DC: U.S. Conference on Adult Literacy.

Taymans, J.M., Guevara, M. & Prince, R. (2012, June). *Thinking controls behavior (webinar)*. The National Institute of Corrections Virtual Conference, "Cuff Key to Door Key: A Systems Approach to Reentry."
<http://conferences.ichere.com/registration/register.cfm?reg=56&evt=VirtualNIC>

Taymans, J.M. & Blaney, D. (2012, July). *Understanding and applying the research and science on adults with learning disabilities*. St. Paul, MN: 67th Annual International Correctional Education Association Conference.

Taymans, J.M. (2012, November). *Keynote address - Adult education: Scope and sequins*. San Juan, PR, Annual Adult Education Conference.

Taymans, J.M. (2012, November). *Supporting Learners in Developing Strategies for Vocabulary Development*. Providence, RI: National Conference in Effective Transitions in Adult Education.

Taymans, J.M. & Zafft, C. (2012, November). *Developing skills to succeed in postsecondary education in students with learning disabilities*. Providence, RI: National Conference in Effective Transitions in Adult Education.

Taymans, J.M. (2011, November). *Self-determination: Making connections* (conference keynote). Singapore, Singapore: Inaugural Special Education Conference 2011.

Taymans, J. M. (2011, November). *Transition to employment: Methods and models*. Singapore Ministry of Education Inaugural Special Education Conference – Embracing Possibilities, Forging Ahead. Sentosa, Singapore.

Taymans, J. M. (2011, November). *The three E's of explicit instruction: Engaging, effective efficient*. Singapore Ministry of Education Inaugural Special Education Conference – Embracing Possibilities, Forging Ahead. Sentosa, Singapore.

Taymans, J.M. (2011, September). *Programs and practices for long term behavior change*. Points of Entry: Guiding Adults to Education and Career Success. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education.

Taymans, M.F. & Taymans, J.M. (2011, August). *Assessment for successful teaching and engage learning*. Toronto, Canada: International Confederation of Principals World Convention.

West, L.L., Taymans, J.M. & Queener, J. (2011, February). *Directory of transition web sites, resources, and lesson plans for at-risk students with special needs*. Myrtle Beach, SC: The 23rd Annual At-Risk National Forum.

Taymans, J.M. (2010, June). *Thinking for a change: Helping youth transition from correctional programs back to their communities*. Istanbul, Turkey: XIV World Congress of Comparative Education Societies.

Taymans, J.M., Basu, D., & Gerber, P. (2010, April). *Adult education and transition: Promise and potential*. Baltimore, MD: Learning Disabilities of America Conference.

Taymans, J.M. & Basu, D. (2010, March). *Pre-conference Workshop - Learning to Serving Youth and Adults with Learning Disabilities in Adult Education Programs*. Chicago, IL: COABE/Proliteracy Conference.

Taymans, J.M. (2009, October). *Keynote Address - Cognitive Behavioral Programs: One Size Does Not Fit All*. Lansing, MI: Michigan Community Corrections Conference.

Taymans, J.M. & Basu, D. (2010, March). *Pre-conference Workshop - Learning to Achieve : Serving Adults with Disabilities in Adult Education Programs*. Chicago, IL: COABE/Proliteracy Conference.

Taymans, J.M. (2009, April). *Symposium: Improving outcomes for adults with learning disabilities in adult education*. San Diego, CA: Annual Meeting of the American Education Research Association. (I developed the symposium and served as discussant)

Basu, D. & Taymans, J.M. (2009, April). *Serving adults with learning disabilities in adult education: Research foundations*. Louisville, KY: Commission on Adult Basic Education.

Schroth, W.S., Johansson, P., Battle, C., Hayashi, S., Taymans, J., Vovides, Y., Reum, J., (2009, May). *Milestones in Public Health: Development and Evaluation of a Modular, Scaled, Multi-modality Curriculum for the Eleven Most Important Advances in Public Health (poster presentation)*. Hershey, PA: Association of American Medical Colleges Northeastern Group on Educational Affairs.

Mattis, J., Anderson, L., Queener, J., Govanlu, N. & Taymans, J.M. (2008, December). *The career investigation for transitioning youth (CITY) Program*. Timonium, MD: Navigating the Road from School to Adulthood for All Youth with Disabilities Annual Conference

Taymans, J.M., Marotta, S.A., Lynch, S.J. Riley, D., & Mallery, C. (2007, April). *Adoption as a diversity issue in professional preparation: Perceptions and experiences of preservice education*. Chicago, IL: American Education Research Association Conference.

Taymans, J.M., Tindle, K., Bello, D.A. & Harris, L.A. (2007, January). *Teacher education assessment: Preservice teacher reflection to improve student achievement*. Honolulu, HI: The Hawaii International Conference on Education.

Riley, D., Lynch, S., Marotta, S. & Taymans, J.M. (2006, September). *Adopted children's school experiences: What educators need to know*. Washington, DC: Hamilton Fish Institute on School and Community Violence.

Taymans, J.M. (2006, June). *Cognitive-Behavioral interventions: Thinking for a change as an exemplar*. St. Petersburg, FL: Florida Department of Juvenile Justice Probation Providers and Supervisors' Meeting.

Taymans, J.M. (2006, June). *The effectiveness of cognitive-behavioral interventions in corrections*. St. Petersburg, FL: Florida Department of Juvenile Justice Probation Providers and Supervisors Annual meeting.

Taymans, J.M., Tindle, K., Ortiz, D., & Harris, L. (2006, February). *The urban initiative: Evaluation research on an established PDS*. Chicago, IL: The Holmes Partnership Tenth Annual Conference.

Taymans, J.M., (2006, February). *Thinking for a change: Teaching positive and proactive decision making*. Clearwater, FL: Adolescent Treatment Issues Conference.

Taymans, J.M., Resti, I., Jahnke, J. & Kusek, C. (2005, October). Self-determination strategies for students with cognitive disabilities. Albuquerque, NM: Division on Career Development and Transition 13th International Conference.

Tindle, K. & Taymans, J.M. (2005, July). *Pathwise domain A: Measuring teacher quality in a PDS*. Washington, DC: DC Teacher Quality Enhancement State Grant Conference.

Taymans, J.M., Tindle, K.T., Freund, M., Ortiz, D.M., & Harris, L. (2006, April). *The urban initiative: Evaluation research on an established PDS*. San Francisco, CA: American Education Research Conference.

Taymans, J.M., Resti, I., Jahnke, J. & Kusek, C. (2005, October). *Self-determination strategies for students with cognitive disabilities*. Albuquerque, NM: Division on Career Development and Transition 13th International Conference.

COURSES TAUGHT

SPED 220A: Practicum in Learning Strategies Approach for Adolescents with LD
SPED 231: Transition Special Education Programming
SPED 233: Curriculum in Transitional Special Education
SPED 235: Coordination of Job Placement Programs in Special Education
SPED 237: Learning Strategies, Assessment and Instruction
SPED 238: Issues in Educating Individuals with Learning Disabilities
SPED 295: Professional Internship in Transition
TRED 207: Teaching and Learning II
SPED 304: Recent Research and Trends in Special Education
SPED 353: Doctoral Internships

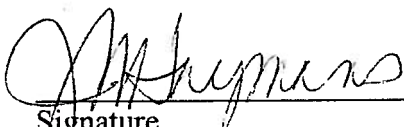
**Washington Global Public Charter School
Trustee Agreement Form**

As a member of the Washington Global Public Charter School Board of Trustees, I accept the duties and responsibilities outlined below.

Specific Board Responsibilities:

1. Develop and communicate the mission of the school.
2. Support the mission of Washington Global Public Charter School by ensuring that the school's policies, procedures, and programs are consistent with and further the school's mission.
3. Ensure that policies and procedures maintain compliance with federal, state and local laws.
4. Review and approve the school's annual budget and strategic plan annually.
5. Work with school leaders to ensure that the school is audited annually by an outside, independent auditor.
6. Hire, review the performance of, and (if necessary) dismiss the Principal and Director of Operations.
7. Agree with and adhere to Washington Global Public Charter School's conflicts of interest and confidentiality policies, Articles of Incorporation, Code of Ethics, and Bylaws.
8. Support Washington Global through outreach and/or fundraising efforts.
9. Recruit and propose Board of Trustees candidates who possess skills that further the mission of the school.
10. Maintain a high level of ethical standing.
11. Participate in Board and committee meetings.

Read and understood:


Signature

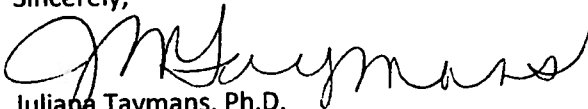
Juliara Taymans 2/25/14
Printed Name and Date

Personal Statement: Juliana Taymans, Ph.D.

I have worked in the field of education for my entire professional career, which exceeds 35 years. I worked as a classroom teacher for 6 years and subsequently in higher education focused on preparing teachers and education leaders. The middle school years are 'a make it or break it' time for many students. The Washington Global School's mission and vision reflect school practices that can empower both students and teachers to find the daily life of school rewarding and enriching. The school's approach to teaching the whole child is what is so often missing in schools today. The global curriculum, which will provide a solid academic foundation, is complimented by a school culture which supports and guides students to positive attitudes and behaviors.

Previously, I served on the Board of Trustees of The Kingsbury Day School, a private school for students with learning and behavioral disabilities. Currently, I am on the Board of Trustees for TransCen, Inc., whose mission is to facilitate the transition from school to employment for individuals with disabilities. Both of these experiences have taught me the importance of an active and committed Board that can help guide an educational organization to effective operational and service provision practices. My work as a Professor of Special Education and Disabilities Studies at The George Washington University has allowed me work closely with professionals working across DC public and charter schools. Much of my time as a professor has been focused on developing programs that prepare teachers for working in DC. I am pleased to bring my professional experiences to the Board of Washington Global.

Sincerely,

A handwritten signature in black ink, appearing to read 'Juliana Taymans', written in a cursive style.

Juliana Taymans, Ph.D.

Founding Board Member of Washington Global

Education

The George Washington University, Washington, D.C.

Doctor of Education, Doctoral Candidate, January 2014, GPA: 4.0

Awarded Dean's Merit Scholarship and Selective Excellence Grant

The George Washington University, Washington, D.C.

Master of Arts in Transition Special Education, August 2009, GPA: 4.0

Awarded AmeriCorps Scholarship

Vassar College, Poughkeepsie, New York

Bachelor of Arts in History, May 2005, GPA: 3.62

University of Oxford, Mansfield College, Oxford, England

Visiting Student in History, 2003-2004, GPA: 3.93

Professional Experience

Program Specialist, OSERS, United States Department of Education, Washington, D.C., June 2010- Present

- Serve as a full-time Program Specialist in the Office of Policy and Planning (OPP) of the Office of Special Education and Rehabilitative Services (OSERS)
- Manage OSERS' performance under the Department of Education's Organizational Performance Review (OPR) guidelines. Monitor and track quarterly performance of key administrative management and core process actions, including, small business utilization, audits, and acquisition packages
- Attend Department-wide meetings to report OSERS' performance management and internal controls accomplishments, and prepare reports detailing these accomplishments for submission to the Office of the Deputy Secretary
- Collaborate with leadership to develop and establish OSERS' performance criteria for the Organizational Performance Review (OPR)
- Conduct extensive policy research, and prepare analyses and policy documents on a variety of critical issues, including: the Higher Education Opportunity Act, the transition of students with disabilities into postsecondary education according to the Individuals with Disabilities Education Act (IDEA), postsecondary academic accommodations according to the Workforce Investment Act and the Americans with Disabilities Act, the quality of accessible instructional materials for students in higher education, higher education policy, the experience of students with learning disabilities and visual impairments in higher education, copyright law, students with disabilities and the Elementary and Secondary Education Act (ESEA), and early childhood identification and services for students with disabilities under Part C of the IDEA
- Contribute to the drafting, editing, and production of the final AIM Commission report to Congress under the direction of the Executive Director
- Brief Congressional staff on the final AIM Commission report and respond to Congressional inquiries related to the content of the report and follow-up actions
- Present on issues related to education policy and childhood lead exposure at stakeholder conferences

Adjunct Professor, The George Washington University, Washington, D.C., 2009-Present

- Teach a master's level education and disability policy course to teachers and administrators from around the DC-metro area.
- Design a course unit that addresses federal, state, and local oversight of the American education system, the legislative process, education policy, disability policy, the interactions of various policies, and political advocacy

- Present and lead analyses of key education and disability legislation, including the Individuals with Disabilities Education Act, the Americans with Disabilities Act, the Elementary and Secondary Education Act, the Higher Education Opportunity Act, and the Workforce Investment Act
- Teach students how to develop and implement Individualized Education Programs (IEP) and 504 plans

Special Education Coordinator, Youth Engagement Academy H.S., Washington, D.C., 2008-2010

- Named Special Education of the Year by District of Columbia Public Schools (2008-2009)
- Served as a lead administrator of a specialty District of Columbia Public School (DCPS)
- Led staffing, budgeting, and curriculum planning activities; Collaborated with the principal of Youth Engagement Academy (YEA) to prepare the yearly school plan, quarterly review and the staff and student handbook for the 2009-2010 school year
- Prepared the school's Federal Title I report; school received recognition for quality of the report
- Led, coordinated and prepared the necessary documentation according to federal, state and district legal and policy guidelines for all special education individualized education program (IEP) meetings for students with special needs
- Managed special education teachers and related service providers to ensure that all students receive a fair and appropriate education
- Collaborated with the Student Support Team (SST) to conduct Child Find activities commensurate with the Individuals with Disabilities Education Act (IDEA)
- Administered transition inventories to students and prepared appropriate transition plans for all students beginning in the ninth grade to ensure that all students received optimal transition supports
- Collaborated with the internship coordinator to assist in placing students with special needs in internships commensurate with each student's passions and transition goals
- Conducted educational testing to facilitate IEP planning and data-driven reports to monitor student progress
- Conducted staff trainings focused on topics in special education, including inclusion, academic interventions and facilitating socio-emotional growth
- Secured a partnerships with a variety of community organizations to support students' academic programming and assisted with student recruitment
- Organized parent and community events, and student extracurricular events

Special Education Teacher, DC Teaching Fellows, Dunbar High School, Washington, D.C. , 2007-2008

- Planned and implemented a reading intervention program for struggling readers in grades 9-12
- Served as a head teacher for the Special Education Department's developmental reading courses
- Co-taught a successful inclusion algebra course to facilitate achievement for students with special needs
- Managed IEPs for approximately 24 students with special needs
- Conducted educational testing and prepare extensive data-driven reports to track students' academic progress

Legal Assistant, Howrey LLP, Washington, D.C., 2005-2007

- Conducted extensive anti-trust case law history research using Lexis-Nexis and Westlaw
- Drafted and cite-checked briefs to confirm proper citations prior to final review and official filing

William Randolph Hearst Fellow, Mount Vernon Hotel Museum, New York, NY, 2003

- Conducted extensive research for future museum exhibits on New York and American history, organized and assisted with planning the museum's educational camps and workshops, tutored students within the New York City Public School System in aspects of American history, and organized museum events

Other Experience

- Teaching Assistant, Teaching Course, The George Washington University, Washington, D.C., 2009
- Summer Mathematics Middle School Teacher, DC PREP Academy, Washington, D.C., 2008

Publications and Presentations

- Shook Torres, E., & Queener, J. (2013). Facilitating Accessible Texts in Higher Education. Eighth International Conference on Higher Education and Disability. University of Innsbruck: Innsbruck, Austria.
- Shook, E. (2012). Big picture learning: Fostering positive outcomes for students with emotional and behavioral disabilities. Institute for Policy Studies. The George Washington University, Washington D.C.
- Shook Torres, E., & Queener, J. (2012). Preparing student veterans with disabilities for success: A resource module for DR/S providers. The 35th Annual Association for Higher Education and Disability Conference. Sheraton: New Orleans, L.A.
- Shook Torres, E., & Queener, J. (2012). Preparing student veterans with disabilities for success: A resource module for disability resource and support providers. HEATH Resource Center at the National Youth Transitions Center. The George Washington University, Washington, D.C.
- Shook Torres, E., & Queener, J. (2012). A resource module for student veterans with disabilities in higher education. HEATH Resource Center at the National Youth Transitions Center. The George Washington University, Washington, D.C.
- Shook Torres, E. (2011). Accessible texts: A guide for postsecondary disability service providers. HEATH Resource Center at the National Youth Transitions Center. The George Washington University. Washington, D.C.
- Shook, E., & Friday, K. (2011). Response to intervention—current status and future federal policy implications. The Educational Symposium for Research and Innovation (ESRI). The George Washington University, Washington, D.C.

Honors and Awards

- The George Washington University Graduate School of Education and Human Development- Dean's Scholar Merit Award Recipient (2009-2010)
- District of Columbia Public Schools- Special Education Coordinator of the Year Award (2008-2009)
- Teacher Institute at the National Gallery of Art - Robert M. Coffelt Fellowship Recipient (Summer 2008)
- DC Teaching Fellowship Recipient (August 2007- May 2009)
- AmeriCorps Education Award Program (2007-2008)
- William Randolph Hearst Fellow - Mount Vernon Hotel Museum (Summer 2003)

Skills

- MS Word, MS PowerPoint, MS Excel, MS Outlook, Internet Explorer, Firefox, Lexis- Nexis, Westlaw, Sharepoint, Blackboard, Woodcock Johnson III Test of Achievement, Encore, Easy IEP, SPSS, Certified Special Education Teacher (K-12)


**Washington Global Public Charter School
Trustee Agreement Form**

As a member of the Washington Global Public Charter School Board of Trustees, I accept the duties and responsibilities outlined below.

Specific Board Responsibilities:

1. Develop and communicate the mission of the school.
2. Support the mission of Washington Global Public Charter School by ensuring that the school's policies, procedures, and programs are consistent with and further the school's mission.
3. Ensure that policies and procedures maintain compliance with federal, state and local laws.
4. Review and approve the school's annual budget and strategic plan annually.
5. Work with school leaders to ensure that the school is audited annually by an outside, independent auditor.
6. Hire, review the performance of, and (if necessary) dismiss the Principal and Director of Operations.
7. Agree with and adhere to Washington Global Public Charter School's conflicts of interest and confidentiality policies, Articles of Incorporation, Code of Ethics, and Bylaws.
8. Support Washington Global through outreach and/or fundraising efforts.
9. Recruit and propose Board of Trustees candidates who possess skills that further the mission of the school.
10. Maintain a high level of ethical standing.
11. Participate in Board and committee meetings.

Read and understood:


Signature

Elizabeth S. Torres / 2/28/2014
Printed Name and Date

Personal Statement: Elizabeth S. Torres

I, Elizabeth S. Torres, am a founding member of the Board of Trustees of the Washington Global Public Charter School ("Washington Global") and a resident of Ward 2 in the District of Columbia. I sought to found Washington Global because I wholeheartedly believe that *all* students should have access to high-quality schools that provide them with a rigorous, well-rounded education, and prepare them for post-school competitiveness in an increasingly globalized environment. The mission of Washington Global shall be to instill these skills in students beginning in middle school so that students become prepared for their post-school transition early in their secondary school careers. I believe that all students will considerably benefit from a program with strong, research-based interventions, opportunities for individualization through project-based learning, and the International Middle Years Curriculum (IMYC), which fosters a global mindset.

I have a variety of professional experiences that will benefit Washington Global. I entered teaching in 2007 as a DC Teaching Fellow because I strongly believe that high-quality teaching and instruction can help to close the current achievement gap. I taught special education in Title I schools in DCPS, including Dunbar Senior High School. All of my students performed significantly below grade level, but with perseverance and dedication, they made tremendous gains. I also have administrative experience, serving on the administrative team of a Big Picture Learning/DCPS specialty school in Northeast DC. I oversaw special education compliance, engaged in budget development and management, managed teachers and other staff, and carried out community, family, and student outreach efforts. The school implemented project-based learning and as an administrator, I saw how project-based learning and a more individualized education allowed students to flourish and make tremendous gains academically and socially. I also have extensive performance management and administrative oversight experience from my experience managing the U.S. Department of Education's Organizational Performance Review (OPR) for the Office of Special Education and Rehabilitative Services (OSERS).

I also believe that my strong connection to The George Washington University ("GWU") and other community connections will greatly benefit Washington Global. I obtained both my masters' and doctoral degrees at GWU. In addition, I am currently an Adjunct Professor at GWU and, in such capacity, I have taught teachers and administrators throughout the Metropolitan DC area and forged strong connections with faculty and offices around the campus.

I am confident that the establishment of Washington Global will be a tremendous asset to the children of Washington, DC. I plan to use my expertise and skills, and community connections in the role of Director of Operations to ensure that Washington Global is a success and changes the lives of countless DC students for years to come.

Sincerely,

A handwritten signature in black ink, appearing to read "Elizabeth S. Torres", with a long horizontal flourish extending to the right.

Elizabeth S. Torres

ALEXANDRA FIELDING WILSON

Experience

Long & Foster Real Estate, Washington, DC

Realtor

2008 –present

Licensed in Virginia & Washington, DC

Top Producer

Gold Team member

The Laxalt Corporation, Washington, DC

Vice President

2006-2008

Manage day-to-day operations for all clients

Company representative at meetings, strategy sessions, Capitol Hill, etc

Supervise the Executive Assistant

Prepare billing and budget items per client retainer

Jefferson Consulting Group, Washington, DC

Manager

2003-2006

Responsible for day-to-day management of the firm's largest client.

Prepare briefing materials and educate Members of Congress and staff on issues

Manage all relevant homeland security issues for clients in a variety of capacities

The White House, Washington, DC

Staff Assistant

2002

Responsible for daily office staff operations

Prepared Mrs. Cheney's schedule while in the office and traveling

Coordinated Mrs. Cheney's annual event, Constitution Day, which included participants from

200 first grade students from the metropolitan area

National Media Inc, Alexandria, VA

Creative Associate

2000-2002

Collaborated on strategies for clients

Wrote copy for scripts for television and radio spots

Young & Rubicam, New York, NY

Account Coordinator

1999-2000

Worked exclusively on the Pepperidge Farm account

Provided creative support

Prepared competitive analysis for comparable cookie/ cracker products

Education

Rollins College, Winter Park, FL

B.A. Political Science, Minor in Communications, 1999

American University, Washington, DC

Washington Semester Program, Concentration: Government, Fall 1997

School of Communication- Graduate studies, 2001

References

References are available on request.

**Washington Global Public Charter School
Trustee Agreement Form**

As a member of the Washington Global Public Charter School Board of Trustees, I accept the duties and responsibilities outlined below.

Specific Board Responsibilities:

1. Develop and communicate the mission of the school.
2. Support the mission of Washington Global Public Charter School by ensuring that the school's policies, procedures, and programs are consistent with and further the school's mission.
3. Ensure that policies and procedures maintain compliance with federal, state and local laws.
4. Review and approve the school's annual budget and strategic plan annually.
5. Work with school leaders to ensure that the school is audited annually by an outside, independent auditor.
6. Hire, review the performance of, and (if necessary) dismiss the Principal and Director of Operations.
7. Agree with and adhere to Washington Global Public Charter School's conflicts of interest and confidentiality policies, Articles of Incorporation, Code of Ethics, and Bylaws.
8. Support Washington Global through outreach and/or fundraising efforts.
9. Recruit and propose Board of Trustees candidates who possess skills that further the mission of the school.
10. Maintain a high level of ethical standing.
11. Participate in Board and committee meetings.

Read and understood:

Alexandrea F. Wilson
Signature

Alexandrea F. Wilson 2.25.14
Printed Name and Date

Personal Statement: Alexandra Fielding Wilson

I, Alexandra Fielding Wilson, am a founding member of the Board of Trustees of Washington Global Public Charter School because I believe that the academic concept provided by this model will offer the foundation for success that should be available to all children regardless of circumstances.

In my profession as a Realtor, I have witnessed countless occasions where my client's are eager to put down their roots and buy a home, decide to pass on an otherwise perfect property because of the location and corresponding school district. In fact, I have many clients who ready themselves to move out of the District once their children are close to entering elementary school because of the stigma attached to the schools. I am eager to be a part of something that will only enrich the community and make it stronger. I will work tirelessly to promote the WGPCS and to educate others of the benefits the new school will provide to all whom attend.

Sincerely,

Alexandra F. Wilson

Alexandra Fielding Wilson

Founding Board Member of Washington Global Public Charter School


G. Conflicts of Interest

Conflict of Interest Form

(This form must be included in the application
and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	Title Board of Trustees
Applicant Organization Washington Global Public Charter School	Date Submitted 3/2/14

Explanations from Corresponding Conflict of Interest Form

6. I will be employed as the Principal of Washington Global.

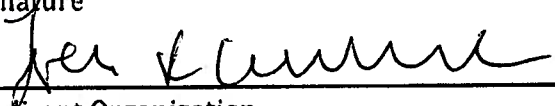
7. I provided start-up funds in the amount of \$1,875

Conflict of Interest Form

(This form must be included in the application
and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	Title Founder / Board of Trustee member
Applicant Organization Washington Global Public Schools	Date Submitted 02/24/2014

Conflict of Interest Form

(This form must be included in the application
and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature <i>Kate Fay</i>	Title <i>Founding Member</i>
Applicant Organization <i>Washington Global Public Charter School</i>	Date Submitted <i>02-24-2014</i>

Explanations from Corresponding Conflict of Interest Form

4. I work for Fieldwork Education, which created and sells the International Middle Years Curriculum (IMYC). The co-founders of Washington Global Public Charter School asked me to join the founding Board after they decided to use the IMYC at the School.

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature <i>Carolyn A. Green</i>	Title <i>School Psychologist</i>
Applicant Organization <i>Washington Global</i>	Date Submitted <i>2/28/14</i>

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

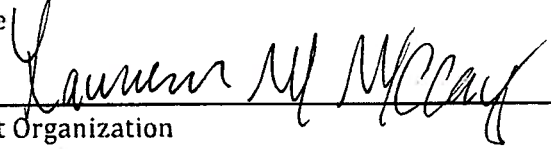
	Questions	Yes	No
1	Do or will you or your spouse have any contractual agreements with the proposed charter school?		X
2	Do you, your spouse, or any member of your immediate family have any ownership interest in any educational service provider (ESP) or any other company contracting with the proposed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

Signature <i>Martina Duonne Huff</i>	Title <i>Founding Member</i>
Applicant Organization <i>Washington Global Public Charter School</i>	Date Submitted <i>Feb 23, 2014</i>

Conflict of Interest Form
*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	Title Founding Member
Applicant Organization Washington Global Basic Charter School	Date Submitted 3/1/2014

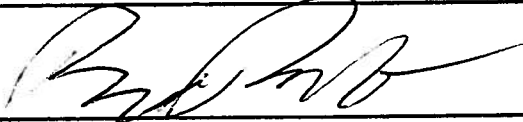
Bryan Ricapito

Conflict of Interest Form

(This form must be included in the application
and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	Title founding member of Board of Trustees
Applicant Organization Washington Global Public Charter School	Date Submitted 2-28-14

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature <i>Natalie Sanders</i>	Title <i>founder</i>
Applicant Organization <i>Washington Global Public Charter School</i>	Date Submitted <i>2/27/14</i>

Conflict of Interest Form Question 13

Although neither of the following constitute formal board positions, I would like to disclose that I am currently working in various capacities with two other public charter schools in Washington, DC.

First, I am a member of the Thurgood Marshall Academy Public Charter High School's Advocates Council. The Advocates Council engages and mobilizes community resources to advance the mission of the school, and to cultivate current and future generations of Thurgood Marshall Academy supporters. For more information, please visit <http://www.thurgoodmarshallacademy.org/volunteer/215/advocates-council>.

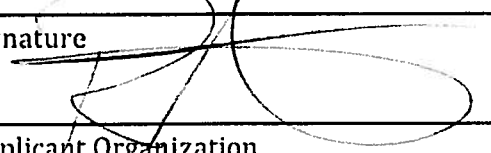
In addition, I am also a 2014-2016 Fellow with Charter Board Partners ("CBP"). CBP promotes and fosters exceptional governance in public charter schools so that every charter school has the board it needs to improve student achievement. In my role as a CBP Fellow, I work closely with the Board of Capital City Public Charter School, a Pre-K – 12 school in Ward 4. As a CBP Fellow, I essentially "staff" the Capital City Public Charter School Board, lightening the time burden of board work for both board members and school leadership team members. For more information on the CBP Fellowship, please visit <http://charterboards.org>, and please also note that Charter Board Partners, and in turn, Capital City Public Charter School are also clients of my law firm, Latham & Watkins LLP.

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	Title Board of Trustee Member
Applicant Organization Washington Global PCS	Date Submitted 2/23/14

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

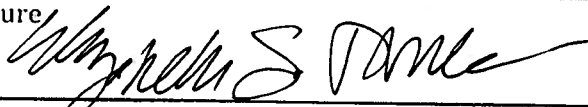
Signature <i>Juliana Taymans</i>	Title <i>Professor</i>
Applicant Organization <i>Washington Global Public School</i>	Date Submitted <i>2/25/13</i>

Elizabeth Torres

Conflict of Interest Form
(This form must be included in the application
and completed by all founding and Board of Trustee member.)

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature 	Title Founding member Board of Trustees
Applicant Organization Washington Global PCS	Date Submitted 2/28/2014

Explanations from Corresponding Conflict of Interest Form

6. I will be employed as the Director of Operations of Washington Global

7. I provided start-up funds in the amount of \$1,875

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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

Signature Alexandra F. Wilson	Title Founding Member of Board of Trustees
Applicant Organization Washington Global Public Charter School	Date Submitted 2.25.14

H. Demographic Analysis

Demographic Analysis Form

Name of Proposed School Washington Global Public Charter School

Proposed Location In or near Cluster 18 in Ward 4, neighborhood Cluster 23 in Ward 5, neighborhood Cluster 31 in Ward 7, and neighborhood Cluster 39 in Ward 8

(Address or general location—NE, SW, NW, SE. *If no general location has been identified, provide information for top two options.*)

Projected Age Range and Number of Students Expected to Enroll by Year:

	PK3	PK4	K	1	2	3	4	5	6	7	8	9	10	11	12	Adult	TOTAL
Year 1									60	40							100
Year 2									60	60	40						160
Year 3									80	60	60						200
Year 4									80	80	60						220
Year 5*									80	80	80						240
Year 6																	
Year 7																	
Year 8																	
Capacity																	240

**Full capacity will be reached in year 5*

Anticipated Student Demographics*

	Ethnicity		Race				Students with Disabilities				English Language Learners	Economically Disadvantaged
	Hispanic	Not Hispanic	B	W	A	Other	1	2	3	4		
Year 1 (100 Students)	13%	87%	79%	4%	1%	4%	6	5	1	3	7%	80%
Year 2 (160 Students)	13%	87%	79%	4%	1%	4%	9	7	2	5	7%	80%
Year 3 (200 Students)	13%	87%	79%	4%	1%	4%	12	9	3	6	7%	80%
Year 4 (220 Students)	13%	87%	79%	4%	1%	4%	13	10	3	7	7%	80%
Year 5 (240 Students)	13%	87%	79%	4%	1%	4%	14	11	3	7	7%	80%

**Please note that the above student demographics are estimates based on the Founding Group's analysis of the target areas for the location of the school.*

Similar Schools Profile

Please provide the following information for schools that serve **the same age/grades** as you propose and are located in the same location where you propose to establish your charter school, target the same students you choose to target and/or offer a similar mission or educational program:

School Name	Enrollment 2013-2014 ¹	Type ²	% Low Income	DC-CAS Performance (% Proficient reading and math)
Kelly Miller Middle School	514 (grades 6,7,8)	DCPS	99%	42%- Math 29%- Reading
Maya Angelou PCS Lower Middle School	196 (grades 7,8)	Public Charter	100%	37.6%-Math 36.5%- Reading
Cesar Chavez PCMS- Parkside	318 (grades 6,7,8)	Public Charter	87.7%	50.3%-Math 40.8%-Reading
SEED PCS- Middle School	341	Public Charter	73%	66.3%- Math 45.3% Reading
Center City PCS- Congress Heights	254 (pk-8)	Public Charter	100%	59.3%-Math 55.6%-Reading
Hart Middle School	517 (grades 6-8)	DCPS	99%	24%- Math 27%-Reading
Center City PCS- Petworth	235 (pk-8)	Public Charter	100%	59.3%-Math 55.6%-Reading
Brightwood Education Campus	615 (grades pk-8)	DCPS	99%	39%-Math 37%-Reading
Washington Latin PCS- Middle School	352 (grades 5-8)	Public Charter	18.5%	78.1%-Math 79.9%-Reading
Raymond Education Campus	543 (grades pk-8)	DCPS	99%	37%-Math 42%-Reading
West Education Campus	258 (grades pk-8)	DCPS	74%	43%-Math 50%-Reading
Brown Education Campus	349 (grades pk-8)	DCPS	99%	32%- Math 24%-Reading
Capital City PCS- Trinidad	230 (grades pk-8)	Public Charter	100%	54.1% Math 45.9%-Reading

NOTES:

²Type = DCPS, public charter school, private, parochial, independent, other

Based on the information provided in the analysis, how will the school compete with other schools in the intended location in the recruitment of students and highly qualified teachers and a facility?

Washington Global will engage in several recruitment activities, outlined in its Operations Plan (Section C) in order to recruit students and make the students' families aware of its rigorous, globally focused academic program. These recruitment activities will include:

- **Media:** Information about the school's mission will be placed in several newspapers and other publications that are distributed within the target and surrounding communities. The school will also use social media and other online outlets to advertise. The school will also advertise through local radio stations, message boards, and education expos. Washington Global also intends to advertise and solicit
- **Local Elementary Schools:** Washington Global plans to reach out to administrators and teachers of elementary schools throughout the city and near the school's location once a site is identified to provide information about the school's mission and program offerings. If authorized by the leadership at these elementary schools, Washington Global will hold information sessions for prospective students and their parents.
- **At-Risk Youth Populations:** Washington Global also plans to reach out to students who are more at-risk than the general population, including students in foster care and students whose families are homeless, to ensure that these students have equal access to a high-performing middle school program.
- **Input from the Community:** Members of the Founding Group will prepare, distribute, and analyze the findings of a Community Survey Form. Based on the findings, the Founding Group will conduct focus groups in the target community to have a deeper understanding of the local needs. The Founding Group will also create a Parent Interest Form that will be passed out door-to-door and throughout local establishments.
- **Community Involvement:** The school will engage a range of organizations within the area in which the school will be located to ensure that community leaders are aware of the school and its mission, and how it will benefit the community.

Washington Global is also committed to recruiting highly qualified, experienced teachers. It will recruit networks from networks like The George Washington University, DC Teaching Fellows alumni, and the International Middle Years Curriculum (IMYC) network of teachers. The school will also advertise to reach a larger group of potential teachers. Washington Global's competitive salary and benefit packages, teacher bonuses, and leadership opportunities described in Section C will also enable the school to successfully compete and hire the most qualified and highest-performing educational professionals.

Upon receiving approval of its charter, Washington Global will work with Building Hope to secure an incubator space location for the school. If incubator spaces are not available, the school will work with a commercial real estate group, such as Ten Square, LLC. or a similar organization, to locate a viable commercial space. Washington Global has identified key factors, such as locating the school near a bus or metro stop, and ensuring that it is accessible according to the Americans with Disabilities Act (ADA) to ensure that it meets the needs of all students.

I. Required Documents

- **Articles of Incorporation**
- **Bylaws**
- **Charter School Board of Trustees Job Description and Individual Performance Expectations**
- **Code of Ethics**
- **Discipline Policy**

ARTICLES OF INCORPORATION

ARTICLE I NAME/REGISTERED OFFICE

The name of this corporation shall be Washington Global Public Charter School (hereinafter referred to as "the Corporation"). The current address of the Corporation is 3060 Q STREET NW, Washington, DC 20007, United States of America.

ARTICLE II PURPOSE

The Corporation shall be a nonprofit corporation under Title 29 Chapter 4. The Corporation is organized exclusively for charitable and educational purposes, more specifically to establish a public charter school in the District of Columbia. Therefore, the Corporation shall at all times be operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended, including for such purposes, the making of distributions to organizations that qualify as exempt organization under Section 501(c)(3) of the Internal Revenue Code of 1986, as now enacted or hereafter amended. All funds, whether income or principal, and whether acquired by gift or contribution or otherwise, shall be devoted to said purposes.

The Corporation shall not have any capital stock.

ARTICLE III EXEMPTION REQUIREMENTS

At all times the following shall operate as conditions restricting the operations and activities of the Corporation:

1. No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purpose set forth in Article II (Purpose) hereof.
2. No substantial part of the activities of the Corporation shall constitute the carrying on of propaganda or otherwise attempting to influence legislation, or any initiative or referendum before the public, and the Corporation shall not participate in, or intervene in (including by publication or distribution of statements), any political campaign on behalf of, or in opposition to, any candidate for public office.

3. Notwithstanding any other provisions of this document, the Corporation shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding sections of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

ARTICLE IV DURATION

The duration of the Corporation shall be perpetual.

ARTICLE V MEMBERSHIP/BOARD OF DIRECTORS

The Corporation shall have no members. The management of the affairs of the Corporation shall be vested in a Board of Trustees, as defined by and described in the Corporation's bylaws.

ARTICLE VI PERSONAL LIABILITY

No officer, trustee or director of the Corporation shall be personally liable for the debts or obligations of the Corporation of any nature whatsoever, nor shall any of the property of the officer, or director be subject to the payment of the debts or obligations of the Corporation.

ARTICLE VII DISSOLUTION

Upon the dissolution of the Corporation, the Corporation's assets shall be distributed for one or more exempt purposes within the meaning of sections 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government of the United States of America, or to a state or local government of the United States of America, for a public purpose. Any such assets not disposed of by the Corporation shall be distributed by the District Court of the jurisdiction in which the principal office of the organization is then located, exclusively for such purposes or to such organizations, as said court shall determine within the meaning of the above-referenced Internal Revenue Code section.

ARTICLE VIII INCORPORATOR

The name of the incorporator of this Corporation is Teresa R. Curristine.

The undersigned incorporator certifies that she executes these Articles of Incorporation for the purposes herein stated.

Teresa R. Curristine

2/25/2014

Date

[Search](#)[Search](#)[Ask the Mayor](#) | [Subscribe to Emails](#) | [Agency Directory](#) | [311 Online](#) | [Closures](#)[311 Online](#)[District Residents](#)[Businesses](#)[Visitors](#)[Media](#)[Online Services](#)[Home](#)[Edit Account](#) | [Log Out](#)**WASHINGTON GLOBAL PUBLIC CHARTER SCHOOL - Initial File Number: N00004878673**[Main](#) [Reports](#) [Trade Names](#)**Entity Info**

Business Name WASHINGTON GLOBAL PUBLIC CHARTER SCHOOL
Suffix
Registration Date 2/25/2014
Entity Status Active
Foreign Name
Date of Organization
State
Country

Business Address

Line1 3060 Q STREET, NW
Line2
City WASHINGTON **State** District of Columbia **Zip** 20007

Agent

Is non-commercial Registered Agent? Yes
Name ELIZABETH TORRES

Address

Line1 3060 Q STREET, NW
Line2
City WASHINGTON **State** District of Columbia **Zip** 20007
Email

[Return to Home](#)

BYLAWS OF
WASHINGTON GLOBAL PUBLIC CHARTER SCHOOL

a District of Columbia nonprofit corporation

Article I
Purposes

Section 1.1 Structure. The Washington Global Public Charter School (hereinafter referred to as the “Corporation”) is a nonprofit corporation incorporated under the laws of the District of Columbia Nonprofit Corporation Act, D.C. Code 29-501 *et seq.* The Corporation’s Articles of Incorporation were filed and the Certificate of Incorporation was issued by the Department of Consumer Regulatory Affairs of the District of Columbia on February 25, 2014 (hereinafter referred to as the “Articles of Incorporation”). These bylaws of the Corporation shall be hereinafter referred to as the “Bylaws”.

Section 1.2 Purposes. The Corporation is organized exclusively for educational and charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code of 1985, as now enacted or hereinafter amended. The Corporation shall establish, administer, operate and maintain a public charter school in the District of Columbia of the United States of America.

Section 1.3 Mission. The Corporation is a community school open to all middle school students in Washington, DC that utilizes a rigorous, internationally-based academic and cultural curriculum, that integrates project-based learning, service-learning, technology, and language acquisition to develop, educate and train enterprising and competitive global citizens.

Article II
Registered Agent and Offices

The Corporation has and shall maintain a registered agent and offices in the District of Columbia as required by applicable law. In accordance with applicable law, the Board of Trustees may change the Corporation’s registered agent and offices.

Article III
Board of Trustees

Section 3.1 Powers. The Board of Trustees (hereinafter referred to as the “Board”) shall be fiduciaries of the Corporation and shall set the policies for the Corporation. The Board shall have the ultimate decision-making authority on all matters related to the administration, operation and maintenance of the Corporation. The Board is responsible for ensuring that the Corporation abides by and meets the mission stated in its charter and applicable law.

Section 3.2 Number. The composition of the Board shall include at least seven (7) and no more than fifteen (15) members (hereinafter referred to as the “Trustees”), provided that the exact number of Trustees shall be determined by resolution of the Board (subject to Section 3.5 below), and the Board shall consist always of an odd number of Trustees. A majority of the Trustees shall reside in the District of Columbia. Two (2) of the Trustees shall be parents or guardians of students enrolled in the school.

Section 3.3 Officers. As set forth in more detail in Section 4.1 below, the Board shall also include four (4) officers (hereinafter referred to as the “Officers”), namely the Chairperson, the Vice-Chairperson, the Secretary and the Treasurer.

Section 3.4 Qualifications. All Trustees shall meet the following qualifications:

- a) A strong dedication to ensuring that the mission of the Corporation is carried out;
- b) A high level of professional and personal integrity;
- c) Involvement on other boards and/or professional or community leadership positions;
- d) A commitment to sustaining the school by supporting future fundraising and development efforts;
- e) Proven expertise in a key area (e.g., education, finance or law) and the skills necessary for ensuring that the Corporation achieves its optimal operational and academic capacity; and
- f) The time commitment necessary to support the growth and oversight of the Corporation.

Section 3.5 Election. At the first Board meeting which shall take place upon the authorization of the Corporation’s charter, at least seven (7) members of the Corporation’s founding group shall become Trustees, provided that such Trustees meet the qualifications set forth in Section 3.4 above. A second round of elections of Trustees shall occur by November 30, 2014 and a final round of elections shall occur by December 31, 2015. Thereafter, the Governance Committee shall present a slate of potential trustees and officers for election to the Board. Trustees and Officers shall be elected by majority vote of the Trustees composing the Board, and shall be elected each year at the Board’s annual meeting.

Section 3.6 Committees. The Board shall consist of five (5) standing committees: Executive Committee, Governance Committee, Finance Committee, Academic Accountability and Student Well-being Committee, and Outreach and Development Committee.

- a) **Executive Committee:** The Executive Committee shall oversee all business and operational aspects of the Board. This Committee shall also develop and disseminate agendas prior to Board meetings, and engage in and work with the Board Secretary to ensure that all required information is provided to the outside oversight groups.

- b) **Governance Committee:** This committee shall ensure that the Board meets its duties and responsibilities and remains a high-quality oversight body. Its tasks shall consist of providing an orientation to new Trustees, ensuring that these Bylaws are adhered to, recommending any changes to the Bylaws for vote by the Board in accordance with Section 8.3 hereof, and recruiting and nominating potential Trustees.
- c) **Finance Committee:** The Finance Committee shall oversee financial practices and policies. Such duties shall consist of reviewing budgets and financial statements, leading the financial audit process, and providing recommendation for approval of the school budget.
- d) **Academic Accountability and Student Well-being Committee:** The Academic Accountability and Student Well-being Committee shall oversee all academic aspects of the school, such as its accountability plan, successful student achievement and adherence to laws and policies set forth by District of Columbia and U.S. federal entities. Additionally, shall work with school leaders to develop initiatives that accomplish the academic mission of the school.
- e) **Outreach and Development Committee:** The Outreach and Development Committee shall lead and oversee all community outreach and fundraising efforts of the school. It shall ensure that current and future fundraising activities are identified and successfully implemented.

The initial Trustees referred to in Section 3.5 above shall assume a position on at least one of the Board's five (5) standing committees set forth in this Section 3.6. The Board may designate one or more Trustees as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. In the absence or disqualification of a member of a committee, the member or members thereof present at any meeting and not disqualified from voting, whether or not he/she or they constitute a quorum, may unanimously appoint another member of the Board to act at the meeting in the place of any such absent or disqualified member.

Section 3.7 Minutes of Committee Meetings. Each committee shall keep regular minutes of its meetings and report the same to the Board when required.

Section 3.8 Term of Service. Trustees shall serve staggered terms of office. The Trustees who served on the Corporation's founding group and joined the initial Board shall serve a three-year term, Trustees who were selected during the second round shall serve a two-year term, and those Trustees selected during the final round shall serve a one-year term. No Trustee shall serve more than two (2) consecutive three-year terms unless it is otherwise approved by the majority of the Board. After election, the term of a Trustee may not be reduced except as stated in these Bylaws.

Section 3.9 Rights and Responsibilities. All Trustees shall have the rights and responsibilities set forth in the Policies and Procedures Manual of the Corporation and otherwise required by applicable law. No Trustee shall endeavor to profit personally from his or her membership on the Board. All Trustees shall be bound by the Policies and Procedures Manual of the Corporation.

Section 3.10 Removal. Any Trustee may be removed with or without cause by a majority vote of the Board at any regular or special meeting of the Board where a quorum is present. For the vote to occur, it must be included as an item agenda and circulated to all Trustees prior to the meeting.

Section 3.11 Resignation. Any Trustee may resign at any time, provided that such Trustee must submit his or her resignation by written notice to the Board's Chairperson no later than thirty (30) days prior to the proposed effective date of such resignation. Subject to acceptance by the Chairperson, the resignation shall become effective on the date proposed by such resigning Trustee.

Section 3.12 Vacancies. Any Board vacancy by reason of death, resignation, retirement, disqualification, removal from office or otherwise may be filled by a majority vote of the Board at any regular or special meeting of the Board where a quorum is present.

Section 3.13 Meetings. Regular meetings of the Board shall occur six (6) times per year with one (1) meeting every two-month period. There shall also be one (1) annual meeting of the Board which shall occur on or about May 15 of each year. In addition, special meetings of the Board may be convened at any time by the Chairperson or by any three (3) other Trustees.

Section 3.14 Actions without Meetings. Unless otherwise restricted by the Articles of Incorporation or these Bylaws, any action required or permitted to be taken at any meeting of the Board or of any committee thereof may be taken without a meeting, if all Trustees of the Board or committee, as the case may be, consent thereto in writing, or by electronic transmission and the writing or writings or electronic transmission or transmissions are filed with the minutes of proceedings of the Board or committee. Such filing shall be in paper form if the minutes are maintained in paper form and shall be in electronic form if the minutes are maintained in electronic form.

Section 3.15 Telephonic Meetings. Unless otherwise restricted by the Articles of Incorporation or these Bylaws, the Trustees or any committee designated by the Board, may participate in a meeting of the Board, or any committee, by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and such participation in a meeting shall constitute presence in person at such meeting.

Section 3.16 Rules of Order. Robert's Rules of Order shall govern the protocol and conduct of all Board meetings unless a particular rule is in conflict with these Bylaws.

Section 3.17 Notice of Meetings. Notice of the time and place of each Board meeting shall be delivered to each Trustee at least seventy-two (72) hours before the meeting. Such notice can be delivered by electronic mail, private courier, facsimile or first-class mail.

Section 3.18 Quorum. A majority of the Trustees shall constitute a quorum for the transaction of business of the Board except as otherwise provided by applicable law, by the Articles of Incorporation, or by these Bylaws. A quorum, once established, shall not be broken by the withdrawal of enough Trustees to leave less than a quorum and the Trustees present may continue to transact business until adjournment. If, however, such quorum shall not be present at any meeting of the Board, a majority of the Trustees then present may adjourn the meeting from time to time, without notice other than announcement at the meeting, until a quorum shall be present. At such adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally notified. If the adjournment is for more than thirty (30) days, or if after the adjournment a new record date is fixed for the adjourned meeting, a notice of the adjourned meeting shall be given to each Trustee.

Section 3.19 Compensation. Trustees of the Board of Trustees of the Corporation shall not be compensated for their service in the Board.

Articles IV Officers of the Board

Section 4.1 Number. The Chairperson, Vice Chairperson, Secretary and Treasurer shall serve as the Officers of the Board. The same person may not hold more than one office at any given time.

Section 4.2 Chairperson. The Chairperson (hereinafter referred to as the “Chair”) shall sit on the Executive Committee and oversees the structure and agenda of Board meetings. That Board Chair shall also lead the Board in preparing strategic plans and supporting the development of individual Trustees. Pursuant to the terms of these Bylaws, he or she shall have the power to sign along in the name of the Corporation all contracts authorized either generally or specifically by the Board of Trustees and to execute and deliver other documents and instruments.

Section 4.3 Vice Chairperson. The Vice Chairperson (hereinafter referred to as the “Vice-Chair”) assists the Chair in all aspects of his or her duties and performs the duties of the Chair in the Chair’s absence. He or she shall sit on the Executive Committee.

Section 4.4 Secretary. The Secretary (hereinafter referred to as the “Secretary”) shall provide organizational support to the Board by posting Board agendas on the school’s website, taking all Board minutes at meetings, and possessing a strong familiarity of legal documents. The Secretary also ensures that requested Board information is signed by the required Board leadership for submission to the DC Public Charter School Board. Additionally, the Secretary shall have a working knowledge of key legal documents, such as these Bylaws and the Articles of Incorporation, and keep copies of those documents.

Section 4.5 Treasurer. The Treasurer (hereinafter referred to as the “Treasurer”) shall sit on the Finance Committee and shall oversee the work of the Finance Committee. The Treasurer shall provide monthly updates to the Board Chair on budget planning and implementation, financial performance year-to-date, and any other key financial matters, including the audit process.

Section 4.6 Election and Term. The Governance Committee shall present a slate of nominees for the four (4) Officer positions to the Board. At each annual meeting, Officers shall be elected by the Trustees for a term of one (1) year. An Officer may not serve more than two (2) consecutive terms in the same office unless it is otherwise approved by a majority of the Board. Each Officer shall continue in office until the completion of his or her term and subsequent replacement by a newly election officer, his or her resignation, removal, or if he or she is deemed unfit to serve by a majority of the Board due to health or other related issues.

Section 4.7 Resignation, and Removal. An Officer may resign by providing written notice to the Chair. If the Chair resigns he or she shall give notice to the Vice-Chair. Any Officer may be removed with or without consent by a majority vote of the Board.

Section 4.8 Vacancy and Succession. If the Chair position becomes vacant, the Vice Chair shall assume the duties of the Chair for the remainder of the term with the Secretary assuming key Vice Chair duties and responsibilities, while continuing to function as the Secretary. If the positions of Secretary or Treasurer become vacant, the Chair shall appoint a Trustee on an interim basis to fill the respective leadership position until a special election is held.

Article V Management

The day-to-day business of the Corporation shall be managed and conducted by a principal (hereinafter referred to as the “Principal”) and a director of operations (hereinafter referred to as the “Director of Operations”), acting in each case under the direction of the Board of Directors. The Board shall hire, evaluate, and if necessary dismiss by a majority vote the Principal and the Director of Operations of the Corporation. The Principal and the Director of Operations shall be employees of the Corporation, and shall be responsible for carrying out the work of the Corporation in accordance with the policies established by the Board and shall report to the Board.

Article VI Conflicts of Interest

Section 6.1 Purpose. The purpose of the conflict of interest policy is to protect the interests of the Corporation when a transaction or arrangement arises that might benefit the private interest of a Trustee or may result in a possible excess benefit transaction. This policy is intended to supplement, but not to replace any applicable District of

Columbia and/or U.S. federal laws that apply to nonprofit organizations and govern conflict of interest.

Section 6.2 Procedures. The procedures to be followed in connection with any actual or potential conflict of interest are set forth below.

- a) **Duty to Disclose.** A Trustee must disclose any potential or actual conflict of interest related to financial and/ or other matters of the Corporation. A Trustee must disclose the existence of any financial or other actual or potential conflict of interest and be allowed the opportunity to disclose all material facts related to the Corporation to the Board.
- b) **Determining Whether a Conflict of Interest Exists.** After disclosing any potential or actual conflict of interests to the Board, the Board shall decide if a conflict of interest exists in a Board meeting. The interested Trustee shall leave the Board meeting while a decision is discussed and rendered.
- c) **Addressing the Conflict of Interest.**
 - 1. The Chair may refer the matter to a sub-committee of Trustees to investigate the actual or potential conflict of interest and determine the actions that shall be taken in connection therewith.
 - 2. After exercising due diligence, the Board shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - 3. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not produce a conflict of interest, the Board shall determine whether the transaction or arrangement that is under consideration for posing a conflict of interest is in the best interest of the Corporation, and whether it is fair and reasonable. The Board shall then vote according to the voting guidelines set forth in these Bylaws whether to enter into the transaction or arrangement.
- d) **Violations of Conflict of Interest Policy**
 - 1. If the Board has reasonable cause to believe that a Trustee has failed to disclose actual or potential conflicts of interest, the Board shall inform said Trustee of the basis for such belief and afford him or her the opportunity to explain the alleged failure to disclose.
 - 2. After hearing the explanation of that said Trustee and reasonably investigating the matter as warranted by the circumstances, the Board shall determine whether that said Trustee has failed to disclose an actual or potential conflict of interest. The Board shall then take appropriate corrective action.

6.3 Annual Statements. Each Trustee of the Board shall annually sign a statement that affirms that such person:

- a) has received a copy of the Conflict of Interest policy;
- b) has read and understands the policy;
- c) has agreed to comply with the policy; and

- d) understands that the Corporation is a nonprofit, charitable organization and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.

6.4 Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its nonprofit, charitable purposes, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following:

- a) a review of compensation arrangements and benefits to ensure that they are reasonable, based on competent survey information and the result of arm's length bargaining; and
- b) a review of whether partnerships, joint ventures, and other arrangements with management organizations conform to the written policies of the Corporation, are properly recorded, reflect reasonable investment or payments for goods and services, further the stated charitable purposes of the Corporation, and do not result in impermissible private benefit or an excess benefit transaction.

Article VII

Personal Liability and Indemnification

Section 7.1 Indemnification. The Corporation shall indemnify, or upon written request to the Corporation advance, to any person acting as a Trustee, Officer, employee or agent of the Corporation all reasonable expenses actually incurred or paid (including attorney fees, judgments, fines, and other amounts paid in settlements) in the defense of any civil or criminal action in which such person may become involved by reason of such person's serving or having served in such capacity at the request of the Corporation. There shall be no indemnification in relation to matters as to which the Board finds that the Trustee, Officer, employee, or agent of the Corporation acted in bad faith or engaged in gross negligence or willful misconduct. The right to indemnification under this Section 7.1 shall be a contract right inuring to the benefit of the Trustees, Officers, employees, and agents of the Corporation and no amendment or repeal of this Section 7.1 shall adversely affect any right of such individuals existing at the time of such amendment or repeal.

Section 7.2 Personal Liability. Except as required by applicable law, the Trustees, Officers, employees and agents of this Corporation shall not be personally liable for any debt, liability, or obligation of the Corporation.

Section 7.3 Insurance. The Corporation shall obtain and maintain adequate liability insurance for its Trustees, Officers, employees and agents with a financially sound and reputable insurance company.

Article VIII Miscellaneous

Section 8.1 Mandatory Dissolution. The Corporation shall adhere to the mandatory dissolution requirements established in Sections 38-1802.13a.(c)(1) of the DC Code. The Board and the management of the Corporation shall undertake all actions reasonably necessary in connection with the implementation of this Section 8.1.

Section 8.2 Checks, Notes, and Contracts. The Board is authorized to select such financial institutions as it shall deem proper for the deposit of funds of the Corporation. The Director of Operations and the Principal shall have the authority to sign all bills, notes, receipts, acceptances, endorsements and checks of Corporation in an amount up to, and including \$5,000.00. Two of the aforementioned signatories shall cosign all bills, notes, receipts, acceptances, endorsements and checks of the Corporation over \$5,000.00.

Section 8.3 Policies and Procedures Manual. The Board shall draft and implement a Policies and Procedures Manual. The manual shall follow the guidelines of the National Council of Nonprofits and the Center for Nonprofit Advancement.

Section 8.4 Amendments. These Bylaws may be amended at any meeting of the Board, provided that any such amendments shall be approved by vote of no less than two-thirds (2/3) of the Trustees then in office. These Bylaws should be reviewed once every two (2) years and shall be documented as to the date of said review.

Section 8.5 Policy of Nondiscrimination. The Corporation shall not discriminate on the basis of race, color, national origin, ethnic origin, religion, sexual orientation, disability, or gender in the administration of its educational policies, admission policies, or any other school administered policies or programs.

* * *

Washington Global Public Charter School Board of Trustees

Job Description

Spring 2014

School Mission

Washington Global Public Charter School (Washington Global) is a community school open to all middle school students in Washington, DC that utilizes a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition to develop enterprising and competitive global citizens.

Trustee Responsibilities

Responsibilities of Washington Global's Board of Trustees include:

1. Develop, communicate, and further the mission of the school.
 - a. Support the mission of Washington Global by ensuring that the school's policies, procedures, and programs are consistent with and further the school's mission.
 - b. Support Washington Global through outreach and/or fundraising efforts.
 - c. Actively participate in one or more Board sub-Committees (finance, academics, community outreach, governance, executive).
2. Review and approve the school's annual budget and strategic plan annually.
3. Work with the Director of Operations to ensure that the school is audited annually by an outside, independent auditor.
 - a. Ensure that a copy of the audit is filed with the the DC Public Charter School Board according to required reporting guidelines that are outlined in DC PCSB's *Financial Policy Handbook*.
4. Hire, review the performance of, and (if necessary) dismiss the Principal and Director of Operations.
 - a. Collaborate to develop an evaluation tool for the Principal and Director of Operations.
 - b. Review the performance of the Principal and Director of Operations at least annually.
 - c. Provide frequent and constructive feedback to the Principal and Director of Operations.
5. Agree with and adhere to Washington Global Public Charter School's conflicts of interest and confidentiality policies, Articles of Incorporation, Code of Ethics, and bylaws.
 - a. Sign a conflicts of interest policy each year.

- b. Review and become well-versed in Washington Global's Articles of Incorporation, Code of Ethics, and bylaws.
6. Actively recruit and propose Board of Trustees candidates who possess skills that further the mission of the school.
7. Participate in Board and committee meetings.
 - a. The Board of Trustees will hold six (6) regular meetings per year and one (1) annual meeting.
 - b. Trustees should attend in-person (preferably), or by telephone.
8. Engage with Washington Global's student, family, and staff community

Qualifications

Ideal qualifications of prospective Trustees include:

- A strong dedication to ensuring that the mission of Washington Global is carried out;
- A high level of professional and personal integrity;
- Involvement on other Boards and/or professional or community leadership positions;
- A commitment to sustaining the school by supporting future fundraising and development efforts;
- Proven expertise in a key area (ie. finance, education, law) and the skills necessary for ensuring that Washington Global achieves its optimal operational and academic capacity;
- The time commitment necessary to support the growth and oversight of Washington Global;
- DC residency preferred, but not required.

Salary

Unpaid position.

Washington Global Public Charter School Individual Trustee Performance Expectations

Spring 2014

Each member of the Board of Trustees ("Trustee") is responsible for fulfilling the performance expectations set forth below to meaningfully support Washington Global Public Charter School ("Washington Global"). These expectations will be clearly articulated prior to nominating any candidates to join the Board of Trustees. These performance expectations are aligned with the Trustee Job Description, bylaws, and Trustee Agreement form.

Specific Performance Expectations Include:

1. Actively develop and communicate Washington Global's mission with fellow Trustees;
2. Fulfill activities set forth in the Board Trustee Agreement Form (e.g. approving budget and strategic plan annually);
3. Engage in ethical practices to put the good of the school first and work with Trustees to ensure that high ethical expectations are upheld;
4. Actively attend Board and sub-Committee meetings in accordance with the bylaws. Prepare for meetings by reviewing materials in advance. If unable to attend, notify the Board Chairperson;
5. In addition to Board meetings, be prepared to spend approximately 4-8 hours a month on additional tasks. These tasks include, but are not limited to:
 - attending school-based community events,
 - attending and/or assisting with school fundraising events, and
 - engaging in additional management tasks such as reviewing items proposed for approval;
6. Actively reach out to personal and professional contacts to provide support for the school.

Code of Ethics

Washington Global Public Charter School

This Code of Ethics (“Code”) outlines the ethical and honest conduct that Washington Global Public Charter School (“Washington Global”) expects of its employees, contractors, volunteers, and Board of Trustees (“Members”). This document therefore sets high ethical expectations for the school so that it can optimally support its students and other important stakeholders.

- 1) The well-being of Washington Global’s students will be taken into consideration and upheld during each decision by its members. Members’ interactions with students and their families will always be respectful and professional.
- 2) Student and personnel records are highly confidential and will be handled with care and according to state and federal guidelines.
- 3) Members will respect and embrace the diversity of the Washington Global community.
- 4) Members will uphold Washington Global’s mission when communicating with the Washington Global community, other stakeholders, and the general public.
- 5) Members will engage in honesty, professionalism and integrity in their daily work and interactions with the Washington Global community. Members will report any instances where they believe that honesty, professionalism and integrity was not exercised.
- 6) Members will value collaborating with the Washington Global community and the community surrounding the school.
- 7) Members will be held accountable for adhering to this Code.

Washington Global Public Charter School

Discipline Policy

The goal of Washington Global's Discipline Policy is to promote a fair, harmonious, and safe environment for students, staff, and other stakeholders. The policy promotes student learning through a tiered behavior system so that students will not be removed from classrooms for very minor, infrequent behaviors. The policy also promotes collaboration between instructional and school culture staff, administrators, and parents/ guardians to promote a wrap-around, supportive environment.

Level 1- Minor Classroom Infractions/ Disruptions	Support Protocol
<p>Level 1 infractions include minor behaviors that disrupt the class in minor ways, but do not put the student, teacher, or other students in harm, and do not involve damage to school property.</p> <p>Examples of Level 1 infractions include:</p> <ol style="list-style-type: none"> 1) Attending class without required class materials, or assignments; 2) Excessive noise/ talking; 3) Excessive movement around the classroom; 4) Refusal to comply with reasonable staff instruction/ directions; 5) Off-task behavior during work time; 6) Tardiness to class; 7) Other minor behaviors that fit the Level 1 description as determined by Dean and Principal. 	<p><i>First infraction:</i></p> <ul style="list-style-type: none"> • Teacher re-directs student using the EMPOWER School-wide Positive Behavioral Intervention Support (SWPBIS) framework; • Teacher documents behavior • Student reflects on behavior (during SLC) • Teacher notifies parent/guardian of behavior (teacher discretion) <p><i>Second Infraction:</i></p> <ul style="list-style-type: none"> • Teacher re-directs student using the EMPOWER SWPBIS framework; • Teacher documents behavior • Student reflection on behavior (during SLC) <i>and</i> after school • Teacher notifies parent of behavior (mandatory) <p><i>Three infractions</i></p> <ul style="list-style-type: none"> • Actions outlined above are taken • Student conference/ reflection time with Dean of Students • Parental conference with Dean of Students (at the discretion of the Dean) • Development of Functional Behavior Assessment(FBA)/Behavior Intervention Plan (BIP) (at discretion of Mental Health Provider and Dean) • Referral to SST (at discretion of Mental Health Provider and Dean)
Level 2- Behaviors that do not cause harm to students or staff, but cause more disruption to the learning environment than Level 1	Support Protocol

<p>Behaviors</p> <p>Level 2 infractions include minor behaviors that cause a classroom disruption, but do not put the student, teacher, or other students in harm, and do not involve damage to school property, but are considered more severe than Level 1 behaviors (or constitute more than three instances of a Level 1 behavior).</p> <p>Examples of Level 2 infractions include:</p> <ol style="list-style-type: none"> 1) Profane language/ gestures 2) Use of a computer/ office equipment without permission; 3) Unauthorized use of portable electronic devices (ie. cell phones) 8) Non-compliance with uniform policy as set forth in Student Handbook 4) Unexcused absence from class/ school 5) In hallways without hall pass during class 6) More than three instances (repeated) of a Level 1 behavior 7) Any other behaviors that fit the Level 2 behavior description as identified by the Dean and Principal 	<p><i>First infraction:</i></p> <ul style="list-style-type: none"> • Teacher re-directs student using the EMPOWER SWBPIS framework; • Teacher documents behavior • Student reflects on behavior (during SLC) and after school • Teacher notifies parent/guardian of behavior • Dean Conference with student <p><i>Second Infraction:</i></p> <ul style="list-style-type: none"> • Teacher re-directs student using the EMPOWER SWBPIS framework; • Teacher documents behavior • Student reflection on behavior (during SLC) and after school • Teacher notifies parent of behavior • Dean conferences with student • Dean conferences with student and parent <p><i>Three infractions</i></p> <ul style="list-style-type: none"> • Actions in the above steps are taken • Development of FBA/BIP • Referral to SST • If three infractions occur within one classroom period, the teacher will contact the Dean and/or Mental Health Provider so that the student can be removed from class for reflection time <p>Support Protocol</p>
<p>Level 3- Behaviors that are disruptive and have the potential to, or harm to students or staff.</p> <p>Examples of Level 3 infractions include:</p> <ol style="list-style-type: none"> 1) Bullying/ harassing another student or staff (verbally, via social media, in writing, etc) 2) Throwing an object(s) 3) Leaving school without permission; 4) Engaging in reckless behavior that may cause harm to others; 5) Extortion 6) Forgery 7) Student physical contact (that does not cause injury) 8) Other behaviors that the administration deems as falling in same 	<ul style="list-style-type: none"> • Teacher immediately contacts Dean and/or Mental Health Provider; Dean removes student from class to engage in reflection time with Dean and when student may return to class depending on severity of offense • Dean contacts student's parent • Teacher documents behavior according to EMPOWER Framework • Development of FBA/BIP (mental health provider) • Referral to SST • Student after school/in school reflection

category as Level 3 behaviors described above.	<ul style="list-style-type: none"> Dean conference with parent and student <p><i>More than one infraction</i></p> <ul style="list-style-type: none"> Above actions are taken Parent and student conference with teacher, Dean and Principal to discuss and determine appropriate disciplinary action <p>Support Protocol</p>
<p>Level 4- Level 4 includes behaviors that cause or have the potential to cause substantial harm to students, staff, and the school environment</p> <p>Examples of Level 4 infractions include:</p> <ol style="list-style-type: none"> Physical fighting Vandalism (under \$500) Persistent bullying/ harassment Activating false alarm Other behaviors that the administration deems as falling in same category as Level 4 behaviors described above. More than two Level 3 infractions 	<ul style="list-style-type: none"> Teacher immediately contacts Dean and/or Mental Health Provider to remove student from classroom Dean contacts student's parent Teacher documents behavior according to EMPOWER Framework Student session with Dean Development of FBA/BIP Referral to SST Student after school/in school reflection Parent and student conference with teacher, Dean and Principal to discuss appropriate disciplinary action and follow up action depending on severity of infraction, off-site suspension with follow-up in school counseling services may be warranted. <p>Support Protocol</p>
<p>Level 5- Level 5 includes behaviors that cause or have the potential to cause serious harm to students and staff and are (in most cases) illegal</p> <p>Examples of Level 5 infractions include:</p> <ol style="list-style-type: none"> Possession and/or sale of illegal substances (violation of Safe and Drug Free Schools and Communities Act) Possession of a weapon Assault with a weapon Arson Vandalism (over \$500) Violation of the Gun Free School Act Physical attack/fighting that causes substantial harm Other behaviors that are deemed to cause/ have the potential to cause substantial harm to staff and students 	<ul style="list-style-type: none"> Dean, or designated staff member makes sure all students and staff are safe and removes student exhibiting behavior issue Dean or Principal contacts authorities and renders disciplinary action that may result in long-term off-site placement with referral to counseling services.

Please note that all Individuals with Disabilities Education Act (IDEA, 2004) laws will be taken into consideration when determining support protocol for students with disabilities

J. Curriculum Sample

- **Sample Course Curriculum--Grade 6 Mathematics**
- **Sample International Middle Years Curriculum (IMYC) Grade 6
ICT “Balance” Unit**

Washington Global Standards

Content Area	Primary Standards	Supplemental Standards
English Language Arts (ELA)	CCSS	IMYC
Mathematics	CCSS	IMYC
Science	DC and CCSS Literacy	IMYC
Social Studies	DC and CCSS Literacy	IMYC
Art	IMYC	
ICT	IMYC	
PE/ Health	DC and IMYC	
Languages/ International Mindedness	IMYC	

Common Core State Standards

<http://www.corestandards.org/>

DC

<http://osse.dc.gov/service/dc-educational-standards>

IMYC

<http://www.greatlearning.com/imyc/>

Assessments

PARCC

<http://www.parcconline.org/parcc-assessment>

ANET

<http://www.achievementnetwork.org/>

Washington Global
Sample Course Curriculum

Grade 6 Mathematics

Washington Global's mathematics curriculum for grade 6 is rigorous and aligned to the Common Core State Standards (CCSS). To design this curriculum, the Founding Group engaged in backward design (Wiggins & McTighe, 1998). To design this course, the Founding Group first analyzed the *desired results* of its students. The curriculum design team also included opportunities for students to be continuously assessed through formative and summative assessments, for students to make connections to the real world, and for students to engage in literacy. Each unit was also mapped to an International Middle Years Curriculum (IMYC) overarching theme to ensure that the curriculum aligned with the school's mission for students to become globally competitive and college and career ready.

The scope and sequence for each grade level is outlined below.

Sixth Grade

Unit Sequence	Course Objectives	Unit Objectives	Standards	Summative & Formative Assessments	IMYC Alignment	Teaching Methods and Instructional Strategies*
Unit 1: Ratios and Proportional Relationships	To understand and evaluate ratio concepts and use ratios to solved problems	Students will use ratios to describe the relationship between two numbers Students will understand that proportional relationships and evaluate	CCSS.Math.Content.6.RP.A.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. CCSS.Math.Content.6.RP.A.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. CCSS.Math.Content.6.RP.A.3 Use ratio and rate reasoning to solve real-world	<i>In-class daily formative assessments, including exit tickets.</i> <i>In-class curriculum-based quizzes and exams</i> <i>CCSS aligned A-NET exams every</i>	IMYC Theme: Balance What is the relationship between ratios and the theme "Balance?"	Visual and graphic descriptions of problems Systematic and direct instruction Student think-alouds Cooperative learning--

		<p>how quantities change in relationship to one another</p> <p>Students will apply ratios and unit rates in solving many real world activities</p>	<p>and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p>	<p>6-8 weeks</p> <p>Sample Authentic Assessment:</p> <p>Students will use their laptops/iPads to find examples of ratios in magazines/newspapers, present how they are used in the real world, and present to the class</p>	<p>Structured peer-assisted learning activities involving heterogeneous ability groupings</p> <p>Ecological approach/generate data from real life experiences to use in class</p> <p>Response journal with student glossary</p> <p>Blended Learning</p> <p>Daily re-looping of previously taught material</p> <p>Check for student understanding through formative and summative assessments</p> <p>Project-based learning</p> <p>Universal Design for Learning (UDL)</p>
--	--	--	---	--	---

Unit 2: The Number System	To apply and evaluate previous understandings of multiplication, division, and decimals	<p>Students will be able to add, subtract, multiply, and divide a variety of rational number (e.g. fractions)</p> <p>Students will understand the relationship between fractions and decimals and evaluate how decimals can be converted into fractions and fractions can be converted into decimals</p> <p>Students will evaluate how positive and negative numbers</p>	<p>CCSS.Math.Content.6.NS.A.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.</p> <p>CCSS.Math.Content.6.NS.B.2 Fluently divide multi-digit numbers using the standard algorithm.</p> <p>CCSS.Math.Content.6.NS.B.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>CCSS.Math.Content.6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i></p> <p>CCSS.Math.Content.6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level,</p>	<p><i>In-class daily formative assessments, including exit tickets.</i></p> <p><i>In-class curriculum-based quizzes and exams</i></p> <p><i>CCSS aligned A-NET exams every 6-8 weeks</i></p> <p>Sample Authentic Assessment: Engage in an accounting project where students analyze the debts and credits of a business that they design and develop, evaluate how to increase the cash flow of their business, and provide recommendations for the future</p>	<p>IMYC Theme: Balance</p> <p>Why is “Balance” important when computing fractions?</p>	<p>Visual and graphic descriptions of problems</p> <p>Systematic and direct instruction</p> <p>Student think-alouds</p> <p>Cooperative learning, including structured peer-assisted learning activities involving heterogeneous ability groupings</p> <p>Response journal with student developed glossary</p> <p>Interdisciplinary connections and examples</p> <p>Project-based learning</p> <p>Tactile, concrete experiences through</p>
---------------------------	---	--	--	---	--	--

		impact real life situations	credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. CCSS.Math.Content.6.NS.C.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.			manipulatives and other tools Reinforce math skills through games and technology Check for student understanding Problem solving instruction and project-based learning Daily re-looping of previously taught material Universal Design for Learning (UDL) through technology Blended Learning
Unit 3: Expressions and Equations	To apply and extend previous understandings of arithmetic	Students will be able to write numerical expressions	CCSS.Math.Content.6.EE.A.1 Write and evaluate numerical expressions involving whole-number exponents. CCSS.Math.Content.6.EE.A.2 Write, read, and evaluate expressions in which letters	In-class daily formative assessments, including exit tickets.	IMYC Theme: Interpretation How might equations and expressions	Visual and graphic descriptions of problems Systematic and

to algebraic expressions	using whole number exponents Students will understand that solving an equation or inequality is a process of answering a series of questions Students will be able to use variables to represent numbers and used to solve real-world questions	stand for numbers. CCSS.Math.Content.6.EE.A.3 Apply the properties of operations to generate equivalent expressions. CCSS.Math.Content.6.EE.A.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). CCSS.Math.Content.6.EE.B.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. CCSS.Math.Content.6.EE.B.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. CCSS.Math.Content.6.EE.B.7 Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in	<i>In-class curriculum-based quizzes and exams</i> <i>CCSS aligned A-NET exams every 6-8 weeks</i> Sample Authentic Assessment: Students will be given written summaries of a series of real world scenarios and asked to write the scenarios as numerical expressions	open to our own interpretation?	direct instruction Student think-alouds Cooperative learning, including structured peer-assisted learning activities involving heterogeneous ability groupings Response journal with student developed glossary Problem solving instruction Check for student understanding Use of graphic organizers Daily re-looping of previously taught material Universal Design for Learning (UDL) involving
--------------------------	---	---	--	---------------------------------	--

Unit 4: Geometry	To evaluate real-world and mathematical problems involving geometry	Students will be able to explain the difference between “area” and “volume” and be able to compute both	<p>which p, q and x are all nonnegative rational numbers.</p> <p>CCSS.Math.Content.6.EE.B.8 Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.</p> <p>CCSS.Math.Content.6.EE.C.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> <p>CCSS.Math.Content.6.G.A.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p>CCSS.Math.Content.6.G.A.2 Find the volume of a right rectangular prism with</p>	<p><i>In-class daily formative assessments, including exit tickets.</i></p> <p><i>In-class curriculum-based quizzes and exams</i></p>	IMYC Theme: Structures How has geometry shaped structures around the world?	<p>Visual and graphic descriptions of problems</p> <p>Systematic and direct instruction</p> <p>Student think-alouds</p>	<p>technology and Blended Learning</p> <p>Project-based learning</p>
---------------------	---	---	---	---	---	---	--

		<p>for a variety of polygons</p> <p>Students will use coordinate planes can be used to solve real world problems</p>	<p>fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p>CCSS.Math.Content.6.G.A.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.</p> <p>CCSS.Math.Content.6.G.A.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.</p>	<p>CCSS aligned A-NET exams every 6-8 weeks</p> <p>Sample Authentic Assessment: Students will conduct research on their computer/iPad and identify and describe jobs (e.g. architect) where using a coordinate plane is essential and provide a demonstration for the class</p>	<p>Structured peer-assisted learning activities involving heterogeneous ability groupings</p> <p>Response journal with student developed glossary</p> <p>Tactile, concrete experiences through manipulatives and other tools</p> <p>Problem solving instruction</p> <p>Project-based learning</p> <p>Real-world connections and continuous checks for understanding</p> <p>Use of graphic organizers</p> <p>Daily re-looping of previously taught</p>
--	--	--	---	--	---

Unit 5: Statistics and Probability	To analyze and describe statistical variability and distributions	Students will recognize and analyze a statistical question that anticipates variability	<p>CCSS.Math.Content.6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.</p> <p>CCSS.Math.Content.6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.</p> <p>CCSS.Math.Content.6.SP.A.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.</p>	<p><i>In-class daily formative assessments, including exit tickets.</i></p> <p><i>In-class curriculum-based quizzes and exams</i></p> <p><i>CCSS aligned A-NET exams every 6-8 weeks</i></p> <p>Sample Authentic Assessment:</p> <p>Building upon the businesses designed in Unit 2, students will be given performance records for their employees and</p>	IMYC Theme: "Consequences" How are statistics and probability related to consequences?	material Universal Design for Learning (UDL) Blended learning Visual and graphic descriptions of problems Systematic and explicit instruction Student think-alouds Structured peer-assisted learning activities involving heterogeneous ability groupings Response journal with student developed glossary Daily re-looping of previously taught material Universal Design
--	---	---	---	--	--	---

				will be asked to reduce their labor force by 25%. Students will use statistics and probability to determine which employees to retain.		for Learning (UDL) Blended Learning Continuous check for understanding through formative and summative assessments Project-based learning
--	--	--	--	--	--	--

**Instructional strategies include, but are not limited to, those depicted in chart. Teachers will differentiate lessons according to their students' instructional needs.*

Assessment Summary

Teachers will assess student knowledge through both formative and summative assessments. Formative assessments include in-class, curriculum-based assessments, checks for understanding including “exit tickets,” and Achievement Network (A-NET) formative benchmark assessments that are administered every 6-8 weeks to determine students’ performance based on the Common Core State Standards (CCSS). Summative assessments will include end of unit exams and the PARCC standardized exam administered yearly. Formative and summative assessments are crucial to determining students’ level and requirements for academic intervention.

Instructional Materials, Textbooks, and Online Resources

Washington Global will employ the *University of Chicago School Mathematics Project (UCSMP) 6-12 Curriculum* and link it with the International Middle Years (IMYC) curriculum. *UCSMP* utilizes a student-centered and research-based approach that is aligned to the common core math standards. *UCSMP* interweaves five strong strands: arithmetic, algebra, geometry, statistics, and discrete mathematics. Further, *UCSMP* emphasizes problem solving, real-world applications, and the use of technology to support the development of mathematical skills and understanding.

Odyssey Math program will supplement the *UCSMP* curriculum for students who need additional support in mathematics. *Odyssey Math* is a web-based mathematics curriculum and assessment tool designed to support differentiated instruction and data-driven decision making for students and electronic curriculum and materials for individual or small group work, assessments aligned with curriculum standards, and a data management system that allows teachers to track student progress.

The Mathematics Common Core Toolbox. <http://www.ccsstoolbox.com/>

Burns, M. (2007). *About teaching mathematics*. Sausalito, CA: Math Solutions Publications.

Wilson, D. and Conyers, M. (2013). *Five big Ideas for effective teaching: connecting mind, brain, and education research to classroom practice*. New York, NY: Teachers College Press.

ICT Introduction

Big Idea



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

Explaining the Theme

This unit will develop students' awareness of how different presentational forms need to take into account the audience and purpose they are intended for. During the unit, students will prepare a short presentation about themselves, a logo and a short radio commercial. All the tasks focus upon how elements within a presentation need to be in the correct proportion to achieve a stable successful solution. To be the most successful, text, image, sound and video need to be balanced properly.

ICT Learning Goals

Students will:

- 4.1 Know that the study of ICT is concerned with applying technology to gather, use and exchange information
- 4.2 Know about an increasing number of applications of ICT for work, communication and leisure
-  **4.6 Be able to manipulate and combine different forms of information from different sources in an organized and efficient way**
-  **4.7 Be able to use ICT to present information in a variety of forms**
- 4.9 Be able to use ICT to plan and control events
- 4.13 Understand the importance of considering audience and purpose when presenting information

ICT Task 1

Learning Goals 4.1, 4.2, 4.6, 4.7, 4.9, 4.13



Assessment for Learning Opportunities

(NB: it is recommended that only one skill should be assessed at a time)

4.6 Be able to manipulate and combine different forms of information from different sources in an organized and efficient way

4.7 Be able to use ICT to present information in a variety of forms



Research activity

The activities in this task focus upon presentational software and how different elements of design can be balanced in slideshows to have the greatest impact when delivering your message.

Begin the task by showing the class an example of a really bad and ineffective slideshow. You may need to put five or six slides together to illustrate the points you want to make before this sessions starts. Think of it as a 'what not to do' presentation.

Once students see the presentation, ask them to discuss what makes an effective presentation. Ask the students what they like and don't like about the presentation, and then reveal that you did a purposely bad one and let them tell you why it was so bad.

With the students, create a list of do's and don'ts about presentation. Compare the list the students have produced with the one below. If students have not mentioned anything on the list, ask them whether it should or should not be included. Let them know that the list will be used later as the success criteria against which their own presentations will be assessed.


Do	Don't
Use a consistent layout	Have too much information on one slide
Use a limited number of colours	Use different colours for each slide
Use the same background	Mix fonts
Use no more than two fonts	Use clashing colours
Use no more than three sizes of font	Use lots of sound effects
Use sound very sparingly	Use more than one type of animation
Use animation very sparingly	

BALANCE

Use the presentation below and discuss it with the students using the criteria developed earlier. Where does it work and where does it not work? How could it be improved against the criteria?


About me

By James




My name is James Smith

- I live at 45 South Street in Summerville by the garage in a house with a red door and three bedrooms.
- My mum works for the local hospital and goes to work very early every day and I have to get (dressed) for school.
- My best friend is Ben and he lives in the town.
- I like going to the gym and I have a purple baggy when I go to the gym.




My family

- My dad lives in Spain.
- My sister is younger than me and is a pain in the neck.
- We have three cats called Tommy, Fred and Murphy the dog.
- We got our dog from the rescue centre because he had been abandoned.
- My uncle and aunt live fifty miles away and visit every month.
- My grandma lives near us with her two dogs.
- My mum's favourite singer is Chris Brown.
- I like my maths lessons at school.



Hobbies



Finally ask students whether the needs of a younger 2-6 year old audience would be different and why. Discuss issues such as capturing interest, reading levels, voiceovers, etc. Allow time for students' thoughts on this to be shared and recorded on the whiteboard.

Relate these discussions to the Big Idea about balance and how it applies to presentations.



Recording activity

The recording activity enables students to apply what they have learned. Individually students are going to produce their own 'About me' presentation of four slides. They need to produce a version for their peers. For each version of the presentation, they must then copy each slide in turn and paste into a word processing package. Annotation by the way of call out or text boxes must be used to explain their choices of design: font, font size, background, images, sound, and transitions. Students must also comment on the balance of text to images and how they have achieved this.

At the end of the session allow time for peer assessment of individuals' work to happen. Have them use the criteria that they created in Task 1 to assess.

Remind students of the focus on how elements need to be in the correct or best possible proportions to achieve an effective presentation.

[Interpersonal, Visual, Mathematical-Logical, Spatial intelligences]

ICT Task 2

Learning Goals 4.1, 4.2, 4.6, 4.7, 4.13



Assessment for Learning Opportunities

(NB: it is recommended that only one skill should be assessed at a time)

4.6 Be able to manipulate and combine different forms of information from different sources in an organized and efficient way

4.7 Be able to use ICT to present information in a variety of forms



Research activity

The second session focuses upon the theme of 'Balance' with an exploration of logos.

Organisations whose images are recognised internationally and are the most effective have the simplest logos with a balanced design, consistent colour schemes and layouts.

The research activity aims to allow students to explore examples in order to identify similarities and differences in corporate logos from around the world.

Collect images of as many logos as you can of famous brands or use some examples below. Make the activity into a game for students to identify as many logos as they can in five minutes. Go over the answers to see who was able to identify the most.



BALANCE

Next, give students time in pairs or small groups to identify elements in the design of the logos that make it balanced and therefore, effective. Ask them to create a list and help them to arrive at the following points:

- simple graphics
- limited choice of colour (many being black and white)
- little or no text

Make this list into a set of success criteria that can be referred back to later in the lesson.

Develop students' answers by asking why the logos are designed in this way and how this makes them effective for their target audience. A comparison between Coca Cola and Pepsi logos is an interesting extension activity here. Both companies have a variety of designs for their products, some with and some without text. Some of the designs have the inclusion of water droplets, suggesting the thirst-quenching properties of their drinks.

Ask students to decide which is the most effective logo design and why. Be prepared for the discussion of how advertising and marketing work and the subtleties of product design and how designers balance elements in a logo to appeal to the broadest possible market.

(Note to teachers: Time is needed for you to prepare the activity students will complete in the last part of the lesson. Explain that you are going to show how to create a simple logo. Also explain that particular file formats are more suited to particular purposes and demonstrate the difference between a vector-based image and a bitmapped image when they are rescaled. The vector-based image can be enlarged with no loss of quality, unlike the bitmapped one.)

Explain the process to students of how they will design their logo and model an example for them as they watch.

- Choose a simple clipart graphic for your logo (e.g. a car or a dog-something that represents the company you are designing the logo for).
- Add Word Art text and alter its appearance. Demonstrate how to group the vector image and Word Art text to form one image that can be moved and resized easily.
- Finally add a shape behind the logo. Ask students to assess whether your logo meets the success criteria established earlier.

Perhaps repeat this model with another example to make sure they remember the process.

BALANCE



Recording activity

Now tell students that they have the opportunity to design their own logos for the company of their choice. Have some suggestions on hand for those who are having difficulty or encourage them to pick a shop or store in the area that they like. They can make up the name as well but some generic ideas are:

- A guitar or music shop
- An ice cream store
- A sports store
- A clothing centre
- A travel agency

Note to teachers: Students could use more sophisticated graphics packages for this session, e.g. Adobe Photoshop, but the timescale and level of functionality within the programme are sometimes obstacles to making this a purposeful activity. Some suitable and free graphics software packages for educators include: GIMP, Inkscape and Pinta

Once students have sufficient time to create their logos, allow time for them to assess each others' designs and to apply the success criteria for a good logo design that they established in the research activity. Encourage them to link back to the big idea of Balance and reinforce that the best designs are the most stable/successful because they had the correct elements in the best possible proportions. Ask them to see what those are in each example.

Students need to annotate peers' work with examples of good design features and suggestions of how the logos could be improved. To complete the lesson, select work from a few students with the best logos and let them explain their design and the thought process they went through in creating the logo. Ask them how their logo balances the right elements to make it as effective as possible.

[Spatial, Visual, Interpersonal intelligences]

ICT Task 3

Learning Goals 4.1, 4.2, 4.6, 4.7, 4.9, 4.13



Assessment for Learning Opportunities

(NB: it is recommended that only one skill should be assessed at a time)

4.6 Be able to manipulate and combine different forms of information from different sources in an organized and efficient way

4.7 Be able to use ICT to present information in a variety of forms



Research activity

In the third task, students will apply what they have learned about balance and ICT to create an audio recording.

Guidance for teachers: In audio commercials for products the creators successfully create a balance in terms of mood and message. In the research activity below, students will listen to a radio commercial and discover what features it contains in order to construct a set of success criteria for what an effective commercial should contain. In the recording task they will listen to a series of radio commercials, think about the purpose and audience of each one and judge them against the list of success criteria.

To prepare for the teaching of this task, you will need to record a mixture of national and international commercials, including one for a business, a current film or music release and a household product. You will also need to have the capability to convert the commercials into .mp3 files and add them to an area of the school intranet for students to access.

Choose an example of a great commercial, i.e. the one that has:

- A balance of speech
- Sound effects
- Music that is memorable and well mixed together
- Detail about how to purchase the product/service
- Where to find them or how to contact them

These will be the features around which students build their own commercial.

BALANCE

Play the commercial twice for the students and get them to make a list of what elements make the commercial good. If they are struggling, ask them:

- What makes you like the commercial?
- Does it make you want to buy the product?
- Do you remember its name and what it does?

To reinforce that good commercials have a combination of elements in the correct proportions, students are going to listen to several other examples of the radio commercials you have collected- some good, some bad. Use the grid below for students to record their assessments of the effectiveness of these commercials:

Commercial		Target audience		
Feature	Effective features	Ineffective features	Improvements	Explain improvements
The speech in the clip				
The combination of sounds				
Sound effects (e.g. door slam, clapping)				
Musical atmosphere				
Volume of the clip and how it changes				
How well it meets its purpose				
The impact/its effectiveness on the audience				

Give students time to share their results. This will allow time for a lot of information regarding the different ways that the commercials have been composed to be shared, especially the way that the information has been directed at the target audience, mood, humour, timings etc.

BALANCE



Recording activity

Students will make an actual recording. Remind students that the best adverts are the ones where the correct elements are combined in the best possible proportions, to meet the needs of the intended audience.

Guidance for teachers: The best software to use for this is Soundforge's 'Audacity' (<http://audacity.sourceforge.net/>) a free programme that is excellent for students who have little or no experience creating a sound file. Online guidance on how to edit a sound file can be found at <http://www.youtube.com/user/voiceover1#p/search/5/LfSJzUX5hWs>

Tell students that they are going to be producing a 30 second radio commercial based on one of the businesses for which they made a logo in the previous task. Let them break into pairs or assign them a partner.

In pairs, have students first consider the purpose and intended audience for the commercial. Tell them to be clear about who the commercial is for.

Give the pairs ample time to spend deciding what components they will use in their commercial by completing the grid below.

Features I will use/avoid	Reasons for my choice

Once they finish choosing what elements they will use, they need time to construct a script for their advert. They will also need to consider what sound effects they may wish to use. The websites below provide many free clips that could be used.

www.grsites.com/archive/sounds/

www.pacdv.com/sounds/

www.stonewashed.net/sfx.html

The last step before the actual recording is for students to produce a timeline of how their commercial will be constructed, showing where all the sound clips are going to be, how long they will last for, how these might be overlapped or layered and any special instructions. Students need to

BALANCE

complete their own version of the spreadsheet below to map out their commercial.

Component	Seconds	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
1 Car sound																															
2 Repair sounds																															
3 Narration																															
4 Music																															

Recording the commercial will take some time. You will need to offer support to students through this process.

Once the recordings are completed, time needs to be dedicated for students to present their finished commercials to their peers. They will need to describe their thought processes in both planning and creating their commercials.

Their peers will need to consider whether the commercials are indeed balanced, with the elements being in the best possible proportions and whether as 'critical friends' they can offer any advice as to how they may be improved upon.

[Linguistic, Naturalist, Spatial, Interpersonal intelligences]

ICT Journaling Questions

- How is ICT used to deliver balanced messages to different audiences?
- What factors must be considered when choosing appropriate messages for a given audience?
- What elements are proportionally balanced in internationally recognised brands?

Appendix A: Letters of Support



buildinghope

Sallie Mae's commitment to K-12 education

February 25, 2014

John "Skip" McKoy
Chairman
District of Columbia Public Charter School Board

RE: Washington Global Public Charter School

Dear Mr. McKoy,

As you know, Building Hope was created over 10 years ago to help quality District of Columbia public charter schools overcome the significant facility barriers that exist in the District's competitive real estate market. Building Hope offers a variety of programs designed to help schools overcome these barriers 1) lending money at below market rates; 2) identifying, acquiring and developing buildings at below market rates; 3) extending credit and lease guaranties; 4) managing the day to day operations of the Charter School Incubator Initiative; and 5) providing professional services.

For start-up charter schools such as Washington Global Charter School, a lack of operating history and low number of students in the early years only add to an already challenging environment. We have met with the founding team of Washington Global Charter School and informed them of the facility challenges, opportunities, and players in the facility arena for charter schools in the District of Columbia.

Our credit enhancement program that gives preference to new schools, and the Charter School Incubator Initiative, are designed specifically to help start-up schools like Washington Global to secure a facility. Building Hope has a 100% success rate in helping new schools secure space and are confident that this success will continue for the 2015/16 school year to accommodate their school.

We are pleased to see Washington Global's proposal for a high quality middle school to be located in a high need area where few quality middle school options exist. We look forward to begin working with Washington Global's to identify specific space once they receive their charter.

Sincerely,

Thomas Porter
Vice President, Real Estate Operations

Lindsay A. Dawson
440 N. McClurg Ct., #1115
Chicago, IL 60611

John H. McKoy, Board Chair
District of Columbia Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, D.C. 20010

February 28, 2014

Dear Mr. McKoy:

I am writing to support Washington Global Charter School's application to the District of Columbia Public Charter School Board. Washington Global Charter School will improve educational opportunities for students in underserved communities and provide these students with the tools needed to succeed in their academic careers—and beyond. I strongly believe that the Washington Global Charter School will positively impact the children—and the neighborhoods—it aims to serve.

In my capacity as marketing and public relations advisor, I will support co-founders Dr. Elizabeth Shook Torres and Candice Cloos in their efforts to develop an effective communications strategy for the Washington Global Charter School. I plan to offer assistance in community outreach, media relations, and other marketing needs as they arise.

I am an experienced marketing and public relations professional based in Chicago, with over eight years of experience in the publishing industry. Currently, I work as Marketing Manager for Book Publishing at the American Bar Association, where I lead marketing efforts for a prestigious legal publishing program. I have previously worked as a Senior Promotions Manager at the University of Chicago Press, where I managed the global launch of *The Chicago Manual of Style, 16th Edition*, and many other titles. I hold a B.A. in English from Vassar College and an M.A. in English from the University of Chicago.

If you have any further questions or require additional information, I can be reached at Lindsay.Dawson@americanbar.org or 773.444.8481.

Best regards,

A handwritten signature in black ink that reads "Lindsay A. Dawson". The signature is fluid and cursive, with a long horizontal line extending from the end.

Lindsay A. Dawson



British School of Washington

A NORD ANGLIA EDUCATION SCHOOL

John H. McKoy, Board Chair
District of Columbia Public Charter School Board
3333 14th Street NW
Suite 210
Washington, DC 20010

Dear Mr. McKoy:

I am pleased to write this letter to offer my support of Washington Global Public Charter School's application to the District of Columbia Public Charter School Board. I am the Head of School at the British School of Washington D.C., part of Nord Anglia Education, the world's leading premium school organization. I am well-acquainted with Kate Foy through her work with both the British School of Washington and the International Middle Years Curriculum (IMYC), a curriculum that we are proud to employ at the British School.

As a fellow educator, I am well aware of the many challenges that face school children in the District of Columbia. At the British School, we have enjoyed great success using the International Middle Years Curriculum (IMYC), a challenging, engaging, internationally-minded and concept-focused curriculum designed specifically for the unique learning needs of middle school-aged children. The curriculum provides a structured approach to learning that is designed to help students become deep, engaged, active learners rather than passive participants in their education.

I was delighted to learn that Washington Global intends to become the first public charter school in Washington D.C. to implement the International Middle Years Curriculum. I am quite confident that the curriculum, which requires teachers to use close assessment and flexible approaches to individual student learning, will succeed with the school's intended student population. Placing students at the center of their own learning plan, a hallmark of the curriculum, encourages students to embrace learning. I expect that the city's most underserved students will benefit immensely from such an approach, and would expect these students to be well-prepared for high school education and beyond.

Therefore, it is with much vigor and enthusiasm that I support Washington Global's application for a public charter school. I look forward to supporting the school and to seeing the successes of its students. I am hopeful that you will approve the application.

Sincerely,

David Rowsell, Head of School



John H. McKoy, Board Chair
District of Columbia Public Charter School Board
3333 14th Street NW
Suite 210
Washington, D.C. 20010

Dear Mr. McKoy:

I am writing to you today in support of Washington Global Public Charter School's application to the District of Columbia Public Charter School Board. I have known Elizabeth Schook Torres for several years and have always been impressed with her intelligence, hard work and most of all her dedication to education and her desire always to serve those children most in need. In the District of Columbia there is a particular need to provide excellence in academics and adequately support children during the middle school years often termed the "lost years", which some argue are the most difficult, but with adequate support and achievements in learning, can also be the most rewarding.

As the co-founder of Isabella & Ferdinand Academia de Español and Isabella & Ferdinand Spanish Language Adventures, I am excited to support Washington Global in their quest for achieving excellence in Spanish language education. Children learning through our program will learn Spanish with the goal of not only becoming linguistically proficient (and eventually fluent), but also becoming culturally proficient (and eventually fluent). Cultural and linguistic learning go hand in hand and create for a dynamic classroom environment, which explores themes ranging across various disciplines, but also which takes seriously into account multiple intelligence theory. Learning language in a traditional construct is a very verbal function, however many children learn best in other ways and Spanish teachers are often ill equipped to teach to different learners in this way. Our goal is to maximize the number of opportunities to acquire the language so that children of different strengths in learning (whether it be aural, visual, kinesthetic) can learn. This added benefit is key not only to enhancing children's critical thinking skills, but also linguistic competence, something severely lacking in the language instruction of many schools in our country.

The mission of Washington Global is formidable in that it seeks to educate students from the most underserved communities, in particular wards 4, 5, 7 or 8 with the

goal of developing enterprising global citizens who have the academic and critical thinking skills to succeed in the world. The school will implement a rigorous, internationally based academic curriculum, which integrates project based learning, service-learning, technology and language acquisition. The school will also focus on differentiation making sure it is meeting the needs of each child as an individual learner and important focus for children during the middle school years. This will allow the school's best students to soar, not being held back by his classmates, and provide those students who are struggling the adequate support and structure they need to advance and handle the rigor of High School.

It is with much enthusiasm and hope that I support Washington Global's application. They will provide innovation in learning that will serve an important community of learners, often receiving the least amount of focus. I hope that you will approve their application.

Best regards,



Alexandra Migoya
Principal, Co-founder

Isabella & Ferdinand Spanish Language Adventures
Isabella & Ferdinand Academia de Español



John H. McKoy, Board Chair
District of Columbia Public Charter School Board
3333 14th Street, NW
Suite 210
Washington, D.C. 20010

February 18, 2014

Dear Mr. McKoy:

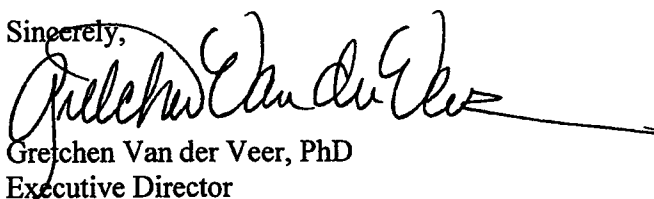
I am writing to support Washington Global Public Charter School's application to the District of Columbia Public Charter School Board. Fair Chance works to improve the lives of children living in Washington, DC's most underserved communities by identifying and selecting promising youth-serving nonprofits and providing them with free, comprehensive management consulting. Since 2002 we have worked with over 80 organizations, mostly working in Wards 5, 6, 7 and 8, serving a combined 65,000 children. Almost 50% of those are doing something to support academic achievement and we have become very familiar with the educational challenges faced by children in these areas.

The mission of Washington Global Public Charter School is similar to ours in that they seek to improve opportunities for students in the city's most underserved Wards. Specifically, Washington Global Public Charter School will serve as a community school in either Ward 4, 5, 7, or 8 with the goal of developing enterprising and competitive global citizens. The school will implement a rigorous, internationally-based academic and cultural curriculum, which integrates project-based learning, service-learning, technology, and language acquisition. The school will also focus on the needs of the whole child, providing ample wrap-around services. Washington Global Public Charter School will therefore improve the academic outcomes of its students, support the surrounding community, and provide its students with the tools to be successful on a global scale.

Dr. Elizabeth Torres and Alexandra Fielding Wilson, two of the founders, have been engaged with Fair Chance over the years and have a commitment to improving positive outcomes for children in underserved neighborhoods.

Fair Chance hopes that the DC Charter Board will give Washington Global Public Charter School's application strong consideration.

Sincerely,



Gretchen Van der Veer, PhD
Executive Director

John H. McKoy, Board Chair
District of Columbia Public Charter School Board
3333 14th Street NW
Suite 210
Washington, DC 20010

Dear Mr. McKoy:

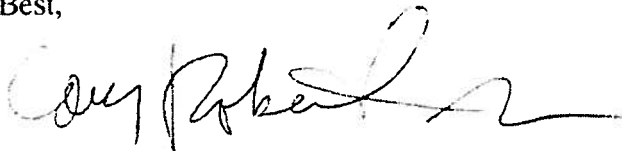
I am a Ward One resident who is writing today to support Washington Global Public Charter School's application to the District of Columbia Public Charter School Board. I am confident that Washington Global will provide increased educational opportunities for students in the District of Columbia throughout their critical middle school years. I am equally confident that Washington Global will develop their students into lifetime learners who will be well-equipped to succeed in high school, college, and into their careers.

I understand that, in order to accomplish its mission, Washington Global will need to rely on the community for support, in many forms. I currently serve as an Events Coordinator at the United States Holocaust Memorial Museum and I previously served as the Director of Meetings and Events at Americans for the Arts. In these capacities, I was and am responsible for directing and conducting all aspects of fundraising events, from initial stage planning and development to event execution. My experience ranges from planning and directing small and intimate meetings to much larger events, such as the recent Twentieth Anniversary National Tribute at the United States Holocaust Memorial Museum. I hold a B.A. in Art History from Tulane University and an M.A. in Museum Studies from the George Washington University.

I am greatly pleased to offer my fundraising and event planning expertise to Washington Global. I will support co-founders Dr. Elizabeth Shook Torres and Candice Cloos in their efforts to conduct and coordinate events for the Washington Global Public Charter School. I plan to offer assistance in helping create effective outreach plans for events ranging from initial "introduction to the community" meetings to larger fundraisers.

I thank you for your time and consideration. Please feel free to contact me at CRobertson@ushmm.org if you have any questions.

Best,



Cary K. Robertson

John H. McKoy, Board Chair
District of Columbia Public Charter School Board
3333 14th Street NW
Suite 210
Washington, DC 20010

Dear Mr. McKoy:


I am writing to you today to support the application of the Washington Global Public Charter School to the District of Columbia Public Charter School Board. I have known Candice Cloos for several years and am confident that she has the qualities that are necessary to ensure that the school is a success.

I am an active duty naval officer who currently serves as a department head and helicopter pilot with the "Grandmasters" of Helicopter Maritime Strike Squadron FOUR SIX. Additionally, I am a co-owner of The Big Board restaurant, a restaurant that is proud to be a part of the revitalization of the H Street Northeast corridor in the District of Columbia. In my dual roles as a military leader and a small business owner, I have encountered and observed young people from the District of Columbia, especially in Ward Six, where my restaurant is located.

In short, I think that the students of the District of Columbia would greatly benefit from the opening of the Washington Global Public Charter School, which will position its students for success in high school and beyond through a challenging and internationally-minded curriculum. The Big Board is pleased to offer community support for such a worthy endeavor and will be happy to assist Ms. Cloos and her partners in any way possible.

I urge you to approve Washington Global's application and look forward to seeing the successes of its students.

Very respectfully,



Doyle P. Flannery
LCDR United States Navy

John H. McKoy, Board Chair
District of Columbia Public Charter School Board
3333 14th Street NW
Suite 210
Washington, DC 20010

Dear Mr. McKoy:

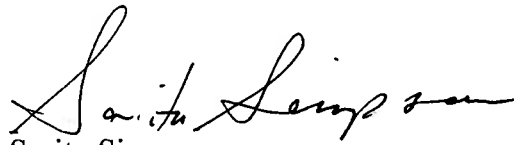
It is with great pleasure that I write today to support the application of the Washington Global Public Charter School to the District of Columbia Public Charter School Board. I have had the opportunity to learn a great deal about Washington Global and its internationally-minded approach to educating middle school aged children.

I have worked in design for over decade and am a designer at Vatsu, a business located in Ward One. I am excited to offer my professional assistance to the founders of Washington Global. I can provide a wide range of services, including developing the Washington Global logo and assisting with other graphic design needs.

As a member of the small business community in Washington D.C., I recognize the importance of helping innovative organizations such as Washington Global. I am excited at the prospect of offering my assistance once the school's application is approved.

Please feel free to contact me at sarita.simpson@icloud.com

Best regards,



Sarita Simpson

John H. McKoy, Board Chair
District of Columbia Public Charter School Board
3333 14th Street NW
Suite 210
Washington, DC 20010

Dear Mr. McKoy:

As a Ward Six resident, I am writing today to support the application of the Washington Global Public Charter School to the District of Columbia Public Charter School Board. I am excited to support such a worthy endeavor, and am sure that Washington Global will make a positive impact on the students that it serves. I have known Candice Cloos for many years and understand her deep commitment to serving underserved populations through education.

In my capacity as an advertising and marketing consultant, I will support Washington Global Public Charter School and its two founders, Candice Cloos and Dr. Elizabeth Shook Torres, in their efforts to implement and execute a strategic marketing plan for the school. I am experienced in all aspects of advertising and marketing solutions, including design and placement services. I plan to offer assistance in the development of both traditional and electronic marketing and promotional materials that will highlight to parents and other community members the unique aspects of Washington Global, including its commitment to an internationally-minded education.

I am an advertising executive with a wide range of experience, including with the Richmond Times Dispatch, Berkshire Hathaway, Incorporated, and Living Social. I am greatly pleased to offer my time and support to Washington Global. I will support co-founders Dr. Elizabeth Shook Torres and Candice Cloos in any way I can.

I urge you to approve the application. Please feel free to contact me at cuevascm@gmail.com with any questions.

Best regards,



Christina Cuevas

Application Checklist

- ☒ Applicant Information Sheet
- ☒ Executive Summary
- ☒ Educational Plan
- ☒ Business Plan
- ☒ Operations Plan
- ☒ Certifications (Assurances Form)
- ☒ Budget
 - ☒ Budget Narrative
 - ☒ Pre-Opening/Planning Year Budget
 - ☒ Two-Year Operating Budget
 - ☒ Five-Year Estimated Budget Monthly Cash Flow Projection
 - ☒ Capital Budget
- ☒ Discipline Policy
- ☒ Résumés, Board Member Agreements, and Statements of Interest and Qualifications
 - ☒ Full Résumés, Board Member Agreements, and Statements of Interest and Qualifications
 - ☒ Redacted Résumés, Board Member Agreements, and Statements of Interest and Qualifications that will be posted to www.dcpsb.org and made available to the public upon request.
- ☒ Conflict of Interest Form
- ☒ Demographic Analysis Form
- ☒ Articles of Incorporation
- ☒ Bylaws
- ☒ Code of Ethics
- ☒ Management Agreement and Related Documents (if applicable)
- ☒ *N/A* Financial Audits for the Last Three Years
- ☐ Most Recent Two Years' Annual Reports
- ☐ Letter of Intent for Facility (if applicable)
- ☒ Charter School Board of Trustees Job Description
- ☒ Charter School Individual Director Performance Expectations

The following curricular materials must be included in Section J in the electronic version only, with a link to a portal, website or PDF that can be accessed by applicant reviewers:

- ☒ Student Learning Standards
- ☒ Assessments
- ☒ Full Curriculum (for full approval), Curriculum Sample (for Conditional Approval)
- ☐ Scope and Sequence for Earning a High School Diploma (High Schools only)