

D.C. Public Charter School Board

Charter Petition for

The Children's Guild
District of Columbia
Public Charter School



March 3, 2014

Table of Contents

| | |
|--|------------|
| <i>Executive Summary</i> | 1 |
| A. Educational Plan | 5 |
| 1. <i>Mission and Purposes of the Proposed Public Charter School</i> | 5 |
| 2. <i>Goals</i> | 16 |
| 3. <i>Charter School Curriculum</i> | 24 |
| 4. <i>Support for Learning</i> | 54 |
| B. Business Plan | 77 |
| 1. <i>Planning and Establishment</i> | 77 |
| 2. <i>Governance and Management</i> | 81 |
| 3. <i>Finance</i> | 106 |
| 4. <i>Facilities</i> | 112 |
| 5. <i>Recruiting and Marketing</i> | 114 |
| C. Plan of Operation | 116 |
| 1. <i>Student Policies and Procedures</i> | 116 |
| 2. <i>Human Resource Information</i> | 122 |
| 3. <i>Implementation of the Charter</i> | 131 |

Appendices

- D. *Certifications*
- E. *Budget*
- F. *Resumes, Board Member Agreements, and Statements of Interest and Qualifications*
- G. *Conflict of Interest*
- H. *Demographic Analysis*
- I. *Required Documents*
- J. *Curriculum*
- K. *Parent and Student Satisfaction Surveys*
- L. *Culture Card*
- M. *Behavior Motivation and Intervention System*
- N. *Assessment Habits*
- O. *Student Behavior Management Process*
- P. *PBIS Matrix*
- Q. *Discipline Policy*
- R. *Letters of Support*
- S. *Grievance Policy*
- T. *Bylaws*
- U. *Conflict of Interest Policy*
- V. *Audited financials for Monarch Academy Baltimore and Glen Burnie*
- W. *Accounting Procedures Manual*
- XYZ. *Recruitment & Interview Policy*
 Personnel Handbook

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: The Children's Guild District of Columbia Public Charter School

Name of Entity Applying for Charter Status in D.C.: The Children's Guild, Ltd.

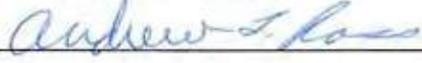
Contact Person: Andrew L. Ross, Ph.D.

Address: 6802 McClean Boulevard, Baltimore, MD 21234

Daytime Telephone: 410-444-3800 Fax: 410-444-4695 Email: ross@childrensguild.org
x1157

Name of Person Authorized to Negotiate: Andrew L. Ross, Ph.D. (until board is appointed, then board chair)

(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: August, 2015 Proposed Year One Budget: \$ 11,535,098

Start-up Information

| Year | Starting Age/Grade | Highest Age/Grade | Total Number of Students/ Enrollment Ceiling |
|----------|--------------------|--------------------------|---|
| One | 5/Kindergarten | 14/8 th Grade | 450 |
| Two | 5/Kindergarten | 14/8 th Grade | 450 |
| Capacity | 5/Kindergarten | 14/8 th Grade | 450 |

Proposed Location of School (address or area of city): 5600 E. Capitol, NE, Washington, DC 20019

Name of Educational Service Provider (if applicable): The Children's Guild

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

Executive Summary

Our Charter History

The Children's Guild has a 60 year history of successfully educating students with special needs. Using an innovative philosophy known as Transformation Education, The Children's Guild developed and refined its model to eventually produce both nonpublic schools and residential care programs whose outcomes substantially bettered the national averages for those services and eclipsed the outcomes of more prominent providers in the region and nation. In 2009, the Anne Arundel County (MD) school district invited The Children's Guild to extend Transformation Education to the charter school world. In 2010, The Children's Guild opened its first charter school, Monarch Academy Glen Burnie in Anne Arundel County.

Transformation Education Expanded

Transformation Education transferred effectively to the charter school arena. Monarch Academy Glen Burnie (MAGB) has become well-known and well-respected in the county. Today, MAGB has more students on its waiting list than it has total seats available in its filled-to-capacity building. Anne Arundel County has sought and approved charters for two additional Monarch Academies, Monarch Global Academy to open in August 2014 and Monarch Central Academy to open in August 2015. In addition, Baltimore City Public Schools approved their own Monarch charter school in 2011 and Monarch Academy Baltimore City now resides in the beautifully renovated Coca Cola bottling plant on Kirk Avenue on the city's east side. As Transformation Education was successfully being introduced into the charter school setting, The Children's Guild's nonpublic schools in Baltimore and Chillum, Maryland continued to exceed the national averages for return-to-public-school rate. George Washington University studied the Transformation Education approach and found it to be more successful than comparable models. Our group home programs were so successful a book was written about them and Transformation Education even expanded to treatment foster care and public school therapist placements through our outpatient mental health center.

Transformation Education is the Key

How does an organization successfully operate high impact programs in education, residential care, foster care, training, consulting and community-based therapy? The Children's Guild's philosophy, Transformation Education, is the key factor. Transformation Education believes that culture is the most powerful teaching tool known to human beings. As a result, we build our schools, group homes, and other programs by first creating a culture that will communicate—powerfully and consistently—the values of caring, contribution and commitment and the skills of vision, courage and will to every person coming in contact with that culture. We then monitor, measure and maintain that culture so that its power to produce growth and change in children, youth and adults is refined and strengthened.

Assembling Our Best

In addition to implementing our cultural model, The Children's Guild will bring its best educational and behavioral practices from all of its programs to create the special hybrid of The Children's Guild District of Columbia Public Charter School (CGDC). While literally dozens of proven strategies, interventions and assessments will be utilized, five best practices form the foundation of our proposed school over the bedrock of Transformation Education. These practices include the TEACCH structures developed at the University of North Carolina; Project-Based Learning strategies and tools; a multi-dimensional emphasis on Character Development; a commitment to Arts Integration as a support to high rigor and; a state-of-the-art Diagnostic and Evaluation center that uses highly-skilled professionals and practices to identify the programs and services each student needs to reach his or her optimal academic potential. This assembly of "best practices" layered over the Transformation Education philosophy will provide the District, its students and other charters with a school to partner and collaborate with to serve the diverse special education needs of the community.

A New Kind of Charter

CGDC will look like no other school in the District, charter or traditional public. It will seek special needs students while providing general education students and families with many attractive features and opportunities. It will not seek to compete with but to complement the existing charters in the District and partner with its fellow charters to help each and every student get the right services leading to the best possible educational result. Utilizing the special qualifications of The Children's Guild, CGDC will introduce a "new kind of charter" and fill a growing need in the District's charter school continuum. CGDC will be a school equipped to serve any and all students enrolled—at both ends of the educational spectrum and every level in between. CGDC will also help other charters better serve all of their students and thereby contribute to the consistency and stability of charter school enrollments throughout the District.

A Special Education Specialist for DC Charters

Now, The Children's Guild seeks to bring Transformation Education and its long history of successfully serving special needs students to the District of Columbia Charter School network through this application to open The Children's Guild District of Columbia Public Charter School in Ward 7. CGDC would fill the District's charter school network's need for a "special education specialist" in the charter continuum that can provide technical assistance, training, consultation and diagnostic services for other charters as well as effectively serve its own student population. The unique feature of CGDC is that it would assertively seek a special education population of 60% of its student body. Because of its long history and demonstrated success in both the nonpublic and the charter arenas, The Children's Guild is uniquely qualified to operate a majority special education charter school and also provide challenge and rigor to general population students at the same time.

education choices. In addition, creating openings for new students in older grades recognizes that students who are struggling in other settings may need the option to transfer into a school more suited for their needs. Many of the existing K-8 schools take mainly returning students and therefore have few vacancies. Serving proportionally older students will help us fulfill our mission of serving students with special needs, since older students are more likely to be identified for special education than kindergartners.

CGDC will also provide ESOL services for non English language learners in addition to a continuum of special education services:

Level 1: The general education classroom, with supplementary aids and services such as special education teacher support (inside of general education setting);

Levels 2 and 3: A special education classroom, for part of the school day, with the student spending the remainder of the day in the general education classroom or in activities with students who do not have disabilities (combination inside and outside of general education setting);

Level 4: A self-contained special education classroom full-time.

The D.C. 2013 Equity Report indicates that 13% of the District of Columbia’s total school population is special education. CGDC is proposing an overall population of 450 students of which its goal is that 60%, or 270 will be students that need special education services. CGDC will proactively develop an outreach and recruitment strategy in order to reach that number, and will have appropriate operational plans in place in case it does not reach these levels, especially in its first year. CGDC anticipates that these students will be distributed among the different levels of special education based on the rate of these levels in the city’s special education population as a whole, as reflected in the equity report. CGDC also projects that the school will enroll approximately 6% of students with Limited English Proficiency, based on the DC average as published in the equity report. In accordance with the D.C. Equity Report, the special education distribution would be anticipated as follows:

| | Proposed Percentage of student population | Proposed number of students in each subgroup |
|-----------------|---|--|
| Level 1 | 36% of 270 | 98 |
| Level 2 | 32% of 270 | 86 |
| Level 3 | 12% of 270 | 32 |
| Level 4 | 20% of 270 | 54 |
| Limited English | 6% of 450 total students) | 27 |

The proposed enrollment matrix includes enrollment of students in all grades in the opening year, 2015-2016. The average class size will be 22 students with a teacher and an aide for each

kindergarten class. Grades 1 – 8 will have a shared aide for each grade level. Our charter schools in Anne Arundel County and Baltimore City have a similar student-teacher ratio and have experienced success with this model. We anticipate with the student population in Ward 7 that this ratio will provide the support needed for every student to access learning and achieve to their capacity. Please note that our experience is that not all grade levels enroll an identical number of students and that we will adjust the number of classes as necessary to fit CGDC's actual enrollment.

| Anticipated Student and Classroom Distribution | |
|--|--|
| Projected Population | 450 |
| Grades served | K – 8 |
| Average number of students per grade | Grades K-3 has 22 4 th grade – 44 Grades 5-8 has 66 |
| Average number of students per class | 22 |
| Total number of enrolled students | 450 |

| Grade | Year 1 | | | Year 2 | | | Year 3 | | |
|---------|-------------------|----------------------|--------------------|-------------------|----------------------|--------------------|-------------------|----------------------|--------------------|
| | Students per room | Number of classrooms | Number of students | Students per room | Number of classrooms | Number of students | Students per room | Number of classrooms | Number of students |
| k | 22 | 1 | 22 | 22 | 1 | 22 | 22 | 1 | 22 |
| 1 | 22 | 1 | 22 | 22 | 1 | 22 | 22 | 1 | 22 |
| 2 | 22 | 1 | 22 | 22 | 1 | 22 | 22 | 1 | 22 |
| 3 | 22 | 1 | 22 | 22 | 1 | 22 | 22 | 1 | 22 |
| 4 | 22 | 2 | 44 | 22 | 2 | 44 | 22 | 2 | 44 |
| 5 | 22 | 3 | 66 | 22 | 3 | 66 | 22 | 3 | 66 |
| 6 | 22 | 3 | 66 | 22 | 3 | 66 | 22 | 3 | 66 |
| 7 | 22 | 3 | 66 | 22 | 3 | 66 | 22 | 3 | 66 |
| 8 | 22 | 3 | 66 | 22 | 3 | 66 | 22 | 3 | 66 |
| Level 4 | 9 | 7 | 54 | 9 | 7 | 54 | 9 | 7 | 54 |
| Total | | 25 | 450 | | 25 | 450 | | 25 | 450 |

The opening year of CGDC we are anticipating one classroom in grades kindergarten through 3rd grade, 2 classrooms in grade 4, and 3 classrooms in grade 5-8. In addition to these general education classrooms, we will have self contained special education classrooms to accommodate level 4 students with 9 or fewer students per classroom.

The use of the Transformation Education (TranZed) philosophy is a key feature of CGDC. The foundational beliefs and values of TranZed are outlined below:

Foundational Beliefs

- Life is a journey of personal growth ascending from a focus on self to a focus on family, community and world. Education results in personal growth with the ultimate goal of using that growth to contribute to a cause larger than oneself.
- Culture is the most powerful force available to a school for transmitting pro-social values and transforming one's mindset. How one learns to think powerfully impacts life success. CGDC will teach students to think globally, problem-solve creatively and apply critical thinking skills as they engage in their life journey.
- The school culture is a critical tool for transmitting values and fostering emotional and intellectual growth.
- School leaders' management efforts focus on aligning faculty and student beliefs with the foundational beliefs and values of the school's mission.

Core Values

In addition to its foundational beliefs, TranZed's core values are caring, contribution and commitment. To care is to be aware and to be engaged both intellectually and emotionally. Contribution is caring in action and commitment is contribution over time. TranZed's Character Development efforts are focused on developing these core values in both students and staff.

TranZed is the overarching organizational philosophy found in all Children's Guild programs and services. The foundational theory base of TranZed integrates the fields of anthropology and neuroscience. The Children's Guild has developed a repertoire of specific tools and systems needed to make the research on learning from anthropology and neuroscience accessible and understandable to the teachers and administrators serving children. More about the Transformation Education philosophy and the successful outcomes achieved through its application to a variety of child-serving settings can be found in: Ross, A., Grenier, G. and Kros, F., Creating the Upside Down Organization: Transforming Staff to Save Troubled Children (2005, Children's Guild Press, Baltimore, MD.).

Transformation Education recognizes culture as a child's first and most effective teacher. Therefore, TranZed focuses on aligning the faculty's mindsets, the school's systems, its physical environment, and its instructional approach to create a culture that is consistent with the school's beliefs, mission, and values. It also helps the school remain innovative and flexible enough to meet the individual needs of the children it serves while successfully navigating the social, political and economic environment in which it operates.

Culture is defined by anthropologist Charles Case as follows:

In a very fundamental sense, culture is the most human part of man's existence. It encompasses those aspects of being that are learned, those regularities that are acquired, as

things that are gained through association with other humans. It is the social heritage that has developed out of the biological responses in the life process. It is the web of relationships holding people together in various viable groups. It is the structure of predictability in the behavior of the members of society, which tells each person who he is and who other people are. It provides the techniques for dealing with life's problems, and for directing the shape of one's existence culture . . . is a guiding system, a behavioral map, a grammar of behavior that leads one to places unsuspected, by paths unknown and perhaps even against one's will. It is constantly present working to shape behavior in its outward form. [Case, C., Culture, The Human Plan (1977) pp. 16-17].

TranZed understands that every aspect of the school's culture (the teachers, the policies, the environment, the curriculum, etc.) radiates messages to students about the beliefs, values and desired behaviors in the school environment. TranZed culture is an intentional design that radiates the school's beliefs, mission and values.

TranZed integrates the current research from the neurosciences into its approach to instruction and school management. Brain-compatible education utilizes knowledge about how the brain learns naturally and is based on what is currently known about the actual structure and function of the human brain at varying developmental stages. Using the latest neural research, educational techniques that are brain-friendly provide a biologically driven framework for creating effective instruction, management and the physical design of the school. Transformation Education is committed to the intentional selection and implementation of best practices inspired by brain research.

Children have powerful neural networks that reflect their adaptation to their own culture. Since the chief concern of childhood is physical and emotional survival, children are particularly attentive to cultural messages and construct strong neural networks as they learn to navigate the values, expectations and behaviors modeled in the culture. By immersing children in a pro-social environment, the brain's remarkable capacity to learn and adapt can result in substantial, long-lasting and positive change.

TranZed also recognizes that all human beings have a basic need to express their thoughts and feelings. Transformation Education recognizes the power of the artistic expression in supporting the neurobiological development of the brain in ways that enhance the pro-social and academic performance of students. Research shows that embedding creative expression and movement within academic learning allows the brain to make complex perceptual maps and provides an increased likelihood of engaging student emotions.

In addition to the overarching Transformation Education philosophy, the primary components of the CGDC school model include a number of key methods of instruction. CGDC will employ several identified best practices to serve as its foundation for building skills in the areas of academics, creative problem solving, and critical thinking and to support Character Development and a commitment to service. The primary components of CGDC include the TEACCH model, Project Based Learning, Character Development and Arts Integration.

These key methods of instruction support both the mission and philosophy of CGDC in order to meet the learning needs of special education students, English language learners, and students who need to be provided with a challenging curriculum. The TEACCH approach provides teachers with the essential instructional structures that allow every student to succeed despite the diversity of learning styles they bring to the classroom. Project Based Learning enhances student engagement and relevance, fueling the motivation students need to develop and maintain to succeed in an academically rigorous environment. Character Development teaches both thinking and specific behaviors needed for success in life. Arts Integration throughout the curriculum supports academic rigor and provides every student opportunities for expressing themselves and interpreting their world.

b. Educational Needs of the Target Student Population

Educational Needs and Demographic Analysis

CGDC will serve a citywide population but as it expects to be located in Ward 7 it believes that the ethnic demographic makeup will mirror that of the community in which the school is located. The chart below outlines the demographics of students enrolled in DCPS schools in Ward 7:

2013-2014 Student demographics for students in Ward 7 include:

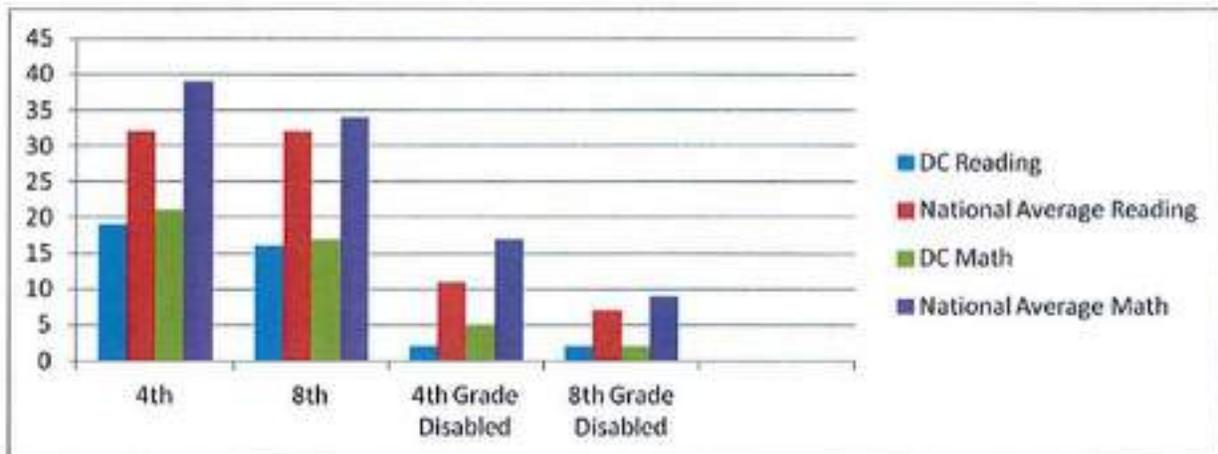
- 97% Black
- 3 % Hispanic/Latino
- <1% White
- <1% English Language Learners
- 99% Free and Reduced Meals (FARMS)
- 20% Special Education

DCPCSB Ward 7 Student Demographics

| School | Grades | Enrollment | Asian | Black | Hispanic | Multi | Nat Amer | Pacif | White | FARMS | LEP | Spec Ed |
|---------------------------|----------|------------|-------|-------|----------|-------|----------|-------|-------|-------|-----|---------|
| DC PCS Total | Pre-K-12 | 80230 | 1% | 73% | 16% | 1% | <1% | <1% | 8% | 66% | 9% | 13% |
| Friendship Junior Academy | 4-8 | 683 | | 99% | 1% | | | <1% | | 100% | | 13% |
| SEED PC | 6-12 | 341 | | 99% | 1% | | | | | 73% | | 13% |
| KIPP DC Key | 5-8 | 327 | | 96% | <1% | 3% | | | | 81% | | 13% |
| Cesar Chavez PCMS | 6-8 | 409 | | 85% | 15% | | | | | 82% | 3% | 14% |
| KIPP DC Promise | 1-4 | 415 | | 96% | 1% | 2% | <1% | | | 84% | | 11% |
| Maya Angelou Lower MS | 7-8 | 196 | <1% | 99% | <1% | | | | | 100% | 1% | 32% |
| DC Prep | 4 | 431 | | 95% | 2% | 3% | | | | 82% | 2% | 7% |

Although the 2013 District of Columbia School Equity Report indicates a special education enrollment of 13% for the 2012-2013 school year in the District, a higher percentage of special education enrollment is expected at CGDC. Due to The Children's Guild history of 60 years in special education, the enrollment at our Monarch Academy Glen Burnie Campus (MAGB) has been at or above the district average in special education. During MAGB's second year, special education enrollment increased over its first year of existence so we expect CGDC to mirror the trend we are experiencing at our two existing charter schools. CGDC recognizes that our expectation of enrolling 60% special education population is not aligned with the current special education population enrollment in Ward 7. Therefore, CGDC expects to market throughout the District to recruit referrals of special education services. However, in the event that CGDC recruits less than 60% special education students (i.e., 20 to 30%), we anticipate this percentage to increase over time based on past experience, referrals and recruitment. To reiterate, CGDC will promote its interest, experience and capability in serving children with special education needs from across the DC metro area through marketing strategies in hope of attracting a student body population of 60% with special needs. CGDC expects such a student population to need targeted interventions; rigorous learning expectations with structures and processes supporting student progress; and high engagement with opportunities for student leadership that builds ownership of learning and drives achievement.

As indicated below, the District's student performance on the NAEP of 2011 is significantly below the national average in reading and math for both the general population and disabled students.



In mathematics, 5% of 4th grade students with disabilities scored proficient and above as compared to the national average of 17% and 2% of 8th grade students with disabilities scored proficient and above as compared to national average of 9%.

Data from the 2012-2013 DCAS assessment yields the following results from DCPS schools and DC PCSB (general education) in Ward 7:

DCPS Ward 7 DCAS Results

| DCAS 2012-2013 | Below Basic | Basic | Proficient | Advanced |
|----------------|-------------|-------|------------|----------|
| Math | 25% | 39% | 25% | 5% |
| Reading | 4% | 46% | 30% | 2% |

DC PCSB Ward 7 DCAS Results

| School | grades | enrollment | Subject | All | Asian | Black | Hispanic | Multi | Pacif | White | FARMS | LEP | Spec Ed |
|---------------------------|----------|------------|---------|-----|-------|-------|----------|-------|-------|-------|-------|-----|---------|
| DC PCS Total | Pre-K-12 | 80230 | Math | 53% | 86% | 47% | 59% | 83% | 67% | 91% | 46% | 50% | 24% |
| | | | Read | 49% | 74% | 44% | 52% | 80% | 52% | 92% | 42% | 40% | 19% |
| Friendship Junior Academy | K-8 | 683 | Math | 45% | | 45% | | | | | 45% | | 12% |
| | | | Read | 31% | | 31% | | | | | | 31% | |
| SEED PC | K-12 | 341 | Math | 68% | | 68% | | | | | 66% | | |
| | | | Read | 47% | | 47% | | | | | | 50% | |
| KIPP DC Key | K-8 | 327 | Math | 86% | | 86% | | | | | 86% | | 32% |
| | | | Read | 76% | | 76% | | | | | | 74% | |
| Cesar Chavez PCMS | K-8 | 409 | Math | 42% | | 37% | | | | | 44% | | |
| | | | Read | 48% | | 45% | | | | | | 51% | |
| KIPP DC Promise | K-4 | 415 | Math | 63% | | 63% | | | | | 62% | | |
| | | | Read | 56% | | 56% | | | | | | 57% | |
| Maya Angelou Lower MS | K-8 | 196 | Math | 38% | | 37% | | | | | 38% | | 11% |
| | | | Read | 36% | | 36% | | | | | | 36% | |
| DC Prep | K-4 | 431 | Math | 59% | | 58% | | | | | 58% | | |
| | | | Read | 55% | | 55% | | | | | | 54% | |

These results illustrate that the majority of Ward 7 students are performing below the proficient level in both reading and math. The highest percentage of students performed at the basic level. In order to reduce this below level achievement, CGDC will provide rigorous differentiated instruction that meets the needs of students performing below grade level expectancy. As with many urban environments, CGDC expects its student body to need support in selecting and analyzing behaviors that are consistent with rigorous learning and with becoming responsible citizens in the school's learning community, the communities where students live and the school resides, and in the global context of today's interconnected world.

The Children's Guild possesses 60 years of experience in operating schools that serve the needs of children and youth with emotional disabilities, learning disabled students, and children with

developmental disabilities and/or autism. Given The Children's Guild is the charter's educational operator, it will provide ongoing support to the CGDC faculty to train them in operating in accordance with the Individuals with Disabilities Act (IDEA), designing responsive general education classes that provide access to the general education curriculum and accommodate students with special needs and support them to perform to high standards.

Components of the school that address the anticipated needs of CGDC students will include implementation of the Transformation Education philosophy, TEACCH structures and philosophy, and methods of instruction such as Project Based Learning, workshop format, lesson design, a balance of whole group and small group, fieldwork and outside experts, Arts Integration, and Information and Communication Technology (ICT). The culture of CGDC is derived from TranZed philosophy that focuses on aligning the faculty's mindsets, the school's systems, its physical environment and its instructional approach to create consistent messages with the school's mission, beliefs and values. The culture resonates throughout the building and community sending messages about *its purpose* and function. Staff participates in daily Culture Card meetings to openly discuss the implementation and impact of the school's culture to align everyone's thoughts and actions to TranZed beliefs and values and apply them in their work with students and families.

CGDC's Impact on the Surrounding Community

The rationale for our school location was determined by two factors. First, we learned of the availability of a school building in Ward 7. The Maya Angelou Charter School is seeking a tenant to fill vacant space resulting from the pending closure of its middle school. We found the space and location ideal given it was an existing school, could accommodate 450 students and it was located in Ward 7. At the present time, CGDC does not have an alternative facility if the Maya Angelou School does not work out. However, CGDC is actively looking for additional facilities consistent with its vision to add a pre-K and a high school program. The closure of the middle school program at Maya Angelou School creates a need for middle school student seats which the CGDC could immediately serve. Therefore, a charter school of excellence would be well-received in Ward 7 and would assist it in its plans to stabilize and strengthen the available educational options. It would also assist in supporting the financial stability of the Maya Angelou School through lease payments that will cover the cost of the vacant space resulting from the pending closure of Maya Angelou's middle school.

Second, our meetings with Two Rivers School, Creative Minds School, Bridges, St. Coletta's and Naomi Rubin DeVeaux at the DC Charter School Board indicated The Children's Guild could have a positive influence on charter and DCPS schools in Ward 7 and all schools throughout the District by helping to meet the need for a school to serve a significant population of children with special needs. In addition, CGDC will be a support to existing DC charter schools by helping them meet the needs of their special education population through training and consultation and providing a highly-skilled Diagnostic and Evaluation program.

Third, Chris Tessone, the COO of the operating entity the See Forever Foundation, has indicated that he is willing to assist in introducing The Children's Guild to, and gaining the support of, the neighborhood's leadership. Also, the mission of The Children's Guild, to serve socially and economically disadvantaged children and children with special needs, is compatible with the population served by the Maya Angelou School.

c. Educational Focus

Educational Focus

The educational focus of CGDC is to meet the needs of every learner through a unique combination of researched best practices including Transformation Education, TEACCH and Project Based Learning, Character Development, Arts Integration and Information and Communication Technology. CGDC will focus on serving special education students in the District within a comprehensive general education setting. A continuum of special education services will be provided in addition to a Diagnostic and Evaluation program.

CGDC's educational focus is on creating an educational experience that fosters the ability to think critically, solve problems creatively, be self-disciplined and create caring students who serve a cause larger than themselves. To achieve its educational focus, CGDC will employ several key education practices including TEACCH, Project Based Learning, Brain-Compatible Instruction, Character Development and Arts Integration.

TEACCH (Training and Education of Autistic and Related Communication Handicapped Children) was developed at the University of North Carolina and provides the foundational structures that enable every student to succeed: environmental organization, schedules/routines, work systems and visual structures. Organizing the physical environment, developing schedules and work systems, making expectations clear and explicit, and using visual materials have been effective ways of developing skills and allowing students to work independently with success.

Project Based Learning (PBL) is the instructional delivery system that identifies teaching strategies that connects the "what" = Common Core State Standards to the "how" = Project Based Learning. PBL will enable teachers to differentiate learning to address the diverse learning needs of the students while providing real world connections and application of the curricular concepts.

Diagnostic and Evaluation (D & E) services of and for learning is a critical feature of CGDC. The D & E service specifically identifies the needs of students and precisely prescribes the strategies, interventions and mindset to maximize that student's success. This service would not be limited to CGDC students. Other District charters may contract for this service as a means of improving services to selected students without transferring those students out of their school. Within CGDC, diagnostic prescriptive services are available to assist the classroom team identify

learning styles, strengths and weaknesses in order to best provide an instructional program that meets the needs of the student and is aligned with the District's learning outcomes.

Character Development is also integrated throughout the content areas and aligns with the school's values. Students identified as requiring additional behavioral support will benefit from utilization of the Student Support Center (SSC). In the SSC, students develop an understanding of what gets in the way of their ability to comply with school-wide expectations and learn strategies to employ in the future. Teachers receive feedback and support from the SSC in how to effectively accommodate the learning/behavioral needs of their students. Together these components contribute significantly to the culture of the school and ensure that every student is successful.

Arts Integration embeds the arts within the core academic subjects to foster engagement, aid in retention and enhance comprehension. David Sousa, author of "How the Brain Learns" states:

"Studies consistently show the following in schools where arts are integrated into the core curriculum: students have a greater emotional investment in their classes; students work more diligently and learn from each other; cooperative learning groups turn classrooms into learning communities; parents become more involved; teachers collaborate more; art and music teachers become the center of multi-class projects; learning in all subjects becomes attainable through the arts; curriculum becomes more authentic, hands-on and project-based; assessment is more thoughtful and varied; and teachers' expectations for their students rise."

Information and Communication Technology (ICT) provides opportunities for the enhancement of learning and may significantly support students in their inquiries, and in developing their conceptual understanding. CGDC views technology as a tool for learning, albeit with its own set of skills, as opposed to an additional subject area. ICT skills should be developed and learned in order to support the needs of individual learners in their inquiries.

2. Goals

CGDC will elect not to use the PMF in setting goals. Instead, CGDC will set equally ambitious goals that measure student performance, school performance, and operational goals similar to those used at existing Children’s Guild Monarch charter schools. Using these similar measures of success, CGDC will accurately measure and hold itself accountable for high student performance. CGDC will meet or exceed all goals set by the D.C. Public Charter School Board and will work with the Board to adjust our goals as deemed necessary.

The goals of CGDC are:

1. To ensure that all students receive the support necessary to meet or exceed the curriculum standards and acquire the life skills necessary to be college and career ready.
2. To create a safe, academically and socially-rich environment that enables students to utilize creative expression, be self-disciplined and make learning a life-long process.
3. To develop in students the mindset encompassing the values of caring, contribution and commitment to develop the skills of vision, courage and will and the understanding that the learning process entails struggle, transformation and enlightenment.
4. To partner with parents, guardians and the community as learning resources.

CGDC Assessments: CGDC is committed to using PARCC and NCSC assessments to measure student achievement. As we gather data, we will revisit the measures indicated below to determine rigorous instruction.

| <i>Indicator</i> | <i>Metric</i> | <i>Target</i> |
|----------------------------|----------------------------|--|
| <i>Student Progress</i> | <i>NWEA/MAPs</i> | <i>Mean will meet or exceed the expected growth percentile at each grade – reading</i> |
| | | <i>Mean will meet or exceed the expected growth percentile grade – math</i> |
| <i>Student Achievement</i> | <i>PARCC</i> | <i>Reading - 30% will achieve Proficient and Advanced</i> |
| | | <i>Math – 30% will achieve Proficient and Advanced</i> |
| | <i>NCSC</i> | <i>75% students will achieve Proficient and Advanced</i> |
| <i>Gateway</i> | <i>Fountas and Pinnell</i> | <i>75% of students will meet grade level benchmarks on running records</i> |
| <i>Leading Indicators</i> | <i>Attendance</i> | <i>Student attendance will meet or exceed 95%.</i> |

Systemic Evaluation Tools Available:

- PBIS (a data and intervention tool)
- Responsive Classroom Assessments
- Student Support Team Assessment
- START Team Assessment (refers to beginning of seeking solutions to problem behaviors)
- Critical Skills Assessment
- Positive Everyday Routines
- School-Home Connection Assessment
- ALSUP - Assessment of Lagging Skills and Unsolved Problems

Continuous Quality Improvement Measures (CQI). Transformation Education deploys an evaluation system that ensures that objectives related to safe and orderly schools, enriched environments, culture deployment and fidelity, parent and community partnership development, effective leadership and academic growth are being met. CQI oversight is the responsibility of the Chief Operating Officer of Schools (COO) of The Children's Guild. The COO provides quarterly reports comprised of recommendations for continuous improvement to school administration and school leadership teams.

Enrichment Class Survey Tools are utilized in physical education/life fitness, computer studies, music, visual and/or the dramatic arts. In each area the character traits of compassion, being respectfully open-minded, having ownership of one's behavior, being reflective, being international minded, being a risk-taker and displaying curiosity are taught and practiced.

Environment Assessment Tools consist of teacher reflections, observation and feedback documents that focus on the teacher-learner relationship as a critically important element to the learning environment. The tools not only look at the psychological environment, that is evident in the characterization of the teacher-student relationship of trust, safety, and mutual respect, but also the physical environment and how it is fully and effectively used to teach CGDC's beliefs and values.

Executive Function Assessments are tools that provide a general framework for assessing the extent to which executive skills are, or are not, being engaged consciously by the student. Therefore, executive functions skill application can be observed by teachers and therefore make it possible for the teacher to prompt the student to use the skills they have been taught to achieve a desired outcome.

Fieldwork is a scheduled PBL activity that takes students out into the world to do studies and investigations at various sites around the District. Fieldwork is a requirement for all students and is graded and counts towards a student's grade in every subject. Fieldwork provides students with the opportunity to collect authentic data and interact with experts to deepen their conceptual understanding. It also provides teachers opportunity to assess content and the school's character traits.

Fountas' and Pinnell's is a reading enhancement program. Its goal is to support the student's development of self-initiating actions he/she will be able to apply to texts of similar difficulty. With daily teaching, the teacher helps the student climb the ladder of text difficulty with success. The focus of this guided reading approach is to bring the student up to the level of complex texts appropriate for the grade. To do so, teaching must begin with where the student is able to engage with some success, so that the student builds both confidence and motivation, thereby accelerating the student's development of a self-extending system for processing increasingly complex texts.

Learning Targets form the foundation for all areas of assessment: assessment for learning; assessment of learning and; communication of assessment results. Quality learning targets play an integral role in using assessment to engage, support, and hold students accountable for rigorous learning. Students regularly self-assess against long-term and supporting targets and track their progress.

Learning Walks are a series of focused classroom visits by school leaders that help leaders get a sense of the "big picture" of the school. The focus is on identifying patterns of practice in the building and providing leaders a structure for observation, documentation, conversation and reflection on instructional practice .

Literacy and Math Workshops expose students to a variety of instructional strategies and work on a specific set of predetermined learning targets through mini-lessons, guided or independent work time, and one-to-one/small group conferences. At the end of each workshop, assessment opportunities are available to teachers through the sharing of student work, and through brief critique sessions that provide students with substantive feedback from their peers and teachers.

Measures of Academic Progress (MAP) are computerized, adaptive assessments in reading and math (with the option of science) and will be administered in October, February, and May of each calendar year. Students in kindergarten and grade one take the primary form of the test. All tests are aligned to the Common Core Curriculum and identify the instructional level of each student and measure growth over time.

The Parent Satisfaction Survey/Student Satisfaction Survey is given out annually and evaluates the school's performance from a parent and a student perspective. The Parent Advisory Group works with the school's leadership team to develop a strategic plan with the goal of 100% parent/student satisfaction. For copies of the Parent Satisfaction and Student Satisfaction Surveys CGDC will use, see **Appendix, Section K**.

Passage Portfolios are created by students at the end of grades five and eight to demonstrate the student's mastery of grade-level learning targets. Each passage portfolio is standards-based and provides work samples as evidence of learning target mastery in reading, writing, math,

science, and social studies. Work included in the portfolio must meet or exceed grade level expectations for the required learning targets. A rubric is used to assess portfolios.

Presentations of Learning (POL) is a promotion requirement for students in grades 5-8. As part of the POL, students participate in a culminating project. The project requires that each student demonstrates engagement with the five essential elements of the program: knowledge, concepts, skills, attitudes and action. The purpose of the POL is to share the student's work with a panel made up of parents, administrators, invited guests, relatives and friends. Participation is mandatory and preparation of a POL is a promotion requirement. POL is a trans-disciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the elementary years into the middle years and from the middle years into high school. A rubric is used to assess the POL.

Project-Based Assessments. Projects demonstrate mastery of skills or completion of specific tasks. A project is a compendium of complex assignments, each directed toward a common goal. Projects are designed to address learning targets and are scored by using a rubric, which is shared with students in advance. Project-Based Assessments may include performance assessments which are judged according to pre-established performance criteria as well as the use of exemplars, check-lists, anecdotal records and continuums. A variety of assessment strategies such as process-focused assessments, selected responses and open-ended tasks are also used.

Scholastic READ 180 and System 44 Next Generation are reading interventions used for students performing significantly below grade equivalent peers. READ 180 is a data-driven reading intervention program, which means student performance immediately impacts instructional approach. A variety of formative assessment instruments identify students' most urgent needs, enabling the program and the teachers to adjust instruction accordingly. READ 180 and System 44 are based upon a blended learning model that incorporates whole group instruction, small group instruction and computer based instruction. Teachers can differentiate instruction based on the learners' needs in addition to the dashboard progress monitoring provided through the program. These programs are recognized as effective systems for providing rigorous reading and writing expectations that align with CCSS.

Service Learning Log. Service learning is an integral part of many learning units and project-based experiences. It provides an authentic community need. Each year, students participate in at least one unit of study that includes service learning. This experience is captured within their Service Learning Log.

Student Learning Profiles are constructed by teachers from the MAP data which provides a baseline for assessment. They are used to diagnose instructional needs and make data-driven decisions to support academic growth. Students who are high achieving will also be identified so that teams can structure higher level thinking activities and extended learning activities suitable to the academic capabilities of each child.

Student-Led Conferences are 20-minute student presentations to parents that include an introduction, a summary of a successful learning target in reading and math, and an explanation of a strong piece of written work. In addition, students explain the project-based unit of study that led to their culminating project from social studies and science. Parents and teachers give students feedback on the presentation and evaluate quality of student reflection and representation of their thinking.

Student Portfolio Assessments. Student portfolios are a collection and communication device. They are used to communicate visually about the student's talent, style, and range of work. The contents are selected to offer a rich and detailed view of the student's academic and social development characteristics and qualities. Because students are involved in the collecting, interpreting and sharing of portfolio content, students take notice of, keep track of, and celebrate their learning. They become reflective learners through the portfolio internal feedback loop, learn to set goals, and recognize that competencies and challenges are all habits of thought cultivated by the portfolio assessment process.

The Culture Card is an effective tool for ensuring there is a clear and consistent message describing our organizational culture (beliefs, values, mission, workplace norms and wisdom principles). See **Appendix, Section L**. CGDC will use this system to teach how the organization applies the wisdom principles and its foundational beliefs in the workplace.

Community Circles meet on a daily basis in every grade. This structure allows for relationship building, review/discussion of school-wide behavioral expectations, daily schedule and Character Development. Classroom issues can be discussed and resolved as a means of creating an atmosphere of collaboration and an absence of fear.

Behavior Motivation Systems and Procedure Maps are part of a comprehensive program developed by The Children's Guild to encourage students in our charter schools to select behaviors consistent with learning and to become responsible citizens in the learning community. These systems and tools support an integrated and aligned system of beliefs, mindsets, structures and processes designed to create in students the desire to act consistent with CGDC's values and to develop in students the skills to execute those actions.

CGDC will use the results of cohort analysis to bring focus to whether goals and performance standards are being met. By the end of 2015-2016, the CGDC leadership team will determine patterns of student achievement using the results of PARCC testing and MAP growth reports (and annually thereafter). By the end of 2016-2017, the CGDC school leadership team will also use the results of parent, student and faculty satisfaction surveys and Project Based Learning implementation review data to determine whether the desired outcomes of the program goals have been met (and annually thereafter). In addition, the leadership team will disaggregate the data with careful attention to student sub-groups to determine achievement gap patterns. When patterns emerge, it is the responsibility of the leadership team to address whether pedagogical or curricular changes need to occur. It is also the leadership team's responsibility to determine whether tiered interventions are meeting the individual needs of students. Data

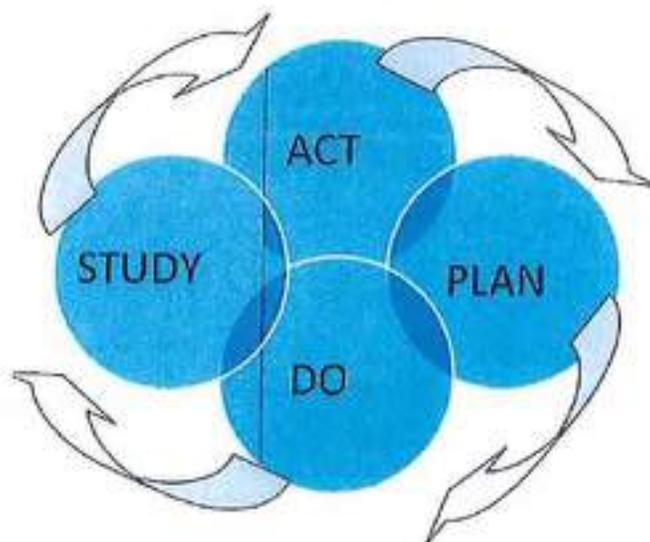
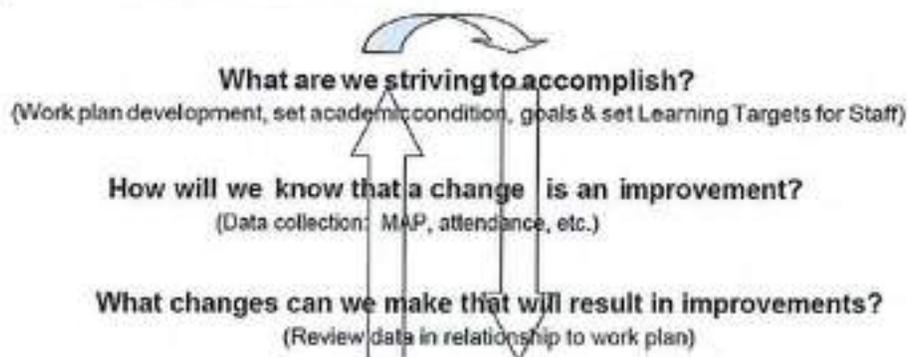
will be collected and stored through various formats and software/online programs. CGDC is exploring PowerSchool software for attendance monitoring/reporting, scheduling, assignments, grades and communication with teachers. NWEA, PARCC, SWIS and READ 180/System 44 are online assessments. Spreadsheets will be developed for student support data analysis. Grade level data teams will analyze data weekly and the Student Support Team will meet bi-monthly to review and analyze student performance and behavioral data.

The leadership team will use these multiple data sources on a quarterly basis as part of a continuous quality improvement plan (CQI) in determining how CGDC is progressing in student performance, attendance, behavior and overall program outcomes. The leadership team will prepare an outcome data sheet template as part of its reporting practices as well as any additional record keeping required by DCPS. CQI Summaries and data will be shared with the CGDC Board of Directors and the DCPCSB.

CQI Process

Continuous Quality Improvement (CQI) is a philosophy and a quality management process that encourages charter school team members to continuously self-assess by asking the questions, "How are we doing?" and "Can we do it better?" To address these questions, a practice needs structured data from a variety of school dimensions to review and analyze (academic, cultural, program implementation, engagement, etc...)

Quest: To continuously improve the quality of education at CGDC through focused and persistent implementation of the school's mission and vision.



As described above, the CGDC leadership team will use multiple data sources on a quarterly basis to track and assess progress toward goals for students with disabilities. In addition to the data sources identified for the general education students above, special education classrooms will also utilize the following data sources:

- Individualized Education Plans. Each quarter the student's progress will be assessed and identified on the IEP. Progress monitoring of goals and objectives will be reviewed indicating if the student is making progress, not making progress or regressing. A copy of the IEP goals and objectives will be sent home quarterly.

- Functional Behavioral Assessment/Behavior Intervention Plan (FBA/BIP). Each quarter the student's progress will be monitored in alignment with the FBA/BIP.
- School Wide Information System (SWIS). Student behavioral progress will be monitored monthly through SWIS to identify trends in behavioral incidents and determine if additional interventions are warranted.
- READ 180/System 44. Student performance is monitored using the Scholastic Reading Inventory online assessment in addition to the teacher dashboard identifying daily student performance.
- Math. CGDC is currently exploring remedial math resources such as Fast Math, Understanding Math and EnVision Math Diagnosis Intervention Systems.
- Team Primacy Meetings. These meetings occur weekly to review and analyze data, identify modifications needed, assess effectiveness of interventions (academic and behavioral), identify resources needed and develop plans of action to address deficit areas.

CGDC will evaluate special education students' performance towards IEP goals and objectives quarterly. Documentation of the student's progress will be completed through the online DC IEP process. Student progress will be reviewed quarterly, annually, and as requested, through the IEP annual review process in collaboration with the DC special education case manager.

3. Charter School Curriculum

a. Student Learning Standards

The criteria identified for the selection of standards and curricular materials is derived from the goals of CGDC. Given the student population CGDC proposes to educate, the standards and materials selected must be highly adaptable to meet the learning needs of very diverse learners, be literacy infused, contain a technology component to allow for varied presentation of learning, inquiry-based to support project-based learning strategies and common-core-informed to align with the standards and the PARCC assessment. A history of 60 years of effectively meeting the needs of special education students in nonpublic special education settings provides CGDC with a wealth of resources to effectively meet the needs of all learners. The structures of TEACCH combined with the components of Project Based Learning and Transformation Education provide a powerful and effective framework for supporting the learning needs of each student.

English Language Arts

CGDC will implement the Common Core State Standards (CCSS) in English Language Arts. The CCSS are designed to be robust and relevant to the real world, reflecting the knowledge and skills that CGDC students need to succeed in college and careers. The standards are designed to ensure that students graduating from high school are prepared to enter college or the workforce. The CCSS promote equality, by ensuring all students are prepared with skills and knowledge necessary to collaborate and compete with their peers in the United States and abroad.

The CCSS will ensure more consistent exposure to materials and learning experiences through curriculum, instruction, and teacher preparation among other supports for student learning. In a global economy, students must be prepared to compete with not only their American peers in the next state, but with students from around the world. These standards will help prepare students with the knowledge and skills they need to succeed in college and careers. Curriculum materials will be literacy-infused with an emphasis on informational text to align with the CCSS. Materials will be highly adaptable to accommodate the various learner styles and ability levels within the student body.

Math

CGDC will use the Common Core State Standards for math. These standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in students. These practices rest on important "processes and proficiencies" with longstanding

importance in mathematics education. The process standards come from National Council of Teachers of Mathematics and include problem solving, reasoning and proof, communication, representation and connections. The National Research Council's report provides the mathematical proficiency strands of adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures, flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

Science

CGDC will implement Next Generation Science Standards (NGSS). The scientific practices in the NGSS, as defined by the National Research Council (NRC), include the critical thinking and communication skills that students need for post-secondary success and citizenship in a world fueled by innovations in science and technology. NGSS is based on research exploring how students learn science which is complementary to TranZed's brain-based learning approach. The NGSS framework describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based model and theory building enterprise that continually extends, refines, and revises knowledge. It presents three dimensions that are combined to form each standard: (1) practices; (2) crosscutting concepts and; (3) disciplinary core ideas. NGSS reflects the interconnected nature of science as it is practiced and experienced in the real work. This aligns with components of Project Based Learning whereby students explore essential questions found in the real work through integrated curricular concepts to effectively problem solve the question.

Social Studies

CGDC will use the Common Core Literacy Standards in addition to the District of Columbia Social Studies Standards. While the standards present topics in a chronologically organized pattern, teachers will be encouraged to elaborate on topics and enrich the learning experience by incorporating current events. This aligns with our Project Based Learning approach which entails using research (historical perspective) to solve current world issues. The Social Study Standards are based on a solid base of factual knowledge which supports critical thinking. The central ideas, events, people and works that have shaped our world, are critical for our students to remember and understand. In addition, the standards necessitate that students acquire a firm grasp of reasoning and practice in inquiry and research. Students must learn how to frame and test hypotheses, distinguish logical from faulty reasoning, frame reasoned options and arguments, and grasp reflective thinking and evaluation.

The Arts.

CGDC will use the K-12 National Arts Education Standards (NAES) that outline what every K-12 student should know and be able to do in the arts. The NAES were developed by the Consortium of National Arts Education Associations, through a grant administered by The

National Association for Music Education (NAME). The NAES are developmentally appropriate as they expect that students will develop higher levels of the required skills and knowledge through being exposed to increasing complex works of art and that student responses to the art will be increasingly more sophisticated. The NAES framework promotes the students' critical thinking, working, communicating, reasoning, and investigating skills and provides for students' growing familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts. As students gain knowledge and skill, they expand their ability to apply the knowledge and skills learned through the arts in their widening personal worlds.

Additional Academic Area(s)

English Language Learners

The National Governors Association Center for Best Practices and the Council of Chief State School Officers strongly believe that all students should be held to the same high expectations outlined in the Common Core State Standards. This includes students who are English language learners (ELLs). However, these students may require additional time, appropriate instructional support, and aligned assessments as they acquire both English language proficiency and content area knowledge.

Standards are attainable when English language learners have the ability to access content. CGDC's project-based instructional approach extends the time students have for getting language support services while giving them a jump-start or pre-loading on content subjects. CGDC teachers will offer multiple pathways for students to demonstrate their understanding of the content. Assurance of ELL access is addressed at many levels of instruction as the following table illustrates:

| | |
|----------------------|--|
| Preparation | Clearly defined content objectives Clearly defined language objectives Content concepts appropriate for age and educational background level of student Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., graphs, models, visuals) Adaptation of content to all levels of student proficiency Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations) with language practice opportunities for reading, writing, listening and/or speaking |
| Building Background | Concepts explicitly linked to students' background experiences Links explicitly made between past learning and new concepts Key vocabulary emphasized |
| Comprehensible Input | Speech appropriate for students' proficiency level (e.g. slower rate and enunciation, and simple sentence structure for beginners) Explanation of academic tasks are clear Uses a variety of techniques to make content concepts clear |
| Strategies | Provides ample opportunities for students to use strategies Consistent use of scaffolding techniques throughout lesson, assisting and supporting student understanding (e.g. think-alouds) Teacher uses a variety of question types, including those that promote higher-order thinking skills |
| Interaction | Frequent opportunities for interaction and discussion between teacher/student and among students, which |

| | |
|----------------------|--|
| | <p>encourage elaborated responses about lesson concepts</p> <p>Grouping configurations support language and content objectives of the lesson</p> <p>Consistently provides sufficient waiting time for student responses</p> <p>Ample opportunities for students to clarify key concepts</p> |
| Practice/Application | <p>Provides hand-on materials and/or manipulatives for students to practice using new content knowledge</p> <p>Provides activities for students to apply content and language knowledge in the classroom</p> <p>Uses activities that integrate all language skills</p> |
| Lesson Delivery | <p>Content objectives clearly supported by lesson delivery</p> <p>Language objectives clearly supported by lesson delivery</p> <p>Students engaged approximately 90% to 100% of the period</p> <p>Pacing of the lesson appropriate to the students' ability level</p> |
| Review/Assessment | <p>Comprehensive review of key vocabulary</p> <p>Comprehensive review of key content concepts</p> <p>Regularly provides feedback to students on their output (e.g., language, content, work)</p> <p>Conducts assessment of student comprehension and learning of all lesson objectives (e.g. spot checking, group response) through-out the lesson</p> |

ELL students will bring with them many resources that enhance their education and can serve as resources for CGDC and the community. Many ELLs have first language and literacy knowledge and skills that boost their acquisition of language and literacy in a second language. Additionally, they bring an array of talents and cultural practices and perspectives that will enrich our school and wider community. CGDC teachers will build on this enormous reservoir of talent and provide those students who need it with additional time and appropriate instructional support. This includes language proficiency standards that teachers can use in conjunction with the ELA standards to assist ELL students in becoming proficient and literate in English. To help ELL students meet high academic standards in English Language Arts, it is essential that they have access to:

- Teachers and personnel who are well prepared and qualified to support ELL students while taking advantage of the many strengths and skills they bring to the classroom;
- A literacy-rich school environment where students are immersed in a variety of language experiences;
- Instruction that develops foundational skills in English and enables ELL students to participate fully in grade-level coursework;
- Coursework that prepares ELL students for post-secondary education or the workplace, yet is made comprehensible for students learning content in a second language (through specific pedagogical techniques and additional resources);
- Opportunities for classroom discourse and interaction that are designed to enable ELL students to develop communicative strengths in language arts;
- Ongoing assessment and feedback to guide learning; and
- Speakers of English who know the language well enough to provide ELL students with models and support.

Students with Disabilities

CGDC will establish a culture of inclusiveness that will ensure that all students have access to the general education curriculum. Students with disabilities will be included within the general

education curriculum based on the CCSS as well as other school activities to the greatest extent possible. It is both a legal requirement and moral obligation to educate students with disabilities alongside their general education classmates to the fullest extent possible. The Children's Guild has an extensive history of successfully educating students with special needs in addition to charter schools that have successfully implemented a continuum of special education services.

Students with disabilities —students eligible under the Individuals with Disabilities Education Act (IDEA)—must be challenged to excel within the general curriculum and be prepared for success in their post-school lives, including college and/or careers. These common expectations provide an historic opportunity to improve access to rigorous academic content standards for students with disabilities. The continued development of understanding about research-based instructional practices and a focus on their effective implementation will help improve access to mathematics and English language arts (ELA) standards for all students, including those with disabilities.

In order for students with disabilities to meet high academic standards and to fully demonstrate their conceptual and procedural knowledge and skills in mathematics, reading, writing, speaking and listening (English Language Arts), their instruction must incorporate supports and accommodations, including:

- Supports and related services designed to meet the unique needs of these students and to enable their access to the general education curriculum (IDEA 34 CFR §300.34, 2004).
- An Individualized Education Program (IEP) which includes annual goals aligned with and chosen to facilitate their attainment of grade-level academic standards.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence-based, individualized instruction and support services.

Promoting a culture of high expectations for all students is a fundamental goal of the Common Core State Standards. In order to participate with success in the general curriculum, students with disabilities, as appropriate, may be provided additional supports and services, such as:

- Instructional Supports for Learning— based on the principles of Universal Design for Learning (UDL) — which foster student engagement by presenting information in multiple ways and allowing for diverse avenues of action and;
- Instructional Accommodations (Thompson, Morse, Sharpe & Hall, 2005) — changes in materials or procedures which do not change the standards but allow students to learn within the framework of the CCSS.
- Assistive technology devices and services to ensure access to the general education curriculum and the CCSS.

Some students with the most significant cognitive disabilities will require substantial supports and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These supports and

accommodations should ensure that students receive access to multiple means of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of the Common Core State Standards.

CGDC will provide a continuum of tiered interventions in accordance with Response to Interventions (RTI) initiative. Tiered instruction delivers instruction to students on various levels related to the nature and severity of the student's difficulties. This differentiation allows students at risk to meet academic expectations.

Tier 1 is regular classroom instruction, differentiated as much as possible within the classroom to meet the individual students' needs. We anticipate approximately 80% of the students will succeed in this tier as they are achieving the learning targets prescribed in the CCSS at the proficient or advanced level. The core reading and math curriculums high quality instructional programs implemented in alignment with the CCSS.

Tier 2 instruction is characterized by small group instruction (composed of three to six students), meeting three to four times each week for 30 to 60 minutes each, for nine to twelve weeks. We anticipate that approximately 15% of the students will be served by Tier 2 interventions. The needs of these students are identified through the assessment process and instructional interventions are delivered from the focus of the specific targeted needs. Remediation of the targeted skill is provided in the small group setting using supplemental interventions identified for students at risk of not meeting academic standards.

Tier 3 instruction is characterized by one-to-one or small group instruction (for one to three students), meeting daily for 30 to 60 minutes each, for nine to 12 weeks. We anticipate that Tier 3 students will be approximately 5% of the student population. Tier 3 students are considered to be at high risk for failure and if not responsive to an intensive, specific intervention may be candidates for identification as having special education needs. Supplemental interventions for students at high risk are provided at this level.

In addition to the continuum of instructional interventions provided through the tiered system, TEACCH methods will be used throughout the school and in particular with students with disabilities. TEACCH is an evidenced-based program that supports all learners. The developers of TEACCH based their model on the idea that to effectively teach students (particularly those with Autism) a teacher must provide structure. Although this method was originally intended for use with students with autism spectrum disorders, it can be adapted and used in any educational setting. The Children's Guild effectively implements the components of TEACCH with their special education schools across all grade levels and disabilities.

Four essential components of the TEACCH philosophy will be utilized to help students access the curriculum in meaningful ways. The arrangement of the physical environment is important for increasing understanding by reducing anxiety which directly impact's the student's behavior and ability to learn. A clear, consistent and predictable physical environment enables students to develop the organizational skills needed to access the curriculum across subjects. The work

areas should be clearly marked so students can independently find their way to the different locations within the classroom to perform the learning activity associated with that location. This promotes independent learners who can access learning without adult support.

The second essential component is the use of visual schedules. These visual schedules help inform students of what occurs in their day and in what sequence events will happen. By reducing confusion and increasing flexibility, students have great success with accessing activities throughout their day. The daily schedule also provides information for staff about which teacher(s) and/or aides will be in which areas. Schedules also help with transitions by preparing students for what comes next and eventually leading to independence. The daily schedule should balance opportunities for individual, independent, group and leisure activities throughout the day.

A work system is the third component of the TEACCH model. Individualized work systems help keep students organized so they can function independently and effectively in a variety of different activities. Work systems include where materials are located, the order in which activities get completed and where students place work when it is finished. Students learn how to make choices and develop personal autonomy through individualized work systems.

Visual structures are the fourth component of the TEACCH model. Visual structures are used to differentiate tasks for students by highlighting, organizing and clarifying important and relevant information. Visual structures can also identify where the student's materials and/or desk should be placed, where a student can move throughout the room or how information should be presented on the paper. Carefully assessing the visual structures needed by each student to access the curriculum will enable him/her to be successful.

Diagnostic and Evaluation Services

As a highly-skilled, unique educational and behavioral assistance tool, CGDC will provide a diagnostic and evaluation (D&E) program within the charter school. The rationale for placement of this D&E within the charter school is to better compare the behavior and thinking of the identified student with students not identified as requiring a restricted setting. This allows staff the opportunity to observe the student in the context of a school setting (classroom, hallway, cafeteria, playground, social situations, etc) and determine the lagging skills that impact the student's ability to be successful in a less restrictive setting. This program will assist CGDC, and other charter schools within the District who refer students for placement in the program, in identifying the educational and social emotional needs of a student in order to effectively place the student in the right educational program. The D&E process will be integrated into CGDC through the school's Student Support Team and leadership team to address the specific needs of each student identified for the program. Upon completion of the D&E process, a diagnostic summary is written identifying the strengths and weaknesses of the student and contains a learning profile outlining specific instructional modifications, intervention strategies and placement recommendations to effectively meet the students' educational and behavioral needs.

CGDC expects the student population to need targeted interventions; rigorous learning expectations with structures and processes supporting student progress; and high engagement with opportunities for student leadership which builds ownership of learning and drives achievement. The CGDC's methods of instruction are derived from the mission, beliefs and values of the school and prepare the student with college and career readiness skills. These goals include student engagement in the learning process, development of new skills, prevention of behavior problems through proactive intervention strategies, development of critical thinking skills, the ability to problem solve creatively, development of self discipline and a commitment to serve a cause larger than oneself. Evidence of achieving these goals is reflected by the student's ability to demonstrate both academic and behavioral progress.

CGDC's teaching strategies are the vehicle by which the instructional goals and school outcomes become actualized. The Common Core State Standards are the curriculum or "what" that instruction is based upon and Project Based Learning (PBL) is "how" students become engaged with the curriculum. PBL is based upon the inquiry process and incorporates Bloom's taxonomy higher level skills: create, evaluate, analyze and apply. Centered on a real world problem, PBL incorporates creative problem solving, researching potential solutions, interfacing with various forms of technology and the creation of a product that demonstrates student learning. The PBL products/projects provide opportunities for art integration as children integrate cross curricular concepts into a finished product that may include a performance, music, art or technology. The TEACCH principles of visual structures, schedules, work systems and physical organization provide the foundation for answering the 5 basic questions students have about the learning experience:

1. Where am I going?
2. What am I going to do when I get there?
3. How much do I have to do?
4. When will I be finished?
5. What will I do next?

Neuroscience has shown that when there is an absence of fear and students understand what is expected of them, they increase their cognitive availability for learning. As a result, students can function independently within the school environment when they have a clear understanding of what is expected of them. TEACCH also emphasized the importance of incorporating the students' strengths when teaching new skills. Teachers integrate the students' strengths when they make real work connections and help students apply what they are learning in the classroom with their community. Technology is infused throughout the instructional process allowing students to understand the global economy in addition to providing an accommodation for students with disabilities.

b. Resources and Instructional Materials

English Language Arts:

Curriculum materials will be literacy infused with an emphasis on informational text to align with the CCSS. Materials will be highly adaptable to accommodate the various learning styles and mastery levels within the student body. Fountas and Pinnellis is founded on a comprehensive approach that involves high impact interventions for struggling readers. This allows for differentiated instruction through working with small groups in reading. Leveled readers enable the teacher to provide relevant text for both the struggling reader and the accelerated reader. Guided reading provides the student with opportunities for explicit teaching to build his/her network of effective problem solving skills. Benchmark assessments, in addition to observation, provide progress monitoring to determine the appropriate level for each student. Teachers use the text for children to expand what they know to do as readers.

Daily 5 is a reading intervention that allows for differentiation, is an integrated literacy instruction and classroom management system and teaches students independence. It is based on brain research to identify the best time to introduce new concepts, to maximize student attention and directly link instruction to the needs of the students. Daily 5 has various instructional delivery formats so it is adaptable to the needs of the classroom.

Scholastic READ 180 and System 44 Next Generation are reading interventions used for students performing significantly below grade equivalent peers. *READ 180* is a data-driven reading intervention program, which means student performance impacts instruction. A variety of formative assessment instruments identify students' most urgent needs, enabling the program and teachers to adjust instruction accordingly. *READ 180* and *System 44* is based upon a blended learning model that incorporates whole group instruction, small group instruction and computer based instruction. Teachers can differentiate instruction based on the learners needs in addition to the dashboard progress monitoring provided through the program. These programs are recognized as an effective system for providing rigorous reading and writing expectations that align with CCSS.

Accomplishing School Mission and Goals: These literacy resources support the teaching of a complex process of making meaning. In CGDC, comprehension strategies and critical thinking skills are taught K-8 to support students making sense of content and the world around them. Students "learn to read" while "reading to learn" from text in an increasing complex manner – presenting an opportunity for students to go beyond their perceived limits and accomplish more than they thought possible while also preparing them for college and career success. Through our chosen instructional design and teacher differentiation, access to learning is provided to all students.

Math:

Investigation Math curriculum is aligned to the CCSS for Mathematics and aligns with the goals and educational focus of CGDC. The Investigation Math curriculum is adaptable to meet the needs of all learners through interactive whiteboard activities, use of manipulatives to provide visual, concrete examples, differentiation and intervention guides, Spanish components and software/technology. Implementation of the program includes whole group, small group and individualized instruction. The materials in Investigation Math help teachers support the range of learners in his/her classroom, provides regular opportunities for students to discuss important mathematical ideas and to review and practice them and encourages parents to learn about the curriculum and their child's thinking. This aligns with CGDC's view of parents as partners and CGDC will provide Parent University workshops to assist them in understanding how their child's brain learns. Investigation Math uses routines for learning which is emphasized through the TEACCH methodology and brain-based learning. Research shows that when routines are implemented the brain is free to focus on new information. Creating a learning environment with predictable routines maximizes the student's ability to fully engage in the learning process.

Accomplishing School Mission and Goals: CGDC math resources emphasize critical thinking skills in the areas of arithmetic, word problems, and other mathematical foundations. They also allow for a focus on big mathematical ideas, high quality student work, and allow for connections to the Units of Study and to teaching math in isolation. CGDC math teachers invite students to find patterns and relationships, to become flexible problem-solvers, to articulate their reasoning, and to reflect on their choice of strategies. Teachers cultivate mathematical habits of mind and often conduct class as a workshop. A workshop begins with a complex problem and continues with independent or group work, a mini-lesson based on what students are struggling with or have discovered, sharing/comparing problem-solving strategies and a synthesis of the day's learning. This sequence ensures that students are doing the thinking. Through our chosen instructional design and teacher differentiation, access to learning is provided to all students.

Science:

Our science curriculum will be researched best practices, as defined by the National Research Council and include the critical thinking and communication skills that students need for postsecondary success and citizenship in a world fueled by innovations in science and technology. Next Generation Science Standards (NGSS) are based on research to explore how students learn science which complements TranZed's brain-based learning approach. The NGSS framework describes a vision of what it means to be proficient in science; it rests on a view of science as both a body of knowledge and an evidence-based, model and theory building enterprise that continually extends, refines, and revises knowledge. It presents three dimensions that will be combined to form each standard: (1) practices; (2) crosscutting concepts and; (3) disciplinary core ideas. NGSS reflects the interconnected nature of science as it is practiced and experienced in the real work. This aligns with components of Project Based Learning whereby students explore essential questions found in the real work through integrated curricular concepts to effectively problem solve the question.

Reading, writing, thinking and working as scientists is a central focus of instruction at CGDC. CGDC wants to develop students who see themselves as stewards of the natural world. Students engage in an interdisciplinary approach; connecting science, math, engineering, and technology while also building skills in questioning; developing and using models; planning and carrying out investigations; collecting; analyzing; and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence and synthesizing and communicating information.

Appropriate science resources will be researched in the planning year of the school development. The EQuIP NGSS Rubric is a tool for educators and education leaders to use in identifying high quality, NGSS-aligned instructional materials through a criterion-based, peer-review process. This tool will be available in the first quarter of 2014, which will assist us in identifying materials that align with CCSS. Delta Education's manipulatives will be utilized for science experiments in addition to use of websites for virtual labs and research on science concepts. Informational text will also be implemented in science to accordance with the science literacy standards and literacy in history/social studies and science and technology standards.

Accomplishing School Mission and Goals: The variety of CGDC science resources provides the necessary flexibility to building a culture of science inquiry and to utilize trans-disciplinary skills. Through our chosen instructional design and teacher differentiation, access to learning is provided to all students.

Social Studies:

Our Social Studies curriculum will align with our Project Based Learning approach which entails using research (historical perspective) to solve current world issues. The curriculum will be inquiry based and adaptive to support the needs of diverse learners. The social studies curriculum is based on a solid base of factual knowledge which supports critical thinking. The central ideas, events, people and works that have shaped our world and are critical for our students to remember and understand are emphasized. In addition, the curriculum requires that students acquire a firm grasp of reasoning and practice in inquiry and research. Students must learn how to frame and test hypotheses, distinguish logical from faulty reasoning, frame reasoned options and arguments, and grasp reflective thinking and evaluation (DC Social Studies Pre-K through Grade 12 Standards).

Accomplishing School Mission and Goals: Social Studies at CGDC support students in appreciating and understanding diverse cultures and understanding connections among ancient and modern cultures and enduring themes through time. Students analyze primary resources, consider multiple perspectives, conduct research and draw their own conclusions. Literacy instruction is a focus at all grade levels in this content area as students learn to read, write, and think as historians. CGDC is intentional in creating a culture of social studies inquiry through its choice of resources and pedagogy. Through our chosen instructional design and teacher differentiation, access to learning is provided to all students.

Curriculum Development Timeline

In the first year of CGDC, faculty will use existing curriculum maps and project based unit plans designed by The Children's Guild's other charter schools that align with the CCSS. Throughout the school year, faculty will review and revise the curriculum maps in accordance with student achievement data. Lesson plans will be turned in weekly to the school's leadership team. Curricular maps include project based units, methods of instruction, lesson plans, resources, proposed fieldwork, experts and product development. Future curriculum maps will be developed by CGDC teachers through professional development using analysis of student achievement data.

During the summer of 2014, the leadership teams of Monarch Academy Charter Schools and CGDC will collaborate to revise and develop curriculum maps in alignment with CCSS. This will allow sufficient time to review and purchase curriculum resources and materials that support CGDC's newly developed and/or revised curricular maps and CCSS. In addition, as student enrollment occurs, staff will be able to identify curricular resources to meet the needs of the student population.

c. Methods of Instruction

Teachers at CGDC will organize instruction using the following methods:

- 1. Project Based Learning– Integrated Units** where content, knowledge and skills from separate subject areas are intentionally connected through cross-curricular investigations.

Project Based Learning is the instructional delivery system that identifies teaching strategies to connects the "what" = Common Core State Standards to the "how" = Project Based Learning. PBL will enable teachers to differentiate learning to address the diverse learning needs of the students while providing real world connections and applications of the curricular concepts.

The essential elements of Project Based Learning include:

- Focus on significant content
- Develop 21st Century competencies
- Engage students in in-depth inquiry
- Organize tasks around a driving question
- Establish a need to know
- Encourage voice and choice
- Incorporate revision and reflection
- Include a public audience

Another essential feature of the Transformation Education design for school improvement is a school-wide focus on Character Development and teamwork. The founders of CGDC have

established the core values of caring, contribution and commitment which will be integrated throughout our school culture, but specifically within the integrated units of study and projects. CGDC wants students and staff to show an understanding of others by treating others with kindness, compassion, generosity and a forgiving spirit. Caring does not exist without action. We want students and staff to contribute positively to the school community. As students and staff become part of the CGDC community, it is this commitment that will assist us in reaching both our program and educational goals.

2. Workshop format to introduce and explicitly teach concepts, skills, and strategies related to the learning targets.

Workshop Model Instruction describes a set of structures, groupings, and activities that incorporate active pedagogy practices and protocols. Based on the premise that students learn by doing, this model ensures that students get time each day to engage meaningfully with the subjects they are exploring. The workshop model provides a format for exposing students to a variety of instructional strategies as they work individually or in small groups on a specific set of predetermined learning targets, but it really allows students to take ownership of the learning process. Students at CGDC will be in a literacy workshop of 70 to 75 minutes (depending on grade) and a math workshop of 70 to 75 minutes each day. In addition to those workshops, instruction during the acceleration and enrichment periods will often use the workshop model. Although no two workshops look exactly alike, the following components are typically present in some form:

- Mini-lessons. Organized around a clearly-focused objective that addresses a single element of the work that students will be doing, mini-lessons can be as short as five minutes or as long as 15 minutes. Mini-lessons provide explicit instruction in the skills that students will practice and apply during the workshop. They typically include modeling and think-alouds.
- Guided or independent work time. Students generally use the guided and independent work time to practice, extend, and refine the skills addressed in the daily mini-lesson. Guided or independent work time takes up the bulk of time in any workshop. Well articulated and consistently enforced classroom procedures, traditions, and rituals, and established accountability systems help ensure that students use this time well.
- One-on-one/small group conferences. Along with mini-lessons, conferencing provides a venue for direct instruction during the workshop. While the rest of the students are working independently, the teacher meets with students one on one or in small groups to check on progress and, most importantly, to have “instructional conversations.” The topic of these conversations is student work and progress over time relative to the day’s learning objective. Teachers provide descriptive feedback to each student and document what was discussed and decided through standardized note-taking and record-keeping protocols.
- Sharing, critique, and debriefing. At the end of each workshop, teachers and students take a few minutes to share progress, examine student work as small or large groups, or debrief the group’s performance during that workshop. This immediate feedback is one

of several ways in which students receive substantive feedback on their progress from their peers and teachers.

- **Assessment.** Multiple forms of informal and formal assessment of student progress are part of every workshop. Mini-lessons, conferences, and the daily debriefing all give the teacher opportunities to assess student understanding. Teachers then use what they have learned about student understanding to give students feedback, plan for re-teaching, and provide immediate interventions for struggling students. Some workshops end with students writing or responding orally with an “exit ticket” that gives the teacher more information about individual students’ progress on the daily learning target.

3. A lesson design that always uses learning targets, but may vary in lesson format (depending on the focus of the learning target), builds student engagement, sets a clear purpose and vision for quality and concludes by helping students synthesize current understanding of the content and skills and reflect on their progress toward learning target. Strategies used in lesson design maximize engagement and deep learning by doing the following:

- Strategically select and sequence instructional practices within and across lessons.
- Strategically use learning targets and knowledge of their students to plan lessons.
- Strategically select a lesson format (e.g. workshop, discovery-based, protocol-based, lecture, video, work sessions, labs and games)
- Craft each lesson that begins by building student engagement and setting clear purpose. Teachers address the following questions when planning:
 1. How will this lesson or series of lessons help students make progress toward the learning target(s)?
 2. What will cause students to be curious and want to learn?
 3. How will I provide students with a vision of the learning target(s) in a way that gives them ownership of their learning?
- Structure lessons so that they talk less and students talk more; they set up students to do the thinking and the work, they scaffold instruction in the body of lessons to ensure student success by addressing the following questions:
 1. What sequenced steps will the students and I take to ensure that all students meet the learning target(s)?
 2. How will students know what quality looks like, and how will I support them in producing quality work?
 3. How will students work or practice together during learning?
- Conclude lessons by helping students synthesize their current understanding of the content and skills focused on in the lesson and reflect on their progress toward the learning targets. The teacher uses information gleaned from the students’ synthesis to plan subsequent lessons. Teachers address the following questions when planning:
 1. How will my students demonstrate and/or synthesize their understanding?
 2. How will I use this information to plan my next instructional steps?

- Sometimes teachers may start a lesson or an investigation with a complex or provocative problem and will build students' skills, vocabulary, and concepts on a "need to know" basis; alternatively, teachers will sometimes start a lesson or an investigation with an experience, and invite students to make sense of it.

Actively engage and guide students (for example, confer with students, pull students into small invitational groups, etc.) during students' independent work times. Teachers embed differentiation strategies within lessons to ensure that all students are effectively supported and appropriately challenged.

4. A balance of whole group and small group experiences that emphasize collaboration, choice and shared responsibility. Examples of these strategies are as follows:

- Introduction. The introduction taps into students' curiosity, sets a positive tone, builds the need to know, and links to previous learning. The learning target is shared during the introduction.
- Protocols. Teachers will use protocols (such as Socratic seminars, learning logs, and jigsaws) to ensure that all students think critically and participate fully. In addition, they will use protocols to look at student work (for example, Collaborative Assessment Conference), facilitate classroom meetings and student advisory periods, and model and encourage behavior conducive to productive individual and group work.
- Workshops. Teachers will use the workshop format to model or demonstrate a concept, skill, or strategy; require students to practice and apply what was modeled; and discuss and debrief what has been learned.
- Mini-lessons. Teachers will use mini-lessons to introduce and explicitly teach concepts, skills, and strategies to the whole class or small groups, as needed, often in response to student work and misconceptions.
- Modeling. Teachers will use demonstrations, role-plays, and fishbowls to set criteria and model expectations for high quality group process, products, writing, reading, and problem-solving. Teachers will also use think-alouds to model comprehension strategies and skills.
- Representative thinking. Teachers will use anchor charts and other forms of documentation to synthesize and make student understanding public. Students will represent their thinking using formats such as graphic organizers, recording forms, journals, quick-writes, and summaries of their learning.
- Questioning and following student thinking. Teachers will ask open-ended questions and follow-up questions to stimulate student thinking. Teachers will confer with students individually and in small groups on a regular basis to gauge each student's level of understanding, differentiate instruction, and identify issues affecting a whole class.
- Using exemplars and models. Teachers will use a range of exemplars and models to help students see and understand quality, format, and group work. Teachers will use exemplars and models to elicit criteria and construct rubrics.

- **Multiple drafts, revision, and critique.** Students will produce multiple drafts for all products and assess each draft against generated criteria and rubrics to improve successive drafts. Teachers will develop focused questions to guide revision. Students will use critique protocols to receive and provide feedback and to revise their work.
- **Reflecting and debriefing.** Teachers and students will use reflection and debriefing of lessons and experiences to improve retention of information, generalization, and transfer of learning, and to set goals for future learning.

5. Fieldwork and outside experts as learning resources. Using natural and social environments of the school's community as sites for purposeful fieldwork and using professional experts and citizens with firsthand knowledge of events and issues will support accuracy, integrity and quality in students' work.

Field work sites are used for purposeful connections to academic work. Students working in the field will be active investigators using the research tools, techniques of inquiry, and standards of presentation used by professionals in the field. CGDC will develop procedures and protocols to ensure that fieldwork is safe and productive. In addition to having students conduct research outside the school, teachers will also bring experts from the community into the classroom. Older students participate in internships and apprenticeships that engage them in the real world.

6. Arts Integration - In CGDC, art in all forms will be celebrated as a foundation of culture and a central aspect of learning and life. Artistic skills will be understood as intelligences, and artistic achievement is valued as academic achievement. CGDC student's Exhibitions of Learning will feature the arts along with other subjects. Student art work will fill the school and will be displayed in a way that honors the work. The visual and performing arts will be taught using the same effective instructional practices that are used in other disciplines and all students will have access to professional artists and professional exhibitions and performances. CGDC understands that the arts build school culture and student character by emphasizing authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts will form the basis for a whole-school culture of critique in all disciplines.

7. Information and Communication Technologies (ICT) Integration

CGDC recognizes the ever-increasing impact of information and communication technologies (ICT) on teaching and learning. All CGDC staff will be trained to use the technologies provided and use these technologies to enhance and support learning and teaching. ICT provides opportunities for the enhancement of learning, and may significantly support students in their inquiries, and in developing their conceptual understanding. CGDC views technology as a tool for learning, albeit with its own set of skills, as opposed to an additional subject area. ICT skills should be developed and learned in order to support the needs of individual learners in their inquiries.

The use of ICT can:

- Document the learning, making it available to all parties
- Provide opportunities for rapid feedback and reflection
- Provide opportunities to enhance authentic learning
- Provide access to a broad range of sources of information
- Provide students with a range of tools to store, organize and present their learning
- Facilitate communication with a wide-ranging audience

Various forms of technology will be available for students at CGDC. Classrooms will be equipped with a SmartBoard, netbooks, computer stations and various software programs to support their curriculum. CGDC will pilot an iPad program to enhance instruction with special education students. The Children's Guild has been effectively implementing an iPad program with their autism population using APPS geared towards reading, math, writing, communication, social stories and creative expression. Developing digital citizenship among students at CGDC will enable students to competently navigate the internet and digital world. Acceleration and remediation software programs will enhance the curriculum made available to all students within the school community.

These methods are applicable to all grade levels and subject areas. They are the structural building blocks that allow CGDC teachers to differentiate, organize time space, materials and students to best meet the every student's learning needs and create engaging experiential and problem-based learning as a model for life long-learning. They allow teachers to talk less and students to talk more and do more thinking within the classroom, engage students in the curiosity of learning, and ask them to take more ownership of their own learning. They support students in embracing struggle as essential to growth and transformation. Students learn to respect and value a positive relationship with nature and divergent ideas. They enable students to use a variety of manipulatives as tools for thinking and representing and taking responsibility for producing something that shows their individual thinking. CGDC's methods of instruction work in concert and support one another in promoting high achievement through active learning, character growth and teamwork. These methods are the framework in which the school's goals are addressed.

TEACCH methods will be used throughout the school and in particular with students with disabilities. Four essential components of the TEACCH philosophy will be utilized to help students access the curriculum in meaningful ways. The arrangement of the physical environment is important for increasing understanding by reducing anxiety which directly impact's the student's behavior and ability to learn. A clear, consistent and predictable physical environment enables students to develop the organizational skills needed to access the curriculum across subjects. The second essential component is the use of visual schedules. These visual schedules help inform students of what occurs in their day and in what sequence events will happen. By reducing confusion and increasing flexibility, students have great success with accessing their activities throughout their day. Schedules also help with

transitions by preparing students for what comes next and eventually leading to independence. A work system is the third component of the TEACCH model. Individualized work systems help keep students organized so they can function independently and effectively in a variety of different activities. Students learn how to make choices and develop personal autonomy through individualized work systems. Visual structures are the fourth component of the TEACCH model. Visual structures are used to differentiate tasks for students by highlighting, organizing and clarifying important and relevant information. Carefully assessing the visual structures needed by each student to access the curriculum will enable him/her to be successful.

CGDC will administer formative assessments to all students at least three times per grading period using assessments aligned to the CCSS and to learning targets in reading and math in order to accommodate the different learning styles and needs of all students. For students who fail to reach specified cut scores on the formative benchmark assessment or whom teachers refer because they are in danger of failing, teachers will construct a more extensive Student Learning Profile. This profile triangulates all available data—including PARCC data, benchmark data, and individual assessment data to draw conclusions regarding individual students' strengths and weaknesses and to place students into a specific intervention with progressive increases or decreases of support as needed. Gifted and talented students, along with other students in need of academic enrichment, are also identified through this process. These assessments and profiles will drive the efforts of the tiered accelerated learning program.

CGDC administrators will review behavioral data on an ongoing basis to determine students who are at risk of needing additional support either academically, behaviorally or both. Behavioral interventions will be identified and implemented to assist students in being available for learning in the classrooms. Additional supports will be secured, if needed, that will enable the student to acquire the needed skills to self-regulate and independently participate with the curriculum. All interventions will be monitored to determine their effectiveness as well as modified when necessary.

Upon enrollment information regarding English proficiency will be obtained. The non-English Proficient (NEP) or limited English proficient (LEP) student will be placed in a class appropriate to the child's academic needs as determined from the student's prior placement or by means of a home language survey and an assessment of English listening, speaking, reading, and writing skills that is considered reliable by DCPS. For the student who is NEP/LEP, a program to acquire or improve English language skills and cultural understanding will be made available to the student during the school day.

Students who are NEP/LEP will be placed with age/grade peers. Ongoing consultation with the ESOL teacher will be instrumental in determining what kinds of assistance each student will need to maximize instruction in the classroom and to ensure that the student is not misplaced or tracked inappropriately. Students identified as NEP/LEP will be evaluated annually in listening, speaking, reading, and writing English. NEP/LEP students will not be excluded from

any curricular or extra-curricular activity afforded to other students in the school. Any supports needed by the student to ensure full participation in these programs will be made available.

ESOL teachers may work one-on-one or in small groups with ESOL students outside the classroom, or as an academic support person in the classroom itself. ESOL teachers help ESOL students develop the English reading, writing, speaking and listening skills that they need in order to understand and master the academic content in the CGDC curriculum.

To track their progress in English, ESOL students are tested with the Idea Proficiency Test (IPT) twice a year. When ESOL students are able to function in English at their highest academic potential in the regular classroom, they become "consult" ESOL students for a year. ESOL teachers consult with the regular classroom teachers to make sure that the students are doing well in their academic work. After one successful year as a "consult" student, students may be released from the ESOL program.

ESOL teachers stay in close communication with their students' teachers as well as their students' families. Frequent communication regarding the student's progress both with the classroom teacher as well as the student's parents allows effective monitoring of the learning process. Materials sent home will be in both English and the family's native language. Additionally, translations will be made available if needed.

ESOL teachers will collaborate and/or co-teach with the classroom teacher to ensure that NEP or LEP students are able to access the learning standards. ESOL teachers will assist the classroom teacher in providing instructional strategies that assure NEP and LEP students are able to engage in classroom learning activities fully. Curriculum materials will be modified, or provided in a Spanish version, so NEP and LEP students are provided with the needed curriculum resources.

The Dean of Student and Family Life will serve as the ESOL liaison with OSSE and will coordinate with the OSSE ESOL office throughout the year to ensure that all required ESOL and related services are being provided.

CGDC will implement a consistent open enrollment policy in accordance with the requirements set forth by PCSB. CGDC will abide by all federal, state, and local education requirements to serve all students including students with disabilities, LEP, and Gifted and Talented students.

To complete the continuous instructional loop, teachers will meet regularly during common planning time to review student progress, examine student work, and share effective instructional strategies. This process is formally connected to embed professional development and involves a multi-disciplinary team including teachers, instructional support staff, special educators, and administrators. Students who are experiencing academic difficulties may also need increased supports. They may be experiencing challenges at home, health issues such as vision and hearing, or personal and social issues that may become barriers to learning. Accelerated learners will require modifications to instruction through advanced leveled text,

differentiated higher order thinking questions, electives and research topics that allow them to delve into topics in a deeper fashion.

CGDC anticipates the student population in Ward 7 will be similar to populations served in our existing charter schools in addition to our nonpublic special education schools. This population will require targeted interventions to engage the students in rigorous curriculum and authentic learning experiences.

CGDC's methods of instruction are derived from the mission, beliefs and values of the school and provide students with college and career ready skills. These goals include student engagement in the learning process, development of new skills, prevention of behavior problems through proactive intervention strategies, development of critical thinking skills, the ability to problem solve creatively, development of self discipline and a commitment to serve a cause larger than oneself. Evidence of achieving these goals is in the student's ability to demonstrate both academic and behavioral progress.

CGDC's teaching strategies are the vehicle by which the teaching goals and school outcomes become actualized. The Common Core State Standards are the curriculum or "what" that instruction is based upon and Project Based Learning (PBL) is "how" students become involved with the curriculum. PBL is based upon the inquiry process and incorporates Bloom's taxonomy higher level skills: create, evaluate, analyze and apply. Centered on a real world problem, PBL incorporates creative problem solving, researching potential solutions, interfacing with various forms of technology and the production of a product that demonstrates their learning. The PBL products/projects provide opportunities for art integration as children integrate cross curricular concepts into a finished product that may include a performance, music, art or technology. The TEACCH principles of visual structures, schedules, work systems and physical organization provide the foundation for answering the 5 basic questions students have about the learning experience:

1. Where am I going?
2. What am I going to do when I get there?
3. How much do I have to do?
4. When will I be finished?
5. What will I do next?

Neuroscience has shown that when there is an absence of fear and students understand what is expected of them, they increase their cognitive availability for learning. As a result, students can function independently within the school environment when they have a clear understanding of what is expected of them. TEACCH also emphasizes the importance of incorporating the students' strengths when teaching new skills. Teachers integrate the students' strengths when they make real work connections and help students apply what they are learning in the classroom with their community. Technology is infused throughout the instructional process allowing students to understand the global economy in addition to providing an accommodation for students with disabilities.

d. Strategies for Providing Intensive Academic Support

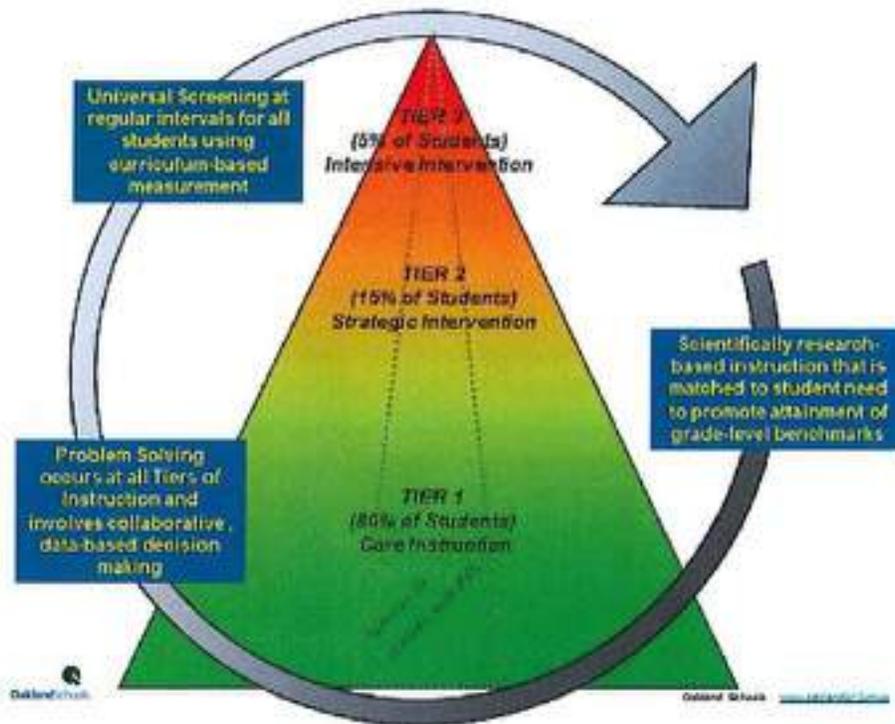
Academic Support

Teachers will implement differentiated instructional practices to meet the needs of students who are substantially below grade level in reading and math. Instructional materials and resources are differentiated to meet the lexile ranges (MAP) and level readers (Fountas and Pinnell) of the students including articles, novels, journals, close reading, internet articles, websites, remedial reading programs and educational software. The use of manipulatives in mathematics provide students with concrete examples of mathematical concepts and hands-on learning experiences. Remedial math programs such as Fast Math, Understanding Math, and Envision Math Diagnosis and Intervention System also provide additional instructional support for students performing significantly below grade level. Instructional coaches are available to work with classroom teachers to determine effective interventions aligned with the learning profiles of the student.

Tier 1 is regular classroom instruction, differentiated as much as possible within the classroom to meet the individual students' needs. We anticipate approximately 80% of the students will succeed in this tier as they are achieving the learning targets prescribed in the CCSS at the proficient or advanced level. The core reading and math curriculum is a high quality instructional program that is implemented in alignment with the CCSS.

Tier 2 instruction is characterized by small group instruction (composed of three to six students), meeting three to four times each week for 30 to 60 minutes each, for nine to twelve weeks. We anticipate that approximately 15% of the students will be served by Tier 2 interventions. The needs of these students are identified through the assessment process and instructional interventions are delivered from the focus of the specific targeted needs. Remediation of the targeted skill is provided in the small group setting using supplemental interventions identified for students at risk of not meeting academic standards.

Tier 3 instruction is characterized by one-to-one or small group instruction (for one to three students), meeting daily for 30 to 60 minutes each, for nine to 12 weeks. We anticipate that Tier 3 students will be approximately 5% of the student population. Tier 3 students are considered to be at high risk for failure and if they are not responsive to an intensive, specific intervention may be candidates for identification as having special education needs. Supplemental interventions for students at high risk are provided at this level.



Ongoing progress monitoring will occur to determine the effectiveness of the intervention and assess student progress. Students will receive tiered interventions until they are able to successfully access the general curriculum without additional support or supplemental materials. Tiered interventions can be accessed throughout the school year on an as needed basis to support the student's learning style and needs as they encounter new skills in the curriculum.

Continuum of Services

CGDC has developed an operations model designed to provide holistic and seamless service delivery for students with disabilities in collaboration with The Children's Guild, Inc. The model centers on the special education teacher(s) and the IEP coordinator as the case managers directly responsible and accountable for ensuring the academic progress, individual case compliance, and the Free Appropriate Public Education (FAPE) requirement. CGDC will provide a continuum of special education services in order to meet the intended needs of the identified special education population. CGDC proposes to have a large special education population (60%) with students at all levels of service and will align the special education staffing caseload to match the service needs of its students.

Anticipated IEP Needs

| Classification | Definition | Teacher/student ratio | Anticipated number of students at CGDC |
|--------------------------------|--|-----------------------|--|
| Part time 0-8.0 hours | Students with eight or fewer total hours of specialized instruction | 1:18 | 86 |
| Part time 8.1-16.0 | Students with more than eight but fewer than or equal to 16 total hours of specialized instruction | 1:15 | 77 |
| Part time 16.1 – 24.0 hours | Students with more than 16 but fewer than or equal to 24 total hours of specialized instruction | 1:12 | 29 |
| Full time | Students with more than 24 hours of specialized instruction | 1:10 | 2:10 |

Teachers, supported by the special education teachers, IEP Coordinator, and related service providers from The Children's Guild, Inc. will be expected to implement, and update, meaningful IEP's based on accurate and qualitative present levels of performances indicators of classroom success and learning strengths to support continuing progress in the least restrictive setting. The IEP Coordinator will collaborate with teachers and special education teachers to ensure that progress is reported quarterly, a portfolio of student work demonstrating achievement of IEP goals is current, and meets weekly with the school leadership team to review student needs.

The IEP Coordinator will be expected to oversee compliance, of all special education regulations. In collaboration with the special education teachers and instructional coaches, the IEP chairperson will oversee the delivery of instruction and report program progress to the principal and CGDC Board. The IEP chairperson will track special education timelines for annual reviews, and triennial assessments in addition to new referrals for special education services. He/she will also track delivery of related services in accordance with the IEP. The CGDC Leadership Team will collaborate and negotiate with the District of Columbia's Office of Special Education to maintain autonomy over the special education service delivery system by

empowering the IEP coordinator to chair the Child Study Team for 30 days, annual, triennial, and requested reviews and initial cases. The IEP Coordinator will establish the highest standard of practice for school-based multi-disciplinary teaming and will ensure the inclusion of parents as equal partners in all phases of the special education process. The IEP Coordinator will work closely with the special education teacher(s) and the school team to incorporate medical consultations, evaluations, and services into special education service delivery.

Teachers under the supervision of the IEP Coordinator and in collaboration with the special education teachers, will implement, maintain and update IEP's. The Children's Guild will, if desired by CGDC, provide training to staff and support services to those students whose exceptionalities extend beyond the capabilities of the classroom teacher. An inclusive model will be used throughout the school day, with opportunities for individual or small group instruction within the classroom setting. Students requiring Level 4 services will be educated in a self-contained classroom with opportunities to be integrated with their nondisabled peers to the greatest extent possible.

CGDC will abide by all provisions of federal law relating to students with disabilities including IDEA, and Section 504 of the Rehabilitation Act of 1973.

CGDC will ensure that all students with disabilities that qualify under the Individuals with Disabilities Education Improvement Act are appropriately evaluated, are provided with Individual Education Plans, will include parent(s) and student involvement in the development and decisions regarding the IEP, and provide, with the appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related CGDC provision of a Free and Appropriate Public Education (FAPE).

A unique feature of the CGDC School is the Diagnostic and Evaluation program. Diagnostic and Evaluation services (D & E) represent a significant additional feature of CGDC. The D & E service specifically identifies the needs of students and precisely prescribes the strategies, interventions and staff mindset needed to maximize that student's success. Within CGDC, diagnostic prescriptive services will be available to assist the classroom team identify learning styles, strengths and weaknesses in order to best provide an instructional program that meets the needs of the student and that are aligned with learning outcomes. The D & E service will not be limited to CGDC students. Other District charters may contract for this service as a means of improving services to selected students without transferring those students out of their school.

Child Find and RTI

CGDC will implement a Student Support Process that is a coordinated program of pupil services for all students. The CGDC SST (Student Support Team), chaired by the dean of student and family life, will be comprised of the dean of instruction, behavior motivation specialist, outpatient mental health specialist, special education teacher, related service providers, teachers, consultants (as needed from The Children's Guild parent organization), parents, and

students. In conjunction with The Children's Guild School Based Mental Health Centers, the SST will work to empower teachers to support academic success in school by implementing interventions that promote healthy, cognitive, social, and emotional development and resiliency. This work will be coordinated with the Behavior Motivation and Intervention System, which is described in **Appendix, Section M** of this application.

The SST's primary task will be to review student discipline referrals and help teachers implement appropriate strategies in the classroom or through adjunct educational and/or therapeutic services. The SST meets every other week or on an as needed basis in the event a student is experiencing difficulty that warrants immediate attention. The SST will oversee a problem solving process that facilitates the identification and analysis of concerns related to students that teachers, administrators, or parents bring forward and the cooperative development and implementation of intervention/acceleration strategies outlined in a written student support plan along with the effective documentation and evaluation of results. The support plans will be individualized for each student, highlighting areas of strength and specific targets for improvement. The support plans will serve as an "easy to interpret" summary of individual student strengths and needs, and will offer workable interventions and cues that can be consistently and systematically reinforced by all staff that interact with the student.

The SST will use objective teacher rating tools, pre-defined behavioral criteria, additional classroom observations, screenings, and other measures deemed appropriate by the SST members to evaluate the effectiveness of the support plan after a 30-45 day period. If an SST review indicates that the support plan has been ineffective, the SST will amend the plan to implement additional targeted, intensive interventions, including, but not limited to, clinical screenings by SST members, scientifically-based remedial programs, medical exams, and observations by consulting experts consistent with the IDEA Individuals with Disabilities Education Act's Response to Intervention mandate for students suspected of having a possible learning disability.

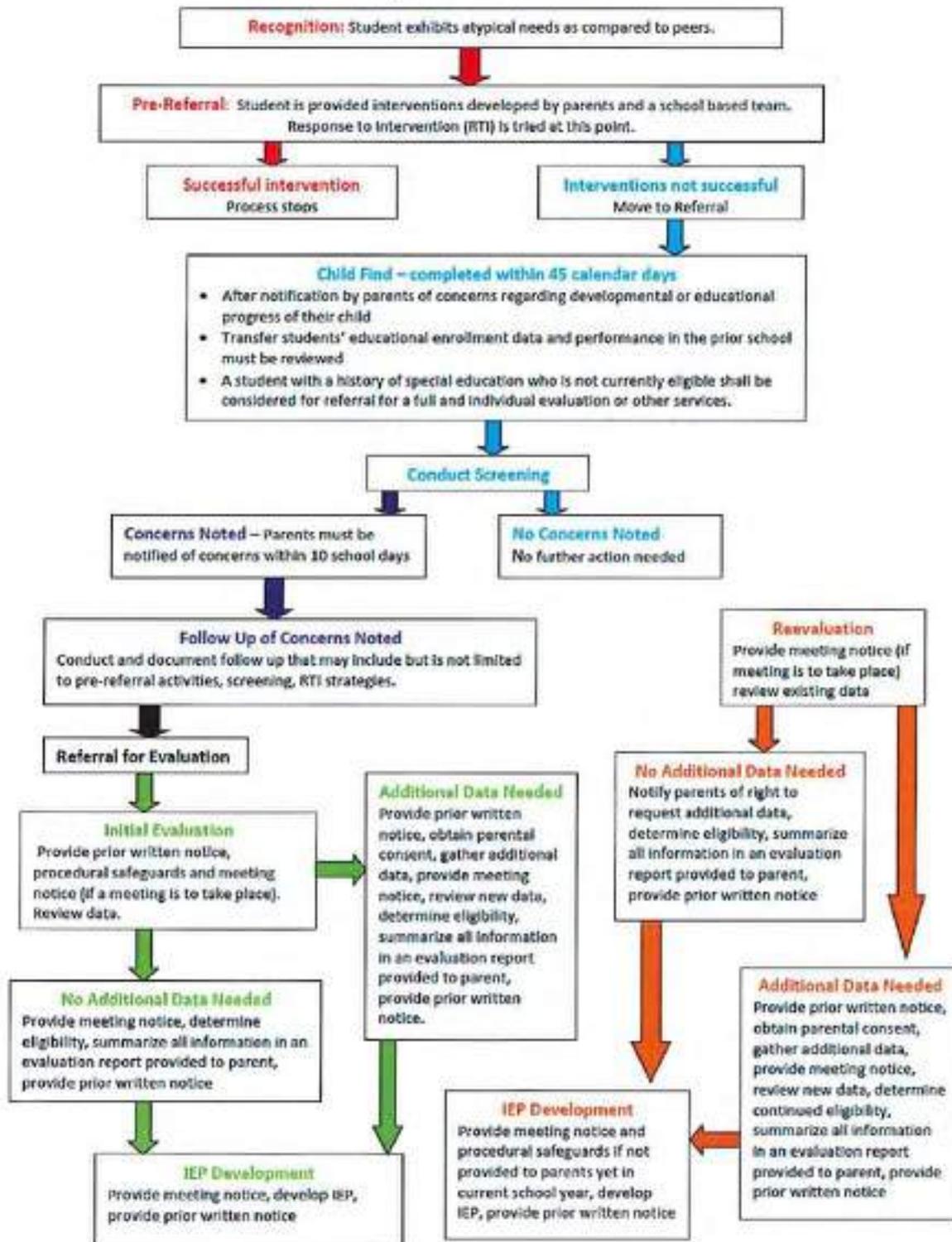
Tier 1 is regular classroom instruction, differentiated as much as possible within the classroom to meet the individual students' needs. We anticipate approximately 80% of the students will succeed in this tier as they are achieving the learning targets prescribed in the CCSS at the proficient or advanced level. The core reading and math curriculum is a high quality instructional program that is implemented in alignment with the CCSS.

Tier 2 instruction is characterized by small group instruction (composed of three to six students) meeting three to four times each week for 30 to 60 minutes each, for nine to twelve weeks. We anticipate that approximately 15% of the students will be served by Tier 2 interventions. The needs of these students are identified through the assessment process and instructional interventions are delivered from the focus of the specific targeted needs. Remediation of the targeted skill is provided in the small group setting using supplemental interventions identified for students at risk of not meeting academic standards.

Tier 3 instruction is characterized by one-to-one or small group instruction (for one to three students), meeting daily for 30 to 60 minutes each, for nine to 12 weeks. We anticipate that Tier 3 students will be approximately 5% of the student population. Tier 3 students are considered to be at high risk for failure and if are not responsive to an intensive, specific intervention may be candidates for identification as having special education needs. Supplemental interventions for students at high risk are provided at this level.

If the SST determines that second tier interventions and strategies have not been sufficient to promote improvement, the SST will further amend the support plan, develop a 504 Plan, or refer the student for initiation of the special education process.

Special Education Process



e. Strategies for Meeting the Needs of Accelerated Learners

Accelerated Learners: Passage Portfolios; Student Led Conferences.

CGDC provides multiple opportunities for accelerated learners to thrive in the learning environment. Examples of instructional strategies for accelerated learners include flexible grouping; questioning strategies based on level of thinking skills; tiered assignment; curricular compacting; creative problem solving; and independent study.

Project Based Learning inherently meets the needs of accelerated learners through the ability to individualize the research and development of a cumulative project in addition to exploration into areas of interest at a much deeper level. The depth of knowledge beyond the standard for accelerated learners is embedded in project and presentation rubrics. CGDC's curriculum framework allows for intense individualized instruction through leveled readers, higher order thinking strategies, online resources, field work with experts and academic work aligned with the student's performance level. Accelerated students will have opportunities to work one-on-one with an adult mentor to conduct research analyses on a topic aligned to the unit of study. The classroom teachers, special educators, related service providers and instructional coaches will facilitate these sessions.

Accelerated learners in the elementary grades will have opportunities to participate in challenging academic work during differentiated instruction as well during the acceleration schedule blocks twice a week. Resources utilized to support the needs of intellectually gifted students will include leveled readers, higher order thinking strategies, online reading and math programs such as Reading A to Z and DreamBox Math, participation in clubs as such Robotics and various other opportunities based on the interest and skill levels of the students.

Accelerated learners in the middle school grades will have opportunities to participate in acceleration activities daily in their schedule. At this level, intellectually gifted students may participate in Socratic Seminars; select higher level elective courses, complex literacy selections that offer more rigorous complex text in addition to online resources mentioned above. Middle school students can engage in electives such as Odyssey of the Mind, STEM projects and various other clubs geared towards the interest of the students. Additional online resources will be investigated.

f. Graduation/Promotion Requirements

PreK-Middle School

Report cards and interim reports will be distributed to parents at least as frequently as DCPS. At the end of the school year CGDC will provide students final course grades using a standards-based grading system for content areas and work habits, personal and social skills rating and

will complete all students' records, including the next year's grade assignment and provide that information to PCSB.

CGDC will implement a set of standards-based grading practices that will clearly indicate whether each child has mastered core curriculum objectives. Standards based report cards will be distributed to parents/guardians at the end of each marking period

Reporting Procedures/Grading Scale

The report card used by CGDC will include:

- A list of learning targets with an assessment of student progress.
- A standards-based grade.
- A list of work habit targets with an assessment of student progress.

The leadership team will develop a report card that clearly shares the performance levels for each learning target using the following scale:

- 4 *Exceeds the learning target:* student work goes above and beyond grade level expectations for quality. The work may not be perfect but includes complexity, sophistication, originality, depth, and/or application that clearly exceeds what should be expected to meet standards for this assessment.
- 3 *Meets the learning target:* work fundamentally meets the standard being assessed. The work demonstrates essential skills and knowledge mastered at the intended grade level or content area.
- 2 *Partially meets the learning target:* demonstration of a substantive attempt to meet the standards of a given assignment by the established deadline but needs more time to achieve competency. May mean student has met the majority of the performance indicators or criteria or genuinely attempted to meet the rubric criteria.
- 1 *Does not meet learning target:* no demonstration of substantive progress towards meeting the standards or criteria of a given assignment by an established deadline. This may mean the student has not met the majority of performance indicators nor criteria for that assessment or has not genuinely attempted to meet the rubric criteria.

Final performance levels are determined at the end of each marking period. The same performance level system (1-4) that is used for individual assessments is used to assess a student's final performance on each learning target. Teachers use available evidence and data to determine an overall level of performance for each learning target taught during the marking period. This final performance level is reported using the 1-4 system described above and is recorded on the student's report card.

CGDC believes that grades should also reflect the work habits that students display such as meeting deadlines, collaborating effectively with each other, participating in class discussions, following school wide expectations, exhibiting academic honesty, and taking responsibility for missed work. Students will be given a baseline assessment of their critical life skills. This will be

used to assist with development of social skills, school success skills and citizenship skills. However, the purpose of the academic grade is not meant to provide evaluation in these areas. Therefore, students receive a grade each quarter for work habits, personal and social skills.

CGDC students must demonstrate sufficient mastery of materials in all subject areas in order to be promoted to the next grade. Promotion from one grade to another will be based on the following criteria:

1. Students must achieve an average score of an average of 3 on the internal project based assessments.
2. Students must demonstrate growth on the state standards test, NWEA assessments and/or benchmark assessments, as aligned with the Performance Management Framework.
3. Students must demonstrate growth in work habits, personal and social skills areas as measured on internal rubrics.

This criteria will assist CGDC identify which students are at risk of retention. A final decision will be made in conjunction with parents, teachers and the principal.

4. Support for Learning

a. Planning Year

Planning Year Calendar

| Date | Action Step | | |
|-----------------------|---|--|---|
| | Planning | Decision | Execution |
| March 3, 2014 | | | Application delivered to DC Public Charter School Board |
| March 25 – 27, 2014 | | | Interviews with DC Public Charter School Board |
| April 14 – 16, 2014 | | | Public Hearing |
| May 19, 2014 | | | Board Decision Announced |
| May-June, 2014 | Draft job descriptions for CGDC positions by May 31, 2014 | Approve job descriptions by June 1, 2014 | <ul style="list-style-type: none"> Recruit Board of Directors Begin lease Negotiations on school building |
| June, 2014 | | | <ul style="list-style-type: none"> Recruit and interview for principal Participate in feedback sessions and meetings to discuss any conditions for implementing the charter with DC Public Charter School Board |
| July – December, 2014 | <ul style="list-style-type: none"> Draft student handbook Draft parent handbook Draft policy and procedure manual Begin collaborative curriculum map refinement Define staffing plan | | <ul style="list-style-type: none"> Hire principal by August 1, 2014 Hold first board of directors meeting in August, 2014 and establish board meeting calendar through school opening |
| January – March, 2015 | <ul style="list-style-type: none"> Draft staff development schedule | <ul style="list-style-type: none"> Submit policy and procedure manual for board approval by February 1, 2015 Submit student handbook for board approval by February 15, 2015 | <ul style="list-style-type: none"> Recruit and hire deans, teachers and staff Conduct community information sessions Recruit students and families Begin lease improvements and installation of TranZed |

| | | | |
|---------------------|--|---|--|
| | | <ul style="list-style-type: none"> • Submit parent handbook for board approval by February 15, 2015 • Submit curriculum map for board approval by February 1, 2014 • Submit staffing plan for board approval by February 1, 2015 • Finalize lease by February 1, 2015 | environments |
| March – May, 2015 | | | <ul style="list-style-type: none"> • Order materials to support curriculum map • Finalize staff development schedule • Train DC charters on diagnostic and evaluation service |
| July – August, 2015 | | | <ul style="list-style-type: none"> • Provide staff development and orientation • Host community, family and student tours • Test systems |
| July – August, 2015 | | | <ul style="list-style-type: none"> • Finish staging classrooms with curriculum materials |
| August, 2015 | | | <ul style="list-style-type: none"> • Open CGDC with full enrollment of 450 students |

b. School Organization and Culture

One essential feature of the Transformation Education design for school improvement is a school-wide focus on Character Development and teamwork. The founders of CGDC have established the core values of compassion, being respectfully open-minded, taking ownership of one's behavior, reflection, being internationally-minded, and risk taking. These values will be integrated throughout our school culture, structures and curriculum. CGDC wants students and staff to show an understanding of others by treating others with kindness, compassion, generosity and a forgiving spirit. Caring does not exist without action. CGDC wants students and staff to contribute positively to the school community. As students and staff become part of the CGDC community, it is this commitment that will assist us in reaching both our program and educational goals. These values are integrated into our discipline process and are the

cornerstone of the work habits we established as part of our grading policy. See Appendix, Section N.

In CGDC, the development of a set of critical skills is essential to being a successful citizen in a global community. The founders of CGDC have identified the following skills as essential to the CGDC student community:

Life Skills:

Vision: The ability to see what you can become

Courage: Pursuing one's vision despite adversity

Will: The application of courage over time

Citizenship Skills:

1. Develop self-control so both you and others can learn
2. Listen
3. Ask questions
4. Think hard
5. Advocate for yourself, your ideas and for others
6. Learn from your successes and mistakes
7. Be responsible

School Success Skills: (Executive Function Skills)

1. Impulse control
2. Organization
3. Working memory
4. Time management
5. Emotional control
6. Task initiation
7. Flexibility
8. Sustained attention
9. Reflection
10. Planning
11. Goal directed persistence

The Upside Down Organization (UDO), a program of The Children's Guild Institute, equips educators with the practices and structures supported by the latest research and insights from the educational neurosciences. UDO provides learning experiences for students, parents and faculty in motivation, self-management and life success using a neuroscience perspective. Brain-based learning is foundational to TranZed, as it provokes educators and learners to think about the structure of our brain at the stage of making decisions. Teachers can make better decisions about which instructional practice to use and when to use them. UDO's instructional and cultural support will include professional development on the explicit teaching of Executive Functioning Skills. Executive Functioning Skills are a diverse group of highly specific cognitive processes collected together to direct cognition, emotion, and motor activity, including mental

functions associated with the ability to engage in purposeful, organized, strategic, self-regulated, goal-directed behavior.

CGDC will create a positive school culture through various school-wide structures. PBIS behavior matrix identifies school-wide behavioral expectations across all locations within the school. Community Circles are held daily as a vehicle for discussing and interpreting the PBIS behavior expectations within the school. The Student Support Center (SSC) provides both a preventative and remedial intervention for developing positive school discipline. Project Based Learning fosters a collaborative, cooperative learning community, thereby creating opportunity for positive discipline. The structures inherent in TEACCH and The First Six Weeks of School fosters the development of citizenship, shared responsibility, independence in learning.

CGDC is committed to establishing and maintaining a learning community where all students can reach their full potential. This is only possible in a safe and orderly school environment based on a set of shared values. The school's discipline process grows out of the school's core values (caring, contribution and commitment) and the behaviors that embody them. Its aim is not only to foster student behaviors that support learning, but also to build a mutually supportive culture among adults and between adults and students. **See Student Behavior Management Process in Appendix, Section O.**

The school's discipline process is informed by the understanding that our emotions and relationships affect how and what we learn. It is grounded in research findings that social and emotional development skills can be taught and that they can promote positive development, reduce problem behaviors, and improve students' academic performance, citizenship, and health-related behaviors.

The school will take a positive approach to student discipline. A critical element of PBIS is the development of a system for dealing with problem behaviors. The behavioral flowchart identifies behaviors that are managed within the classroom by the classroom team and the behaviors that are referred to the dean of student life and/or administrator. The behavioral flowchart provides a visual representation of how staff is to respond to behavior infractions and creates a common language and behavioral repertoire among staff.

Our years of work with students with severe behavioral and mental health issues have led to the development of a comprehensive behavior motivation program. The emphasis in our program is on teaching skills for self discipline. While we use the tenets of PBIS, our interventions are more individualized and not based on social control theory. We are mindful that in certain circumstances some students will need time away from their peers to refocus and redirect their behaviors. Therefore, we will utilize a Student Support Center (SSC), a physical space in which the dean of student and family life, and the behavior motivation specialist, as well as parents and other staff members, will provide direct support to those students. The chart in **Appendix, Section M** provides a comprehensive overview of how these social emotional strategies integrate into the school environment. Attention is placed on a

proactive approach with research based practices designed to teach critical life skills, citizenship skills and school success skills.

CGDC will have a student support process which is a coordinated program of pupil services for all students. The CGDC Student Support Team (SST), chaired by the behavior motivation specialist, will be comprised of a variety of staff members, consultants (provided by The Children's Guild on an as needed basis), parents and the student. In conjunction with The Children's Guild Outpatient Mental Health Services, the SST will work to empower teachers to support academic success in school by implementing interventions that promote healthy, cognitive, social, and emotional development and resiliency. Aspects of this work may also be coordinated through adjunct educational and/or therapeutic services. The SST will oversee a problem solving process that facilitates the identification and analysis of concerns related to students that teachers, administrators, or parents bring forward; the cooperative development and implementation of intervention/acceleration strategies outlined in a written student support plan along with the effective documentation and evaluation of results. The support plans will be individualized for each student, highlighting areas of strength and specific targets for improvement. The support plans will serve as an "easy to interpret" summary of individual student strengths and needs, and will offer workable interventions and cues that can be consistently and systematically reinforced by all staff that interact with the student.

The SST will use objective teacher rating tools, pre-defined behavioral criteria, additional classroom observations, screenings, and other measures deemed appropriate by the SST members to evaluate the effectiveness of the support plan after a 30-45 day period. If an SST review indicates that the support plan has been ineffective, the SST will amend the plan to implement additional targeted, intensive interventions, including, but not limited to, clinical screenings by SST members, scientifically-based remedial programs, medical exams, and/or observations consulting experts consistent with the IDEA Individuals with Disabilities Education Act's Response to Intervention mandate for students suspected of having a possible learning disability. If the SST determines that second tier interventions and strategies have not been sufficient to promote improvement, the SST will further amend the support plan, develop a 504 Plan, recommend IEP support, or refer the student for special education evaluation.

The role of the teacher is to adopt a mindset compatible with teaching self discipline and grasping that teaching socialization, self-awareness, and self discipline is just another part of teaching not "parenting". A key focus of staff development will be to ensure that teachers are skilled at managing most behavior issues as they arise in the school and the classroom. The tools associated with teaching self discipline are:

1. The First Six Weeks of School: A Time for Many Introductions. Students are introduced to each other, the school community, the physical environment and to the expectations teachers hold about learning and behavior. Teachers set limits and the ways they will enforce these limits and introduce the routines that help students learn while taking care of each other and the environments. Students practice the expected skills and behaviors with increased independence.

2. PBIS assists teachers in teaching and promoting desired behavior, preventing undesired behavior, and responding to behavior that disrupts the learning process. The critical features of PBIS will provide a foundation for establishing school wide behavioral expectations, a matrix for visually displaying behavioral expectations for all locations within the school, creating a data decision making culture to examine student performance as well as a common language for faculty around the social/emotional/behavioral culture of their school. For example, from how students enter the school building, to hallway behavior, to teacher communication with parents, to restroom, and lunch behavior. A key component to effectively employing procedures is for the faculty to teach routines and life skills each day—just as they would academic content. See **Appendix, Section P** for sample PBIS matrix.
3. Collaborative Problem Solving (CPS) a system that helps teachers understand that challenging school behaviors are really developmental delays (lagging thinking skills) and to collaborate with the student to come up with solutions to address the child's concern that is causing the disruptive or noncompliant behavior.
4. Classroom management techniques such as the use of proximity, non-verbal cuing, positively and clearly stating desired behavior outcomes, redirecting students toward agreed upon classroom expectations, and the techniques of repair, restitution, and restorative justice.
5. Data collection and analysis of student behavior will include both qualitative and quantitative data points. Walk-through data will be collected daily to provide insight to staff and student performance/needs in the area of the physical environment, instruction, behavior, and school climate.
6. CGDC will also use a critical incident management tool which allows teachers and school leadership to monitor and assess students' behavioral needs. In addition, an individual student profile provides staff with real time data as part of pre-referral process to the SST. Analysis of data points will enable school leaders to identify the professional development needs of the school community.
7. Community Circles provides an opportunity to build relationships and teaches the vital skills of communication, listening and meaningful participation. Key elements of the community circle process are that: (1) each of us wants to be connected to others in a good way; (2) each of us is a valued member of the community and has a right to his or her beliefs; (3) we all share some core values that represent what connecting in a good way means.

CGDC discipline approach and policy is for all students and addresses the building of a positive learning environment. The implementation of the FBA/BIP for special education students

promotes a positive learning environment that supports them in forming positive relationships with their peers.

TranZed believes that every aspect of the school's culture radiates messages to students about the beliefs, values and desired behaviors in the school environment. The school's physical environment intentionally radiates the mission and vision of the school. New students at CGDC will need the support of the school faculty as well as students to interpret the messages of the school culture. A student orientation program will be provided to students who enter the school mid-year to help them understand the expectations, values and mission of their new school. The student and their family member(s) will meet with the dean of student life for an orientation. The dean of student life will conduct the initial orientation by providing a tour of the facility, introducing the student to the administrative staff, teachers, nurse and key personnel. The tour will include an explanation of the school physical environments and their intended messages. A student "Ambassador" will be identified to accompany the dean of student life during the orientation and provide the new student a peer from his/her class. The Ambassador will accompany the new student throughout the course of the day(s) to help acculturate the student to their new school environment. The classroom teacher will introduce the student during the morning Community Circle and provide an opportunity for the student to share information about himself/herself as developmentally appropriate. The other students in the classroom will exchange information about themselves in order to begin developing relationships. Throughout the day various students will be assigned to the student to assist them with getting orientated to the room and the routines of the classroom. Depending on the age of the student and the rate at which they become connected to the classroom, these measures will continue until the student is able to navigate independently throughout the school and classroom. The dean of student life will provide daily check ins to monitor how the student is adjusting to their new classroom. In addition, the dean of student life will communicate with the family to see if the student is comfortable with the new school and not experiencing any difficulties.

After the first year of operation, CGDC will hold an orientation for new students enrolling in the school. An activity will be held during the summer (ice cream social) to acquaint students and their families to the school. Returning students will attend this activity to share their impressions of the school and provide tours. Parents of returning students will speak with incoming parents about the school including school administration, learning activities, parent involvement activities etc. When the school year begins, the faculty will conduct the beginning of the year orientation activities for all students to establish routines and expectations for the school.

Complaint Resolution Policy

CGDC believes that every student, parent and/or guardian has the right to receive a formal and unbiased hearing at which his or her complaints can be addressed. CGDC's Grievance Policy outlines the process that will occur in the event that a complaint is received, either in writing or verbally, from a parent. The procedure is as follows:

1. The student, parent and/or guardian, personally or in concert with others, or through a proponent of his or her choosing, may present grievances to the appropriate Administrator.
2. A written complaint shall be submitted to the appropriate Administrator.
3. The Chief Operating Officer of Schools (COO) shall maintain a permanent record of all submitted complaints. These records shall be kept confidential and stored separate from the student/client records.
4. The written grievance shall be handled in the following manner:
 - a) The Administrator will schedule a grievance conference with the program participant and relevant staff within three (3) working days after receipt the grievance.
 - b) The Administrator will discuss his/her response verbally with the complainant and provide the program participant with a written response within three (3) working days after this conference.
 - c) The Administrator will submit the grievance and the response to the COO within three (3) working days after the conference.
 - d) If the program participant is dissatisfied with the decision made by the Administrator, the program participant will be advised that (s)he has the right to have the decision reviewed by the COO.
 - e) If necessary, the COO will review the decision and shall respond, in writing, to the program participants' grievance within three (3) working days after the review.
5. If the COO decides in favor of the program participant's grievance, prompt steps will be taken to rectify the situation, as it may be appropriate
6. If the COO decides against the program participant's grievance, the complainant shall be notified within three (3) business days. The program participant has the option to present the grievance to the CEO of the EMO for consideration.
7. If the program participant is dissatisfied with the decision of the CEO of the EMO, the complainant shall notify the CEO of the EMO within three (3) business days.
8. The grievance may be presented within three (3) business days to the Planning & Assessment Committee of the Board of Directors for final resolution.
9. The program participant will not be subject to any form of discipline solely because (s)he sought a remedy through, or participated in, the grievance procedures established by this policy.
10. Obstruction by any employee or volunteer of CGDC of any investigation or disposition of a complaint shall be reported to the CEO of the EMO, who shall decide upon the necessary appropriate action.

Students that have a complaint can express their concerns to a member of the faculty, an administrator or the principal. Students can express their concern in writing if this is preferable. The staff will determine the needed course of action needed to resolve the concern: meeting with the individual about their concern, peer mediation, restorative practice and/or parent meeting. Staff will work with the student to successfully resolve their concern in a mutually agreeable fashion.

c. Safety, Order, and Student Discipline

CGDC will institute school-wide intervention tools suggested from the Behavior Motivation System Map into its program during the 2015-2016 school year. A number of school-wide behavior motivation structures and processes aligned to the schools values and beliefs are suggested. Among suggestions are the Positive Behavior Intervention and Support System (PBIS) that offers faculty a preventive-oriented way to organize evidence-based practices that promote pro-social behavior from students. The system map provides a framework for the school to establish classroom expectations and logical consequences and external support through the Student Support Center and Student Support Team (SST). As staffing permits, CGDC will establish a START team to enhance student and family supports systems based on the CQI data. The name "Start Team" is derived from the idea that this resource is where teachers will start to seek support and solutions once they have exhausted their own in-class intervention toolbox, engaged the student's parents and accessed other available resources, such as, the principal, dean of students and Student Support Center. The SST establishes a referral process for outpatient Mental Health services. CGDC will utilize The Children's Guild, Inc. School Based Mental Health Center to provide needed mental health support services to families and students of the school. See **Appendix, Section M** for the Behavior Motivation System chart.

Restorative practices will be utilized to promote the values and principles that are inclusive, collaborative approaches for being in the community. These approaches validate the experiences and needs of everyone within the community, particularly those who have been marginalized, oppressed, or harmed. These approaches allow the school to act and respond in ways that are healing rather than alienating or coercive.

Professional Crisis Management (PCM) training will be provided to key personnel as a means of crisis prevention. PCM teaches a wide range of nonphysical and verbal strategies for the prevention of crisis situations with an emphasis on individual choice and basic human rights. In the event a student would require physical assistance, PCM provides a continuum of physical procedures and techniques that can be utilized to intervene in a crisis situation.

The Multisensory De-escalation Room (MSDR) is designed to provide children with meaningful experiences before, during and after a crisis to help them progress toward effective internal regulation of their behavior. The philosophy behind the MSDR room is a blending of three related disciplines: (1) applied brain research; (2) occupational therapy; (3) child development theory. Brain research indicates that children should be engaged in interaction while still in an emotionally aroused state. The MSDR room allows the staff and student to engage in interaction while the student is still escalated in a space that engages and soothes the senses rather than dulling the senses – sight, sound, touch and smell. Occupational therapy techniques are utilized through sensory activities that help modulate the child's behavior. Sensory activities help the child organize sensory input thereby resulting in integrated sensory stimuli. It also teaches students how to soothe themselves and develop an increased

awareness of their body, senses and behaviors. Child development theory informs us that behaviorally challenging children are often seen as willful and goal oriented and use explosive/aggressive behavior as a means of getting their needs met. Collaborative Problem Solving (Ross Greene) purports that students' lack the crucial cognitive skills that are essential to handling frustration and the demands for flexibility and adaptability or have significant difficulty applying them when they are needed. Teaching students compensatory strategies in these areas will provide them with the tools needed to self regulate.

Security measures will be taken in the first year to ensure that 100% of CGDC employees will display ID badges.

CGDC will conduct ongoing safety and security drills monthly or as determined by applicable D.C. law.

CGDC is committed to establishing and maintaining a learning community where all students can reach their full potential. This is only possible in a safe and orderly school environment based on a set of shared values. The school's Code of Conduct grows out of the school's core values (caring, contribution and commitment) and the behaviors that embody them. Its aim is not only to foster student behaviors that support learning, but also to build a mutually-supportive culture among adults and between adults and students.

Safe and Orderly Environment

CGDC will employ the philosophy—"children do well if they can"—a philosophy that indicates when they can't it is the adult's responsibility to identify what is getting in the way. This philosophy believes that there are lagging thinking skills that interfere with the student's ability to successfully apply adaptive behavioral strategies. This is the opposite of the philosophy—children will if they want to! Faculty will identify lagging skills and collaboratively design intervention plans with the child to assist with the development of these skills. While we will employ natural and logical consequences to student misbehavior, it is our intent to teach self discipline and self-awareness, and self regulation as our outcome. Discipline of special education students will comply with the policies and procedures established through DCPS.

Discipline Policy Development Timeline

Teaching discipline at CGDC will be directed toward helping students take responsibility for themselves, become capable decision makers, become self-directed learners and promote the social and moral development of the child. Individualized approaches to the teaching of self-discipline will be tailored to the specific developmental level of the child. CGDC's discipline policy pertains to all students in all grades. CGDC does not employ a Code of Conduct with predetermined consequences for behavior. Rather CGDC will implement natural and logical consequences in context to the nature of the behavior. The CGDC Discipline Policy is found in **Appendix, Section Q**. Immediate administrative attention is warranted for the following behaviors:

- Weapon (to include a knife, pocket-knife, gun, look-alike gun, etc.)
- Physical fight (with injuries)
- Possession of alcohol, drugs or cigarettes
- Physical assault on staff
- Bias motivated behavior
- Arson/Fire
- Bomb threat
- Vandalism
- Sexual activity/harassment
- Repeated bullying behaviors
- Threat to self (verbal/physical) – suicidal

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

At CGDC we believe that professional development is most effective when it:

1. Is grounded in everyday teaching and learning,
2. Responds to the ongoing and individual learning of teachers, and
3. Reflects and advances specific goals aligned with the school's mission and vision.

The goals of our Professional Development Program are to:

1. Create a culture of professionalism in which teachers learn from one another and the current research in the field.
2. Encourage teachers to reflect on their own practice and develop individual learning goals.
3. Use data and student performance as a guide for the identification of teacher learning goals aligned with the school's mission.
4. Support the school community's continued learning about the unique developmental needs of the early adolescent and the issues and factors affecting their health and wellness.
5. Develop a teaching staff trained in best practices, skillful in implementing standards-based instruction, and responsive to varied student needs and learning styles.

Professional development will be provided continuously throughout the school year to ensure that faculty receive the skills necessary to meet the ambitious academic goals of CGDC. Prior to the first day of school faculty will participate in a two week orientation. Weekly, faculty will have a two hour professional development activity and during the school year there will be 3 (calendar to be developed) full day professional development days when the school will be closed for students. Teachers will be required to attend Professional Development Sessions at

the school, and encouraged to attend District, and regional level professional learning aligned with the goals of the professional development plan and mission of the school. At the school level, CGDC will encourage professional learning communities, where teachers will actively learn and support each other. Teachers will be encouraged to constantly self-reflect on their teaching techniques and strategies, always seeking to better themselves professionally and personally. Workshops will be provided for teachers during weekly or full day professional development based on both needs that they express to the administration, and also based on needs observed through classroom observations and test scores.

CGDC will be operated by The Children's Guild and therefore our teachers will have the ability to take advantage of the Upside Down Organization's (UDO) professional development opportunities. UDO equips educators with the practices and structures supported by the latest research and insights from the educational neurosciences. CGDC students will also be able to receive instruction to better understand structure, function and development of the brain. CGDC staff exposed to UDO workshops get introduced to the anatomy of the brain, brain development, gender based understandings of the brain, the impact of poverty and stress on the brain, impact of language use on the brain – all with a focus related to teaching and learning and aligned with the mission and vision of CGDC.

The pedagogical leadership team has a responsibility to encourage the learning of everyone in the school community. CGDC will demonstrate that it values the concept of lifelong learning. There is no better commitment the school can make in this regard than to put in place an effective ongoing professional development policy. This support requires that appropriate resources, both time and money, are available to sustain the policy in the long term. This resourcing is a substantial expense in any context.

Each year CGDC will develop professional development goals for the school in alignment with the mission, values and strategic goals of the organization. Ongoing professional development for the entire faculty, and for smaller collaborative groups, will be taking place continually within the school community to ensure that the goals are actualized with fidelity. The pedagogical leadership team will take responsibility for this directly. Professional development will often be supplemented by workshops and conference to afford staff an opportunity to network with other professionals in their field and keep abreast of current trends in the industry. Professional development records will be kept from year to year to track conferences/workshops, attendees and outcomes as a result of professional learning experiences. Administrative walkthroughs will be conducted to evaluate skill development in staff as a result of professional learning opportunities.

Instructional and behavioral coaches will provide both formal and informal professional development and mentoring for faculty at CGDC. Coaches will work directly with staff to support development of needed skills to meet the needs of all learners. Coaching will take many forms depending on the needs of the staff member: co-teaching, lesson plan development, resource identification, data analysis, assessment development and/or implementation, reflective practices, behavior motivation strategies as well as crisis

management. Coaches will observe throughout the school to ensure that academic methods and behavioral interventions are implemented with fidelity.

Instructional Leadership is a collective team effort in CGDC. Committed and competent teachers will be tapped as leaders and the role of the principal becomes the leader of the leaders in the school. (Sergiovanni, 1995). Through shared values and leadership, more staff members will take an active role in building quality within the school. This feeling of ownership of improvement and excellence will be supported and nurtured through active participation in The Children's Guild's Culture Leadership Team (CLT) meetings. CLT format includes three components: 1) Mindset Development; 2) Skill Building and; 3) Mentoring.

Mindset Development

CLT utilizes the "Leadership Circle" to identify priority issues requiring clarity or resolution. Through discussion of these issues, mindset, judgments, decision-making and communication are explored.

Another tool for creating flexible and context oriented thinking amongst staff is the Culture Card. The Culture Card is a TranZed tool that ensures there is a clear and consistent message describing CGDC's school culture. The Culture Card meeting that occurs each day teaches staff members how to apply the schools values and work place expectations to the everyday challenges and encounters they are involved in on a daily basis. Part of the educational contract with the EMO is to provide regular attendance at school administrative meetings to provide ongoing feedback to the school leadership team on their alignment between their decision making, planning and interventions and the principles and expectations espoused on the Culture Card. (See Appendix, Section L for example of Culture Card).

Skill Building

CLT members receive direct instruction on leadership skills, including, but not limited to, supervision, motivation, systems development, problem solving, TranZed tool implementation, managing conflict, employee selection, budget design and management and servant leadership.

Mentoring

In this aspect of CLT, participants are assigned to a specific Executive Management team member for individual and small group mentoring. Mentoring teams will help participants with real-time specific issues of leadership that the CLT member is experiencing.

Professional development for faculty that provide services to special education and/or English language learners will include all components sited earlier for the general education staff. In addition, faculty working with special education students will receive training in IDEA compliance regulations, crisis management through Professional Crisis Management program, IEP development and implementation, Functional Behavioral Assessment/Behavior Intervention Plans, DCPS online IEP process, TEACCH methodology and accommodations and modifications of the Common Core State Standards to meet the needs of their students. Faculty working with special education students and will participate in interdisciplinary case management meetings

to increase their repertoire of interventions across disciplines to effectively work with students with disabilities.

e. Structure of the School Day and Year

CGDC's calendar will include a total of 180 days of instruction for students per year. The calendar does not assume any snow/inclement weather days. All make-up days will be added to the end of the school calendar to achieve a total of 180 days of school. Parent conferencing with teachers will be offered at the end of every grading period during early release Wednesday. There will be a two week mandatory orientation prior to the opening of school. There will be 3 days of professional development where the school will be closed for students.

The school hours will encompass instructional minutes to meet or exceed the District's requirements, in addition to time devoted to the arts and Character Development through an extended day. Hours of operation will be Monday, Tuesday, Thursday and Friday 8:30 am to 5:00 pm. Wednesday hours of operation will be 8:30 to 3:00 to provide professional development opportunities for faculty. On Monday, Tuesday, Thursday and Friday, the instructional school day will end at 3:15. Students will participate in closing community circles and snack time before transitioning to homework and academic tutoring sessions. During this time students can receive additional support with academic tasks and/or receive homework support. At the conclusion of this session, students will participate in extracurricular club activities. Clubs may include sports, art, music, literacy circles, poetry, drama, dance, technology or various other activities designed to foster an appreciation of the arts.

CGDC believes that parent teacher collaboration fosters student achievement. Every effort will be made to facilitate a collaborative relationship with parents. Parent teacher conferences will be held at the end of each grading period to provide parents opportunities to inquire about their child's progress and/or grades. Time will be identified in the school calendar for parents to schedule time to meet with their child's classroom teacher(s). In addition, parent teacher conferences are available upon request any time during the school year in an effort to support the student's ability to achieve to their potential.

DAILY SCHEDULE FOR ELEMENTARY SCHOOL

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------|-------------------------|-------------------------|---|-------------------------|--------------------------|
| 8:30-8:50 | Community Meeting | Community Meeting | Community Meeting | Community Meeting | Community Meeting |
| 8:50-10:20 | Language Arts | Language Arts | Language Arts | Language Arts | Language Arts |
| 10:20-11:05 | Enrichment-Art/Music/PE | Enrichment-Art/Music/PE | Remediation Acceleration | Enrichment-Art/Music/PE | Remediation Acceleration |
| 11:05-12:05 | Math | Math | Math | Math | Math |
| 12:05-12:35 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:35-12:55 | Recess | Recess | Recess | Recess | Recess |
| 12:55-1:55 | Science | Science | Science | Science | Science |
| 1:55-2:55 | Social Studies | Social Studies | Social Studies | Social Studies | Social Studies |
| 2:55-3:15 | Community Meeting | Community Meeting | 2:55-3:00 Early Dismissal Teacher's Professional Development | Community Meeting | Community Meeting |
| 3:15-3:30 | Snack | Snack | | Snack | Snack |
| 3:30-4:00 | Homework Tutoring | Homework Tutoring | | Homework Tutoring | Homework Tutoring |
| 4:00-5:00 | Clubs | Clubs | | Clubs | Clubs |

DAILY SCHEDULE FOR MIDDLE SCHOOL

| TIME | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|-------------|-------------------------------------|-------------------------------------|---|-------------------------------------|-------------------------------------|
| 8:30-8:50 | Community Meeting | Community Meeting | Community Meeting | Community Meeting | Community Meeting |
| 8:50-10:20 | Language Arts | Language Arts | Language Arts | Language Arts | Language Arts |
| 10:20-11:05 | Enrichment- Art/Music/PE | Enrichment – Art/Music/PE | Enrichment – Art/Music/PE | Enrichment – Art/Music/PE | Enrichment – Art/Music/PE |
| 11:05-12:05 | Math | Math | Math | Math | Math |
| 12:05-12:35 | Acceleration/ Remediation/ Advisory | Acceleration/ Remediation/ Advisory | Acceleration/ Remediation/ Advisory | Acceleration/ Remediation/ Advisory | Acceleration/ Remediation/ Advisory |
| 12:35-12:55 | Lunch | Lunch | Lunch | Lunch | Lunch |
| 12:55-1:55 | Science | Science | Science | Science | Science |
| 1:55 – 2:55 | Social Studies | Social Studies | Social Studies | Social Studies | Social Studies |
| 2:55 – 3:15 | Community Meeting | Community Meeting | 2:55 – 3:00 Early Dismissal Teacher Professional Development | Community Meeting | Community Meeting |
| 3:15-3:30 | Snack | Snack | | Snack | Snack |
| 3:30 – 4:00 | Homework / Tutoring | Homework / Tutoring | | Homework / Tutoring | Homework / Tutoring |
| 4:00 – 5:00 | Clubs | Clubs | | Clubs | Clubs |

Draft School Calendar

| PROPOSED CGDC Calendar | | | | | | |
|---|----|-----------------------|--|---|----|----|
| Monarch Academy District of Columbia Washington, DC Phone: Fax: | | | Aug 2014- June 2015 School Day Hours Monday, Tuesday, Thursday & Friday 8:30 a.m. - 5:00 p.m. Wednesday 8:30 - 3:00 p.m. | | | |
| Total number of days is 180. Includes 3 days of Professional Development for Staff. | | | | | | |
| August 2014 | | September 2014 | | October 2014 | | |
| S | M | T | W | T | F | S |
| | | | | | 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 |
| 31 | | | | | | |
| November 2014 | | December 2014 | | January 2015 | | |
| S | M | T | W | T | F | S |
| | | | | | | 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 | | | | | | |
| February 2015 | | March 2015 | | April 2015 | | |
| S | M | T | W | T | F | S |
| | | | | | | 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 |
| | | | | | | |
| May 2015 | | June 2015 | | Calendar Key | | |
| S | M | T | W | T | F | S |
| | | | | | | 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 | 31 | | | | | |
| May 2015 | | June 2015 | | ☆ First and Last Day of School ○ Holiday School Closed □ Staff Observation / In Service School Closed ⬠ Last Day for Staff | | |
| 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 | 31 | | | | |

f. Family Involvement

Once enrollment has been completed, parents will be engaged in numerous ways at CGDC. CGDC will establish a Parent Advisory Board that has a representative from grades K to 8. The board of directors will elect two parents to serve as voting members of the CGDC board of directors. One of the parents will represent the perspectives of parents with regular education or accelerated needs and the other the perspectives of parents with children who have special

education needs. This will assure the parent perspective is represented in school governance for both students with regular education or accelerated needs and for students with special education needs. CGDC will also establish a Parent Teacher Student Association (PTSA) that is comprised of parents and the president of the student council.

Family members are encouraged to participate in the daily life of their child's classroom. CGDC welcomes family members as volunteers to work with individual students or small groups under the direction of the classroom teacher. Parents will be encouraged to assist with lunch, class projects, volunteer to read and listen to students read, and/or share personal strengths, hobbies, jobs, etc.

Throughout the year, families will be invited to participate in celebrations of learning and accomplishment. Students will perform, recite, demonstrate, and exhibit their wonderful ideas for an audience of peers and families at the conclusion of each unit of study. Parents are invited to the end of the year school program which celebrates the conclusion of the year as a school community. Parents will receive written announcements through the monthly newsletter along with upcoming events posted on the school's website.

The school-home connection support structures include, but are not limited to:

Parent Manual. The parent manual is provided to parents yearly outlining the policies and procedures of the school, school calendar, behavioral expectations and consequences for infractions, contact information for faculty, family resources and information about the daily operations of the school.

Monthly school-home connection newsletter provide families detailed information about school's mission, academic model, staff and activities so that students and families are familiar with the school and hopefully apply for admission.

Celebrations of Learning are held in January and June each year. CGDC flings its doors open to parents, family members and community members to demonstrate what students are learning, how they are learning in the most creative, stimulating and exciting ways imaginable. The celebration is a smorgasbord of sight, sound, color, music, motion and matter that powerfully communicates what students are learning, progressing, growing and maturing in a confident and successful way.

PTSA is a group of parents and teachers which help honor students and teachers, develop a collaborative community of families, teachers, and administrators and help to plan fundraisers for special initiatives such as assemblies, trips, materials, etc. PTSA actively deepens their understanding of the school's programming and assessing the effectiveness of their efforts in relationship to the school's goals.

Student led conferences are 20 minute student presentations to parents that include an introduction, a summary of a successful learning target in reading and math, and an explanation

of a strong piece of written work. In addition, students explain the project-based unit of study that led to their culminating project from social studies and science. Parents and teachers give student feedback on process and evaluate quality of student reflection and representation of their thinking.

Parent Advisory Group consists of parents from CGDC and provides parents an opportunity to also be a member of a learning community. This group meets monthly and the dean of students is the liaison from the school's leadership team. The group helps to develop programs and services such as coordinating a parent volunteer program, planning special parent workshops or educational programs, and writing a monthly or quarterly parent newsletter and provides a strong parent voice in the decision-making process of CGDC.

Parent Chaperones provide parents with a wonderful way in which to participate in their child's education. Chaperones ensure the safety of students, help interpret exhibits and presentations, and sometimes provide instructional support to small groups of students. On overnight fieldwork, Chaperones assist with meals and the supervision of students in tents, cabins, or hotel. Parent Chaperones also provide a structure for school-home connection and critical feedback to teachers and school leaders. Both the Parent Advisory Group and the Parent Chaperones play an important role in CGDC's educational model by serving as experts and fieldwork guides within the Project Based Learning pedagogy that will be used throughout the school.

Parent University. Another way in which CGDC will build family school partnerships that focus on student learning and increasing communication between the parent and the child and their teacher is through Parent University. Parent University is a series of educational workshops provided at no charge to parents by The Upside Down Organization. *The Upside Down Organization*, part of The Children's Guild Institute, Inc., is a nonprofit entity dedicated to improving the lives of children and youth through transforming organizational cultures. UDO provides workshops for parents, teachers, and students. A partial list of workshops provided by UDO for Parent University include:

- [Brain Matters: The Essential Guide to Brain-Based Learning](#)
- [Battling the Bully: Brain-Inspired Responses to Bullying](#)
- [Beyond Poverty: Brain-Inspired Ways to Understand and Respond to Poverty](#)
- [Giving a Fish a Bath: The Untold Story of the Adolescent Mind](#)
- [Jack's Brain, Jill's Brain: Gender Differences and Why They Matter](#)
- [The New IQ?: Understanding and Teaching Executive Function Skills In and Out of the Classroom](#)
- [Rethinking Attention-Deficit Hyperactivity Disorder \(ADHD\): What Works, What Doesn't and Why](#)
- [Right From the Start: Building Great Brains From Birth to Age Five](#)
- [Stocking the Toolbox: Brain-Compatible Strategies for Challenging Behaviors](#)

CGDC views parents as partners and therefore will communicate the school's accountability plan and annual report through several vehicles. The President and CEO of The Children's Guild, Inc (parent company for CGDC) will compose an annual report that will be shared with parents at Back to School Night in addition to being mailed to all parents and stakeholders once a year. The principal will review PARCC testing results, share CGDC goals and plans to achieve them in the coming year. The school's website will provide another venue for housing the results of the school's accountability plan and annual report. CGDC will have a PTSA and a Parent Advisory Group that provide opportunities for families to become involved in the school's programming and determining the effectiveness of the school in meeting their annual goals. These venues provide means by which families are made aware of the school's performance and become vehicles for developing a collaborative working community.

Non-English Speakers

Parent involvement in school activities is an essential component of the school community. Families that do not speak English will receive communication in their native language. CGDC will accommodate non-English speaking families through interpreters in their native language. The school will employ a diverse population fluid in other languages. A review of the demographics for Ward 7 indicates that approximately 3% of the students are Hispanic/Latino and less than 1% are English Language Learners. However, the average of English Language Learners through the District is 6% so we expect closer to 6% of our students to be English Language Learners given we are recruiting for enrollment on a District basis. Correspondence will be done in the native language of the family in order to engage them in the school community.

The parents will be involved in supporting ongoing school wide events which celebrate cultural arts and learning. In addition, they will be involved in putting on the beginning and end of the year Celebration of Learning events. The beginning of the year event will focus on celebrating PARCC and NCSC results and sharing CGDC's goals and plans to achieve them for the coming year. The end of the year event will celebrate the accomplishments of the year as they relate to the goals and plans established at the beginning of school.

Throughout the year, families will be invited to participate in celebrations of learning and accomplishment. Students will perform, recite, demonstrate, and exhibit their wonderful ideas for an audience of peers and families at the conclusion of each learning expedition. Parents are invited to the end of the year school program which celebrates the conclusion of the year as a school community. Parents will receive written announcements through the monthly newsletter along with upcoming events posted on the school's website. CGDC will collaborate with cultural community organizations, engage in student home visits, and actively recruit Spanish speaking faculty members.

Informing Families of their Rights

CGDC will abide by all provisions of federal law relating to students with disabilities including IDEA, and Section 504 of the Rehabilitation Act of 1973. CGDC ensure that all students with disabilities that qualify under the Individuals with Disabilities Education Improvement Act are appropriately evaluated, provided with Individual Education Plans, include parent and student involvement in the development and decisions regarding the IEP, and provide the appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to CGDC.

The IEP Coordinator will be responsible for ensuring that their students' IEP's are appropriate in the context of CGDC as a public charter school.

Parents of special education students, or those being evaluated for special education services, will be provided with the Special Education Handbook that identifies their rights as enumerated in the Individuals with Disabilities Education Act or Section 504 of the American with Disabilities Act. Parents will be advised about their rights during IEP meetings and/or when the parent poses questions relative to their rights under IDEA or Section 504.

Communication with Families

CGDC will follow DCPS school closure, early releases and late starts due to inclement weather or emergencies. These announcements will be available through television, radio, school website, and an automated call system.

g. Community Participation

Community Engagement

We have met with Chris Tessone, The COO of the See Forever Foundation in Washington DC. Mr. Tessone has toured Dr. Andrew Ross, CEO of The Children's Guild, and Gladys Graham, The Children's Guild's Project Based Learning Officer, though the Maya Angelou School to help them understand if the space it has available would meet the needs of our proposed charter school and it does. We also discussed the mission of Maya Angelou, the See Forever Foundation and The Children's Guild and found them to be compatible. We will begin negotiation of a lease to house our proposed school at the Maya Angelou School location once our charter application is approved. Mr. Tessone has also assisted us by requesting Council Member Yvette Alexander of Ward 7 meet with Dr. Ross to discuss the school and the needs of the Ward. We have received a request from Council Member Alexander's staff scheduler to establish a time to meet and are currently engaged in scheduling the time and date. Mr. Tessone has also requested that Greg Stewart and Walter Garcia meet with them to share our plans and to learn about the needs of the Ward. Mr. Stewart has called Dr. Ross but he was not available when he called. Dr. Ross has returned Mr. Stewart's call but has not yet reached him but will see him on March 13, 2014

at the 7C Advisory Neighborhood Commission meeting. Our plan for continued engagement with Ward 7 is as follows:

- Meet with Greg Stewart and Walter Garcia of the 7C Advisory Neighborhood Commission and attend the meeting held at Sargent Memorial Presbyterian Church, located at 5109 Nannie Helen Burroughs Ave., NE on March 13th at 7 p.m.
- Attend Meeting of ANC 7B at Ryland Methodist Church, 3200 S. Street SE, March 20th at 7 p.m.
- Attend Meeting of ANC 7D at Sixth District Police Station, 100 42nd St. NE, March 10th at 6:30 p.m.
- Attend Meeting of ANC 7E at Jones Memorial Church, 4725 G St. SE, March 10th or April 14, 7 p.m.
- Attend Meeting of ANC 7F at Washington Tennis and Education Foundation, 200 Stoddert Place, March 18 at 6:30 p.m.

We also are in the process of scheduling meetings with Council Members Kenyon McDuffie's and Marion Berry's staff given the number of special needs students in Wards 5 and 8 and the proximity of the school to their constituents.

We have received four letters of support, i.e., one from the See Forever Foundation, two from parents, and one from DCASE. **See Appendix, Section R.**

Community Partnerships

The CGDC educational model emphasizes Project Based Learning which involves students in expeditions into the community where field work, research, exploration and access to experts creates an authentic, real-world learning experience. Thus, CGDC will seek to create strong business partnerships in every grade level that support these learning expeditions. In particular, Washington, DC offers excellent opportunities to form business partnerships in the healthcare, research, hospitality and transportation industries. The Smithsonian and other museums also provide the opportunity to create partnerships that will create memorable learning expeditions. In addition to Project-Based Learning partnerships, CGDC also emphasizes Arts Integration at every grade level and partnerships with arts organizations within the District will be a primary goal of the school.

Character Development is another important aspect of the CGDC model and service learning opportunities are an important tool in teaching students how to give back to their community. The District is home to many charity headquarters where such opportunities can be explored. The District also has many skilled community change agents who can teach students how to positively impact their own neighborhoods and communities through service. Developing these opportunities would also become a significant goal of school leadership.

In addition, CGDC has collaborated with the See Forever Foundation/Maya Angelou Charter School regarding its school building and has reached out to the DC Special Education Cooperative regarding special education services in charter schools.

Dr. Paris Adon, Manager of the Nonpublic Schools Unit and Manager of the Private and Religious Schools Office of the District of Columbia Public Schools, has urged The Children's Guild to form a charter in the District and is a founding member.

h. Extracurricular Activities

Extracurricular Activities

Extracurricular activities play an important role in providing a well rounded learning environment for CGDC students. Students broaden their cultural horizons and increase their ability to work collaboratively with a variety of students and serves as another way in which students can increase their interpersonal skills. Character development and an appreciation for the arts are nurtured and developed through extracurricular activities and therefore an essential component of CGDC.

The school day is extended to provide CGDC students with extracurricular activities. Clubs will be provided where students can interact with other students who share similar interests. Clubs may include drama production, musical performing groups, Robotics, chess, science club, etc. An interest inventory will be conducted at the beginning of the year to gauge student club topic interest. CGDC's leadership team is committed to assisting students in becoming involved in extracurricular activities in the community. Transportation for field trips, sporting events, theatrical presentations, competitions, museums etc. will be provided by CGDC.

B. Business Plan

1. Planning and Establishment

a. Profile of Founding Group

The key members of the Founding Group for The Children's Guild District of Columbia Public Charter School include:

Andrew L. Ross, Ph.D., LCSW-C President and Chief Executive Officer, The Children's Guild, Inc. (charter school development, board leadership/management, social work, management) Dr. Ross brings 45 years of working with children with special needs and urban youth. He has managed special education schools since 1980 and has been involved in establishing six charter schools. He also created the Transformation Education approach being used in this model and has worked with boards of directors for forty years.

Steve Baldwin, MBA, CPA Executive Vice President and Chief Financial Officer, The Children's Guild (Business, Finance, Legal, Real Estate) Mr. Baldwin brings specific experience in founding three charter schools in Maryland, two which are open and a third that will open in August, 2015. Mr. Baldwin has successfully managed the funding, financing, real estate, budgeting and audit responsibilities for all of these charters with outstanding results.

Duane Arbogast, Ed.D. Vice President and Chief Operating Officer of Schools, The Children's Guild, Inc. (academics, assessment, educational management) Dr. Arbogast has 36 years of experience working in public education as a teacher, assistant principal, principal, chief academic and accountability officer and an assistant superintendent of academic instruction. He is known for data driven decision making and moving academic achievement forward in both Anne Arundel and Prince George's Counties.

Kelly Spanoghe, MA, Ed.S. Vice President of Educational Services, The Children's Guild (special education, academic, student support, assessment) Ms. Spanoghe has great expertise in special education. During the past 18 years she has managed special education schools for The Children's Guild. She has received state awards for excellence in PBIS and Character Education on numerous occasions. She is an expert in special education law which results in positive site visits and compliance with state regulations every year. She also has great expertise in staff development and is responsible for PBIS Training for all of the nonpublic schools operating in Maryland.

Frank Kros, MSW, JD, Executive Vice President, The Children's Guild, President, The Upside Down Organization, Director: The National At-Risk Education Network (legal, staff development) Mr. Kros has built a professional development and consulting program at The Children's Guild known as The Upside Down Organization (UDO). UDO has created 25 workshops for teachers and counselors and has presented those workshops in 44 states and 4 foreign countries to

faculty, paraprofessionals, counselors, administrators, and parents. UDO will be providing many of these workshops to the staff and parents at CGDC.

Gladys Graham, BS, Chief Project Based Learning, The Children's Guild Project Based Learning, (academic, staff development, assessment) Ms. Graham is an experienced educator with substantial expertise in Project-Based Learning. As Chief Operating Officer of Charter Schools during the establishment and operation of our two existing charters, Ms. Graham brings significant experience with both opening and operating charter schools.

Claire Turberville, MS, Vice President of Special Projects, The Children's Guild (facilities) Ms. Turberville has extensive experience in facility management, school security, food service, and hospitality. She also has expertise in purchasing and the management of volunteers.

Paris Adon, Ed.D., Program Manager, Non-public Schools, District of Columbia Public School System Dr. Adon has substantial experience with providing special education services to students in the District. Dr. Adon manages the office of non-public schools for the District and has intimate knowledge of the special education needs of District students.

Legal Council and DC Incorporation represented by Bob Waldman, Managing Attorney and Thora Johnson, Partner with Venable, LLC., offices in Baltimore and Washington, DC.

Jerry Levin, JD, Real Estate Attorney/General Council at The Ten Square Group, Washington, DC. Mr. Levine has practiced real estate and real estate finance, affordable housing and non-profit organization law for over forty years, specializing in low income housing, affordable housing production, tax exempt bond financing, HUD/FHA housing programs and real estate legal services for nonprofit entities including educational facilities and the representation of public charter schools. From 2001 until 2010, Jerry served as the Co-Director of the Samberg Family Foundation, a New York family foundation making grants to nonprofit organizations in the areas of children, youth and families, education including youth development and college access, health and Jewish giving. Jerry graduated Cum Laude and Phi Beta Kappa from Franklin & Marshall College, holds a law degree from the University of Pennsylvania Law School and is a member of the bars of the District of Columbia and State of Connecticut.

Over the past 18 years, Dr. Ross has been involved in managing the Baltimore campus special education school, creating the Prince George's campus special education school and being a founder, conceptualizer and designer of the Monarch Baltimore, Glen Burnie, Global and Central charter schools. He has also played the major role in authoring the application for each of these charters. Mr. Baldwin has acquired the financing, overseen the information technology infrastructure, the budgeting and participated in creating the application to gain state and/or local approval for each of the aforementioned schools. Ms. Turberville has overseen construction, purchased furniture, and overseen the facilities, food service, disaster planning, and security for each of these schools. Gladys Graham has assisted in writing the education components of the applications for Monarch Baltimore, Global and Central and supervised the principals of the Monarch Baltimore and Glen Burnie schools. Kelly Spanoghe

has supervised both the Baltimore and Prince George's campus special education schools and been the main staff development provider for these schools. Frank Kros has been responsible for providing staff development to the two special education schools, and the Monarch Baltimore and Glen Burnie schools. He is currently supervising the principal of the Monarch Global International Baccalaureate school and managing the start-up of that school for its launch in August, 2015.

b. Planning Process

The Children's Guild's is seeking to expand an existing, successful approach that serves students in special and regular education called Transformation Education. A core component of The Children's Guild mission is to play a role in the school reform movement through spreading Transformation Education as an effective tool to managing schools and meeting the needs of all students in public education.

The Transformation Education approach has successfully served children who have behavior disorders due to being emotionally disturbed, autistic and having developmental disabilities in our two nonpublic schools. It has also been very effective at serving students with learning disabilities and regular education students in charter schools in both an urban and in a suburban environment. After talking with Tami Lewis and Naomi Rubin DeVeaux at the DC Charter Board, Lisa Ott, the Executive Director of The District of Columbia Association for Special Education Services, Dr. Paris Adon of the DC Nonpublic Schools Unit, and four DC Charter School providers, it became clear that there is a demand for a charter school that will actively recruit and serve students with special needs and mainstream them with their regular education peers.

The Children's Guild is an organization that can effectively open and operate such a school because it has been operating schools for children with special needs and behavior disorders in Maryland for 60 years. Within the last five years, The Children's Guild has successfully established two large public charter schools, the oldest of which had its charter renewed for another five years on February 19, 2014 by the Anne Arundel County Public School Board. Given The Children's Guild's special education expertise it can help build the capacity for other charter schools, and the DC Public Schools, to serve children with special education needs through our diagnostic and evaluation, and training services.

Our unique blend of educational pedagogies, hands-on learning approach, enriching, stimulating physical environments and emphasis on a strong, positive school culture has led to very successful outcomes in our existing schools, satisfied parents, waiting lists that are equivalent to the enrollment capacity, and an expansion invitation from Anne Arundel County Public School System to establish two more schools in their school district. Our business acumen, financial stability, and operational capacity has also contributed to our belief that we can design and operate a charter in the District that addresses the need for excellent special education services, and will provide a visually stimulating, engaging, rigorous learning environment for general education students and a trusted, reliable educational partner for the

District of Columbia Public Charter School Board.

Our plan is to begin recruiting a school principal in early June, 2014 if our charter application is approved. The interviewing committee for selecting the principal will comprise the founding board of the school, and the three existing charter school principals currently employed to operate our Baltimore, Glen Burnie and our newest charter school opening in the summer of 2014 located in Laurel, Maryland. We plan to begin advertising for the remainder of the school leadership team in January of 2015.

The Children's Guild founding group has begun to recruit for trustees to establish the founding board. To date we have reached out to three potential board candidates. One is Gallen Ellerbee who is a DC resident and has a strong financial and auditing background. Another is Kelly Sherrill Linkous, J.D., Ph.D. who is an Assistant Professor of the George Washington University Graduate School of Education and Human Development. She has a strong background in special education, research in special education and is an expert on special education legal matters. Kenneth Alonzo Anderson, Ph.D. is another expert in education. He is Associate Professor and Department Chair of Curriculum and Instruction at Howard University.

None of the founding group members will serve on the founding board.

c. Corporate Structure and Nonprofit Status of the School

The name of the school will be The Children's Guild, Ltd., and will do business as The Children's Guild, Ltd. DC Public Charter School (CGDC). CGDC will operate as a 501(c)(3) District of Columbia not-for-profit corporation. The Application for the 501(c)(3) is in Section I. We will not receive the letter notifying us that we are a tax exempt organization prior to the Charter Board's review of this charter application.

The Articles of Incorporation, the Board By-laws and the proposed Management Contract between The Children's Guild Inc. and CGDC can be found in Section I.

2. Governance and Management

a. Board of Trustees

The founding group will assure that the initial full board of CGDC possesses the expertise to support the goals of the school, oversee its financial affairs, assess the effectiveness of academic outcomes and its instructional approach and includes members living in the ward in which it is located. Therefore, the founding group will seek out board members in business, accounting, finance, facility management, not-for-profit management, special education, general education, the arts, community residents, and two parents. One of the parents would represent the parents who have children attending the school with special needs. The other parent would represent parents of children who have accelerated learning and regular education needs. Again, no founding group members will remain on the founding board once the school is launched in August of 2014.

Once an initial working board has been selected and is functioning, nominations to the full founding board will be solicited from, parents, the PTSA, and the members of the charter board. The founding group will ensure that the majority of the board of directors of CGDC are DC residents.

The names of candidates to serve as the founding board will be submitted to the founding group for vetting and appointment. Those appointed will be assigned to serve a one, two or three year term as a member of the board of directors of the charter school. Each member elected will be assigned into one of three classes so that the term of approximately one-third of the directors shall expire each year and each director will be permitted to serve three consecutive three year terms before having to rotate off the board. Each officer of the board shall serve a two year term in the office to which they are elected.

Once The Children's Guild Ltd. Board has been established it will be independent of the founding group, will nominate and elect all future members of its board and will have full authority to manage and operate the school.

The board will meet quarterly and will elect a chair, vice chair, secretary and treasurer. The board will operate with the following standing committees: Finance and Facilities, Planning and Assessment, and the Executive Committee. The Finance Committee will oversee the financial operations and the grounds, the building, equipment and human resources. It will also oversee the annual audit. The planning and assessment committee will oversee the implementation of the charter; the strategic plan; academic achievement; the effectiveness of the educational management organization, human resources and participate in the principal's performance review. The Executive Committee will be responsible for board recruitment, evaluating the board members performance and will be responsible for conducting board business during the interim of the quarterly board meetings.

The Children's Guild, Inc. will serve as the Educational Management Organization (EMO), and will serve at the pleasure of the board. The duties of the EMO will be put forth in the management contract, as will the duration of the contract, the fee for providing the service, the understanding of how the EMO will be evaluated, the relationship of the EMO to the board and its employees, the process for remedying complaints or dissatisfaction with service provided by the EMO and the process for terminating the agreement by each party. The CEO of the EMO will report to the board. The EMO's VP and COO of schools shall supervise the principal and serve as the liaison between the needs of the school and the services of the management company and between the DC Public Charter School Board and the school. The principal will work for the EMO but final authority for approving the hiring of the principal and the salary and benefits paid to the principal and members of the faculty rests with the board. The board will also be responsible for hearing appeals of staff grievances against the principal and the EMO and making the final decision to resolve the grievance. **See Grievance Procedure Appendix, Section 5.** The board will have input into the principal's yearly performance review and retention. The EMO will have final authority over the content of the performance review document provided to the principal. The decision to retain or terminate the principal rests with the EMO. The principal will have final authority to hire, evaluate and terminate the employees of the charter school.

The succession planning of the board is defined in the board's By-laws. **See Appendix, Section T.** which establish the length of terms and the number of consecutive terms that can be served before a board member must rotate off the board. Each member of the board will be assigned a class that indicates the start and the end of their board term and there will be three classes to assure all board terms will not all conclude in any one year. The officers of the board that are voting members of the board will serve two year terms and be voted to office by the members of the board at its annual meeting. The board chair will have the right to appoint committee chairs and the members of each committee.

The board is a governing board and will have no direct relationship to the school's administrators, staff, parents or students. However, they do have responsibility to occasionally visit classes to gain firsthand knowledge of the school's operating effectiveness. The board has the critical responsibilities of assessing academic results and hearing and acting on staff grievances against the principal or EMO. The board also has the responsibility to set salaries and benefits, oversee the financial viability and regulatory compliance of the school. Other key responsibilities are to fundraise and advocate for and promote the school in the community.

b. Rules and Policies

The board's primary objective is to ensure that the charter school makes a real and valued difference in the academic, social and emotional lives of the students and fulfills the commitments set forth in its charter. In addition the board is responsible for:

- establishing policy;

- creating, updating and maintaining the school's vision and mission statement;
- determining its programs and services;
- approving the strategic plan;
- ensuring the school is operating in a fiscally-sustainable way;
- evaluating the effectiveness of the academic program on an ongoing basis;
- holding executive sessions to discuss crises (as needed), and;
- conducting the principal's performance review and salary determination.

The board will accomplish these duties by monitoring operations, guiding and approving the annual budget, creating and overseeing the implementation of the strategic plan, establishing the salaries and benefits of the employees, creating policies that guide the operation of the school and approving major grants and contracts. Members of the Board are expected to prepare for and attend board meetings and are responsible for: approving policies and decisions, recruiting and electing board members, fundraising, promoting, and advocating for the charter school.

The key power of the board is to hire, evaluate and (if necessary) terminate the Educational Management Organization (EMO). It also has final authority over hiring the school's principal acting on grievances against any employee of CGDC that cannot be resolved to the employee's satisfaction by the principal or the EMO. The EMO is responsible for evaluating and, if necessary, terminating the principal with the input and collaboration of the board. The board will serve as a governing board and have no direct authority or responsibility over any employee, parent or student associated with the school. Their only direct authority is their responsibility of hiring, evaluating and firing the EMO.

The board is also responsible for ensuring that the charter school functions in a financially prudent and ethical manner and creates and sustains a future focus that assures the charter school's relevance to the students, their families and the District.

The ethics that guide the behavior of the board of directors address the importance of the school board member upholding and enforcing: laws; rules and regulations of the DC Charter school Board; decisions based on the welfare of the students; a focus on governance not management; the importance of recognizing that decision making rests in the board not in individual directors; the duty to maintain confidentiality pertaining to the school, students and families; the duty to appoint a highly qualified EMO; the duty to refer complaints to the school operator; and enforcing the duty to support and protect school personnel in the proper performance of their duties. These ethics required of the CGDC board member are spelled out in the Code of Ethics (**See Appendix I**). The process for defining, disclosing, and determining a conflict of interest, as well as the procedure for addressing conflicts of interest of members of the board, executives of the EMO, or employees is detailed in the Conflict of Interest Policy in **Appendix, Section U**.

There are no existing relationships that could pose actual or perceived conflicts if the

application is approved given the proposed conflict of interest policy and management agreement between the EMO and the board. This, coupled with the CGDC hiring, evaluating and firing power over the EMO assures there is no conflict of interest between CGDC and The Children's Guild, Inc. as EMO.

c. Administrative Structure

Administrative Structure

The Board will hire evaluate and fire the Educational Management Organization (EMO). The CEO of the EMO, Dr. Andrew L. Ross, will report to its board of directors. No employee of the EMO will serve on CGDC's board. The Children's Guild, Inc., the EMO, has the responsibility for recommending the hiring of the principal but the final authority for hiring the principal rests with the board. The board has input into the evaluating and firing of the principal of the charter school but the EMO has final authority for the outcome of the performance review document given to the principal and the termination of the principal. The principal shall be an employee of the EMO and the COO of the EMO will supervise and evaluate CGDC's principal. The principal is responsible for hiring, evaluating and firing the teachers and all other school personnel.



d. Performance History of Experienced Operator (if applicable)

Introduction to Nonpublic Special Education Schools Managed: The Children's Guild, Inc. operates two nonpublic schools. Its Baltimore Campus located in Brooklyn, Maryland and its Prince George's Campus located two blocks from the DC-Maryland boundary line in Chillum Maryland. What distinguishes the nonpublic schools in terms of data from the charter schools operated by The Children's Guild, Inc. is the state accountability data. This information is presented below for both the Baltimore and Prince George's Campus nonpublic schools.

State accountability for past 3 years: The Children's Guild Baltimore Campus is a nonpublic Level V school solely for special education students who are not able to be served in a public school setting. Therefore, no nonpublic school's test scores in Maryland are included in the Maryland State Report Card Data. The LEA takes the test scores of students referred to The Children's Guild nonpublic school and assigns their test score to the sending school. The major state accountability measure is the announced and unannounced site visit that occurs from the Maryland State Department of Education and the DC Public School System. All of The Children's Guild site visit reports have indicated a high level of compliance and the school has been certified continually since its inception.

Performance data for sub-groups by grade is not available given every student has an IEP and the programs are so individualized that grade comparisons are ineffective indicators of quality of service or academic achievement.

Data which shows any within school and within comparable schools achievement gaps and how the school has made progress in closing them. The only data to determine comparable school achievement available is a national study on special education schools conducted by the National Association of Private Special Education Services. The results indicate the average return from all nonpublic special education schools to a less restrictive environment (back to a public school setting to receive special education and/or regular education services) was 53%. The Children's Guild special education schools have exceeded this average 11 times in the past 16 years. This outcome is far superior than the national results given the national population is primarily Caucasian youth who are 37% FARM and The Children's Guild's population is 95% minority, African American, with 80% of the students identified as FARM. During the last school year, students attending school at our Baltimore City Campus had a 70% return to public school (12 students) another 12% (2 students) were partially successful meaning major achievement in their IEP goals but were thought to be in need of a different nonpublic school to progress further, and 18% (3 students) were unsuccessful and needed a higher level of care, i.e., Residential Treatment Center, psychiatric hospital, or locked youth center.

The Children's Guild Baltimore Campus (operating for 60 years) 410 E. Jeffrey St., Brooklyn, Maryland 21225. School system personnel who can speak to the quality of service of this program are: Gloria Perkins, Local Education Placement Specialist, 410-396-8900 Baltimore City

School Public School System and Vershawn Terry, DC Public School Student Progress Monitor, 443-763-0968 DC Public School System. Students referred have special education needs such as learning disabilities, emotional disturbance, autism, developmental disabilities and multiple disabilities. Enrollment = 61 students.

Graduation Rate for Diploma is 100% (1 student eligible in 2012-2013) and 100% in 2013-2014 (8 students eligible). Rate for **Certificate Students** in 2012 -2013 is 100% (2 students eligible) and 100% in 2013-2014 (1 student eligible).

Nonacademic Data: Attendance: Emotionally Disturbed 89%; Autism 94%, High School 85%, School To Work 93%;

Suspensions

| School Program | School Year | # of Suspensions | # Students Suspended |
|------------------------|-------------|------------------|----------------------|
| Baltimore Campus Sp Ed | 2010 -2011 | 35 | Data not available |
| Baltimore Campus | 2011-2012 | 31 | 18 |
| Baltimore Campus Sp Ed | 2012-2013 | 35 | 28 |

Turnover

| School Year | Teacher Turnover |
|-------------|------------------|
| 2010-2011 | 38% |
| 2011-2012 | 19% |
| 2012-2013 | 19% |

* statistics report for both special education schools not for each individual campus

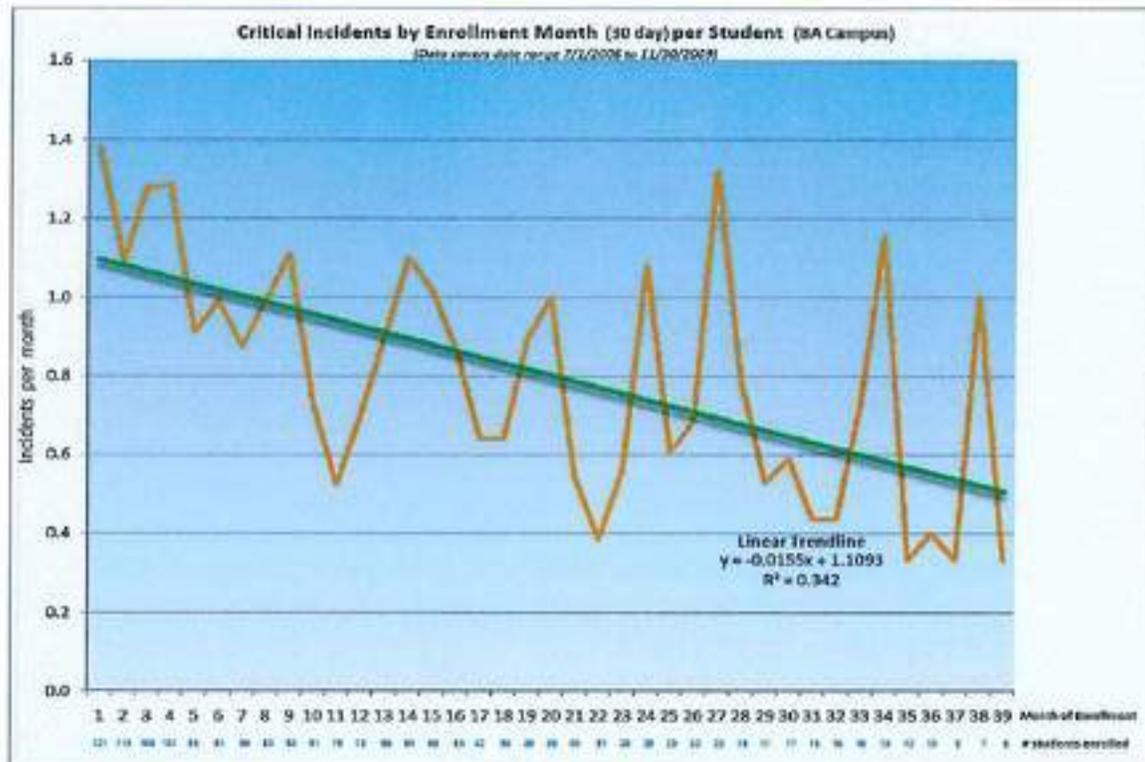
Accreditation: School is nationally accredited by the NCASES (National Commission for the Accreditation of Special Education Services).

Description Information: The Baltimore Campus of The Children’s Guild serves 61 students in grades K-12 and has been in operation for 60 years. The school serves multiple populations, i.e., severe emotional disturbance, developmental disabilities, high spectrum autism, and children with multiple disabilities. Each disability is served with a specialized program and services are individualized to meet student needs. Related services provided are clinical social work for students and parents, OT, SL, PT, Psychiatric care, medication management, and nursing.

Additional evidence that the existing design has been effective in raising student achievement is provided. The chart below indicates decrease in critical behavior incidents over length of stay. Critical incidents are defined as exclusion from class, seclusion from peers, or physical restraint. Lower critical incidents mean students have more time for learning in the classroom. This statistic is particularly important because reducing each student’s proclivity to

engage in behavior that is not acceptable in a public school is the primary reason for referral to The Children's Guild nonpublic school program. In addition, catching students up on their academic progress is a contributor to reducing recidivism. An independent study conducted by George Washington University in December 2009 produced the chart below which demonstrates a significant decrease in critical incidents as the students approach discharge from the Brooklyn Campus to public school.

Critical Incidents by Enrollment Month Per Student (Brooklyn Campus)



The MAP (Measure of Academic Progress) measures a student's academic growth during the year. Our special education school serves students who are not available for learning and many come to us from the public schools two to six years behind academically. Once a student becomes available for learning, gets their social behavior under control to the point they can function in public school and begins to demonstrate continuous progress the student is returned to the public school. The average length of stay is 30 to 36 months. The data below needs to be viewed within this context.

The Children's Guild Brooklyn Campus Special Education School MAPS Data

| CQI MAPS DATA | | Reading | Written Language | Mathematics |
|--|---------------|---------|------------------|-------------|
| % of students completing Fall 2012 test | | 92% | 86% | 92% |
| % of students completing Winter/Spring 2013 test | | 93.6% | 95% | 95.7% |
| % of students Fall 2012 to Spring 2013 growth. | Elementary | 75% | 75% | 75% |
| | Middle School | 58% | 66.6% | 58% |
| % of students Fall 2012 to Spring 2013 growth. (High School) | | 45% | 70% | 65% |

The Children's Guild Prince George's Campus (Operating for 13 years.) 5702 Sargent Road, Chillum, MD 20782. School system personnel who can speak to the quality of service are: Kati Thomas, Prince George's IEP Chair, 301-618-8310, Belinda Gantt, Prince George's County Nonpublic Supervisor, 301-618-8363 and Dr. Angela Tolson, Prince George's County Nonpublic Instructional Specialist, 301-618-8368 from Prince George's County Public Schools and James Black, DC Public Schools Student Progress Monitor, 301-613-8172 from DC Public School System. Students referred have special education needs such as learning disabilities, emotional disturbance, and autism. Enrollment = 120 students.

For state accountability data, see introduction to nonpublic school above in Section D, Performance History.

Graduation Rate: NA school only serves students with emotional disturbance through 8th grade. A high school is operated for students with autism but the program started two years ago and will not add grade 11 until 2014- 2015 school year and grade 12 till 2015-2016 school year.

Nonacademic Data: Attendance: Students with emotional disturbance = 85% and students with autism = 93%.

Suspensions

| School Program | School Year | # of Suspensions | # Students Suspended |
|------------------|-------------|------------------|----------------------|
| P G Campus Sp Ed | 2010-2011 | 35 | 27 |
| PG Campus Sp Ed | 2011-2012 | 67 | 41 |
| P G Campus Sp Ed | 2012-2013 | 97 | 37 |

Turnover

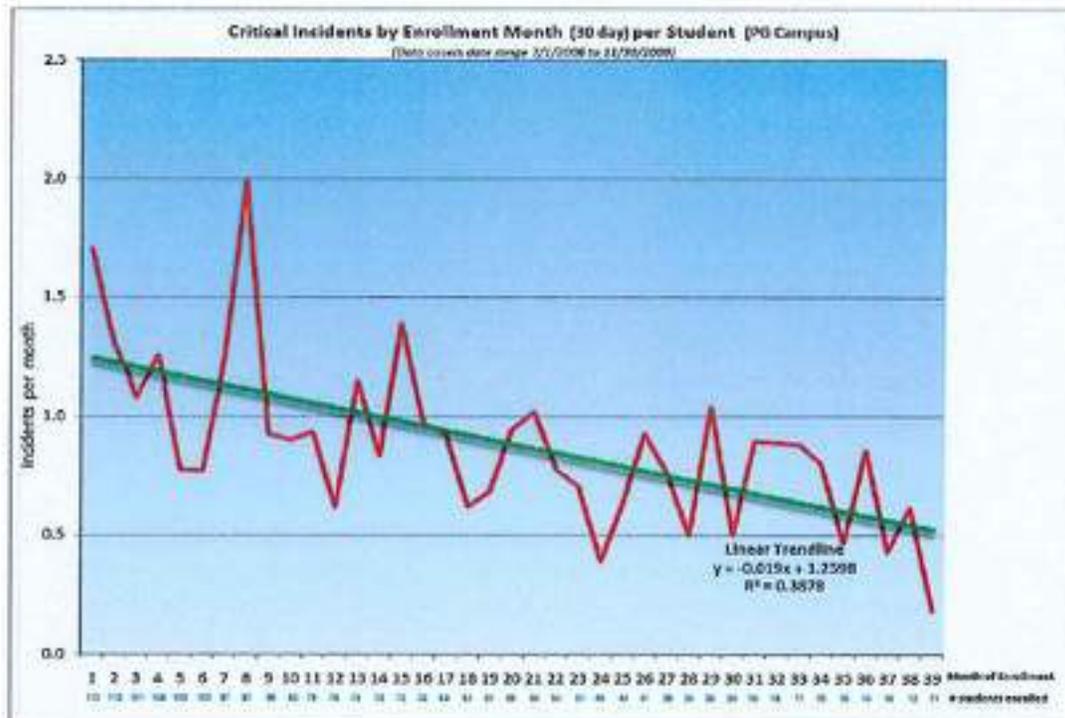
| School Year | Teacher Turnover |
|-------------|------------------|
| 2010-2011 | 38% |
| 2011-2012 | 19% |
| 2012-2013 | 19% |

* statistics report for both special education schools not for each individual campus

Accreditation: School is nationally accredited by the NCASES (National Commission for the Accreditation of Special Education Services).

Additional evidence that the existing design has been effective in raising student achievement. The chart below indicates decrease of critical behavior incidents over length of stay. Critical incidents are defined as exclusion from class, seclusion from peers, or physical restraint. Lower critical incidents mean more time for learning in the classroom. This statistic is particularly important because reducing each student's proclivity to engage in behavior that is not acceptable in a public school is the primary reason for referral to The Children's Guild nonpublic school program. In addition, catching students up in their academic progress is a contributor to reducing recidivism. An independent study conducted by George Washington University in December, 2009 created the chart below which demonstrates a significant decrease in critical incidents as the students approach discharge from the Chillum Campus to public school.

Critical Incidents by Enrollment Month Per Student (Prince George's Campus)



The MAP (Measure of Academic Progress) measures a student's academic growth during the year. Our special education school serves students who are not available for learning and many come to us from the public schools two to six years behind academically. Once a student becomes available for learning, gets their social behavior under control to the point they can function in public school and begins to demonstrate continuous progress, the student is returned to the public school. The average length of stay is 30 to 36 months. The data below needs to be viewed within this context.

The Children's Guild Prince George County Special Education School MAPS Data

| CQI MAPS DATA 2012 | | Reading | Written Language | Mathematics |
|---|---------------|---------|------------------|-------------|
| % of students completing Fall 2011 test | | 82.7% | 79.1% | 80.9% |
| % of students completing Winter/Spring 2012 | | 80% | 69.1% | 83.6% |
| % of students completing Fall 2012 | | 86.6% | 78.5% | 87.5% |
| % of students with Fall 2011 to Winter 2012 growth. | Elementary | 47.3% | 45.5% | 30% |
| % of students with Fall 2011 to Winter 2012 growth. | Middle School | 45.5% | 59% | 44.5% |

Charter Schools Management

The Children's Guild currently operates two charter schools, Monarch Academy Glen Burnie, open since 2009 and Monarch Academy Baltimore, open since 2011.

Monarch Academy Public Charter School Glen Burnie Campus (operating 4 years and 7 months): 6730 Baymeadow Drive Glen Burnie, MD 21060. School personnel who can speak to the quality of the school are: Pat Crain, Senior Manager of Charter Schools, Anne Arundel County Public Schools, 410-224-8572 and Kathy Lane, Director of Alternative Education and Safe Schools, 410-222-5193. Student composition is regular education and special education students (12%) grades K-8. Enrollment = 660 students

Student Achievement: Student achievement can be measured through state and school-based assessments. The Monarch Academies have generated state assessment performance data. Monarch Academy Glen Burnie opened in 2009 with only one tested grade. The table below shows the MSA results in Monarch Academy's first four years of operation.

Monarch Academy Glen Burnie Student Academic Growth: MSA Achievement

| SY 2009-2010 | | | | |
|--------------|---------------------------|------------------|-----------------------|-------|
| Subject | Student Group | # of Test Takers | Proficient & Advanced | % |
| Reading | All Students | 78 | 63 | 80.8% |
| Reading | Black or African American | 37 | 31 | 83.8% |
| Reading | White | 35 | 26 | 74.3% |
| Reading | FARMS | 17 | 13 | 76.5% |
| Reading | Special Education | 9 | 5 | 55.6% |
| Math | All Students | 78 | 52 | 66.7% |
| Math | Black or African American | 37 | 24 | 64.9% |
| Math | White | 35 | 22 | 62.9% |
| Math | FARMS | 17 | 9 | 52.9% |
| Math | Special Education | 9 | 1 | 11.1% |

| SY 2010-2011 | | | | |
|--------------|-----------------------------------|------------------|-----------------------|-------|
| Subject | Student Group | # of Test Takers | Proficient & Advanced | % |
| Reading | All Students | 153 | 137 | 89.5 |
| Reading | American Indian or Alaskan Native | 2 | 2 | 100.0 |
| Reading | Asian | 3 | 3 | 100.0 |
| Reading | Black or African American | 63 | 53 | 84.1 |
| Reading | Hispanic of Any Race | 10 | 9 | 90.0 |
| Reading | White | 66 | 61 | 92.4 |
| Reading | Two or More Races | 9 | 9 | 100.0 |
| Reading | FARMS | 35 | 28 | 80.0 |
| Reading | Special Education | 15 | 13 | 86.7 |
| Reading | Limited English Prof. | 2 | 2 | 100.0 |
| Math | All Students | 153 | 121 | 79.1 |
| Math | American Indian or Alaskan Native | 2 | 2 | 100.0 |
| Math | Asian | 3 | 3 | 100.0 |
| Math | Black or African American | 63 | 46 | 73.0 |
| Math | Hispanic of Any Race | 10 | 6 | 60.0 |
| Math | White | 66 | 56 | 84.8 |
| Math | Two or More Races | 9 | 8 | 88.9 |
| Math | FARMS | 35 | 23 | 65.7 |
| Math | Special Education | 15 | 10 | 66.7 |
| Math | Limited English Prof. | 2 | 2 | 100.0 |

During the 2010-2011 school year, the school placed an emphasis on the Workshop Model of instruction along with teacher collaborative planning. Dramatic increases were noted.

| SY 2011-2012 | | | | |
|--------------|----------------------------------|------------------|-----------------------|------|
| Subject | Student Group | # of Test Takers | Proficient & Advanced | % |
| Reading | All Students | 287 | 244 | 85 |
| Reading | American Indian or Alaska Native | 3 | 3 | 100 |
| Reading | Asian | 8 | 7 | 87.5 |
| Reading | Black or African American | 96 | 77 | 80.2 |
| Reading | Hispanic/Latino of any race | 13 | 12 | 92.3 |
| Reading | White | 142 | 123 | 86.6 |
| Reading | Two or more races | 25 | 22 | 88 |
| Reading | FARMS | 74 | 53 | 71.6 |
| Reading | Special Education | 37 | 22 | 59.5 |
| Reading | Limited English Prof. | 4 | 4 | 100 |
| Math | All Students | 287 | 201 | 70 |
| Math | American Indian or Alaska Native | 3 | 3 | 100 |
| Math | Asian | 8 | 8 | 100 |
| Math | Black or African American | 96 | 52 | 54.2 |
| Math | Hispanic/Latino of any race | 13 | 9 | 69.2 |
| Math | White | 142 | 111 | 78.2 |
| Math | Two or more races | 25 | 18 | 72 |
| Math | FARMS | 74 | 39 | 52.7 |
| Math | Special Education | 37 | 18 | 48.6 |
| Math | Limited English Prof. | 4 | 3 | 75 |

During 2011-2012, students in grades 3, 5, 6, and 7 were tested. While the number of students tested almost doubled, the faculty expanded and resources were differentiated. The majority of student groups decreased in the percentage of proficient test takers. Although one particular reason cannot be identified, the focus on building the instructional capacity of each teacher was spread-out through a larger staff and a concentrated effort was made to build school-wide systems and structures given the increase in the number of students, teachers and grades.

| SY 2012-2013 | | | | |
|--------------|----------------------------------|------------------|-----------------------|--------|
| Subject | Student Group | # of Test Takers | Proficient & Advanced | % |
| Reading | All Students | 423 | 364 | 86.10 |
| Reading | American Indian or Alaska Native | 1 | 1 | 100.00 |
| Reading | Asian | 11 | 9 | 81.80 |
| Reading | Black or African American | 142 | 116 | 81.70 |
| Reading | Hispanic/Latino of any race | 20 | 18 | 90.00 |
| Reading | White | 213 | 191 | 89.70 |
| Reading | Two or more races | 36 | 29 | 80.60 |
| Reading | FARMS | 126 | 95 | 75.40 |
| Reading | Special Education | 64 | 42 | 65.60 |
| Reading | Limited English Prof. | 4 | 4 | 100.00 |
| Math | All Students | 423 | 278 | 65.70 |
| Math | American Indian or Alaska Native | 1 | 1 | 100.00 |
| Math | Asian | 11 | 9 | 81.80 |
| Math | Black or African American | 142 | 71 | 50.00 |
| Math | Hispanic/Latino of any race | 20 | 11 | 55.00 |
| Math | White | 213 | 158 | 74.20 |
| Math | Two or more races | 36 | 28 | 77.80 |
| Math | FARMS | 126 | 58 | 46.00 |
| Math | Special Education | 64 | 26 | 40.60 |
| Math | Limited English Prof. | 4 | 3 | 75.00 |

Last year (2012-2013), Monarch Academy experienced an increase in scores in the majority of reading groups and a decrease in scores in various math groups. The lower scores in mathematics prompted the school to focus on more productive systems for improvement including student goal setting, data inquiry teams, and rich numeracy experiences. It should be noted that a drop in test scores was also seen statewide as a result of the transition to the Common Core State Standards (CCSS) curriculum. More specifically, students were tested on the Maryland State Curriculum while instruction focused on the CCSS. This gap between what students were learning and what students were assessed on differed as noted on the State Superintendent's analysis of an overall decrease in scores, state-wide.

Comparative Data

The following chart indicates how Monarch Academy in Glen Burnie performed as compared to like schools in their respective districts.

| Comparison of the Glen Burnie Schools | | | | | | |
|---------------------------------------|---------|------|---------|------|---------|------|
| Grades 3-5 | 2013 | | 2012 | | 2011 | |
| School | Reading | Math | Reading | Math | Reading | Math |
| Monarch Academy | 87.3 | 80.4 | 86.8 | 79.7 | 95.0 | 74.7 |
| Glen Burnie Park Elementary School | 86.2 | 79.9 | 88.5 | 84.0 | 82.8 | 84.4 |
| Freetown Elementary School | 80.0 | 84.2 | 83.6 | 91.3 | 83.9 | 87.5 |
| Glendale Elementary School | 84.5 | 85.4 | 88.0 | 91.4 | 87.6 | 87.5 |
| Richard Henry Lee Elementary School | 87.2 | 85.0 | 86.6 | 91.3 | 85.0 | 92.7 |
| | | | | | | |
| Grades 6-8 | Reading | Math | Reading | Math | Reading | Math |
| Monarch Academy | 86.0 | 53.9 | 83.9 | 60.5 | 83.5 | 83.5 |
| Marley Middle | 81.9 | 61.1 | 76.8 | 68.0 | 78.8 | 63.7 |
| Corkran Middle | 77.2 | 59.2 | 73.5 | 65.5 | 76.6 | 57.3 |

Cohort Analysis: Monarch Academy Glen Burnie

Looking at the performance of a cohort of students over time is an effective means to determine success. The class of 2013, Monarch's 8th graders, have been with the school the longest (4) four years. In their first year as 5th graders, these students scored 80.8% proficient and advanced in Reading. However by 8th grade, 90.9% of this cohort scored proficient and advanced in Reading, showing an increase of 11% over four years. This increase outpaced both AACPS and the state.

The chart below provides a year by year analysis of Monarch's MSA achievement over time broken down by grade cohort in both Reading and Math.

| Advanced and Proficient Reading | | | | | | |
|---------------------------------|------|------|------|------|------|------|
| | 3 | 4 | 5 | 6 | 7 | 8 |
| 2010 | NA | NA | 80.8 | NA | NA | NA |
| 2011 | NA | NA | 96 | 83.5 | NA | NA |
| 2012 | 82.2 | NA | 91.4 | 83.6 | 84.1 | NA |
| 2013 | 84.1 | 88.9 | 88.9 | 83.1 | 84.2 | 90.9 |
| Advanced and Proficient Math | | | | | | |
| | 3 | 4 | 5 | 6 | 7 | 8 |
| 2010 | NA | NA | 68.7 | NA | NA | NA |
| 2011 | NA | NA | 74.7 | 83.5 | NA | NA |
| 2012 | 80.8 | NA | 78.6 | 65.8 | 55.1 | NA |
| 2013 | 79.7 | 81.9 | 73 | 55.8 | 63.2 | 43.9 |

- 2013 8th graders- Red
- 2013 7th graders- Orange
- 2013 6th graders- Blue
- 2013 5th graders - first year taking MSA
- 2013 4th graders- Green
- 2013 3rd graders- first year taking MSA

An additional analysis for this cohort followed the students into ninth grade. Nationally, ninth graders experience a drop in GPA and ninth grade has the largest number of retentions. However, the cohort of students from Monarch Academy Glen Burnie have done extremely well in ninth grade. In tracking placement and performance the table below indicates the status of the current ninth graders.

Placement

| Program | First Marking Period | Second Marking Period |
|--------------------|----------------------|-----------------------|
| Honors | 116 | 98 |
| Advanced Placement | 5 | 5 |
| Arts | 45 | 54 |

Grade Distribution

| Grade | First Marking Period | Second Marking Period | Final Grade |
|-------|----------------------|-----------------------|-------------|
| A | 155 | 134 | 102 |
| B | 125 | 131 | 154 |
| C | 93 | 83 | 94 |
| D | 31 | 45 | 48 |
| E | 11 | 16 | 9 |

State Accountability: The State of Maryland determined that the proficiency standards for 100% of all students proficient on state exams was an unrealistic target. Consequently, the state sought a waiver from the United States Department of Education to develop a new accountability plan. The waiver was approved and the state moved from Annual Yearly Progress to a School Performance Indicator. New targets were established for the 11-12 SY. Essentially, the targets were to use the baseline score of the 10-11 SY and cut the number of students who scored Basic in half. The new targets are called Annual Measurable Objectives (AMOs).

Below is the performance data for Monarch Academy Glen Burnie. With the shift in accountability, Monarch Academy Baltimore hit their AMO target in the 11-12 SY. As the target rises, math performance is lagging behind the AMO.

| 2013 School Progress on AMO Targets | | | | | |
|-------------------------------------|---------|---------|-------------|-------------|--------------|
| | Reading | Reading | Mathematics | Mathematics | Attendance » |
| All Students | Met | Met | Not Met | Met | Met |
| American Indian or Alaska Native | na | na | na | na | |
| Asian | Met | na | Met | na | |
| Black or African American | Met | Met | Not Met | Met | |
| Hispanic/Latino of any race | Met | na | Not Met | na | |
| White | Met | Met | Not Met | Met | |
| Two or more races | Met | na | Met | na | |
| Free/Reduced Meals | Met | Met | Not Met | Met | |
| Special Education | Met | na | Not Met | na | |
| Limited English Proficient | na | na | na | na | |

| 2012 School Progress on AMO Targets | | | | | |
|-------------------------------------|---------|---------|-------------|-------------|--------------|
| | Reading | Reading | Mathematics | Mathematics | Attendance » |
| All Students | Met | Met | Met | Met | Met |
| American Indian or Alaska Native | na | na | na | na | |
| Asian | Met | Met | na | na | |
| Black or African American | Met | Met | Met | Met | |
| Hispanic/Latino of any race | Met | Met | na | na | |
| White | Met | Met | Met | Met | |
| Two or more races | Met | Met | na | na | |
| Free/Reduced Meals | Met | Met | Met | Met | |
| Special Education | Met | Met | na | na | |
| Limited English Proficient | na | na | na | na | |

Achievement Gap Reduction: In the analysis of Achievement Gap data, the state looks at the discrepancy between the highest and lowest performing student groups. At Monarch Academy Glen Burnie, the initial year saw a gap of 28.2 percentage points between African American students and special education students in reading. For the past school year, the largest gap was between Hispanics and Special Education with a gap of 24.4 percentage points, a closing of the gap by 3.8 percentage points. In math, the 09-10 SY gap was 53.8 percentage points between African American students and Special Education students. For the 12-13 SY, the gap was 41.2 percentage points, a reduction in the gap by 12.6 percentage points.

Other Assessment Metrics: The Children's Guild uses the Measure of Academic Progress (MAPS), which is developed by the Northwest Evaluation Association (NWEA). MAPS is a computer adapted test which can determine student growth over time and can generate a national percentile ranking. In the chart below, growth is calculated by student attainment on sample items and then compared to a national sample. The mean growth is for Monarch Academy. The Mean Projected Growth is for the national sample.

Mean Growth Mathematics from Fall 2012 to Fall 2013

| Grade | Mean Growth | Mean Growth Projection | Difference |
|-------|-------------|------------------------|------------|
| 3 | 13.5 | 14.6 | -1.1 |
| 4 | 13.2 | 11.8 | 1.4 |
| 5 | 9.0 | 9.1 | -0.1 |
| 6 | 5.4 | 8.0 | -2.6 |
| 7 | 5.4 | 6.0 | -0.6 |
| 8 | 7.9 | 5.5 | 2.4 |

Mean Growth Reading from Fall 2012 to Fall 2013

| Grade | Mean Growth | Mean Growth Projection | Difference |
|-------|-------------|------------------------|------------|
| 3 | 17.7 | 14.6 | 3.1 |
| 4 | 14.6 | 10.5 | 4.1 |
| 5 | 8.9 | 7.1 | 1.8 |
| 6 | 6.6 | 4.8 | 1.8 |
| 7 | 4.7 | 4.2 | 0.5 |
| 8 | 7.0 | 3.9 | 3.1 |

Nonacademic Data:

Attendance = 95% for elementary school for the four years of its existence, 95% for middle school during the two years of its existence.

Suspensions = 38 in 2012-13; 86 in 2012-12; 66 in 2011-10; 72 in 2009-10.

Wait list = 787 in 2012-13; 981 in 2011-12; 456 in 2010- 2011; 324 in 2010-09.

Teacher Turnover for Monarch Academy Glen Burnie Campus

| | Percent of Teaching Staff Not Returning | Percent of Teaching Staff Not Returning (due to promotions in education field or relocating to another area) | Percent of Teaching Staff Not Returning (due to performance) |
|---------------------|---|--|--|
| 2009-10 School Year | 2/14 = 14% | 2/14 = 14% | 0/14 = 0% |
| 2010-11 School Year | 3/25 = 12% | 1/25 = 4% | 2/25 = 8% |
| 2011-12 School Year | 7/35 = 20% | 6/35 = 17% | 1/35 = 3% |
| 2012-13 School Year | 4/45 = 9% | 3/45 = 7% | 1/45 = 2% |

As Monarch Academy has developed over the first five years, its ability to effectively respond to students' behavioral needs has progressively strengthened. Despite a steady increase in student enrollment as the school added grade levels, Monarch Academy experienced a dramatic drop in referrals and suspensions as a percentage of their overall student population. Though the school enrolled an additional 147 students in 2012-2013, referrals dropped by 85 incidences and the school experienced 48 less suspensions. The chart below provides evidence of Monarch's inverse trend of increasing enrollment while decreasing student suspensions. This improvement in school-wide behavior can be attributed to the implementation of a Behavior Motivation System; fidelity of implementation of CREW, the First Six Weeks of School model, established systems/ routines rigorously taught to all students, and school leadership's focus on building strong teacher capacity to manage behavior in the classroom.

Monarch Academy Glen Burnie Referrals & Suspensions

| | # of Referrals | # of Suspensions | Number of Students Enrolled |
|-----------|----------------|------------------|-----------------------------|
| 2009-2010 | 82 | 72 | 213 |
| 2010-2011 | 183 | 66 | 356 |
| 2011-2012 | 184 | 86 | 513 |
| 2012-2013 | 99 | 38 | 660 |

Additional Supports: Monarch has been bringing in new students and teachers into its school for the past four years as it ramps up its enrollment to full enrollment. The new students and school growth over the past four years has impacted its academic program results. Now that the school has reached full enrollment it has determined the best way to improve academic results is to increase support for student achievement so it has hired Dr. A. Duane Arbogast, Vice President/COO of Schools. Dr. Arbogast possesses strong credentials in academic achievement. He has served as the academic accountability officer for 10 years at Anne Arundel County Public Schools and Chief Academic Officer for Prince County Public Schools for four years. He will supervise the principals and oversee both our charter and special education schools.

Local Accountability: The local authorizing agent, Anne Arundel County Public School System, completed the form below in regards to local monitoring of the Monarch Academy Glen Burnie. Based on their audit, the charter has been authorized for another five years. In addition, the local district has consented to the development of an additional charter school during the 14-15 SY, and a third in the 15-16 SY.

| Instruction and Student Services Educational Performance | A | Focus Area | | Indicator | | Standard | | | | | | |
|--|--|--|--|--|----------------------|----------------------|----------------------|----------------------|----------------------|------------------------|------------------------|------------------------|
| | | Focus Area | Indicator | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard | | |
| Instruction and Student Services Educational Performance | A | Federal, State & Local Accountability | MSA Achievement | Students of the school demonstrate proficiency or progress towards meeting the stated Annual Measurement Objective (AMO), in subjects tested (mathematics, reading, and science) | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard | |
| | | | HSA Achievement | Students at the school demonstrate proficiency or progress towards meeting the stated Annual Measurable Objective (AMO), in subjects tested (English, Algebra, Biology) | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard | |
| | | | Analysis of students cohort growth | Annual academic growth by student cohort. Growth by grade analyzed. | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard | |
| | | | % of students tested | The school is appropriately administering applicable state standardized tests to its students. | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard | |
| | | | Relative performance | The school's performance meets or exceeds the performance of schools with closely comparable student populations. | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard | |
| | | | Student Attendance Rate | The school attendance meets, near or exceeds the district's annual attendance targets for all students and by student groups. | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard | |
| | | Student Performance and Assessment (Meets state mandated assessment) | Other student assessment data which includes benchmark assessments, student growth assessments, formative developed assessments, portfolios, other assessment methods. | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard |
| | | | Demographic teacher growth rates to alternative assessment methods. Annual growth targets as identified internally. | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard |
| | | Data Driven Decision Making | Data-driven decision making. | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard |
| | | Annual Performance and Student Achievement Goals and Objectives | Analysis of annual school performance versus to originally state student performance goals and objectives. | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard |
| Implementations of Mission/Vision | Data supporting the implementation of the original state mission and vision. | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard | | |
| Instructional Strategies | Implementation of curriculum and instructional techniques | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard | | |
| | Implementation of differentiated instruction for students, particularly of those below grade level | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard | | |
| Professional Development Plan (PDP) | Relevant PDP program aligned with program mission and vision. | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard | | |
| Special Education/ELL | Implementation of specialized instruction for exceptional learners (Students with Disabilities, and 504 plans) | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard | | |
| | | Implementation of ELL programs | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Meets Standard | Approaching Standard | Does not meet Standard | |

| Focus Area | Indicator | Standard | 5/15/2013 | | | | 5/15/2012 | | | | 5/15/2011 | | | | | | | |
|---|-------------------------------------|--|---------------------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|--|--|--|--|
| | | | Annual Report | Annual Report | Annual Report | Annual Report | Annual Report | Annual Report | Annual Report | Annual Report | Annual Report | Annual Report | Annual Report | Annual Report | | | | |
| B School Climate | Student Enrollment | Targeted Student Enrollment | | | | | | | | | | | | | | | | |
| | | Student Teacher Ratio | | | | | | | | | | | | | | | | |
| | | Geographic Analysis | | | | | | | | | | | | | | | | |
| | | Enrollment Trends | | | | | | | | | | | | | | | | |
| | Behavior Interventions and Analysis | Intervention Effectiveness | | | | | | | | | | | | | | | | |
| | | Behavioral Philosophy | | | | | | | | | | | | | | | | |
| | Parent Satisfaction | Annual parent utilization data | | | | | | | | | | | | | | | | |
| | | Staff Satisfaction and Turnover | | | | | | | | | | | | | | | | |
| | | Measures of School Climate | | | | | | | | | | | | | | | | |
| | | Extra-Curricular Activities | | | | | | | | | | | | | | | | |
| C Parent and Community Involvement | Parental Involvement | Methods for initiating positive and ongoing parental involvement in the school | | | | | | | | | | | | | | | | |
| | | Documented evidence of effective and/or judged PTO | | | | | | | | | | | | | | | | |
| | Business Partnerships | Listing and defined membership of all Business Partnerships | | | | | | | | | | | | | | | | |
| | | Special Education | Special Education Process | | | | | | | | | | | | | | | |

Monarch Academy Public Charter School Baltimore

Monarch Academy Public Charter School Baltimore Campus (operating for 2 years and 7½ months): 2525 Kirk Avenue, Baltimore, MD 21218. Alison Perkins Cohen, Executive Director of Office of New Initiatives, Baltimore City Public School System, phone 443-642-4551. Student composition is regular education and special education students (17%) grades K-8. Enrollment = 990 students.

Student Achievement

Student Academic Growth: MSA Achievement: The state data for Monarch Academy Baltimore City is less telling. In 2011-12, only third and fourth grades were tested. Fifth grade was added during the 12-13 SY. In addition, the increased number of new students enrolled in each grade makes year to year comparisons difficult. Below is the state assessment data for Monarch Academy Baltimore City. Student groups not reported indicate that the number of students in those groups was five or less.

| SY 2012-2013 | | | | |
|--------------|---------------------------|------------------|-----------------------|-----|
| Subject | Student Group | # of Test Takers | Proficient & Advanced | % |
| Reading | All Students | 292 | 208 | 71% |
| Reading | Black or African American | 281 | 197 | 70% |
| Reading | FARMS | 244 | 168 | 69% |
| Reading | Special Education | 24 | 4 | 17% |
| Math | All Students | 292 | 182 | 62% |
| Math | Black or African American | 281 | 172 | 61% |
| Math | FARMS | 241 | 139 | 58% |
| Math | Special Education | 23 | 2 | 9% |

| SY 2011-2012 | | | | |
|--------------|---------------------------|------------------|-----------------------|-----|
| Subject | Student Group | # of Test Takers | Proficient & Advanced | % |
| Reading | All Students | 123 | 88 | 72% |
| Reading | Black or African American | 121 | 87 | 72% |
| Reading | FARMS | 102 | 69 | 68% |
| Reading | Special Education | * | * | |
| Math | All Students | 123 | 93 | 76% |
| Math | Black or African American | 121 | 92 | 76% |
| Math | FARMS | 102 | 74 | 73% |
| Math | Special Education | * | * | |

* Less than five students in the test group

Comparative Data

| Grades 3-5 School | 2013 | | 2012 | |
|-----------------------------------|---------|------|---------|------|
| | Reading | Math | Reading | Math |
| Monarch Academy | 71.2 | 62.3 | 71.5 | 75.6 |
| Harford Heights Elementary School | 58.4 | 61.2 | 52.9 | 62.3 |
| Brehm Lane Elementary School | 61.9 | 61.2 | 66.6 | 72.0 |
| Moravia Park Elementary School | 62.4 | 74.0 | 55.2 | 62.7 |

While comparative data is useful, it is noted that Monarch Baltimore moved into a fully functional school building with 330 students in year one of its operation and made AYP. Then in year two it needed to move out of its school building to find a school large enough to accommodate 660 students. Many parents were fearful to have their children attend school in the new neighborhood as it was perceived as a less desirable area. One hundred students withdrew and the school admitted 430 new students. Many of the new students demonstrated lower proficiency when they entered the Academy than the initial group of 330 students. This also resulted in another new group of Monarch teachers who needed to learn the Monarch teaching system. This resulted in children scoring lower on test scores because they had a shorter time being educated at Monarch, i.e., only months, which drove the scores down. Then the school moved again to its permanent site in its 3rd year to a newly renovated school and brought in another 330 students who had never been in the school which negatively impacted our scores again along with the adjustment of another group of new teachers who were just learning the Monarch system of teaching. The constant influx of students who are behind academically and teachers new to the school had a negative impact on test scores so scores need to be viewed within that context. This is also the rationale for admitting all students and teachers in the first year rather than continually impacting the academic culture and climate by repeatedly including new students and teachers.

State Accountability: The State of Maryland determined that the proficiency standards for 100% of all students proficient on state exams was an unrealistic target. Consequently, the state sought a waiver from the United States Department of Education to develop a new accountability plan. The waiver was approved and the state moved from Annual Yearly Progress to a School Performance Indicator. New targets were established for the 11-12 SY. Essentially, the targets were to use the baseline score of the 10-11 SY and cut the number of students who scored Basic in half. The new targets are called Annual Measurable Objectives (AMOs).

Below is the performance data for Monarch Academy Baltimore. With the shift in accountability, Monarch Academy Baltimore hit its AMO target in the 11-12 SY. As the target rises, math performance is lagging behind the AMO. The decrease in results of academic performance in 2012-2013 can also be attributed to an influx of 330 new students plus about 60 students who were doing well in the school but whose parents pulled them out of the school when the school moved from Northeast Baltimore to West Baltimore. The move was due to the need for a school building that could accommodate 660 students rather than the previous building which accommodated 330 students. The West side of Baltimore is viewed as a very dangerous, drug-infested part of the city. It also is viewed as having the poorest of the poor so many of the 530 (430 new students + 100 new students who took the place of the 100 who left) new students were further behind academically than the initial 330 students enrolled in 2011-2012 and socially more disadvantaged. Again, this makes the case why it is best to enroll all the students at once rather than ramp up slowly and constantly add new teachers and students which requires continuous reset of the culture given both the students and the new teachers hired to teach the new students need re-acclimated to the school and the instructional approach. This need for re-acclimation process lowers school performance due to the time it takes away from focus on the academic performance.

2013 School Progress on AMO Targets Monarch Academy Baltimore City

| | <u>Reading</u> <u>Percent</u> <u>Proficient »</u> | <u>Reading</u> <u>Participation</u> <u>Rate »</u> | <u>Mathematics</u> <u>Percent</u> <u>Proficient »</u> | <u>Mathematics</u> <u>Participation</u> <u>Rate »</u> | <u>Attendance</u> <u>»</u> |
|-----------------------------|---|---|---|---|-------------------------------|
| All Students | Met | Met | Not Met | Met | Met |
| Black or African American | Met | Met | Not Met | Met | |
| Hispanic/Latino of any race | na | na | na | na | |
| White | Met | na | Met | na | |
| Two or more races | na | na | na | na | |
| Free/Reduced Meals | Met | Met | Not Met | Met | |
| Special Education | Not Met | na | Not Met | na | |

2012 School Progress on AMO Targets Monarch Academy Baltimore City

| | <u>Reading</u> | <u>Reading</u> | <u>Mathematics</u> | <u>Mathematics</u> | <u>Attendance</u> |
|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-----------------------------|-------------------|
| | <u>Percent Proficient »</u> | <u>Participation Rate »</u> | <u>Percent Proficient »</u> | <u>Participation Rate »</u> | |
| All Students | Met | Met | Met | Met | Met |
| Black or African American | Met | Met | Met | Met | |
| Hispanic/Latino of any race | na | na | na | na | |
| White | Met | na | Met | na | |
| Two or more races | na | na | na | na | |
| Free/Reduced Meals | Met | Met | Met | Met | |
| Special Education | Met | na | na | na | |

Nonacademic Data

Attendance Rates: 2011 – 2012 = 95.3%, 2012 – 2013 = 94.3%

Discipline

Suspensions

| | 2011-12 | 2012-13 |
|-----------------------------|---------|---------|
| Number of Students Enrolled | 334 | 661 |
| Number of Suspensions | 12 | 70 |

Teacher Turnover for Monarch Academy Baltimore Campus

| | Percent of Teaching Staff Not Returning | Percent of Teaching Staff Not Returning (due to promotions in education field or relocating to another area) | Percent of Teaching Staff Not Returning (due to performance) |
|----------------------------|--|---|---|
| 2011-12 School Year | 8/28 = 28.6% | 7/28 = 25% | 1/28= 3.6% |
| 2012-13 School Year | 6/47= 12.8% | 5/47 = 10.6% | 1/47=2.1% |

The Children's Guild has done an excellent job of managing public charter school funds. See **Appendix, Section V** for audited financial statements for charter schools managed by The Guild (EMO).

The Children's Guild has experienced only positive publicity for the charter schools it manages since the day it launched its charter school Educational Management Organization (EMO). Consequently there have been no sanctions during the five years it has operated charter schools. One indication of the quality of The Guild's EMO is that it received a renewal of its Monarch Glen Burnie Charter School for another 5 years from Anne Arundel County Public Schools on February 19, 2014. It has also received a 25 year contract to operate an International Baccalaureate and Information Technology K-8 school and charter approval to open a replication of its Monarch Glen Burnie School in 2015. The approval to open two new schools and the length of the contract for the IB / IT school is testament by Anne Arundel County Public School System of the confidence they have in The Children's Guild Education Management Organization's ability to operate an effective public charter school.

3. Finance

a. Anticipated Sources of Funds

While we believe we may receive some private grants and contributions to support our program, our financial plan relies nearly entirely on per pupil and federal formulaic and programmatic funding. We also assume we will receive the \$700,000 Title Vb Charter School start up grant. PPF and federal funding comprise more than 99 percent of our budgeted revenue each operating year.

In the planning year, we include a line of credit advance from The Children's Guild, Inc. to help fund start-up costs (including leasehold improvements). The line of credit advance is guaranteed by The Children's Guild, Inc., making nearly all of our expected funding either guaranteed by The Children's Guild, Inc. or from local/federal sources. We will repay the advance early in the first operating year.

Anticipated Per Pupil Allocation

| Revenue/Funding Source | Planning | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------------|-----------|--------------|--------------|--------------|--------------|--------------|
| 01. Per Pupil Charter Payments | \$ - | \$ 9,411,831 | \$ 9,600,067 | \$ 9,792,069 | \$ 9,987,910 | \$10,187,868 |
| 02. Per Pupil Facilities Allowance | \$ - | \$ 1,350,000 | \$ 1,350,000 | \$ 1,350,000 | \$ 1,350,000 | \$ 1,350,000 |
| 03. Federal Entitlements | \$140,000 | \$ 652,609 | \$ 772,411 | \$ 549,078 | \$ 509,078 | \$ 509,078 |
| 04. Other Government Funding/Grants | \$ - | \$ 256,831 | \$ 261,662 | \$ 266,590 | \$ 271,617 | \$ 276,744 |
| 06. Private Grants and Donations | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - |
| 07. Activity Fees | \$ - | \$ 9,000 | \$ 9,180 | \$ 9,364 | \$ 9,551 | \$ 9,742 |
| 08. Loans | \$170,000 | \$ (170,000) | \$ - | \$ - | \$ - | \$ - |
| 09. Other Income | \$ - | \$ 24,828 | \$ 10,338 | \$ 16,348 | \$ 16,369 | \$ 16,369 |
| Total funds | \$310,000 | \$11,535,098 | \$12,009,658 | \$11,983,448 | \$12,144,514 | \$12,349,801 |

Per Pupil funding – Line 01 Per Pupil Charter Payments and Line 02 Per Pupil Facilities Allowance.

Our estimate for Per Pupil funding assumes the base FY14 PPF funding increases 2 percent annually, consistent with recent history. We assume that the \$3,000 per pupil facilities funding allowance in FY14 will remain flat over the full time horizon of the budget. We also assume the grade-level, SpEd, and LEP/NEP multipliers remain flat and consistent with FY14. These assumptions result in a foundation per pupil payment of \$9,682 in FY16 and \$9,876 in FY17, with a constant per pupil facilities payment of \$3,000.

Below are our enrollment projections for our first five operating years. We have six percent LEP/NEP students, consistent with the DC PCS average. We assume a significantly higher special education profile than the DC PCS average of 13 percent. As detailed in other parts of the application, serving students with IEPs is one of our huge strengths and we believe our recruiting and outreach efforts supported by our reputation will yield a student population with

a majority of SpEd students. Our financial model is based on 60 percent of the students having IEPs. If we fall short of this expectation, we will adjust our staffing accordingly. As all federal and local SpEd funding must be spent on SpEd-allowable expenses or be returned, the high proportion of SpEd students is not driving the financial viability of our business model.

We assumed the poverty statistics of our students would be higher than the current DC PCS population of ~68 percent (at 82 percent), as we believe the location we are targeting for our facility and especially the high proportion of special needs students we intend to serve will yield a higher proportion of economically disadvantaged students than District PCS average.

| Grade/Profile | SY15-16 | SY16-17 | SY17-18 | SY18-19 | SY19-20 |
|----------------|---------|---------|---------|---------|---------|
| PK 4 | - | - | - | - | - |
| K | 25 | 25 | 25 | 25 | 25 |
| 1st | 25 | 25 | 25 | 25 | 25 |
| 2nd | 25 | 25 | 25 | 25 | 25 |
| 3rd | 25 | 25 | 25 | 25 | 25 |
| 4th | 50 | 50 | 50 | 50 | 50 |
| 5th | 75 | 75 | 75 | 75 | 75 |
| 6th | 75 | 75 | 75 | 75 | 75 |
| 7th | 75 | 75 | 75 | 75 | 75 |
| 8th | 75 | 75 | 75 | 75 | 75 |
| Level 1 | 98 | 98 | 98 | 98 | 98 |
| Level 2 | 86 | 86 | 86 | 86 | 86 |
| Level 3 | 32 | 32 | 32 | 32 | 32 |
| Level 4 | 54 | 54 | 54 | 54 | 54 |
| LEP/NEP | 27 | 27 | 27 | 27 | 27 |
| Total students | 450 | 450 | 450 | 450 | 450 |

Line 03 Federal Entitlements and Line 04 Other Government Funding/Grants.

Federal entitlements include NCLB and IDEA formulaic funding as well as the Title Vb start up grant, while Other Government Funding/Grants is NSLP revenue (and a small amount of Healthy Schools Act revenue).

We assumed 82 percent for students in poverty as noted above and used OSSE's most recent guidance memo for Proposed Public Charter Schools dated January 11, 2013 to estimate Title 1, 2a, and IDEA funding. We assumed no increases in funding for the federal formulaic grants, but did assume an inflationary increase for the NSLP reimbursement amounts, which is consistent with past experience. We used the unit information shown in the chart below to forecast NCLB/IDEA and NSLP revenue.

| Federal grant program | Amount |
|------------------------------------|------------|
| Title 1, Part A, per F/R pupil | \$ 919.80 |
| Title 2, Part A, per-pupil | \$ 174.41 |
| IDEA, Part B 611, per-pupil | \$ 201.75 |
| IDEA, Part B 619, per-3-5 YO pupil | \$ 15.98 |
| Nat'l Food Prgm category | FY14 rates |
| Lunch - Paid | \$ 0.30 |
| Lunch - Reduced | \$ 2.55 |
| Lunch - Free | \$ 2.95 |
| Breakfast - Paid | \$ 0.28 |
| Breakfast - Reduced | \$ 1.28 |
| Breakfast - Free | \$ 1.58 |
| Snack | \$ 0.80 |

Line 06 Private Grants and Donations, and Line 07 Activity Fees.

As noted above, for conservatism we did not assume any private fundraising. We assume modest activity fees as CGDC expects the PTA to raise funds to the best of their ability for enrichment activities and field work.

Line 08 Loans and Line 09 Other Income.

We budgeted a total of \$170k in line of credit advances from The Children's Guild, Inc. in the planning year. Early in the first operating year this advance will be paid back. The advance covers start up spending both in excess of that expected to be covered by Title Vb, and also as a source of initial liquidity as Title Vb funds are paid on a reimbursement basis, typically on a 60-90 day lag from incurring the expense.

The small amount of other income budgeted is paid lunch from our families who do not qualify for free or reduced lunch (we base this number only on paid lunch—no funding is assumed from paid breakfast, snacks, or reduced lunch/breakfast). Furthermore we assume only a 50 percent collection rate from our bottoms-up forecast for conservatism. Also, we have a small amount assumed for student uniforms to recapture some of that cost.

CGDC has the following contingencies in place to handle issues resulting from timing of funding, as well as overall lower-than-expected funding.

Timing of Funding.

The Children's Guild, Inc. has made a commitment to protect CGDC from timing-related shortfalls in liquidity. We have assumed in our forecast a line of credit that will be drawn on during the planning year. Should funding be delayed or needs be larger than forecast, either during the planning or subsequent operating years, The Children's Guild, Inc. would serve as a backstop to provide additional/larger advances in the form of a line of credit totaling \$600,000 in borrowing capacity.

Lower-Than-Expected Funding.

CGDC's budget is fairly conservative. In addition to planning for a reasonably healthy surplus to build operating reserves and funds for a permanent facility, the budget contains a contingency for unforeseen expense or revenue shortfalls of 1.5 percent of revenue or

~\$180k. If there were funding shortfalls driven by under-enrollment, we would see savings by reduced cost to serve a smaller student body and would evaluate how to best make cuts to minimize program impact while restoring fiscal viability. If funding shortfalls were severe and driven by reduced funding levels, CGDC would work to bring spending into alignment with revenue, with one possible short-to-medium term fix being a reduction in the management fee to The Children's Guild, Inc.

Lower than Expected Enrollment.

The rent payment in the lease agreement that is currently being negotiated is structured on a per pupil basis, in effect converting this sizable cost that is normally a fixed cost into a variable cost that will automatically drop with lower than anticipated enrollment. Additionally, the modular nature of the staffing model developed by the Education Management Organization during 60 years of running special education schools in times of volatile environments also adjusts well to changes in enrollment including the overhead positions that can be added or subtracted to match revenues and enrollment.

There are several financial goals for the first five years of operations. We aim to maintain a surplus every year to ensure a steadily growing net worth that will place the school in a secure and sustainable position for the future. Similar to most start up charter schools, in addition to building operating reserves, we are planning to save to be able to afford a permanent facility by around Year 5 that will be CGDC's permanent home. The savings could provide the equity required for either leasehold improvements to a DCPS surplus facility or for the purchase and renovation of a non-DCPS facility. Our five-year plan projects accumulating approximately \$4m by the end of FY20. We would view approximately \$3m of this to be operating reserves (using a rough metric of 3 months operating expense), with the remaining \$1m available to support a facilities project.

b. Planned Fundraising Efforts

At this time we have no planned fundraising efforts given we feel the financial assets of The Children's Guild, Inc. and the local and federal funding driven by student enrollment provide sufficient revenue to operate the school in a way that will meet the needs of the students admitted.

The organizational capacity of The Children's Guild, Inc., its development department's capacity for grant writing, and its line of credit/cash reserves are sufficient to fund the anticipated planning and development expenses prior to opening the school. Furthermore, as noted above, we expect the Title Vb start up grant to cover some planning year expenses as well.

c. Financial Management and Accounting

The school principal and administrative school secretary, working daily with the Education Management Organization (EMO), will fulfill the responsibility of the management and accounting for school funds on a daily basis. The Board will exercise overall financial oversight of the school. The principal's qualifications are contained in section C.3.4.a. The EMO's qualifications are contained in section A.1.1 and C.3.4.a.

The financial controls and financial management polices to be employed are detailed in The CGDC Accounting Procedures Manual (see **Appendix, Section W**). The preparation of the budget is described on Page 1 (Section II A Budget) of the CGDC Accounting Procedures Manual.

Monthly cash flow management will be supervised by the CFO of the EMO using weekly projections and daily monitoring. An advance during the planning year and additional advances under a working capital line of credit from The Children's Guild, Inc. will provide liquidity if there are unforeseen shortfalls. However, given the pre-payment of PPF and PPF each quarter, in advance, in addition to conservative budgeting and careful management, we do not anticipate liquidity issues once the new school is operating. Details of the first years' cash flow plans are contained in the budget section (see **Section E**).

As documented in the CGDC Accounting Procedures Manual (page 1, paragraph 2), the CGDC will adhere to policies and practices dictated by generally accepted accounting principles (GAAP accounting), District of Columbia Educational Law, District of Columbia Regulations, and standards required by the District of Columbia Financial Reporting Manual. CGDC will make all financial records available to DC Charter Board within 48 hours of a request for auditing purposes.

As explained in earlier sections all of the activities of this school will be contained within a newly created corporation. Funds will be held in separate bank accounts of that corporation, separate accounting records including a separate general ledger will be maintained. Separate financial statements (both interim unaudited and year end audited) will be produced. A separate annual audit will be performed and the resulting audited financial statements distributed independently of any other organization.

d. Civil Liability and Insurance

When approved, CGDC will acquire the necessary insurance from our current broker, Jerry Partlow, owner of Partlow Insurance Agency. The Children's Guild, Inc. currently maintains this coverage. See **Section E** for certificate of insurance.

e. Provision for Audit

An independent CPA firm on the PCSB's approved auditor list will perform audits annually in full compliance with the District of Columbia laws and the DC Public Charter School Board requirements.

4. Facilities

a. Identification of a Site

We plan to house the school at 5600 East Capitol Street NE, Washington DC in Ward 7. We are currently engaged in discussions with the See Forever Foundation, which controls the property. We plan to lease two floors (which contain 25 classrooms) in the building and to be co-tenants with the Maya Angelou Public Charter School. Immediately following notification of conditional approval of our charter application, we anticipate being able to conclude negotiations and to occupy the building in time for the beginning of the school year in August 2015. Renovations will include mostly esthetic changes since the building is a school with the number of classrooms needed already in place. If developments at the Options Public Charter School located at 1375 E Street NE in Ward 6 result in that building becoming available, we may consider that site as another alternative.

As a back-up plan, we continue to work with the TenSquare Group to identify other possible sites in case our primary plan does not come to fruition. We will continue to do this until the location is finalized.

b. Financing Plans for Facilities

As outlined in the previous section, The Children's Guild, Ltd. expects to lease the space required to house CGDC. CGDC will then sublease the space from The Children's Guild, Ltd. Also as noted earlier, we are structuring the lease to be based on a cost per-student amount vs. a cost per square foot making one of our largest contractual commitments variables with enrollment.

We assume leased space over the five-year horizon of the application budget. The cost of renovations will be financed by the building owner, but we do assume that modest leasehold improvements of \$50,000 will be incurred directly by CGDC during the planning year. We have budgeted approximately \$1.4 million a year for rent.

c. Building Maintenance

CGDC recognizes the importance of a safe, clean environment for its students. In order to ensure such an environment, we will institute The Children's Guild Preventive Maintenance Program. The school's Facility Coordinator working with the custodial crew, The Children's Guild Director of Facilities and The Children's Guild's corporate (mobile) maintenance crew will ensure that all policies, codes and standards are met, and that all mechanical systems are

operating properly. An automated tracking system will monitor maintenance needs on a real time basis, and ensure preventive maintenance and repairs are conducted swiftly and cost-effectively. The automated maintenance tracking system also identifies opportunities for increased efficiency. The care and maintenance of our physical environments is one of our pillars under the philosophy of Transformation Education. We employ a variety of systems which monitor the cleanliness and decorum of our physical environment. For a bird's eye view of one of our school environments, go to www.childrensguild.org.

5. Recruiting and Marketing

a. Recruitment of Students

There are several key strategies related to student recruitment. First of all, The Children's Guild will recruit from the entire District for students with special needs. We want to become known as a destination school available to students throughout DC whose educational needs require an individualized plan.

We talked to Jennifer Daniels, Executive Director of the Council for American Private Education (CAPE) in DC. She suggested we talk to Gene Baptiste, Executive Director of the Independent Schools and Maggie Hubbard, the Director of Special Education of the Catholic Schools to determine their interest in using CGDC to refer families to or to purchase our diagnostic and evaluation services from, or our training and consultation services to build their special education capacity for their students. Based on Ms. Daniels suggestion we will visit these four schools for referrals of children who have special education needs beyond what is available to serve students currently enrolled. These schools include Calvary Christian Academy, Cornerstone, Dupont Park Adventist and the Monroe School. She also indicated an interest in exploring using CGDC as an LEA of choice for special education needs for CAPE affiliated schools.

We will also visit Headstart programs and preschools throughout the District to recruit students who require an enriched and individualized learning environment to be successful in schools.

We also plan to attend association meetings held for families who have children with special education needs such as autism, developmental disabilities, ADHD, etc. to inform parents of CGDC's capacity to meet their children's needs and to recruit applications. Another component of our recruitment strategy is to also visit the ANC's in Wards 5, 7 and 8 to make local neighborhood leaders aware of CGDC's capacity to serve students with both regular and special education needs. We will ask if we can exhibit at neighborhood events as a means of recruiting parents to come to informational meetings or to make application for their children enroll in the school.

Through the aforementioned contacts, we will establish community meetings to introduce our programs to parents and students. In addition, we will use radio advertising, social media and door-to-door visits in Wards 7 and 8 to notify families of our school and invite them to the school for tours and to meet the staff and solicit applications for enrollment. We also plan to attend festivals and stand outside of supermarkets in various locations in the city to recruit applications for enrollment.

We will begin recruitment in September, 2014 and continue to recruit until our enrollment goal is met.

As soon as the authorization process permits, we will begin our recruitment of special needs students. At the same time, we will emphasize in Wards 7 and 8 that our school is also designed to provide a rigorous academic program through our Project Based Learning approach for learners without special needs. Our strategy is to appeal District-wide for our special education population and locally in Wards 7 and 8 for our regular education population. This does not mean we will not recruit students with special needs in Wards 7 and 8 but rather, we will place greater emphasis on recruitment of students with special needs in Wards 1 – 6. One of the reasons to seek our regular education students locally is that our younger grades are more likely to be interested in a neighborhood school. These younger students are also less likely to need special education services. Thus, we expect to get most of our regular education population target of 40% from students in Wards 7 and 8 and to draw from schools across the District for our target population of 60% special education population.

Our specific recruiting strategies include visiting the existing charter schools and public schools to make them aware of our ability to serve children with special needs they find difficult to serve; to offer them our diagnostic and evaluation services; and to offer staff development and consulting services to build their capacity to educate students with special education needs. In addition, we will reach-out to and be available to students of the former Options School.

Because of our experience opening and operating charter schools, we know how to adjust our classes and structure to accommodate actual enrollment, even if it is significantly different from projected enrollment. We utilize a modular approach to opening our schools that can respond easily to changes in student profile. In addition, we budget conservatively and include in that budget a contingency for unforeseen revenue shortfalls. Finally, there is reduced cost for serving a lesser number of students that, along with the other approaches above, allows us to adjust to a wide range of enrollment numbers.

Our school has a tremendous amount to offer. The school model rooted in the TEACCH structures, Transformation Education and Project Based Learning will be successful because it is truly designed for both students who need an individualized approach to learning and students that learn best through experience and who desire a rigorous academic standards.

C. Plan of Operation

1. Student Policies and Procedures

a. Timetable for Registering and Enrolling

CGDC will participate in the common application and lottery.

Enrollment Calendar

| Key Events | Dates |
|--|--|
| Application Deadline (round #1) | March 2, 2015 – Application and direction on how to apply are on My School DC |
| Application submission (round #2) | March 3, 2015 – May 15, 2015 |
| Lottery | March , 2015 (round #1) |
| Notification of Lottery (round #1) | March 31, 2015 - Lottery results are released and are available online. Families that provided an email address also will receive lottery results by email or log onto their My School DC account to view results. |
| Deadline to accept a space if your child was matched with space in school through lottery. | May 1, 2015 |
| Deadline for round #2 of the lottery for all grades. | May 15, 2015 |
| ***Round #2 is open only to students who missed the March 2 deadlines and students who were not matched with an opening in the school in the first round of the lottery. | |
| *** To accept your space, you must submit required enrollment forms and prove DC residency. | |

CGDC will not discriminate in its admission policies against any individual on the basis of any classification protected under statute or PCSB policy, or on the basis of the student's academic ability or previous disciplinary record. Students who apply by the stated deadline for application will be admitted, up to the maximum number of students that can be accommodated by the school for any given year. If more eligible students apply than can be accommodated an admission to a lottery will be held.

As a public charter school CGDC will be open to all students in the District of Columbia based on the MySchoolsDC lottery enrollment system. Previously enrolled students in CGDC will have the assurance that they will be guaranteed admission the following year. The deadline for student reenrollment will be established by CGDC each year. The Common Lottery application deadline for 2014 is March 3. If the number of student applicants at a grade level exceeds the

capacity at the given grade, a lottery will be held. In the event that CGDC has not reached its enrollment target on the date when the application window closes, we will continue our outreach efforts until the capacity is reached. Students who apply after capacity has been reached will be placed on a waiting list in the order in which their application is received. Applicants will be identified by number and grade. As spaces become available at CGDC, applicants will be offered admittance in the order of placement on the waiting list.

CGDC will grant enrollment preference to siblings of current students during the enrollment period. If a parent submits applications for siblings within the enrollment period, if one of the siblings is chosen in the lottery, the other siblings may be enrolled as long as a slot is available in their siblings' grade levels. For detailed procedures on how the lottery will be conducted see **DC Public Charter School Board Enrollment and Lottery Guidelines/ School Reform Act (Sec 38-1802.06)**. No preference will be given to the children of faculty or board members.

b. Policies and Procedures for Enrollment and Withdrawal of Students

CGDC policy and procedure for enrollment and withdrawal is as follows: The principal or person designated by the principal to be in charge of registration for each school or program shall be responsible for receiving all applications for admission, conducting registration procedures, and certifying that all admission requirements and prerequisites have been properly met by the school. Prior to the admission of a student, the student's parent or guardian shall be required to provide documented proof of the date of birth of each registering student. Proof of age may include, but is not necessarily limited to, any one (1) of the following:

- An original or certified true copy of the student's official birth certificate
- A valid, unexpired passport which gives the student's date of birth
- A sworn (notarized) affidavit of the student's correct date of birth. Affidavit forms shall be available from each principal or other person responsible for admission and registration procedures
- An official transcript from the last school attended by which includes the student's date of birth
- An original or certified true copy of the student's baptismal certificate which includes the student's date of birth

A parent or guardian shall provide the following information for each registering student:

- Full name of the student
- Full name, home address, and work address of each parent, guardian, or other person having custody or control of the student for the purpose of admission
- The home and work telephone numbers of each parent guardian, or other responsible adult or, in each case, the telephone number through which each person may be contacted at home and at work

- The name and telephone number of a person or persons who should be contacted in case of an emergency
- The name, address, and telephone number of the student's physician, clinic, or other person or agency where the student's medical records are located
- The date of registration
- The manner or type of admission

The principal of CGDC or other person responsible for admission and enrollment procedures may require the following:

- The submission of at least three (3) documents indicating District of Columbia residency to determine whether the student is eligible to attend CGDC without payment of non-resident tuition
- The parent, court appointed guardian or custodian providing verification of District of Columbia residency for both current and initial enrolling children
- Parent, court-appointed guardian or custodian shall have ten (10) school days to provide the indicators of residency requested. If the required information is not provided in the requested time period, which can be extended at the discretion of CGDC, arrangements must be made to enroll as a non-resident student and to pay non-resident tuition.

Failure to provide the requested information or pay the required tuition will result in exclusion from CGDC. One of the following items shall be required to establish District of Columbia residency:

- (1) Proof of payment of D.C. personal income tax by a parent or guardian for the tax period closest in time to the consideration of District of Columbia residency;
- (2) A current (i.e., issued less than forty-five (45) days prior to consideration of residency) tax withholding statement which contains a parent's or guardian's name and evidence of his or her District of Columbia residency; or
- (3) Current official documentation of financial assistance from the District government including, but not limited to, Temporary Assistance for Needy Families (TANF), housing assistance or other programs, etc.

In addition, two (2) or more of the following items shall be required to establish District residency:

- (1) A vehicle registration showing the parent's or guardian's name and evidencing District of Columbia residency;
- (2) Title to residential property in the District of Columbia, or a valid, unexpired lease agreement and paid receipts or canceled checks (for a period within the two (2) months immediately preceding consideration of residency) for payment of rent on a District residence in which the applicant actually resides;
- (3) A valid, unexpired D.C. Motor Vehicle Operator's Permit, or non-driver's identification;
- (4) Maintenance of District of Columbia voter registration; and

(5) One (1) or more utility bills and paid receipts or canceled checks (from a period within the two (2) months immediately preceding consideration of residency), showing the parent's or guardian's name and a District of Columbia residence; and

(c) If the parent, court-appointed guardian or custodian cannot provide the documents described in this subsection (e.g., in the case of a homeless student), the principal or his/her designee has the discretion to grant an exemption to the required indicators of District of Columbia residency to permit admittance to CGDC.

Student withdrawal - A student may withdraw from a public charter school at any time.

Students who do not live in the District of Columbia are welcome to apply. However a Non-District of Columbia resident applicant will only be enrolled in CGDC after all DC resident applicants have been enrolled. A tuition fee is required if accepted.

Students will be accepted mid-year if space is available. CGDC anticipates that its special education services and its Diagnostic and Evaluation program will attract students from other charter and/or public schools seeking special education programming at various times of the school year. CGDC will welcome these students.

In our inaugural year, CGDC will be accepting students in grades K-8. Each year afterwards, CGDC will be accepting Kindergarten, 4th and 5th grade students and replacing students in other grades impacted by attrition and withdrawal. In other words, CGDC does not plan to restrict entry at any grade it serves, at launch or going forward.

c. Students with Disabilities

Identification

CGDC proposes to service a special education population of 60% of its student body in addition to offering a Diagnostic and Evaluation program that would identify special education needs, instructional accommodations/modifications, behavioral interventions and support of related services. As a result, CGDC will provide a continuum of special education resources to meet the needs of this diverse population. Because of its long history and demonstrated success in both the nonpublic and charter arenas, The Children's Guild is uniquely qualified to operate a majority special education charter school. CGDC will comply with all regulations in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 (Section 503). Please see the Students with Disabilities Continuum of Services section for further details.

Special Education Process

| Stage | Time Allowed Between Stages |
|--|-----------------------------|
| Instructional Interventions | Ongoing |
| Screening: SST team | Ongoing |
| Parent requests evaluation in writing Parent consents to formal assessment Eligibility determination completed | 90 calendar days |
| IEP written and approved by IEP team | 30 calendar days |
| IEP implemented once parent written consent is obtained | As soon as possible |
| Annual review | 1 year |
| Reevaluation | Within every 3 years |
| Due Process Hearing Timelines Hearing request received by school system Hearing decision | 45 calendar days |
| Timeline to appeal hearing decision to court | 180 calendar days |

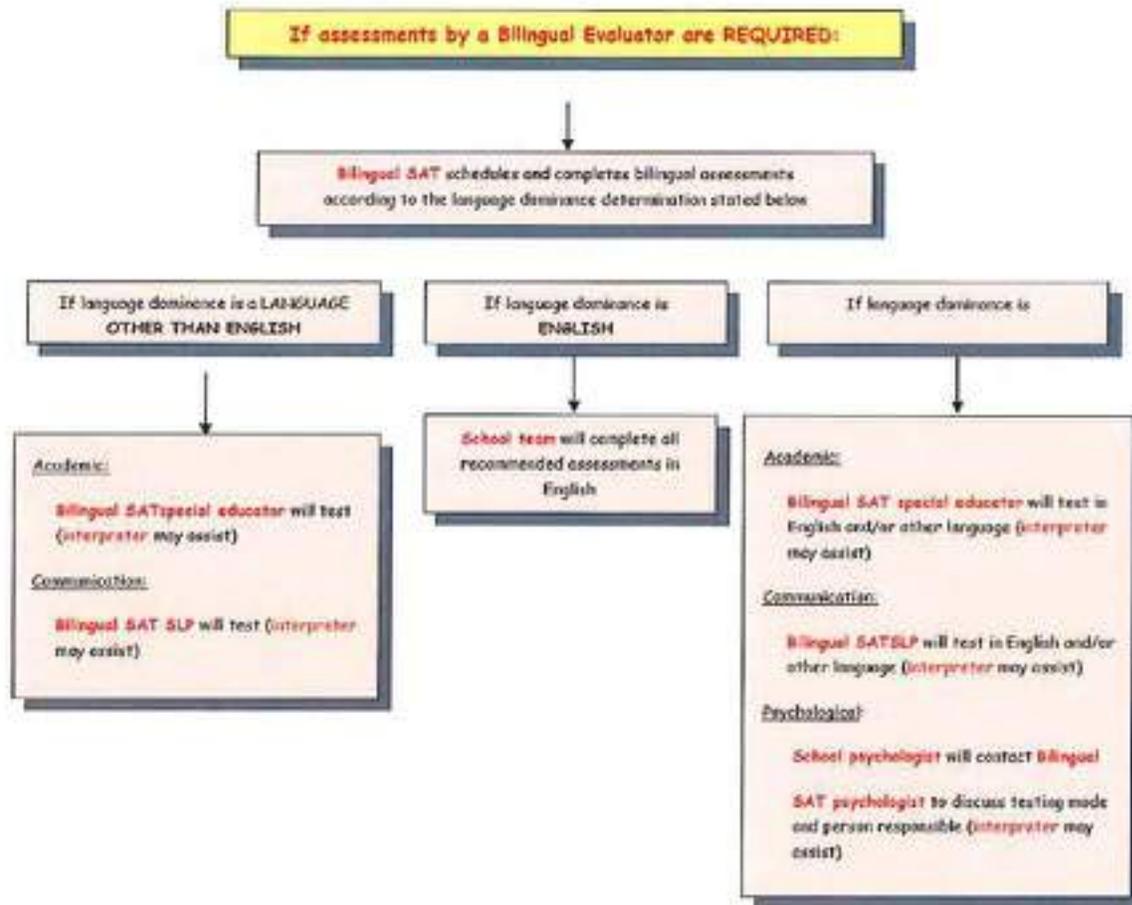
CGDC will employ various methods to determine least restrictive environment for students with disabilities. A chart outlining data sources can be found under the Goals section on page 18. Both formal and informal methods will be used to determine an effective level of intervention. Behavioral data will also be analyzed to determine the impact of the student's behavior on their availability to the learning process. CGDC will employ a continuum of interventions, both behavioral and academic to determine how to best meet the needs of the student based on a compilation of data sources.

Data will include formative assessments, summative assessments, observation data, student work samples/products as well as standardized tools and state testing (DC-CAS, PARCC and NCSC). The SST team in collaboration with classroom teachers will monitor student progress in order to determine the most effective level of intervention and to maximize the student's ability to participate in general education curriculum activities and with nondisabled peers to the greatest extent possible.

d. English Language Learners

The process for identifying English Language Learner begins during enrollment. The non-English Proficient (NEP) or Limited English Proficient (LEP) student will be placed in a class appropriate to the child's academic needs as determined by the student's prior placement and performance on the Access for ELLs™. This process is delineated under the English Language Learner section on page 24. If the student is not already identified the following process will be implemented:

Referral Process for Bilingual Student Assessment Team (SAT)



Once the assessments are completed, the SAT team will meet with the parents/guardians to determine the need for ESOL services. Communication with parents will be provided in their native language as described in the family involvement, Non-English Speakers section. CGDC anticipates having a diverse staffing population who will be fluent in other languages and able to communicate with families.

2. Human Resource Information

a. Key Leadership Roles

Chief Administrative Officer: Allan D. Arbogast/Maryland Certification: Advanced Professional Certification (Superintendent; Elementary - Middle Supervisor; Elementary-Middle Principal; Elementary Education 1-6 & Middle School; Political Science 7-12). Mr. Arbogast professional career began in Anne Arundel County. He taught for 10 years; assistant principal for 5 years; principal for 14 years; and senior manager for academic accountability for 4 years. He then pursued his career in Prince George's County Public Schools in 2010 as the chief academic officer and acting deputy superintendent for academics (1 year). He will spend approximately 15% of time dedicated to this particular school. See attached resume.

Curriculum Leader: Kelly Spanoghe/Maryland Certification: Advanced Professional Certificate; Special Education/Elementary Education; Administrator 1. Ms. Spanoghe has been employed with the Children's Guild since 1996. Her initial role was Director of Education for our level V non-public school until 2009. At this time she became the VP of Educational Services. In this position Ms. Spanoghe had oversight for all of our non-public schools located in Baltimore City, Prince George's County and Anne Arundel County. She will spend approximately 33% of time dedicated to this particular school. See attached resume.

Business Officer: Amanda Henck/ Certified Public Accountant. This position is supported by The Children's Guild's Chief Financial Officer. Ms. Henck began her career in 2007 in the capacity of Associate Auditor in the public sector and Senior Associate until 2013. She is The Children's Guild's Assistant Director of Finance and has complete oversight of our Charter Schools financials. Ms. Henck is available as much time as needed and has the support of a team to include: a financial controller, analyst, accounts manager, accounts payable, payroll clerk, billing/data entry clerk, administrative assistant, and three IT personnel. See attached resume.

Legal Counsel: Thora Johnson @Venable LLP located at 750 E. Pratt Street, Baltimore, MD 21202. Available on an as needed basis. Contact information tajohnson@venable.com or 410-244-7717.

Additional Supports: Gladys Graham/Project-Based Learning Coordinator/ Bachelors of Science in Elementary Education and Interdisciplinary Studies. She will spend approximately 15% of time dedicated to this particular school. See attached resume.

Hiring the School Principal to support the Chief Administrative Officer

The Children's Guild Human Resource Corporate Recruiter will begin the hiring process based on the job description and educational requirements. We have developed an intensive process for choosing the school's Principal once approval has been obtained to operate the school. After an extensive phone screening, the selection panel will narrow down the pool to 3-5

prospective candidates. Those candidates will participate in a two hour interview process. During a 40 minutes face to face interview, they will be asked to demonstrate their knowledge about setting an instructional direction, building a culture of character, creating professional learning communities, supervising special education and using data to make instructional decisions. The selection panel will also use a writing prompt encompassing two topics: What decisions would you make about the specific data and how would you provide feedback to a marginal teacher? The candidate will also view a video of a teacher teaching and be required to give observation results on the teacher's performance and suggestions for improvement. Finally, the candidates will be asked to prepare a short presentation from a choice of topics. Rubrics have been created for each step in the process. The principal will be selected by the Vice President and COO of Schools with input and approval from CGDC's board.

All other key positions (listed above) have been hired via The Children's Guild, but if additional key positions are identified to hire, The Children's Guild will immediately post the identified positions via School Spring, Teacher-Teacher, Career Builder, and university websites. Only qualified candidates (initial resume screening by our corporate recruiter based on credentials and experience) will be asked to complete an application which will then be forwarded to the Vice President and COO of Schools. Selected candidates will be contacted to participate in our interview process of phone screening, one-on-one interview, and group process interviewing. The Vice President and COO of Schools will make the final selection.

The principal will spend 100% of his/her time working for the school. The EMO will begin recruitment for a principal in June, 2014 in anticipation of being granted a charter.

The Children's Guild provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, amnesty, or status as a covered veteran in accordance with applicable federal, state and local laws. The Children's Guild complies with applicable state and local laws governing non-discrimination in employment in every location in which the company has facilities.

b. Qualifications of School Staff

The Children's Guild will hire highly qualified, certified teachers. Each faculty member will have completed the course work and experience requirements established under No Child Left Behind.

Each faculty member will have completed the course work and experience requirements established under No Child Left Behind. Hiring standards require that the candidates meet these guidelines prior to any further evaluation for employment. All credentials are reviewed and approved by our compliance specialist. All certifications are also monitored regularly once employed.

Additional criteria for hiring the Principal and School Administration: It is essential that the Principal/Administration possess a philosophy that is consistent with the Transformation Education, TEACCH, and Project Based Learning approaches and the talent to manage and develop staff.

Key qualifications for teaching staff:

One of the most important factors that positively impact student outcomes is the presence of a highly qualified teacher knowledgeable of content area and effective pedagogy. Therefore, staff for CGDC must have the following skills, competencies, and attributes:

- strong academic background,
- professional competence,
- intellectual rigor,
- emotional stability,
- enthusiasm for children,
- knowledge of instructional practices,
- flexibility,
- interest in being a teacher who will operate with a project based instructional approach,
- comfort and interest in using data to direct instruction and make decisions,
- philosophical compatibility with the Transformation Education approach.

Candidates will be required to provide a resume; a writing sample reflecting their educational beliefs and guiding principles; a portfolio that includes samples of student work and other instructional artifacts to showcase their skills and experience; participate in an initial interview by the principal and Project Based Learning coordinator; and follow-up interviews which may include sample teaching lessons. Moreover, through the interview process the candidate must demonstrate a willingness and ability to work with a diverse student and teaching population.

After a phone screening, eligible candidates will be selected to participate in a two hour interview process. During the 40 minute face-to-face portion, candidates will demonstrate their knowledge of instruction, content curriculum, behavior motivation, special education, differentiation and mindset. The candidates will also respond to a writing prompt with selected topics related to their content area. The panel will review either portfolios or a demonstration video of the candidate teaching. Rubrics have been created to assist with the selection process. The pool of recommended candidates will return to participate in a group interview. During this time, each group will be asked to work collaboratively on a selected topic. Observers during this process will determine organizational fit, teamwork skills, and content experience. Final candidates will be recommended to the school leadership team. The initial interview process will be supported by the EMO's human resources department, and the Project Based Learning design specialist.

The aforementioned qualities are consistent with the type of student we are trying to develop and the type of school culture we are trying to create. These objectives are made manifest through teachers who are creative problem solvers, who are flexible enough to think within the context of the situation and to individualize the instructional approach in a way that the student learns best and who understand the value of using measurement tools to direct instruction and to monitor and improve school climate. Teachers who understand the importance of engaging students in authentic learning and helping them develop opportunities for service learning in the community. And most importantly, The Children’s Guild will seek teachers who model lifelong learning and who are dedicated to making a difference in the community through creating a school of excellence.

It will be our strategy to recruit quality staff by advertising on the Association of Experiential Education website, the Expeditionary Learning network, the DC Public Charter School Board website, on The Children’s Guild website, on the CGDC website and at local colleges within a 300 mile radius of CGDC. The Children’s Guild Human Resources department will conduct background checks, and verify the education and previous work experience of any employee hired to work at CGDC.

c. Staffing Plan

Our staffing plan combines the successful staffing we use effectively in our Monarch Academy Public Charter Schools in Maryland for the general education classrooms and the staffing pattern we use in our nonpublic Children’s Guild Schools for self-contained special education classrooms. We have also made the necessary provisions to provide related services in accordance with the DC 2013 Budget report for special education staffing ratios. We believe that this staffing pattern will allow CGDC to meet the needs of all students while providing a rigorous curriculum and authentic learning experiences.

Presented below are rosters of all staff for two years:

Hours Worked: Each Full Time instructional staff member is scheduled to work eight hours every school day, forty hours per week and for one-hundred and ninety-one days each year.

| Position | Planning Year | Year 1 | Year 2 |
|--|---------------|--------|--------|
| Principal – Through the EMO relationship, not a direct employee of the school, included here for completeness. | .5 | 1 | 1 |
| Administrative Assistant | .5 | 1 | 1 |
| Assistant Principal | .5 | 1 | 1 |
| Dean of Instruction | | 1 | 1 |
| Dean of Family Life | | 1 | 1 |
| TEACHING STAFF | | | |

| | | | |
|---|--|-----------------------------------|-----------------------------------|
| General Education Teachers K – 8 | | 18 | 18 |
| Teaching Aide K | | 2 | 2 |
| Teaching Aide 1 – 8: one per grade | | 8 | 8 |
| Special Education Coordinator | | 1 | 1 |
| Special Education Teachers – Self contained | | 7 | 7 |
| Special Education Teacher Assistant Level 4 | | 7 | 7 |
| Special Education Teachers – Level 1 - 3 | | 14 | 14 |
| 1:1 Dedicated Aide | | As indicated on IEP (17 budgeted) | As indicated on IEP (17 budgeted) |
| Specials Art/Music/PE/ELL/Library/Drama | | 6 | 6 |
| Student Support Center Coordinator | | 1 | 1 |
| Student Support Center Assistant | | 1 | 1 |
| Licensed Social Worker | | 6 | 6 |
| Speech & Language Pathologist | | 2 | 2 |
| Instructional Coaches | | 5 | 5 |
| Behavioral Coaches | | 5 | 5 |
| Psychologist | | .5 | .5 |
| Occupational Therapist | | 1 | 1 |
| School Nurse | | 1 | 1 |
| IT Support | | 1 | 1 |
| Records Specialist | | 2 | 2 |
| Receptionist | | 1 | 1 |
| Kitchen staff | | 2 (4 Part Time) | 2 (4 Part Time) |
| Custodial Staff | | 2 | 2 |
| Facility Coordinator | | 1 | 1 |

Anticipated Pupil Teacher Ratios:

| Location | Ratio |
|---|-------|
| General Education K – Teacher/Aide 1 – 8 Teacher/1 aide per grade level | 1:22 |
| Special Education – Level 1 | 1:18 |
| Special Education – Level 2 | 1:15 |
| Special Education – Level 3 | 1:12 |
| Special Education – Level 4 Teacher/Teaching Assistant | 1:10 |

Related Service Providers are IEP based services in addition to the diagnostic evaluation program components. Quantity of related services is IEP dependent and will be provided in accordance with identified hours on the IEP. Related service providers include:

- Speech and language therapist
- Occupational therapist
- Physical therapist
- Counselor – licensed social worker
- Nursing services
- Psychiatric services – medical management

The staffing plan is similar to the plan being implemented in our charter schools for the general education classrooms, our nonpublic schools for self-contained classrooms and the provision of related services and in accordance with the DC 2013 Budget report for special education staffing ratios. We believe that this staffing pattern will allow CGDC to meet the needs of all students while providing rigorous instruction and authentic learning experiences.

CGDC will employ a sustainability plan to aide in the retention and personal growth for all employees. Given the multiple dimensions of The Children's Guild, employees have the unique opportunity to move throughout the agency to find a place of employment that meets their specific skill set in the event their current position is not best suited for their skills. This permits retention of employees.

Professional staff (teachers and related service providers) are evaluated twice a year through our Performance Matrix evaluation tool. Once a year teachers are videotaped teaching a lesson that then becomes the format for dialoguing with the principal/supervisor around strengths and areas of need. A growth plan is developed with the teacher to identify the needed skills to master the identified competencies on their job description. Teachers participate in weekly professional development aligned with the performance matrix to provide direct instruction on the identified competencies. This allows teachers opportunities to learn and practice the required skills in order to achieve their growth plan goals. Daily walkthroughs by the administrative team provides ongoing feedback to teachers regarding their progress. CGDC's pay scale for teachers is commensurate with the surrounding districts.

d. Employment Policies

Benefit Plans: Regular Full-time employees are eligible to receive full employee benefits only as specified in the written job offer letter. All other employee categories are eligible for partial or pro-rated benefits only as specified in the written offers of employment. Benefits described herein are subject to change or termination at the discretion of The Children's Guild.

Benefits include:

- Health, Vision, Dental, Life Insurances
- Flexible Spending Accounts (FSA)

- Continuation or Conversion Of Health/Dental Insurance Benefits (Cobra)
- Supplemental Insurance: AFLAC
- Life Insurance
- Disability Insurance: Short And Long Term
- Retirement Plan

The Children's Guild provides employees with a Tax Sheltered Annuity Plan (403b) type of retirement savings vehicle.

The Children's Guild will match a salaried employee's contribution at 50% up to a 6 % maximum (must work at least 20 hours per week). An employee cannot be a non-resident alien or student teacher to be eligible for this benefit. This will occur automatically once an employee performs 1000 hours of service. An employee is not vested until they achieve 3 years of employment.

Hardship loans are available if an employee meets certain criteria and provides supporting documentation. An employee will not be able to contribute to the 403b plan for 6 months after receipt of a requested hardship loan. The loan amount cannot be less than \$1000.00 or more than 50% of the vested balance.

Standards of Conduct: Whenever groups of people work together, there must be standards of conduct for common guidance and efficiency. Discipline may vary depending on, among other things, the gravity of the infraction, the circumstances under which it occurred, the employee's duties, and overall work record, including any prior misconduct. In order of severity, discipline can take one of the following forms: counseling; oral or written warning or reprimand; probation (no more than one incidence of probation is allowed); suspension (with or without pay); suspension subject to discharge; or discharge. The Children's Guild has no obligation to use any one or more of these forms of discipline prior to discharging an employee.

Problem-Solving Procedure: The Guild's problem-solving philosophy strongly encourages immediate attention to problems and concerns that arise. It is the employee's responsibility to keep his/her supervisor informed of such issues; conversely, it is the supervisor's responsibility to be aware of and proactive about problems and concerns. If an employee believes that his/her issue, concern or problem is not being addressed adequately, the next level of management should be consulted in accordance with the organizations grievance procedures.

Recruitment and Interview: The Guild will ensure fairness in hiring. This will be done by assuring all policies and procedures are in compliance with Federal regulations regarding Affirmative Action, the Equal Employment Opportunity Commission (EEOC), and the Americans with Disabilities Act (ADA); to facilitate staff promotion; and to identify and end unlawful activities that may have an adverse impact on members of protected groups. (See Appendix, Section XYZ for Recruitment and Interview Policy).

Salaries are determined by an independent consultant for The Children's Guild. Dr. Randall Donaldson has been our consultant for almost twenty-five years. The system is built on a model which looks at three components as expressed in a job description.

- The first is training or experience in doing the specific job, coupled with supervisory responsibility and the degree to which a person has to represent The Guild or CGDC to its public.
- The second component is decision-making. The evaluation weights two vectors, the freedom of the individual to make a given decision independently and the importance of a given decision. For example, a secretary might be free to complete certain assigned tasks in whatever order he or she chooses, but the secretary must complete tasks assigned by others. A Vice-President, conversely, makes everyday decisions, which have wide-reaching implications.
- The final component is financial impact, i.e., how the success of a single person in doing his or her job affects the financial success of The Guild or CGDC.

Once all positions within The Guild are ranked (internal equity), a comparison with other organizations is conducted. The most reliable comparisons are those for which there is available public information. Other Maryland Association of Nonpublic Special Education Facilities (MANSEF) organizations would, for instance, be likely to have the greatest number of parallel positions, but that data is often dated or incomplete. The various school districts in the surrounding area provide very reliable data. The State of Maryland has labor and compensation statistics for many disciplines. Compensation comparability is independent of The Guild insofar as Dr. Donaldson is independent of The Guild.

The Children's Guild provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, gender, sexual orientation, national origin, age, disability, marital status, amnesty, or status as a covered veteran in accordance with applicable federal, state and local laws. The Children's Guild complies with applicable state and local laws governing non-discrimination in employment in every location in which the company has facilities. **(Refer to personnel handbook for policies in Appendix, Section XYZ).**

The Children's Guild provides a drug, smoke and alcohol-free workplace in order to ensure a safe, healthy and productive work environment for all employees. It is essential that our employees model good health for children. The Children's Guild is all about messages and the use of drugs, alcohol, and smoking in the workplace conveys a message of unhealthy living. **(Refer to personnel handbook for policies in Appendix, Section XYZ).**

All policies are currently being used and are updated annually or as needed to ensure compliance with all regulatory mandates.

The school's employment policy will include provisions for hiring current DCPS employees. Should a current DCPS employee come to work at the school, he or she may request a two-year

leave of absence from DCPS, renewable for an unlimited number of two-year terms. During their time at the school, the school will pay into the employee's DCPS retirement plan at the specified rate if the employee chooses.

3. Implementation of the Charter

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

Maintaining and Reporting of Academic and Non-Academic Performance Data: The school's technology plan includes a variety of technologies for staff and students use. The school will be equipped with a computer for every administrator, teacher, related service provider and cafeteria and other key personnel. WiFi will be available throughout the building to allow staff and students to use mobile digital technology as they move about the building. Mobile technologies will enable administrators to conduct walk throughs and learning walks to observe teacher and student performance in addition to promoting learning experiences using technology outside of the classroom walls. Classrooms will be equipped with Smartboards and computers for students' use during instruction (i.e. netbooks, Chromebooks, iPads).

CGDC recognizes the importance of technology for teaching and learning and will embed technology throughout the instructional day. All CGDC staff will be trained to use technologies provided as well as various software programs to support the curriculum. Supplemental online curriculum resources will be used for struggling learners in addition to accelerated learning opportunities for students who need additional challenges. Digital learning will allow teachers to differentiate the curriculum, engage learners and provide a connection to life larger than the classroom.

Online data sources such as NWEA/ MAP, Reading A to Z and Scholastic Reading Inventory are examples of data sources used to inform teachers of student progress. SWIS behavioral data provides pertinent data regarding student behavior and aligns with a three tiered intervention system for responding to social/emotional/behavioral needs. DC Easy IEP is the online IEP process that monitors special education students' progress on IEP goals and objectives. In addition, the school is exploring a software program (PowerSchool) to monitor student data such as attendance, scheduling, grades, assignments etc. and to fulfill DC's data transmission requirements. Parents would be able to access their student's grades, attendance, schedule, assignments and correspond with teachers through this software from their personal computer at any time.

Technology will play an important role in communicating with parents/guardians, PCSB and stakeholders. The school will maintain a website that posts important information regarding the school and will be updated regularly to keep parents informed of school activities. Social media will also be used as a means of connecting with families. Teachers will employ email as a means of corresponding with parents. Parents will be able to communicate with staff at their convenience through the use of technology: email, website and/or social media.

The individuals responsible for collecting, maintaining and reporting data to stakeholders include;

- Dr. Andrew Ross, President and CEO of The Children’s Guild
- Dr. Duane Arbogast, Vice President & Chief Operating Officer of Schools
- Principal

b. Major Contracts Planned

At this time we have not entered into any contracts but we are in the process of reviewing and negotiating terms in order to provide the best quality and value possible for the school. When the charter has been conditionally approved we will begin the process necessary to complete the necessary contracts. The following major contracts are planned.

| Vendor | Service | Estimated Cost |
|---------------------------|----------------------|----------------------------|
| See Forever Foundation | Building Lease | \$1,000,000 to \$1,350,000 |
| The Children's Guild, Inc | Management Services | 10% of Revenues |
| To Be Determined | Food Service | \$320,000 |
| To Be Determined | Transportation | \$200,000 |
| The Children's Guild, Inc | Psychiatric Services | \$75,000 |

c. Services Sought from the District of Columbia Public Schools

No services will be sought from DCPS.

Appendix, Section 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. 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)).

| | |
|--|-------------------------------------|
| <p style="text-align: center;"><i>Andrew L. Ross, Ph.D., LCSW-C</i></p> <p>Signature of Authorized Certifying Official</p> | <p>Title President & CEO</p> |
| <p>Applicant Organization The Children's Guild, Ltd.</p> | <p>Date Submitted March 3, 2014</p> |

Appendix, Section E
Budget
Loan Agreement

Budget E.1. Budget Narrative

| Line | Category | Explanation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------------|----------------------------|---|------|-------------------|------------------|------------------|--|---------------|--|------|------|------|------|------|------|---|--------|--------|----|----|---------|---------|---|-------|-------|----|----|---------|---------|---|-------|-------|----|----|---------|---------|---|-------|-------|----|----|---------|---------|---|-------|-------|----|----|---------|---------|---|-------|-------|----|----|---------|---------|---|-------|--------|----|----|---------|---------|---|-------|--------|----|----|---------|---------|---|-------|--------|----|----|---------|---------|---------|-------|-------|----|----|---------|---------|---------|-------|-------|----|----|---------|---------|---------|--------|--------|----|----|---------|---------|---------|--------|--------|----|----|-----------|-----------|--------------------|-------|-------|-----|-----|-----------|-----------|------------------------|-------|-------|-----|-----|---------|---------|-----------------|-------|-------|----|----|---------|---------|--------------|--|--|--|--|------------------|------------------|
| REVENUES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 01 | Per-pupil Charter Payments | <p>Our estimate for Per Pupil funding assumes the base FY14 PPF and increases annually at 2%, consistent with recent history. We assume that the \$3,000 per pupil facilities funding allowance in FY14 will remain flat over the full time horizon of the budget. This results in a Foundation PPF level of \$9,682 for FY16 and \$9,876 in FY17, which we assume continues to increase by 2 percent in each succeeding year over our five year operating model. Since we will serve students in grades K-8, we adjusted the Foundation PPF for each general education level.</p> <p>In Years 1 and 2, the budget reflects the following PPF revenue:</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Per Pupil Funding</th> <th colspan="2">Enrollment</th> <th colspan="2">Total Funding</th> </tr> <tr> <th>FY16</th> <th>FY17</th> <th>FY16</th> <th>FY17</th> <th>FY16</th> <th>FY17</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>12,587</td> <td>12,839</td> <td>25</td> <td>25</td> <td>314,677</td> <td>320,970</td> </tr> <tr> <td>1</td> <td>9,682</td> <td>9,876</td> <td>25</td> <td>25</td> <td>242,059</td> <td>246,900</td> </tr> <tr> <td>2</td> <td>9,682</td> <td>9,876</td> <td>25</td> <td>25</td> <td>242,059</td> <td>246,900</td> </tr> <tr> <td>3</td> <td>9,682</td> <td>9,876</td> <td>25</td> <td>25</td> <td>242,059</td> <td>246,900</td> </tr> <tr> <td>4</td> <td>9,682</td> <td>9,876</td> <td>50</td> <td>50</td> <td>484,118</td> <td>493,800</td> </tr> <tr> <td>5</td> <td>9,682</td> <td>9,876</td> <td>75</td> <td>75</td> <td>726,177</td> <td>740,700</td> </tr> <tr> <td>6</td> <td>9,973</td> <td>10,172</td> <td>75</td> <td>75</td> <td>747,962</td> <td>762,921</td> </tr> <tr> <td>7</td> <td>9,973</td> <td>10,172</td> <td>75</td> <td>75</td> <td>747,962</td> <td>762,921</td> </tr> <tr> <td>8</td> <td>9,973</td> <td>10,172</td> <td>75</td> <td>75</td> <td>747,962</td> <td>762,921</td> </tr> <tr> <td>Level 1</td> <td>5,616</td> <td>5,728</td> <td>98</td> <td>98</td> <td>550,345</td> <td>561,352</td> </tr> <tr> <td>Level 2</td> <td>7,843</td> <td>8,000</td> <td>86</td> <td>86</td> <td>674,473</td> <td>687,962</td> </tr> <tr> <td>Level 3</td> <td>15,298</td> <td>15,604</td> <td>32</td> <td>32</td> <td>489,540</td> <td>499,331</td> </tr> <tr> <td>Level 4</td> <td>30,015</td> <td>30,616</td> <td>54</td> <td>54</td> <td>1,620,826</td> <td>1,653,243</td> </tr> <tr> <td>SPED Capacity Fund</td> <td>3,873</td> <td>3,950</td> <td>270</td> <td>270</td> <td>1,045,694</td> <td>1,066,608</td> </tr> <tr> <td>BlackmanJones/Attorney</td> <td>1,549</td> <td>1,580</td> <td>270</td> <td>270</td> <td>418,278</td> <td>426,643</td> </tr> <tr> <td>English Learner</td> <td>4,357</td> <td>4,444</td> <td>27</td> <td>27</td> <td>117,641</td> <td>119,993</td> </tr> <tr> <td colspan="5" style="text-align: right;">TOTAL</td> <td>9,411,831</td> <td>9,600,067</td> </tr> </tbody> </table> <ul style="list-style-type: none"> We assumed that 60% of the total school population would require Special Education services. We based the allocation of Levels on DCPS 2013 Equity Report average distribution of Special Education needs. (Level 1 – 36%; Level 2 – 32%; Level 3 – 12%; Level 4 – 20%) We assume 6% of our students will be LEP/NEP based on OSSE guidelines. We assumed the weighting factors for the SpEd levels, SpEd Capacity, SpEd Compliance, and LEP/NEP funding would remain the same as FY14. | | Per Pupil Funding | | Enrollment | | Total Funding | | FY16 | FY17 | FY16 | FY17 | FY16 | FY17 | K | 12,587 | 12,839 | 25 | 25 | 314,677 | 320,970 | 1 | 9,682 | 9,876 | 25 | 25 | 242,059 | 246,900 | 2 | 9,682 | 9,876 | 25 | 25 | 242,059 | 246,900 | 3 | 9,682 | 9,876 | 25 | 25 | 242,059 | 246,900 | 4 | 9,682 | 9,876 | 50 | 50 | 484,118 | 493,800 | 5 | 9,682 | 9,876 | 75 | 75 | 726,177 | 740,700 | 6 | 9,973 | 10,172 | 75 | 75 | 747,962 | 762,921 | 7 | 9,973 | 10,172 | 75 | 75 | 747,962 | 762,921 | 8 | 9,973 | 10,172 | 75 | 75 | 747,962 | 762,921 | Level 1 | 5,616 | 5,728 | 98 | 98 | 550,345 | 561,352 | Level 2 | 7,843 | 8,000 | 86 | 86 | 674,473 | 687,962 | Level 3 | 15,298 | 15,604 | 32 | 32 | 489,540 | 499,331 | Level 4 | 30,015 | 30,616 | 54 | 54 | 1,620,826 | 1,653,243 | SPED Capacity Fund | 3,873 | 3,950 | 270 | 270 | 1,045,694 | 1,066,608 | BlackmanJones/Attorney | 1,549 | 1,580 | 270 | 270 | 418,278 | 426,643 | English Learner | 4,357 | 4,444 | 27 | 27 | 117,641 | 119,993 | TOTAL | | | | | 9,411,831 | 9,600,067 |
| | Per Pupil Funding | | | Enrollment | | Total Funding | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | FY16 | FY17 | FY16 | FY17 | FY16 | FY17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | 12,587 | 12,839 | 25 | 25 | 314,677 | 320,970 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 9,682 | 9,876 | 25 | 25 | 242,059 | 246,900 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 9,682 | 9,876 | 25 | 25 | 242,059 | 246,900 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 9,682 | 9,876 | 25 | 25 | 242,059 | 246,900 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 9,682 | 9,876 | 50 | 50 | 484,118 | 493,800 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 9,682 | 9,876 | 75 | 75 | 726,177 | 740,700 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 9,973 | 10,172 | 75 | 75 | 747,962 | 762,921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7 | 9,973 | 10,172 | 75 | 75 | 747,962 | 762,921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8 | 9,973 | 10,172 | 75 | 75 | 747,962 | 762,921 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 1 | 5,616 | 5,728 | 98 | 98 | 550,345 | 561,352 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 2 | 7,843 | 8,000 | 86 | 86 | 674,473 | 687,962 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 3 | 15,298 | 15,604 | 32 | 32 | 489,540 | 499,331 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Level 4 | 30,015 | 30,616 | 54 | 54 | 1,620,826 | 1,653,243 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SPED Capacity Fund | 3,873 | 3,950 | 270 | 270 | 1,045,694 | 1,066,608 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BlackmanJones/Attorney | 1,549 | 1,580 | 270 | 270 | 418,278 | 426,643 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Learner | 4,357 | 4,444 | 27 | 27 | 117,641 | 119,993 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | | | | | 9,411,831 | 9,600,067 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | The Per Pupil Charter Payment, including the Foundation PPF for elementary and middle school, the Special Education Funding, and the LEP/NEP Funding, totals \$9,411,831 in Year 1 as reflected in line 1 of Budget E.3a, and \$9,600,067 in Year 2 as shown in line 1 of Budget E.3b. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---------------------------------|---|-----------------------|----------------------------|----------------|---------------|---------------|---------------|----------------------------|------|------|------|---------|---------|----------------------------|----------------------|-------|-------|--------|--------|-----------------------------|-----------|-----|-----|--------|--------|-----------------------------|----|----|----|-----|-----|--|--|--|--|---------|---------|-----------------------------------|--|--|--|-----------|-------|----------------------|--|--|--|----------------|----------------|
| 02 | Per-pupil Facilities Allowance | <p>Foundation level of \$3,000 for FY16, assumed flat year-over-year with no increases for a total of \$1,350,000 in both Year 1 and Year 2.</p> <table border="1"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Per Pupil Funding</th> <th colspan="2">Enrollment</th> <th colspan="2">Total Funding</th> </tr> <tr> <th>FY16</th> <th>FY17</th> <th>FY16</th> <th>FY17</th> <th>FY16</th> <th>FY17</th> </tr> </thead> <tbody> <tr> <td>Facilities Allowance</td> <td>3,000</td> <td>3,000</td> <td>450</td> <td>450</td> <td>1,350,000</td> <td>1,350,000</td> </tr> </tbody> </table> | | Per Pupil Funding | | Enrollment | | Total Funding | | FY16 | FY17 | FY16 | FY17 | FY16 | FY17 | Facilities Allowance | 3,000 | 3,000 | 450 | 450 | 1,350,000 | 1,350,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Per Pupil Funding | | | Enrollment | | Total Funding | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | FY16 | FY17 | FY16 | FY17 | FY16 | FY17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Facilities Allowance | 3,000 | 3,000 | 450 | 450 | 1,350,000 | 1,350,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 03 | Federal Entitlements | <p>No Child Left Behind:</p> <p>The below figures reflect the most recent OSSE guidance to new DC public charter schools for the foundation level amounts for federal formulaic grants, and our budgeted amounts for federal formulaic grants:</p> <table border="1"> <thead> <tr> <th>Federal Grant Program</th> <th>Funding per Eligible pupil</th> <th>Students FY16</th> <th>Students FY17</th> <th>Revenues FY16</th> <th>Revenues FY17</th> </tr> </thead> <tbody> <tr> <td>Title 1, Part A, per-pupil</td> <td>920</td> <td>369</td> <td>369</td> <td>339,406</td> <td>339,406</td> </tr> <tr> <td>Title 2, Part A, per-pupil</td> <td>174</td> <td>450</td> <td>450</td> <td>78,485</td> <td>78,485</td> </tr> <tr> <td>IDEA, Part B 611, per-pupil</td> <td>202</td> <td>450</td> <td>450</td> <td>90,788</td> <td>90,788</td> </tr> <tr> <td>IDEA, Part B 619, per-pupil</td> <td>16</td> <td>25</td> <td>25</td> <td>400</td> <td>400</td> </tr> <tr> <td>Title Vb Charter School Start-up Grant</td> <td></td> <td></td> <td></td> <td>260,000</td> <td>260,000</td> </tr> <tr> <td>Federal Grant Adj for Receivables</td> <td></td> <td></td> <td></td> <td>(116,469)</td> <td>3,333</td> </tr> <tr> <td>Total Line 03</td> <td></td> <td></td> <td></td> <td>652,609</td> <td>772,411</td> </tr> </tbody> </table> <p>We assume that 82% of our students will be eligible for free and reduced lunches based on the experience we have operating two non-public special education schools in Maryland. We did not assume any inflationary increases in federal formulaic grant reimbursement rates.</p> <p>We also assume we will receive the Title Vb start up grant. This grant is \$700,000 over 36 months, and covers the planning and initial implementation of new charter schools.</p> <p>The total revenue expected for Federal Entitlements based on the calculations above is \$769,078 for FY16 and FY17. This funding is shown in line 3 for Years 1 and 2 in the Budget Worksheets E.3a and E.3b.</p> | Federal Grant Program | Funding per Eligible pupil | Students FY16 | Students FY17 | Revenues FY16 | Revenues FY17 | Title 1, Part A, per-pupil | 920 | 369 | 369 | 339,406 | 339,406 | Title 2, Part A, per-pupil | 174 | 450 | 450 | 78,485 | 78,485 | IDEA, Part B 611, per-pupil | 202 | 450 | 450 | 90,788 | 90,788 | IDEA, Part B 619, per-pupil | 16 | 25 | 25 | 400 | 400 | Title Vb Charter School Start-up Grant | | | | 260,000 | 260,000 | Federal Grant Adj for Receivables | | | | (116,469) | 3,333 | Total Line 03 | | | | 652,609 | 772,411 |
| Federal Grant Program | Funding per Eligible pupil | Students FY16 | Students FY17 | Revenues FY16 | Revenues FY17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Title 1, Part A, per-pupil | 920 | 369 | 369 | 339,406 | 339,406 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Title 2, Part A, per-pupil | 174 | 450 | 450 | 78,485 | 78,485 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IDEA, Part B 611, per-pupil | 202 | 450 | 450 | 90,788 | 90,788 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| IDEA, Part B 619, per-pupil | 16 | 25 | 25 | 400 | 400 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Title Vb Charter School Start-up Grant | | | | 260,000 | 260,000 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Federal Grant Adj for Receivables | | | | (116,469) | 3,333 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total Line 03 | | | | 652,609 | 772,411 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 04 | Other Government Funding/Grants | We estimate National School Lunch Program revenue of \$256,831 in FY16, and \$261,662 in FY17 driven by expected poverty rates, student participation, and reimbursement rates. We used the FY14 reimbursement rates, increased for 2% inflation. Detail follows in the table below. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | Reimbursement Rate | | Revenues | | |
|----|------------------------------|---|------|----------|----------------|----------------|
| | | Category | FY16 | FY17 | FY16 | FY17 |
| | | Lunch - Paid | 0.31 | 0.32 | 8,451 | 8,512 |
| | | Lunch - Reduced | 2.65 | 2.71 | 33,867 | 34,456 |
| | | Lunch - Free | 3.07 | 3.13 | 102,140 | 104,183 |
| | | Breakfast - Paid | 0.29 | 0.30 | 8,249 | 8,305 |
| | | Breakfast - Reduced | 1.33 | 1.36 | 14,773 | 15,068 |
| | | Breakfast - Free | 1.64 | 1.68 | 54,705 | 55,800 |
| | | Snack - Paid | 0.83 | 0.85 | 6,236 | 6,361 |
| | | Snack - Reduced | 0.83 | 0.85 | 7,102 | 7,244 |
| | | Snack - Free | 0.83 | 0.85 | 21,307 | 21,733 |
| | | Total | | | 256,831 | 261,662 |
| | | The net total from NSLP revenue is \$256,831 in Year 1 as shown in line 4 of Budget E.3a and \$261,662 in Year 2 as shown in line 4 of Budget E.3b. | | | | |
| 05 | Total Public Funding | Total Public Funding = 11,671,270 for FY16 and \$11,984,140 for FY17. | | | | |
| 06 | Private Grants and Donations | For conservatism we did not assume any private fundraising. | | | | |
| 07 | Activity Fees | We have assumed an additional \$9,000 of revenue for activity fees as we anticipate students contributing nominally to off-set the budgeted expense for student field trips. We included \$26,500 in the budget related to the anticipated cost of student field trips. We assumed a 2% inflation factor in Year 2. | | | | |
| 08 | Loans | We budgeted a total of \$170k in line of credit advances from The Children's Guild in the planning year. Early in the first operating year this advance will be paid back. The advance covers start-up spending both in excess of that expected to be covered by Title Vb, and also as a source of initial liquidity as Title Vb funds are paid on a reimbursement basis, typically on a 60-90 day lag from incurring the expense. | | | | |
| 09 | Other Income | Other income is in Year 1 \$24,828 of which \$15,828 from paid meals sales from our families that do not qualify for free or reduced meals. We assume a lunch price of \$3.25. The additional \$9,000 assumed for other income is from the sale of school uniforms. We assumed that 50% of our families would contribute to the cost of uniforms. In Year 2 we included \$510 for revenue from the sale of uniforms and \$15,828 from paid meals sales for a total budget of \$16,338 . | | | | |
| 10 | Total Non-Public Funding | Total non-public funding = (\$136,172) in Year 1, \$25,518 in Year 2 (Sum of lines 6 thru 9) | | | | |
| 11 | EMO Management Fee | None – this is not revenue to the School. The EMO fees paid by the School are detailed below in line item 73. The School will not be acting as an EMO and will thus not receive any EMO management fees. | | | | |
| 14 | Total Revenues | Total revenue is budgeted at \$11,535,098 for FY16 and \$12,009,658 for FY17. (Sum of lines 5 and 10) | | | | |

| EXPENSES | | |
|----------|---|--|
| | Personnel Salaries and Benefits | |
| 15 | Principal/ Executive Salary | <p>Executive Salaries include the following positions:</p> <ul style="list-style-type: none"> • Assistant Principal – 1 (\$95,472) • Dean of Family Life – 1 (\$75,000) • Dean of Instruction – 1 (\$75,000) <p>Note: The Principal will be an employee under the management agreement, see section 73 below.</p> |
| 16 | Classroom Teachers Salaries Other Teacher Salaries | <p>Classroom Teacher Salaries include the following positions:</p> <ul style="list-style-type: none"> • Classroom teachers – 18 (2 for each grade K to 8) • Physical Education; Art; Music; Library; Performing Arts Integration Specialist – 1 each • Self-Contained Classroom Teachers – 7 • Special Education Teachers – 14 • Special Education Coordinator – 1 • ELL Teacher – 1 <p>All teachers were budgeted at an average rate of \$60,372. This amount was based on the average teacher salary at The Children's Guild's existing schools and adjusted to reflect the increased cost of living in the District of Columbia and inflation due to the passage of time.</p> |
| 17 | Teacher Aides | <p>Teacher Aide Salaries include the following positions:</p> <ul style="list-style-type: none"> • One classroom aide for each Kindergarten classroom – 1 • One aide for each grade level 1-8 – 8 • One aide for each self-contained classroom – 7 • IEP aides based on the assumption that 33% of total level 4 students will require a one-to-one aide. This estimate is based on the Children's Guild's average experience in the non-public school setting, serving level 5 students. – 18 <p>Teacher Aides were budgeted at an hourly rate of \$11 per hour based on the current pay scale at other Children's Guild schools.</p> |
| 18 | Other Education Professionals Salaries | <p>Other Education Professionals Salaries includes the following positions:</p> <ul style="list-style-type: none"> • Social Workers – 6 (\$58,000) • Speech and Language Pathologist – 2 (\$50,000) • Occupational Therapist – 1 (\$75,000) • Student Support Center Coordinator – 1 (\$60,372) • Student Support Center Assistant – 1 (\$35,000) • School Nurse – 1 (\$64,000) • Psychologist – 0.5 (\$55,000) • Instructional Coach – 5 (\$60,372) • Behavioral Coach – 5 (\$52,000) |

| | | The cost for each position was determined based on the average cost experienced by The Children’s Guild in the non-public school setting and then adjusted to reflect the increased cost of living in the District of Columbia and inflation due to the passage of time. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|-------------------------------------|---|------------------|-------------------|--|--|--|------|------|------------------------------|-------|---------|---------|------------------|-------|---------|---------|-------------------------------|-------|--------|--------|------------------|-------|--------|--------|----------------------------|--------|---------|---------|--------------|---------------|------------------|------------------|
| 19 | Business/ Operations Salaries | The majority of business and operations support will be provided by The Children’s Guild and is included as part of the 10% management fee. Included in this line item is the cost of one IT specialist for the school. (\$47,000) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 20 | Clerical Salaries | Clerical Salaries include the following positions: <ul style="list-style-type: none"> • Administrative Assistant – 1 (\$40,000) • Receptionist – 1 (\$40,000) • Records Specialist – 2 (\$38,000) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | Custodial Salaries | Custodial Salaries include the following positions: <ul style="list-style-type: none"> • Facilities Coordinator – 1 (\$45,000) • Custodian – 2 (\$27,000) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 22 | Other Staff Salaries | Other Staff Salaries include the following positions: <ul style="list-style-type: none"> • Lunch Service – 4 It is assumed these employees will work an average of 5 hours per day at \$12 per hour. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 23 | Employee Benefits | <p>Employees will be eligible for benefits under The Children’s Guild’s current benefit structure.</p> <p>The following employee benefits were budgeted:</p> <table border="1"> <thead> <tr> <th rowspan="2">Benefit Category</th> <th colspan="3">Percent of Salary</th> </tr> <tr> <th></th> <th>FY16</th> <th>FY17</th> </tr> </thead> <tbody> <tr> <td>Retirement plan contribution</td> <td>2.75%</td> <td>141,302</td> <td>144,128</td> </tr> <tr> <td>Health insurance</td> <td>5.25%</td> <td>269,758</td> <td>275,154</td> </tr> <tr> <td>Life and disability insurance</td> <td>0.65%</td> <td>33,399</td> <td>34,067</td> </tr> <tr> <td>Section 125 plan</td> <td>1.90%</td> <td>97,627</td> <td>99,579</td> </tr> <tr> <td>Payroll taxes/Workers Comp</td> <td>10.85%</td> <td>557,177</td> <td>536,426</td> </tr> <tr> <td>Total</td> <td>21.40%</td> <td>1,099,263</td> <td>1,089,354</td> </tr> </tbody> </table> <p>When budgeting for employee benefits we assumed 100% participation from all employees.</p> | Benefit Category | Percent of Salary | | | | FY16 | FY17 | Retirement plan contribution | 2.75% | 141,302 | 144,128 | Health insurance | 5.25% | 269,758 | 275,154 | Life and disability insurance | 0.65% | 33,399 | 34,067 | Section 125 plan | 1.90% | 97,627 | 99,579 | Payroll taxes/Workers Comp | 10.85% | 557,177 | 536,426 | Total | 21.40% | 1,099,263 | 1,089,354 |
| Benefit Category | Percent of Salary | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | FY16 | FY17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Retirement plan contribution | 2.75% | 141,302 | 144,128 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health insurance | 5.25% | 269,758 | 275,154 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Life and disability insurance | 0.65% | 33,399 | 34,067 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Section 125 plan | 1.90% | 97,627 | 99,579 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Payroll taxes/Workers Comp | 10.85% | 557,177 | 536,426 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Total | 21.40% | 1,099,263 | 1,089,354 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 24 | Contracted Staff | We have budgeted for substitute teachers in the contracted staff line item. We budgeted the equivalent of one FTE teacher position for the cost of short term and long term substitutes based on the actual cost and experience at The Children’s Guild’s Maryland Charter schools. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 25 | Staff Development Costs | Staff development costs total \$102,750 in Year 1 and \$104,805 in Year 2. This includes \$74,250 for professional development, plus recruitment costs and food for teachers of \$28,500. We assume a 2% inflationary increase for staff development costs. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 27 | Total Personnel Costs | \$6,400,641 in Year 1; \$6,496,759 in Year 2. (Sum of lines 15 thru 25) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|----|------------------------------------|--|
| 29 | Direct Student Costs | |
| 30 | Textbooks | We budgeted \$67,500 in Year 1 and \$68,850 in Year 2 for textbooks. This estimate was based on actual experience at our Maryland Charter and non-public schools. |
| 31 | Student Supplies and Materials | We budgeted \$175,500 in Year 1 and \$161,670 in Year 2 for Student Supplies and Materials. This estimate is based on actual experience at our Maryland Charter and non-public schools. |
| 32 | Library and Media Center Materials | To provide books and other materials for the library, we budgeted \$45,000 in Year 1 and \$45,900 in Year 2. |
| 33 | Computers and Materials | To provide up-to-date technology for students at the school we budgeted \$65,300 in Year 1 and \$10,000 in Year 2 for the purchase of student laptop and desk top computers. |
| 34 | Other Instructional Equipment | None |
| 35 | Furniture and Classroom Supplies | We anticipate purchasing furniture for all classrooms including but not limited to, student desks, student chairs, and bookshelves. We have budgeted \$144,000 in Year 1 and \$10,000 in Year 2 to address these needs. |
| 36 | Student Assessment Materials | We budgeted \$15,750 in Year 1 and \$16,065 in Year 2 for student assessment materials. |
| 37 | Contracted Student Services | We have budgeted \$75,000 for psychiatrist expenses for students in Year 1 and \$76,500 for Year 2. The psychiatrist will work at a contracted rate and will provide services based on the requirement of students IEP. The total budget amount is based on experience at The Children's Guild non-public schools. |
| 38 | Miscellaneous Student Expenses | We have budgeted \$37,000 in Year 1 and \$17,040 in Year 2 for various types of student recruitment – flyers, promotional materials, advertisements (print, radio, metro/bus, etc.), online, etc. This amount also includes a nominal amount for other student expenses. |
| 40 | Total Direct Student Costs | \$625,050 in Year 1, \$406,025 in Year 2. (Sum of lines 30 thru 38) |
| 42 | Occupancy Expenses | |
| 43 | Rent | Based on negotiations with the Maya Angelou Public Charter School, we have tentative plans to pass 100% of the Facilities allowance to Maya Angelou as rent. This amount is included at \$1,350,000 in Year 1 and Year 2. |
| 44 | Mortgage Principal Payments | None |
| 45 | Mortgage Interest Payments | None |

| | | |
|----|---|--|
| 46 | Building Maintenance and Repairs | We have budgeted \$20,000 in Year 1 and \$20,400 in Year 2 for general building maintenance and minor repairs. |
| 47 | Renovation/ Leasehold Improvements | We anticipate any significant improvements that are needed to allow The Children's Guild Charter School to operate in the Maya Angelou building will be made at the expense of Maya Angelou as part of the lease payments to be made. We have included a small amount of funding to make any additional accommodations to spaces that may be necessary based on the needs of the students. We budgeted \$10,000 in Year 1 and \$5,000 in Year 2. |
| 48 | Utilities | We have budgeted \$160,000 in Year 1 and \$163,200 in Year 2 for the cost of utilities (approximately \$3.50/sf). |
| 49 | Janitorial Supplies | We have budgeted \$55,000 in Year 1 and \$56,100 in Year 2 for the cost of janitorial supplies. This estimate is based on continued use of current Children's Guild vendors and the approximate size of the school. |
| 50 | Equipment Rental and Maintenance | None |
| 51 | Contracted Building Services | We have budgeted \$100,000 in Year 1 and \$102,000 in Year 2 for contracted building services. This includes the cost of night-time cleaning crew, pest control, and miscellaneous building services. |
| 53 | Total Occupancy Expenses | \$1,695,000 in Year 1, \$1,696,700 in Year 2. (Sum of lines 43 thru 51) |
| 55 | Office Expenses | |
| 56 | Office Supplies and Materials | We budgeted \$175 per student for a total of \$78,750 in Year 1, increasing by 2% inflation in Year 2. |
| 57 | Office Furnishings and Equipment | We anticipate purchasing furniture for all office and common spaces including but not limited to, teacher and administrator desks, chairs, bookshelves, and filing cabinets. This also includes the cost of teacher and administrator computers and other technology. We have budgeted \$125,150 in Year 1 and \$11,935 in Year 2 to address these needs. |
| 58 | Office Equipment Rental and Maintenance | \$35,000 in Year 1, increasing by 2% inflation in Year 2 – this is to cover some in-house office equipment cost including copies, scanners and fax machines. |
| 59 | Telephone/ Communications | We budgeted \$750 per month for high-speed internet, \$2,000 per month for phone/intercom system and \$250 for cellular phones. We increased these amounts for 2% inflation in Year 2, for a total of \$36,000 in Year 1 and \$36,720 in Year 2. |
| 60 | Legal, Accounting and Payroll | In Year 1 we budgeted \$21,500 for legal, accounting, and payroll services and assumed a 2% inflationary increase in Year 2 for a total budget of \$21,930 . |
| 61 | Printing and Copying | In Year 1 we budgeted \$9,000 for external copying services, increasing by 2% inflation in Year 2. |
| 62 | Postage and Shipping | \$10 per student = \$4,500 in Year 1, increasing by 2% inflation in Year 2. |

| 63 | Other | We budgeted \$2,000 for miscellaneous expenses in Year 1 and \$7,000 in Year 2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|----------------------------|---|------------|--------------------|--------------------|------------|-------|------|--------|---------|-----------|------|--------|---------|-------|------|--------|--------|--|--------------------|--------------------|------------|-------|------|--------|---------|-----------|------|--------|---------|-------|------|--------|--------|
| 65 | Total Office Expenses | \$311,900 in Year 1; \$207,380 in Year 2 (Sum of lines 56 thru 63) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 67 | General Expenses | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 68 | Insurance | We budgeted D&O Insurance only at \$15,000 in Year 1, increased by 2% inflation in Year 2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 69 | Interest Expense | We budgeted \$850 for interest expense in Year 1 related to the loan from The Children’s Guild during the start-up year. It is assumed the loan and all interest accrued will be paid in full during the first full year of operation. No interest expense is assumed in Year 2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 70 | Transportation | We intend to make transportation available to the majority of students at the school and have included \$200,000 in the budget to cover the cost of transportation. We have assumed that the majority of the students who qualify for Special Education will have transportation provided by OSSE. We also included \$26,500 to cover the cost of transportation to and from student field trips. Total budgeted transportation expense in Year 1 and Year 2 is \$226,500 and \$231,030 , respectively. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 71 | Food Service | <p>Provision of breakfast, lunch, and snack for every school day using a premium vendor. (Costs per meals based on historical prices charged by such vendors and increased by inflation)</p> <table border="1" data-bbox="488 1018 1063 1396"> <thead> <tr> <th></th> <th>FY16 Cost per Meal</th> <th>Total Meals Served</th> <th>Total Cost</th> </tr> </thead> <tbody> <tr> <td>Lunch</td> <td>3.29</td> <td>54,113</td> <td>178,062</td> </tr> <tr> <td>Breakfast</td> <td>1.87</td> <td>54,113</td> <td>101,331</td> </tr> <tr> <td>Snack</td> <td>0.87</td> <td>41,625</td> <td>36,045</td> </tr> <tr> <th></th> <th>FY17 Cost per Meal</th> <th>Total Meals Served</th> <th>Total Cost</th> </tr> <tr> <td>Lunch</td> <td>3.36</td> <td>54,113</td> <td>181,624</td> </tr> <tr> <td>Breakfast</td> <td>1.91</td> <td>54,113</td> <td>103,358</td> </tr> <tr> <td>Snack</td> <td>0.88</td> <td>41,625</td> <td>36,766</td> </tr> </tbody> </table> <p>The rounded net total for Food Service is \$315,439 in Year 1 and \$321,748 in Year 2 as shown on lines 71 of the Budget Worksheets E.3a and E.3b, respectively.</p> | | FY16 Cost per Meal | Total Meals Served | Total Cost | Lunch | 3.29 | 54,113 | 178,062 | Breakfast | 1.87 | 54,113 | 101,331 | Snack | 0.87 | 41,625 | 36,045 | | FY17 Cost per Meal | Total Meals Served | Total Cost | Lunch | 3.36 | 54,113 | 181,624 | Breakfast | 1.91 | 54,113 | 103,358 | Snack | 0.88 | 41,625 | 36,766 |
| | FY16 Cost per Meal | Total Meals Served | Total Cost | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lunch | 3.29 | 54,113 | 178,062 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Breakfast | 1.87 | 54,113 | 101,331 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Snack | 0.87 | 41,625 | 36,045 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | FY17 Cost per Meal | Total Meals Served | Total Cost | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Lunch | 3.36 | 54,113 | 181,624 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Breakfast | 1.91 | 54,113 | 103,358 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Snack | 0.88 | 41,625 | 36,766 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 72 | Administrative Fee to PCSB | We budgeted authorizer fees (0.5% of all non-philanthropic funding) of \$59,108 in Year 1, and \$60,032 in Year 2. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 73 | EMO Management Fee | The budgeted EMO fee includes significant business/office, and financial support services including the following: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | Service | Responsible EMO Executive | # EMO Staff providing service |
|----|------------------------|--|---|-------------------------------|
| | | Accounting and Bookkeeping - including accounts receivable and accounts payable | Executive V.P. and CFO | 6 |
| | | Human Resources | V.P. of Organizational Learning and H.R | 5 |
| | | Payroll Processing | Controller | 2 |
| | | Facility Management and Operations | Director of Facilities | 5 |
| | | Management of Computer and Information Technology support | Director of Information Technology | 4 |
| | | Management of day-to-day operations | V.P. and COO of Schools | 4 |
| | | Management and planning of staff training and consultation | V.P. of Organizational Learning and H.R | 4 |
| | | Management of Special Education services provided by the DC Campus | V.P. of Educational Services | 3 |
| | | Other Services as needed | to be assigned | 280 |
| | | 10% of Gross Revenue | 1,182,157 | 1,200,633 |
| | | See management agreement at Appendix I for additional detail of services provided. | | |
| | | <p>Principal/Executive Salary The Principal has been budgeted at a rate of \$105,480 in Year 1, increasing by 2% salary inflation to \$107,590 in Year 2 (FY16 and FY17 respectively). The Principal will be an employee of The Children’s Guild and the salary and benefit cost of this position will be included as a part of the management fee.</p> <p>Total budgeted management fee is \$1,309,205 in Year 1 and \$1,330,216 in Year 2.</p> | | |
| 74 | Other General Expense | We budgeted \$1,000 for banking fees and for inspections in Year 1 and assumed a 2% inflation rate in Year 2. | | |
| 75 | Unforeseen Expenses | \$177,324 in Year 1; \$180,095 in Year 2. This is a contingency amount for unforeseen expenses based on 1.5% of revenue. | | |
| 76 | Total General Expenses | \$2,104,425 in Year 1, \$2,139,440 in Year 2. (Sum of lines 68 thru 75). | | |
| 78 | Total Expenses | Year 1 - \$11,137,015 Year 2 - \$10,946,305 | | |

| | | |
|----|--|--|
| | | The Year 2 figure is lower due to capital expenditures in Year 1. |
| 81 | Excess (or Deficiency) Retained by School | Year 1 Excess - \$398,083 Year 2 Excess - \$1,063,354 |

Budget E.2. Pre-opening Expenses: Year ZERO Budget (Planning Year)

| 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 | - | | 0 | |
| 2 Per Pupil Facilities Allowance | - | | 0 | |
| 3 Federal Entitlements | 140,000 | | 140,000 | |
| 4 Other Government Funding/Grants | - | | 0 | |
| 5 Total Public Funding | 140,000 | | 140,000 | |
| 6 Private Grants and Donations | - | | 0 | |
| 7 Activity Fees | - | | 0 | |
| 8 Loans | 170,000 | | 170,000 | |
| 9 Other Income (please describe in footnote) | - | | 0 | |
| 10 Total Non-Public Funding | 170,000 | | 170,000 | |
| 11 EMO Management Fee (= line 73, col. G) | | | 0 | |
| 12 | | | | |
| 13 | | | | |
| 14 TOTAL REVENUES | \$310,000 | | | |
| EXPENSES | | | | |
| | 501(c)3 School Applicant | Education Management Organization | Combined Total | Expenditures as a Percent of Total Public Funding |
| <i>Personnel Salaries and Benefits</i> | | | | |
| 15 Principal/Executive Salary | 47,736 | | 47,736 | 34% |
| 16 Teachers Salaries | 0 | | - | 0% |
| 17 Teacher Aides/Assistance Salaries | 0 | | - | 0% |
| 18 Other Education Professionals Salaries | 0 | | - | 0% |
| 19 Business/Operations Salaries | 0 | | - | 0% |
| 20 Clerical Salaries | 20,000 | | 20,000 | 14% |
| 21 Custodial Salaries | 0 | | - | 0% |
| 22 Other Staff Salaries | 0 | | - | 0% |
| 23 Employee Benefits | 13,944 | | 13,944 | 10% |
| 24 Contracted Staff | 0 | | - | 0% |
| 25 Staff Development Costs | 10,750 | | 10,750 | 8% |
| 26 | | | | 0% |
| 27 Subtotal: Personnel Costs | \$92,430 | \$0 | \$92,430 | 66% |
| 28 | | | | |
| <i>Direct Student Costs</i> | | | | |
| 29 | | | | |
| 30 Textbooks | 0 | | - | 0% |
| 31 Student Supplies and Materials | 0 | | - | 0% |
| 32 Library and Media Center Materials | 0 | | - | 0% |
| 33 Computers and Materials | 0 | | - | 0% |
| 34 Other Instructional Equipment | 0 | | - | 0% |
| 35 Classroom Furnishings and Supplies | 0 | | - | 0% |
| 36 Student Assessment Materials | 0 | | - | 0% |
| 37 Contracted Student Services | 0 | | - | 0% |
| 38 Miscellaneous Student Costs | 35,000 | | 35,000 | 25% |
| 39 | | | | 0% |
| 40 Subtotal: Direct Student Costs | \$35,000 | \$0 | \$35,000 | 25% |
| 41 | | | | |
| <i>Occupancy Expenses</i> | | | | |
| 42 | | | | |
| 43 Rent | 0 | | - | 0% |
| 44 Mortgage Principal Payments | 0 | | - | 0% |
| 45 Mortgage Interest Payments | 0 | | - | 0% |
| 46 Building Maintenance and Repairs | 0 | | - | 0% |
| 47 Renovation/Leasehold Improvements | 50,000 | | 50,000 | 36% |
| 48 Utilities | 0 | | - | 0% |
| 49 Janitorial Supplies | 0 | | - | 0% |
| 50 Equipment Rental and Maintenance | 0 | | - | 0% |
| 51 Contracted Building Services | 0 | | - | 0% |
| 52 | | | | 0% |
| 53 Subtotal: Occupancy Expenses | \$50,000 | \$0 | \$50,000 | 36% |
| 54 | | | | |

Budget E.2. Pre-opening Expenses: Year ZERO Budget (Planning Year)

| | | | | | |
|----|---|------------------|------------|-----------------|------------|
| 55 | Office Expenses | | | | |
| 56 | Office Supplies and Materials | 0 | | - | 0% |
| 57 | Office Furnishings and Equipment | 2,600 | | 2,600 | 2% |
| 58 | Office Equipment Rental and Maintenance | 0 | | - | 0% |
| 59 | Telephone/Telecommunications | 0 | | - | 0% |
| 60 | Legal, Accounting and Payroll Services | 35,000 | | 35,000 | 25% |
| 61 | Printing and Copying | 0 | | - | 0% |
| 62 | Postage and Shipping | 0 | | - | 0% |
| 63 | Other | 2,000 | | 2,000 | 1% |
| 64 | | | | | 0% |
| 65 | Subtotal: Office Expenses | <u>\$39,600</u> | <u>\$0</u> | <u>\$39,600</u> | <u>28%</u> |
| 66 | | | | | |
| 67 | General Expenses | | | | |
| 68 | Insurance | 0 | | - | 0% |
| 69 | Interest Expense | 4,250 | | 4,250 | 3% |
| 70 | Transportation | 0 | | - | 0% |
| 71 | Food Service | 0 | | - | 0% |
| 72 | Administration Fee (to PCSB) | 0 | | - | 0% |
| 73 | EMO Management Fee | 63,654 | | 63,654 | 45% |
| 74 | Other General Expense | 0 | | - | 0% |
| 75 | Unforeseen Expenses | 0 | | - | 0% |
| 76 | Subtotal: General Expenses | <u>\$67,904</u> | <u>\$0</u> | <u>\$67,904</u> | <u>49%</u> |
| 77 | | | | | |
| 78 | TOTAL EXPENSES | <u>\$284,934</u> | | | |
| 79 | | | | | |
| 80 | EXCESS (OR DEFICIENCY) | | | | |
| 81 | Excess (or deficit) retained by school | <u>\$25,066</u> | | | |
| 82 | Excess (or deficit) retained by EMO | | | | |

ASSUMPTIONS

| | |
|--------------------------------|------------|
| Student Enrollment | <u>0</u> |
| Facility Size (square footage) | <u>-</u> |
| Average Teacher Salary | <u>-</u> |
| Teachers | <u>0</u> |
| Student/Teacher Ratio | <u>n/a</u> |

Budget E.3a. Two-Year Operating Budget Worksheet: Year ONE

| 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 | 9,411,831 | | 9,411,831 | |
| 2 | Per Pupil Facilities Allowance | 1,350,000 | | 1,350,000 | |
| 3 | Federal Entitlements | 652,609 | | 652,609 | |
| 4 | Other Government Funding/Grants | 256,831 | | 256,831 | |
| 5 | Total Public Funding | 11,671,270 | | 11,671,270 | |
| 6 | Private Grants and Donations | - | | 0 | |
| 7 | Activity Fees | 9,000 | | 9,000 | |
| 8 | Loans | (170,000) | | (170,000) | |
| 9 | Other Income (please describe in footnote) | 24,828 | | 24,828 | |
| 10 | Total Non-Public Funding | (136,172) | | (136,172) | |
| 11 | EMO Management Fee (= line 73, col. G) | | | 0 | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | TOTAL REVENUES | \$11,535,098 | | | |
| EXPENSES | | | | | |
| <i>Personnel Salaries and Benefits</i> | | | | | |
| 15 | Principal/Executive Salary | 245,472 | | 245,472 | 2% |
| 16 | Teachers Salaries | 2,777,112 | | 2,777,112 | 24% |
| 17 | Teacher Aides/Assistance Salaries | 471,240 | | 471,240 | 4% |
| 18 | Other Education Professionals Salaries | 1,299,232 | | 1,299,232 | 11% |
| 19 | Business/Operations Salaries | 47,000 | | 47,000 | 0% |
| 20 | Clerical Salaries | 156,000 | | 156,000 | 1% |
| 21 | Custodial Salaries | 99,000 | | 99,000 | 1% |
| 22 | Other Staff Salaries | 43,200 | | 43,200 | 0% |
| 23 | Employee Benefits | 1,099,263 | | 1,099,263 | 9% |
| 24 | Contracted Staff | 60,372 | | 60,372 | 1% |
| 25 | Staff Development Costs | 102,750 | | 102,750 | 1% |
| 26 | | | | | 0% |
| 27 | Subtotal: Personnel Costs | \$6,400,641 | \$0 | \$6,400,641 | 55% |
| 28 | | | | | |
| 29 | <i>Direct Student Costs</i> | | | | |
| 30 | Textbooks | 67,500 | | 67,500 | 1% |
| 31 | Student Supplies and Materials | 175,500 | | 175,500 | 2% |
| 32 | Library and Media Center Materials | 45,000 | | 45,000 | 0% |
| 33 | Computers and Materials | 65,300 | | 65,300 | 1% |
| 34 | Other Instructional Equipment | 0 | | - | 0% |
| 35 | Classroom Furnishings and Supplies | 144,000 | | 144,000 | 1% |
| 36 | Student Assessment Materials | 15,750 | | 15,750 | 0% |
| 37 | Contracted Student Services | 75,000 | | 75,000 | 1% |
| 38 | Miscellaneous Student Costs | 37,000 | | 37,000 | 0% |
| 39 | | | | | 0% |
| 40 | Subtotal: Direct Student Costs | \$625,050 | \$0 | \$625,050 | 5% |
| 41 | | | | | |
| 42 | <i>Occupancy Expenses</i> | | | | |
| 43 | Rent | 1,350,000 | | 1,350,000 | 12% |
| 44 | Mortgage Principal Payments | 0 | | - | 0% |
| 45 | Mortgage Interest Payments | 0 | | - | 0% |
| 46 | Building Maintenance and Repairs | 20,000 | | 20,000 | 0% |
| 47 | Renovation/Leasehold Improvements | 10,000 | | 10,000 | 0% |
| 48 | Utilities | 160,000 | | 160,000 | 1% |
| 49 | Janitorial Supplies | 55,000 | | 55,000 | 0% |
| 50 | Equipment Rental and Maintenance | 0 | | - | 0% |
| 51 | Contracted Building Services | 100,000 | | 100,000 | 1% |
| 52 | | | | | 0% |
| 53 | Subtotal: Occupancy Expenses | \$1,695,000 | \$0 | \$1,695,000 | 15% |
| 54 | | | | | |

Budget E.3a. Two-Year Operating Budget Worksheet: Year ONE

| | | | | | |
|----|---|--------------|-----|-------------|-----|
| 55 | Office Expenses | | | | |
| 56 | Office Supplies and Materials | 78,750 | | 78,750 | 1% |
| 57 | Office Furnishings and Equipment | 125,150 | | 125,150 | 1% |
| 58 | Office Equipment Rental and Maintenance | 35,000 | | 35,000 | 0% |
| 59 | Telephone/Telecommunications | 36,000 | | 36,000 | 0% |
| 60 | Legal, Accounting and Payroll Services | 21,500 | | 21,500 | 0% |
| 61 | Printing and Copying | 9,000 | | 9,000 | 0% |
| 62 | Postage and Shipping | 4,500 | | 4,500 | 0% |
| 63 | Other | 2,000 | | 2,000 | 0% |
| 64 | | | | | 0% |
| 65 | Subtotal: Office Expenses | \$311,900 | \$0 | \$311,900 | 3% |
| 66 | | | | | |
| 67 | General Expenses | | | | |
| 68 | Insurance | 15,000 | | 15,000 | 0% |
| 69 | Interest Expense | 850 | | 850 | 0% |
| 70 | Transportation | 226,500 | | 226,500 | 2% |
| 71 | Food Service | 315,439 | | 315,439 | 3% |
| 72 | Administration Fee (to PCSB) | 59,108 | | 59,108 | 1% |
| 73 | EMO Management Fee | 1,309,205 | | 1,309,205 | 11% |
| 74 | Other General Expense | 1,000 | | 1,000 | 0% |
| 75 | Unforeseen Expenses | 177,324 | | 177,324 | 2% |
| 76 | Subtotal: General Expenses | \$2,104,425 | \$0 | \$2,104,425 | 18% |
| 77 | | | | | |
| 78 | TOTAL EXPENSES | \$11,137,015 | | | |
| 79 | | | | | |
| 80 | EXCESS (OR DEFICIENCY) | | | | |
| 81 | Excess (or deficit) retained by school | \$398,083 | | | |
| 82 | Excess (or deficit) retained by EMO | | | | |

ASSUMPTIONS

| | |
|--------------------------------|---------|
| Student Enrollment | 450 |
| Facility Size (square footage) | 45,000 |
| Average Teacher Salary | 60,372 |
| Teachers | 46 |
| Student/Teacher Ratio | 10 to 1 |

Budget E.3b. Two-Year Operating Budget Worksheet: Year TWO

| 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 | 9,600,067 | | 9,600,067 | |
| 2 | Per Pupil Facilities Allowance | 1,350,000 | | 1,350,000 | |
| 3 | Federal Entitlements | 772,411 | | 772,411 | |
| 4 | Other Government Funding/Grants | 261,662 | | 261,662 | |
| 5 | Total Public Funding | 11,984,140 | | 11,984,140 | |
| 6 | Private Grants and Donations | - | | 0 | |
| 7 | Activity Fees | 9,180 | | 9,180 | |
| 8 | Loans | - | | 0 | |
| 9 | Other Income (please describe in footnote) | 16,338 | | 16,338 | |
| 10 | Total Non-Public Funding | 25,518 | | 25,518 | |
| 11 | EMO Management Fee (= line 73, col. G) | | | 0 | |
| 12 | | | | | |
| 13 | | | | | |
| 14 | TOTAL REVENUES | \$12,009,658 | | | |
| EXPENSES | | | | | |
| | | 501(c)3 School Applicant | Education Management Organization | Combined Total | Expenditures as a Percent of Total Public Funding |
| <i>Personnel Salaries and Benefits</i> | | | | | |
| 15 | Principal/Executive Salary | 250,381 | | 250,381 | 2% |
| 16 | Teachers Salaries | 2,832,654 | | 2,832,654 | 24% |
| 17 | Teacher Aides/Assistance Salaries | 480,665 | | 480,665 | 4% |
| 18 | Other Education Professionals Salaries | 1,325,217 | | 1,325,217 | 11% |
| 19 | Business/Operations Salaries | 47,940 | | 47,940 | 0% |
| 20 | Clerical Salaries | 159,120 | | 159,120 | 1% |
| 21 | Custodial Salaries | 100,980 | | 100,980 | 1% |
| 22 | Other Staff Salaries | 44,064 | | 44,064 | 0% |
| 23 | Employee Benefits | 1,089,354 | | 1,089,354 | 9% |
| 24 | Contracted Staff | 61,579 | | 61,579 | 1% |
| 25 | Staff Development Costs | 104,805 | | 104,805 | 1% |
| 26 | | | | | 0% |
| 27 | Subtotal: Personnel Costs | \$6,496,759 | \$0 | \$6,496,759 | 54% |
| 28 | | | | | |
| 29 | <i>Direct Student Costs</i> | | | | |
| 30 | Textbooks | 68,850 | | 68,850 | 1% |
| 31 | Student Supplies and Materials | 161,670 | | 161,670 | 1% |
| 32 | Library and Media Center Materials | 45,900 | | 45,900 | 0% |
| 33 | Computers and Materials | 10,000 | | 10,000 | 0% |
| 34 | Other Instructional Equipment | 0 | | - | 0% |
| 35 | Classroom Furnishings and Supplies | 10,000 | | 10,000 | 0% |
| 36 | Student Assessment Materials | 16,065 | | 16,065 | 0% |
| 37 | Contracted Student Services | 76,500 | | 76,500 | 1% |
| 38 | Miscellaneous Student Costs | 17,040 | | 17,040 | 0% |
| 39 | | | | | 0% |
| 40 | Subtotal: Direct Student Costs | \$406,025 | \$0 | \$406,025 | 3% |
| 41 | | | | | |
| 42 | <i>Occupancy Expenses</i> | | | | |
| 43 | Rent | 1,350,000 | | 1,350,000 | 11% |
| 44 | Mortgage Principal Payments | 0 | | - | 0% |
| 45 | Mortgage Interest Payments | 0 | | - | 0% |
| 46 | Building Maintenance and Repairs | 20,400 | | 20,400 | 0% |
| 47 | Renovation/Leasehold Improvements | 5,000 | | 5,000 | 0% |
| 48 | Utilities | 163,200 | | 163,200 | 1% |
| 49 | Janitorial Supplies | 56,100 | | 56,100 | 0% |
| 50 | Equipment Rental and Maintenance | 0 | | - | 0% |
| 51 | Contracted Building Services | 102,000 | | 102,000 | 1% |
| 52 | | | | | 0% |
| 53 | Subtotal: Occupancy Expenses | \$1,696,700 | \$0 | \$1,696,700 | 14% |
| 54 | | | | | |

Budget E.3b. Two-Year Operating Budget Worksheet: Year TWO

| | | | | | |
|----|---|---------------------|------------|--------------------|------------|
| 55 | Office Expenses | | | | |
| 56 | Office Supplies and Materials | 80,325 | | 80,325 | 1% |
| 57 | Office Furnishings and Equipment | 11,935 | | 11,935 | 0% |
| 58 | Office Equipment Rental and Maintenance | 35,700 | | 35,700 | 0% |
| 59 | Telephone/Telecommunications | 36,720 | | 36,720 | 0% |
| 60 | Legal, Accounting and Payroll Services | 21,930 | | 21,930 | 0% |
| 61 | Printing and Copying | 9,180 | | 9,180 | 0% |
| 62 | Postage and Shipping | 4,590 | | 4,590 | 0% |
| 63 | Other | 7,000 | | 7,000 | 0% |
| 64 | | | | | 0% |
| 65 | Subtotal: Office Expenses | <u>\$207,380</u> | <u>\$0</u> | <u>\$207,380</u> | <u>2%</u> |
| 66 | | | | | |
| 67 | General Expenses | | | | |
| 68 | Insurance | 15,300 | | 15,300 | 0% |
| 69 | Interest Expense | 0 | | - | 0% |
| 70 | Transportation | 231,030 | | 231,030 | 2% |
| 71 | Food Service | 321,748 | | 321,748 | 3% |
| 72 | Administration Fee (to PCSB) | 60,032 | | 60,032 | 1% |
| 73 | EMO Management Fee | 1,330,216 | | 1,330,216 | 11% |
| 74 | Other General Expense | 1,020 | | 1,020 | 0% |
| 75 | Unforeseen Expenses | 180,095 | | 180,095 | 2% |
| 76 | Subtotal: General Expenses | <u>\$2,139,440</u> | <u>\$0</u> | <u>\$2,139,440</u> | <u>18%</u> |
| 77 | | | | | |
| 78 | TOTAL EXPENSES | <u>\$10,946,305</u> | <u></u> | <u></u> | <u></u> |
| 79 | | | | | |
| 80 | EXCESS (OR DEFICIENCY) | | | | |
| 81 | Excess (or deficit) retained by school | <u>\$1,063,354</u> | | | |
| 82 | Excess (or deficit) retained by EMO | | | | |

ASSUMPTIONS

| | |
|--------------------------------|----------------|
| Student Enrollment | <u>450</u> |
| Facility Size (square footage) | <u>45,000</u> |
| Average Teacher Salary | <u>61,579</u> |
| Teachers | <u>46</u> |
| Student/Teacher Ratio | <u>10 to 1</u> |

Budget E.4 Five-Year Estimated Budget Worksheet

| DESCRIPTION | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| REVENUES | | | | | |
| Per Pupil Charter Payments | 10,761,831 | 10,950,067 | 11,142,069 | 11,337,910 | 11,537,668 |
| Federal Entitlements | 909,440 | 1,034,073 | 815,668 | 780,694 | 785,822 |
| Income from Grants and Donations | - | - | - | - | - |
| Loans | (170,000) | - | - | - | - |
| Activity Fees | 9,000 | 9,180 | 9,364 | 9,551 | 9,742 |
| Other Income | 24,828 | 16,338 | 16,348 | 16,359 | 16,369 |
| TOTAL REVENUES | 11,535,098 | 12,009,658 | 11,983,448 | 12,144,514 | 12,349,601 |
| EXPENSES | | | | | |
| Personnel Salaries and Benefits | 6,400,641 | 6,496,759 | 6,626,081 | 6,757,989 | 6,892,536 |
| Direct Student Costs | 625,050 | 406,025 | 414,146 | 422,428 | 430,877 |
| Occupancy | 1,695,000 | 1,696,700 | 1,703,534 | 1,710,505 | 1,717,615 |
| Office Expenses | 311,900 | 207,380 | 211,488 | 230,218 | 234,358 |
| General Expenses | 2,104,425 | 2,139,440 | 2,145,863 | 2,184,239 | 2,223,382 |
| TOTAL EXPENSES | 11,137,015 | 10,946,305 | 11,101,112 | 11,305,379 | 11,498,767 |
| EXCESS (OR DEFICIENCY) | 398,083 | 1,063,354 | 882,337 | 839,134 | 850,833 |

Budget E.5. Capital Budget Detail for First Two Operating Years

| Details for years one and two | Year 1 | Year 2 | Notes |
|---|-------------------|------------------|--|
| 35. Classroom Furnishings and Supplies | \$ 144,000 | \$ 10,000 | |
| Students | 450 | | <i>Number of new students</i> |
| FTEs | 46 | | <i>FTEs teachers inclding SpEd</i> |
| FTEs | 24 | | <i>FTEs social wrks, instr./behav. coaches, admins & facility coord.</i> |
| Cost per student | \$ 250 | | <i>Desk/Chair & misc for each new student</i> |
| Cost per FTE | \$ 450 | | <i>Desk/chair & cabinets for classrooms based on FTEs</i> |
| Replacement costs | | \$ 10,000 | <i>Estimated replacement costs Yr2</i> |
| Subtotal, student furniture | \$ 144,000 | \$ 10,000 | <i>Total classroom FFE</i> |
| 57. Office Furnishings and Equipment | \$ 125,150 | \$ 11,935 | |
| Senior Admin FTEs for furniture | 4 | | <i>Non-classroom senior staff</i> |
| Cost per new staff | \$ 450 | | <i>Desk/chairs and shelf or cabinet \$450 total</i> |
| Replacement costs | | \$ 500 | <i>Estimated replacement costs Yr2</i> |
| Subtotal staff furniture | \$ 1,800 | \$ 500 | <i>Total desk and chairs</i> |
| Staff (except for TAs) | 99 | | <i>FTEs for computers</i> |
| Computer cost per staff member | 650 | | <i>Most are purchased during planning year (\$2,600)</i> |
| Replacement costs | | \$ 6,435 | <i>Estimated replacement costs Yr2 (10%)</i> |
| Subtotal staff computers | \$ 64,350 | \$ 6,435 | <i>Total staff computers</i> |
| Server/Wireless Network and printers | \$ 34,000 | \$ 5,000 | <i>Server, Wireless access points, switches, printers</i> |
| PowerSchool school MIS | \$ 25,000 | \$ - | <i>Estimated cost to purchase powerschool</i> |
| 33. Computers and Materials | \$ 65,300 | \$ 10,000 | |
| New classrooms | 25 | | <i>New classrooms</i> |
| Additional computers for areas with specials | 6 | | <i>Additional areas/offices for instructional computers</i> |
| Budgeted computer per area | 2 | | <i>Computers per classroom/area</i> |
| Cost per computer | \$ 650 | | <i>Assumed cost per computer and software</i> |
| Two laptop carts | \$ 25,000 | | <i>Cost for two laptop carts</i> |
| Replacement costs | | \$ 10,000 | <i>Estimated replacement costs Yr2</i> |
| Subtotal classroom computers | \$ 65,300 | \$ 10,000 | <i>Total classroom computers</i> |
| 47. Renovation/Leasehold Improvements | \$ 10,000 | \$ 5,000 | |
| LH improvements not covered by landlord | 10,000 | 5,000 | <i>Minor renovations/LH improvements (most in Yr0)</i> |
| Subtotal classroom computers | \$ 10,000 | \$ 5,000 | <i>Renovations in Yrs1&2 (\$50k assumed for Yr0)</i> |

Budget E.6. Monthly Cash Flow Projection - Year ONE

| 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 |
|---|----------------|------------------|-------------------|-----------------|------------------|------------------|----------------|------------------|------------------|------------------|
| Office Expenses | | | | | | | | | | |
| Office Supplies and Materials | - | 11,813 | 15,750 | 7,875 | 7,875 | 7,875 | 3,938 | 3,938 | 3,938 | 3,938 |
| Office Furnishings and Equipment | 2,600 | 50,075 | 75,075 | - | - | - | - | - | - | - |
| Office Equipment Rental and Maintenance | - | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 | 2,917 |
| Telephone/Telecommunications | - | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 |
| Legal, Accounting and Payroll Services | 35,000 | 1,542 | 1,542 | 1,542 | 1,542 | 1,542 | 1,542 | 2,042 | 2,042 | 2,042 |
| Printing and Copying | - | 750 | 750 | 750 | 750 | 750 | 750 | 750 | 750 | 750 |
| Postage and Shipping | - | 375 | 375 | 375 | 375 | 375 | 375 | 375 | 375 | 375 |
| Other | 2,000 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 |
| Occupancy Expenses | | | | | | | | | | |
| Rent | - | 112,500 | 112,500 | 112,500 | 112,500 | 112,500 | 112,500 | 112,500 | 112,500 | 112,500 |
| Mortgage Interest Payments | - | - | - | - | - | - | - | - | - | - |
| Maintenance and Repairs | - | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 | 1,667 |
| Leasehold Improvements | 50,000 | 3,333 | 3,333 | 3,333 | - | - | - | - | - | - |
| Utilities | - | 13,333 | 13,333 | 13,333 | 13,333 | 13,333 | 13,333 | 13,333 | 13,333 | 13,333 |
| Janitorial Supplies | - | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 | 4,583 |
| Equipment Rental and Maintenance | - | - | - | - | - | - | - | - | - | - |
| Contracted Building Services | - | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 | 8,333 |
| General Expenses | | | | | | | | | | |
| Insurance | - | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 |
| Interest Expense | 4,250 | 170 | 170 | 170 | 170 | 170 | - | - | - | - |
| Transportation | - | - | - | 25,167 | 25,167 | 25,167 | 25,167 | 25,167 | 25,167 | 25,167 |
| Food Service | - | - | - | 35,049 | 35,049 | 35,049 | 35,049 | 35,049 | 35,049 | 35,049 |
| Administration Fee | - | - | - | - | - | 59,108 | - | - | - | - |
| EMO management fee | 63,654 | 109,100 | 109,100 | 109,100 | 109,100 | 109,100 | 109,100 | 109,100 | 109,100 | 109,100 |
| Other General Expense | - | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 | 83 |
| Unforeseen Expenses | - | 14,777 | 14,777 | 14,777 | 14,777 | 14,777 | 14,777 | 14,777 | 14,777 | 14,777 |
| 6. Total Expenses | 264,934 | 975,828 | 1,129,419 | 921,821 | 912,904 | 972,012 | 898,672 | 899,172 | 899,172 | 899,172 |
| 7. Fund Balance (end of month) | 25,066 | 2,127,787 | 1,018,368 | 150,509 | 2,608,377 | 1,709,179 | 883,321 | 2,523,057 | 1,696,699 | 870,342 |

Budget E.6. Monthly Cash Flow Projection - Year ONE

| Month 10 April | Month 11 May | Month 12 June | Total |
|-------------------|-----------------|------------------|--------------|
| 870,342 | 2,039,486 | 1,213,128 | 25,066 |
| 1,882,365 | - | - | 9,411,831 |
| - | - | - | 1,350,000 |
| 153,654 | 40,519 | 40,519 | 652,509 |
| 28,537 | 28,537 | - | 256,831 |
| - | - | - | - |
| 1,000 | 1,000 | - | 9,000 |
| - | - | - | (170,000) |
| 2,759 | 2,759 | - | 24,828 |
| \$2,068,316 | \$72,814 | \$40,519 | \$11,535,098 |
| \$2,938,658 | \$2,112,300 | \$1,253,647 | \$11,560,164 |
| 20,456 | 20,456 | 20,456 | 245,472 |
| 231,426 | 231,426 | 231,426 | 2,777,112 |
| 39,270 | 39,270 | 39,270 | 471,240 |
| 108,269 | 108,269 | 108,269 | 1,299,232 |
| 3,917 | 3,917 | 3,917 | 47,000 |
| 13,000 | 13,000 | 13,000 | 156,000 |
| 8,250 | 8,250 | 8,250 | 99,000 |
| 3,600 | 3,600 | 3,600 | 43,200 |
| 93,287 | 93,287 | 93,287 | 1,099,263 |
| 6,708 | 6,708 | - | 60,372 |
| 7,167 | 7,167 | 7,167 | 102,750 |
| - | - | - | 67,500 |
| 9,375 | 9,375 | 9,375 | 175,500 |
| 2,250 | 2,250 | 2,250 | 45,000 |
| - | - | - | 65,300 |
| - | - | - | - |
| - | - | - | 144,000 |
| 1,750 | 1,750 | - | 15,750 |
| 8,333 | 8,333 | 8,333 | 75,000 |
| 3,083 | 3,083 | 3,083 | 37,000 |

Budget E.6. Monthly Cash Flow Projection - Year ONE

| Month 10 April | Month 11 May | Month 12 June | Total |
|-------------------|-----------------|------------------|------------|
| 3,938 | 3,938 | 3,938 | 78,750 |
| - | - | - | 125,150 |
| 2,917 | 2,917 | 2,917 | 35,000 |
| 3,000 | 3,000 | 3,000 | 36,000 |
| 2,042 | 2,042 | 2,042 | 21,500 |
| 750 | 750 | 750 | 9,000 |
| 375 | 375 | 375 | 4,500 |
| 167 | 167 | 167 | 2,000 |
| 112,500 | 112,500 | 112,500 | 1,350,000 |
| - | - | - | - |
| 1,667 | 1,667 | 1,667 | 20,000 |
| - | - | - | 10,000 |
| 13,333 | 13,333 | 13,333 | 160,000 |
| 4,583 | 4,583 | 4,583 | 55,000 |
| - | - | - | - |
| 8,333 | 8,333 | 8,333 | 100,000 |
| 1,250 | 1,250 | 1,250 | 15,000 |
| - | - | - | 850 |
| 25,167 | 25,167 | - | 226,500 |
| 35,049 | 35,049 | - | 315,439 |
| - | - | - | 59,108 |
| 109,100 | 109,100 | 109,100 | 1,309,205 |
| 83 | 83 | 83 | 1,000 |
| 14,777 | 14,777 | 14,777 | 177,324 |
| 899,172 | 899,172 | 830,499 | 11,137,015 |
| 2,039,486 | 1,213,128 | 423,149 | 423,149 |

Budget E.7. Supplemental. Planning and 5-year fully accrual-basis operating budget with cash flow adjustments

Five-Year Forecast , v1.7
Children's Guild PCS

2/28/14

| | SY14-15 | SY15-16 | SY16-17 | SY17-18 | SY18-19 | SY19-20 |
|---|-----------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| REVENUE | | | | | | |
| 04 - State and Local Revenue | | | | | | |
| 400 - Per-Pupil Operating Revenue | - | 9,411,831 | 9,600,067 | 9,792,099 | 9,987,910 | 10,187,658 |
| 410 - Per-Pupil Facility Revenue | - | 1,350,000 | 1,350,000 | 1,350,000 | 1,350,000 | 1,350,000 |
| 420 - Other Local Revenue | - | 16,280 | 16,280 | 15,200 | 15,200 | 15,200 |
| Total 04 - State and Local Revenue | - | 10,777,090 | 10,966,327 | 11,157,328 | 11,353,170 | 11,552,928 |
| 05 - Other Public Revenue | | | | | | |
| 500 - Public Grants | 180,000 | 769,078 | 769,078 | 509,078 | 509,078 | 509,078 |
| 510 - Public Programs | - | 241,571 | 246,402 | 251,330 | 256,357 | 261,484 |
| Total 05 - Other Public Revenue | 180,000 | 1,010,649 | 1,015,480 | 760,408 | 765,435 | 770,562 |
| 06 - Private Revenue | | | | | | |
| 600 - Private Grants | - | - | - | - | - | - |
| 610 - Released From Restriction | - | - | - | - | - | - |
| 620 - Private Contributions | - | - | - | - | - | - |
| 630 - Activity Fees | - | 9,000 | 9,180 | 9,364 | 9,551 | 9,742 |
| 640 - School Sales | - | 24,828 | 16,338 | 16,348 | 16,359 | 16,369 |
| 650 - Additional Revenue | - | - | - | - | - | - |
| 670 - Donated Revenue | - | - | - | - | - | - |
| Total 06 - Private Revenue | - | 33,828 | 25,518 | 25,712 | 25,909 | 26,111 |
| TOTAL REVENUE | 180,000 | 11,821,567 | 12,006,325 | 11,943,448 | 12,144,514 | 12,349,601 |
| ORDINARY EXPENSE | | | | | | |
| 07 - Staff-Related Expense | | | | | | |
| 700 - Curricular Salaries | 47,736 | 3,493,824 | 3,563,700 | 3,634,974 | 3,707,674 | 3,781,827 |
| 710 - Supplemental Service Salaries | 20,000 | 1,644,432 | 1,677,321 | 1,710,867 | 1,745,084 | 1,779,988 |
| 720 - Supplemental Program Salaries | - | - | - | - | - | - |
| 730 - Management/Development Salaries | - | - | - | - | - | - |
| 740 - Employee Benefits | 7,146 | 542,086 | 552,928 | 563,986 | 575,266 | 586,771 |
| 750 - Payroll Taxes | 6,798 | 557,177 | 536,428 | 548,541 | 556,859 | 567,383 |
| 760 - Professional Development | 750 | 74,250 | 75,735 | 77,250 | 78,795 | 80,371 |
| 770 - Contracted Staff | - | 60,372 | 61,579 | 62,811 | 64,067 | 65,349 |
| 780 - Other Staff Expense | 10,000 | 32,500 | 33,150 | 33,813 | 34,499 | 35,179 |
| Total 07 - Staff-Related Expense | 92,430 | 6,404,641 | 6,500,839 | 6,630,243 | 6,762,234 | 6,896,866 |
| 08 - Occupancy Expense | | | | | | |
| 800 - Occupancy Rent Expense | - | 1,350,000 | 1,350,000 | 1,350,000 | 1,350,000 | 1,350,000 |
| 810 - Occupancy Service Expense | - | 335,000 | 341,700 | 348,634 | 355,605 | 362,616 |
| Total 08 - Occupancy Expense | - | 1,685,000 | 1,691,700 | 1,698,634 | 1,705,605 | 1,712,616 |
| 09 - Additional Expense | | | | | | |
| 900 - Direct Student Expense | 35,000 | 953,689 | 934,723 | 953,417 | 972,485 | 991,935 |
| 910 - Office Expense | - | 163,250 | 166,515 | 169,845 | 173,242 | 176,707 |
| 920 - Business Expense | 100,854 | 1,406,812 | 1,434,478 | 1,431,307 | 1,455,918 | 1,481,022 |
| 930 - Business Fees | - | 1,000 | 1,020 | 1,040 | 1,061 | 1,082 |
| 940 - Donated Products and Services | - | - | - | - | - | - |
| 990 - Operating Contingency | - | 177,324 | 180,095 | 179,152 | 182,168 | 185,244 |
| Total 09 - Additional Expense | 135,854 | 2,702,075 | 2,716,830 | 2,734,761 | 2,784,875 | 2,835,991 |
| Total ORDINARY EXPENSE | 228,084 | 10,791,715 | 10,909,379 | 11,063,638 | 11,262,614 | 11,446,471 |
| NET ORDINARY INCOME | (48,084) | 1,029,852 | 1,096,955 | 879,910 | 891,900 | 904,130 |
| 11 - Depreciation | 433 | 102,910 | 114,655 | 125,318 | 78,967 | 91,435 |
| 12 - Interest | 4,250 | 850 | - | - | - | - |
| NET INCOME | (52,767) | 928,092 | 982,300 | 754,692 | 812,933 | 812,696 |
| CASH FLOW ADJUSTMENTS | | | | | | |
| Plus Depreciation | 433 | 102,910 | 114,655 | 125,318 | 78,967 | 91,435 |
| (Incr) / Decr in Accounts Receivable | - | - | - | - | - | - |
| (Incr) / Decr in Per-Pupil Receivable | - | - | - | - | - | - |

Budget E.7. Supplemental. Planning and 5-year fully accrual-basis operating budget with cash flow adjustments

Five-Year Forecast, v1.7
Children's Guild PCS

2/28/14

| | SY14-15 | SY15-16 | SY16-17 | SY17-18 | SY18-19 | SY19-20 |
|--|-----------------|------------------|------------------|------------------|------------------|------------------|
| (Incr) / Decr in Other Public Receivable | (40,000) | (116,468) | 3,333 | 40,000 | - | - |
| (Incr) / Decr in Private Receivable | - | - | - | - | - | - |
| Total (Incr) / Decr in Accounts Receivable | (40,000) | (116,468) | 3,333 | 40,000 | - | - |
| (Incr) / Decr in Other Current Assets | | | | | | |
| (Incr) / Decr in Prepaid, Deposits & Advanc | - | - | - | - | - | - |
| (Incr) / Decr in Intra-company Receiv / (Pay | - | - | - | - | - | - |
| Total (Incr) / Decr in Other Current Assets | - | - | - | - | - | - |
| (Incr) / Decr in Net Fixed Assets | | | | | | |
| (Incr) / Decr in Operating Net Fixed Assets | (2,600) | (334,450) | (31,935) | (32,574) | (47,766) | (48,296) |
| (Incr) / Decr in Facility Net Fixed Assets | (50,000) | (10,000) | (5,000) | (5,000) | (5,000) | (5,000) |
| Total (Incr) / Decr in Net Fixed Assets | (52,600) | (344,450) | (36,935) | (37,574) | (52,766) | (53,296) |
| Incr / (Decr) in Current Liabilities | | | | | | |
| Incr / (Decr) in Accounts Payable | - | - | - | - | - | - |
| Incr / (Decr) in Credit Accounts | - | - | - | - | - | - |
| Incr / (Decr) in Accrued Expenses | - | - | - | - | - | - |
| Incr / (Decr) in Payroll Liabilities | - | - | - | - | - | - |
| Incr / (Decr) in Unearned Revenue | - | - | - | - | - | - |
| Incr / (Decr) in Short-Term Debt | 170,000 | (170,000) | - | - | - | - |
| Total Incr / (Decr) in Current Liabilities | 170,000 | (170,000) | - | - | - | - |
| Incr / (Decr) in Long-Term Liabilities | - | - | - | - | - | - |
| Incr / (Decr) in Restricted Net Assets | - | - | - | - | - | - |
| TOTAL CASH FLOW ADJUSTMENTS | 77,833 | (528,009) | 81,053 | 127,745 | 26,201 | 38,139 |
| Beginning Cash Balance | - | 25,066 | 423,149 | 1,486,502 | 2,368,839 | 3,207,973 |
| NET CASH FLOW | 25,066 | 398,083 | 1,063,354 | 882,337 | 839,134 | 850,833 |
| END CASH BALANCE | 25,066 | 423,149 | 1,486,502 | 2,368,839 | 3,207,973 | 4,058,807 |

Note. This version of the budget maps directly into the required planning year and operating year budget worksheets, as well as the capital budget worksheets. As an accrual-basis budget it shows items such as capital expenditures as uses of cash (with associated depreciation expense and increases in asset accounts), and items such as loans or receipts of pre-payments of summer school PPF as sources of cash with corresponding increases in the liability accounts.

LOAN AGREEMENT

THIS LOAN AGREEMENT dated as of [****], 2014 (as amended, restated, supplemented or otherwise modified from time to time, this "Agreement"), is made between THE CHILDREN'S GUILD, INC., a Maryland non-stock corporation ("Lender") and THE CHILDREN'S GUILD, LTD., a District of Columbia non-stock corporation ("Borrower").

Background

Borrower desires to enter into financing arrangements with Lender to fund various charter school establishment and operational expenses, and to provide working capital, and Lender is willing to provide such financial accommodations to Borrower on the terms and subject to the conditions set forth in this Agreement.

IN CONSIDERATION of the mutual covenants and undertakings herein contained, Borrower and Lender hereby agree as follows:

Article 1 **Definitions**

Certain Definitions. In addition to other words and terms defined elsewhere in this Agreement, as used herein the following words and terms shall have the following meanings, respectively:

"Advances" shall mean advances under Section 2.1.

"Bankruptcy Code" means the bankruptcy code of the United States of America codified in Title 11 of the United States Code, as from time to time amended or supplemented.

"Default" shall mean an event, circumstance or condition which, with the giving of notice or passage of time or both, would constitute an Event of Default.

"Governmental Body" shall mean any nation or government, any state or other political subdivision thereof or any entity, authority, agency, division or department exercising the legislative, judicial, regulatory or administrative functions of or pertaining to a government.

"Indebtedness" of a Person at a particular date shall mean, without duplication: (a) all obligations for borrowed money; (b) all obligations evidenced by bonds, debentures, notes, or other similar instruments and all reimbursement or other obligations in respect of letters of credit, bankers acceptances, bank guarantees, surety bonds, or other financial products; (c) all obligations as a lessee under capitalized lease obligations; (d) all obligations or liabilities of others secured by a Lien on any asset of a Person or its subsidiaries, irrespective of whether such obligation or liability is assumed; (e) all obligations to pay the deferred purchase price of assets (other than trade payables incurred in the ordinary course of business and repayable in accordance with customary trade practices); and (f) any obligation guaranteeing or intended to guarantee (whether directly or indirectly guaranteed, endorsed, co-made, discounted, or sold with

recourse) any obligation of any other Person that constitutes Indebtedness under any of clauses (a) through (e) above.

“Lien” shall mean any mortgage, deed of trust, pledge, hypothecation, trust, assignment, security interest, lien (whether statutory or otherwise), charge, claim or encumbrance, or preference, priority or other security agreement or preferential arrangement held or asserted in respect of any asset of any kind or nature whatsoever including any conditional sale or other title retention agreement, any lease having substantially the same economic effect as any of the foregoing, and the filing of, or agreement to give, any financing statement under the Uniform Commercial Code or comparable law of any jurisdiction.

“Loan” shall mean the Advances, collectively.

“Management Agreement” shall mean the Management Agreement dated the date hereof, between Borrower and Lender.

“Maturity Date” shall mean the date of Lender’s demand.

“Maximum Loan Amount” shall mean Six Hundred Thousand Dollars (\$600,000).

“Obligations” shall mean and include the Loan and any and Advances, debts, liabilities, obligations, covenants and duties owing by Borrower to Lender, of any kind or nature, present or future (including any interest accruing thereon after maturity, or after the filing of any petition in bankruptcy, or the commencement of any insolvency, reorganization or like proceeding relating to Borrower, whether or not a claim for post-filing or post-petition interest is allowed in such proceeding) arising under this Agreement or the Note, whether or not for the payment of money, whether arising by reason of an extension of credit, loan, lease or guarantee, or in any other manner, whether principal, interest, fees, expenses, charges or otherwise, whether direct or indirect, absolute or contingent, joint or several, due or to become due, contractual or tortious, liquidated or unliquidated, now existing or hereafter arising, including under any amendments, extensions, renewals or increases and all costs and expenses of Lender incurred in the documentation, negotiation, modification, enforcement, collection or otherwise in connection with any of the foregoing, including attorneys’ fees and expenses owing under this Agreement and the Note, and all obligations of Borrower to Lender to perform acts or refrain from taking any action.

“Payment Office” shall mean initially 6802 McClean Blvd., Baltimore MD, and thereafter, such other office of Lender, if any, which Lender may designate by notice to Borrower to be the Payment Office.

“Person” shall mean any individual, sole proprietorship, partnership, corporation, business trust, joint stock company, trust, unincorporated organization, association, limited liability company, limited liability partnership, institution, public benefit corporation, joint venture, entity or Governmental Body (whether federal, state, county, city, municipal or otherwise, including any instrumentality, division, agency, body or department thereof).

“Property” shall mean all real and personal assets and property of any kind or nature, tangible or intangible, and which now or in the future exist.

“Solvent” means, with respect to any Person on a particular date, that on such date (a) the fair value of the property of such Person is greater than the total amount of liabilities, including, without limitation, contingent liabilities, of such Person, (b) the present fair salable value of the assets of such Person is not less than the amount that will be required to pay the probable liability of such Person on its debts as they become absolute and matured, (c) such Person is able to pay its debts and other liabilities as they mature in the normal course of business, (d) such Person does not intend to, and does not believe that it will, incur debts or liabilities beyond such Person's ability to pay as such debts and liabilities mature, and (e) such Person is not engaged in business or a transaction, and is not about to engage in business or a transaction, for which such Person's property would constitute unreasonably small capital after giving due consideration to the prevailing practice in the industry in which such Person is engaged or about to be engaged, as the case may be. In computing the amount of contingent liabilities at any time, it is intended that such liabilities will be computed at the amount which, in light of all the facts and circumstances existing at such time, represents the amount that can reasonably be expected to become an actual or matured liability.

Article 2 Revolving Credit

2.1 Revolving Credit.

(a) Subject to the terms and conditions set forth in this Agreement, Lender agrees from time to time prior to the Maturity Date to make Advances to Borrower in an aggregate amount up to the Maximum Loan Amount.

(b) Concurrently with the execution hereof, Borrower shall execute and deliver to Lender a promissory note in the form attached hereto as Exhibit 2.1(b) in an original principal amount equal to the Maximum Loan Amount (the “Note”). Unless otherwise expressly set forth herein, all Advances made hereunder shall be evidenced by such Note, and repayment of the Advances and interest thereon shall be made in accordance with the provisions of this Agreement and the Note.

2.2 Procedure for Borrowing.

(a) Borrower may notify Lender prior to 11:00 a.m. on a business day of Borrower's request to obtain, on the next succeeding business day, an Advance. Each such notice shall specify (i) the date of such Advance, which shall be a business day, and (ii) the amount of the Advance, which amount shall be in a minimum amount of \$1,000 and integral multiples of \$1,000 in excess thereof. Lender shall have the discretion to require each request for an Advance to be submitted in writing in the form and under such procedures as Lender may determine. Until the Maturity Date, so long as no Default or Event of Default shall have occurred and be continuing, Borrowers may borrow, prepay and reborrow under this Agreement, all in accordance with the terms and conditions hereof and the Note.

(b) Should any amount required to be paid as interest or principal hereunder, or as fees or other charges under this Agreement or the Note, become due, Borrower shall automatically (without any action by Borrower) be deemed to have made a request for an Advance as of the date such payment is due, in the amount required to pay in full such interest, fee, charge or other Obligation under this Agreement or the Note, and such request shall be irrevocable.

2.3 Repayment of Loans.

(a) All payments of principal, interest and other amounts payable hereunder or under the Note, shall be made to Lender at the Payment Office not later than 2:00 P.M. (local time) on the due date therefor in lawful money of the United States of America in federal funds or other funds immediately available to Lender.

(b) Borrower shall pay principal, interest, and all other amounts payable hereunder or under the Note, in accordance with the terms hereof and thereof, without any deduction or setoff of any kind whatsoever.

(c) Each payment by Borrower on account of the principal of and interest on the Loan shall be applied by Lender in such order and priority to fees, charges, interest, principal, or other Obligation as Lender deems appropriate.

(d) Repayment of the Loan shall be made on demand of Lender.

2.4 Statement of Account. Lender shall maintain, in accordance with its customary procedures, a loan account (the "Borrower Account") in the name of Borrower in which shall be recorded the date and amount of each Advance made by Lender and the date and amount of each payment made by Borrower in respect thereof; provided, however, the failure by Lender to record the date and amount of any Advance shall not reduce, discharge or affect any Obligations of Borrower or adversely affect the rights of Lender. The records of Lender with respect to the Borrower Account shall be conclusive evidence absent manifest error of the amounts of Advances and accrued interest, other charges relating to the Obligations and of payments applicable thereto.

2.5 Prepayments. Borrower may prepay Advances, in whole or in part, at any time and from time to time without premium or penalty. Borrower shall, prior to or contemporaneously with making any such prepayment, give Lender such notice of prepayment as is sufficient to enable the Lender to apply such prepayment properly to the repayment of the Loan.

2.6 Use of Proceeds. The Loans shall be used by Borrowers solely to fund charter school establishment and operating expenses and to provide for working capital and general corporate purposes unless expressly prohibited hereunder.

Article 3 **Interest and Fees**

3.1 Interest.

(a) General. Subject to subsection (b) below, each Advance shall bear interest on the outstanding principal amount thereof at a rate per annum equal to six percent (6%) (the "Interest Rate"). Interest on each Advance shall be payable at the applicable Interest Rate in arrears in accordance with the Borrower Account, on the last business day of each calendar month. Interest charges shall be computed on the actual principal amount of Advances outstanding during the month at a rate per annum equal to the Interest Rate.

(b) Default Rate. Upon the occurrence and during the continuance of an Event of Default, the Advances shall, at the option of Lender, bear interest at the Interest Rate plus four percent (4.0%) per annum (the "Default Rate").

3.2 Computation of Interest and Fees. Interest and fees hereunder shall be computed on the basis of a year of three hundred sixty (360) days and for the actual number of days elapsed. If any payment to be made hereunder becomes due and payable on a day other than a business day, the due date thereof shall be extended to the next succeeding business day and interest thereon shall be payable at the Interest Rate during such extension.

3.3 Maximum Charges. In no event whatsoever shall interest and other amounts owed hereunder exceed the highest rate permissible under law. In the event interest and other amounts as computed hereunder would otherwise exceed the highest rate permitted under law, such excess amount shall be first applied to any unpaid principal balance of Obligations, and any remaining excess amount shall be promptly refunded to Borrower.

Article 4 Representations and Warranties

Borrower represents and warrants to Lender as follows as of the date hereof and as of the date of each Advance:

4.1 Authority. Borrower has full power, authority and legal right to enter into this Agreement and to perform all its obligations hereunder and thereunder. This Agreement and the Note have been duly executed and delivered by Borrower and this Agreement and the Note constitute the legal, valid and binding obligation of Borrower, enforceable against Borrower in accordance with their terms, except as such enforceability may be limited by any applicable bankruptcy, insolvency, moratorium or similar laws affecting creditors' rights generally or by general equitable principles. The execution, delivery and performance of this Agreement and of the Note (a) have been duly and validly authorized by all necessary action on the part of Borrower, (b) are not in violation, breach or contravention of the terms of (x) Borrower's organizational or governance documents, or (y) any material agreement or contract to which Borrower is a party or by which Borrower any of its Property is bound, (b) do not and will not violate, breach or be in contravention of any federal, state or local law, rule or regulation, or any judgment, order or decree of any Governmental Body applicable to Borrower, (c) will not require the consent or approval of, or notice to, any Governmental Body or any other Person, and (d) will not result in the creation of any Lien upon any Property of a Borrower.

4.2 Formation and Qualification. Borrower is duly organized and in good standing under the laws of the District of Columbia, and Borrower is qualified to do business and is in good standing in all states in which qualification and good standing are necessary for Borrower to conduct its businesses and own its Property. Borrower has no subsidiaries.

4.3 No Litigation or Compliance with Laws and Permits. Borrower is not subject or a party to any pending or, to its knowledge, threatened litigation, arbitration, actions or proceedings. Borrower is in compliance with all statutes, laws, rules, regulations, ordinances, and orders of any Governmental Body applicable to it, its business or its Property. Borrower has not received any written notice that it is in violation of any such statute, law, rule, regulation or otherwise. Borrower is in compliance with and has procured and is now in possession of, all licenses, permits, franchises, approvals and consents required by all applicable statutes, laws, rules, regulations, ordinances, and orders of any Governmental Body for the operation of its business in each applicable jurisdiction.

4.4 No Default. No Default or Event of Default has occurred and is continuing.

4.5 No Burdensome Restrictions. Borrower is not a party to any contract or agreement the performance of which would be reasonably expected to have an adverse effect that is material on Borrower. Borrower owns good and valid title to all of its Property, free and clear of all Liens. Borrower has not agreed or consented to cause or permit in the future (upon the happening of a contingency or otherwise) any of its Property, whether now owned or hereafter acquired, to be subject to a Lien.

4.6 No Labor Disputes. No Borrower is involved in any labor dispute, and there are no pending strikes or walkouts or union organization of any of Borrower's employees or, to best of Borrower's knowledge, threatened.

4.7 Disclosure. No representation or warranty made by any Borrower in this Agreement, the Note or in any financial statement, report, certificate or any other document furnished by Borrower to Lender in connection with the Loan contains any untrue statement of a material fact or omits to state any material fact necessary to make the statements herein or therein not misleading.

4.8 Survival of Representations and Warranties. All representations and warranties of Borrower contained in this Agreement and the Note shall be true at the time of each Borrower's execution of this Agreement and the Note, and shall survive the execution, delivery and acceptance thereof by the parties thereto and the closing of the transactions described therein or related thereto.

Article 5 Affirmative Covenants

Borrower shall, until payment in full of the Obligations and termination of this Agreement, comply with the following covenants:

5.1 Conduct of Business and Maintenance of Existence and Assets. Borrower shall (a) conduct continuously and operate actively its business according to good business practices and maintain all of its Properties useful or necessary in its business in good working order and condition (reasonable wear and tear excepted), and (b) timely prepare and file all such reports and pay all such franchise and other taxes and license and permit fees and do all such other acts and things as may be lawfully required to maintain its rights, licenses, permits, leases, powers and franchises under the statutes, laws, rules, regulations, ordinances, and orders of each applicable Governmental Body.

5.2 Violations and Litigation. Borrower shall promptly notify Lender in writing of any violation by any Borrower of applicable law, of any notice received from any Governmental Body alleging or suggesting violation or potential violation of applicable law, and of any claim, litigation, suit or administrative proceeding affecting Borrower or any of its Property.

5.3 Insurance. At Borrower's own cost and expense, Borrower shall maintain all hazards property and casualty insurance on its Property, liability insurance, workers' compensation or similar insurance, and such other insurance as appropriate in the Charter School industry, in each case in amounts and with carriers reasonably acceptable to Lender or as required by applicable laws. Upon Lender's request, Borrower shall deliver to Lender copies of all policies and evidence of the maintenance of such policies, and appropriate lender loss payable endorsements in form and substance satisfactory to Lender, naming Lender as an additional insured and lender's loss payee as its interests may appear with respect to all applicable insurance coverage. If Borrower fails to obtain insurance provided above, or to keep the same in force, Lender may, upon notice to Borrower, may obtain such insurance and pay the premium therefor on behalf of Borrower, and charge Borrower Account therefor as an Advance and such expenses so paid shall be part of the Obligations.

5.4 Payment of Taxes and Other Liabilities. Borrower shall pay, satisfy and discharge, when due, all taxes, assessments and other amounts lawfully levied or assessed upon Borrower or any of its Property, and all other obligations and liabilities of whatever nature.

5.5 Further Assurances. Borrower shall execute and deliver to Lender from time to time, upon demand, such supplemental agreements, statements, instruments, assignments and transfers, or instructions or documents as Lender may reasonably request, in order that the full intent of this Agreement may be carried into effect.

5.6 Inspection Rights. Borrower shall permit representatives and independent contractors of Lender to visit and inspect any of its properties, to examine its corporate, financial and operating records, and make copies thereof or abstracts therefrom, and to discuss its affairs, finances and accounts with its directors, managers, officers, and independent public accountants, all at such reasonable times during normal business hours, upon reasonable advance notice to Borrower.

5.7 Material Occurrences. Borrower shall promptly notify Lender in writing upon the occurrence of (a) any Event of Default or Default; and (b) any other development in the business or affairs of Borrower which could reasonably be expected to have an adverse effect

that is material on the financial condition, assets or prospects of Borrower; in each case describing the nature thereof.

5.8 Annual Financial Statements. Borrower shall deliver to Lender on or before December 15th of each year, commencing with the fiscal year ending June 30, 2015 audited financial statements of Borrower, including, a statement of financial position and related statements of activities, net assets and cash flows from the beginning of such fiscal year to the end of such fiscal year, all prepared in accordance with United States generally accepted accounting principles applied on a basis consistent with prior practices and in reasonable detail and reported upon without qualification by Borrower's regularly employed independent certified public accounting firm.

5.9 Quarterly Financial Statements. Furnish to Lender within thirty (30) days after the end of each fiscal quarter, commencing with the quarter ending after the first draw under this instrument, an unaudited management prepared statement of financial position and statement of activities, in form reasonably satisfactory to Lender, all prepared in accordance with United States generally accepted accounting principles, applied on a basis consistent with prior practices including a comparison to the corresponding period in the previous fiscal year, subject to the absence of footnotes and normal and recurring year-end adjustments.

5.10 Additional Information. Borrower shall deliver to Lender such other additional information as Lender shall request or which Borrower reasonably believes would be information which a reasonable Lender would like to possess or be aware of, all in form and substance satisfactory to Lender in its reasonable discretion.

Article 6 Negative Covenants

Borrower shall, unless otherwise consented to in writing by Lender, until payment in full of the Obligations and termination of this Agreement, comply with the following covenants:

6.1. Merger, Consolidation, Acquisition and Sale of Assets. Borrower shall not enter into any merger, consolidation or other reorganization with or into any other Person or acquire all or a substantial portion of the Property of any Person. Borrower shall not sell, lease, license, transfer or otherwise dispose of any of its Property, except dispositions of obsolete and non-working equipment in the ordinary course of business.

6.2. Creation of Liens. Borrower shall not create or permit or suffer to exist any Lien upon or against any of its Property, whether now owned or hereafter acquired.

6.3. Guarantees. Borrower shall not be or become liable upon or for the obligations or liabilities of any Person by assumption, endorsement or guaranty thereof or otherwise (other than to Lender) except for the endorsement of checks in the ordinary course of business.

6.4. Investments. Borrower shall not purchase or acquire obligations or equity interests of, or any other interest in, any Person.

6.5. Loans and Advances. Borrower shall not make or have outstanding loans, advances, or extensions of credit to any Person except loans and advances to employees for expenses in the ordinary course of business.

6.6. Indebtedness. Borrower shall not create, incur, assume or permit or suffer to exist any Indebtedness, except Indebtedness to Lender.

6.7. Nature of Business and Subsidiaries. Borrower shall not change the nature of the business in which it is presently engaged in any material respect or form any subsidiary or enter into any partnership, joint venture or similar agreement.

6.8. Fiscal Year and Accounting Changes. Borrower shall not (a) change its fiscal year from a year ending on June 30, or (b) make any change (i) in accounting treatment and reporting practices except as required by United States generally accepted accounting principles.

6.9. Amendment of Organizational Documents. Borrower shall not amend, modify or waive any material provision of its organizational documents except as directed or consented to by Lender.

6.10. No Inconsistent Agreements. Borrower shall not enter into any contracts or agreements or enter into any amendment or other modification to any currently existing contracts or agreements, which explicitly by its terms restricts or prohibits the ability of Borrower to pay the principal of or interest on the Loan or prohibits the ability of Borrower to fully satisfy all of the Obligations.

Article 7 **Events of Default**

The occurrence of any one or more of the following events shall constitute an “Event of Default”:

7.1 Payment of Obligations. (a) Failure by Borrower to pay any principal or interest on the Obligations when due, whether on a scheduled due date, at maturity or by reason of acceleration pursuant to the terms of this Agreement, or (b) failure by Borrower to pay any other liabilities or make any other payment, fee, expense or charge provided for herein or the Note when due, after giving effect to applicable grace periods;

7.2 Representations and Warranties. Any representation or warranty made or deemed made by Borrower in this Agreement or the Note or in any certificate, document or financial or other statement furnished at any time in connection herewith or therewith shall prove to have been false or misleading in any material respect on the date when made or deemed made;

7.3 Covenants. Failure by Borrower to (a) perform, keep or observe any of the covenants contained in Article 5 of this Agreement and such failure continues for ten (10) days following the earlier of Borrower’s knowledge thereof or delivery of written notice from the Lender or (b) perform, keep or observe any other term, provision, condition, covenant contained in this Agreement or the Note;

7.4 Liens. Issuance of a notice of Lien, levy, assessment, injunction or attachment against any Property of Borrower;

7.5 Bankruptcy. Borrower shall (a) apply for, consent to or suffer the appointment of, or the taking of possession by, a receiver, custodian, trustee, liquidator or similar fiduciary of itself or of all or a substantial part of its Property, (b) make a general assignment for the benefit of creditors, (c) commence a voluntary case under the Bankruptcy Code or any other state or federal bankruptcy laws (as now or hereafter in effect), (d) be adjudicated a bankrupt or insolvent, (e) file a petition seeking to take advantage of any other law providing for the relief of debtors, (f) acquiesce to, or fail to have dismissed, within sixty (60) days, any petition filed against it in any involuntary case under the Bankruptcy Code or any other state or federal bankruptcy laws (as now or hereafter in effect), or (g) take any action for the purpose of effecting any of the foregoing;

7.6 Solvency. Borrower shall fail to be Solvent;

7.7 Cross Default to Other Indebtedness. A default, event of default or breach by Borrower with respect to any document, instrument or agreement relating to any other Indebtedness to any third party in the principal amount in excess of \$25,000, which default (to such third party) is not cured or waived within any applicable notice and/or grace period;

7.8 Termination of Management Agreement. The Management Agreement shall be terminated, expire or shall otherwise fail to be in full force and effect; and

7.9 Agreement Ceases to be Binding. Any material provision of this Agreement or the Note shall, for any reason, cease to be valid and binding on Borrower, or Borrower shall so claim in writing to Lender.

Article 8 Rights and Remedies Upon Default

Upon the occurrence of an Event of Default, all Obligations shall be immediately due and payable and this Agreement and the obligation of Lender to make Advances shall be immediately terminated. Upon the occurrence of an Event of Default, Lender shall have the right in its sole discretion to exercise any and all rights and remedies provided for herein, under the Note and at law or equity generally, to collect the Obligations and to enforce this Agreement and the Note. Following the occurrence of an Event of Default, Borrower shall pay all costs of collection of any of the Obligations or the enforcement of any of Lender's rights hereunder, including reasonable attorneys' fees, incurred by Lender, whether or not suit is filed hereon or on the Note. The failure of Lender to exercise its option to accelerate this Agreement, or to exercise any other right or remedy granted to it hereunder or under the Note, in any one or more instances, or the acceptance by Lender of partial payments or partial performance, shall not constitute a waiver of any Event of Default, and all such options and remedies shall remain continuously in force. The enumeration of the foregoing rights and remedies is not intended to be exhaustive and the exercise of any rights or remedy shall not preclude the exercise of any other right or remedies provided for herein or otherwise provided by law, all of which shall be cumulative and not alternative.

Article 9
Waivers and Judicial Proceedings

9.1 Waiver of Notice. Borrower hereby waives notice of non-payment, demand, presentment, protest and notice thereof with respect to any and all instruments, notice of acceptance hereof, notice of loans or advances made, credit extended, or any other action taken in reliance hereon, and all other demands and notices of any description, except such as are expressly provided for herein.

9.2 Delay. No delay or omission on Lender's part in exercising any right, remedy or option shall operate as a waiver of such or any other right, remedy or option or of any Default or Event of Default.

9.3 JURY WAIVER. EACH PARTY TO THIS AGREEMENT HEREBY EXPRESSLY WAIVES ANY RIGHT TO TRIAL BY JURY OF ANY CLAIM, DEMAND, ACTION OR CAUSE OF ACTION (A) ARISING UNDER THIS AGREEMENT OR ANY OTHER INSTRUMENT, DOCUMENT OR AGREEMENT EXECUTED OR DELIVERED IN CONNECTION HERewith, OR (B) IN ANY WAY CONNECTED WITH OR RELATED OR INCIDENTAL TO THE DEALINGS OF THE PARTIES HERETO OR ANY OF THEM WITH RESPECT TO THIS AGREEMENT OR ANY OTHER INSTRUMENT, DOCUMENT OR AGREEMENT EXECUTED OR DELIVERED IN CONNECTION HERewith, OR THE TRANSACTIONS RELATED HERETO OR THERETO IN EACH CASE WHETHER NOW EXISTING OR HEREAFTER ARISING, AND WHETHER SOUNDING IN CONTRACT OR TORT OR OTHERWISE AND EACH PARTY HEREBY CONSENTS THAT ANY SUCH CLAIM, DEMAND, ACTION OR CAUSE OF ACTION SHALL BE DECIDED BY COURT TRIAL WITHOUT A JURY, AND THAT ANY PARTY TO THIS AGREEMENT MAY FILE AN ORIGINAL COUNTERPART OR A COPY OF THIS SECTION WITH ANY COURT AS WRITTEN EVIDENCE OF THE CONSENTS OF THE PARTIES HERETO TO THE WAIVER OF THEIR RIGHT TO TRIAL BY JURY.

Article 10
Miscellaneous

10.1 Term. This Agreement shall become effective on the date hereof and shall continue in full force and effect until the Maturity Date unless sooner terminated as herein provided (including if Lender has demanded payment thereof and terminated its commitment to make Advances). The termination of the Agreement shall not impair or affect any of Lender's rights, or discharge, release or reduce any of the Obligations, and the provisions hereof shall continue to be fully operative until all Obligations have been fully and indefeasibly paid in full in cash. All representations, warranties, covenants, waivers and agreements contained herein shall survive termination hereof until all Obligations are indefeasibly paid and performed in full.

10.2 Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Maryland applied to contracts to be performed wholly within the State of Maryland, without regard to principles of conflicts or choice of laws. Any judicial proceeding brought by or against Borrower with respect to any of the Obligations, this Agreement, the Note or any related agreement may be brought in any court of competent

jurisdiction in the State of Maryland, and, by execution and delivery of this Agreement, each party hereto accepts for itself and, as the case may be, in connection with its properties, generally and unconditionally, the non-exclusive jurisdiction of the aforesaid courts, and irrevocably agrees to be bound by any judgment rendered thereby in connection with this Agreement. Each party hereto waives any objection to jurisdiction and venue of any action instituted hereunder and shall not assert any defense based on lack of jurisdiction or venue or based upon forum non conveniens.

10.3 Entire Understanding. This Agreement and the Note contain the entire understanding between Borrower and Lender and supersedes all prior agreements and understandings, if any, relating to the subject matter hereof. Neither this Agreement nor any portion or provisions hereof may be changed, modified, amended, waived, supplemented, discharged, cancelled or terminated orally or by any course of dealing, or in any manner other than by an agreement in writing, signed by the party to be charged. Borrower acknowledges that it has been advised by counsel in connection with the execution of this Agreement and the Note and is not relying upon oral representations or statements inconsistent with the terms and provisions of this Agreement.

10.4 Successors and Assigns; Participations. This Agreement shall be binding upon and inure to the benefit of Borrower, Lender, all future holders of the Obligations and their respective successors and assigns, except that Borrower may not assign or transfer any of Borrower's rights or obligations under this Agreement without the prior written consent of Lender.

10.5 Indemnity. Borrower shall indemnify Lender and Lender's officers, directors, affiliates, attorneys, employees and agents from and against any and all liabilities, obligations, losses, damages, penalties, actions, judgments, suits, costs, expenses and disbursements of any kind or nature whatsoever (including fees and disbursements of counsel) which may be imposed on, incurred by, or asserted against Lender in any claim, litigation, proceeding or investigation instituted or conducted by any Governmental Body or any other Person with respect to any aspect of, or any transaction contemplated by, or referred to in, or any matter related to, this Agreement or the Note, whether or not Lender is a party thereto, except to the extent that any of the foregoing arises out of the gross negligence or willful misconduct of Lender (as determined by a court of competent jurisdiction in a final and non-appealable judgment).

10.6 Notice. Any notice or request hereunder may be given to Borrower or to Lender at their respective addresses set forth on the signature page(s) hereto or at such other address as may hereafter be specified in a notice designated as a notice of change of address under this Section. Any notice shall be effective: (a) in the case of hand-delivery, when delivered; (b) if given by mail, three (3) days after deposit with the United States Postal Service, with first-class postage prepaid, return receipt requested; (c) if given by telephone, when a party is contacted by telephone, if delivery is confirmed no later than the next business day by hand delivery, facsimile or e-mail transmission, or overnight courier delivery; (d) if given by facsimile, when sent, if the party sending such notice receives confirmation of the delivery thereof from its own facsimile machine; (e) if given by e-mail, when actually received; and (f) if given by any other means (including overnight courier), when actually received.

10.7 Severability. If any part of this Agreement is contrary to, prohibited by, or deemed invalid under applicable laws or regulations, such provision shall be inapplicable and deemed omitted to the extent so contrary, prohibited or invalid, but the remainder hereof shall not be invalidated thereby and shall be given effect so far as possible.

10.8 Expenses. All reasonable and actual costs and out-of-pocket expenses, including attorney's fees and disbursements incurred by Lender (a) in connection with the entering into, negotiation, modification, amendment, administration and termination of this Agreement and the Note, and (b) in all efforts made to enforce payment of any Obligation, may be charged to the Borrower Account and shall be part of the Obligations.

10.9 Injunctive Relief. Borrower recognizes that, in the event Borrower fails to perform, observe or discharge any of Borrower's obligations or liabilities under this Agreement, or threatens to fail to perform, observe or discharge such obligations or liabilities, any remedy at law may prove to be inadequate relief to Lender; therefore, Lender, if Lender so requests, may be entitled to temporary and permanent injunctive or other equitable relief in any such case without the necessity of proving that actual damages are not an adequate remedy, and without obligation to post bond or other security. Borrower agrees to not take a position contrary to this Section in any such proceeding.

10.10 Time of the Essence. Time is of the essence in the performance of this Agreement and the Note.

10.11 Captions. The captions at various places in this Agreement are intended for convenience only and do not constitute and shall not be interpreted as part of this Agreement.

10.12 Counterparts; Facsimile Signatures. This Agreement may be executed in any number of and by different parties hereto on separate counterparts, all of which, when so executed, shall be deemed an original, but all such counterparts shall constitute one and the same agreement. Any signature delivered by a party by facsimile or electronic transmission shall be deemed to be an original signature hereto.

10.13 Construction. The parties acknowledge that each party and its counsel have reviewed this Agreement and that the normal rule of construction to the effect that any ambiguities are to be resolved against the drafting party shall not be employed in the interpretation of this Agreement or any amendments, schedules or exhibits thereto. The word "including" shall be deemed to mean "including, without limitation".

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EXHIBIT 2.1(b)

Form of Note

\$600,000

[****], 2014

[Baltimore, MD/Washington,

D.C.]

FOR VALUE RECEIVED, THE CHILDREN'S GUILD, LTD., a District of Columbia non-stock corporation ("Borrower"), promises to pay to the order of THE CHILDREN'S GUILD, INC., a Maryland non-stock corporation, its successors and/or assigns ("Lender"), ON DEMAND, at the Payment Office or such other place designated by Lender from time to time, the principal sum of SIX HUNDRED THOUSAND DOLLARS (\$600,000) or, if less, the aggregate unpaid principal amount reflected on Lender's records as the Advances made by Lender pursuant to that certain Loan Agreement dated as of the date hereof between Borrower and Lender (such agreement, as amended, supplemented, restated or otherwise modified from time to time, the "Loan Agreement").

Borrower further agrees to pay interest on the unpaid principal amount hereof from time to time outstanding from the date advanced until repaid at the rate per annum set forth in the Loan Agreement, including at the Default Rate, if applicable. The highest rate of interest provided for in this Note shall continue to apply to the debt evidenced by this Note until repaid notwithstanding the entry of judgment on this Note.

Payments of principal, interest and other sums to be made pursuant to this Note shall be made without set-off or counterclaim in lawful money of the United States of America in same day or immediately available funds to the account designated by Lender pursuant to the Loan Agreement.

This Note is the "Note" referred to in, and is entitled to the benefits of, the Loan Agreement. Unless otherwise defined in this Note, terms used herein are used with the same meaning as provided in the Loan Agreement.

In the event any payment due hereunder shall become overdue for a period in excess of ten (10) days after its due date, Lender may assess a "late charge" of the greater of ten percent (10%) of the overdue amount, or \$250.00, and may add such amount to the Borrower Account and the Obligations.

The occurrence or existence of an Event of Default under the Loan Agreement shall constitute an Event of Default under this Note. Should an Event of Default occur, then, subject to Lender's right to waive acceleration, the entire unpaid principal balance of this Note, together with all accrued interest and all other sums due by Borrower hereunder or under any other Loan Document shall, without notice to Borrower, become due and payable immediately, and payment of the same may be enforced and recovered in whole or in part at any time by one or more of the remedies provided to Lender in this Note or the Loan Agreement, and in such case Lender may

also recover all costs of suit and other expenses in connection therewith, together with reasonable attorneys' fees for collection.

BORROWER HEREBY AUTHORIZES AND EMPOWERS ANY ATTORNEY OR ATTORNEYS OR THE PROTHONOTARY OR CLERK OF ANY COURT OF COMPETENT JURISDICTION RECORD IN THE STATE OF MARYLAND OR THE DISTRICT OF COLUMBIA, UPON THE OCCURRENCE OF AN EVENT OF DEFAULT, TO APPEAR FOR BORROWER IN ANY SUCH COURT, WITH OR WITHOUT DECLARATION FILED, TO WAIVE THE ISSUING AND SERVICE OF PROCESS AND TO CONFESS OR ENTER JUDGMENT AGAINST BORROWER IN FAVOR OF LENDER FOR ALL SUMS THEN DUE BY BORROWER TO LENDER UNDER THIS NOTE, WITH COSTS OF SUIT AND RELEASE OF PROCEDURAL ERRORS AND WITH REASONABLE ATTORNEY'S FEES OF TEN PERCENT (10%) OF THE AMOUNT THEN DUE (PROVIDED THAT SUCH AMOUNT SHALL BE REDUCED TO ACTUAL AND REASONABLE FEES INCURRED); AND FOR DOING SO THIS NOTE OR A COPY VERIFIED BY AFFIDAVIT SHALL BE SUFFICIENT WARRANT. SUCH AUTHORITY AND POWER SHALL NOT BE EXHAUSTED BY ANY EXERCISE THEREOF, AND JUDGMENT MAY BE CONFESSED AS AFORESAID FROM TIME TO TIME AS OFTEN AS THERE IS OCCASION THEREFOR.

Borrower hereby waives to the fullest extent provided by law presentment for payment, demand, notice of nonpayment, notice of dishonor and protest of this Note. This Note shall be governed by, construed and enforced in accordance with, the laws of the State of Maryland without reference to its laws or principles of conflicts or choice of laws. Reference is made to the Loan Agreement for provisions regarding jurisdiction and venue.

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Appendix, Section F
Resumes, Board Member Agreements,
and Statements of Interest and
Qualifications

Curriculum Vitae

Paris Le'Mond Adon, Ed.D.

Summary of Relevant Experience

I am a school administrator who is knowledgeable about current trends in pedagogy, special education research, health, literacy, teacher development and special education law. Furthermore, my professional activities include, teaching special needs children, leading teachers and leading special education professionals.

Education

Argosy University, 2013

Doctor of Education, Education Leadership

Dissertation: Montessori as an Academic Intervention for Students with Emotional Disabilities

Trinity University, 2005

Masters Degree – Administration, Education Leadership

Cleveland State University, 2001

Bachelors Degree – Special Education / Intervention Specialist

Student Teacher, Parkside Intermediate School, 2001

Teaching and Leadership Experience

District of Columbia Public Schools, 2006 – Present

Program Manager, Non Public Unit

Program Manager, Private and Religious Office

- Supervise and manage Student Progress Monitors to ensure that students are progressing in the Non-Public schools and prepared to reintegrate to a lesser restrictive environment.
- Supervise and manage the private and religious office, which includes two case managers, a coordinator and an administrative assistant with child find obligations and equitable services for students enrolled in private schools.
- Create Private and Religious Office budget and policy for fiscal year 2013/14.

Options Public Charter School, 2005 to 2006

Assistant Principal

- Directed and coordinated special education programs for local educational authority.
- Conducted classroom observations for curriculum implementation as it related to student's IEPs.
- Conducted pre and post conferences with teachers to discuss lesson implementation
- Manage \$1,000,000.00 budget for special education staff and services

District of Columbia Public Schools, 2003 – 2005

Special Education Teacher

- Special Education Mild to Moderate – Intellectually Deficient

The Children's Guild Inc, 2002-2003

Special Education Teacher

- Special Education Emotional Disturbance, Autism, and Learning disability

Prince Georges County Public Schools

Special Education Teacher, 2001 - 2002

- Special Education Mild to Moderate – Learning disability

Certifications and Memberships

- Administration Services Credential – K - 12, Washington DC (Active)

- Principal / Assistant Principal, Delaware (Non Active)
- Non-Categorical Special Education – K – 12, Washington DC (Active)
- Teacher of Exceptional Children – 1 – 12, Delaware (Non Active)
- Cross Categorical Special Education – K - 12, North Carolina (Non Active)
- National Association of Special Education Teachers
- Council for Exceptional Children (Non Active)
- Cleveland State Alumni Association
- Board Member Avail Youth Athletics (Active)

Publications

- Adon, P. (2013). *Montessori as an Academic Intervention for Student with Emotional Disabilities*. Argosy University

Pending Projects

- The Adon Educational Model (AEM) – Changing The Way We Educate Kids in America
- Paris Plays The Playground (Children's Literature)

Professional References

- Mr. Joshua Wayne – 202-907-8414, Josh.Wayne@dc.gov, (Current Supervisor)
- Mr. Andre Hentz – 301-928-8972, andre.hentz@gmail.com
- Mr. Devin Harley – 757-358-0899, harleydp1@gmail.com
- Ms. Melanie Caldwell – 301-817-0500, melani.caldwell@pgcps.org

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? | | |

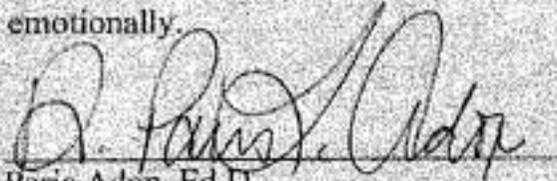
| | |
|--|---------------------------|
| Signature  | Title member |
| Applicant Organization Children's Guild | Date Submitted 2/24/14 |

Founding Member Personal Interest Statement

Paris Adon, Ed.D.

My interest in establishing a charter school in the District of Columbia are engendered from a deep yearning for quality educational options in the District of Columbia. As a native Washingtonian, I take it personal to assist in improving the educational options for students in Washington D.C. As a child, my mother, a District of Columbia Public School graduate (Spingarn Senior High School), was repelled with the educational options within the District thus she moved her family (my brother and I) out to Prince Georges County, MD, to find a better education for her children. My brother and I both attended Prince George's County Public Schools where we received a quality education from Suitland High School in Suitland, MD. Since that move I have always had a desire, an ambition, a spirit and a personal intrinsic motivation to improve the quality of educational options in Washington D.C.

Furthermore, I have worked within the Washington D.C. city limits for over a decade. In addition to my work, I have studied in the District of Columbia earning my Masters degree from Trinity University and Doctorate degree from Argosy University - Washington DC campus. Moreover, I conducted research on students with disabilities and I am intrigued at the thought of a quality school in the District of Columbia that will offer an array of robust special education services and additional services that encourage student development both academically and emotionally.



Paris Adon, Ed.D.

Founding Board Member

The Children's Guild, Ltd., DC Public Charter School

Allan D. Arbogast, Ed.D.



Profile

An experienced and successful district leader in large suburban and urban settings;
Instructional leader with proven results in academic growth and closing the achievement gap;
Reform leader in teacher evaluation, compensation, central office organization, and equitable student funding;
Innovator in instructional models, alternative programs and turnaround schools;
Consensus builder in community and business partnerships;
Systems thinker with excellent problem solving skills.

Professional Experience

Children's Guild

Vice President-Chief Operating Officer: February 2014

Prince George's County Public Schools

Chief Academic Officer: February 2010 to February 2014

Acting Deputy Superintendent for Academics: July 2012-July 2013

Anne Arundel County Public Schools

Senior Manager for Academic Accountability: 2006 to 2010

Principal: 1992-2006;

Assistant Principal: 1987-1992;

Teacher: 1977-1987

Major Accomplishments

Organizational Development Assessed and synthesized district initiatives and created processes and structures for the district, clusters and schools, which resulted in:

- The design and implementation of the academic program for Prince George's County Public Schools including the management of schools, curriculum and instruction, special education, school improvement, Title I, and Testing.
- The successful creation and implementation of the district's Race to the Top application resulting in increased advanced placement participation and performance.
- The development of milestones for the District Strategic Plan including establishing goals and setting targets around college and career readiness. These goals were then monitored through a Performance Management System of accountability from all departments with support from the Dell Foundation.
- The successful creation of six turnaround schools through the implementation of the Title I (1003g) School Improvement Grant. The six low performing schools experienced strong academic growth.
- The reorganization of the management of schools through Instructional Directors to provide direct support to principals leading to increased support and directed evaluations.
- The creation and implementation of the Student Based Budgeting Initiative in Prince George's County. This initiative created a funding formula in which the money was allotted on student need.

- The reorganization of Career and Technical Education to Career Academies. This transitioned career fields into a more rigorous program of study and resulted in increased participation in career tracks.
- The creation of the Department of College and Career Readiness that coordinated the implementation of a college going culture.
- The revision of alternative governance plans for Schools in Improvement with a focus on data analysis, instructional implementation, structural realignments and the development of progress monitoring tools.
- The alignment between the Divisions of Academics, Human Capital and Instructional Technology to create the Data Warehouse, web-based data reporting systems and the development of an electronic dashboards.
- The development of a Central Office redesign to make offices "school facing" as a result of the initiative of the Public Education Leadership Project at Harvard's School of Business and Harvard's School of Education.
- The creation of an Enrichment/Intervention block in schools tailored to student needs.
- The implementation of the Strategic Data Partners engaged with college readiness in collaboration with Harvard University.

Instructional Leadership Developed instructional processes and structures that incorporated researched-based techniques to address student needs as evidenced by:

- The coordination the implementation of the **Common Core State Standards (CCSS)** in the district, including representing the state in the CCSS assessment implementation with support from the Aspen Institute and the Institute for Learning.
- The representation for the State of Maryland on the Cross State Collaborative Advisory team for the implementation of the Common Core State Standards.
- Steady increases in local and state assessment and College Board performance.
- The creation of rubrics for cognitive demand based on Webb's Depth of Knowledge Framework in the district.
- The development of an initiative around collaborative planning for all schools, including the use of DataWise © from Harvard University.
- The development of the Secondary School Reform in the district which created academies in every high school.
- The creation of The Academy of Health Sciences, which is the state's first Middle College in collaboration with the Prince George's Community College.
- The implementation of a Unit Design initiative featuring performance instruction, essential questions and assessment.
- Leadership with the Office of Civil Rights Academic Achievement Steering Committee to implement a plan to address the minority achievement gap and cultural proficiency.
- The successful award-winning Inclusive Education through the integration of a special education cluster site into a mainstreamed school.
- The conceptualization and implementation of an Response to Intervention tracking tool.

Principal/Teacher Capacity Developed systems and relationships that increased teacher and principal capacity through a process of inquiry and support as evidenced by:

- The selection of over 100 highly effective principals over four years.

- The creation of an Executive Evaluation process.
- Leadership of the Teacher Effectiveness Pilot for the district in collaboration with the Maryland State Department of Education and the Bill and Melinda Gates Foundation.
- The development of principals and teacher leaders in instructional planning, school management and scholarly activities including doctoral dissertations and internships as part of the Principal Pipeline in collaboration with the National Institute for School Leaders, New Leaders for New Schools, and the Wallace Foundation. This included formal presentations to principals and assistant principals as well as individual collaborations.
- The development of Professional Learning Communities through a continuum of teacher professional development including study groups, action research and distributed leadership teams within the schools around problems of practice
- The development of teacher leaders through Teach for America and School Leader Network.
- The development and training in the use of data protocols, student achievement platforms and the interpretation of data.

Collaboration Created opportunities for collaboration with outside agencies and stakeholders to increase opportunities for students as evidenced by:

- The collaboration with NASA Goddard and The National Commission of Teachers for America's Future on a STEM initiatives.
- The partnership with the Community Foundation in Prince George's County to develop connections with philanthropists and businesses.
- The expansion of university and college partnerships with the University of Maryland, College Park, University College, Bowie State University, Howard University and Prince George's Community College.
- The expansion of business partnerships with Goddard Space Center, The Maryland Business Roundtable, Junior Achievement, Capital One and local and national businesses.
- The engagement with community organizations for Promise Neighborhood grants in Suitland and Langley Park, MD and Envision Prince George's.
- The engagement with local government in the Transforming Neighborhood Initiative.
- The creation of the Ridgeway Invitational, in collaboration with Maryland Special Olympics and the Navy's Run, Jump and Throw Program to create an annual track and field event pairing disabled and non-disabled peers.
- The development of a Youth Leadership Conference for students.

Awards

Washington Post Distinguished Leader, 2004, for recognized performance as an elementary school principal.

School of the Year by *Exceptional Parenting Magazine*, 2000, for successfully implementing a special education cluster site in a mainstreamed environment at Ridgeway Elementary School.

Speaking Engagements

Maryland Public Television: Wallace Foundation Panel November 2012

NCTAF Panel: November 2012

Implementing the Common Core: K-12 Summit, November 2012

Socratic Forum with Geoffrey Canada and the Community Foundation: October 2012
ASCD Video: Structuring Central Office: September 2012
STEM Initiative: Congresswoman Edwards' Panel on STEM, September 2012
College Board, District Diagnostic Panel, October 2011.

Education

Ed.D. Education Leadership and Policy. University of Maryland, College Park. 2004

Dissertation: *Supporting Professional Learning in an Era of Accountability:
The Elementary Principal Perspective.*

Contributor: *Design Principles for Learner-Centered Schools* (2004).

M.Ed. University of Maryland, College Park, 1981.

B.A. University of Maryland Baltimore County, 1977.

Adjunct Professor: University of Maryland, 2008 to present, Proposal Writing Seminar,
Dissertation Advisor.

Adjunct Professor: McDaniel College, 2007. *Assessment for Learning.*

Certification

Maryland Certificate: Advanced Professional Certification

Superintendent

Elementary-Middle Supervisor

Elementary-Middle Principal

Elementary Education 1-6 & Middle School

Political Science 7-12

Community Service

Governor appointed member the Effective Education Council, 2012

Leadership Anne Arundel, Class of 2007

Grassroots Education Nepal, Board member, 2010 to present.



The Children's Guild Ltd. – DC Campus Board of Directors Member Agreement

The board of directors is legally and ethically responsible for oversight of The Children's Guild, Ltd., Public Charter School – DC Campus.

Responsibilities of the Board

- Determining how the organization carries out its mission through long and short range planning and review.
- Adopting an annual budget and providing fiscal oversight.
- Recruiting, orienting and developing members of the board.
- Hiring, firing and evaluating the performance of the educational management organization.
- Evaluating its performance and the overall performance of the charter school in achieving its mission.
- Establishing policies for the effective management of the charter school.

Responsibilities of a Director

- Understand and promote the charter school's mission.
- Be familiar with the programs and operations of the charter school.
- Be a working member of at least one board committee.
- Participate in resource development and fundraising.
- Make an annual gift to the charter school commensurate with one's ability.
- Advocacy (when requested, write letters and/or make phone calls to support bills that are in the best interest of the charter school).
- Community education.
- Review meeting materials before meetings.
- Identify any potential conflicts of interest.

Time Demands

- Attend and actively participate in at least 75% of two hour board and committee meetings (approximately 4 board meetings per year and 4 committee meetings per year). Meeting date and time established at convenience of committee members.

Financial and Resource Development Expectations

- Assist the school in raising funds for capital and operating expenses not covered by tuition.
- Be present to demonstrate support at least 2 charter school events.
- Identify and assist in cultivation of potential board members.
- Attend a minimum of one of the two fundraising events:
 - Golf Classic
 - Cabaret for Kids

Allen D. Arbogast
Founding Board Member Signature

Allen D. Arbogast
Print Name

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 you to discharge your duties or exercise your judgment independently on behalf of the proposed charter school? | | ✓ |

| | |
|--|--|
| Signature  | Title Vice President for Educational Services |
| Applicant Organization Children's Guild | Date Submitted 2/21/14 |

Explanation to Questions 6 and 12

Duane Arbogast

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

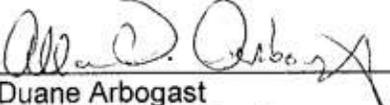
Founding Member Personal Interest Statement

A. Duane Arbogast, Ed.D.

My interest in developing this charter stems from my experience of working in public education for 36 years, but more importantly, in the urban reform work of the last four years. As the Chief Academic Officer for Prince George's County, I was faced with turning around the academic achievement of a large urban district with chronic under performance. However, the academic performance was more than just "working harder" or "focusing more on standards". The very nature of generational poverty, institutional racism, dysfunctional processes, low expectations, poor social capital, weak economic opportunity and a lack of access and aspiration all combined to create bleak prospects for students.

Our reform efforts were multi-faceted and included a reorganization of central office, changes in student funding algorithms, the development of a leadership pipeline, turnaround strategies for our lowest performing schools, an effort to increase rigor through partnerships, and offering new and creative programming. As we developed new programs, we realized that the very nature of the institutions of public education inhibited the development of new programming. This was most evident in the turnaround work. Turnaround demanded a significant restructuring of the hiring practices, teacher placement and development, leadership development and significant shifts in school schedule, curriculum and culture. It is into this space that the opportunity for charters holds promise. By purposefully creating a school outside of the public school institution, this charter can better address the needs of the students without the burden of institutional constraints. In particular, this charter can create a culture that deliberately mitigates the ravages of poverty and low expectations.

My role in this charter is to employ the "lessons learned" in my work in turnaround schools to ensure the academic fidelity to rigor and high expectations within a supportive culture. I bring a long history of academic performance and instructional expertise to the table. My lens of navigating institutional barriers to achieve outcomes will benefit the charter. I look forward to creating this environment for the students of huge District.


A. Duane Arbogast
Founding Board Member
The Children's Guild, Ltd., DC Public Charter School

STEPHEN M. BALDWIN, CPA

Senior Financial Professional, possessing strong leadership, computer, written and verbal communication skills. Previous experience leading finance, accounting, human resources, and information technology departments.

EDUCATION

MBA, Wilmington College, 1984. **BS**, Accounting, magna cum laude, Towson University 1976. **Certified Public Accountant.**

PROFESSIONAL EXPERIENCE

THE CHILDREN'S GUILD

2002 To Present

Executive Vice President and Chief Financial Officer

- Responsible for all financial activities of 25 million-dollar state funded not-for-profit organization serving economically disadvantaged and behaviorally disabled children.
- Manage Human Resources effort.
- Responsible for organization's information technology department.
- Work closely with diverse community based Board of Trustees.
- Manage budget preparation, financial reporting, on-going expense monitoring and cash flow effort.
- Responsible for Operations: maintenance & development of the organizations campuses

Vice President of Finance and Chief Financial Officer (2002 – 2009)

- Manage all financial activities.
- Head Human Resources Department.
- Responsible for organization's information technology effort.
- Work closely with diverse community based Board of Trustees.
- Manage budget preparation, financial reporting, on-going expense monitoring and cash flow effort.

PRINCE TELECOM HOLDINGS, INC.

2000 to 2001

Chief Financial Officer

- Managed all financial activities for \$100 million-dollar telecommunications service company.
- Maintained strong relationships with financial institutions.
- Oversaw Information Technology and Human Resources Departments.
- Directed significant information system upgrade.
- Proficient in the use of MS Office Suite Software (including Excel, Word, Power Point, Outlook, etc.)

WILMAC CORPORATION

1985 to 2000

Vice President, Finance (1994 to 2000)

- Directed all accounting and financial operations for \$80 million-dollar health care provider.
- Financial representative to the Board of Directors.
- Secured \$120 million in financing including \$20.5 million in lines of credit.
- Managed communications with limited partners and negotiated subsequent buyout.

Corporate Controller (1985 to 1994)

- Directed day to day operations of Accounting, Information Technology, Support Staff, Credit, and Internal Auditing Departments.
- Prepared monthly financial statements for 12 health care entities.
- Planned and oversaw conversion of information system to fully integrated distributive information network.
- Responsible for annual audit.

HERR FOODS, INCORPORATED

1979 to 1985

Controller (1983 to 1985)

- Directed all accounting activities for \$60 million-dollar snack food manufacturer and distributor.
- Maintained cost allocation system.
- Achieved real-time reporting by implementing fully automated state-of-the-art system.
- Responsible for annual audit.

Accounting Manager (1979 to 1983)

- Set up divisional accounting and cost allocation system.
- Allowed Company to double profitability by identifying problem operations through divisional accounting system.

PERDUE, INCORPORATED

1976 to 1979

Chief Internal Auditor (1978 to 1979)

- Improved bottom line by establishing and strengthening internal controls for rapidly growing poultry producer with 5,000 employees.
- Catalyst for \$2 million turnaround, reversing \$500,000 annual loss to \$1.5 million annual profit.

Assistant Divisional Controller (1977 to 1978)

- Managed daily operations of accounting staff for 5-plant processing division.

General Ledger Accountant (1976 to 1977)

- Performed monthly closings for 6 cost centers and reviewed reports with management.
- Prepared annual budgets.



The Children's Guild Ltd. – DC Campus Board of Directors Member Agreement

The board of directors is legally and ethically responsible for oversight of The Children's Guild, Ltd., Public Charter School – DC Campus.

Responsibilities of the Board

- Determining how the organization carries out its mission through long and short range planning and review.
- Adopting an annual budget and providing fiscal oversight.
- Recruiting, orienting and developing members of the board.
- Hiring, firing and evaluating the performance of the educational management organization.
- Evaluating its performance and the overall performance of the charter school in achieving its mission.
- Establishing policies for the effective management of the charter school.

Responsibilities of a Director

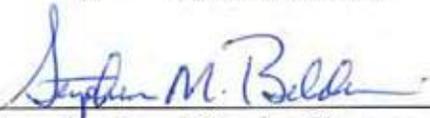
- Understand and promote the charter school's mission.
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- Make an annual gift to the charter school commensurate with one's ability.
- Advocacy (when requested, write letters and/or make phone calls to support bills that are in the best interest of the charter school).
- Community education.
- Review meeting materials before meetings.
- Identify any potential conflicts of interest.

Time Demands

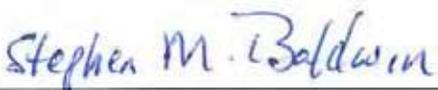
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Financial and Resource Development Expectations

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 - Cabaret for Kids



Founding Board Member Signature



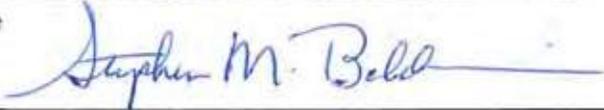
Print Name

Conflict of Interest Form

*(This form must be included in the application
and completed by all founding and Board of Trustee member.)*

Instructions: Check "yes or no" to each question in the table below. If you answer "yes" to any of the following questions, please provide an explanation on a separate sheet of paper, labeling explanations with the number of the corresponding question.

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| 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 EVP + CFO |
| Applicant Organization The Children's Guild | Date Submitted 2/27/14 |

Explanation to Questions 6 and 12

Steve Baldwin

Question 6: I have marked yes because I am a founding group member and work for The Children's Guild, Inc. which will serve as the Educational Management Organization (EMO) for The Children's Guild District of Columbia Public Charter School.

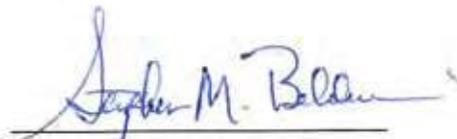
Question 12: I have established four other charter schools in the state of Maryland. I have applied to establish a charter school in Washington, DC but the charter school application was not approved.

Founding Member Personal Interest Statement

Stephen M. Baldwin

My interest in establishing a charter school in the District of Columbia is rooted in personal tragedy. My daughter who was an outstanding gymnast and a 4.0 scholar throughout her life died at the age of 20 due to a blood clot from an athletic injury that reached her heart. She had many opportunities and great support from her family to be all she could be. I'd like to play a role in providing the supports and the opportunity for children who are less advantaged to excel as a tribute to her life and memory. In addition, The Children's Guild has created a new way to manage schools and child serving organizations to assure that they can consistently reinvent their systems and approaches to meet the changing needs of the children they serve. It is called Transformation Education. I am interested in trying to disseminate this idea throughout the field of education via creating successful examples of how it works with different populations, and in different parts of the country.

My education, business experience, and serving as a Chief Financial Officer at The Children's Guild for the past 12 years has provided me with strong analytical and financial skills. These skills are needed to assure the financial viability of the school. These skills, in addition to my experience in helping to fund and staff the existing charter schools our organization operates in Maryland will serve The Children's Guild, Ltd., DC Public Charter School as well. I say this because my role in the school will be to help secure the school building and to negotiate the lease for the building. I will also be responsible for managing the fiscal reporting, preparing the school for its audits and making sure that the Board of Directors receives up-to-date financial reports to use in their decision making. I also possess strong Information Technology and Human Resources skills and experience. Therefore, my major contribution to the school is to assure the back office support to the school so that the principal can maintain his/her focus on creating an environment that fosters social-emotional growth and academic excellence.



Stephen M. Baldwin
Founding Board Member
The Children's Guild, Ltd., DC Public Charter School

Gladys M. Graham

Leadership Qualifications Profile

- Seasoned professional bringing over 14 years of experience in the private, non-profit and urban education sectors
 - Successful program director and manager with excellent facilitation and presentation skills
 - Ability to juggle conflicting priorities, yet commit to concise decision making followed by strong execution
 - Broad experience base includes strategic planning, budget development, project implementation, change management, and teacher/leadership recruitment, selection, training and professional development
 - Ability to inspire and motivate people to take action and work toward excellence in all endeavors
-

Experience

Responsibilities and Achievements

The Children's Guild
6802 Mc Clean Blvd.
Baltimore, MD 21234

Project Based Learning Officer, 2011- present: Responsibilities include assuring alignment between project based learning, common core standards, and with all components of The Children's Guild Transformation Education school model. In addition, the Project Based Learning office is involved in designing staff development and training for the nonpublic and charter schools as well as for its programs and contracts.

Expeditionary Learning

New York, NY, 1999 – present

Field Director, 2003-2011: Responsibilities include all phases of regional operations of budgeting, recruitment, selection, training, managing and evaluation of Mid-Atlantic School Designers.

- Development, implement and monitor regional systemic procedures and processes to significantly improve delivery of professional development
- Research, develop, secure and maintain partnership agreements with funding partners, including the Straus Foundation, Blaustein Foundation, Thauheimer Foundation and the Baltimore Community Foundation, Regional Public School Districts and State Departments of Education
- Develop community and university partnerships and public relations
- Secured 60% increase in new school revenue from 2005-2006 in accordance with national organizational business plan
- Monitor school level implementation against Expeditionary Learning Schools Core Practice Benchmarks

School Designer, 1999 - 2003: Responsibilities are multi-faceted and changes through the school's phases of implementation.

- Collaborate and consult with school leadership to develop Expeditionary Learning Schools Implementation plan
- Design and facilitate district and school-based professional development
- Develop and/or strengthen a process for ongoing school review of progress toward implementation
- Observe classroom instruction and provide descriptive, non-evaluative feedback against quality indicators